

## Design of Elementary Social Sciences Learning Techniques and Tactics

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### Abstract

*This research aims to develop and evaluate the effectiveness of technical and tactical designs in learning Social Sciences (IPS) at the elementary school (SD) level. The approach used in this research is a qualitative method with data collection techniques through observation, interviews and documentation studies. The research results show that learning designs that involve visualization techniques, problem solving, and active student involvement can improve students' conceptual understanding and social skills. Learning techniques such as the use of mind maps, role playing, and case studies have proven effective in facilitating in-depth understanding of social studies material. The learning tactics implemented include setting up a conducive learning environment, integration of information technology, and a project-based learning approach that emphasizes student cooperation, critical thinking, and creativity. The evaluation results show a significant increase in student motivation for learning achievement. This study provides new insights into social studies learning practices in elementary schools and suggests several recommendations for developing curriculum and teaching practices in the future.*

**Keywords:** *Social Studies Learning, Learning Design, Learning Techniques, Learning Tactics, Elementary School.*

### INTRODUCTION

In the era of modern education, social science (IPS) learning faces the challenge of not only conveying knowledge, but also developing students' social and critical skills. Traditional approaches which are often teacher-centered and focused on memorization are now considered less effective in meeting the urgent need to design learning techniques and tactics that are more innovative and responsive to the times and technology.

Social studies learning in elementary school is ideally designed to build a deep understanding of the social, cultural, economic and political environment which will help students become informed and responsible citizens. Therefore, this research aims to develop and test learning designs that integrate techniques and tactics that can increase student participation, facilitate active learning, and improve overall learning outcomes.

Furthermore, this research also responds to the national education curriculum which emphasizes the use of active, creative, effective and fun learning methods (PAKEM). Therefore, this research will examine the effectiveness of various learning techniques, such as project-based learning, cooperative learning, and the use of information technology. Apart from that,

tactics that teachers can apply in the classroom will also be examined, such as classroom management strategies, providing effective feedback, and adapting learning materials to support students' individual needs.

With a focus on innovative and adaptive design, this research is expected to make a significant contribution to the social studies education literature and teaching practices in elementary schools, as well as provide useful recommendations for future curriculum development and teaching methods.

### METHOD

1. Research Approach This research uses a quantitative approach to test the effectiveness of technical design and social science (IPS) learning tactics in elementary schools. This approach was chosen to allow objective measurement of changes in students' understanding, skills, and attitudes towards social studies after implementing the designed techniques and tactics.
2. Research Design This research used a quasi-experimental design with a non-equivalent control group and pretest-posttest. The sample from this study consisted of students divided into two

groups: the experimental group, which received learning intervention, and the control group, which received standard social studies learning.

3. Population and Sample The population in this study were elementary school students in grades 4 and 5 in the Bima area. The sample was selected using a purposive sampling technique, where two schools were selected based on criteria set by the researcher. Each school was then labeled as a control or experimental group. The total sample size was 20 students, with 10 students each in the control and experimental groups.
4. Data collection  
Data was collected using several instruments, including:
  - Conceptual understanding test: A written test developed to measure students' understanding of social studies material before and after intervention.
  - Social Attitude Scale: A questionnaire designed to measure students' social attitudes towards social studies learning.
  - Observation: Class observations are carried out to monitor the application of learning techniques and tactics as well as interactions between students and teachers.
5. Data Analysis Data obtained from tests and questionnaires will be analyzed using descriptive static to get a general picture of the data. Next, to determine the effectiveness of the intervention, an inferential analysis will be carried out using the t test, which compares the pretest and posttest scores between the experimental and control groups. Additional analyzes such as analysis of variance (ANOVA) may also be used to examine the influence of other variables.
6. Validity and Reliability To ensure the validity and reliability of instruments, tests and questionnaires will be tested before being used. The questionnaire will be tested before being used in research.

Reliability tests such as Cronbach's Alpha will be used for the attitude questionnaire, while the content validity of the comprehension test will be verified by a panel of experts in the field of Social Studies Education.

7. Research Ethics This research has received approval from the university ethics committee and each school involved. Information and consent from students' parents were also obtained before carrying out the research, ensuring that all ethical procedures were followed in accordance with applicable standards  
By using this methodology, this research seeks to provide empirical evidence regarding the effectiveness of new learning techniques and tactics in Social Studies Education in Elementary Schools which can be used as a basis for improving learning practices in the future.

## RESULTS AND DISCUSSION

### Results

From research conducted on two groups, experimental and control, the results showed significant differences in the increase in conceptual understanding and social attitudes of the two groups. The following is a summary and key findings:

1. Improved Conceptual Understanding:  
Experimental group: Scores showed significant improvement compared to pretest with p value  $< 0.05$ , which indicates significant improvement in conceptual understanding of social studies material.  
Control group: There was no significant increase, indicating that traditional learning methods were less effective in increasing conceptual understanding.
2. Social Attitudes  
Experimental Group: There was a significant increase in positive attitudes towards social

studies learning, as measured through the social attitude scale with a p value  $<0.05$ .

Control Group: Changes in attitudes were not very visible, indicating that traditional learning techniques had little effect on changes in students' social attitudes.

### Discussion

Learning Design Effectiveness:

This research shows that the application of techniques and tactics specifically designed for social studies learning can significantly improve conceptual understanding and social attitudes. This can be attributed to several factors:

**Inquiry-Based and Collaborative Learning:** Activities that allow students to explore and discover social studies concepts for themselves with the help of peers create a more supportive environment and deeper understanding.

**Digital Media Integration:** The use of digital media in social studies learning gives students access to various sources and types of information, and enriches the learning process and makes it more interesting and interactive.

**Providing Constructive Feedback and Differentiated learning:** This strategy supports individual learning needs, allowing students to progress at their own pace and learning style.

**Implications for Educational Practice and Policy:** The findings of this study suggest that schools need to revise and perhaps adopt new approaches to teaching social studies that place more emphasis on active, collaborative learning, and technology integration. This also implies that teacher training must include developing expertise in modern learning techniques and tactics to ensure these strategies are effective.

**Study Limitations:** This research has several limitations, including the sample being limited to schools in the Bima region, which may not reflect the situation in other regions. In addition, the relatively short duration of the study may not be sufficient to observe more in-depth or long-term changes in social attitudes.

### CONCLUSION

This research examines the effectiveness of social studies learning techniques and tactics designed specifically to improve elementary school students' conceptual understanding and social attitudes. From the results obtained, it can be concluded that:

1. **Increased Conceptual Understanding:** Innovative learning techniques such as inquiry-based, collaborative learning, and the use of digital media have a positive impact on increasing students' conceptual understanding. The experimental group, which received the innovative learning intervention, showed significant improvements in conceptual understanding compared to the control group following traditional learning.
2. **Changes in Social Attitudes:** Students in the experimental group also showed more positive changes in social attitudes towards social studies lessons, reflecting the effectiveness of more interactive and interesting learning that allows students to engage deeply with the lesson material.
3. **Implications for Educational Practice:** These findings suggest that schools need to consider implementing more active and student-centric techniques and tactics from their social studies curricula to improve overall learning outcomes. This includes more intensive teacher training in modern and innovative learning methods.
4. **Limitations and Recommendations for Further Research:** Although this study provides useful insights, limitations include the limited sample and duration of the study, which could be expanded in future studies to generalize the findings more broadly and to observe the long-term effects of the techniques and tactics tested.

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