

Social Sciences Learning Model

Syafuruddin¹, Irmalasari², Nur haznah³, Radiatul adwiah⁴, Vira Yuniar⁵

Email : Syafuruddin83@gmail.com¹

Abstract

The aim of this research is to evaluate various social studies learning models implemented in elementary schools, see the effectiveness of each model, and identify the challenges faced in their implementation. Qualitative research methods were used by conducting classroom observations, interviews with teachers, and analysis of documents related to the curriculum and learning materials. The research results show that various social studies learning models, such as cooperative learning, project-based learning, problem-based learning, and skills-based learning, have their respective advantages and disadvantages in the context of learning in elementary schools. However, in general, it was found that project-based learning and problem-based learning had a more positive impact on students' understanding of social studies concepts and the development of social skills.

Keywords: *Learning Model Social Sciences Elementary School.*

INTRODUCTION

Education is one of the main foundations in forming the character and quality of a nation's human resources. In the midst of the dynamics of societal development, education has a crucial role in preparing the young generation to face challenges and take advantage of opportunities in the future. One of the subjects that has a role in the learning process is Social Sciences (IPS). Social studies is broad in scope, covering aspects such as history, geography, culture and society, all of which make important contributions to understanding this complex world.

Elementary school is the initial stage in the formal education process where the basic knowledge and skills are instilled in students. Social studies learning in elementary schools plays an important role in introducing students to basic concepts about society, history, culture and geography. In this context, the learning model applied has a significant impact on students' understanding and interest in social studies materials.

Although the importance of social studies learning in elementary schools is widely recognized, there are still challenges in implementing effective learning models. Various learning models have been developed and adopted by teachers in elementary schools, but not all of these models have been proven effective in achieving social studies learning objectives.

This research will focus on evaluating social studies learning models in elementary schools, taking into account the implementation context, effectiveness and challenges faced by teachers in implementing these models. This research will use a qualitative approach to gain an in-depth understanding of this phenomenon.

RESEARCH METHOD

This research uses a qualitative approach to gain an in-depth understanding of various social studies learning models in elementary schools. A qualitative approach was chosen because it allows researchers to explore the complexity and context of the implementation of these learning models.

RESEARCH RESULTS AND DISCUSSION

A. Definition of Social Sciences Learning Model

A learning model is a framework that provides a systematic description of the implementation of learning that helps students achieve certain goals. In certain goals to be achieved. This means that the learning model provides a general explanation but focuses on specific goals. This makes the learning model different from learning methods that already use learning steps and approaches that have a wider scope in practice.

The above understanding is in line with Suprihatiningrum (2013, p.145), who says that a learning model is a systematic approach to managing students' learning experiences in such a way as to achieve certain desired learning, a conceptual framework that describes learning procedures.

To strengthen the validity of the understanding of learning models, below are several definitions of learning models according to experts.

Definition of Learning Model according to Experts:

Trianto

According to Trianto (2015, p. 51), a learning model is a plan or pattern that is used as a guide-to-guide learning in class or learning in tutorials."

Saefuddin & Berdiati

A learning model is a conceptual framework that describes systematic steps in organizing a learning system to achieve certain learning goals, and allows learning designers and teachers to plan learning activities and functions as a guide for learning designers and is used as a guide in its implementation. (Saefuddin & Berdiati, 2014, p. 48).

Joyce & Weil

Joyce & Weil Joyce & Weil in Rusman (2018, p. 144) say that a learning model is a plan or pattern that can also be used to create a curriculum (long-term learning plan), design learning materials, and guide learning.

Based on the opinions of several experts mentioned above, it seems that there are similarities in certain characteristics that cover the entire meaning of learning models. The distinguishing characteristic is the existence of a systematic pattern or plan. To guarantee the existence of these characteristics, the following are the characteristics or traits that learning models have compared to other learning implementation and design sciences.

Characteristics of Learning Models

According to Kardi & Nur in Ngalimun (2016, pp. 7-8) learning models have four

special distinguishing characteristics, namely strategies, methods and procedures. These characteristics are:

- A learning model is a logical thought created by the creator or developer.
- As a basis for thinking about what and how students learn (learning goals and what must be achieved).
- Learning behavior is necessary for successful model implementation.

A learning environment is necessary to achieve learning goals. Meanwhile, according to Hamiyah andjauhar (2014, p.58), the characteristics of the learning model are as follows.

1. This is based on educational theory and certain learning theories.
2. Have a specific educational mission or goal.
3. Can be used as a guide to improve learning activities in class.
4. I have a model part device.
5. There are direct and indirect influences through the application of learning models.

Learning Model Function

The function of the learning model is a guide in the design and implementation of learning. This statement is in line with the opinion of Trianto (2015, p. 53) who states that the function of the learning model is as a guide for learning designers and teachers in implementing learning.

Therefore, the choice of model is greatly influenced by the type of material being taught, the objectives (competencies) to be achieved during learning, and the student's level of ability.

