

## Literature Study of Social Studies Learning Materials About the Parliamentary Democracy Period 1950-1959

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**Devita Sari**

devitasari.ulm@gmail.com

Social Studies Education Department, FKIP Lambung Mangkurat University

**Bambang Subiyakto**

bambangsb@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

**Mutiani**

mutiani@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

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### Abstrak

Materi pembelajaran Pendidikan Ilmu Pengetahuan Sosial (IPS), Masa Demokrasi Parlementer 1950-1959, termuat dalam buku teks Kementerian Pendidikan dan Kebudayaan RI berbasis Kurikulum 2013 yang direvisi tahun 2018. Buku ini idealnya disusun berdasarkan kesesuaian dengan Kompetensi Dasar (KD), sebab aspek yang akan dicapai oleh peserta didik melalui pembelajaran IPS tidak hanya meliputi aspek pengetahuan namun dalam keseimbangan dengan aspek keterampilan. Pentingnya kesesuaian materi pembelajaran IPS dengan Kompetensi Dasar agar materi yang disajikan guru meliputi tiga aspek penting yaitu sikap, pengetahuan serta keterampilan, sehingga tujuan pembelajaran tercapai. Tujuan artikel ini untuk mengetahui kesesuaian materi Masa Demokrasi Parlementer 1950-1959 dengan KD. Metode yang digunakan studi literatur, yaitu mengumpulkan buku, jurnal dan pustaka lainnya yang relevan. Pencarian data dilakukan dengan menggunakan mesin pencarian seperti google scholar dan e-book. Hasil penelitian menunjukkan kesesuaian antara materi ajar sub tema masa demokrasi parlementer dengan kompetensi dasar, karena sudah merujuk pada pengembangan kompetensi pengetahuan dan keterampilan peserta didik. **Kata Kunci:** Masa Demokrasi Parlementer, Materi Pembelajaran, dan Kompetensi Dasar.

### Abstract

Social Studies Education (IPS) learning materials, Parliamentary Democracy Period 1950-1959, are contained in the textbook of the Ministry of Education and Culture of the Republic of Indonesia based on the 2013 Curriculum, which was revised in 2018. Students will achieve through social studies learning not only includes aspects of knowledge but in balance with aspects of skills. The importance of conformity of social studies learning materials with basic competencies so that the teacher's material includes three important aspects, namely attitudes, knowledge, and skills, to achieve learning objectives. This article aims to determine the suitability of the material for the 1950-1959 Parliamentary Democracy Period with KD. The method used is literature study, namely collecting books, journals, and other relevant literature. Data searches are performed using search engines such as google scholar and e-books. The results showed the suitability between the teaching materials of the sub-theme of the parliamentary democracy period with basic competencies because they already refer to the development of competency in students' knowledge and skills.

**Keywords:** The Period of Parliamentary Democracy, Learning Materials, and Basic Competencies.

## **PRELIMINARY**

Teaching materials are understood as a set of materials arranged coherently and systematically and displaying competencies that students in learning activities will master. Teaching materials can be grouped into four groups, namely: (1) printed teaching materials which include books, modules, student worksheets, pictures (2) teaching materials such as; cassettes, radios, black plates, and audio compact disks, (3) audio-visual teaching materials such as compact disks, films (4) interactive teaching materials such as interactive compact disks. The teaching materials are grouped into two types: printed teaching materials and non-printed teaching materials (Prastowo, 2014). Teaching materials in the form of textbooks apply to all subjects without exception for Social Studies subjects.

Social Studies (IPS) subjects are part of the subjects presented at the Junior High School level. Social studies as an educational program and a field of knowledge not only present social knowledge but also foster students to become citizens of society and citizens who have responsibility for society, the nation, and the state. The subject matter presented is limited to knowledge and includes the values that must be attached to students (Afandi et al., 2012; Afandi et al., 2016; Afandi, 2011; Aslamiah et al., 2021). Social Studies appears to respond to students' attitudes, morals, and skills based on the concepts they have. Social studies education has the primary responsibility of helping students develop knowledge,

Textbooks for Integrated Social Studies class IX Junior High School provide several sub-themes that can be used as teaching materials for educators. One of the sub-themes in the book published by the Ministry of Education and Culture of the Republic of Indonesia Revised 2018 is the Parliamentary Democracy Period (1950-1959). Teaching materials with this theme should ideally suit basic competencies to be used as guidelines in delivering teaching materials to students. The teacher must pay attention to the elements in the teaching material so that in the process of understanding by students, it is hoped that the learning objectives can be achieved.

