

## Implementation of Social Studies in The Establishment of Social Behavior Students SMP Negeri 1 Brangsong

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### Abstract

IPS as an integrated subject in the 2013 curriculum aims to develop the potential of learners to become citizens who have the attitude, skills, and knowledge as stock in the life of society. The purpose of this study are (1) describe and analyze the implementation of IPS education in social studies in SMP N 1 Brangsong, (2) describe and analyze the IPS learning can shape the social behavior of students in SMP N 1 brangsong, (3) describe and analyze the obstacles of the implementation of learning IPS in shaping the social behavior of students in SMP N 1 Brangsong. The result of the research shows that (1) implementation of IPS education in IPS learning in accordance with the curriculum in 2013 by IPS teachers in SMP N 1 Brangsong covers the planning of the teachers covering the study of KI and KD, preparation of lesson plan, materials and media and learning method. In the implementation of learning, teachers use cooperative learning methods and become facilitators for students. Evaluations include daily reassessment, UTS, UAS, UKK as well as student ratings. (2) social behavior of 8th grade students of SMP N 1 Brangsong is good, because it has applied social values from IPS learning in schools such as the value of tolerance, protect the environment. Form of implementation of IPS scores by students such as helping friends, obeying school rules, maintaining the environment. (3) barriers to the implementation of social studies in the formation of social behavior of students of SMP N 1 Brangsong is the not optimal socialization of the 2013 curriculum, RPP format, attitude assessment, and IPS material too much. The conclusions of this study indicate that the implementation of ips learning in the formation of social behavior that is generally social behavior of 8th grade students of SMP N 1 Brangsong in good category.

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## INTRODUCTION

Education is one element in educating and enhancing the quality of life and culture of society. Education is used as a means to learn new knowledge and skills, so that can be obtained by human productive. As one of the most important areas to support better human quality, education must have clear objectives, in accordance with the national educational goals set forth in Law Number 20 Year 2003 on National Education System (Nurniana, 2011). The targets of the educational unit are essentially learners as part of a community member with a criteria of cultural values as desired by community members. Education aims not only the process of cultural transfer or transfer of knowledge, but also as a transfer of value. This means that education, in addition to the process of linkage and transmission of knowledge, is also concerned with the process of development and the formation of the personality or character of society, in order to internalize the values of character to learners, it is necessary to optimize education (Putri, 2012).

IPS learning activities is one of the strategic subjects to instill moral values to learners. Kirschenbaum asserted that the ultimate goal of IPS study is directed towards the achievement of moral education objectives. John Dewey also argued that the process and ultimate goal of social studies must lead to the realization of morality in developing human personality (Sjarkawi, 2008).

The curriculum of 2013 is filled with values of character education. The values of character education developed in the 2013 curriculum are integrated in the content of Core Competencies and Basic Competencies. For IPS teachers who will develop education in the learning process of social studies must understand the basic concepts in character education. Character is the values of human behavior associated with God Almighty, self, fellow human, environment, and nationality embodied in thoughts, attitudes, feelings, words, and deeds based on religious norms, law, etiquette, culture, and customs (Kemendikbud, 2013).

Social behavior is a relatively fixed behavior that is shown by individuals in interacting with others. Skinner argues that behavior can be distinguished into a natural behavior (innate behavior) and operant behavior (operat behavior). A natural behavior is a behavior that is born, in the form of reflexes and instincts, whereas the behavior of operands is the behavior formed through the learning process. Behavior operands are behaviors that are formed, studied and controlled, and therefore can be changed through learning. Social behavior evolves through interaction with the environment. The environment will contribute to one's behavior. Lewin (in Yudhistiani, 2012) proposes a formulation of behavior with the form  $B = F(E, O)$  with the meaning B = Behavior, F = Function, E = Environment, and O = Organism, the formulation implies that behavior function or depend on the environment (environment) and individuals (organism) that interact with each other. Based on the above description can be concluded that the social behavior of children is strongly influenced by the social environment, both the family environment, schools, and society.

