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Learning strategies to improve social science lesson

Irwan Satria

Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia

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ABSTRACT

This study aims to determine the learning strategy implementation that is applied in social science learning activities at MIN 2 Bengkulu City "as a representative, purposive and inspirational sample. The research method used by the author is field research with qualitative approach with purposive sampling technique. The informan is teacher and head of Madrasah MI Negeri 2 Bengkulu City. The results is due to a number of reasons, such as in social science learning activities at the basic education level only using teacher-centered expository learning strategies. In addition, the teacher is not right in selecting, sorting, and implementing learning strategies. The lack of variety in learning methods increasingly makes students less/less versed in the subject matter. In the end, with fewer/not mastering students in social science subjects, the learning outcomes/grades are poor. The research method used is field research with a qualitative descriptive approach. The results of this study in the form of implementing learning strategies in learning activities in the field of social science are generally divided into three steps, namely planning; time, sequence of learning activities, methods, media/learning materials, implementation; preliminary activities, core activities and closing activities and follow-up and end with evaluation; test and non-test. The learning strategies used in learning social sciences are reading aloud, active sharing of knowledge, and small group discussions."



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Corresponding Author:

Irwan Satria

Universitas Negeri Fatmawati Sukarno Bengkulu

Email: irwansatria@iainbengkulu.ac.id

Introduction

Education is a conscious and planned effort (Indonesia, 2003) carried out by the state through guidance, teaching, and training that takes place both at school and outside of school throughout life to prepare students to be able to play roles in various environments in the future (Djamaluddin & Wardana, 2019). In other words, education is an effort carried out by the government systematically in certain ways through education, teaching, guidance, and training aimed at producing pious, noble, healthy, knowledgeable, capable, creative, and independent individuals to become democratic citizens, and be responsible (Lengkana & Sofa, 2017). Education is also one of the things that are very urgent and all citizens must get it without exception (Asvio et al., 2019; Rahmadoni, 2018; Sujatmoko, 2010). So that, Indonesian people who are intelligent, have commendable behavior, and are able to face the challenges of an increasingly complex era are realized. These educational goals will be quickly achieved when the government provides quality education. To realize quality education, it can be done in various ways, such as dynamically and holistically constructing a national education paradigm in accordance with global developments that still adhere to the national identity, culture, and life of the Indonesian people (Aulia et al., 2021; Tobari et al., 2018).

The seriousness in improving the quality of education can be seen from the amendments to the legal basis on education, namely Law Number 2 of 1989 which was changed to Law Number 20 of 2003 as a response to developments in the life of the nation and state in the context of social life, the era of globalization of information and communication today (Akbarjono, 2022; Hidayat & Machali, 2012; Valentika, 2022). Education is used as one of the containers/channels in an effort to improve the quality of human resources,

namely the intellectual life of the nation which is one of the goals of national education. The essence of the educational process is teaching and learning activities (Faizah, 2020). In teaching and learning activities, educators are the main actors in creating educative interactive situations, namely the interaction between educators and students, students with other students, and students with learning resources in supporting the achievement of learning objectives (Cikka, 2020). Learning is a progressive transformation process. These changes are not only physical-physical changes but also spiritual-spiritual aspects, not only visible changes in behavior, but also changes that cannot be observed. The progressive transformation is not a negative change, but a positive change; towards individual progress and self-improvement. In learning, there are goals to be achieved in the form of acquiring knowledge, skills and inculcating mental attitudes or values to be built in student (Mustaqim & Wahib, 2010).

