

Literature Review: Elementary Teacher's Misconception of the Social Sciences Concept and How to Grow Students' Interest in Social Studies Learning

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ABSTRACT

This research is a literature review to find out teachers' understanding of the correct Social Sciences concept and to find out how to foster students' interest in Social Studies learning. Based on the results of the literature review of the articles studied, it was concluded that what the teacher should do is, first the teacher must understand well what the social studies concept is like, so that the teacher can understand how to teach properly. The second is what must be taught to students, meaning that the teacher must know the subject matter to be taught so that the teacher can take the right steps on how to teach it. The third is that the teacher must know how to teach social studies so that learning is maximized, by utilizing methods, models and media that can be used in the learning process. The way that can be taken by the teacher in increasing student learning interest in social studies learning is by utilizing learning methods, models and media and not just applying lecture and rote methods that make students bored and bored with social studies learning in class. Teachers can also add references to their knowledge by reading the results of other studies so that the teacher's insight will increase.

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1. INTRODUCTION

Ilmu Pengetahuan Sosial (Social sciences) or abbreviated IPS is one of the subjects that must be studied at the elementary school level apart from science, mathematics, Indonesian, and citizenship education. Conceptually IPS has existed since the curriculum in Indonesia was enforced. Updates always occur along with the changing curriculum (Ashar et al., 2022).

The purpose of teaching IPS in elementary school is to provide understanding and knowledge about material and facts that students must understand and implement in order to foster awareness and responsibility in life in society, the nation and the country so that it does not seem that IPS is just a subject full of memorization (Jumriani et al., 2021). The purpose of IPS for educators is to be able to prepare, provide guidance, and shape students to be able to master cognitive, affective, psychomotor, as well as basic skills needed for life in society (Ratri, 2018).

Based on the definition of IPS itself, namely IPS is a subject taught in elementary schools to junior high schools, where IPS is formed from the integration of social science branches such as geography, economics, history, and sociology whose material is adapted to students' cognitive levels (Endayani, 2018). So that the

teacher must be able to teach social studies with a unified whole from various social science disciplines that have been adjusted and not teach them separately.

However, in reality the teacher still does not understand the actual IPS concept. Teachers understand that IPS is part of a branch of social science as well and still teaches IPS subjects by presenting and discussing geography, history and economics not in an integrated whole, thus deviating from the IPS concept itself. Teachers also still stick with direct learning methods or lectures that have a lot of memorization in them, so students feel bored with existing social studies learning.

From the existing problems, the writer will conduct an analysis related to the misunderstandings of elementary school teachers regarding social studies education, the teacher's way of increasing students' interest in learning social studies. Through the analysis carried out, the authors hope to help teachers understand the concept of social studies and teach it better. The author also hopes to be able to provide answers to the problem of how to foster students' interest in learning social studies.

2. TEXT FORMATTING

2.1. Elementary school teachers' misconceptions about the IPS concept

The concept of IPS that should be understood is that IPS is a subject that integrates social sciences such as Geography, Sociology, History, and Economics into one subject whose material is adapted to the needs and characteristics of students. (Nasution & Lubis, 2018). The four branches of social science are integrated by the interaction between space and the concept of space and how it influences human life in terms of social, economic, cultural and educational aspects. (Kawuryan, 2010).

To understand more about the notion of IPS, the author will explain 2 definitions of IPS from the expert's view. The first is from the opinion of Somantri, according to Somantri (Soemantri, 2001), "That Social Sciences Education is a simplification of adaptation, selection and modification of academic disciplines of the social sciences that are organized and presented in a scientific and pedagogical-psychological manner for the institutional purposes of primary and secondary education within the framework of realizing national education goals based on Pancasila. The second is According to Sapriya (Sapriya, 2007) "That social studies education is a simplification or adaptation of social sciences and humanities, as well as basic human activities that are organized and presented scientifically and pedagogically/psychologically for educational purposes."

However, the reality is that social studies is taught in an unintended manner by teachers in elementary schools. This is due to the lack of teacher pedagogic abilities which are still lacking. Teachers have not been able to teach IPS comprehensively by linking social sciences in one material. There is a teacher's misconception in understanding social studies so that this can happen.

