

GOOD PRACTICES OF TEACHERS IN LEARNING SCIENCES IN PRIMARY SCHOOLS

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Abstract. Social studies education as a field of study given at the educational level in the school environment, not only provides knowledge, but also provides values, attitudes and skills in the lives of students in society, nation and state in various characteristics. To make social studies learning enjoyable for students, there needs to be teacher innovation and creativity in delivering learning in class. Because even now, social studies still seems to be neglected and is considered rote. Through the application of virtual classroom learning media with the help of e-modules and learning videos in social studies learning for class VI students at SD Negeri 7 Sesetan, it can have a positive impact on students. In accordance with data collection carried out by

distributing questionnaires to 31 students in class VI of SD Negeri 7 Sesetan, the results obtained were that 95% of students gave positive responses and enjoyed participating in the learning carried out by the teacher.

INTRODUCTION

Indonesia is known as a country that has a variety of customs, ethnicities, races and languages (Adela et al., 2020 & Adini, 2021). Of course, in terms of diversity, there are significant differences between one region and another. In accordance with the motto "Bhinneka Tunggal Ika", which means "Even though we are different, we are still one", every community is expected to respect every difference that exists in social life. In Law No. 20 of 2003 concerning the National Education System, article 12 paragraphs (1) and (2) state the rights and obligations of students. So students are obliged to obtain their rights and carry out each of their obligations as students (Afandi et al., 2015 & Syaumi, 2022).

Apart from that, the current rapid development of science and technology must be balanced with supporting resources in order to implement existing science and technology. Without

supporting resources, of course existing science and technology will be useless. Education itself has a very important role in changing the order of life (Hariwirawan, 2020 & Amin, 2021). So that education in Indonesia always experiences improvements every period. Improving the educational system as outlined in the curriculum is something we should be grateful for, meaning that the government sees the shortcomings that occur in the practice and implementation of education in Indonesia.

Social Sciences (IPS) is one of the mandatory subjects in education at primary and secondary levels in Indonesia. IPS abroad is better known as social studies, social education, social studies education, and so on. Wesley (Sapriya, 2009) states that "the social studies are the social sciences simplified for pedagogical purposes". So according to Wesley, Social Sciences is more directed towards simplifying the social sciences which aims at pedagogical abilities.

The essence of social studies in elementary schools is to provide basic knowledge and skills as a training medium for students as citizens as early as possible. Because social studies education does not only provide knowledge, but must be oriented towards developing students' critical thinking skills, attitudes and basic abilities which are based on the reality of everyday social life and fulfill the needs of students' social life in society. The relationship between humans and humans and humans and the natural environment is studied in various social science disciplines from various points of view. The various social science disciplines are geography, economics, history and sociology, politics, law and anthropology which are then simplified into social sciences (IPS).

Another definition of social studies (IPS) is according to the National Council for Social Studies (NCSS) (Arikunto et al., 2011):

"Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content in the humanities, mathematics, and the natural sciences."

Barr in Sapriya (2009) argues that the social studies is an integration of experience and knowledge concerning human relations for the purpose of citizenship education. Meanwhile, according to Banks in Sapriya (2009) "The social studies is that part of the elementary and high school curriculum which has the primary responsibility for helping students to develop the knowledge, skills, attitudes, and values needed to participate in the civic life of their local communities, the nation, and the world".

Furthermore, Permendiknas Number 22 of 2006 states that "social studies subjects are arranged systematically, comprehensively and integrated. With this approach, it is hoped that students will gain a broader and deeper understanding of related fields of science." Based on this understanding, social studies is an integrated or unified subject from the social sciences and humanity so that it can develop the ability to become a good citizen. Social studies in schools is a subject that systematically combines scientific disciplines such as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, just as harmoniously as humanities, mathematics and natural sciences.

According to Arikunto et al. (2011) & Utari et al. (2017), social studies education places more emphasis on the skills that students must have in solving problems, both problems within

themselves and even complex problems. In essence, social studies education is more focused on providing students with problem-solving skills. Based on the several definitions above, it can be concluded that social studies education in schools is an integrated or integrated subject from several social science and humanities disciplines and focuses on students' self-skills to become good citizens and able to solve problems in their environment.