Social Sciences is a simplification/simplification or adaptation of social sciences and humanities disciplines (Darsono & Karmilasari, 2017) as well as basic human activities that are organized and presented scientifically-empirically and psychologically pedagogically for educational purposes at various levels. As for the MI/SD level, the organization of social studies subject matter adheres to an integrated approach, meaning that the subject matter is developed and compiled not referring to separate disciplines (Rahmad, 2016) but refers to aspects of the real life of students according to the characteristics of age, level of development of thinking and behavior and behavior. In the Regulation of Minister National Education Number 22 of 2006 concerning Content Standards it is stated that IPS examines a set of events, facts, concepts and generalizations related to social issues. At the MI/SD level, social studies subjects contain Geography, History, Sociology and Economics. These materials are directed at students to become citizens of Indonesia who are democratic, responsible and citizens of the world who love peace (Sapriya, 2009). Educational goals will be realized optimally and successfully in a learning process that is inseparable from two important things that are interrelated and inseparable from one another, namely the quality and ability of educators to manage classes and apply learning strategies (Firman et al., 2022; Ma et al., 2014) that are aligned with institutional and national goals. These two things are important to be carried out simultaneously and continuously in order to achieve educational goals effectively and efficiently in realizing a young generation of scholars who have faith and have noble character.

The urgency of strategy in education and learning in a learning process (Asrori, 2016) because strategy occupies an important position in a series of learning components. Learning strategies can be interpreted as a real effort by educators in learning activities (Seknun, 2013) that are considered more effective and efficient or in the form of educator tactics and techniques implemented in learning activities in class (Sunhaji, 2012). Learning strategies can make it easier for educators to convey material to students (Nasution, 2017) by accommodating and paying attention to various aspects of unique individual differences, such as intelligence, gender, talents, interests, learning styles, personality and so on. Learning strategy is a learning activity that must be carried out by educators and students (Asrori, 2016) so that learning objectives can be achieved effectively and efficiently. In line with the opinion above, Dick and Carey also define learning strategies as a set of learning materials and procedures that are carried out together in order to generate learning outcomes in students (Basinun et al., 2023; Kusumawan & Marpanaji, 2023; Mindani et al., 2023; Sanjaya, 2011). The desired learning outcomes include changes in students in cognitive, affective and psychomotor aspects which are manifested in changes in attitudes and behavior that are good and positive and beneficial to others.

Efforts to implement the learning plan that has been designed and arranged so that it can be achieved optimally, a learning method is needed to realize the learning strategy that has been determined. Thus, it can occur in the form of a learning strategy using several methods (Rusman, 2010). Therefore, the strategy is different from the method. Strategy refers to a plan to achieve something. While the method is the method used to implement the strategy. In other words, the strategy is a plan of operation achieving something, while the method is a way in achieving something. Strategies and methods are an inseparable unit, mutually supporting each other in order to achieve the learning objectives to be achieved. With the strategies and methods used by educators as a vehicle to understand and instill values in students in a more effective and efficient way (Aryati et al., 2022; Madyan et al., 2022; Munthe et al., 2022) By using learning strategies, an educator will have guidelines in acting related to various alternative choices that may/should be taken to facilitate carrying out educational tasks so that goals can be achieved optimally. In other words, the main key to success in a learning process lies with an educator in the accuracy of choosing learning strategies that are in line with the conditions and goals to be achieved. Educators have an important role as the driving force and spearhead of implementing optimal and quality learning activities. Conversely, a learning activity that is carried out without a learning strategy means that the learning activity is carried out without clear guidelines

and directions. An activity carried out without clear guidelines and direction, deviations will occur which in the end can result in not achieving the set goals.

Social studies learning activities in schools, especially at the elementary education level (MI/SD) generally only use expository learning strategies. The expository strategy is a learning strategy that is centered on educators who are still following the learning process in a sequence starting with the educator explaining the material, asking questions and at the end of learning evaluating through practice questions. In addition, the inaccuracy of educators in the selection and use of learning strategies coupled with the lack of variation in the use of learning methods makes students less understanding of the material they are studying. In the end, students with less/not understanding of social studies subjects have implications for their grades getting worse. With regard to the problems above, something different in social studies learning was carried out by a class IV MIN 2 educator from Bengkulu City named Karliana. The educators in learning activities, especially in social studies subjects use different learning strategies from educators in general, namely using active learning strategies. With the use of active learning strategies, social studies learning activities become fun learning, not boring, faster to understand the material and of course students become active in class. In the end, it will make him get to know social studies subjects better, easier and more fun in an ongoing learning process.

