



Teachers' Efforts to Overcome Barriers to Integrated Social Studies Learning at Junior High School

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ABSTRACT

Purpose of the study: The purpose of this research is to find out what obstacles there are in Integrated Social Studies learning and to find out what efforts have been made by teachers to overcome barriers to learning Integrated Social Sciences.

Methodology: The methodology used in this research is a qualitative method. The sampling technique used was purposive sampling, taking Integrated Social Sciences teachers and class 8A students at junior high school as data sources. Data was collected through passive observation by researchers and in-depth interviews.

Main Findings: Research findings show that Integrated Social Studies learning at junior high school is considered boring by students because of the load of material presented by teachers and the lack of facilities and infrastructure, especially in terms of electronic media.

Novelty/Originality of this study: This research contributes to the understanding of the obstacles and efforts made in Integrated Social Sciences learning. The results of this research can be a reference for related parties, such as schools and teachers, to overcome the problems faced in Integrated Social Sciences learning and improve the quality of learning.

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1. INTRODUCTION

Education is important and directly related to aspects of human life as individual creatures and social creatures [1]-[3]. Education goes beyond the processes that occur within schools and covers a wider range of aspects [4]. Education will bring changes in attitudes, behavior and values in individuals, groups and society. With education, it is hoped that the country can progress and develop in line with the progress of the times. Apart from that, education is also required to advance and develop in line with developments in science and technology. In today's era of globalization, the progress of a nation is largely determined by the quality of human resources [5]. The quality of human resources depends on the quality of education. The role of education is very important to create an intelligent, peaceful, open and democratic society. Therefore, educational reform must always be carried out to improve the quality of a nation's education. The progress of the Indonesian nation can only be achieved through good educational arrangements. Efforts to improve the quality of education are expected to increase the dignity of Indonesian people [6], [7].

One of the important components of the education system is the curriculum, because the curriculum is an educational component that is used as a reference by every educational unit, both by managers and organizers,

especially by teachers and school principals [8]. Therefore, since Indonesia has the freedom to provide education for its nation's children, since then the government has also developed a curriculum. In this regard, now the government has accelerated the planning of the Millennium Development Goals (MDGs), which were originally planned for 2020, accelerated to 2015. The Millennium Development Goals (MDGs) are the era of the free market or the era of globalization, as an era of competition for quality, whoever has the quality is the which will progress and be able to maintain its existence. Therefore, the development of quality human resources (HR) is a necessity that cannot be negotiated [9]-[11].

The acceleration of the flow of information in today's era of globalization requires all areas of life to adjust their vision, mission, goals and strategies to suit needs, and not become outdated [12]-[14]. These adjustments directly change the order in the macro, meso and micro systems, as well as in the education system. The national education system must always be developed in accordance with the needs and developments that occur at the local, national and global levels. One of the important components of the education system is the curriculum, because the curriculum is an educational component that is used as a reference by every educational unit, both by managers and organizers; especially by teachers and school principals [15]. Therefore, since Indonesia has the freedom to provide education for its nation's children, since then the government has also developed a curriculum.

Competency Standards and Basic Competencies in Social Sciences at the Junior High School level, include study materials: sociology, history, geography, economics [16], [17]. The study material is a Social Sciences subject. Social studies subjects aim to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards correcting all inequality that occurs, and be skilled in dealing with every problem that occurs every day, both those that happen to themselves and those that affect people's lives. Integrated Social Sciences learning aims to enable students to search, explore and discover concepts in real terms so that students gain direct knowledge about the science they are studying. Therefore, the role of the teacher is very influential in achieving the objectives of Integrated Social Sciences learning, but in its implementation teachers experience a few problems because they have to integrate the subjects of economics, geography, history and sociology. This research was carried out with the aim of describing several aspects of the implementation and problems of Social Sciences subject teachers in integrated learning which include learning planning and the learning process as well as problems that arise in the Integrated social science learning model. The challenge for social studies teachers in junior high school education units is to combine 4 (four) social studies subjects at once in learning. The subjects combined are History, Economics, Geography and Sociology [18]. In some teacher circles, integrated social studies only means that teachers must teach those four subjects only, at different times or sequentially. In fact, it means that every learning material presented must contain these four subjects.

