

SOCIAL SCIENCES EDUCATION: EXPLORING THE OCEAN OF SOCIAL KNOWLEDGE

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Abstract

This comprehensive literature review explores the multifaceted dimensions of optimizing social studies education: diving into the ocean of social knowledge. Delving into the growing field of social knowledge that can spur a new way of human life, from the beginning of life to its end are interrelated, this review synthesizes existing research, identifies trends, and offers insights for educators, policy makers, and researchers. The reason behind this exploration lies in the urgency to find out the scope of social knowledge in the world of education, namely: replacing the role of humans, namely by automating a task or process. Strengthening the human role, namely presenting information, tasks, or processes. Restructuring or making changes to a task or process. This review covers various aspects, starting from the scope of social studies education, learning theories of social studies education and social studies education in the school curriculum. By examining the interaction between educational and social aspects, this literature review contributes to the ongoing discourse regarding social studies studying, examining, and assessing human life systems on the surface of the earth in their social context or humans as members of society.

Keywords: Social Studies Education, Social knowledge

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INTRODUCTION

Social studies is material that must be taught at school level, taught at all levels of education, including elementary school, middle school and high school (Sitopu et al., 2024; Tubagus et al., 2023). Social Sciences is not an independent scientific discipline like other pure sciences such as sociology, anthropology, economics, geography, history and other social sciences which have their own concepts, principles and theories. However, social studies is only a subdiscipline that borrows concepts, principles and theories from other social sciences for educational purposes.

Social Sciences is a subject that borrows concepts, generalizations and theories from other social sciences, so not all social science material is used as social studies material, but is selected and adapted to teaching and educational needs (Aslan & Shiong, 2023; Nurdiana et al., 2023). Making Social Sciences one of the subjects that must be taught to students is contrary to the wishes of social science figures who have a common goal, namely to make their citizens into good citizens in the country where they live.

Social studies education originally came from England, precisely in the city of Rugby (England) in 1827 or around half a century from the industrial revolution around the 18th century (Rudy Gunawan, 2016:20). Social studies education in its country of origin is called social studies. Social studies was first introduced in the city with the aim of overcoming the negative impacts following the emergence of the industrial revolution in England. The industrial revolution was a transition from human power to machine power due to the inventions of industrial machines at that time. New discoveries of mass production machines briefly had a significant impact on workers who of course did not have capital (M. Iqbal Birsyada, 2014: 233).

As defined by NCSS (1994:3), Social Sciences education is the study of social sciences and humanities which are integrated for the purpose of forming citizenship. Skeel (1995:11) also explains that the IPS function must help people develop a good self-concept. The aim of social studies learning explained by Muhammad Numan Sumantri (2001: 260) is to emphasize the growth of civic, moral, ideological, state and religious values; emphasizes the content and thinking methods of social scientists; and emphasizes reflective inquiry. Through social studies education at school, it is hoped that students will be able to develop the abilities of a good citizen so that they can solve problems in their environment. Such as interaction skills with peers (respecting their friends, asking for help when necessary, being sensitive to other people's emotions), self-control skills (controlling anger, accepting other people's criticism, and obeying rules) (Lauritzen, 2016).

Even though social sciences education study material is taken from various social science disciplines, there are differences between social sciences and social studies. If translated into English, social sciences are called social sciences and social studies education is called social studies. According to Norman MazKenzie, social

science is a scientific discipline that discusses humans in terms of their social life or humans in society. (Sumaatmadja, 1986)

Meanwhile, The Committee on the Social of the National Education on Association's and Reorganization of Secondary Education in 1916 explained that social science is a sub-discipline that uses social science materials to study various relationships that occur between humans as members of social groups and society. (Barr, Robert., 1978) Social studies education is a study program that is not a pure scientific discipline but also a sub-discipline of science so that as a sub-discipline of social science education, it does not have the nomenclature of philosophy of science as is the case with pure sciences such as social sciences and humanities sciences such as education. (Setiawan , 2015)

Education in social studies, which is seen as valuable, has to be revived. Education will only be a meaningful educational process if it prioritizes the development of student's character and adopts a value education perspective. The Social Sciences Education program must carefully consider how to position the nature and essence of education best (Hashanah, 2022).

