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Historical Values Integration in Social Studies for Grade VIII Junior High School Students

¹ Jeanne Francoise, ² Suswandari, ³ Lely Qodariah

^{1, 2, 3} School of Postgraduate Studies, Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia

Corresponding Author: **Suswandari**

Abstract

This research aims to describe social studies learning ideas and activities connected with historical values, focusing on eighth-grade students. The qualitative research method was applied, along with content analysis. Literature reviews from various relevant sources, such as books, articles in books, scientific papers in journals, and official websites relating to integrating historical values in social studies learning, were used as data sources. The selection of grade VIII junior high school students is relevant to the research subject, namely early teenagers with character development who still require adequate guidance to appreciate historical values in their

social studies. According to the findings, integration is an alignment process or a process of enriching social studies learning through a historical approach to producing coherent social studies learning based on precise historical chronology, thereby making educators and students more anticipatory and prospective. The following methods can accomplish model integration: 1) Topics, 2) Main Potentials/Opportunities, and 3) Problems. The alignment process makes the social studies subjects more thorough and understandable.

Keywords: Historical Value, Junior High School Students, Integration, Teaching, Social Studies

Introduction

Identification of teaching and instruction in the Social Sciences (IPS) in junior and senior high schools necessitates specific categorization. Social studies are frequently interpreted as a social science by society. Even though it is true, social studies is a branching and sorting of social science branches that are processed and structured so that teaching materials are offered to students in schools based on their cognitive maturity level in each junior or senior high school. Social science materials include sociology, geography, economics, anthropology, political science, and history (E. Wayne Ross, 2006)^[7].

The goal of sorting and categorizing social science branches in teaching is to provide an overview and convenience and reduce obstacles for students in understanding social science that will later be studied more thoroughly in higher education institutions. Furthermore, integrating and simplifying social science material for the community is tied to real-life situations so that students and the community comprehend social science in social studies education. The process of developing students and presenting models of community life is the duty of social studies teaching and education at educational institutions of elementary school (SD), junior high school (SMP), and high school (SMA). In investigating and assessing social problems, practical aspects precede theoretical aspects (Nu'man Sumantri, 2001)^[11].

Social studies learning for junior high school students provides a separate challenge because of the maturity factor in the growth and development of teens in their teens, usually aged 10-14 and undergoing puberty. These are periods of heightened critical thinking in which the norms and rules of society are compared. They sometimes begin to be dubious about moral and societal standards. Furthermore, this early teen begins to establish social norms and expectations. This dilemma makes it challenging to teach social studies based on learning to become a good society because there is a conflict between psychological factors and the mental maturity of students at that time (Desmita, 2010)^[6].

However, for junior high school students to understand social interaction, the values of social studies lessons, and even the integration of these learning values in everyday life and future provisions to contribute to society, the learning process requires in-depth knowledge and guidance by their expertise in their respective disciplines. Then, a historical perspective is required to comprehend the foundations, nature, and foundation of social values, which may be utilized as a lesson in dealing with similar societal problems in the future. History often shows how people, societies, proclaimers, and state problems from the past acted as benchmarks and opportunities for scientific research and the philosophy of social life. This was frequently linked to the early establishment of state and national governance. Warsono stated in his study, *Social Studies Education in Indonesia*

(Warsono, 2018) ^[15], that the development of social studies in Indonesia cannot be separated from the historical factors of Indonesian independence, which involved proclaimers and the formation of national ideology, namely Pancasila and the 1945 Constitution (UUD 1945). The research emphasized that the development and teaching of social studies values in Indonesia were based on historical values, national ideology, and national norms, so every educational actor, both teachers and students, was expected to be able to produce individuals with critical thinking, nationalist, and the foundation of Indonesian society through the teaching of Indonesian social studies. Therefore, the students always remember the noble character in Pancasila and the 1945 Constitution (Warsono, 2018) ^[15].

In line with previous research, Aman (2014) ^[3] explained in his study entitled *Actualization of Historical and Nationalism Awareness Values in History Learning in High School* that social studies learning can be used to cultivate national and moral values. However, it is often regarded as a "supporting" lesson (Aman, n.d., 2009, 2014) ^[2, 3]. They are more focused on hard sciences and consider social science as secondary in the historical perspective. As a result, adolescent morale suffers significantly, and the development of social values is hindered. Loyalty to the nation's identity and existence is thus required in cultivating national values such as nationalism, national insight, humanities, and national awareness with a solid foundation of cultural values, where national values are generally learned in social studies learning.