Social studies is considered necessary to be given to elementary school children because social studies is a science which involves studying how to carry out social interactions (Nariana, 2020). Knowledge for interaction needs to be provided to students so that later they can integrate into society. However, the fact that teachers often convey social studies learning material seems monotonous and knowledge is only focused on the teacher, so it is not surprising that many elementary school students feel bored with the delivery of social studies material (Siska, et al., 2021). Things like this should not happen considering that social studies lessons emphasize social sciences. In this case, the teacher, as the organizer of the lesson, should make learning enjoyable. PAIKEM learning is absolutely necessary so that learning is more meaningful and sticks with students. Social studies lessons for students in elementary schools (SD) do not always have to be carried out using lecture or practice methods alone but can use several teaching methods that enable students to be more active in their learning activities. Therefore, teachers must have rich experience and teaching abilities so that learning targets can be achieved effectively in learning carried out at school (Gede, 2020; Moh. Uzer Usman, 2005).

Besides the social studies side of learning, science learning is often sidelined. Where science, especially in mathematics subjects, parents often provide their children with mathematics tutoring outside of school learning. This of course makes the social studies subject a stepchild. The essence of social studies learning is not yet fully understood. If social studies learning is implemented well, it will have an impact on students in the future when socializing with friends, family and the community. Essences like this must be maintained properly. So that in the future a generation will grow that has good character and is virtuous.

Social studies education as a field of study given at the educational level in the school environment, not only provides knowledge, but also provides values, attitudes and skills in the lives of students in society, nation and state in various characteristics. Furthermore, in social studies education, three aspects or three domains of learning are developed, namely aspects of knowledge (cognitive), skills (psychomotor), and attitudes (affective). These three aspects are oriented references for developing material selection, strategies and learning models.

There are several objectives of social studies education which illustrate that social studies education is a form of knowledge, skills, values and attitudes that enable children to participate in their groups, be it family, playmates, school, wider society, nation and state. The aims of social science education are developed on the basis of the idea that social science education is developed on the basis of the thinking of a scientific discipline, so that the aims of institutional education become the basis for thinking about the aims of social science education. The main objective of social studies learning is 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 happen to society (Hariwirawan, 2020 & Syaharuddin, 2020).

Teachers have duties, both related to the institution and outside the institution, in the form of service. There are three types of teacher tasks, namely: (a) Duties in the professional field, (b) Duties in the field of humanity, (c) Duties in the Community sector.

- Duties in the professional field include educating, teaching and training. Educating means passing on and developing life values. Teaching means passing on and developing science and technology, while training means developing students' skills.
- The teacher's duties in the field of humanity at school is to make himself a second parent for his students, he must be able to attract sympathy so that he becomes an idol for his students.
- The teachers' duties in the social sector, society places teachers in a more honorable place in their environment because a teacher is expected to gain knowledge. It means that teachers are obliged to educate the national society to be a truly Indonesian based on Pancasila.

According to [Widana et al. \(2023\)](#), there are several things that underlie the duties and responsibilities of a teacher, especially in the education and training process for developing spiritual health (piety), including: (a) before carrying out the training and education process, a teacher must be correct. If you really understand your mental, spiritual and moral conditions, or your talents and interests, then the process of educational activities will be able to run well; (b) continuously building and developing students' motivation without any feeling of despair. If this motivation is always alive, then educational or training activities can run well and smoothly; (c) guiding and directing students so that they can always have positive beliefs, thoughts, emotions, attitudes and behavior based on divine revelation, the word and prophetic example; (d) providing a deep and broad understanding of the subject matter as a basis for objective, systematic, methodological and argumentative theoretical understanding; (e) providing a good and correct example of how to think, believe, emote, act and behave in a correct, good and praiseworthy way both before God and in the environment of everyday life; and (f) guiding and providing an example of how to carry out vertical worship properly and correctly, so these worship will lead to self-change, recognition and encounter with one's true nature, recognition and encounter with God and will result in spiritual health.

Cultivating a good attitude or mental through social studies learning cannot be separated from teaching the values system applied in society. In other words, the strategy of teaching values system in Social Sciences aims to foster and develop a good mental attitude. The material and subject matter in social studies learning using various methods (multi method) is used to foster appreciation, awareness and ownership of good values in students. As stated by [Sumandya et al. \(2022\)](#), the objectives of social studies learning are oriented to the students' behavior, namely: (1) knowledge and understanding, (2) attitudes towards learning, (3) social values and attitudes, and (4) skills.

