

Social Engagement as a Learning Design for Elementary Student in Social Studies

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Abstract: According to research data (Putranto, 2013) mentions that the problem arising in the classroom is that subject in elementary school often make bored student when learning takes place is social studies. This caused the average grade social studies class IV SD Negeri 3 Keden is 5.60 while the KKM social studies was 6.75 in the fourth grade of SD Negeri 3 Keden especially, handle student textbooks still not sufficient that the ratio 1: 2 means one book for two student. Other things, it's caused among other subject of Social Sciences lots of materials that need to be memorized, while the children of primary school age are many who are lazy when asked to memorize moreover subject matter related to history. Based on Piaget's theory (Santrock, 2011) looked at the development cognitive abilities of individuals going through four phases and each one has different characteristics and the ability to receive knowledge. Cognitive development of children of primary school age is in the concrete operational stage which reflects the approach related to the real world. Elementary age children can form concepts, see the relationships and solve problems, involving all the objects and situations they know. Social engagement is a learning design that integrates the ICT (Information communication technology) learning with role play and cooperative script method to enhance the activity of elementary school student in the social studies. This article uses the method of literacy studies of scientific journals to determine the social engagement as a design learning in social studies for elementary student. The aim of article is to give an idea about the development of method learning in social studies which appropriates to be applied to the elementary student.

Keywords: Social engagement, learning ICT, role play, and cooperative script.

I. INTRODUCTION

EDUCATION is one sector that plays an important role in creating superior human resources and competitive. Currently, the government's attention in the field of education is increasing. This is shown by doing a remake of the structure or reform the education system in Indonesia. Nurhadi, dkk (2004:1) said there are three important components that need to be considered in the reform of education, the curriculum renewal, improving the quality of learning and the effectiveness of teaching methods.

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But in the era of technological development today, a lot of student who are not too concerned with social studies. Though social studies is an important thing to be learned so that student understand what has happened in the country long before enjoying the current era of technology. The government has given clear direction on the purpose and scope of social studies learning of them makes student have the basic ability to think logically and critically, and have the ability to communicate and cooperate.

In addition, based on the result of the study (Putranto, 2013) mentions that the problems arising in the classroom is that subject in elementary school who often bore the student during the learning takes place is the subject of social studies. This is due, among others, are the subjects of social studies a lot of material that needs to be memorized, while the children of primary school age feel lazy if the teacher told to memorize the subject matter. Additionally in the fourth grade of elementary school Negeri 3 Keden in particular, handle student textbooks still not sufficient that a ratio of 1: 2 means that one book for two student.

Based on the result of preliminary observation in the elementary school group consist of 5 elementary school as the location of the research problem social studies experienced by student, among others: (1) the student just listen to what is described by teacher (2) student do not pay attention when the teacher explains the lesson (3) student play during the discussion group (4) teachers who cannot create a conducive classroom, and (5) low student learning outcomes.

In addition to the above factors, the teacher in the fourth grade of ELEMENTARY SCHOOL Negeri 3 Keden also often use learning methods that are less attractive to student, often in delivering social studies subjects were only asked to listen, copying, recording or even simply dictated by the teacher. The educational background of the teachers also not relevant education. Learning atmosphere in class was less conducive for student only focus on receiving learning, many student are busy or distracted by his live. The thing above causes their grades in social studies tend to be low compared to other subjects. The average value of Social Science subjects in class IV elementary school Negeri 3 Keden is 5.60 while the KKM social studies are 6.75.

For the purpose of learning social studies in elementary school can be achieved as expected, to consider factors that affect student learning. According Slameto (2010) success in

learning is influenced by external factors as factors outside the student, for example, the method of learning, the curriculum, as well as facilities to support student success in learning. Meanwhile, internal factors are factors of the student in the condition of the physical and sensory and psychological factors that talent, enthusiasm, intelligence, motivation and cognitive ability.

Lack of student interest in social studies may be due to several things including: classrooms are not conducive, the spirit of the student in learning and delivery method of the Master. In this case, the student interest is very influential on student learning outcomes. According to Indra and Munawar (2009) Result of learning is the ability of the student after receiving their learning experience. Good learning outcomes can be seen by how much children understand lessons delivered and how much interest the child to the lesson. Student interest certainly influence on student learning outcomes. Student with a strong interest in learning, student will definitely always excited and get value or a good final result. Conversely, if student are less interested or even interested in social studies, the study result will not be satisfactory.

In other words, one cause or factor in a student's inability obtain optimal learning result is due to present the Master in Social studies learning is still often use the lecture method, and student were only asked to record the reading (conventional). While in the Era of advanced technology such as this, almost all elementary student prefer to learn something that may be of relevance to the technology. To anticipate the problem that is not sustainable, then the author is offering an innovative method of learning modern and integrated with several aspects of the power of reason and supporting student engagement.

The purpose of this article is to give an idea of innovative learning method for Social studies for student grade 4.