Learning models can also be classified according to the type of learning and materials used, according to several types, depending on the objectives

Learning Model Components

Learning model components are the parts that make up the entire learning model. For example, a learning model has a syntactic component which is the basic reference for the entire series of stages that must be carried out to apply the concepts of the learning model. The components of the learning model consist of:

- Syntax,
- social system,
- reaction principle,
- Support systems, and
- Educational effectiveness and support (utomo, 2020, p. 43).

Knowledge about the components of this learning model is very important, especially if you want to develop a particular learning model.

Types of Learning Models

According to Joyce & Weil in the book Suprihatiningrum (2013, p. 186), teaching (learning) models are divided into four categories as follows.

Information Processing Model (Information Processing Model)

This model focuses on information processing in the brain as a student's mental activity. This model optimizes students' reasoning and thinking abilities by providing problems posed by the teacher.

The student's task is to solve the problem. This model applies behaviorist and cognitive learning theories. There are seven models in this family:

- Inductive Thinking Model (Inductive Thinking Model) developed by Hilda Tava.
- Investigation Training Model (Investigation/Disclosure/Investigation Training Model) developed by Richard Suchman.
- Scientific research developed by Joseph J. Schwab.
- Concept achieved by Jerome Bruner.
- Cognitive growth was developed by Jean Piaget.
- Advanced Organizer Model by David Ausubel.
- Memory (Memory), by Harry Lorraine).

Personal Models

As the name suggests, this group teaching model is aimed at personal development. This learning model means that teachers must provide learning according to students' interests, experiences and intellectual development. This group of educational models is in accordance with the student-

centered paradigm or learner-centered learning.

Social Interaction Models (Social Interaction Models)

The family of social interaction models focuses on the process of interaction between individuals in a group. Group learning determines the learning model. This model focuses on developing individual skills in relating to other people.

Group Behavior Model

This model is consistent with behavioral learning theory. Learning must result in changes in student behavior in a direction that is in accordance with the learning objectives.

In this case, the changes that occur must be observable. This allows teachers to outline specific, observable learning steps to assess student progress.

Various Learning Models

According to Hamdayama (2016, p.132-182) different learning models are as follows:

Inquiry Learning Model

The Inquiry Model uses a series of learning activities that emphasize critical and analytical thinking processes so that students are able to independently search for and find their own answers to a problem. Ask questions about scientific research.

Contextual Learning Model

It is a model with a learning approach that allows teachers to connect what is taught with real life situations. The principle of situational learning is student activity, student behavior and experience, not monotonous note-taking.

This teaching model can also develop students' social skills when faced with real life situations. Contextual learning has seven main components that make it unique compared to other models. In other words:

1. Constructivism, encourages students to construct knowledge through observation and experience.
2. Inquiry, Investigation based on disclosure, investigation or search.
3. Ask questions. Ask questions that reflect each person's curiosity.
4. Learning community. This is done through the formation of study groups.
5. Modeling, giving an example by providing an example for students to imitate.

6. Reflection, the process of reflection and reflection on the experiences learned.
7. Correct evaluation, a process carried out by teachers to collect information about student learning progress.

Expository Learning Model

Expository Learning Model Expository is learning that focuses on the process of conveying content orally from a teacher to a group of students so that students can master the material optimally. The expository teaching model requires educators to provide explanations or explanations to students through lectures. As a result, the direction of learning is very much determined by the teacher's teaching skills and becomes monotonous.

Problem Based Learning Model

Another name in English is problem-based learning, which can be interpreted as a series of learning activities that emphasize the process of solving problems faced scientifically. Problem solving is the main step in this model.

Cooperative Learning Model

Cooperative learning is a conceptual framework of a series of learning activities carried out by a certain group of students to achieve formulated learning objectives. Groups work together to achieve learning goals.

Project Based Learning Learning Model

Project-based learning or project-based learning is a learning model that uses real-world projects or activities as the core of learning. In project-based learning, students engage in information processing operations such as exploration, evaluation, interpretation, and synthesis, resulting in various forms of learning.

Project-based learning is one of the most powerful learning models because it comprehensively improves students' abilities in terms of attitudes, knowledge and skills through a situational approach that is very similar to work in the real world.

PAIKEM Learning Model

It stands for Active, Innovative, Creative and Fun Learning. This learning aims to help children express their creativity more actively,

so that learning becomes more effective, optimal, and ultimately more enjoyable.

Quantum Learning Model

The quantum learning planning framework is TANDUR (Grow, Experience, Name, Demonstrate, Repeat, Celebrate). The main components of quantum learning are:

- Concept maps as an effective learning technique.
- Memory technology is technology that enters information into the brain according to the way the brain works.
- Site Plug System.
- Acrostic Technique. A memorization technique where you select the initial letters of the content you want to memorize and combine them.

Basically, this learning method uses different methods so that learning is easier for students to use and understand. This method is very interactive and involves students in direct activities demonstrating the material, accompanied by motivational songs and other celebrations.

