

## Innovation and Adaptation of Social Studies Learning in Curriculum Development

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### Abstract

*In essence, social studies learning innovation is an effort to continuously improve the quality of the educational process, to meet the development of society's demands for education. In this way, innovation in social studies learning will be effective, if indicated by the results of evaluation and research in the field of social studies learning. Learning can be done in joint study groups, which emphasizes group learning. So far, it has been felt that it has not been deliberately developed in the learning process, therefore it is a challenge and demand for learning innovation. If done, it will be able to overcome the weaknesses of learning that has been carried out in the field. And the social studies teacher adaptation process is carried out by applying the Pancasila student profile in learning and attending several trainings to improve teacher abilities. The obstacles to this transition lie in human resources, teacher ability, lack of access to learning, as well as differences in students' understanding, thoughts and ways of thinking in understanding the Merdeka Belajar curriculum. Developments in the 21st century influence the development of the world of education, education has a very important role and responsibility to be able to overcome and answer problems that arise.*

**Keywords:** Innovation, Adaptation of learning, Social Sciences, Curriculum

### INTRODUCTION

The gap between the quality of education in empirical reality and the demands of ideals, curriculum, practical life and community development requires continuous educational innovation. Innovation is a strategic effort and must be carried out in responding to educational challenges, in developing the quality of Indonesian people who have competitive abilities.

The conservative and mass nature of education, faced with the pace of societal change driven by science and technology, can be balanced through learning innovation, which is cultivated with the support of science policy. Education and teacher training, in the form of theories and learning models with the support of national policies, are used as educational cultural movements. Paradigmatic needs to place the concept of learning innovation. This does not mean completely replacing all systems and experiences in education, but it is an improvement, refinement and renewal.

Innovations in the learning process that conflict with these principles will quickly become outdated and will even become obstacles to the innovation process.

This discussion presents several hypothetical issues resulting from empirical analysis regarding the dimensions of challenges, opportunities, obstacles to help formulate problems, as well as directions for implementing learning innovations. Presented as study material in convention forums to obtain proper theoretical and empirical classification and validation.

### DISCUSSION

#### A. Innovation and Adaptation of Social Studies Learning in Curriculum Development

##### 1. Problem

Human resources in education and educational funding sources are increasingly showing limitations, both in quality and quantity. On the other hand, the need and demand for quality education is increasingly unlimited. Especially when education is faced with the task of preparing human resources to meet the needs for accelerated development of science and technology which is also unlimited and increasingly difficult to predict. In the challenge of preparing complete human qualities in order to

support national development, education is faced with a number of problems, both quality and relevance. Meanwhile, the approach to democratization of education, which includes the concept of mass education "for all" in developing countries, is often impressed in the form of mass educational mobility, with the orientation of the quantity of educational participation more prominent in the process and quality of education.

Too strong and long-standing orientation towards a mass approach will result in the role of both policy makers and education development and implementation tending to ignore issues of learning quality. Likewise, innovation in educational management and administration is more prominent in learning innovation. The implication is that challenges to educational reform often arise. Such conditions will be felt even stronger in developing societies, such as ours which are currently developing. This is due to transformation through national development leading to a modern industrial society, often marked by changes in the orientation of socio-cultural and educational values.

Development as part of social and cultural change and transformation has also given rise to excesses that are of serious concern, including the weakening of old values that have been strengthen the structure of society. Meanwhile, the required bar values have not yet emerged, which will create a cultural gap between the format of socio-cultural change and the relevant new values. This is the strategic role of learning reform in meeting educational challenges to overcome these gaps. The impact of this weakness is that improving the quality of education is a very long process, because it does not only involve theoretical support, it is also faced with the problems of our educational culture and on the other hand, not only does education need to be touched upon by reform in strengthening human resources, but also in anticipating negative impacts

and processes of socio-cultural change. itself. As we know, education has a very strong influence on socio-cultural change. On the other hand, education is very broad, covering various elements that systematically influence the quality of education, but it would be appropriate if the learning element is very strategic as the center of study within the framework of educational innovation. This is because empirically, it is indeed a weak point in our adult education, and theoretically it is recognized by experts that learning is the core of education, so this culture of learning needs to be developed.

