

An Analysis of Obstacles in Social Study At Primary School Levels

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Abstract

Learning social study has become one social life supply for students. There are some discrepancies in the process of teaching-learning this study which impede the success of the learning goals. The research was conducted in grade 5 of Sekolah Dasar Negeri 4 Jurangrejo, Sragen Regency. The aim of the research is to explore the obstacles in teaching the social study at primary school levels. A study-case method was used in this reasearch. The data was collected by observing the learning process, analyzing the teaching materials, and analyzing the students' test scores. The data collected was then analyzed using interactive analysis (Miles and Huberman). The results are 1) the books used weren't interesting enough as there were too many theories and there were only few pictures which encourage the students to think critically; 2) Teachers tended to be teacher-centered where they dominated the class with their explanation and having limited interactive session; 3) Students tended to memorize the theories; 4) Having limited teaching medias, the teachers made the learning process becomes abstract, while primary-school students need to have activities which encourage their way of thinking from concrete into abstract. These obstacles need to be solved as soon as possible by changing the teaching method and teaching materials. Therefore, an innovation which suits primary school students' character is needed to create a meaningful learning process.

Keywords: *obstacles, social science study, primary school*

1 INTRODUCTION

It Education is one major instrument in developing human resources. It needs well-thought plans and implementation to gain a maximum result. It is in accordance with UUSPN No. 20 Tahun 2003 pasal 1 which states that education is an aware and planned effort to visualize learning atmosphere and process where students develop their talents and ability actively to gain spirituality power, religiousity, self-control, character, intelligence, good morals, and skills which are needed for they themselves, society, and the country. As what Sadiman, and friends (2011:9) stated that learning process should be designed sistematically and is a student-centered process. The study is designed based on the students' needs and characters, as well as students' change in

behaviour in accordance with the goal achieved. Therefore, a condusive learning environment is very crucial. Learning environment is including the goal of the teaching, materials, methods, and assessment. Teaching materials are a set of knowledge consisting fact, concept, principal, and a general knowledge based on the curriculum which can support the learning goals. The teaching methods are method and technique the teachers used in conducting interactions with the students to deliver the materials until the students get the learning goals. (Sidjana and Rivai, 2010:1)

Based on the observations conducted, the learning process hasn't been supportive enough to reach the goal of three aspects which have been designed especially in teaching social study. The

problems were found in the teaching method, teaching materials, and the usage of teaching medias. A certain teaching method chosen should affect on the choosing of suitable teaching medias, although there should be some other aspects to consider in choosing the medias. As, for example, the goal of the learning process, type of assignments, and expected responds which should be mastered by the students after the learning process. The main function of teaching media, as it is mentioned, is actually as teaching equipment which could also affect the atmosphere, condition, and environment created by the teachers.

Teaching social study in primary schools is expected to be able to pay attention to students' way of thinking from concrete into abstract. Students aged 6-12 years old have the characteristic that their social life should be encouraged along with their ability to work together and to compete with their peers. Students start to realize that they have something they want and a certain feeling starts to grow along with the growing of their interests. Their ability in thinking is still in perceptual stage. Their being dependent to adults is also decreasing as they may think that they don't need adults' protection anymore.

The learning process and the medias are significantly related one another. The learning process won't be successful without the presence of suitable medias. Medias are like messengers from the senders to the receivers. According to AECT, medias are any kind of ways which people use to convey message or information. The right using of media is able to convey information or message from the senders and to make it received well by the receivers. As the media used in the classroom, information conveyed by the teachers, as the messengers, could be received well by the students.

The significant usage of medias is expected to stimulate students' thought, feeling, attention, and interests so that the

learning process could be conducted efficiently and effectively. Verbalism may appear when learning is conducted without medias. However, using medias can reduce verbalism or even erase it to occur in the learning process. By reducing or omitting verbalism, students would be given a more realistic explanation and concept as well as whole-life experiences which finally direct them to get a concrete understanding. This is in accordance with the research conducted by Ramon Rubio Garcia, etc. (2007) in his journal *Computers and Education* ISSN 0360-1315 Volume 49, Issue 3, November, entitled *Interactive Multimedia Animation with Macromedia Flash in Descriptive Geometry Teaching*. It was mentioned there that the growth of teachers' worry to increase their theoretical classrooms together with a revolution on the content and method brought by new information technology to offer the students a more interesting, fun and efficient learning. Timothy Yuen, Min Liu (2013) then wrote in *Journal of Interactive Learning Research* ISSN 1093-023x Volume 22, Issued July 3rd. Association for the advancement of Computing in Education (AACE) Chasepeake, VA entitled *A Cognitive Model of How Interactive Multimedia Authoring Facilities Conceptual Understanding of Object-Oriented Programming in Novices*. He stated that cognitive model in authoring multimedia interactive (IMA) affected students' cognitive skill in object-oriented programming. This research is as one benefit of the usage of media which is oriented in thinking concretely to abstractly.