Integrated Learning Model

is a model that allows you to target multiple subjects simultaneously to provide a more meaningful learning experience for your students. Integrated learning is classified into the following 10 types.

1. Fragment model
2. Connection model
3. Nest model
4. Sequence model
5. Part models
6. Spider web model
7. Load Models
8. Integrated Models
9. Immersion Models
10. Network Models

Multigrade Learning Model

Multigrade learning uses integrative classroom integration and student-centered learning so teachers do not need to iterate.

Efficiency is the key to this learning model. By combining several study groups, you can increase learning efficiency.

Structured Task Learning Model

This learning model focuses on preparing structured tasks for students to complete in

order to deepen and expand their mastery of content that is appropriate to the learning material being studied. Structured assignment formats include academic reports, portfolios (student work), individual assignments, and group assignments.

Portfolio Learning Model

The Portfolio Learning Model focuses on collecting selected work from the entire class working collaboratively to provide guidance for problem solving. The basic principle of the portfolio learning model is the principle of active student learning and collaborative learning groups to jointly create portfolio products.

Thematic learning model

It is learning with learning activities that combine the contents of several lessons into topics/discussion topics according to the needs of the student's environment, which becomes a real environment for students. Thematic learning has several basic principles:

- Situated or integrated with the environment.
- The learning format is designed to help students discover topics.
- Efficiency (consisting of several lessons at once).

Application of the Social Sciences Learning Model

Application of the social studies learning model. The results of observations and interviews show that there are differences in the application of the social studies learning model in elementary school classes. Some teachers prefer project-based learning, while others prefer problem-based learning or cooperative learning.

Effectiveness of Learning Models

Effectiveness of Learning Models Based on data analysis, project-based learning and problem-based learning can have a more positive impact on understanding social studies concepts and student participation in the learning process. Competency-based learning was also found to make a significant contribution to the development of students' practical skills.

Challenges in Implementation

Implementation Challenges Challenges in implementing the social studies learning model include limited resources such as time and relevant learning materials, as well as efforts to adapt the model to the existing curriculum, including teacher motivation and challenges in integrating social studies learning with the existing curriculum for other subjects.

Difference Between School and Teacher

Differences between schools and teachers There are significant differences between schools in approaches to social studies learning and among teachers in preferences for particular learning models.

CONCLUSION

The results of this study show how important it is to consider different social studies learning models in the elementary school context. Teachers need more comprehensive training on effective learning models, while schools need increased resource support to overcome challenges. For educational practitioners, these results indicate the need to develop more diverse and inclusive learning strategies in elementary schools.

In addition, greater support from schools and government is needed to create a learning environment that encourages diverse learning models in the social sciences. This research provides a valuable contribution in understanding the application of the social studies learning model in elementary schools. It is hoped that by considering these results, further efforts can be made to increase the effectiveness of social studies education and strengthen its contribution to student development at primary school level.

BIBLIOGRAPHY

- Hamdayama, Jumanta. (2016). *Metodologi Pengajaran*. Jakarta: Bumi Aksara.
- Hamiyah, N., Jauhar, M. (2014). *Strategi Belajar-Mengajar di Kelas*. Jakarta: Prestasi Pustaka Publisher
- Ngalimun (2016). *Strategi model pembelajaran*. Yogyakarta: Aswaja Presindo.

- Nugroho, A. S. (2013). *Peningkatkan Penguasaan Konsep Dengan Model Pembelajaran Konsep Dalam Pembelajaran IPS di Sekolah Dasar* (Doctoral dissertation, State University of Surabaya).
- Nugroho, Arya Setya. *Peningkatkan Penguasaan Konsep Dengan Model Pembelajaran Konsep Dalam Pembelajaran IPS di Sekolah Dasar*. Diss. State University of Surabaya, 2013.
- Rusman. (2018). *Model-model pembelajaran (Mengembangkan Profesionalisme Guru)*. Jakarta : Raja Grafindo Persada.
- Saefuddin, A. & Berdiati, I. (2014). *Pembelajaran Efektif*. Bandung: PT Remaja Rosdakarya.
- Saputra, R. R. (2019). Model Pembelajaran Kooperatif Dalam Pembelajaran IPS. *Judika (Jurnal Pendidikan Unsika)*, 7(1), 19-28.
- Saputra, Rendy Rinaldy. "Model Pembelajaran Kooperatif Dalam Pembelajaran IPS." *Judika (Jurnal Pendidikan Unsika)* 7.1 (2019): 19-28.
- Sukmadinata, N.S. & Syaodih, E. (2012). *Kurikulum dan Pembelajaran Kompetensi*. Bandung: PT Refika Aditama.
- Suprihatiningrum, Jamil (2013). *Strategi Pembelajaran*. Yogyakarta: Ar-ruzz Media.
- Trianto (2015). *Model Pembelajaran Terpadu*. Jakarta: PT Bumi Aksara.
- Utomo, D.P. (2020). *Mengembangkan model pembelajaran*. Yogyakarta: Bildung.