

## Social Studies Learning in Elementary School Reveals Effective Teaching Strategies

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### Abstract

*It is very important for children to learn social studies in elementary school. This is proven by the fact that there are still students who do not fully understand all the material taught in social studies classes. In the era of Revolution 4.0, educators are expected to be able to help students think critically about social problems and respond creatively to matters related to social life. Educators can encourage students to discuss and work together to overcome social problems. Elementary school (SD) social studies lessons must be delivered to students in a constructivist manner. There are five methods that can be taught in social studies classes, including collaboration-based learning, design-based learning, inquiry-based learning, project-based learning, and problem-based learning. The methodology used in this research is a literature review of articles.*

**Keywords:** *social studies learning, learning strategies, effective*

### INTRODUCTION

Social Sciences is a subject whose discussion is a simplification of learning geography, sociology, history, economics and others (Fitria et al., 2021). At the elementary school level, social studies learning is one part of the 5 subjects in thematic learning. Nowadays, many students still do not fully understand how to understand the material taught in social studies lessons.

The nature, objectives and characteristics of social studies learning in elementary schools are very important to discuss at this time. Not only is there a problem with understanding the nature, objectives and characteristics, social studies lessons also currently still use monotonous methods in delivering explanations in class. Meaningful learning also really supports and raises students' level of understanding. This article will discuss this to provide an in-depth explanation regarding the nature, objectives and characteristics of learning so as to create meaningful learning for elementary school students. Not only for students, but an understanding of the nature of the goals and characteristics of meaningful social studies learning must also be understood by all educators. This is done to broaden educators' insight and develop educators' creativity when teaching social studies material.

### METHOD

The method used in this research is a literature review approach, namely examining articles. The literature review study was carried out by analyzing a number of articles indexed by Scopus at Q1 and Q2 levels, which were also based on the author's thoughts. The author hopes that the method used can deepen teachers' understanding and further develop existing learning. The data source is determined by the problem being investigated. We process data items and analyze the results to obtain data conclusions that are relevant and acceptable to our readers.

### RESULTS AND DISCUSSION

#### A. The Nature of Social Studies Teaching in Elementary Schools

The essence of social studies is the study of humans and their world. Humans as social creatures always live together with each other. With advances in technology, people can now communicate quickly wherever they are via cellphones and the internet. Advances in science and technology have led to rapid communication between one person and another, between one country and another. In this way, the flow of information will flow faster. Therefore, it is believed that "those who control information will rule the world".

The essence of social sciences is a scientific discipline that studies humans, society and social interactions. Social sciences cover various fields such as history, geography, economics, sociology, anthropology, politics and social psychology.

The main aim of IPS is to understand and explain social phenomena in society and their impact on individuals and groups. Social science helps us understand how people interact with their physical, social and cultural environments. With the help of social science, we can understand historical development, migration patterns, social changes, economic systems, political structures and dynamics of social groups. Social sciences also help to understand the role of individuals in society, including values, norms, and social behavior.

#### **B. Social Studies Learning Objectives**

The aim of social studies education for educators is to be able to prepare, develop and shape the abilities of students who master the knowledge, attitudes, values and basic skills needed for life in society. To support the achievement of social studies objectives, it must be supported by a conducive learning climate so that these skills are mastered. Social studies education according to NCCS has the objectives of information and knowledge (knowledge and information), values and behavior (attitude and values), and the objectives of skills (skills): social, work and study, group work, and intellectual skills. Based on the understanding and objectives of social studies education, the social studies education curriculum must contain learning materials that are in accordance with institutional goals and national education goals. It should contain material that allows students to think critically. Thus, the social studies education curriculum must pay attention to the development of students' minds.

Social studies education is intended to be able to provide understanding of a number of concepts and develop and train attitudes, values, morals and skills based on the

concepts they already have. Meanwhile, the social studies concept includes: interaction, interdependence, continuity and change, diversity or similarities or differences, conflict and consensus, patterns, places, power, trust values, justice and equality, scarcity, specificity, culture and nationalism for students.

The problem is that many school teachers can only explain verbally. Piaget argued that learning taught only in the form of spoken language does not advance knowledge and does not have a significant impact on the social science knowledge that children need. Other research shows that when guided by structured instruction, children can learn things more quickly and more thoroughly than on their own, and understand information about how people are born. The previously created situational schema can be used as a framework Changing time and place, reacting to parallel situations.

#### **C. Characteristics of Elementary School Social Studies Learning**

Characteristics of social studies subjects include:

1. Social Sciences is a combination of elements of geography, history, economics, law and politics, citizenship, sociology, even the fields of humanities, education and religion.
2. Social Sciences Basic Competencies come from the scientific structure of geography, history, economics and sociology, which are packaged in such a way that they become certain material or topics (themes/subthemes).
3. Social Sciences Basic Competencies also involve various social problems which are formulated using an interdisciplinary and multidisciplinary approach.
4. Basic Competencies can relate to events and changes in people's lives with the principles of cause and effect, regionalism, adaptation to various and

environmental management, structures, processes and social problems as well as the struggle for life in order to survive such as meeting needs, power, justice and security guarantees.

5. Social Sciences Basic Competencies use three dimensions in studying and understanding social phenomena and human life as a whole.

#### **D. Social Sciences (IPS) Learning Strategy Planning**

Learning strategy planning implemented in learning activities consists of four main components, namely time, sequence of learning activities, methods and media/learning materials.

In learning activities, to find out whether educators/teachers are planning learning strategies in social studies subjects or not, one way to find out is whether educators/teachers create and compile a Learning Implementation Plan (RPP). If the educator/teacher has prepared a lesson plan before the learning activity takes place, it means that the person concerned has planned a learning strategy and vice versa.

