

SCIENTIFIC APPROACH MODEL OF LEARNING SOCIAL STUDIES FOR IMPROVING LEARNING QUALITY (CASE STUDY AT LABSCHOOL JAKARTA JUNIOR HIGH SCHOOL)

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Abstract

This study aims to determine the improvement of the quality of learning social studies using a scientific approach and build a model of scientific approach to improve the quality of learning of social studies. To get a clear picture of the model of scientific approach to teaching social studies in Labschool Junior High School Jakarta, the researchers used a qualitative approach within a period of four months in February to May 2015. The results of this study indicate that the model of scientific approach can improve the quality of teaching social studies. Scientific approach emphasizes students to seek and find their own knowledge is at the core of learning social studies. As revealed by Swan, et. al., which is Central to a rich experience of social studies is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Based on the above explanation, we can understand that the center of the development experience of social studies is the capacity to develop questions that can prepare and advance an investigation. In the learning process, Bruner explained, taught by the scientific approach into a center for social studies instructional strategies. He emphasized the search for and find the concept of social studies in the learning process. For example, in the matter of what the family? students will collect information to elaborate their understanding of the family, precisely on their age and stage of their growth. They answer the complex questions through a search of great ideas and critical thinking questions and requirements.

Keywords: Scientific approach model, Social Studies, Learning quality.

1 INTRODUCTION

The issue that has always been appealing in learning social studies is the findings of some researches

(Hasan, 2002) and articles (Al Mukhtar, 2004, Azis, 2002, Supriatna, 2002) that indicate learning social studies in school has always been presented in factual forms and dry concepts. Teachers only concern themselves with curriculum target achievement, not putting the emphasis on the process, therefore the learning of social studies always saturating and tedious, and only considered as secondary lesson by learners (Soemantri, 2001).¹ Gunawan (2011) added that if the current social studies learning is to be continued, (especially only putting emphasis on information, facts, and recitation, putting more concerns on the contents rather than the process, less directing at meaningful learning and functional in their lives), then the learning of social studies will not be able to help learners to live effectively and productively in the future.

The analysis above shows that a breakthrough in social studies learning is needed. One of the means that can be done is by searching for an alternative approach that can increase the quality of social studies learning. The alternative approach that is used along with the change of 2013 curriculum by the Ministry of Education and Culture is the scientific approach. However, according to the observation that we conducted on some schools in Jakarta, there are still many social studies teachers who could not apply the scientific approach. On top of that, according to the curriculum evaluation conducted by the Minister of Education and Culture, Anis Baswedan, concluded that there are still a number of schools which are not ready yet to apply it and therefore need to go back using the Educational Unit Level Curriculum (KTSP). Thus, the urgency of this research is to find the model of scientific learning of social studies learning that can be able to increase the learning quality and can be used as an example for teachers and other schools.

Labschool Jakarta Junior High School as one of the model schools in Jakarta is consistently and trusted by the government to implement the 2013 curriculum by using the scientific approach in social studies learning. Scientific approach based learning has more effective result than the traditional learning. The research findings prove that on the traditional learning, information retention from teachers is 10% after fifteen minutes and contextual comprehension gain is 25%. On the scientific based learning, teachers' information retention is more than 90% after two days and contextual comprehension gain is 50-70%. Therefore, the writers decided to take the title "Scientific Approach Model of Learning Social Studies for Improving Learning Quality (Case Study at Labschool Jakarta Junior High School)". This research is expected to help students and teachers in learning social studies.

2 LITERATURE REVIEW

2.1 Scientific Approach

Gelman and Brenneman explained that scientific method or approach is a process to ask and answer question by using steps according to a procedure in order to be used as a guidance in creating comprehensive and meaningful experience in science for learners as well as for them to be able to conceptually constructing new information about the concept of a lesson.² While according to Sudarwan, scientific approach can be identified by the projection of observational dimension, reasoning, finding, approval, and explanation about a certain truth. For these reasons, the learning process must be conducted by the guidance of values, principles, and scientific criteria.³

Meanwhile, according to Sudarwan, the scientific approach is characterized by protrusion dimensional observation, reasoning, discovery, validation, and an explanation of the truth. Thus, the learning process should be carried out with the guidance of values, principles, or scientific criteria.⁴

