Collaborative Social Studies Learning Through Exploration: The Use of *Google Maps* as a STEAM-Based Learning Media

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Abstrak

Kajian ini bertujuan untuk menghadirkan kolaborasi antara pendidikan kepramukaan melalui kegiatan penjelajahan dan pembelajaran IPS melalui penggunaan aplikasi *google maps* sebagai media pembelajaran berbasis STEAM. Inovasi dalam kegiatan pembelajaran IPS harus terus diperluas, terlebih dengan perubahan sosial yang berlangsung cepat turut berdampak pada cepatnya perubahan pada model dan metode pembelajaran yang dilaksanakan. Termasuk melakukan kolaborasi bersama lembaga pendidikan nonformal, salah satunya Gerakan Pramuka. Melalui kegiatan pembelajaran yang kolaboratif dan aktual, dapat menjadi gaya belajar baru yang dapat mengembangkan keterampilan kolaborasi, komunikasi, berpikir kritis, dan kreativitas. Metode yang dilakukan untuk mengkaji hal tersebut menggunakan kualitatif eksplanatif melalui studi pustaka. Sehingga, hasil dari kajian ini menunjukkan bahwa penggunaan *google maps* juga dapat menjadi media pembelajaran kolaboratif dalam pembelajaran IPS melalui aktivitas penjelajahan dalam pendidikan kepramukaan. Pembelajaran IPS yang mengandung muatan materi geografi, dapat menjadi pedoman utama dalam mengetahui dan mempelajari perubahan spasial hingga pola interaksi sosial masyarakatnya.

Kata Kunci : Pendidikan Kepramukaan, Pembelajaran IPS Kolaboratif, *Google Maps*, Pembelajaran Berbasis STEAM

Abstract

This study aims to present a collaboration between scouting education through exploration activities and social studies learning through the use of the google maps application as a STEAM-based learning medium. Innovation in social studies learning activities must continue to be expanded, especially with rapid social changes that also have an impact on the rapid changes in the learning models and methods implemented. Including collaborating with non-formal educational institutions, one of which is the Scout Movement. Through collaborative and actual learning activities, it can become a new learning style that can develop collaboration, communication, critical thinking, and creativity skills. The method used to study this used explanatory qualitative through literature studies. Thus, the results of this study show that the use of google maps can also be a collaborative learning medium in social studies learning through exploration activities in scouting education. Social studies learning, which contains the content of geography material, can be the main guideline in knowing and studying spatial changes to the patterns of social interaction of the community.

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PRELIMINARY

Humans as social beings are always experiencing changes in their lives. Both changes that have a small impact to have a wide impact in the community. Significant changes that have occurred in a wide scope such as the Industrial Revolution 4.0 and Social Society 5.0 have massively encouraged a shift in the use of technology that has given rise to a variety of innovations in various areas of people's lives, including in the field of education. In the flow of massive societal changes, it is illustrated that human resources in Indonesia in fact do not have competent competitiveness with other human resources from various countries (Schaubroeck et al., 2016). Including the use of technology in various aspects of people's lives, such as education, is not evenly distributed and is felt comprehensively by all levels of society. As well as the weak ability to think critically, innovatively, solve problems, and collaborate, it is a separate probelmatics that is still being sought to solve in the world of education in Indonesia (Pratiwi et al., 2023; Purnomo et al., 2023). In the midst of the current of social change in the 21st century, the role and position of teachers in learning activities is important to see the effectiveness of student learning activities. In today's modern era, a teacher tends to be able to position himself as a facilitator in learning activities. The learning process that takes place no longer makes teachers the only source in these activities. So that the learning activities carried out are dominated by project-based methods or models (Fitriyah & Ramadani, 2021).