This research was relevant with the research done by Poole (2013) in prosiding the international society for the social studies annual conference proceedings volume 2013, issue 1 entitled *Teaching Abiut Asia in a Social Science Education Programme* which discussed about a social science learning programme in Asia. A research done by Cummings

(2014) was also another relevant one with his work in prosiding the international society for the social studies annual conferences proceedings volume 2014, Issue 1 entitled Teacher Created Prescriptive Interactive Content (TCPIC), SAMR, and Modernizing Remediation in Social Science Education. This research was different from the previous research about the subject being analyzed and the focus of the research which was the obstacles on teaching social science study.

The social science study in primary school level should be optimized as a study about society, especially about people's relationship with others. This is important as social science study becomes an education programme which integrated social studies and humanities to raise good citizens. Social science study has an important role for the students to get the knowledge and basic concepts of social studies. It could also raise students' sensitivity and awareness to the social problems surrounding as well as students' skill to analyze and solve those social problems.

Related to the fact and problems in teaching social science study in primary school levels, we can conclude the obstacles in teaching this study. The goal of this research is to explore those obstacles more detail.

2 METHOD

This research was conducted in SD Jurangrejo 4 in Sragen Regency. It took 5 months to finish the research, from April to August 2017. It was started with the preparation, then collecting and analyzing the data, and last was composing the report itself. This research used qualitative-descriptive approach. Iskandar (2013: 189) stated that qualitative research is conducted through taking a particular matter to general matter, then conceptualizing, categorizing, and describing the problems. Descriptive research was used here. Noor (2011: 34-35) stated that a descriptive research is a

research which tries to describe present symptoms, events, or affairs.

A descriptive research is aimed to give a clear image of certain symptoms where there has been information about the symptoms being analyzed but the information hasn't been enough yet. This type of research answers a certain question with more detailed explanation in the topic of related research. The data was collected using partisipatoris observation and deep interview using certain instruments as the guidelines. In collecting the data, the researcher used a validated instruments. After collecting the data, the researcher then used triangulation technique to see the relation and the correspondence of the data. It was then analysed using interactive miles analysis according to Miles Huberman.

3 THE RESULT AND DISCUSSION

Each The focus of this research is to describe the obstacles in teaching social science study in primary school levels. From the observation conducted in grade V of SD Jurangrejo 4 on April, 23 2017, some problems were found in the class. Teachers were found to have difficulty in conveying the materials. The materials seemed to be difficult to understand because of the lack of supportive facilities. For example, when the material was about archeologic remains of historic Hindus and Buddhist Kingdoms in Indonesia, the teacher only explained without having any medias to support his teaching. He sometimes gave questions to the students. Students who were sitting in front and at the back rows didnt pay attention to the teacher, but talking with other students instead. Some of them even looked very sleepy. This teaching materials didnt look interesting if the teacher just explained it to the students. Question-answer session didn't help, either. The students would just imagine the shape of the archeological remains, without really seeing the objects using

medias or suitable teaching-aids. It can be seen in the picture below :



Image 1: the teacher was teaching in the class

The next finding was that the teacher got difficulty teaching the materials in the class. The example can be taken when the teacher gave the material of the unity of NKRI. The students found it difficult to understand the materials because there was no concrete media to help the students digest the material. The teacher only used the book provided while showing some pictures one in a while. The students who paid attention even couldn't grasp and understand the lesson. Back to it when teaching Hindus and Buddhist Kingdom, it could be seen that the students didn't want to pay attention and also got sleepy because the teacher dominated the class with the speech which tend to be boring.

When we see the social science book provided for the students, which are using KTSP (Kurikulum Tingkat Satuan Pendidikan), there were few illustrations, too many written theoris and it looked uninteresting for the students.