In its implementation in junior high school schools, social studies learning is still mostly carried out separately. Achieving Competency Standards and Basic Competencies in Social Sciences subjects is still carried out according to each field of study (sociology, history, geography, economics) without any integration in them. This of course hinders the achievement of the objectives of Social Sciences subject itself which are formulated on the basis of reality and social phenomena which embody an interdisciplinary approach from aspects and branches of social science (sociology, history, geography, economics, politics, law, culture).

Previous research by Sholiqah and Supardi which examined the obstacles of social studies teachers in developing learning media. From the results of research by Sholiqah and Supardi, teacher obstacles stem from teachers' difficulties in planning, creating learning media, using media because they do not master the use of media, and limitations in existing school facilities [19]. Meanwhile, research conducted by researchers examines efforts to overcome barriers to learning social sciences through qualitative research with a purpose of this research is to find out what obstacles occur in social studies learning and see the teacher's efforts in overcoming obstacles to integrated social studies learning at junior high school.

2. RESEARCH METHOD

The research method used to study integrated social science learning in junior high schools is a qualitative method. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior [20]-[22].

The sampling technique in this research used a purposive sampling technique. Purposive sampling technique is a technique for sampling data sources with certain considerations [23], [24]. The sample data sources determined were Integrated Social Sciences teachers at junior high schools and class 8A students at junior high schools. The consideration for taking a sample of this data source is because the informant is considered to be directly related to the problem being researched so that it will make it easier for researchers to obtain information.

The data collection technique in this research is that the researcher acts as a passive observer and is then carried out in dept interviews. In relation to this research, researchers used the second analysis method, namely

interaction analysis models or interactive analysis models with the steps taken as follows: Data collection, data reduction, data display, and Drawing conclusions or Verification [25]-[27].

3. RESULTS AND DISCUSSION

3.1. Result

The obstacles felt by the teacher at the junior high school as expressed were: "In my opinion what hinders learning Integrated social sciences is that I have to memorize a lot and be able to master the material better so I don't look at books too much whereas there is a lot of Integrated social sciences material". The results of the interview indicate that students still feel that Integrated Social Sciences lessons are boring, because they are burdened by the amount of material presented by the teacher in teaching, whereas at the age of children, they need enough time to play to develop their personalities. The impact that may not be fully realized is that students are too burdened with these lesson hours, a further consequence is that it affects the child's mental development. This causes students to tend to be passive, thus affecting learning outcomes. With these student responses, Integrated Social Sciences teachers are required to be able to use other methods that can increase student creativity and student activity in learning. The most basic obstacle experienced by junior high schools is the lack of facilities and infrastructure, especially in terms of electronic media, the lack of available media, so that integrated social science learning does not get enough space to use this media.

The steps in implementing the educational unit level curriculum can produce better results compared to using the previous curriculum. By using this educational unit level curriculum, especially in terms of developing learning plans, competency standards, basic competencies and indicators that students will achieve in integrated social science learning have been determined. By giving autonomy to each educational unit, it is easier for teachers to develop plans for student learning that are appropriate to the circumstances, size and portion of students. Here, teachers try as much as possible so that students can learn very effectively. Likewise, the use of learning methods that are appropriate to the material to be taught has been determined in advance, so that when learning is carried out, any methods and teaching aids have been prepared in advance.

The reason that integrated social science learning has had an impact on reducing lesson hours is because according to children's education experts, there are currently too many lesson hours at school. Moreover, many teaching and learning activities are still focused on face-to-face activities in class. So the atmosphere created seems very formal. The impact that may not be realized is that students are too burdened with these class hours. A further consequence is that it affects the child's mental development. By using appropriate learning tools and media with predetermined competencies, the teaching and learning process will run well. Communication between students and teachers will be carried out in accordance with learning objectives. Students are not only objects in the teaching and learning process, and teachers are not the main subjects of existing information. Between students and teachers together in achieving learning goals.

So far there are only facilities and infrastructure that can be used in history learning, other integrated social science lessons and junior high school subjects, for electronic media such as OHPs and learning CDs, they already exist, but they are still minimally used and for history learning there is no allocation for using media, so that for learning history it is not usual to use electronic media. However, teachers try to replace it by using stimuli for students, so that students do not feel bored with integrated social science learning which only seems boring. As the Integrated Social Sciences teacher said, "The existence of this curriculum is so that schools are able to implement the curriculum in accordance with school needs by paying attention to student integrity, teacher abilities and existing infrastructure at the school and making teachers more creative so that students are not bored with the learning material. "Integrated social science that uses a lot of theory".