With regard to the above, one of the learning strategies implemented by educators, for example, when the author made initial observations and interviews on Thursday 8 February 2022 in class IV semester II, information was obtained that learning activities in Social Studies subjects with Basic Competency Know economic activities related to natural resources and other potentials in their area, the educator concerned uses an active learning strategy, namely Reading Aloud and the students' responses are very good and active in their learning. The teacher determines the reading and makes questions that will be studied and answered by students, namely regarding economic activities (production, distribution and consumption). Students then study the reading material based on the existing list of questions. When finished, the teacher discusses the question by asking the answer to the students. At the end of the lesson, the teacher provides a review, reinforcement and confirmation of the learning activities that have been carried out. The research that the writer did was devoted to social studies subjects. This is because social studies is a subject where students are generally less enthusiastic about this subject (in the form of facts/memorization), which in the end is not enthusiastic about this subject resulting in them getting unsatisfactory grades. IPS subject is also a subject that has a lot of material with limited time, so educators must be good at managing learning so that all material can be well received by their students.

In addition, the implementation of the learning strategy carried out by Karliana has produced satisfactory results. This is evidenced by the results of the Madrasah Final Examination (UAM) class IV MI Negeri 1 Bengkulu City in the first semester in very good social studies subjects with a class average of 75.2 out of 26 students (minimum IPS criteria for completeness = 71), with a score of 71. the highest score was 85.7 (Puspa Anggraeni) and the lowest score was 70.6 (Fahri Gilang). In other words, out of 26 students only 1 child did not reach the minimum completeness criteria. Based on the explanation above, the authors are interested in taking research with the title "advantages of social science learning strategies in learning activities".

Methods

The research method used by the author is field research; carried out by the process of collecting data directly at the research location, in order to obtain in-depth information regarding the implementative learning strategies applied in social studies learning activities at MI Negeri 1 Bengkulu City. The approach in this research activity uses a qualitative descriptive approach. Research with a qualitative descriptive approach is a research process with a non-statistical analysis approach (without using numbers). The author describes the results of his research in the form of holistic and systematic words or sentences.

Based on the source, research data is classified into two types, namely primary data and secondary data. The primary data in this study are as follows; Head of Madrasah MI Negeri 2 Bengkulu City that Zinatul Hayati as the Head of Madrasah MI Negeri 2 Bengkulu City, the data collected relates to a general description of the madrasa, the involvement/role of the Madrasah Principal in the learning process (especially in grade IV) and his response to the learning strategies applied by grade IV teachers in social studies subjects; Classroom teacher MI Negeri 2 Bengkulu City that Karliana as a class IV teacher who teaches social studies subjects at MI Negeri 2 Bengkulu City, the data collected is related to the learning strategies she uses in social studies learning activities and the steps for implementing these learning strategies in class; Students MI Negeri 2 Bengkulu City that Class IV students of MI Negeri 2 Bengkulu City, totaling 26 students. The data taken is in the form of responses/responses of students to the learning strategies

applied/ used by the teacher in learning activities and their influence on the learning outcomes of the students themselves. This using purposive sampling.

Secondary data is data obtained by researchers from other parties, indirectly obtained by researchers from their research subjects. Secondary data is usually in the form of documentation data or report data that is already available on a matter. The author uses documentation techniques to obtain data regarding the state of MI Negeri 2 Bengkulu City in general in the form of documents or archives related to the research being conducted. Such as the organizational structure of the school, the condition of the facilities and infrastructure, the number of students, the number of teachers, the number of students, the learning outcomes of social studies subjects and so on.