Social studies learning material with the sub-theme "Parliamentary Democracy Period 1950-1959" is important and needs to be studied by students. This material tells about government policies and events that occurred at that time. Through learning using these materials, students can increase their love for the country. Later, students become children of the nation who have a character to make Indonesia proud (Hadi, 2019). This is in line with the social studies learning objectives stated in (Abbas, 2013), which states that social studies are an educational program to

prepare students to be competent in living in society and become citizens who both understand and can implement their roles.

## **METHOD**

Articles are written using the literature review method, namely research by collecting data by reading written sources related to research. Sources of data are obtained from books, journals, thesis, and other libraries. The literature review is carried out by identifying, evaluating, and analyzing previous research results on the topic to be studied to find gaps with the findings found by researchers (Hariyanti & Wirapraja, 2018). Data tracing was carried out using google scholar and ebook from September 2020 to February 2021. The literature search strategy contains the search strategy for publication data on google scholar. Data tracing was carried out using keywords, namely: literature study, learning, social studies, basic competencies, teaching materials, parliamentary democracy teaching materials. Literature analysis is carried out in full text to make it more apparent and more observable. Then the researchers conclude by discussing the data that has been collected after looking for similarities and differences (Habsy, 2017).

## **RESULTS AND DISCUSSION**

The learning materials for the 1950-1959 Parliamentary Democracy Period are divided into three discussions, namely: 1) Political development, 2) Economic development, 3) The life of Indonesian society during parliamentary democracy. The learning objectives are to analyze the chronology of Indonesia's political, economic, social, and cultural developments during parliamentary democracy and to explain the social conditions of Indonesian society during parliamentary democracy (Setiawan et al., 2017).

The process of analyzing the suitability between teaching materials and basic competencies aims to ensure that the material presented to students is following the expected competencies so that the achievement of the 2013 curriculum graduate Competency Standards can be fulfilled. The analysis was carried out using Content Knowledge (CK). Content Knowledge, namely knowledge of the subject matter to be taught. Teachers must understand the lessons to be taught, including knowledge of facts, concepts, theories, and procedures in specific fields, knowledge of frameworks that can organize and connect ideas and knowledge of rules and evidence from content (Mutiani, 2017; Purwoko, 2017; Mutiani et al., 2021). The learning received by students depends on the material provided by the teacher in teaching.

**Table 1. Analysis of Basic Competencies with the Material of Indonesian Parliamentary Democracy 1950-1959**

KI	KD	Theory
KI 3. Understand knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to eye-opening phenomena and events.	KD 3.4 Analyzing chronology, change, and continuity of space (geography, politics, economy, education, social, culture) from the beginning of independence to the beginning of reform.	The political development material presented includes several discussions: <ol style="list-style-type: none"> <li>1. Government system</li> <li>2. Party system</li> <li>3. Election 1955</li> <li>4. Security interference</li> <li>5. The Asia Africa Conference and the Djuanda Declaration</li> </ol>
KI 4. Trying, managing, and presenting in the realm of the concrete (using, parsing, arranging, modifying, and making) and the realm of the abstract (writing, reading, counting, drawing, and composing) according to what is learned in school and other similar sources in perspective/theory.	KD 4.4 Presenting the results of a chronological analysis, change and continuity of space (geography, politics, economy, education, social, culture) from the beginning of independence to the beginning of reform	The material presented on Economic Development includes several discussions: <ol style="list-style-type: none"> <li>1. Syafruddin scissors</li> <li>2. The economic system of the Benteng movement</li> <li>3. Nationalization of Foreign Companies</li> <li>4. Economic Financial (Finek)</li> <li>5. Five-Year Development Plan.</li> </ol>
		The material on community life during parliamentary democracy the discussion presented includes several discussions: <ol style="list-style-type: none"> <li>1. Community Social Life</li> <li>2. Education</li> </ol>

Source: Researcher (Data processed, December 2020)

The data presented in the table above is related to the first material, namely the political development of the parliamentary democracy period. The material is presented in five topics, namely: 1) the form of government, 2) the form of the party, 3) the 1955 election, 4) security disturbances, 5) the Asia Africa conference and the Djuanda Declaration; all discussions are used to support KD. KD 3.4 relates to the discussion of the material, which in the material discussion presents a chronology of political developments in the 1950-1959 parliamentary democracy. KD 3.4 refers to achieving level C4 (analyzing) based on taxonomy (Utari et al., 2011).

The material presented in the sub-theme of the parliamentary democracy period 1950-1959 falls into the category according to KD 3.4 because the material has presented the material following the wishes of basic competencies. Each level of education has its respective competencies that become benchmarks for determining learning materials and goals to be achieved to be more focused and structured. Students' knowledge, skills, and attitudes can be seen using basic competencies and can see how much students understand the material. This aims to have a holistic understanding of the concept and take place optimally (Syaharuddin & Mutiani, 2020).

