

Teaching Traditions of Introduction to Social Sciences and Characteristics of Methods for Introducing Social Sciences to Early Childhood

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Abstract

Teaching social sciences to early childhood has an important role in shaping their understanding of society, culture and social interactions. This article discusses the tradition of introducing social sciences and the characteristics of the methods used in teaching young children. By using a qualitative approach and data analysis from various sources, this research aims to provide a clear picture of how social studies teaching can be carried out effectively and relevantly. The results of the analysis show that various methods, such as project-based learning and role-playing, can increase children's involvement and understanding of social concepts.

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1. INTRODUCTION

Early childhood education (PAUD) is a crucial stage in children's development, where they begin to understand their social environment. Social sciences, which include aspects such as history, geography and sociology, are important to teach from an early age so that children can recognize and appreciate the diversity of society. According to the Central Statistics Agency (2020), around 30% of Indonesian children do not receive adequate education at an early age, so an effective introduction to social sciences can help overcome this gap.

The tradition of teaching social sciences in Indonesia has deep roots, with influences from various cultures and educational systems. In this context, social science teaching not only functions to convey information, but also to shape children's character and moral values. Through proper teaching, children can learn about tolerance, justice and social responsibility. Research by Hidayati (2018) shows that teaching social sciences integrated with local values can increase children's social awareness.

The teaching methods used in introducing social sciences also vary, from conventional methods to more innovative methods. In this context, it is important to understand the characteristics of each method and how they can be applied in teaching to early childhood. According to research by Supriyadi (2019), interactive and experience-based learning methods tend to be more effective in increasing children's interest and understanding of social sciences.

In this article, we will explain more about the tradition of introducing social studies to children and the characteristics of relevant teaching methods. Thus, it is hoped that this article can contribute to the development of early childhood education in Indonesia.

2. RESEARCH METHOD

The analytical method used in this research is a qualitative approach with data collection techniques through literature study and observation. This research refers to various sources, including educational journals, books and relevant research reports. The data obtained will be

analyzed descriptively to understand the traditions and characteristics of social science teaching methods.

A literature study was carried out to explore information regarding social science teaching traditions in various regions in Indonesia. This research also involved direct observations in several early childhood education institutions to see the teaching practices that were being implemented. With this approach, it is hoped that a more comprehensive picture can be obtained regarding the introduction of social sciences in early childhood.

In addition, the analysis also includes comparisons between different teaching methods, such as project-based methods, role-playing, and group discussions. Each method will be evaluated based on its effectiveness in increasing children's understanding and engagement in social studies learning. Data obtained from observations and literature studies will be processed to provide recommendations for developing teaching methods in the future.

By using systematic analytical methods, this research aims to provide in-depth insight into teaching social studies to young children, as well as the challenges and opportunities that exist in its implementation.

3. RESEARCH RESULTS AND DISCUSSION

3.1. The Tradition of Introducing Social Sciences to Children

The tradition of introducing social sciences in Indonesia has experienced significant development along with changing times. In the context of formal education, social science teaching often starts at the kindergarten (TK) or Early Childhood Education (PAUD) level. In some areas, this teaching integrates local values and local culture, so that children not only learn about social sciences in general, but also about their own cultural identity. According to research by Yulianto (2021), the introduction of social sciences based on local culture can increase children's sense of belonging and pride in their community.

On the other hand, social studies teaching is also influenced by broader educational traditions, including the teaching methods used by educators. In many cases, educators still use conventional, one-way methods, where the teacher is the center of information. This can hinder children's involvement in the learning process. Therefore, innovation is needed in teaching methods to create a more interactive and enjoyable learning environment.

According to research by (Loka & Robiah, 2024) the project-based learning model (*project-based learning*) this can be an alternative for teachers in learning activities to overcome boredom, encourage children to be active and creative and form independent learning in children, and can improve children's social skills to work together and interact.

Examples in several research results by (Amelia & Aisya, 2021) and (Mariyatul & Amalia, 2024) show that the application of project-based learning methods has succeeded in increasing students' interest in social sciences. In this project, children are involved in activities related to social issues in their environment, such as making posters about cultural diversity. As a result, children not only learn about social concepts, but also develop cooperation and communication skills.