Innovation in learning is very low, this was revealed in research (Dikti; 1993), that overall research conducted by LPTK, does not reflect any innovation and conceptual renewal in the learning process. In fact, there has been stagnation in the development and application of innovative results in the field of education, which has resulted in shallowness (III National Conference on Education: 1996).

## **2. Scope of Problems and Paradigms in Innovation and Adaptation of Social Studies Learning in Curriculum Development.**

The focus of the problem is appropriate to study in a series of learning innovations in the context of strengthening the quality of national adult education

This revolves around the direction of implementing the learning innovation. This problem includes aspects that are challenges, opportunities, strengths, weaknesses, problems and alternatives for implementing innovation in the learning process. Apart from that, it concerns the study of why there is a scarcity of innovation in the learning process, what is the possibility of productivity and certain innovation strategies, what is the direction of educational innovation orientation and what innovation policies are in the learning process.

In essence, social studies learning innovation is an effort to continuously improve the quality of the educational

process, to meet the development of society's demands for education. Therefore, innovation does not mean increasing refinement and renewal of innovation in the learning process which is contrary to these principles which will actually quickly become outdated and will even become an obstacle, change or slow down the innovation process. In this way, innovation in social studies learning will be effective, if indicated by the results of evaluation and research in the field of social studies learning. The weakness and scarcity of research in this field means that innovation will be difficult to carry out. If so, it will result in low quality, relevance and efficiency of education, and will even affect educational opportunities and equality.

### **3. Determinants of the Innovation Process and Learning Adaptation**

Issues that are prioritized in the learning process include what factors cause the weakness of the learning process. It turns out that both theoretically and empirically in the learning process, many factors influence both its development and implementation. These include material objectives, facility support, conditions of students and teachers.

### **4. Opportunities for Innovation and Adaptation of the Learning Process**

Identification of existing opportunities and strengths emerges empirically, and theoretically needs to be done to determine the direction of policy and implementation of learning innovations. Various studies, as concluded (Depdikbud: 1994), show that the level of achievement of students differs according to socio-geographical factors, for this reason of Evaluation alone is not enough, and needs to be complemented by acceptability and equity. The principle of individual differences should receive attention in the learning process, this individual service factor tends to be neglected in the classical system. For this reason, "cooperative learning" group learning models need to be developed,

which are thought to be not widely used as learning models, even though this model has many variations, and not only has empirical demands, but also has socio-cultural relevance for our nation's cultural experts who has the ideal cultural values of mutual cooperation and family. In Western countries, this model is favored as an approach.

Below, several hypothetical opportunities and strengths are formulated, to identify opportunity and strength factors for implementing learning process innovations in our national education system today.

- a. LPTK institutions with various existing resources have the professional ability to develop theories and learning models for the benefit of various subjects and levels of education.
- b. Education and training institutions to carry out "Inservice training" for teachers and education have become institutionalized and their role can be increased in learning model training.
- c. the educational management system and the capabilities of the educational bureaucracy make it possible to strengthen the learning support capacity.
- d. Community support capacity can be transformed into learning support capacity, in line with the increasingly strengthening community aspirations and appreciation for quality education.
- e. The learning model with the "cooperative learning" approach has socio-cultural validity and relevance to learning problems in the adult education system.
- f. The role of teachers can be transformed towards being a curriculum developer by providing additional education and training to be able to act as researchers, developers and actors of learning innovation.

### **CONCLUSION**

In essence, social studies learning innovation is an effort to continuously improve the quality of the educational process, to meet the development of society's demands for education. Social studies learning can be done

in joint study groups, which emphasizes group learning.

So far, it has been felt that it has not been deliberately developed in the learning process, therefore it is a challenge and demand for learning innovation. If done, it will be able to overcome the weaknesses of learning that has been carried out in the field. However, the advantages that have been found in various research and learning development studies in other countries need to gain validity in the socio-cultural problem of education in our country. For this reason, it is very necessary to carry out research to provide input for learning innovation, which will be carried out in improving the quality of education to prepare the quality of human resources to welcome 2020.

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