RESEARCH METHOD

The literature review on "Social Science Education: Delving into the Ocean of Social Knowledge" follows a systematic and comprehensive approach to exploring and analyzing relevant scientific works. The initial step is to clearly define the scope of the research, with a focus on the scope of social studies education, learning theories in social studies education and social studies education in the school curriculum. This delineation helps establish parameters for the next stage of the review (Radha Krishna et al., 2019).

A thorough literature search was conducted across various academic databases, scientific journals, and leading repositories. Using keywords such as "social science education", "social knowledge", this search aims to identify academic sources, scientific articles and specially reviewed books that address the research focus. Inclusion and exclusion criteria were established to ensure literature selection aligned with research objectives, with non-academic sources and unrelated material excluded to maintain scientific rigor (Spezi et al., 2017). After identifying potential sources, relevant data, concepts and findings were systematically extracted from each selected publication. Key themes related to social sciences education in exploring the sea of social knowledge are identified and catalogued. This data extraction process facilitates a comprehensive understanding of the diverse perspectives presented in the literature.

The extracted data was then organized into thematic categories to provide a structured presentation of the literature review. This categorization aims to identify common threads, different points of view, and gaps in the existing body of

knowledge, thereby contributing to creating a coherent narrative that follows the logical flow of the research objectives (Bandara et al., 2015). Each selected source undergoes critical analysis, evaluating its credibility, methodology, and theoretical framework used. This process involves assessing the strengths and limitations of each publication, acknowledging conflicting viewpoints, and contextualizing differing perspectives within the broader narrative.

The final stage involves synthesis of the extracted data and critical analysis into a cohesive narrative. This literature review is structured to provide a comprehensive exploration of the concept of social studies education, emphasizing its role in maintaining identity. This synthesis aims to offer insights, draw connections between various sources, and present a thorough understanding of the topic, contributing to the ongoing discourse on social studies education in diving into the sea of social knowledge.

RESULT AND DISCUSSION

Definition and Scope of Social Sciences Education

Understanding Social Studies Education

The term IPS is a translation of the term social studies. Thus, IPS can be interpreted as "the study or study of society". In studying society, it can be done from various social perspectives, such as studies through teaching history, geography, economics, sociology, anthropology, politics-government, and simplified aspects of social psychology to achieve social studies learning objectives. Formulations regarding the meaning of IPS have been put forward by many social studies experts or IPS experts and to obtain a broader picture of the meaning of these two terms, it is important to state the opinions of several experts below (Haddar et al., 2023).

Edgar B Wesley stated that: social studies are the social sciences simplified for pedagogical purposes in school. The social studies consist of geography history, economics, sociology, civics and various combinations of these subjects. Meanwhile, John Jarolimek stated that: The social studies as a part of the elementary school curriculum draw subject-matter content from the social science, history, sociology, political science, social psychology, philosophy, anthropology, and economics. The social studies have been defined as "those portions of the social science... selected for instructional purposes" (Wahidwarni, 2017).

According to Buchari Alma, he explained that social education is one of the educational programs among various other educational programs that makes humans the object of study, and the relationship between humans and the environment, both physical and social. (Ahmad Susanto, 2014). Social Knowledge is expected for students to be able to understand themselves, the environment and social life so that they can become members of society and adapt to their environment even in different places, times and conditions so that a good society can be formed (Abu Ahmadi, 1991).

Social Sciences is a subject that borrows concepts, generalizations and theories from other social sciences, so not all social science material is used as social studies material, but is selected and adapted to teaching and educational needs. Making Social Sciences one of the subjects that must be taught to students is contrary to the wishes of social science figures who have a common goal, namely to make their citizens into good citizens in the country where they live.

In America, the background to the birth of social studies and its use as a subject because the United States society is multi-racial gave rise to the desire of social science leaders and educational leaders to make their nation a nation that is united in its existing diversity. Likewise in Indonesia, Social Sciences was included in the curriculum and taught as a subject inseparable from the chaos that occurred due to the G30S/PKI, which caused divisions. The desire of every country to make its citizens into good members is pursued by teaching social life to students.

