
Urgency Of Development Of Teaching Materials In Schools Of Social Studies Subjects

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Abstrak

Bahan ajar tidak dapat dipisahkan dalam suatu proses pembelajaran untuk mencapai kompetensi siswa. IPS tidak terkecuali. Pengembangan bahan ajar adalah semua bahan yang dibutuhkan oleh pendidik dalam merencanakan dan mengevaluasi kegiatan pembelajaran. Semua materi yang terdapat dalam bahan ajar, termasuk pengetahuan, keterampilan, dan sikap, menjadi acuan bagi siswa. Lebih mudah bagi pendidik dengan bahan ajar untuk memahami materi dalam pembelajaran mendalam dan memfasilitasi pengajaran. Oleh karena itu, artikel ini bertujuan untuk mengidentifikasi pentingnya pengembangan bahan ajar mata pelajaran IPS di sekolah. Penelitian dilakukan dengan menggunakan metode studi pustaka. Studi literatur dilakukan untuk mengumpulkan data dan informasi yang sesuai, dan kemudian dilakukan diskusi naratif. Hasil identifikasi menunjukkan bahwa pengembangan bahan ajar bersifat konstruktif bagi pendidik dan peserta didik dalam mencapai kegiatan belajar mengajar. Pengembangan bahan ajar mata pelajaran IPS dapat dilakukan melalui tiga pola, yaitu mulai dari awal, kemas ulang informasi dan kompilasi di sekitar teks.

Kata kunci: Bahan Ajar, Mata Pelajaran, Ilmu Sosial

Abstract

Teaching materials are inseparable in a learning process to achieve student competencies. IPS is no exception. The development of teaching materials is all the materials needed by educators in planning and evaluating learning activities. All materials contained in teaching materials, including knowledge, skills, and attitudes, are a reference for students. It is easier for educators with teaching materials to understand the material in in-depth learning and facilitate teaching. Therefore, this article aims to identify the importance of developing teaching materials for social studies subjects in schools. The research was conducted using the method of literature study. A literature study was conducted to collect appropriate data and information, and then a narrative discussion was carried out. The identification results show that developing teaching materials is constructive for educators and students in achieving teaching and learning activities. The development of teaching materials for social studies subjects can be done through three patterns, namely starting from scratch, information repackaging and compilation around the text.

Keywords: Teaching Materials, Subjects, Social Sciences

PRELIMINARY

Social Sciences is a subject at the school level, which is developed in an integrated manner by taking essential concepts from the social sciences and humanities. IPS examines various phenomena of life and social problems that are organized and presented scientifically-pedagogically and psychologically, which have been simplified, selected and adapted to achieve educational goals. Through social studies subjects, students are directed to become citizens of Indonesia who are democratic and responsible and citizens of the world who love peace (Aulia & Wandini, 2023).

In every educational institution, it is essential to have teaching materials in teaching and learning activities; these concepts and theories can encourage students to understand the

contents of teaching materials fully. In the world of education, to achieve the goals of learning, it is necessary to have teaching materials used as guidelines and become very important due to consideration of several factors, such as changing situations, to enable successful learning (Maulana dkk., 2022).

The teaching materials have an arrangement including messages that must be conveyed to students contained in the curriculum. The composition in the form of messages is very diverse, namely in the form of facts, concepts, steps, problems, rules and others. This arrangement is located in the material that must be mastered by students in teaching and learning activities (Ekaprasetya dkk., 2022). At first, educators were assumed to be the leading information providers in schools, and students were part of the recipients of information from educators. With the materials used to help educators, an educator is no longer the main criterion in providing information. This activity makes an educator play a more significant role as a provider in all teaching and learning activities to direct and assist students in the learning process (Syaharuddin & Mutiani, 2020).

Educators are very dependent on teaching materials, but there are still many educators who pay less attention to how students need to develop teaching materials so that they are more suitable for the student's environment. Educators only use teaching materials that already exist. This is, of course, a severe problem; this problem must be solved immediately by overcoming the problem, namely that an educator should be able to develop his creativity and innovation in preparing teaching materials to attract the interests of students' needs. (Ibda, 2022). Moreover, the public's perception until now is that many people think that social studies at school is full of rote learning; as a result, many desire to learn less. Moreover, the compiler is learning Social Sciences, such as History, Geography, and economics. This depends on how educators explain their teaching materials; in developing teaching materials, a less creative educator develops them so that students become less interested in social studies learning (Jumriani, Syaharuddin et al., 2021).