Even in the field of education in the midst of the ongoing social society 5.0, it is undeniable that learning activities can be carried out remotely or learning activities that take place *in a hybrid* manner with developing technology (Nastiti & 'Abdu, 2020; Rahmawati et al., 2021). By utilizing the surrounding environment as a learning resource as well as an open laboratory, it will also strive to develop creativity, creativity, innovation, and other 21st century learning skills (Fadjarajani, Indrianeu, Haekal, Purnama, Abdullah, Saleh, Hasanudin, Srinawati, Kurniawan, Riyanto, Sriekaningsih, Mumtahanah, et al., 2020; Fathurahman et al., 2023). Environment-based learning activities can actually be carried out in a simple scope, such as: observing community interaction and communication around the school or where students live, recycling used goods as learning aids, to criticizing natural events and other phenomena in the community. Learning activities that rely on students will be a deeply meaningful activity and present a new experience for every student. So, students do not only grow up as the next generation who have intellectual intelligence. But they also have the life skills to face the challenges of the times.

In the current millennium era, changes in learning activities began with the shift in the use of print-based books to electronic books (*e-books*) in schools. The switch comes as a result of the characteristics of Generation Z and Alpha students who are present in the midst of rapid social change. These social changes must be balanced with increasing social intelligence to shape and strengthen students' maturity in logical thinking awareness, and be able to optimally carry out their role as part of the social environment ecosystem. Efforts that can be made to develop students' social intelligence in schools are generally found in non-academic or extracurricular education. One of them is through scouting education activities (Barsah, 2023; Iswari et al., 2021).

The presence of scouting education in the educational curriculum in schools should be a forum for the formation of the character of students who have good morals, noble ethics, and nationalist spirit and patriotism (AD/ART Gerakan Pramuka Tahun 2023, 2023; Undang-Undang No. 12 Tahun 2010 Tentang Gerakan Pramuka, 2010). With a variety of activities in scouting education that are very varied, renewable, in accordance with the physical and psychological development of students, and tend to be active in the surrounding environment, as well as experiencing firsthand the dynamics of social issues, making students accustomed and trained to interact in the community. In addition, the presence of Tri Satya as a form of self-commitment to become an ethical person, Dasa Darma fiber as a life value that is carried out also encourages the presence of meaningful learning. These meaningful learning activities will later shape the character and develop the life skills of students as the future generation of Indonesia.

The purpose of this study is to present a collaboration between scouting education and social science learning (IPS) through the use of *google maps* as a STEAM-based learning medium. STEAM (*science, technology, engineering, art, and mathematic*) as a learning method dominated by collaborative activities between knowledge, technology, engineering, art, and mathematics presents a more applicable learning activity for students. This learning method tends to encourage students to actively explore and not be fixated on one piece of knowledge. Rather, students must be able to collaborate between one knowledge and another. Then, compare and create the results of his learning in the form of works that are beneficial to him and the surrounding environment. The Scout Movement as a non-formal educational institution, carries out Amanah as an educational institution that presents various kinds of learning vehicles based on character formation based on the values of nationalism, life skills, and noble personality as an Indonesian citizen (Saona, 2022). The mandate is in line with the goals of national education contained in Law No. 20 of 2003 concerning the National Education System,

namely: the development of the potential of students to become a human being who fears God, behaves well according to values and norms in society, is knowledgeable and has life skills, and can carry out his role as a democratic and responsible citizen (Isnaeni & Ningsih, 2021; Sari, 2021). The similarities between scouting education and social science learning (IPS) can be an opportunity to present collaboration in carrying out innovative, actual, fun learning activities, and also implement the characteristics of 21st century learning (communication, creativity, critical thinking, and collaboration).

This research is limited to the study related to the impact of collaboration between learning activities in non-formal education and social science learning (IPS) through the use of *google maps* as a learning medium. The public in general is familiar with the navigation application. However, it is not widely known that the features in the *google maps* application can also be used for learning activities through exploration activities. The presence of social science subjects (IPS) as a forum for providing knowledge and developing the concept of society and its dynamics, proves the need for an active role of students in developing their skills to criticize various social problems that occur. Of course, in seeing a social problem that occurs is not as simple as imagined. Throughout his life, the problems faced by humans are in fact very complex and intersecting, including: problems between individuals, problems between families, social problems in the surrounding environment, to social problems in the scope of the state and the world community (Abdullah, 2020; Iqbal, 2022).