KD 4.4 contains skills that students must achieve through learning materials. Students are required to have extensive knowledge and skills. This is in line with the need for a learning design that contains 21st-century skills known as 4C (Creative, Critical thinking, Communicative, and *collaborative*) (RI KPN, 2019; Susanti & Risnanosanti, 2019; Aslamiah et al., 2021). Students can carry out group discussions that discuss the chronology of the political developments of the period. Students' social skills can be trained by providing opportunities for small interactions within peers' scope in learning discussion groups (Kadir, 2009).

Political development material needs to be conveyed and taught to students because through this material. Students can examine the linkages of life experienced by society and the nation in that period. After studying this material, students are expected to get inspiration or lessons from events and think rationally, critically, empirically, and, most importantly, become good citizens following social studies learning objectives. Agreeing with this, material related to history needs to be taught to introduce the concept of time, space, and society and the relationship between the past and the present, between local areas and other areas, between individualist life and national life, as well as the cultural life of the community other anywhere in time and space (Ningrum, 2017).

Material on the economic development of the parliamentary democracy period 1950-1959. There are five discussions in the material, namely: 1) Scissors Syafruddin, 2) The economic system of the fortress movement, 3) the nationalization of foreign companies, 4) Financial economy (Finec), 5) Five Years Development Plan. KD 3.4 requires students to be able to analyze chronological economic developments that occur in change and sustainability.

The material presented follows the needs of KD 3.4, where the material has provided a general description of economic development at that time. The material for economic development is following KD 3.4 the reasons put forward are following the criteria for teaching materials by

the Directorate of Vocational Secondary Teacher Training, Directorate General of Primary and Secondary Education, Ministry of National Education, in 2003, one of which is self-contained material learned from the competency unit or sub competency studied is contained in one teaching material as a whole. Another opinion is that related textbooks used must contain material that is easy to understand so that when it is read, it can be understood immediately. The material presented in the textbook must have a flow so that the material delivery process is more effective and efficient according to the draft that has been compiled. The textbook material is structured to help achieve the learning objectives and specific competencies (Bahtiar, 2015).

The following competency must be fulfilled, namely skills competency. KD 4.4 requires the mastery of skills for students. There needs to be a balance between attitudes, knowledge, and skills. In line with this, Law no. 20 of 2003 article 35 explains that graduate competence is a qualification of graduate abilities that includes attitudes, knowledge, and skills following national standard agreements (Prastowo, 2014). It is also in line with the opinion that developing a competency-based curriculum initiated in 2004 includes competency in attitudes, knowledge, and skills in an integrated manner (Madjid & Wahyudhi, 2014). This description shows that there is compatibility between the material and KD 4.4.

Overall, the material regarding the economic development of the 1950-1959 parliamentary democracy period needs to be conveyed to students to know the democracies that have been lived by Indonesia so that a sense of love for the country and respect for each other grows. The application of democracy in Indonesia will reflect all Indonesians' plurality to call for coexistence with one another without distinction of race or class (Mutiani, 2015; Handy, 2015).

Analysis of material, the social life of Indonesian society. The discussion in the material is divided into two, namely social life and education. The material presented is not following basic competence 3.4 because it emphasizes students' ability to analyze an event that occurs chronologically. Still, the student handbook material is very minimal, presenting the chronology of community life at that time. Teaching materials are a bridge between the knowledge and real experiences of students. Teaching materials can be all appropriate, which provides convenience to students in the process of gaining knowledge, information, experience, and skills in the teaching and learning process (Pistanty et al., 2015).

History learning materials contain three critical elements, namely humans, space, and time. The dimension of time is a significant part of learning history, where the time dimension demands

to be able to describe the chronology of historical events on an ongoing basis (Irawan et al., 2019). History learning aims to make students understand chronological and other concepts related to historical material. Teachers must also enrich their knowledge about chronology related to historical learning materials so that they can develop existing material (Kochar, 2008; Mutiani et al., 2020; Handy, 2021).

The following basic competence, namely KD 4.4, aims to hone the skills of students. Based on the material presented, KD 4.4 can be implemented by providing opportunities for students to carry out small group discussions between peers looking for and discussing material related to the topic being studied. Small group discussions conducted by students help hone social skills. The social studies learning process emphasizes cognitive aspects and affective and psychomotor aspects (Jumriani, 2018). Students' social skills can help solve problems faced in the world of education and social society (Setiawan, 2016).