The perception among educators is that making the development of teaching materials rigid can add a new workload. This development is felt to make educators' time wasted and energy-consuming in the process, especially in the process, which is not tiny, so that development becomes more attractive. In this view, it needs to be corrected that educators working on teaching materials become an easy activity so that interesting teaching materials will be quickly made without a long time. In order to become active learners, students are directed to utilize existing teaching materials because these teaching materials have been designed according to their needs so that students can study and read the subject matter in the

teaching materials first before learning activities in school(Dr. Kusnul Khotimah, S. Pd M.Pd & Katon Galih Setyawan, S. Sos M. Sosio, 2022). Teaching materials can determine the success of learning. The success of an educator in carrying out learning depends on insight, knowledge, understanding, and the level of creativity in managing teaching materials.

METHOD

This research uses qualitative methods by collecting literature according to the topics determined through journals, books and other literature(Snyder, 2019). Data collection techniques were carried out by collecting secondary data as a reference source and report from research bodies that are accurate and relevant to thermal comfort, educational institutions, schools and learning activities. The data and information obtained are then arranged based on the purpose of writing so that they can be accounted for. Data analysis in the article consists of two stages, namely, the process of data reduction and data presentation. Data reduction is done to make it easier for the writer to select data from various sources. At the same time, the presentation of data is done in the form of a narrative. The results of the discussion and conclusions in this article are an analysis of various relevant scientific sources to discuss the urgency of developing teaching materials for social studies subjects in schools.

RESULTS AND DISCUSSION

Learning is an activity designed to support learning, characterized by behaviour changes following learning objectives. The goals of national education are closely related to students' character to create human resources who can compete, have good care, are moral and ethical, polite and able to interact well in society.(Adisel, Afenti, dkk., 2022; Adisel, Aprilia, dkk., 2022)., Natalya, L., & Melansari, O. (2022). A person's success is not determined solely by knowledge and technical abilities (hard skills) but rather by the ability to manage oneself and others (soft skills).

Based on Law No. 20 of 2003 on the National Education System, education has an important role in forming the next generation who are intelligent and reliable in developing the nation's life. By paying attention to the contents of Law No. 20 of 2003, it can be ascertained that the progress of a nation is determined by the success of the nation's education itself. Education requires the parties involved in it to participate in achieving optimal educational outcomes. One of them is the teacher as a party who creates an interesting and good quality learning process. Social Sciences (IPS) is part of the school curriculum, which is responsible for educating students in developing knowledge (Jumriani, Mutiani et al., 2021; Mutiani et al., 2021).

Social studies learning is designed to develop knowledge, understanding and ability to solve problems regarding social conditions that occur in a society that is always dynamic. IPS learning is always related to human patterns and behaviour; IPS always involves humans in meeting their material, cultural, and soul needs and utilizing existing resources to support their welfare. (Princess et al., 2022). Therefore it can be interpreted that the scope of IPS is humans in their social context or as members of society. Education in Indonesia still has many unresolved challenges, one of which is the use of teaching materials which tend to only convey material without any character values that can be applied in learning activities besides the conventional learning model, which still uses the lecture method. The rapid development of technology and information strongly influences various fields of life, one of which is education. Teachers must be able to choose various teaching methods and models and use various teaching materials as learning support (Subiyakto & Mutiani, 2019).

According to (Setyawati dkk., 2022), the development of teaching materials has several functions, including as a guide for students on the competencies that must be mastered, as a guide for teachers to direct learning activities, and as a learning evaluation tool. Students can understand the material and concepts studied more easily through teaching materials used in learning. Teaching materials to be developed are designed according to the lesson plan. So through the development of teaching materials, lesson plans that have been made in such a way by the teacher can be appropriately implemented (Syarifuddin dkk., 2022). Besides that, teaching materials can also be used as an evaluation tool to see how students have gained understanding through the learning process. This refers to developing better and superior teaching materials so that the message from learning is not just conveying the material. However, the objectives of the material are conveyed correctly. The common goal of developing social studies teaching materials is to increase students' social skills, awareness and commitment to community development because each problem in the development of social studies teaching materials is associated with the value of social skills that are expected to be achieved. At the end of this lesson, students are expected to have awareness as social beings to develop for the better in terms of protecting the environment (Trinaldi et al., 2022).