In fact, social studies learning carries out the task of being able to shape the personality of future generations who are skilled and have the ability to answer every challenge of the times that are present in every era. In social studies learning in the sub-study of humans, territories, and the environment, generally a teacher will use learning aids in the form of maps to help visualize the material presented. The presence and use of maps not only helps to provide visualization of the territory and spatial environment of the community, but also illustrates the mobilization of people in daily life, as well as the dynamics of changes that take place in a certain period of time.

This study also departs from previous research and supporting literacy related to collaboration between learning activities in non-formal education and social science learning, including: research written by I Rasiman, et al. in 2020 entitled "The Utilization of Map Media in Social Studies Class V Learning at MI Al-Muniroh 1 Ujung Pangkah"; next, a study written by Saona in 2022 entitled "Implementation of Scout Activities in Shaping the Discipline Character of Students Members of the MAN 3 Scout Movement Cirebon Buntet Pesantren Regency; Furthermore, a study written by I Wayan Bayu Dharmayana, et al. in 2021 entitled

"The Role of Scout Education in Growing Character Education for Children Aged 11-15 Years"; and research written by Euis Milah Dianur, et al. in 2021 entitled "Map Media in Social Sciences Learning as a Support for Learning Outcomes". Previous research and studies have focused on the use of maps in general as teaching aids in social studies learning activities and participation in scouting education in an effort to implement character education for students in schools. In fact, the two learning spaces have a common goal and can support each other to create a collaborative and fun learning activity. Students get learning materials about themselves as interconnected social creatures, as well as providing students with direct experience in interacting and seeing spatial dynamics in the surrounding environment.

METHOD

(Purvant, Erwan Agus., Sullystastiti, 2017) (Purwanto, Erwan Agus., Sulistyastuti, 2017) dampak dari kolaborasi antara aktivitas pembelajaran pada pendidikan nonformal dan pembelajaran ilmu pengetahuan sosial melalui penggunaan *google maps* sebagai media pembelajaran berbasis STEAM. Pendidikan kepramukaan yang secara umum berperan sebagai bagian dari kegiatan ekstrakurikuler di sekolah, sejatinya tidak hanya sekadar menjadi lembaga pendidikan yang berfokus pada pendidikan karakter semata. Melainkan pendidikan kepramukaan sendiri turut mengajarkan kecakapan hidup sekaligus keterampilan sosial yang sejalan dengan materi dalam pembelajaran ilmu pengetahuan sosial yang diajarkan dalam kegiatan intrakurikuler. Melalui persamaan tujuan tersebut, terlihat adanya peluang untuk mengadakan kolaborasi antara pendidikan intrakurikuler melalui materi pembelajaran ilmu pengetahuan sosial dengan pendidikan ekstrakurikuler pendidikan kepramukaan sebagai wahana praktikum bagi peserta didik.

In this study, a series of data used in the form of secondary data is a literature or literature review. The data collected consisted of references from various books and scientific articles that specifically wrote related to the collaboration between scouting education and social studies learning through the use of *google maps* as a STEAM-based learning medium. Teachers can assign students to carry out simple exploration activities on school holidays by visiting one or more locations designated as field laboratories. Furthermore, students make their own notes about travel activities in the exploration activities. From the trip notes, teachers can see and assess how students interact with the surrounding community to the destination location. As well as seeing the students' proficiency in finding their way to the destination location. A series of supporting references and scientific articles used in writing This study is limited to the time frame of 2019 to 2024, in order to actualize the data and problems studied and the validity of the information submitted. The collaboration between scouting education activities and social

studies learning activities in a series of literature shows that it has not fully attracted attention. The dichotomy that distinguishes the two as intracurricular and extracurricular groups has long formed a stigma of difference between them. Through the use of *the google maps* application as a STEAM-based learning medium, it is hoped that it can be a liaison in the collaboration between the two learning activities. With the hope that students can be more exploratory, creative, and innovative in developing themselves and their life skills.