As for obtaining data that is in line with the problems studied, the authors use several data collection techniques including the methods of observation, interviews and documentation. Observation is a way to collect data by observing the object of research or events in the form of humans, inanimate objects and nature. Data obtained from observation is data used to determine human attitudes and behavior, inanimate objects or natural phenomena. Interview is a question and answer process orally, where two or more people physically face each other, one can see the other's face and hear with their own ears (Sukandarrumidi, 2006)

The documentation method is a way of collecting data whose data sources are magazines, books, documents, meeting minutes, regulations, diaries and so on. The documentation method is used to obtain data regarding the condition of MI Negeri 2 Bengkulu City in general in the form of documents/archives related to the research being conducted. For example, the number of students, the number of teachers, social studies learning outcomes and so on. This research using analysis data with data collective, reduction data, data display, and conclusion.

Results and Discussion

Social Science Learning Strategy Planning

The planning of learning strategies implemented in learning activities consists of four main components, namely time, sequence of learning activities, methods and media/ learning materials. In learning activities, in order to find out whether educators/ teachers are planning learning strategies in social studies subjects or not, one of them can be known by whether the educators/teachers make and prepare lesson plans. If the educator/teacher before the learning activity takes place has prepared a Learning Implementation Plan, it means that the person concerned has planned a learning strategy and vice versa.

Time

This component manages the amount of time in minutes it takes the teacher to complete each step in the sequence of learning activities to be carried out. Social studies learning activities in a week have a time allocation of 3x35 minutes. The time allocation planning for social studies learning activities is divided into three parts, namely 15 minutes for preliminary activities, 75 minutes for core activities, and 15 minutes for closing activities.

The Sequence of Learning Activities

Consists of the introduction, core/ presentation and closing sub-components. The subcomponents of each sequence of learning activities are flexible in each learning theme. This sub-component depends on the time, conditions and classroom environment, themes and goals to be achieved in a learning activity. The plan for the sequence of class IV learning activities at MI Negeri 1 Bengkulu City on social studies learning activities includes the following. On April 6 2022, students will study the Old and New Cooperative Symbol material with an allotted time according to the plan that has been prepared. Then on April 13, 2022, students will learn about Comparing/Distinguishing Types of Past and Present Transportation Technology. Furthermore, on April 20, 2022, students will learn about Social Problems and Various Social Problems in the Local Environment.

Learning Method

Learning method is a method used by teachers to implement learning strategies. In other words, the learning method functions as a method used by teachers in presenting, describing, giving examples and providing training on certain subject matter to students to achieve certain goals. Planning learning strategies used by class teachers IV MI Negeri 2 Bengkulu City in social studies learning activities including: on April 6 2022 using the Reading Aloud strategy, then on April 13 2022 using the Active Knowledge Sharing strategy. Then, on April 20, 2018 using the Small Group Discussion strategy. The methods used to support the

implementation of the learning strategies above include: lecture method, discussion, question and answer, recitation and so on.

Learning Media

Learning media is a tool/intermediary that delivers messages or information that is intended for instructional purposes or contains purposes related to learning activities. The learning media plans used by teachers in social studies learning activities in class IV MI Negeri 2 Bengkulu City include pictures of social and cultural activities, pictures of activities and symbols of cooperatives, pictures of various transportation technologies and so on.

Implementation of Social Science Learning Strategies.

Reading Aloud Learning Strategy.

The results of observations on social studies learning activities in class IV MI Negeri 2 Bengkulu City on Thursday, April 7, 2022 at 08.00-09.45 with the material of the Old and New Cooperative Symbols and Their Meanings.

Preliminary Activities

The teacher greets students, opens learning by reading Basmallah and praying together, attendance, preparing students physically and psychologically so that they are ready and enthusiastic in participating in the learning activities that will be carried out. Then the teacher informs the students of the material to be studied, namely the Old and New Cooperative Symbols and Their Meanings. The teacher conveys the learning objectives that must be achieved by students and relates the past material to the material to be studied (appreciation).