The development of teaching materials is closely related to lesson planning. The development of teaching materials needs to pay attention to various aspects, such as students' readiness to receive lessons, the material to be studied, and the teacher's readiness to be taught in the learning process. In other words, in making lesson plans, especially teaching materials, you must pay attention to these three things. According to (Syaharuddin & Mutiani, 2020), students, material, and teachers are the main components in learning activities, so these three

aspects must be considered in making lesson plans and teaching materials. Teaching materials need to be developed and organized steadily and maturely to avoid deviating from the goals. Social studies teaching materials are developed systematically and attract students' attention, including materials, methods, training sets and evaluation instruments that can be used as learning tools independently or in groups (Ilhami dkk., 2022).

So that students are interested in learning it, so the module material is related to environmental problems, accompanied by clear and engaging illustrative examples. The development of teaching materials that will be carried out in this study through social studies teaching materials is to modify and develop existing material from various learning sources to be used as teaching materials. Many learning resources will be obtained from social studies books following the development of social studies teaching materials. Starting from the above, teachers are expected to be able to create effective and efficient learning. It is necessary to understand the importance of teaching materials in the learning process to develop teaching materials. In the learning process, teaching materials serve as initial capital that will be used or processed to achieve results (Abbas, 2022).

The selection of teaching materials combined with learning models must be adapted to learning objectives, varied, innovative and can foster the active role of students so that the learning process that takes place is more interesting and lively. Students are also more enthusiastic and enthusiastic to take lessons, and this can also provoke students to develop themselves in solving problems related to real life. Ultimately, teaching materials can provide maximum results in learning social studies (Handy & Maulana, 2021).

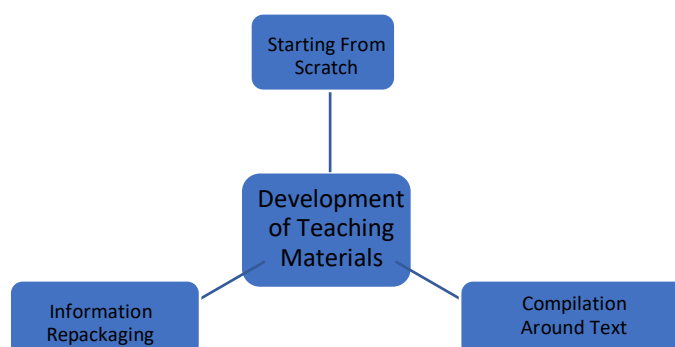
Teaching materials have a principal role in teaching and learning activities. To assist teaching and learning activities, educators need teaching materials that can help both educators and students, materials that contain all the information, materials that are arranged in detail, and demonstrate competence as a whole. The material is in the form of written or unwritten. Learning Social Sciences needs innovative teaching materials in student learning activities to make them more attractive.

(Syaharuddin dkk., 2021). Said that teaching materials contain complete material to help teachers and students carry out learning activities at school. (Adisel, Aprilia, dkk., 2022) States that fulfilling the requirements for effective teaching materials requires cognitive accuracy, level of thought, cost, availability of complete materials, and quality of teaching materials technicians.

Teaching materials are arranged coherently and detailed to be used as a benchmark for teachers and students in teaching and learning activities. Rowntree stated teaching materials,

based on their characteristics, fall into four groups, namely: (1) print media-based teaching materials, which are commonly used such as books, newspapers, pamphlets, maps, and so on; (2) media teaching materials such as television broadcasts, radio, video, computers, and others; (3) teaching materials for projects, including observation sheets, interview sheets and so on; (4) teaching materials for distance interactions carried out such as distance education (conferencing). Social studies teaching materials must be packaged creatively and attractively to attract students' interest or desire in social studies learning. Educators who can think forward and critically are undoubtedly capable of developing teaching materials that are innovative, creative, and fun. The success of learning is also determined by the teaching materials used. Educators possess insight, understanding, and knowledge in creating creative teaching materials. Experts argue that there are two types of teaching materials, namely: (1) teaching materials in the form of printed media, usually the function of which is learning and conveying information, for example, books, modules, and others; (2) teaching materials in the form of non-printed, where only pictures and sound are usually presented, whose function is to convey information in teaching materials in the form of computer-based video, audio, and so on. (1) teaching materials in the form of print media, usually their function is as learning and conveying information, for example, books, modules, and others; (2) teaching materials in the form of non-printed, where only pictures and sound are usually presented, whose function is to convey information in teaching materials in the form of computer-based video, audio, and so on. (1) teaching materials in the form of print media, usually their function is as learning and conveying information, for example, books, modules, and others; (2) teaching materials in the form of non-printed, where only pictures and sound are usually presented, whose function is to convey information in teaching materials in the form of computer-based video, audio, and so on. (Ode, 2023)states that the preparation of teaching materials can be done in three ways, namely:

