

Strategies, Problems, and Efforts to Synergize in Integrated Social Studies Learning in Grade VIII of SMP Negeri 2 Magelang Academic Year 2014/2015Amna Aulia¹**Abstract**

The study was conducted in the eighth grade in junior high school 1 Magelang, and data collection was done using in-depth interviews, observation, and documentation. Validation of data using triangulation techniques and triangulation of sources. Data analysis using three interactive models, namely data reduction (data reduction), data display (presentation of data), and verification (conclusion). The results showed that (1) teachers design learning strategies Integrated social science through the development of learning tools and technical preparation before the start of learning; (2) The internal problems that arise in the form of background learning teacher education is not education social studies and there are still students who are less concentrated in learning. The external problem that arises is the lack of infrastructure as well as the most burdensome in the form of a new curriculum policy that mandates delivery of achievement of the students in the form of descriptive; (3) Efforts to synergize learning that teachers are training and fellowship meeting of teachers; schools also facilitate the needs of teachers and students.

Keywords: *Learning, Integrated Social Sciences.*

Introduction

Education has a significant role in the progress of the nation and state. Education is intended to mature human beings (Setiawan, 2013). The role of education is so essential that the government has compiled a national education system with a single curriculum that has been concocted as much as possible (Yudi, 2017). A curriculum is planned to achieve educational goals (Nasution. 2009, p. 8). The curriculum is a guideline for implementing education in each educational unit. The Ministry of Education and Culture, at the end of 2014, suspended the implementation of the 2013 curriculum for schools that were not ready, in contrast to some pilot schools that continued to use the 2013 curriculum (Anwar, 2015; Hasran, 2016; Yusran, 2014). This is because the government feels that many schools still have not been able to implement the 2013 curriculum. Even though the 2013 curriculum has a mature learning concept. Based on the attachment of the Minister of Education and Culture number 68 concerning the junior high school/ MTs curriculum, it is stated that the 2013 Curriculum adheres to (1) learning carried out by teachers (taught curriculum) in the form of a process

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developed in the form of learning activities in schools, classrooms, and communities; and (2) direct learning experiences of students (learned curriculum) according to the background, characteristics, and initial abilities of students.

The 2013 curriculum launches Integrated Social Studies subjects for the elementary/middle school and junior high school/MTs levels. This means that in social studies learning at the junior high school/MTs level, the material developed and compiled refers to several disciplines in a limited way and then associated with the real life of students according to the characteristics of age, level of thinking development, and habits of attitude and behavior (Suprayogi, 2011: 30). As one of the 2013 curriculum piloting schools in Magelang City, SMP Negeri 2 Magelang in the 2014/2015 school year uses the 2013 curriculum which means that the school implements Integrated Social Studies learning with a correlation approach.

A social studies teacher must manage the implementation of social studies learning in the 2013 curriculum at the junior high school level or equivalent (Pramono, 2013, p. 8). This is related to the concept of social studies, which is formulated based on reality and social phenomena that embody an interdisciplinary approach from aspects and branches of social sciences (Maryani and Helius, 2009: 5). Integrated Social Studies learning must be presented based on a theme with material associated with social phenomena that are close to students. Through one integrated social studies teacher, the discussion of material is no longer separate, just like economics, history, or geography, but becomes a whole part of integrated social studies learning.

The implementation of Integrated Social Studies learning is certainly not a simple thing. Learning requires a real dialogical relationship between teachers and students, where the emphasis is on the learning process by students (students of learning) and not on teaching by teachers (Suryosubroto, 1997, p. 34; Kurniawan, 2015; Rahayu, 2014; Wibowo, 2013). Likewise, with Integrated Social Sciences learning, a good Integrated Social Studies teacher will try his best to make his teaching successful and able to make students active in learning. One of the factors that can bring success in learning is to make a learning plan in advance (Hamalik. 2001, p. 135). Learning strategies contain the meaning of planning, meaning that strategies are still basically conceptual about the decisions to implement learning (Suryani, 2012, p. 5; Fauza, 2017; Abdul, 2017). Furthermore, learning strategies will be realized by preparing learning tools and preparations before learning. According to the attachment to the Minister of Education and Culture number 65 concerning primary and secondary education standards, learning planning is designed as a Syllabus and Learning Implementation Plan (RPP),

which refers to the Content Standards. The teachers' preparation of media and materials before learning also supports the planning.