Core Activities

The teacher explains material to students regarding various matters related to cooperatives and their symbols. Then the teacher provokes students to ask questions or express their opinions. Teachers and students ask and answer questions about things/material that they do not know or are still confused about. Next, the teacher distributes copies of the text to students which contain material on the Old and New Cooperative Symbols and their Meanings. In the learning process, the teacher appoints students in turn to read the material aloud. When the reading is being delivered, the teacher stops the students' reading in several sections to emphasize the importance of these points, to ask questions or to give examples. The learning process ends by asking students questions about the things in the reading text.

Closing Activity

The teacher and students make conclusions/ summaries of learning outcomes. Then the teacher conducts a post test on the level of understanding of students during the learning process. The teacher and students reflect on the learning activities that have been carried out, the teacher conveys the material to be studied at the next meeting. At the end of the learning activity, the teacher greets, reads hamdallah and reads prayers together.

Active Knowledge Sharing Learning Strategy.

The results of observations on social studies learning activities in class IV on Wednesday, April 13, 2022 at 08.00-09.45 with the material Comparing/Differentiating Types of Transportation Technology in the Past and Present.

Preliminary Activities

The teacher greets, opens the lesson by reciting basmallah and praying together, takes attendance, prepares students physically and psychologically so that they are ready and enthusiastic in participating in the learning activities that will be carried out. Students get information about the material they will study, namely Comparing/Differentiating Types of Transportation Technology in the Present and the Past. The teacher conveys the learning objectives and relates the past material to the material to be studied. Students observe images of various transportation technologies that have been previously prepared by the teacher. In this stage, students are introduced to be able to analyze learning material through image media.

Core Activity

The teacher classifies past and present transportation technologies, compares/distinguishes the types. In addition, the teacher shows the equipment and mentions various transportation technologies past and present. The teacher asks questions to students related to the material of Past and Present Transportation Technology. Students answer the questions posed by the teacher as good as possible. The teacher invites students to go around looking for friends who can help answer questions that are unknown or doubtful answers. After that, the teacher asked students to return to their seats and check their answers. The teacher

asks questions with students about things that are not yet known, corrects inaccuracies in understanding and provides reinforcement and conclusions.

Closing Activities

After completion, the teacher and students make conclusions/ summaries of learning outcomes. The teacher gives assignments for students to do, reflects on learning and conveys material to be studied in the next meeting. At the end of the learning activity, the teacher greets, reads *hamdallah* and reads prayers together.

Small Group Discussion Learning Strategy.

The results of observations of social studies learning activities in class IV MI Negeri 2 Bengkulu City on Wednesday, April 20 2022 at 08.00-09.45 with material on Social Problems and Various Social Problems in the Local Environment.

Preliminary Activities

The teacher greets, opens the subject by reciting *basmallah* and praying together, takes attendance, prepares students physically and psychologically so that they are ready and enthusiastic in participating in the learning activities that will be carried out. The teacher informs students about the material to be studied regarding Social Problems and Various Social Problems in the Local Environment. Then the teacher conveys the learning objectives and relates the past material to the material to be studied.

Core Activities

The teacher gives questions to students about social problems and classifies social problems that exist in their area/surroundings. Teachers involve students actively in every learning activity. After that, the teacher briefly explained the material about various social problems. Then students are given the task of recording social problems that have been experienced/ encountered around their environment. The teacher divides the class into several small groups (maximum 5 children) and gives case studies about social problems in the surrounding environment. After that the teacher instructs each group to discuss the answers to the case study questions, and ensures that each group member actively participates in the discussion. After some time, the teacher instructs each group through a designated spokesperson to present the results of their discussion in the class forum. The teacher clarifies, concludes and follows up on the learning activities that have been carried out.

Closing Activities

The teacher and students make conclusions/summaries of social studies learning outcomes. Then the teacher conducts a post test on the level of understanding of students during learning activities, reflecting on learning, delivering material to be studied at the next meeting. At the end of the learning activity, the teacher greets, reads *hamdallah* and reads prayers together.

Evaluation of Social Science Learning Strategy.