3.2. Characteristics of Methods for Introducing Social Sciences to Children

Effective social science introduction methods for early childhood have several important characteristics. First, the method must be interactive and involve the child's active participation. According to research by Nuraini (2020), children tend to understand social concepts more easily when they are directly involved in learning activities, such as group discussions or role playing.

Second, teaching methods must be adapted to the child's cognitive and emotional development. At an early age, children have the ability to understand basic concepts, but they need a simple and concrete approach. For example, the use of pictures, stories and games can help children understand social concepts better. Research by Pratiwi (2019) shows that the

use of visual media in teaching social sciences can increase children's interest and understanding of the material being taught.

Third, teaching methods must also pay attention to the diversity of children's backgrounds. In the multicultural context of Indonesia, it is important to teach the values of tolerance and respect for differences. Methods that involve stories from various cultures can help children understand and appreciate this diversity. This is in line with research by Setiawan (2021) which found that teaching that pays attention to cultural diversity can increase mutual respect among children.

3.3.Examples of Good Practice in Introduction to Social Sciences

Several educational institutions in Indonesia have implemented good practices in introducing social sciences to young children. One of them is the use of traditional games as a teaching tool. Games like "Congklak" and "Bola Bekel" are not only entertaining, but also teach children about cooperation, strategy and social values. Research by Rahayu (2022) shows that traditional games can be an effective tool in teaching social sciences.

Apart from that, visiting programs to various historical or cultural places are also an effective method for introducing social sciences. The results of research by (Wahyuningsih et al., 2015) show that the values of local wisdom include: (1) gratitude, not being arrogant, not being stubborn, togetherness, critical thinking, careful, flexible, friendship, patience, thoroughness, creativity, local products, karmic system (uploading); (2) the value of local wisdom is implemented through traditional songs, games, the surrounding environment, food, clothing, and Javanese language; (3) children's social development, namely cooperation, tolerance, empathy, understanding the surrounding environment, understanding themselves, and friendship; (4) social behavior in children's play changes from the associative stage to the cooperative stage in preparation centers, blocks, natural materials, role playing, sand-water, and exploration centers. In this way, kindergartens or Early Childhood Education (PAUD) units can use local wisdom values to develop social skills in AUD through specially designed BCCT. Through hands-on experiences like these, children can learn about their history and culture in a fun way.

3.4.Challenges in Introduction to Social Sciences

Although there are many opportunities in the introduction of social sciences, there are still many challenges faced. One of them is limited resources and training for educators. Many educators in remote areas do not have adequate access to training and educational resources. According to a UNICEF report (2021), less than 40% of educators in rural areas have adequate training in social science teaching.

Apart from that, there is still an opinion that social studies is not an important subject compared to other subjects, such as mathematics and science. This can result in the teaching of social sciences being given less attention in the curriculum. Therefore, efforts are needed to increase awareness of the importance of social sciences in early childhood education.

3.5.Recommendations for the Development of Social Studies Teaching

Based on the results of the analysis, there are several recommendations for developing social studies teaching in early childhood. First, it is important to involve parents and the community in the learning process. By involving parents, children can learn more about the social values that exist in their environment. Second, developing a curriculum that integrates social sciences with local contexts can increase the relevance of learning for children.

Third, there is a need for training and professional development for educators to improve their skills in teaching social sciences. This will ensure that the methods used are in line with the latest developments in early childhood education. With these steps, it is hoped that social studies teaching can be carried out more effectively and interestingly for children.

4. CONCLUSION

The introduction of social sciences to early childhood has a very important role in shaping their understanding of society and the social environment. The tradition of teaching social sciences in Indonesia shows the influence of local culture and values which can enrich the learning process. Teaching methods that are interactive, experience-based, and pay attention to the diversity of children's backgrounds are important characteristics that must be applied in social studies teaching.

Although there are challenges in implementing social studies teaching, such as limited resources and training for educators, there are still many opportunities that can be exploited to increase teaching effectiveness. By involving parents, the community, and developing a relevant curriculum, it is hoped that the introduction of social sciences can have a positive impact on children's development.

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