

Environment Content-Based Teaching Material Construction for Social Studies

Listya Eka Yuniar^{1✉}, Suwito Eko Pramono² & Agustinus Sugeng Priyanto³

¹ Public Senior High School 1 Cirebon, Jawa Barat, Indonesia

² Historical Education, Universitas Negeri Semarang, Indonesia

³ Pancasila and Civic Education, Universitas Negeri Semarang, Indonesia

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Abstract

Environment content-based teaching material construction for social studies has become the prototype of the environment content-based social studies learning module for class VII SMPN students in Cirebon. Based on how to develop the construction of the social studies teaching material in accordance with the social studies learning nature so the positive impact on social studies learning activities. This research is R&D development with Borg and model Gall. The purpose of research in this research is to develop the construction of an environmental-based social studies teaching material that suits the types of social studies learning so that it positively affects the learning activities of social studies. The construction of the environmental-based social studies teaching materials in Cirebon, covering several phases including intelligence, schematic, assimilation and accommodation, equalization, and interiorization. The final result of this study is the development of an environmental-based social studies learning module with emphasis on students cognitive structure through the process of the asimilasi and the accommodation supported by direct visits to the Cirebon Kasepuhan. All experiences involve two similar processes such as introduction, or knowing, in connection with the assimilation process, and accommodation that results in a cognitive structure modification. These modifications can be shown as a learning process. Students show the environment-based social studies modules can also be a solution to improve quality in social studies learning.

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✉ Correspondence address:

Dr. Wahidin Sudirohusodo No.81 RT.01/RW.03, Sukapura,
Kejaksan, Cirebon, Jawa Barat, 45122
E-mail: ekaferd@gmail.com

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INTRODUCTION

The social studies learning in school aims to develop students potential to be sensitive to social problems that occur in society, having a positive mental attitude towards increasing all the inequality, and skilled in Dealing with each problem occurs every day, both suffering and those suffering from the public (Trianto, 2010). This objective is in line with the social studies learning feature which is a study that links the phenomena with social problems and human life with its surroundings.

Social studies subject which is an integration of social sciences (integrated) makes subjects in schools whose scope of material expands along with increasingly complex, and complex social problems that require integrated study of various disciplines of social sciences, natural sciences, technology, humanities, environment and even belief systems (Sapriya, 2017).

This opinion was reinforced by Jhon Jarolimiek (2003), which suggests that

"The social studies as part of elementary school curriculum draw subject-matter content from the Social Science, History, Sociology, Political Science, Social Psychology, Philosophy, Anthropology, and Economic. The social studies have been defined as "those portion of the social science selected for instructional purposes".

Social studies as a subject that uses a approach to integration of several subjects so that lessons are more meaningful to students and to prevent duplication.

Teaching material is the design and use of important teaching materials, because student interactions with material is what creates and strengthens the real learning process (Smaldino, 2011).

The teaching materials used as the source of learning and circulating in the market are still public and do not touch the approach of multi-disciplinary integration, potential, resources, and problems that are owned in each region, so that the impact on things Growing with the growing value in the community. This can be a teacher so far tends to use existing and existing teaching

materials without a desire to develop teaching materials appropriate to the circumstances faced in the field during the learning process.

Hasan (2016) stated that students who experience boredom in social studies learning are also caused by the method used by some teachers only in the classroom. Students during the process of learning from the beginning of learning until after it is carried out in the classroom.

The lack of attention to study resources is especially around the school environment and where residential makes students only stuck to studies only from books, there is no social problem that should be the essence in Ip learning. With teaching materials that provide new views on the environment so that they are expected to be more sensitive in learning, particularly in the use of facilities in the environment.

In learning activities, teachers still use government books and are not supported by other sources of learning. The teacher never develops teaching materials. Teaching materials used by the teacher are only provided by schools such as electronic school books. Based on the analysis of some electronic school books there are several non-related weaknesses between sample images used on materials and most likely to increase the country's issues and are very limited to bringing the wisdom local from the region. Almost with existing conditions and realities, the learning of social studies is increasingly far from the value of social reality that exists in the midst of the student learning environment so that the learning process is far beyond the value of meaninglessness. One of the educational sources that can be used is the development of teaching books.

The construction of the environmental-based social studies teaching material was developed at the VII SMP class in Cirebon. The construction of this teaching material was developed through an environmental-based module with the lift of the Palace as a potential environment for Cirebon. The construction of the environmental-based social studies teaching materials should be carried out to enhance learning resources in primary schools as well as to assist teachers so that students can better understand social studies learning. The purpose

of research in this research is to develop the construction of an environmental-based social studies teaching material that suits the types of social studies learning so that it positively affects the learning activities of social studies.

METHODS

This research approach uses two approaches which are qualitative and quantitative. Qualitative research by Creswell and Kirk Miller in Moleong (2003) are certain traditions in social science which are essentially relying on human observations in the region itself and related to the language and in terminology. Measurable approach is used at the product Test stage (teaching book) in class VII before and after learning using environmental-based social studies teaching material.