If the social environment is not conducive, such as the abusive treatment of parents, the school environment and the bad community environment, then the social behavior of children tend to display deviant behavior. The child's social behavior shown is a reflection of the treatment and formation of the surrounding environment. In the sense that the child's social behavior is influenced by the physical environment as well as the psychological environment especially in the family, school, and society. Through social interaction with parents, family members, adults, or friends, children begin to develop forms of social behavior (Yudhistiani, 2012).

The reality in the field shows that the goal of education has not been optimally achieved. Unmarried pregnancy cases in Kendal Regency are relatively high. According to Religion Court Public Relation Kendal Abdul Mujib explained from year to year submission of marriage dispensation increased. This proves juvenile

delinquency (free sex) rampant occurred in the District Kendal. During the last three years of marriage cases of minors in 2012 there are 105 couples, 2013 there are 106 pairs, and 2014 soaring to 114 pairs. The average pair of early marriage is still a student of junior high and high school (sindonews.com).

Based on the facts in the field attracted researchers to conduct research in one of SMP in Kendal District. SMP Negeri 1 Brangsong is a favorite SMP located on the edge of Pantura road and is located not far from the center of Kendal City. Based on preliminary study conducted by researchers at SMP Negeri 1 Brangsong Kendal in the form of observation and interview. Problem of social behavior of students, one of IPS teachers said that basically SMP Negeri 1 Brangsong are students who come from various groups and different socio-economic background, and come from all regions in Kendal Regency, especially they are still in transition toward teenagers. Behavioral phenomena are mainly undertaken by students such as lack of discipline, not following the lesson at certain hours, lack of enthusiasm in learning, arguing with fellow students in the school environment, bullying each other students. Secondly, the fundamental issue of the implementation of IPS education with the curriculum of 2013 is the first problem of application of the curriculum itself where the teaching of social studies is conducted in an integrated manner that requires a teacher must be able to master all the materials of Integrated IPS. IPS Teachers said that he and his fellow teachers are still having difficulties in the beginning of the application of the new curriculum, especially IPS teachers are not from IPS Bachelor of Education but derived from scholars of geography education, economics, history and other IPS family. This is one of the obstacles to the implementation of IPS education.

This study will examine the implementation of IPS learning in shaping the social behavior of junior high school students. Educational institutions and teachers have an important role in achieving the national goals of education as outlined in the curriculum 2013. Educational institutions and educators should be

able to create students who are academically smart but also the most important is the formation of the character (affective) students have polite behavior, polite in accordance with goals of national education. Through IPS subjects expected students can be good, discipline, and have high learning motivation. A conducive school environment is also expected to make students have a good personality and sensitive to social problems. But on the other hand, the reality shows that learning social studies and the school environment has not been able to optimally achieve the expected goals, causing deviant behavior among junior high school students. Based on the empirical reality that occurred in SMP Negeri 1 Brangsong, the researcher is interested to conduct in-depth research which is poured in the form of thesis scientific paper with the title "Implementation of IPS Education in Social Behavior Building Students of SMP Negeri 1 Brangsong".

## **METHODS**

This research is a qualitative research. Qualitative research is research that uses the method of observation, interview, or review of documents. According to Moleong (2010) qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects. In qualitative research, the researcher is a key instrument. Therefore, researchers must have a stock of theory and extensive insight, so it can be used to ask, analyze and construct the object studied more clearly. The focus in this research includes the implementation of IPS education on social studies, social behavior of 8th grade students of SMP Negeri 1 Brangsong, and the obstacles of IPS learning implementation in shaping the social behavior of students of SMP Negeri 1 Brangsong.

In this research, the technique used in sampling is purposive sampling. Informants in this study were 8<sup>th</sup> graders, IPS teachers, and principals. This is because researchers already know who will become informants in this study. Researchers use several techniques of data

collection ie, in-depth interviews (deep interview), observation (observation) and documentation.