RESULTS AND DISCUSSION
The Use of Maps in Scouting Education and Social Studies Learning

Scouting Education is present as an educational vehicle that also carries out the mandate of national education in terms of personality formation, life skills, and noble morals through the realization and practice of scouting values (AD/ART Gerakan Pramuka Tahun 2023, 2023; Undang-Undang No. 12 Tahun 2010 Tentang Gerakan Pramuka, 2010). In line with this, social science education (IPS) is also presented as a learning activity that can encourage and develop students' potential in sensitivity in seeing and assessing social problems that occur around them. Including, efforts to develop a positive mentality that can be useful in overcoming inequality and training skills in overcoming daily problems that can occur to oneself or society (Endayani, 2018; Gunawan, 2016).

As one of the sciences that studies the urgency of forming noble morals in the younger generation, having faith, noble ethics, and having the skills as democratic and responsible citizens, social studies learning is present by integrating other social sciences, such as: geography, history, economics, and sociology (Ma'nawiyah, 2023; Zacky et al., 2024). The integration of science is intended to develop students' knowledge, understanding, and analytical skills towards the social conditions of the surrounding community. Thus, the presence of social studies education in the curriculum is to teach and instill in students the value of noble ethics as an Indonesian society, social sensitivity as a social creature that needs each other, and life skills in the midst of social changes that roll according to the times.

The map itself exists as an image that presents the entire part of the earth's surface depicted into a flat plane with a certain comparative size. This map media is very easy to apply during the learning process, especially in social studies subjects, by using map media students will know the elements of the map that help interpret the information to be presented (Dianur et al., 2021; Rasiman et al., 2020). The use of maps during the learning process as teaching aids can potentially make students more motivated when participating in learning. This is because through the use of these props, students not only imagine a location in their minds, but can see in two dimensions the area of the area, the location of natural appearances, and the location of

the area based on the astronomical location which at the same time intersects with the situation of the area meteorologically and climatically. Thus, the use of maps as teaching aids can arouse students' interest in the material presented, as well as a high curiosity to conduct further analysis of various potentials from the region displayed in various aspects.

There is a difference in the use of maps in scouting education and social studies learning in schools. In general, in scouting education, maps are present as one of the tools prepared to carry out exploration activities. Both learning activities to the outdoors and exploring in the environment around the residence or school (Amri, 2018; Dharmayana & Wiguna, 2021). In social studies learning activities in general, maps are used as one of the learning media on geography and other materials related to the appearance of Indonesia's territory (Alfiyana, Hanifa, & Tin Rustini, 2022; Sulaiman et al., 2024). Although maps are collectively used to visualize an area, the practicum uses maps more in scouting education. Meanwhile, in social studies learning, the use of maps is still limited to teaching aids used in the classroom in theory with two-way dialogue in general (Alfiyana, Hanifa, & Rustini, 2022). The difference in the application of maps in scouting education and social studies learning can be seen in the table 1. The following:

Tabel 1. The Use of Maps in Scouting Education and Social Studies Learning

Scouting Education	Social Studies Learning
1. Studying the area of the territory in detail starting from: natural appearances, astronomical information, and travel route information	1. Showing the location of a place, natural appearance, and astronomical information
2. Map areas based on natural appearance	2. Showing the distribution of the population
3. Companion media in nature exploration activities	3. Learning media in geography science branch material
4. Generally used directly in field practicum	4. Generally used in the classroom on certain materials that intersect with geography
5. Used in conjunction with other aids, such as: compass, flashlight, cane, and binoculars	5. Not using other tools