After the planning is carried out, the next activity is the implementation of learning. The implementation of learning has four main components that must be met: objectives, materials, methods, tools, and assessments (Sudjana, 2009, p. 30; Ministry of National Education, 2008; Sanjaya, 2012). Of all of them, Aunurrahman (2013, p. 176) stated that the success of the learning process is the estuary of all activities carried out by teachers and students in learning. However, it is undeniable that there will be various problems in its implementation in learning. Problems that arise in learning can be internal and external. Aunurrahman (2013, p. 177) stated that both can be studied from the teacher and student dimensions. Meanwhile, from this stage, learning problems can occur at the time before the learning process occurs, during the learning process, and after learning.

In this regard, learning requires evaluation to determine the achievement of learning objectives. Ralph Tyler in Suharsimi Arikunto (2013, p. 3) said that evaluation is a process of collecting data to determine the extent to which and in which part the educational goals have been achieved. The evaluation process is generally student-centered. The evaluation is also intended to observe the role of teachers, particular teaching strategies, curriculum materials, and learning principles to be applied to teaching (Hamalik. 2001, p. 145; Muhammad, 2016; Muslimin, 2014). Through evaluation, it will be seen that various problems arise in integrated social studies learning that require teachers and students to overcome them. Implementing integrated social studies learning at Magelang State Junior High School is interesting. Therefore, this study will describe strategies, problems, and synergy efforts in Integrated Social Studies learning in grade VIII at SMP Negeri 2 Magelang for the 2014/2015 school year.

Method

The approach used in this study is qualitative. The study results are described through descriptive analysis techniques to describe the situation in the field clearly and in reality. The SMP Negeri 2 Magelang research focused on integrated social studies learning in grade VIII, including teacher and student components. The data sources in this study are informants (teachers, students, and vice principals for curriculum), learning activities, and documents (learning tools, photos, and teacher certificates) with data collection techniques in the form of in-depth interviews, observations, and document studies. The validity test of the data in this study uses triangulation techniques, source triangulation, and researcher participation. The data analysis technique used in this Integrated Social Studies learning research is inductive data

analysis. Because in the analysis process, double reality can be found in the data. The analysis was carried out using an interactive model. Data analysis consists of three interactive models, namely 1) data reduction, 2) data display, and 3) verification.

Results and Discussion

Learning strategies in a particular subject are arranged based on the applicable curriculum. SMP Negeri 2 Magelang enforced the 2013 curriculum in the 2014/2015 school year. Based on this, all activities refer to the 2013 curriculum, including the design of learning strategies. Muruntut, in the Regulation of the Minister of Education and Culture number 65 of 2013 concerning process standards, in chapter III, it is stated that the learning plan is designed in the form of a Syllabus and Learning Implementation Plan (RPP), which refers to the Content Standards. Learning planning includes the preparation of learning implementation plans and the preparation of learning media and resources, learning assessment tools, and learning scenarios. The preparation of the Syllabus and RPP is adjusted to the learning approach used. Teachers of Integrated Social Sciences subjects in grade VIII, in preparing their learning strategies, design lesson plans that refer to the content standards and syllabus the government has prepared. The preparation of learning tools by subject teachers is carried out at the beginning of the school year. In the Content Standard, it is stated that the preparation of the lesson plan must be adjusted to the level of competence and the scope of the material. The learning tool document in the lesson plan that Widiyatmini has prepared is based on the 2013 curriculum content standards.

In this regard, schools have a policy to accommodate the preparation of learning tools and require subject teachers to collect these learning tools at the beginning of the year. The school strives to create orderly conditions for administration in academic matters, especially in learning tools. Teachers addressed this well, as evidenced by the Integrated Social Sciences grade VIII coordinator teacher, Widiyatmini, who made learning tools at the beginning of the year. However, Widiyatmini admitted that the RPP that was compiled and collected was not a complete RPP for one school year. The lesson plan for several meetings that have not been made at the beginning of the school year is made on other occasions according to the conditions and materials to be taught. In addition to the preparation of learning tools, the learning strategy for Integrated Social Sciences grade VIII SMP Negeri 2 Magelang is also related to the preparations made before starting learning. Preparation before learning is carried out by teachers before entering the classroom to start learning; this preparation is more technical, such as preparing reference books, media to be used, grade lists, and lesson plans. Based on the

results of observations made in grades VIII, E, and C, teachers have prepared discussion forms, books, grade lists, and lesson plans before entering the classroom. Widiyatmini often uses reference books published by the government and uses internet articles as a supporting reference. Rina Ekapti stated that newspapers, magazines, and various articles from the internet could help her in addition to various learning package books from the government, both new books and old curriculum books. Widiyatmini, in his interviews, often uses various methods of discussion and lectures and rarely uses other methods. Meanwhile, Rina Ekapti uses various methods to adjust the material to be taught. However, it is believed that the lecture method is inevitable in every learning in the classroom. In addition to being related to selecting methods, teachers also select learning media when designing learning strategies. This is done to prepare learning so it can run effectively and efficiently.