## RESULTS AND DISCUSSION

### Implementation Social Studies in SMP Negeri 1 Brangsong

IPS education as an integrated education from various disciplines, can not escape from the education of value-based education and thick with the paradigm of development of human life as the main object, which must be dynamic, flexible and always adaptive to create citizens who both under various conditions. The data of research result related to the implementation of IPS education in SMP Negeri 1 Brangsong shows that IPS teachers of SMP Negeri 1 Brangsong have implemented and implemented IPS education according to the curriculum 2013. Findings from interviews, observation and document studies show the same tendency related to the implementation of IPS education by teachers. Informants in general have implemented IPS education according to the 2013 curriculum from understanding of social studies, learning planning, implementation of learning to evaluation of learning.

#### 1. Learning Planning

As a preparation for teaching, IPS SMP Negeri 1 Brangsong students make development on the syllabus and Learning Implementation Plan that has been established by the government through textbooks of teachers. Silabus is a lesson plan on a subject group with a specific theme. The silabus comprises core competencies, basic competencies, instructional materials, learning activities, indicators, assessments, time allocations, and learning resources developed by each educational unit.

Successful implementation of integrated learning depends on the conformity of the plan made with the conditions and potential of students (interests, talents, needs, and abilities). To develop an integrated learning plan, the following steps should be taken: (1) mapping of KI and KD, (2) determining the topic/theme,

(3) formulation of indicators, (4) developing syllabus and preparation of Learning Implementation Plan (RPP). Findings from various sources including observations to field document studies show that IPS teachers of SMP Negeri 1 Brangsong have implemented lesson plans by leading to the above steps although constraints are still present eg in terms of preparation, RPP format and assessment process.

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attitudes. So, that value is always there in every lesson. For RPP format it is always changing.

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## 2. Implementation of Learning

Implementation of integrated IPS learning in SMP Negeri 1 Brangsong implemented through a single teacher model. The results showed that IPS teachers use cooperative learning methods in the learning process in the classroom. In addition, IPS teachers also integrate with the problem-based learning model which is then discussed together, this is in accordance with the RPP that IPS teachers have made. Cooperative learning emerges from the concept that learners will find it easier to understand and understand difficult concepts when discussing with each other. Thus, the social nature and use of peer groups is a key aspect of cooperative learning.

From the observation of the observation, it can be seen that the initial activity or the opening of learning always begins with apperception activities and preparation of learning materials either by teachers or students. Learning by IPS teachers in the classroom not only convey the limited learning materials, but also convey and instill the values of IPS to students during the classroom learning process. From the research data showed that both informants have applied and instilled the values of IPS in the students during the classroom learning activity, from the informant's answer that the value of IPS applied to the students such as attitude (honest, discipline, responsibility, tolerance) the value was adapted to the material presented at that time.

## 3. Evaluation of Learning

Assessment is done consistently, systemically and programmatically by using written and oral test, and non-test in the form of performance observation, attitude measurement,

assessment of work in the form of task, project and/or product, portfolio and self-assessment. The evaluation process is carried out by: daily test (UH), mid semester (UTS), semester final (UAS) and grade improvement (UKK) and final examination. The evaluation is conducted programmatically which is usually planned in the semester program. To know the attitude/affective value of the teacher students do the assessment with the daily observation of the students and the assessment done among the students themselves.

## IPS Learning in the Formation of Student Social Behavior

The findings in the field on the implementation of students' IPS scores in schools showed that students of grade 8 of SMP Negeri 1 Brangsong, in general, students have applied IPS values in schools. Form of implementation of IPS scores by students such as helping friends, obeying school rules, maintaining the environment. Students have applied the IPS values taught by teacher in everyday life. The values embedded in the students are practiced and repeated continuously by the students. When teachers teach about the importance of maintaining the environment, students also apply it. Teachers in the class also provide reinforcement to students related to the values of the IPS earlier. The findings reinforce the notion of the theory of behavioral learning. According to the behavioristic theory of learning is a change in behavior as a result of the interaction between stimulus and response. Someone is considered to have learned something if able to show changes in behavior. In other words learning is a form of change experienced by students in terms of its ability to behave in a new way as a result of the interaction between stimulus and response. In this theory the learning process is more concerned with the stimulus (stimulus) and responses made by students. A person is considered to have learned something if it can show changes in his behavior. An educator can provide stimulus in the form of anything that can stimulate the occurrence of learning activities such as thoughts, feelings or things that can be captured through the sense device.