Scheme 1. Mechanism of Compilation of Teaching Materials



Source: Quoted from Ode, MNI (2023).

1. The teacher himself can write self-written (starting *from scratch*)—the writing of teaching materials by adjusting to the needs of his students. In addition to writing by themselves, the teacher can work with other teachers to write teaching materials. Writing should also be done with experts/experts who have expertise in the science. In writing teaching materials for teachers in writing themselves, an understanding of a field of knowledge is needed so that it can be in accordance with the principles. These teaching materials must be based on the needs of students, including the need for knowledge, skills, tutoring, tests, and feedback. So, in writing teaching materials based on (a) study of the material; (b) learning design; and (c) an organized curriculum.
2. Information repackaging At this stage, by repackaging and utilizing pre-existing textbooks, the author can immediately make them a benchmark for basic materials in making teaching materials that meet the criteria and characteristics that can be used: done to guide educators and students in learning activities. The teaching materials must be packaged following what the students need, rewriting using appropriate language styles and sentences to become appropriate teaching materials, also containing competencies and traditional skills to be achieved, such as practice questions and study directions; the aim is for students to know how much they understand and also the extent to which competencies have been achieved. Packaging information Returning to teaching materials has advantages because it is more practical and faster in its completion, while writing must obtain permission from the original author.(Pernatah et al., 2022).
3. Arrangement in information (compilation around the text) The arrangement of reforming this information is also included in making teaching materials besides writing it yourself; this is usually done by paragam on material that can be retrieved through textbooks, articles, journals, newspapers and so on. Various kinds of material development are information rearrangements—the reordering of information most similar to the information repackaging process. However, in the process of compiling the information, it is done without any changes to the materials used; here, the authors usually add in the form of practice questions and directions on how they understand the material, as well as assignments so that students can find out what achievements they have. These skills can hone students' creative abilities and learning innovation models, and the media used by teachers can be implemented to provide communication guidance and understanding of each individual. The impact is that if educators compile teaching materials that are innovative and creative, students understand, are motivated

to continue learning and promote individual development that develops socially.(Mutiani dkk., 2021)

IPS learning has preparation and development materials by taking into account the principles of development, including the following: (1) starting to understand the easiest things to understand complex learning; (2) repeating it in order to achieve complete understanding; (3) good feedback will also provide strong understanding to students; (4) so that learning is maximally successful a motivating attitude becomes the impetus for achieving success; (5) in achieving goals, step by step must be carried out, whatever challenges and risks must be faced for maximum learning activities; (6) the achievement of learning outcomes also determines how in the future students can encourage a more active enthusiasm in learning (Maulana dkk., 2022) (Abbas dkk., 2022).

CONCLUSION

In conclusion, it can be seen that culinary plays a crucial role in the development of sustainable tourism that focuses on empowering local communities' economies. In this context, strengthening and promoting culinary heritage as a cultural asset can enhance the attractiveness of tourist destinations, create job opportunities, and improve the well-being of local communities. By integrating community-based economic practices, culinary-based tourism can become a sustainable source of income and preserve traditional cultural heritage in the long term. Therefore, it is essential for tourism stakeholders and local communities to continue working together to develop and promote culinary-based tourism as an effective approach to achieving sustainable and responsible tourism development. This research is limited by time constraints, which could affect the depth of our exploration and the data we can collect. Additionally, our access to data sources, including historical records, is restricted, potentially impacting our study of culinary history and development. However, despite these challenges, our research still offers valuable insights into the potential and obstacles of incorporating culinary reorientation as a cultural asset for fostering sustainable tourism and community-based economic growth.

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