Currently, social studies education strives to ensure that the human capital that is the target of social studies learning can be developed optimally, so that the social studies education taught is not just a discourse but can actually improve students' critical thinking abilities and skills to solve various problems that arise in society. However, these efforts have not been optimal because there are still many opinions in society that social studies education does not have many benefits compared to science and mathematics education taught in schools which study developments in science and technology.

However, this assumption is actually not correct because social studies education is basically taught to develop students' potential in the field of social skills, namely related to the fields of knowledge, attitudes, skills and mastery of social values, all of which are needed in real life, especially social life in the world. public.

By looking at the above reality, IPS should be continuous improving teaching for educational purposes so that the quality of human resources in the fields of knowledge, values, attitudes and skills as well as mastery of values can be mastered by every student as a good citizen. In order for social studies learning to be meaningful so that students are interested in studying it, the social studies material must make social-cultural reality the material discussed in the social studies material, for example the socio-cultural reality that exists in the student's environment, so that students become critical and able to understand the social phenomena that exist in the place where they live. , and then have awareness and actively participate in society (Yani. 2009).

Scope of Social Sciences Education

Learning about social studies means studying human life, including its requirements and behaviors. IPS is concerned with how people meet their needs, including the need to meet their material, cultural, and psychological requirements, use the resources found on Earth, control governance and welfare, and meet other

needs necessary to sustain human civilization. In summary, IPS investigates, studies, and analyses the human life system on Earth about society or people as members of society (Winataraputra, 2005).

The scope of social studies instruction at the educational level must be tailored to the abilities of students at each level, keeping in mind that people in social contexts are so diverse. As a result, social studies instruction at the basic education level differs from that of secondary and higher education. The scope of social studies instruction at the basic school level is restricted to social issues and symptoms that are covered in geography and history. In particular, the social symptoms and everyday issues that are present in the surroundings of MI/SD pupils.

Study breadth is broadened at the secondary education level. The same is true for higher education, where a variety of methodologies are used to sharpen the material's weight and depth of studies. Because social studies at the higher education level is a way of continuously training students' thinking and reasoning abilities, interdisciplinary or multidisciplinary approaches and systems approaches are the appropriate approaches to use.

The scope of elementary social studies subjects includes aspects as follows following.

1. People, places and environment.
2. Time, Continuity and Change.
3. Social and Cultural Systems.
4. Economic Behavior and Welfare (Cholisin and Jihad Hisyam, 2006).

Learning Theory in Social Sciences Education

Resnik in Martorrela (1991) states. The transfer of information, knowledge, and skills in social studies learning enables students to put themselves in circumstances that enable them to construct thoughts in naturally occurring contexts and to express their feelings accurately. Social studies education learning emphasizes the "educational" side of things more than the "concept transfer" side because the goal of the subject is to help students develop and train their attitudes, values, morals, and skills based on existing concepts.

Social studies education aims to give children the fundamental skills they need to grow as individuals in light of their aptitudes, interests, and learning environment at MI. The following explains more detailed goals: Provide a foundational understanding of geographic, economic, historical, and civic sociology using educational and psychological strategies. 2) Develop your ability to think critically and creatively and your problem-solving and social abilities. 3) Increasing dedication and understanding of moral principles. 4) Boost proficiency and teamwork in a pluralistic culture nationally and worldwide.

A principle is an essential assertion, a universal or personal fact that serves as a framework for behavior or thought for an individual or community. A principle is the essence of growth or transformation and is the body of knowledge or significance associated with a specific thing or topic. In order to direct or point us toward the learning objective, instructors need to be aware of the fundamental rules. Like other systems, social studies education includes fundamental rules that teachers need to know to accomplish its aim. In order for the learners receiving this instruction to comprehend and apply what they have learned in line with the learning's goals and objectives.

Similar to the explanation given above, social studies instruction needs to be ongoing since, in general, both the content and students' comprehension need to be ongoing in order for students to comprehend the information given more quickly and easily. For instance, if historical information is interrupted, students may need help comprehending the progression and cause-and-effect connections between particular historical events.