The research model used in this research is a research and development study. Borg and Gall (2003) explains that "*research and development is a process used to develop and validate educational product*". This study is conducted through welcoming activities carried out and followed by developing IPS teaching materials which are a module that refers to the student's environment as a learning object.

The construction of teaching materials itself is carried out through a series of analytical action activities, reflection and innovation assessment in the planned, measurable and systematic research phases. The research and development level in this study refers to the procedures and steps specified by the Borg and Gall.

Determination of the place of research is based on Sunarjan, Atmaja, and Romadi (2014) the selection of reasearch is essential to be able to help simplify, and focus issues, especially when entering into the area we are open-minded, and do not have the idea of solving the problems of others, or find out before entering the field. This research was developed at the 5th class VII, 7, and 14 Kota Cirebon. This research develops product printed teaching materials, which are the environmental-based modules. This teaching material will discuss sustainable materials in

Indonesian life in the political, socio-cultural, geographic, and educational aspects of pre-memorial to the Hindu, Islamic and Muslim times.

The construction of the environmental-based IPS teaching material is gradually carried out in accordance with the prescribed procedures. The move to use R&D in this study is (1) research and information collection, (2) planning, (3) initial product development, (4) preliminary test, 5) revision of main products, (6) main test, (7) Review of Operation product, (8) Operation trial , (9) Rerevision of final product, (10) deletion and execution. The study level has been modified into three phases i.e. introduction stage, development phase, and module phase verification phase.

First is a preliminary study. This activity includes literary studies, field data collection which includes analysis of students and teachers' needs, analysis of existing teaching materials, describing, and analysing findings in the field.

Second, development stage. The activity at this level is to formulate development plans, set goals to be achieved at every stage of development, and to plan a limited feasibility study, develop early product to be developed, conducting trial Products on a limited scale, and conduct product tests by engaging in wider subjects. The main purpose of this phase is to determine the effectiveness of module design on achievement of research objectives (Rahman, 2011).

The development stages in this study are as follows:

1. The teacher determines the issue or topic that is in the reality of the student ward to be taught. Class IPS Material mapping table VII teen teaching material used for problem topics. Core Competencies Basic Competencies

Core competencies	Basic competencies
KI-3 understands the knowledge (facts, concepts, and procedures) based on the Curiosity of science, technology, art, culture on the phenomena and events that look eyes.	3.4 Understand the chronology, changes and continuity in the country's life of Indonesia in political, socio-cultural, geography, and education from pre-scripting to the Hindu-Buddhist era, and Islam.

Core competencies	Basic competencies
KI 4 to try, nurture, and present in concrete spheres (using, describing, sorting, modifying, and creating) and natural abstract (writing, reading, counting, drawing, and composing) as learnt in schools and other sources in the corner Theory.	4.4 Presenting the results of chronological, changing and continuity analysis in Indonesia's life in politics, socio-cultural, geography, and education from pre-screenwriter to Hindu, Islamic and Muslim times.

2. Know the surrounding environment

Students are expected to know about the environment as a physical environment/ schematic potential and related to the materials of studie social class teaching learning with the above historical subject. The environment in this step is to bring the students to visit the Cirebon Kasepuhan.

3. Cognitive structure

It is the overall knowledge that is the basis for understanding and interpreting the world and events in the environment. How students view and process information about the palace, and talk to a friend.

4. Optimise perception through assimilation and accommodation

Through several questions from teachers related to learning materials and visits to the palace environment, students are required to optimise the learning process actively.

And third, verification phase. Activities at the validation level are to test the outcome of the development and verify the product and make improvements to finalize the final product. The main objective of this move is to finalize the effectiveness and efficiency of the developed modules.

The data collection technique used is an observation, interview, selection, and test. The tool used has been verified by the authenticator. Data analysis techniques used are qualitative descriptive analysis and quantitative data analysis.

RESULTS AND DISCUSSION

Relevant research result that the environment content-based learning can improve understanding of knowledge, improve learning outcomes, increase student activity and creativity and make learning fun (Fitroh, and Widiastuti, 2016; Nurhartina, 2017; Maisaroh, Haryanto, and Banowati, 2017; Sugiyono, Sulistiyorini, and Rusilowati, 2017; Hasan, 2016; James, and Williams, 2016; Wahyuningsih, Hardati, and Indrayati, 2017).

Development of learning models that are directed to add insight and knowledge about the excellence of the existing area of the school environment. The learning procces carried out outside of the school adds to the creativity of students.

Researchers develop environmental based social studies teaching materials in grade VII students in the SMPN 5 Cirebon, SMPN 7 Cirebon, and SMPN 14 Cirebon.

In terms of academic, the school where researchers conduct research and development of a test product are recognized a school, hence, in terms of academic, students in three schools are owned by students and this is the potential of schools.

The final decision in this study is the prototype of the environment content-based social studies learning module for class VII SMPN students in Cirebon. This research was developed in three SMPN in Cirebon, which is SMPN 5 Cirebon, SMPN 7 Cirebon, and SMPN 14 Cirebon.