Lack of media is one of the very basic obstacles in junior high schools, here teachers can only try to replace it with what is already available at school, but this does not become an obstacle for teachers to always try to provide maximum learning to students, here teachers also often consult with other schools that can help, and look for information on Subject Teacher Conferences. With Subject Teacher Deliberations, teachers receive input so they can correct deficiencies that need to be improved.

Teachers are expected to be able to create conducive classroom conditions, a teacher must mobilize all his potential. From an intellectual perspective, he must be increasingly able to master the learning material. Therefore, as students become more independent in the learning process, they are increasingly likely to discover new things that are sometimes unexpected. A good teacher must be able and ready to face this. By reducing the lesson hours for integrated social studies learning in junior high schools, it really helps the learning load felt by students, the impact that may not be realized is that students are too burdened with these lesson hours. A further consequence is that it affects the child's mental development. This problem is more pronounced for junior high school students. When they are still children, they need enough playing time to develop their personalities. The formal atmosphere created by the school, plus the relatively long standard class hours, will certainly have its own impact on children's psychology. Many experts believe that this school has robbed children of their right to develop their personalities naturally. According to the Integrated Social Sciences teacher.

"I really agree with reducing time, because I feel that too much material and lesson hours make children feel bored and lack enthusiasm in following lessons and it would be better if there was media that could support learning, so that I didn't have to memorize more material."

Reducing lesson hours in integrated social science learning in junior high schools really helps teachers to overcome students' boredom regarding integrated social science learning which is felt to be very boring for students, with lesson hours of around 40 minutes and a reduction in lesson material which produces more achievement indicators. Learning completeness for each indicator that has been determined into a basic competency ranges from 0-100%. The ideal criterion for completeness for each indicator is 75%. Education units must determine minimum completeness criteria by considering the average level of ability of students, the complexity of competencies, and the ability of supporting resources in implementing learning.

The implementation of curriculum has been proven one by one to have been able to identify obstacles to integrated social science learning, even though teachers have to work harder with various efforts for student success in integrated social science learning. Next, we will discuss other obstacles in integrated social science learning, namely the problem of limited facilities and infrastructure in junior high schools. In fact, the tools or media needed in integrated social studies learning, such as CDs and OHPs, can be used to make it easier for teachers and students to make integrated social studies learning easier. In fact, in junior high schools this media is not yet met, but here teachers overcome it by replacing it with what is already available at school, and looking for other sources such as books with the current curriculum, although they already exist but are only limited. Teachers replace them with relevant books, often students just borrow them from the library and copy them, because there are limited books at school. Even though the facilities and infrastructure are very minimal with the enthusiasm and creativity of teachers, integrated social science learning in terms of facilities and infrastructure has been resolved, through the media of relevant pictures and books it has provided a stimulus for students to remain enthusiastic in reducing learning obstacles. Integrated social science, although not 100% of these obstacles can be overcome.

3.2. Discussion

The success of developing a new curriculum is largely determined by the potential of each school, both human and financial resources. Therefore, there is a need for synergy in the roles of related stakeholders, from school principals, teachers, to school committees. Each curriculum package is based on a certain rationale. Each of these thoughts is the result of developing the thinking of intellectuals and policy holders in the world of education. The development of this thinking is usually a synthesis of various basic tendencies in the world of education which continues to develop. And in the end, the curriculum continues to develop. In implementing the teaching and learning process, teachers are increasingly required to be able to create a conducive classroom atmosphere, the classroom atmosphere must be democratic, not tense but must still be orderly so that all students can optimally listen, speak and express themselves. All teachers know that creating ideal classroom conditions like this is not an easy thing. Class conditions are often trapped in two unfavorable extreme conditions. The first condition is that the classroom atmosphere is stiff, tense and scary so that students are afraid to speak and express themselves. The second condition, the classroom atmosphere is too free, it is always noisy, so it is difficult for students to concentrate. So at this time teachers are required to be more creative and smarter in dealing with students and managing the learning process.