The use of maps as social studies learning media can make it easier for students to understand the material presented. In addition, maps can also help in efforts to stimulate critical thinking activities, stimulate attention to the surrounding environment, and foster interest and motivation in learning that can support good learning activities. Through an introduction to the appearance of nature and the appearance of the environment in the area, students can see and

feel firsthand the appearance of nature and other social phenomena that occur in the surrounding environment (Chandra et al., 2019; Juliana et al., 2022). With learning activities that present field practicum activities, it also presents an interesting and meaningful learning for students. This is because students do not only listen to the teacher's material in class and conduct dialogue through discussions, but students can do field practice which becomes a new and more interactive learning experience. In addition, field practicum activities with the use of maps also teach students directly several life skills, such as: reading natural appearances, reading travel routes, information related to territorial areas astronomically.

In 21st century learning, the use of technology in the field of education has provided opportunities in learning activities to access and present interactive learning materials that are in accordance with the times. Including the use of maps in social studies learning activities, teachers do not always have to use conventional maps, *globes*, or atlases that are commonly available in school libraries. But it can also use digital maps such as *google maps* which go through the directions feature for pedestrians (de Ries et al., 2022; Fadjarajani, Indrianeu, Haekal, Purnama, Abdullah, Saleh, Hasanudin, Srinawati, Kurniawan, Riyanto, Sriekaningsih, Mumtahana, et al., 2020). The use of *google maps* as a navigation tool available on gadgets today can be used like a road map in general. The advantages of using this application include: accuracy of distance and travel time through several access features such as: study travelers, motorcyclists, car drivers, and public transportation; can see the intended location with great precision based on satellite imagery images; as well as warnings related to the latest news on the route to be taken (such as: signs of accidents, traffic jams, and so on).

Figure 1. Directions Feature for Pedestrians in *the Google Maps Application*

Source: Personal Documentation

The use of *google maps* in social studies learning can be one of the learning activities that are transformative, interactive, and relevant to the development of today's students. Various collaborative activities that can be carried out such as exploration activities in scouting

education, geography material in social studies learning based on digital technology can present a new experience for every student in social studies learning activities at school. And the learning held also presents the meaning of the knowledge conveyed and the values instilled.

Scouting Education and Social Studies Learning are jointly present to meet human needs fundamentally through knowledge (cognitive), developing skills (psychomotor), and having a personality (affective) that is in accordance with the psychological development of students. The cultivation of values, morals, and ethics stimulated through field practicum activities and habituation in social studies learning activities can help encourage the formation of a young generation who have life skills, faith and fear of God Almighty, can carry out their obligations as good citizens, have good self-control, and are always ready to respond to all challenges of change in society (Kurniawan et al., 2022; Wulan & Meitasari, 2023). Scouting Education presents fun learning activities and makes the outdoors a field laboratory for students to explore according to their interests and talents. Of course, with assistance from adults at each level, building brotherly bonds in the role of brothers and sisters, and jointly fostering themselves to be able to benefit society. *Google Maps* is only one example of an intermediary media between scouting education and social studies learning in presenting a learning activity that is more varied, in accordance with the development of learning in the 21st century, and meaningful for students.

Integration of STEAM-Based Social Studies Learning Activities Through Exploration Activities

Learning in the 21st century has brought many changes in the field of education globally and comprehensively. Through various kinds of skills that must be possessed, these generations have the toughness in taste, karsa, and works that go hand in hand with technological developments. The STEAM (*science, technology, engineering, art, and mathematic*) approach, which is now being developed in 21st century learning, presents a new color in the learning atmosphere that is more contextual according to the actual situation. In addition to presenting meaningful learning for students through the practice of observing various phenomena that occur around them, it also motivates students to learn to explore their skills in a fun way (Wandraini et al., 2022). The STEAM approach is actually present as one of the learning strategies centered on developing students' abilities. They learn various kinds of learning materials with various models, methods, and learning aids that are able to stimulate and spark students to implement knowledge as well as develop their skills in learning activities (Rodiana, 2022).