In the practice, the 2013 curriculum should be implemented through the learning based activities based on the scientific and thematic integrative approach. This is similar to the Ministry of Education and Culture Regulatory Number 65 about the Standard Process that to strengthen the scientific approach, integrated thematic (inter-subject thematic), and thematic (in a subject), we need to apply a disclosure/research learning. To encourage the students' ability to produce a contextual work, either individually or in groups, it is strongly suggested to use learning approaches that generate a problem-solving work (project based

¹ Rudi Gunawan, *Social studies Education: Theory, Concept, and Application*, (Pendidikan IPS: Teori, Konsep dan Aplikasi) (Bandung: Alfabeta, 2012), hlm. 34

² Hope K. Gerde, Rachel E. Schachter and Barbara A. Wasik, *Using the Scientific Method to Guide Learning: An Integrated Approach to Early Childhood Curriculum*, (Newyork: Early Childhood Education Journal (2013) 41:315–323)

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⁴ Abdul Majid, *Implementasi Kurikulum 2013: Kajian Teoretis dan Praktis*, (Bandung: Interes Media, 2014), hlm. 96

learning). Through this approach, we expected the competencies of students' attitudes, skills, and knowledge is much better. They will be more creative, more innovative, and more productive, so that later they can success in facing various problems and obstacles in their days, they will enter a better future.⁵

2.2 Social Studies Learning Qualities

There are various definitions on quality. Someone mentioned that quality is a value or a situation.⁶ Other said that quality is a measurement of a good or a bad thing, a grade, quality, degree/level (intelligence / skills and so on).

On the various definitions above, quality is a measurement of the suitability of particular needs that either predefined plans or the standard of merits of a situation. Quality is often synonymous with everything that is expected. Sopiadin stated that learning quality can be seen from these following aspects:

- a. Teachers make systematically teaching preparations
- b. The delivery of the materials by the teachers
- c. Time management in learning implementation
- d. Students and teachers motivations
- e. Interactive relationship between teachers and students in the classroom.⁷

For the learning implementation goes well and the results are reliable, then the teaching improvement aimed at the learning process management. In this case, the role of the approaches or learning strategies that are developed in schools will produce good outcomes. As it is already mentioned above, the approaches or the learning strategies, that the teachers did, can be one of the study to measure the learning quality.

From the description above, it can be concluded that the learning quality is a learning process that goes well from the preparation of the teachers to the students' learning outcomes. If the indicators above are met then the learning quality in schools can be categorized as good.

So the linkage concept that the researcher argued is to find out what kind of scientific model that can improve the Social studies learning quality. The scientific approach encourages the students to search and to find their own knowledge by themselves is the core of the Social studies. As it is stated by Swan, et. al., Which is:

*Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.*⁸

Based on the explanation above, we can understand that the center of the experience development in learning social studies is the capacity to develop the questions which can develop and advance an inquiry. These questions come in two forms: compelling and supporting questions.

In the learning process, Bruner explained that teaching based on the scientific approach can be the center of the instructional strategies in learning social studies. He emphasized on searching and finding the social studies concepts in learning process. For example, in the "What is a family?" material, the students will collect the information to elaborate their knowledge about family, precisely on their age and their stage of growth. They answer the complex questions through the search of the main ideas and questions and the terms of critical thinking.⁹

3. METHOD

3.1 Purpose of the Study

This study aims to produce a model of scientific approach to improve the quality of learning social studies.

⁵ Yunus Abidin, *Desain Sistem Pembelajaran Dalam Konteks Kurikulum 2013*, (Bandung: PT Refika Aditama, 2014), page. 23

⁶ Nurkolis, *Manajemen Berbasis Sekolah Teori, Model dan Aplikasi*, (Jakarta: Grasindo, 2003), page. 68

⁷ Popi Sopiadin, *Manajemen Belajar Berbasis Kepuasan Siswa*, (Bogor: Ghalia Indonesia, 2010), page. 47

⁸ Kathy Swan, et. al., *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, Silver Spring, MD: NCSS, 2013

⁹ Gayle Mindes, *Social Studies in Today's Early Childhood Curricula, (Beyond the Journal, Young Children on the Web*, USA: National Association for the Education of Young Children, 2005)

While the general purpose of this study is to provide an explanation, illustration, input, reference material and consideration for the teachers in the school about the scientific approach, test piloted the approach in the curriculum in 2013, and its impact on the quality of learning Social studies.