Teachers are expected to be able to create conducive classroom conditions, a teacher must mobilize all his potential. From an intellectual perspective, he must be increasingly able to master the learning material. Because as students become more independent in the learning process, they are increasingly likely to discover new things that are sometimes unexpected. A good teacher must be able and ready to face this. Apart from that, he also has to use his knowledge and skills in reading the psychological atmosphere of children. A conducive classroom atmosphere is a classroom atmosphere that is psychologically pleasant.

Students who are able to learn more independently will be more critical in responding to everything around them. This critical attitude is mainly directed towards the teacher himself. Students will be more critical in assessing teacher integrity. They will assess the teacher as a whole, starting from the way they dress, behavior, language, insight, knowledge, and so on. So in this case we come to the problem of example. A teacher who is able to be a good role model will have authority in front of students. And only teachers who have authority will be able to create conducive classroom conditions.

The reason for this reduction in lesson hours is because according to children's education experts, there are currently too many lesson hours in schools. Moreover, many teaching and learning activities are still focused on face-to-face activities in class. So the atmosphere created seems very formal. The impact that may not be realized is that students are too burdened with these class hours. A further consequence is that it affects the child's mental development. This problem is more pronounced for junior high school students. When they are still children, they need enough playing time to develop their personalities. The formal atmosphere created by the school, plus the relatively long standard class hours, will certainly have its own impact on children's psychology. Many experts believe that this school has robbed children of their right to develop their personalities naturally. This is the basis for thinking that learning hours for students need to be reduced. However, this reduction was not

carried out in an extreme way by cutting the number of hours students spend in class subjects. Rather, it cuts a little, or eliminates the point of student boredom with a subject in a day due to struggling with that lesson for too long.

Communication between students and teachers will be carried out in accordance with learning objectives. Students are not only objects in the teaching and learning process and teachers are not only the main subject of existing information. Between students and teachers together in achieving learning goals. Apart from increasing student activity in the teaching and learning process, the use of media and learning tools will also be able to increase students' understanding of the material taught by the teacher, so that student creativity will be better, with greater. Increasing student creativity means learning goals will also be easier to achieve. Although teachers have to work very hard with various efforts, for the success of students in integrated social science learning.

Next we will talk about other obstacles in integrated social studies learning, namely the problem of limited facilities and infrastructure in junior high schools. In fact, the tools or media needed in integrated social science learning, such as CDs and OHPs, can be used to make it easier for teachers and students to make integrated social science learning easier. In fact, in junior high schools this media is not yet fulfilled, but here the teacher overcomes it by replacing it with what is already available at school, and looking for other sources such as books, even though they already exist but are only limited, the teacher replaces them with books-books that are relevant to the current curriculum. Often students just borrow from the library and copy, because there are limited books at school. Even though the facilities and infrastructure are very minimal with the enthusiasm and creativity of teachers, integrated social science learning in terms of facilities and infrastructure has been resolved, through the media of relevant pictures and books it has provided a stimulus for students to remain enthusiastic in reducing learning obstacles integrated social science. Therefore, the goal of integrated social science learning according to curriculum in junior high schools has been to reduce the barriers to integrated social science learning, although not 100% of these obstacles can be overcome.

4. CONCLUSION

Based on the analysis and discussion, it can be concluded that the obstacles experienced by junior high schools are the large amount of time allocated which is a heavy burden for students in integrated social science learning and the lack of available facilities and infrastructure such as: electronic media, sufficient books. Efforts made by teachers to overcome barriers to integrated social science learning are; reducing lesson hours to 40 minutes, and reducing integrated social science learning material, is a solution and really helps barriers to integrated social science learning. Lack of facilities and infrastructure, teachers make up for it by providing pictures that are interesting to students, teachers take the initiative to look for relevant books. The success of the teacher's efforts is the increase in integrated social science learning. To increase teacher professionalism, it is necessary to increase human resources in schools, for example through teacher training in teaching methods. Research methods are an effort to develop and innovate teachers, mastery of fields of study, computer and internet operations, use of modern technology-based media or in writing scientific papers so that learning innovation can run well in each school. Schools will consistently implement various standards that have been set, namely content process standards, assessment and other standards. The school principal as the person responsible at the educational unit level is expected to always carry out more intensive monitoring and evaluation.

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