The two studies reveal that the essence of social studies learning is community life learning and transmission to students, early learning and introduction to studying social sciences, and learning to make judgments while contributing to the general public. Barr, Barth, and Shermis proposed the three essences of learning in their study *Pre-Service Social Studies (Kilinc, 2014) ^[9] stated in the Pre-Service Social Studies Teachers Understandings about the Nature of the Social Studies*, where social studies learning also necessitates perspectives and acceptance of history as the foundation of all social studies teaching. As a result, social studies learning and teaching for students in formal and informal educational institutions serve as the cornerstone of a global society. The entire understanding of the history of social sciences also does not apply to one or two countries, but all countries are being encouraged to carry out this teaching in the hope of producing students who can integrate historical values into every lesson and are later ready to contribute to the larger community (Kilinc, 2014) ^[9]. Kilinc's subject research focuses on elementary and junior high school students in Turkey, emphasizing that social studies in social studies education is crucial for the growth and development of children and early adolescents to appreciate the importance of learning social studies.

As a result, researchers view challenges in eighth-grade junior high school students as early teenagers with character development who still require education, guidance, and exact direction to integrate and understand historical values in all social studies teaching subjects. The essence of social studies learning is to look at history as a past paradigm to cope with future challenges that are often unknown and necessitate benchmarks of effort for students to face in the future. The results and discussion in this study include ideas in the form of specific efforts and activities related to dilemma problems for junior high school students as

teenagers who need direction through social studies learning, where educators and teachers can seek learning to integrate historical values in the future.

Social studies learning dimensions can be categorized into numerous areas, each with its explanation: 1) Space refers to arenas and locations that supply information where students can learn about a course in a spatial and exploratory manner. 2) Time, viewing life as a process in the past, present, and future, with students required to think sequentially, prospectively, and anticipatorily; and 3) Values, Rules, and Norms are the understanding of the order of rules and norms that sustain the balance of life between humans and the environment and in which students adhere to and are compatible with mutually agreed rules (Sardiman, A, 2001) ^[12]. Therefore, the purpose of this research is to describe and illustrate ideas in the form of social studies learning efforts and activities that are integrated with historical values carried out by education staff and teachers for junior high school students, particularly eight-grade students, who are analogous to early adolescents in the early stages of a person's development and maturation process.

Research Method

The descriptive qualitative method was utilized in this study (Creswell, 2007) ^[5]. The implementation of data sources was library studies (Klaus Krippendorff & Wajdi, 1993) ^[10] or *literature review* through various relevant sources such as books, articles in books, scientific articles, and official sites related to the implementation of historical values in students, specifically eighth-grade junior high school students. In this study, the essence of the literature review is a theoretical study, references with a focus, and research difficulties reviewed by researchers. The findings from the literature review were explained and presented using descriptive analysis, namely the integration and implementation of historical values for SMP eighth-grade junior school students. The maturity element of children seeking supervision, direction, and teachings in finding identity led to the selection of eighth-grade junior school students. As a result, this article presents aid in the form of scientific ideas to understand the values of people's lives and the development of attitudes through historical values as one of these students' guiding and lesson option (Azizah, 2018) ^[4].

Result and Discussion

The historical approach is frequently discussed and rejected by students in terms of its approach. When dealing with social studies themes, students are sometimes unable to focus, bored, and question historical values (Sulistiyono, 2018; Suswaandari, 2014) ^[13, 14]. History is frequently questioned for its understanding as a realm of the past in which the younger generation wishes to study something other than the past. However, social ideals from the past retain intact principles for dealing with challenges in the present.