The great flow of learning psychology influencing the development of educational theory and practice and learning until now is the behavioristic flow. This flow emphasizes the formation of behaviors that appear as learning outcomes. Behaviorists explain that learning as a process of behavioral change in which reinforcement and punishment becomes a stimulus to stimulate students to behave. In general, behaviorist theory states that teaching and learning will affect all the actions or behavior of learners. This theory also explains that student behavior can be observed, escorted and predicted. According to behaviorist psychologists, learning is a behavioral change that prevails in an individual through experience. This learning process is passed by every human being since he was born. Positive reinforcement is to provide something of reward after the treatment is shown which causes the treatment to be repeated or reinforced. This positive reinforcement is given as a form of motivation in teaching and learning activities. Examples of positive reinforcement are given such as giving words of praise after the learner does something work or answers questions, gives a smile, rewards and so on.

#### **Obstacles Implementation of Social Studies in the Formation of Student Social Behavior**

Constraints in the implementation of the 2013 curriculum is one of the teacher education background. Teachers in the field are educated in geography, economics, history and sociology. Incorporating a new curriculum will certainly create difficulties for students and teachers. The various obstacles experienced by teachers above are some of the obstacles experienced by teachers in the implementation of the 2013 curriculum in the field and all the obstacles that exist contain the truth. Running something new is not easy especially if the old one is supported by a long-standing tradition. The findings in the field related obstacles experienced by teachers in the implementation of the 2013 curriculum include:

1. The lack of preparation from the government in the socialization of the 2013 curriculum has resulted in a lack of teacher understanding of the 2013 curriculum.

2. The absence of standard RPP format from the government. The findings in the field are the teachers bring different format of RPP after training and training.
3. The difficulty of teachers in carrying out an appropriate assessment of the procedure is a very large attitude assessment. If doing penialain constrained timing issue.
4. IPS materials that must be taught integrated also make it much more difficult for educators, especially teachers come from non-IPS educational background (Economics, Geography, History) so that teachers must learn all the materials of integrated IPS.
5. From the school management constrained administrative problems to assess the attitude of each student per mapel that requires no small cost. Especially not the budget from the government.

The government handbook for the 2013 curriculum is very concise in terms of materials. Teachers are required to develop their own materials this will be constrained because the ability of teachers is also limited. While for students with the lack of material causes students difficult to understand the contents of the material if without guidance from the teacher.

#### **CONCLUSION**

Implementation of IPS education in IPS learning in accordance kuriukulum 2013 by IPS teachers in SMP Negeri 1 Brangsong include understanding and knowledge of social studies, learning planning, implementation of learning and evaluation of learning. Planning done by teachers include assessment of KI and KD, preparation of lesson plans, materials and media and learning methods. In the implementation of learning, teachers use cooperative learning methods and become facilitators for students. Evaluations include daily reassessment, UTS, UAS, UKK as well as student ratings.

The social behavior of the 8<sup>th</sup> grade students of SMP Negeri 1 Brangsong is good, because it has applied social values from IPS learning in schools such as the value of tolerance, maintaining the environment. Form of

implementation of IPS scores by students such as helping friends, obeying school rules, maintaining the environment.

Barriers to the implementation of social studies in the formation of social behavior students SMP Negeri 1 Brangsong is the socialization of the 2013 curriculum that has not maximized, RPP format, attitude assessment, and IPS material too much.

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