3.2 Time and Place

This research was conducted in Labschool Junior High School Rawamangun for four months in February-May 2015.

3.3 Research Method

This study uses a qualitative approach. Some of these methods are used to gather the data to serve the needs of qualitative analysis and to understand attitudes, processes and students' views on the scientific approach methods such as the study of literature and observation participate, then conducted in-depth interviews to produce quality qualitative information to provide an open semi-structured question and Last Focus Group Discussion (FGD), researchers conducted interviews to understand people in a more natural setting rather than in-depth individual interviews.

4. RESULTS AND DISCUSSION

4.1 Overview of Labschool Junior High School Jakarta

1) History of Labschool Junior High School

Labschool began as an exemplary school that was established on February 12, 1968. This is a school that is intended as a laboratory school Teachers' Training of IKIP Jakarta. This school was used for teaching practice, educational research and educational innovation.

In the period 1972, Exemplary School was renamed to be "Comprehensive School" TPK Project School. This school took on the task as project manager of Skills Development Points of the Department of Education and Culture. TPK project aims to try out new ideas in the field of education.

In 1974, the school already has grown big and a new function as a school project implementers PPSP (Project Pioneer Educational Development). This project aims to examine the cob aide-education ideas in order to inform the national educational reform. PPSP School lasted for twelve years. In 1986, the project was ended. After the PPSP project ended, the name of the schools under the auspices of IKIP Jakarta's was changed. Elementary, junior high and high school of PPSP Jakarta was renamed to Elementary School of IKIP Jakarta, 236 Junior High, and 81 Senior High, while the kindergarten still is owned by private company by the name of IKP Jakarta.

In the period of 1992, 236 Junior High relocates to PIK Cakung and 81 Senior High relocates to Cipinang Melayu military command area. As the request of the citizen, starting from 1992/1993 the IKIP Jakarta opens Junior and High School Teachers' Training College Jakarta with SK Capital Regional Office of P and K, dated March 15, 1993, No. Kep. 854 P/I01.a1/1/93 and No. Kep 853 A/I01.a1/1/93. Starting in 1999, a kindergarten, junior high, senior high school of IKIP Jakarta was renamed to kindergarten, junior high, and high school of Labschool.

Furthermore, Labschool Junior High School Kebayoran, Cinere, Cibubur and Labschool kindergarten were established in 1968, along with the development of schools under the auspices of IKIP Jakarta, as a place of teaching practice of the new teachers. It continues to grow dynamically with more knowledge, since the inception of a Laboratory school, Comprehensive school, PPSP and the kindergarten school that eventually found its true name: Labschool Pre-School Jakarta.

2) Vision and Mission

a. Vision

Labschool is a school that prepares future leaders to be cautious, have high integrity, strong fighting power, personality intact, noble character, independent, and have a high intellectual ability.

b. Mission

- 1) Creating a learning environment that is challenging, fun and meaningful
- 2) Perform the learning process of inclusion that is humanistic and holistic
- 3) Produce graduates who are qualified, positive character, and has a strong competitiveness

- 4) Make efforts to provide opportunities for education and educators in order to have the initiative and independence in carrying out creative learning and responsible
- 5) Have education and educators who exemplify and perform their duties according to the demands of the profession
- 6) Has led broad-minded, future-oriented and skillfully professional management
- 7) Establish partnerships with parents and the community in realizing the vision of Labschool

3) *Facilities*

Facilities owned by Labschool Junior High School is laboratories (Computer, Biology, Chemistry, and English). Air-conditioned classrooms, space art, music, dance, library, multi-media center, green house, mosque and chapel, clinic, cafeteria, auditorium, theater room, playground, sports courts Indoor and Outdoor and free hotspot.

4.2 Findings

1) *Initial Activity*

After entering the classroom, the teacher gives a greeting, checks the condition of the class, and checks the attendance list. Then, the teacher starts the lesson by asking for a task, asks about the last material the teacher have taught and answers it. The students' response and attention during the opening of the lesson are almost all of the students are interested in answering/responding to the teachers and signaling that they are ready to learn, but there are some who are not ready to learn and appear ill.