Not only does social studies instruction need to continue, but it also needs to adapt to new developments. This is because, as time goes on and scientific and technological advancements occur, humans the primary subject of social studies education continue to evolve. No person, community, or society can halt the process. For instance, if a society's culture shifts, no matter how slight, the society with that culture will also alter to reflect the changes that occur. Politics, the economy, or technical advancements may contribute to these societal shifts, though varying degrees, depending on the community and the region. For this reason, for pupils to understand the ideals included in social studies, teachers must monitor and record any changes.

Social Studies Education in the School Curriculum

The determination of social studies education materials in schools that will be given to students is prepared and planned in such a way that takes into account theories and concepts as well as their philosophical foundations. All of this will of course be directed at the goals set in social studies education in schools. When preparing a social studies education curriculum, the initial step is based on determining what philosophical foundation will be used. Of course, taking this philosophical basis will refer to various thoughts, namely in terms of scientific development itself, the development of students as individuals and various demands and needs in society.

It needs to be emphasized that the philosophical basis that will be taken must be in accordance with the cultural style of society, and not place science above everything else but must be balanced with awareness and devotion to the Creator. Social studies education is a synthesis between educational disciplines and social science disciplines, so its development is not only based on development from a purely

scientific perspective but is directed towards educational goals, especially basic education. The theories and concepts used refer to theories and concepts that are relevant to the educational aspect. At the presentation stage, it must be adapted to the educational foundation of social studies education in schools. This means that the material provided must first undergo a simplification process based on psychological considerations or factors on the level of maturity of students.

The simplification of social studies education is organized and prepared in such a way and is based on the objectives to be achieved. Based on this description, it shows that all the factors and elements contained in social studies education all lead to objectives. Determining the philosophical and educational foundations as well as developing theories and concepts will depend on the objectives that have been set. Where the objectives of developing social studies education include intellectual development, individual abilities and their role in society. This will ultimately be built through a social studies educational foundation that is designed by significant connections between theories and concepts as well as philosophical foundations, and educational goals.

The development of the social studies education curriculum in schools cannot be separated from the philosophical basis that underlies the development of the curriculum. The philosophical basis in question is the philosophical basis of education or more specifically the philosophical basis of the social sciences education curriculum. In the tradition of social studies education curriculum development in schools, it is influenced by various philosophical schools, including essentialism, eclecticism, perennialism, progressivism and social reconstruction.

The organization of the contents of social studies material is as follows:

1. Separated Subject Curriculum

Organizing subject matter or content in a separated subject curriculum means that subject matter or content is arranged logically and systematically from a particular scientific discipline.

2. Correlated Curriculum

Organizing subject matter or content in a Correlated Curriculum manner means that subject matter or content is arranged logically and systematically from a particular scientific discipline. For example: Economics, history, geography, sociology (social science family) and physics, chemistry, biology (science family Science).

3. Broad Fields Curriculum

For example: From the organization of the material or content of this type of subject, the name of the social studies subject is a combination of material from social sciences, history, geography and sociology or other selected social science disciplines.

4. Integrated Curriculum

Organizing subject matter or content in an integrated manner Curriculum means that subject matter or content is the product or result of the integration of various study materials from subjects (Toni Nasution, 2018).

CONCLUSION

Based on the results and discussion, it can be concluded that social studies education in Indonesia has developed from the name of social studies itself not yet appearing but social studies content already being presented in learning materials to the concept of social studies being presented in an integrated and separate manner according to the level of education in schools. Apart from that, there are differences in the content of social studies material in primary and secondary schools compared to social studies material in universities. The difference lies in the content of the material presented, if in primary and secondary schools it is simplified, whereas in tertiary institutions it is a selection of social science disciplines which are presented in accordance with pedagogical interests.

Social studies education learning places more emphasis on the "educational" aspect rather than "concept transfer", because in social studies education learning students are expected to gain an understanding of a number of concepts and develop and train their attitudes, values, morals and skills based on the concepts they already have. So as to be able to direct students to become independent, critical, creative and adaptive individuals.

The basic principles of learning are as follows: 1) Integrated, 2) Interaction, 3) Continuity and change, 4) Cooperative, 5) Contextual, 6) Problem solving, 7) Inquiry, and 8) Social skills.

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