The thing that the teacher should do is, the first thing the teacher must understand well is the concept of social studies, so that the teacher can understand how to teach properly. The second is what must be taught to students, meaning that the teacher must know the subject matter to be taught so that the teacher can take the right steps on how to teach it. The third is that the teacher must know how to teach social studies so that learning is maximized, by utilizing methods, models and media that can be used in the learning process.

2.2. How to foster student interest in social studies subjects

The problem that often occurs to students in social studies learning is the low interest of students in learning social studies because in the students' mindset that social studies is full of memorization and seems boring. Teachers who so far prefer to use the lecture method and less use of interesting learning media for students (I Wayan Darmayoga, 2013). Low student interest necessarily affects low student learning outcomes and does not meet the KKM that has been set (Wulandari et al., 2017).

The lack of student interest in Social Sciences must be a serious concern for teachers because Social Sciences is a compulsory subject in elementary schools and becomes a provision for students for their future social life. From the results of the analysis of several articles, the authors found several articles that examined how to foster students' interest in social studies using learning methods and media. Researchers took 10 relevant studies with 5 articles that used learning methods and 5 learning models that could increase students' interest in learning social studies.

The first research is research conducted by (Maryani & Suparno, 2018) with the title "Effectiveness of the jigsaw type cooperative learning model with an interest in learning social studies students at the Mangunsari 02 state elementary school, Salatiga" which states that "The Jigsaw type cooperative model is effective for student learning interest in social studies class VI students at SD Negeri Mangunsari 02, Sidomukti District, Salatiga City Semester Even the 2017/2018 Academic Year. This is shown in the results of the research which showed a significant increase in students' learning interest in social studies subjects. The Jigsaw Cooperative Model is an alternative to overcome the problem of low student interest in learning, the Jigsaw Cooperative Model is very easy to design, easily understood by students.

The second study written by (Nurul Rahmadhani, 2018) with the title "Efforts to increase interest in learning social studies through learning strategies based on multiple intelligences in Class V students" which states that "Based on the results of research and discussion it can be concluded that the use of learning strategies based on Multiple Intelligence can increase students' interest in learning social studies in class V SD Bondalem, there are changes. The increase that occurs in students includes students who were initially passive to become more active, students look happy and enthusiastic about following the lesson, focus on paying attention to the teacher's explanation, and are enthusiastic and serious in doing assignments, both individually and in groups.

The third study written by (Ariningrum et al., 2020) with the title "Application of the Talking Stick learning model to increase learning interest in social studies learning for fifth grade elementary school students" which states that "student learning interest through the application of the Talking Stick model to fifth grade students at SDN Mangkubumen Kulon No.83 for the 2019 academic year /2020 has increased. This increase can be seen in the first cycle of meetings 1 and 2. 50% of students are classified as complete or have a high learning interest. Furthermore, in cycle II meeting 1 78.57% of students had a high learning interest, in meeting 2 85.72% of students had a high learning interest. The theoretical implication of this research is that it can provide a source of information, especially related to increasing interest in learning social studies through the Talking Stick model. Furthermore,

The fourth study written by (Munirah et al., 2019) with the title "The impact of the application of ICT on social studies learning on students' learning interest" which states that "In general, the application of ICT in learning has been carried out by the teacher. The application of ICT in social studies learning activities can increase students' interest in learning. This can be seen from the activeness of students in learning and also seen from the increased student learning outcomes. Observing this, it is necessary to take a proactive step in applying ICT in learning. The application of ICT in learning social science has been able to increase students' interest in learning. The obstacles experienced in implementing ICT in social studies learning are the need for electricity supplies in schools and the lack of teachers who can operate ICT."

The fifth study written by (Arafat & Pali, 2021) with the title "Picture Cards-Based Joyful Learning Increases Student Learning Interest in Social Studies Learning in the New Normal Era" which states that "The Application of Picture Cards-Based Joyful Learning in Social Studies Learning has a significant impact on increasing student learning interest. This increase in student learning interest also has an impact on improving student learning outcomes. The picture card-based Joyful learning model can be used as an effort to overcome existing problems in the learning process. Therefore, the picture-card-based joyful learning approach can be used as an alternative method in the social studies learning process in elementary schools."