Figure 2. Examples of STEAM-Based Learning Activities

Source: quipper.com (Juniardi, 2023)

Learning activities with the STEAM approach can encourage stimulating the development of students in cognitive abilities through meaningful learning. In addition to increasing cognitive abilities, students' creativity also develops and further hones the development of fine motor skills such as: cooperation, collaborating in groups, and criticizing surrounding phenomena through more active and interactive learning activities (Choirunisah, 2022). When teachers can present a learning atmosphere that accommodates students to collaborate with each other in group dynamics, as well as integrate several clusters of knowledge through a multidisciplinary scientific approach, it becomes a new nuance in classroom learning activities. Especially in STEAM learning itself, there is a reflection stage that is carried out when ending learning activities. The reflection stage is a moment for each student to improve, understand the various shortcomings in the learning process that has taken place, then jointly find solutions in order to optimize the next learning activity with an exploratory, fun, and meaningful learning atmosphere.

Social Sciences (IPS) is one of the subjects that is familiar with field practicum. Not a few materials in social studies learning that examine people, territories, and the environment are very demanding of a learning atmosphere that is able to stimulate the students' critical thinking skills and creativity. By carrying out social studies learning activities based on STEAM through the use of *google maps*, students will be able to see firsthand the territorial area and its environment. As well as being able to explore through tracing activities to places that have been determined as field laboratories (Arsy & Syamsulrizal, 2021). When students are able to learn about the territorial area and the surrounding environment, then continue by conducting tracing activities or exploring several predetermined places, making students feel a new experience in social studies learning activities that are more real. Not only the experience of seeing and observing firsthand the dynamics of community interaction during the exploration activity, but also students have knowledge and proficiency in reading travel routes, as well as other natural signs.

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Figure 3. Example of Exploration Activities as One of the STEAM-Based Social Sciences Learning Activities

Source: pramukadiy.co.id (Pusbangjusinfo, 2022)

The collaboration that occurs through STEAM learning can present a new innovation in the learning model that can develop students' *soft skills*, including: cooperation, critical thinking, caring for environmental changes, responsibility, adaptation skills, having creativity, leadership, and honesty (Apriliana et al., 2018). Exploration activities as an implementation of STEAM learning in social studies subjects can certainly be a fun learning activity for students. The collaboration of learning activities presented by social studies subject teachers does not only combine social science clusters, such as geography (cartography) and history or sociology. However, exploration activities are one of the field practices for students to be able to observe social changes around them, feel direct interaction with the community, and see for themselves the changes in the environment that occur due to human actions will not only be a learning that develops cognitively. Instead, it helps develop 21st century learning skills, and becomes a meaningful learning for students in the future.

CONCLUSION

The development of education today really requires students to be able to analyze, assess, and connect between the problems that occur around them. 21st century learning skills have brought quite a lot of changes in the world of education in Indonesia. The shift in the role of teachers, who were originally the only source of learning and are now facilitators in learning activities, fully encourages students to be more active in building communication, collaboration, and presenting alternative solutions to problems that occur based on the results of critical thinking skills and high creativity. STEAM-based learning is the main corridor for

teachers to plan learning activities that are fun and meaningful for students. And the combination of scouting education and social studies learning through the use of *google maps* in learning activities is one of the recommendations for these interesting, fun, and meaningful learning activities.

SUGGESTION

With the limitations of this study, the researcher hopes that there will be a more comprehensive follow-up study, and also present a real portrait related to the impact of collaboration between learning activities in non-formal education and social studies learning. Thus, the character values instilled through social science learning (IPS) are not only limited to being conveyed theoretically. There must be meaningful learning activities for students, so that they can be embedded in them a basic awareness of their identity as the young generation of Indonesia, who are raised with the noble values of the Indonesia people, and actively take care of the local historical and cultural heritage of the Indonesian people through collaborative social studies learning.

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