##### **1. Time**

This component manages the amount of time in minutes needed by the teacher to complete each step in the sequence of learning activities to be carried out. Social studies learning activities in a week have a time allocation of 3x35 minutes. Time allocation planning for social studies learning activities is divided into three parts, namely 15 minutes for preliminary activities, 75 minutes for core activities, and 15 minutes for closing activities.

##### **2. Sequence of Learning Activities**

The sequence of learning activities consists of introductory, core/presentation and closing subcomponents. The subcomponents of

each sequence of learning activities are flexible for each learning theme. This subcomponent depends on the time, conditions and classroom environment, themes and objectives to be achieved in a learning activity.

##### **3. Learning methods**

A learning method is a method used by teachers to implement learning strategies. In other words, learning methods function as a method used by teachers to present, explain, give examples and provide training on certain subject matter to students to achieve certain goals.

##### **4. Media/Learning Materials**

Learning media are tools/intermediaries that convey messages or information that are instructional or contain purposes related to learning activities.

#### **E. Implementation of Social Sciences (IPS) Learning Strategies**

##### **1. Reading Aloud Learning Strategy (Reading Loud)**

###### **a. Preliminary activities**

The teacher greets the students, opens the lesson with basmallah reading and praying together, attends, prepares the students physically and psychologically so they are ready and enthusiastic in participating in the learning activities that will be carried out. Then the teacher informs the students of the material to be studied, namely the Old and New Cooperative Symbols and Their Meanings. The teacher conveys the learning objectives that must be achieved by students and links the previous material with the material to be studied (apperception).

###### **b. Core activities**

The teacher explains material to students regarding various matters related to cooperatives and their symbols. Then the teacher provokes students to ask questions or express their opinions.

Teachers and students ask and answer questions about things/material that they don't know or are still confused about. Next, the teacher distributes copies of the text to students which contains material about the Old and New Cooperative Symbols and Their Meanings. In the learning process, the teacher appoints students to take turns reading the material aloud. When the reading is being delivered, the teacher stops the students' reading at several points to emphasize the importance of these points, to ask questions or provide examples. The learning process ends with asking students questions and answers about things in the reading text.

c. Closing Activities (Final)

The teacher and students make conclusions/summaries of learning outcomes. Then the teacher conducts a posttest on the students' level of understanding during the learning process. The teacher and students reflect on the learning activities that have been carried out, the teacher conveys the material that will be studied at the next meeting. At the end of the learning activity, the teacher gives greetings, reads the Hamdallah and prays together.

**2. Active Knowledge Sharing Learning Strategy (Exchanging Knowledge)**

a. Preliminary activities

The teacher conveys greetings, opens the lesson by reciting

basmallah and praying together, makes attendance, prepares students physically and psychologically so they are ready and enthusiastic in participating in the learning activities that will be carried out. Students receive information about the material they will study, namely Comparing/Contrasting Types of Transportation Technology in the Present and the Past.

The teacher conveys the learning objectives and links previous material with the material to be studied. Students observe pictures of various transportation technologies that have previously been prepared by the teacher. In this stage, students are introduced to being able to analyze learning material through image media.

b. Core activities

The teacher groups past and present transportation technologies, compares/contrasts the types. Apart from that, the teacher shows the equipment and mentions various past and present transportation technologies. The teacher asks questions to students related to the material on Transportation Technology of the Past and Present. Students answer the questions asked by the teacher as best as possible.

The teacher invites students to go around looking for friends who can help answer questions they don't know or have doubts about the answer to. After that, the teacher asks students to return to their seats and check their answers. The teacher asks questions and answers with students about things they don't know, corrects inaccurate understanding and

provides reinforcement and conclusions.

c. Closing Activities (Final)

After completion, the teacher and students make conclusions/summaries of learning outcomes. The teacher gives assignments for students to do, reflects on learning and conveys material that will be studied in the next meeting. At the end of the learning activity, the teacher gives greetings, reads the Hamdallah and recites the prayer together.

**3. Small Group Discussion Learning Strategy (Small Group Discussion)**

a. Preliminary activities

The teacher gives greetings, opens the subject by reciting basmallah and praying together, makes attendance, prepares students physically and psychologically so they are ready and enthusiastic in participating in the learning activities that will be carried out. The teacher informs students about the material they will study regarding Social Problems and Various Social Problems in the Local Environment. Then the teacher conveys the learning objectives and links the previous material with the material to be studied

b. Core activities

The teacher asks students questions about social problems and groups social problems that exist in their area/surrounding areas. Teachers involve students actively in every learning activity. After that, the teacher briefly explained material regarding various social problems. Then students are given the task of recording social problems that have

been experienced/encountered in their environment.

The teacher divides the class into several small groups (maximum 5 children) and gives case study questions regarding social problems in the surrounding environment. After that, the teacher instructed each group to discuss the answers to the case study questions, and ensured that each group member actively participated in the discussion.

After some time, the teacher instructs each group through an appointed spokesperson (jubir) to convey the results of their discussion in the class forum. The teacher provides clarification, conclusions and follow-up to the learning activities that have been carried out.

c. Closing Activities (Final)

The teacher and students make conclusions/summaries of learning outcomes in social studies subjects. Then the teacher conducts a posttest on the students' level of understanding during learning activities, reflects on learning, and conveys the material that will be studied at the next meeting. At the end of the learning activity, the teacher gives greetings, reads the Hamdallah and recites prayers together.

**CONCLUSION**

Based on the study conducted by the author, it is concluded that there are many ways that can be done to make students learn social studies material in a fun and meaningful way. Teachers are expected to be more creative in developing teaching materials to encourage students to learn actively and create many obstacles in learning that generate constructive

thinking patterns. The author recommends that teachers apply the methods mentioned in the discussion above and re-develop these methods to suit the needs of students in the class.

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