Environmental Content-Based Teaching Material Construction

Environmental content-based teaching material construction for social studies include several things such as intelligence, schematic, assimilation and accommodation, equalization, and interiorization. Where all these things see the process when the student visits the Cirebon Kasepuhan.

Intelligence is an important part of every organism to always look for a conducive condition for survival. In other words,

intelligence enables organisms to handle the environment effectively.

The next process is the scheme (scheme; plural: schematic) which is a very important term in Piaget theory. A scheme that exists in organisms will determine how it will react to a physical environment.

Assimilation is the process of responding to the environment in line with the cognitive structure of a person, adaptation between the cognitive structure and the physical environment. Although the accommodation is a process of modifying cognitive structure. Both these processes, namely assimilation and Accommodation, are closely related and cannot be separated from each other.

Furthermore, the equalization (balancing) is a natural tendency to set the experience for maximum adaptation. In summary, the equator is defined as a continuous boost towards balance or balance.

Child experience involves the use and description of their natural schematic such as holding, staring, achieving. The result of this experience was previously stored in their cognitive structure, and therefore allows them to adapt more easily to more and more situations. Once the cognitive structure is getting wider, the child can react to a more complex situation. They also no longer rely on the present situation. The reduction of dependence on the physical environment and the increase in use of this cognitive structure is called interiorization.

From some of the major concepts that have been outlined earlier, this study emphasizes on assimilation aspects and accommodation. Any experience experienced by a person will involve assimilation and accommodation. Therefore, all experiences involve two similar processes such as introduction, or knowing, in connection with the assimilation process, and accommodation that results in a cognitive structure modification. These modifications can be shown as a learning process.

We react to the world based on our previous experience (assimilation), but each experience contains different aspects of experience that we experience before. This

unique facet of experience leads to changes in our cognitive structure (accommodation). The property provides the main facilities for intellectual development. Assimilation and the accommodation are two complementary processes.

The construction of environmental-based IPS teaching materials in this process is seen when the student makes a visit to Cirebon. The direct visit was aimed at enabling students to look directly to the existence and condition of the Palace and the historic objects therein. Unlike our experienced experience.

The assimilation process and student accommodation experienced in learning about the kaseption of the Palace is as follows.

1. The students view the existence of the Kaseption Palace in real form

This learning experience gives students a view of the whole palace of kasepdity through their eye view. Students view the existence of the palace, the objects that are in it, room, garden, physical conditions of the building, and all things related to the Istana kasepdity recorded their eyes. The student vision recording flowed into a visual nerve which is then served to the visual area of the brain. The brain in the visual area of the student responds by giving thought through visual sensation, which is to see the shape of a kasepdity Palace.

The student's mind gives a response to its visual area of the passing of the following physical photographs that gives a true picture of the student's palace of the right shape for student vision observation. In addition, the students' cognitive structure on the kaseption of the Palace gave the celebration and understanding of the Kaseption Palace in their brain.

2. Students touch, hold objects that are in the room of the relativity

This activity can lead to a touch sensation through their hands. The student's touch recording flowed into a nerve nerve which is then delivered to the brain touch area. The brain in the contact area of the student responds by giving

thought through the sensation touching the object of the Palace.

Children's mind to the next touch area feels the form of Kasepuhan Palace according to the student's touch observation. In addition, the students' cognitive structure on the Kasepuhan of the Palace gave the celebration and understanding of the Kasepuhan Palace in their brain.

3. Students hear word "Keraton Kasepuhan" Spoken by the teachers and work advisors

This voice learning experience provides students with an audio effect on the castle of Kasepuhan through their hearing. Students hear the explanation of the palace, the object in it, room, garden, physical condition of the building, and everything related to the castle of the Kasepuhan recorded by their hearing. The next student recording flow into an audio nerve which is then sent to the sound area in the brain. The brain in the audio area of students responds by giving thoughts about The Kasepuhan Palace.

Student mindset responds to an audio area about the rest of the Kasepuhan gives the brain the overview of the whole palace of Kasepuhan in the sensation of listening to the word "Kasepuhan Palace". In addition, the students' cognitive structure on the Kasepuhan of the Palace gave the celebration and understanding of the Kasepuhan Palace in their brain.

4. Students understand depiction of The Palace's Kasepuhan based on decision of the assimilation.

The previous understanding of the students were experienced in the future, which was aimed at changing the understanding of the Palace's own right before the direct observation.

The construction of the environmental-based social studies teaching material is expected to be a trigger for student thinking with the condition and existence of the surrounding and social, cultural, educational, and political aspects, which are a learning ingredient that must Master Students. Through the construction of the patterned materials, it is expected to facilitate

students to understand social studies learning materials.

CONCLUSION

The final decision of this development is the prototype of an environment-based social studies learning module that emphasizes the cognitive structure of students through the symmetrical process and the accommodation, as any experience that an experience will involve assimilation and the accommodation. The assimilation process and the accommodation in this research is supported by a visit to the Cirebon Kasepuhan trips that teachers are used in the learning of social studies.

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