From the researcher's observations through the teacher of class VI at SD Negeri 7 Sasetan, it was stated that in the learning process there were several problems that really needed attention, especially in social studies learning, including: not optimal student activity in social studies learning, lack of optimal learning in class and low student interest in learning as evidenced by declining student learning outcomes and not all students submitting assignments on time ([Nurhasanah, 2016](#)).

This problem arises because students have difficulty absorbing the learning given by the teacher, so there is a need for innovation and creativity in social studies learning to make it more fun and foster students' interest in learning, especially in social studies subjects.

METHODS

In this case, the method used to overcome existing problems is through a creative, active, fun and innovative learning planning, implementation and evaluation process using virtual classes (Widarta, 2020; Elmanda, 2022; Fadhilaturrehmi, 2018; & Widodo, A., et al., 2020). In virtual classes there are e-modules, learning videos and evaluation of learning for students using Google forms. At the end of the process, students will be given a questionnaire distributed by the teacher to determine student responses to the learning carried out.

The CIPP (context, input, process, and product) evaluation model is one way to determine whether or not a teacher's specific learning objectives have been achieved. This model will emphasize evaluation as a comprehensive process in the managerial system (Suriyanti, 2019). A good evaluation should have the aim of improving, not proving, increasing accountability, and having a deeper understanding of a phenomenon. CIPP evaluation, which stands for context, input, process, and product, is used in various research, especially to evaluate a situation. Context is a way to assess and identify needs, problems and opportunities for decision making. Input is used in order to assess possible approaches, program plans, availability of equipment, and the adequacy and usefulness of funds so that the program can be implemented (Susanto, 2014). The process is the implementation of the plans. Then, the evaluation will find and assess the overall activity results. The results of product evaluation will function as a benchmark for ongoing activities. The research methodology used in this research is Mixed Methods, which combines quantitative and qualitative methods (Trianingsih, 2016; Filla, 2022; Fitriyani, 2021). Quantitative method functions to obtain measurable descriptive quantitative data, while qualitative method functions to enrich and refine the quantitative data obtained initially to identify whether events that are significantly different from the facts occur (Sulistiyosari et al., 2022). This research used a sample of 31 students of class VI at SD Negeri 7 Sesetan. This method is expected to be able to overcome the problems that exist in social studies learning in class VI of SD Negeri 7 Sesetan.

RESULTS AND DISCUSSION

Learning media has a positive impact on students in the learning process compared to learning using the lecture model. With tools in the form of learning media, of course it is easier for teachers to explain material to students and students are also more interested in participating in class learning.

The use of learning media is implemented using virtual classes and distributing learning evaluation materials to class VI students using Google forms. The technique for collecting data via Google Form is designed in the form of a questionnaire. The selection of class VI students as samples here is based on considerations that the students' reasoning and critical thinking abilities have begun to be formed, so that when delivering material in the form of videos or e-modules, of course the students' reasoning has started to work and properly interpret the learning delivered by the teacher. In the questionnaire there is a statement with available answers that must be chosen by respondents, with a score between 1-4 which has the following criteria: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree).

In this research conducted at SD Negeri 7 Sesetan, the respondents used as samples were 31 class VI students. The distribution of questionnaires was carried out to find out the extent to which students can accept the learning provided by teachers using virtual class methods using e-modules and learning videos in social studies subjects. From the results of the questionnaire distributed to class VI students at SD Negeri 7 Sesetan, the results obtained were that 95% of students gave positive responses to the learning media carried out by the teacher. Meanwhile, 5% gave less response.

CONCLUSION

Based on the results of the evaluation conducted by researchers, out of 31 students in class VI of SD Negeri 7 Sesetan, it was stated that as many as 95% of students gave positive responses to the learning carried out by teachers using virtual class methods using e-modules and learning videos in social studies subjects. Through the application of virtual classroom methods using e-modules and learning videos in social studies subjects, it fosters students' enthusiasm for participating in learning as well as good responses from students in receiving lessons. So that students do not get bored and fed up when they are in the classroom while learning is taking place.

From the research results obtained, it is necessary to carry out follow-up actions to improve learning in the future, including: 1) using virtual class methods based on e-modules and learning videos can be an alternative in learning media; 2) The use of learning media can also be balanced with other learning methods and models to optimize learning in the classroom.

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