The material of social life during the 1950-1959 parliamentary democracy period needs to be given to students to provide indirect experiences that occurred during that period so that students have a strong character, realize national ideals, and foster a desire to care and participate in protecting the legacy. Indonesian culture and history (Rulianto, 2018). The attitude of nationalism of students can be trained through social studies learning, which contains historical material. Character education published in historical material has a role in shaping the character and civilization of a nation with dignity and shaping students who have a sense of nationality and love for the country. Historical material at the junior high school level is given to students in integrated social studies subjects.

Overall basic competencies can be said as general abilities that will be carried out and achieved by students. Learning material bridges students to carry out learning activities to look very specific (Asrori, 2013; Sa'diyah, 2013). The books of class IX students in semester II Junior High School issued by the Ministry of Education and Culture of the Republic of Indonesia in the 2018 revised curriculum for social studies subjects with the sub-theme of the Parliamentary Democracy Period 1950-1959 can draw an overall conclusion which includes KD 3.4, and KD 4.4 are appropriate and feasible to be given to students as knowledge because it is in line with integrated and meaningful social studies learning.

Integrated social studies learning is learning that combines several scientific disciplines. Types of integrated learning can be presented in three forms of integration, namely

multidisciplinary integration, interdisciplinary integration, and transdisciplinary integration of knowledge. Social studies learning can be integrated if it combines several learning disciplines (Setiana, 2014). Meaningful learning is a learning process that links new information to the understanding structure that a person already has in the learning process. Meaningful learning occurs when students connect new phenomena to their knowledge structure (Najib & Elhefni, 2016). Meaningful social studies learning, namely in the learning process, can provide opportunities for students to study social problems in society to shape the character and attitudes of students. Meaningful social studies learning provides students opportunities to explore themselves (Elksnin & Elksnin, 1998; Setyowati & Fimansyah, 2018).

Learning material is feasible to be studied, but there are many obstacles in conveying it to students, one of which is the lack of emphasis and explanation regarding the material conveyed by the teacher to students so that learning activities cannot achieve the goals of learning. Law No. 14 of 2005 concerning teachers and lecturers provides an affirmation that teachers and lecturers are learning agents that have a function to improve national education quality. Educators must have competencies, one of which is pedagogical competence. Professional teachers must have four competencies: pedagogical, cognitive, personal, and social competencies. Besides having teaching skills, teachers are also required to have broad knowledge, be wise, and socialize well (Sulfemi, 2019a, 2019b). Pedagogic potential must be developed because an educator can plan, implement, evaluate and follow up on learning to be more effective (Rahman et al., 2019).

The implementation of social studies learning has problems in its implementation, such as 1) the teacher is fixated on the textbook but does not refer to the curriculum, 2) even though social studies has been declared integrated but the material presented is still not integrated, 3) the process of compiling the syllabus and lesson plans has not paid too much attention to the uniqueness of the material, 4) there is still a wrong understanding of social studies learning which tends to memorize (Mutiani et al., 2019; Subiyakto & Mutiani, 2019).

The reality of social studies learning in competency schools that are most emphasized is knowledge competence. Attitudes and skills competencies have not been emphasized optimally. Social studies learning should develop knowledge and develop the competence of attitudes and skills of students (Abbas et al., 2016). This requires teachers to develop appropriate teaching materials. The material of the 1950-1959 Parliamentary Democracy Period is feasible to be taught to students (Sapriya, 2017; Syaharuddin, 2018).



The teaching materials developed must be according to the applicable curriculum, where the government has determined the graduation standard. The teacher plays a role in finding ways to achieve graduate standards and determine teaching materials. The teaching materials used are undoubtedly different from those used by others. The determination of teaching materials must see the needs of students. The selection of appropriate teaching materials will help solve problems and difficulties in learning (Octiara et al., 2017; Anis et al., 2021; Samiah et al., 2021).

Teaching materials that are not suitable include not providing representation of the material to be studied and not following each student's needs and characteristics. This will cause a tedious learning process and do not get understanding from students. The teacher's role is indispensable to designing teaching materials to make them suitable (Zuriah et al., 2016).

## **CONCLUSION**

The learning material with the sub-theme of "Parliamentary Democracy Period 1950-1959" presents three main subjects discussed: the government system, the economic system, and the Indonesian people's social life during the parliamentary democracy era. The learning material presented has been analyzed, which concludes that the material is following the basic competencies. Basic Competence 3.4 requires students to understand the chronology of the events of the parliamentary democracy period, and Basic Competence 4.4 requires students to be skilled in learning. The appropriate material is then possible to be taught to students because it follows the characteristics of integrated and meaningful social studies learning. Integrated social studies learning is combining several disciplines in one subject.

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