The sixth study written by (Sari & Harjono, 2021) with the title "Development of Articulate Storyline-Based Thematic Interactive Learning Media for Class 4 Elementary Students' Learning Interests" which states that "Articulate Storyline-based interactive media is appropriate to be used to be able to assist class IV teachers in delivering learning material and helping students to understand the material and foster interest and interest. students to participate in learning activities. Suggestions for further researchers developing media would be better prepared carefully, input complete and interesting content, besides that you can use your own image design so that plagiarism is not detected when the media is uploaded to the Playstore, uploading media on Playstore will help make it easier for students to download media learning."

The seventh study written by (Hartini et al., 2022) with the title "Efforts to Increase Interest and Social Studies Learning Outcomes Through Powerpoint and Inquiry Based Learning at SDN Bulakrejo 02" which states that "by using the Inquiry Based Learning learning model through powerpoint media to increase interest in learning and learning outcomes of Social Sciences lesson content in class V SD Negeri Bulakrejo 02 for the 2020/2021 school year and it can be concluded that the use of the Inquiry Based Learning learning model through PowerPoint media in social studies learning can increase interest in learning and learning outcomes for fifth grade students at SD Negeri Bulakrejo 02 in the 2020/2021 academic year. The increase in students' learning interest was shown by the increase in the percentage of students' learning interest in the first cycle of the high category by 4 students or 23%, and in the second cycle of the high category by 14 students or 78%.

The eighth study written by (Iryani, 2020) with the title "Use of mobile phones as learning media through the kine master application to increase interest in learning social studies at SMP Negeri 2 Banyuasin III" which states that "the use of mobile media in social studies learning with organizational movement material and the growth of national spirit can increase students' attention and interest in learning IPS which is being implemented so that it can motivate students to be more actively involved during the IPS learning process, can improve students' understanding and ability to do assignments and answer questions after learning IPS is conveyed and explained using mobile media. In the research cycle I the average value obtained by students was 73.50 and in the research cycle II the average value had reached 82.50,

The ninth study written by (Sd & Kamal, 2021) with the title "Use of Image Media in Increasing Student Interest in Class IV at SD Negeri 09 Kamal Pagi" which states that "Through this strategy, the use of media images used by teachers in the learning process can increase student interest in learning, namely students are

very enthusiastic in following learning process, involved and active in asking questions, students more easily understand and master learning material, active interaction between teacher to student, student to teacher and student to student."

The latest or tenth study written by (Tobamba et al., 2019) entitled "The Influence of Learning Media on Social Studies Learning Outcomes in View of Learning Interests of Elementary School Students" states that "Based on the results of testing the research hypothesis, it can be concluded as follows (1) Overall study groups with google earth media have a better influence on results learning social studies for fifth grade students at SDN 86 Kota Tengah and SDN 78 Kota Tengah, Gorontalo City, compared to the study group using map media. (2) There is an interaction between learning media and students' learning interest on social studies learning outcomes for students in class V SDN 86 Kota Tengah and SDN 78 Kota Tengah, Kota Gorontalo. (3) For groups of students who have a high learning interest,

Based on the analysis of the 10 articles that have been reviewed, it was found that the use of learning methods or models such as the jigsaw type cooperative learning model, multiple intelligence-based learning strategies, the Talking Stick learning model, ICT, and Picture Cards-Based Joyful Learning as well as the use of learning media such as Interactive Learning Media Based on Articulate Storyline, Powerpoint and Inquiry Based Learning, learning media through the kine master application, Image Media, and Google Earth media can increase elementary school students' interest in learning social studies.

From this analysis, elementary school teachers who teach social studies subjects can use it as a reference to be applied to the social studies learning process in class, namely by utilizing learning methods, models and media or collaborating with them so that they can increase students' interest in social studies learning, not only by using the lecture method or Memorizing alone makes students feel bored and bored.

3. CONCLUSIONS

Based on the literature review that has been carried out, it can be concluded that what the teacher should do is, first the teacher must understand well what the social studies concept is like, so that the teacher can understand how to teach properly. The second is what must be taught to students, meaning that the teacher must know the subject matter to be taught so that the teacher can take the right steps on how to teach it. The third is that the teacher must know how to teach social studies so that learning is maximized, by utilizing methods, models and media that can be used in the learning.

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