This issue is addressed in Regulation of the Minister of National Education No. 22 of 2006, which states that "past knowledge contains wisdom values that can be used to train intelligence, shape attitudes, character, and personality of students". According to the statement, prior experience and knowledge offered in history classes reduce the difficulty and are relevant for solving contemporary challenges. In order to facilitate and generate students who understand

substantively and can apply them following the goals and traditions of social science, the integration process is required. In learning, integration is typically connected with a learning effort that focuses on real-world challenges as the primary curriculum. The integration curriculum is organized according to the junior high school curriculum with a global focus. This integration combines one potential with another to create a single unit, a body of knowledge that connects the pieces to the whole. As can be seen, integration is a collection of challenges interconnected with a specific goal. Alignment is the process of enriching something by adding new values to a unit; in this case is the process of adding historical accents to each social studies subject to understand the problem's perspective from the past, background, goals, and social studies learning functions are seen from the past, in integrating historical values in social studies learning. Because historical values are regarded as the fundamental base for constructing a value and human civilization in the past, enriching and integrating values in historical education (Hasan, 2012) ^[8] with its link to character education and social studies learning as a whole is essential. Furthermore, the incorporation of historical values into social studies learning is considered to provide great potential for students regarding the formation of civilizations, nations, and countries from various aspects and multidisciplinary perspectives, given that social studies are a branch of social science with their respective goals where difficulties are made easy or students, particularly eighth-grade junior high school students.

Embedded historical values offer students an overview of past values that were fought for, sustained, and adapted to the realities of today's society, and the growth process is continuing for future lives. Historical sources provide insight into nations' accomplishments and failures in dealing with present difficulties. What steps did historical players take when they failed to reach their aims, and what actions did they take to assist them in achieving their goals (Hasan, 2012) ^[8].

As a result, integrated social studies learning model was proposed and implemented, which was linked to the process of integrating historical values with other branches of social science to determine the extent to which historical perspectives could describe a phenomenon, issue, and national and international problems, namely:

1. **Integrating historical values on social studies learning based on topics**, understanding of topics related to social studies learning that are seen as multidisciplinary, but the historical emphasis here looks at past descriptions pertaining to topics that are studied sequentially, chronologically, and develop over time to see learning, messages, successes, and past failures to be evaluated and applied in the present and future.
2. **Integrating based on the main potential analysis**, the discovery of the main potential is regarded as a positive way to look at a phenomenon because of the integration of potential and opportunities in topics and past learning by looking at past voids. It can be recommended in the present and future to evaluate mistakes and shortcomings in the past.
3. **Integrating refers to problems**, and the historical process returns to discussing issues determined through historical studies by identifying problems in a sequential, chronological, or genealogical way (sequence of history and the legacy of civilization)

radically or rooted in the main issues to reach the core point of the problem through historical studies.

The social studies learning dimension stresses the concept of time in integrating other historical values, notably perceiving order as a past, present, and future process. Finally, teachers are expected to think sequentially, prospectively, and anticipatorily. Therefore, social studies learning plans are linked to historical studies in terms of mapping essential competencies, elaborating competencies based on historical study indicators, preparing social studies syllabi, and learning implementation plans (RPP) to equip teachers and students to pay attention to historical studies, explain social studies learning in an integrated manner and relate historical values.

In addition, the emphasis on the alignment process or the integration of historical values in learning can be emphasized by educational staff when conducting teaching and learning activities. The alignment means that the present is a product of the past, and history proves that it not only provides messages for the present but also adds knowledge to the present. The teaching and learning process through this mechanism minimizes boredom in social studies learning in each subject and is expected to be able to increase learning enthusiasm which makes learning history the starting point in every social studies lesson. The social studies learning sequence through a historical perspective will support the learning and perspectives of students, in this case, eighth-grade students, to see the connectedness of the history of social studies learning in the realm of learning dimensions, such as Space, Time, and Values/Norms. Each dimension has its own time and background. The representation of the learning dimension of space includes social studies subjects, and values/norms are economics, anthropology, and sociology. In studying each subject, they were starting and seeing the connectedness of the essence of time to provide new insights to students that history offers a chronological, sequential, and interconnected understanding of tracing in each subject.

Conclusion

Social studies learning examines the interrelationships of the learning aspects in each topic to give a viewpoint for staff and students to grasp Time/Historical as a learning mechanism, the design of teaching techniques, and even lesson plans. The integration process aligns or enhances social studies learning using a historical approach to provide sequential and chronological learning that makes instructors and students more anticipatory and perspective. The concept of displaying a learning model may be used for a historical approach by utilizing a historical learning model based on 1) Topics, 2) Main Potentials/Opportunities, and 3) Problems. Each learning model is integrated through an alignment process to view all Social Studies subjects, followed by Social Studies learning dimensions, providing a perspective for grade VIII junior high school students to see past backgrounds and explanations as essential assistance for present knowledge that can be explained during the learning and teaching process.

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