II. ICT (INFORMATION COMMUNICATION TECHNOLOGY) MODEL

ICT is media or technology that use for processing, turning, saving, presentating, and moving data or information in electronic form (Sutrisno, 2009). The technology is things (like computers and others), software application, and series or combination (Duro, 2008). Computers and other things (like sound system/LCD projector) is one of audio visual media that can turn study materials to be more interesting and impressioning, through the presentation in nonlinear text and multidimensional also the series of animation pictures or activity record with the audio(voice) in one virtual environment unity. But, in reality, ICT isn't good enough to support learning process of student, aspecially for material study that need memorizing for stick it in long term memory like history and geography materials.

Thereby, ICT can creat effective study climate for slow student, but also can increase the effective study for faster

student. With good design and learning strategy, it will help to optimize the applying of ICT in school. Some research shows that ICT interactive learning has more advantage than conventional learning. ICT interactive learning has some advantage like it can increase student ability, speed of student to understand the concept that's learned, and longer periode of retention (remembering).

In social engagement learning method, ICT design can be modified based on school facility. Like in elementary school that only have computers in computer laboratory, so student only need to watch the video about social knowledge material through that computers. So, the teachers don't need to prepare the projektor or LCD.

III. ROLE PLAY MODEL

Beside applying ICT as learning support, role play method also give contribution like support student to understanding the material as the aim in social knowledge curriculum. Playing a role is to dramatize the way of people doing something in certain position that differentiate the role of each organization or a group of people (Hadari Nawawi, 1993: 295).

Playing a role (role play) is dramatizing the way of people doing something in certain position that differentiate the role of each organization or a group of people. So, in short, playing a role is the method or the way to dramatize the way to do something for certain person in certain position that differentiate each person to others. If we inspect it terminologically, role play method is kind of learning method with dramatize or acting out people behavior in social relation, that emphasize in the reality of the student participation in palying a role when dramatize social relational problems. This method sometimes called dramatization (Zuhairini, et al., 1983: 101-102).

Role play methods give a chance for childrens so they can developing their kinetics and imaginal ability to play a role of characters or some kind of thing that have been reviewed from teachers before, so they can fully comprehend about that. To play a role, freedom is given to children for using several things around them to imagine if that needs for play a role from the characters. Role play method is conviced and it can attract for the student. Because, sometimes students are interesting to the learning process when the material is connected with their daily life in society environment.

IV. COOPERATIVE SCRIPT MODEL

Juliati mentioned, "Cooperative learning more appropriate use in social studies" (Isjoni, 2009:15). In social studies about the fight of historical fighter in colonial era, the last suitable learning methods is cooperative learning in cooperative scripts type. With this type will lead the student to make a summary or resume or review based on the material that has been learn also lead the student to habitually express their

own idea also listen and comment other people talking with fully attention (Warsono & Hariyanto, 2012: 205).

According to Schenck (in Sprenger, 2011) reviewing when learning and increasing the time to do that stage by stage make a stronger link of long term memory. In traditional test or standardization, significant time between repeating review can influence into the much of the defend information. The function of reviewing is the recieved information will saved in long term memory so it willn't easily lose. In elementary school student, review is important as remembering again the material that have been studied before. Within pairs method, each children tell the story that they have been watch from ICT mutually and telling again about what that they have been learn from ICT methods and after playing a role, the student will more intensive to say and tell again about what they get from ICT and role play. Teachers also can control and evaluate the activity of their student when they do cooperative script methods. Cooperative learning motivate student to participating in their groups. Student motivated to learn and make interpersonal relationshsocial studies in their group stronger (Woolfolk (in Adrian, Degeng & Utaya, 2016)). In addition, collaborative methods encourage student to active learning. This method is the last step in several learning method that can be applied in elementary school children stage to reach the goal.

V. THE IMPLEMENTATION OF SOCIAL ENGAGEMENT METHOD

Below are the steps of social engagement implementation:

1. Student divide into groups with other friends (1-5 children each group).
2. At beginning, students are watched the material of social studies that will be studied with ICT learning method, using computer in school or in computer laboratory.
3. After watching the materials, student sit in circle or square for make a group and playing a role or dramatize from the materials given (Role Play).
4. Next, student directed to give feedback with the others about materials resume or summary that they have been learn (Cooperative Script).

The example of this activity is student can watch the video about Indonesia's Independent day, then student explain how Ir. Soekarno reads proclamation text, how Moh. Hatta accompanies Ir. Soekarno when read proclamation text, how young generation follows to read proclamation text, etc. The next is the student is gived by active learning method to make a summary or resume and sit face to face to tell with others about their own review that they get from playing a role/ role play. This method named as Cooperative Script. This methods will encourage student activity to make a summary or resume or review based on the material that have been learn also lead the student to habitually express their own idea also listen and comment other people talking with fully attention. If social chapters is about nature riches or diversity of nature resources, so the student only need to watch the

video about that. So, social engagement can be a learning model that fun and interesting for student, they can be more interested to learn about social studies.

VI. SUGGESTION

1. The further research on instructional design Social engagement.
2. Making Integration on social engagement in the training, like experimental teaching method in elementary student.

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