It was also found that students tend to be passive while listening to the teachers in class. The teaching-learning process was conducted classically without taking students' active participation in discussion or groupwork. Apart from it, teacher got difficulty when he had to convey the materials which aren't from their major.

Teachers are demanded to convey the social science materials in limited time. Therefore, various techniques in teaching social science study couldn't be applied in the class. Students also contributed to the

failure of the teaching, when not all of the students were ready to join the class and they didn't feel interested, even enthusiastic to social science study.

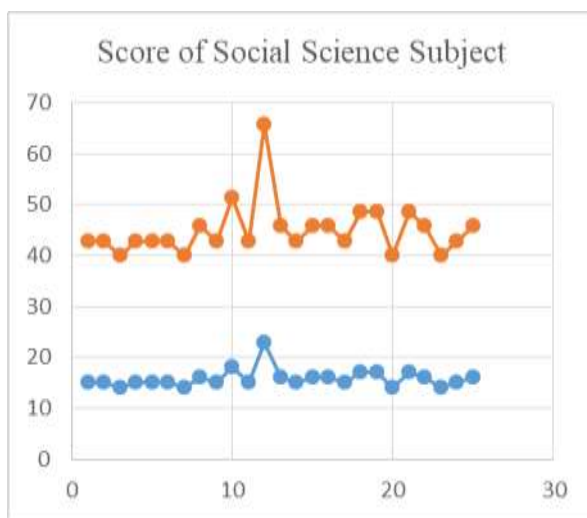
In the interview done further, it was found that teachers didn't use the IT-based facilities in teaching abstract subjects like social science study and civics effectively in class. The reasons were because the teachers were trying to catch up the achievement in each competence base in a limited time. They sometimes didn't master the materials they're going to teach. Furthermore, in social science study which is mostly about memorizing things, students got sleepy easily and didn't want to pay attention to what the teacher conveyed in class. Those problems or obstacles made the students' score low. Here is the distribution list of the students' scores :

Table 1 : Students' Score Distribution List

No	Correct Answers	Score
1	15	42,9
2	15	42,9
3	14	40,0
4	15	42,9
5	15	42,9
6	15	42,9
7	14	40,0
8	16	45,7
9	15	42,9
10	18	51,4
11	15	42,9
12	23	65,7
13	16	45,7
14	15	42,9

15	16	45,7
16	16	45,7
17	15	42,9
18	17	48,6
19	17	48,6
20	14	40,0
21	17	48,6
22	16	45,7
23	14	40,0
24	15	42,9
25	16	45,7
	Total	1125,7
	Average	45

We can see the range of the score with the graph below:



🟡 : Correct Answers

🟢 : Score

Image 2 : Students' scores graph

The results of this research is relevant with Anderson's research (2014) entitled Outliers: Elementary Teachers Who Actually Teach Social Studies in Routledge Journal with ISSN: 0037 – 7996 which described the social studies

teaching-learning process in primary school.

The learning materials which are mostly abstract should be solved by providing more suitable medias or teaching aids. Teachers can use an interactive-multimedia teaching media (MPI; multimedia Pembelajaran Interaktif). It provides the sound, text, images, animation, and also videos which can add and stimulate the students in learning. It doesn't only full of medias but also interactive which can invite students to participate more in class. One programme that can be used is Adobe Flash. This programme is good that it provides various medias such as the sound, text, animation, images and videos which are better and suitable for the students. Teachers can also design themselves according to the students' need.

4 CONCLUSION

Abstracts There were some obstacles in teaching the social study. They are: 1) The books provided weren't interesting enough as there are too many theories and lack of pictures to stimulate students' to think critically; 2) The teachers tended to dominate the class by giving too much talk and question-answer session in the class; 3) The students tended to get sleepy in class and also memorize the theories without really understanding it; 4) The students weren't enthusiastic in learning social study; 5) With the limited teaching medias used in the class, the materials became abstract for the students. Whereas teaching primary school students should focus on students' development way of thinking from concrete to abstract. Those obstacles should be solved as soon as possible by fixing the teaching process which uses teaching aids or teaching medias like multimedia and also the books provided. With the innovation on the teaching which suits primary school students' character,

teachers will be able to conduct a meaningful teaching process.

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