As educators of the younger generation, teachers must find learning problems students face. Teachers can find the problems students face in three ways: observation of learning behavior, analysis of learning outcomes, and learning outcome tests (Dimiyati and Mudjiono. 2009, p. 255). Through the discovery of learning problems students face, teachers are expected to be able to prepare efforts to overcome learning problems. Based on interviews, teachers evaluate learning outcomes through daily tests at the end of each material, midterm, and end-of-semester exams, assessing students' cognitive domains. Students' attitudes and skills are assessed, and each integrated social studies learning occurs through classroom observation and activeness. Furthermore, teachers hold remedial for students who have not reached the minimum completeness criteria. Teachers also motivate all students at the end of each lesson and for students who have not completed it. Dimiyati and Mudjiono (2009, p. 80) state that motivation is a mental impulse that moves and directs human behavior, including learning behavior.

Related to the teacher's educational background, a problem in integrated social studies learning is that it is difficult for teachers to combine social studies materials and understand the material. According to the teacher during the interview, the teacher overcame this problem by participating in training related to Integrated Social Sciences and the curriculum enforced by the school. The training was attended by various organizers, ranging from internal training by schools for teachers at SMP Negeri 2 Magelang, training by related agencies, and training organized by other institutions. Teachers trying to overcome these problems also participated in a meeting held by the Integrated Social Science Subject Teacher Conference (MGMP) at the Magelang City level. The MGMP is divided into two parts: MGMP for all schools and MGMP specifically for the 2013 curriculum piloting schools. Teachers exchanged information during the meeting regarding how to deliver material and other matters related to Integrated Social

Studies learning. Teachers also learn a lot from other teachers and do not hesitate to ask questions if they encounter difficulties. In addition, teachers try to learn and use materials from books other than books published by the government and articles from the internet, newspapers, and magazines to complete their knowledge of social studies materials that will be presented in class.

Through interviews and observations, it was found that teachers believe that learning in the classroom must always have a good relationship with students so that learning goals can be achieved effectively and efficiently. Therefore, teachers develop various abilities, be it professional, social, and personality skills. Armed with these abilities, teachers can perform their roles as facilitators, supervisors, environmental providers, communicators, models, evaluators, innovators, moral and political agents, cognitive agents, and managers (Hamalik, 2008, p. 9). It is hoped that learning can be carried out through these ten roles. Various problems that arise in learning can also be solved without hindering the achievement of learning goals. In addition, the relationship and cooperation between schools, teachers, students, and guardians is expected to be a common way to find solutions to problems faced in learning.

Conclusion

Integrated Social Studies Learning aims to examine life problems broadly, shaping students to become good citizens and able to make decisions. Integrated Social Studies Learning, in order to achieve its goals, must be designed with advanced learning strategies. The learning strategy of Integrated Social Sciences grade VIII at SMP Negeri 2 Magelang for the 2014/2015 school year in the form of the preparation of learning tools has been by the applicable curriculum by referring to content standards and process standards. In addition, teachers carry out strategies related to preparation before learning by preparing lesson plans, media, and materials before learning. Although learning strategies have been planned to implement learning, problems still arise. Problems that arise in learning Integrated Social Studies grade VIII at SMP Negeri 2 Magelang for the 2014/2015 school year can be categorized into internal and external problems. Internal problems arise from teacher education backgrounds other than social studies education, and students are less active in learning. External problems that arise in learning are infrastructure facilities in the form of damaged LCDs and social studies lesson hours during the day. What is felt to be the most burdensome is the implementation of the 2013 curriculum, especially in terms of student achievement. In order to synergize the strategy with the problems that arise in Integrated Social Studies learning in Grade VIII at SMP Negeri 2 Magelang for the 2014/2015 school year, teachers participated in various trainings to improve teachers'

abilities and participate in various MGMP meetings. Schools also allow teachers to submit complaints in learning to be discussed and find solutions together.

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