When the learning activities are over, the next step is to evaluate the learning. Evaluation is a process of measurement and assessment in order to find out the learning outcomes that have been achieved by students. With the evaluation, the teacher can find out the level of success of learning activities, the achievement of goals, the effectiveness and efficiency of learning strategies in a teaching and learning activity. A teacher is obliged to develop an implementation plan learning (RPP) in a complete and systematic way for learning interactive, inspiring, fun, challenging, motivate students to participate actively, as well as provide sufficient space for initiative, creativity, and appropriate independence with the talents, interests, and physical and psychological development of the participants educate. Therefore every educational unit needs to do lesson planning, implementation of the learning process as well assessment of the learning process with the correct strategy for improve the efficiency and effectiveness of achieving graduate competencies like previously research (Hendayani & Rohmawati, 2018).

The purpose of the evaluation is: a) Knowing the level of student mastery of the competencies that have been set. Knowing the difficulties experienced by students in the learning process, so that they can diagnosis and the possibility of providing remedial teaching. b) Knowing the efficiency and effectiveness of the learning strategies used by educators, both concerning methods, media and learning resources (Oleh et al., 2003). the basic social studies competency based on student character (independence, responsibility, courtesy and tolerance) is to appreciate the service and role of struggle figures in preparing, proclaiming and defending Indonesia's independence. The assessment model developed: Selected Response Assessment (objective test); Essay Assessment (explained in group discussions); Performance Assessment (performance/interview) and Personal Communication Assessment (discussion). The use of a character-based social studies learning

model, demonstrated by the validity obtained from LISREL Estimates (Maximum Likelihood) (Eko Putro Widoyoko, 2013).

Evaluation is the part that doesn't can be separated from the learning process (Fadhilaturrahmi & Ananda, 2018). The evaluation of social studies learning strategies for class IV MI Negeri 2 Bengkulu City uses the following instruments: learning activities on April 7 2022 with material on the Old and New Cooperative Symbols Reading Aloud strategy. The evaluation uses a test instrument in the form of test items. Then the learning activities on April 13, 2022 with material Comparing/Differentiating Types of Transportation Technology in the Past and Present, the evaluation of the Active Knowledge Sharing strategy uses a test instrument in the form of an assignment. On April 20, 2022 with the material on Social Problems and Various Social Problems in the Local Environment, the Small Group Discussion strategy was evaluated using tests (assignments).

Evaluation activities are important in every learning activity. With the evaluation, each learning activity can be known the level of achievement of the material absorbed by students in the cognitive, affective and psychomotor domains. Later the teacher can map the ability of students through the evaluation results that have been carried out. The results of the evaluation are also used as parameters in determining the level of material difficulty faced by students in certain teaching materials and taking appropriate actions to overcome the problems they face. If the empirical findings associated with theoretical concepts, it can be explained that there is a relationship between teacher performance with social studies learning outcomes in SDN All Region IV, Donri Donri District Sopeng Regency. as that has been described previously that the performance teachers and classroom climate on the process aspect has been are in good qualifications too. With Thus between aspects of the process and aspects of results found in this study shows a relationship (Salmawati, 2017)

Conclusion

Based on the research findings and discussion described above, it is concluded that the implementation of learning strategies in social studies learning activities at MI Negeri 2 Bengkulu City is generally divided into three steps, namely planning; time, sequence of learning activities, methods, media/learning materials, implementation; preliminary/initial activities, core activities and closing/final activities as well as follow-up activities, and after the learning activities are completed an evaluation is carried out; assignment test. The fourth-grade teacher of MI Negeri 2 Bengkulu City in learning social studies subjects uses various learning strategies. The learning strategies used by the fourth-grade teachers of MI Negeri 2 Bengkulu City include Reading Aloud learning strategies, Active Knowledge Sharing and Small Group Discussions. The learning strategies used are very helpful for teachers in conveying material to students more effectively and efficiently in order to achieve the goals to be achieved.

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