2) *Main Activities*

Students pay attention the teacher carefully, although still, there are some students who chatted on the back. During the lesson, usually students ask questions critically and with excellent quality of question two to three times. During the lessons, there are two students that are making a fuss, the way the teacher reprimanded him is by gave him questions related to the material so his mind will back to focus on it.

The method used by the teachers are contextual, discussions and varied speeches. Teachers use learning media in the form of power point and video. In general, so the students will pay attention to the lessons teachers presented and pay attention to the teacher carefully. The duration of the lesson lasts 80 minutes.

3) *Closing Activities*

Learning activities ended by giving the students task to summarize pages 137-147 in the Social studies book, the assessment of student learning outcomes is done by looking at the discussions. Further, the teacher getting the students to think what are the benefits of studying the material that was submitted. The allocated time is 10 minutes.

5. DISCUSSION

Scientific approach to learning social studies in Labschool Junior High School Jakarta conducted with stimulating the students to perform the way a genius think. The genius applying creative thinking called COS, Creative Operating System. COS, that can be compared to Disk Operating System, the digital operating system for personal computers. With recognizing this system in ourselves, we will be able to integrate the differences of line of thought, job retention, and our world with the mind and the work of others.

One of the method to support creative thinking of geniuses are done by using metaphorming, namely the ability of linking between two or more subjects that may be for others have no relation, so that the others are not able to do so. Metaphorming concept according to Siler pursued through four phases of connection, discovery, creation and application.

For example in social studies lesson in grade VIII D at Labschool Junior High School that applying the scientific approach to metaphorming with the following steps:

- a. Fold the paper in half
- b. Fold the paper in half again
- c. Open the paper and draw a line to four and create a box in the middle
- d. Write the 4 noun, one noun in each box e. Write the nouns in each box provided (four words)

Teachers make analogies sentence that must be completed using a noun that has been written by students and ask students to make new sentences that are correct by replacing the words of the object. Corruption Is Like ... Because

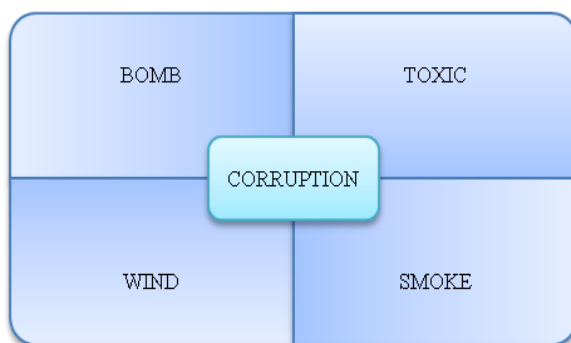


Figure 1. Application of Metaphorming

One of the themes in teaching Social studies in grade VIII is about the diversity in Indonesia. The teacher divides the group into:

- a. Social diversity
- b. Cultural diversity
- c. The diversity of languages
- d. Ethnicities
- e. Traditional Dances
- f. The traditional house

Once divided into several groups, students began working on a given task. The results of the answers to some of the group are as follows:

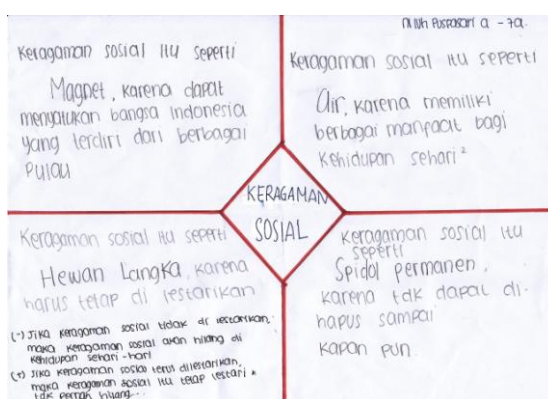


Figure 2. Answer from Group 1

Based on the figure above student analogize the social diversity as a magnet that can unite Indonesia, which consists of several islands. Furthermore, social diversity such as water because it has many benefits for everyday life. Endangered animals have meaning that if the social diversity is not conserved, then it will be gone. Social diversity can be figured also as a permanent marker that cannot be removed until whenever.

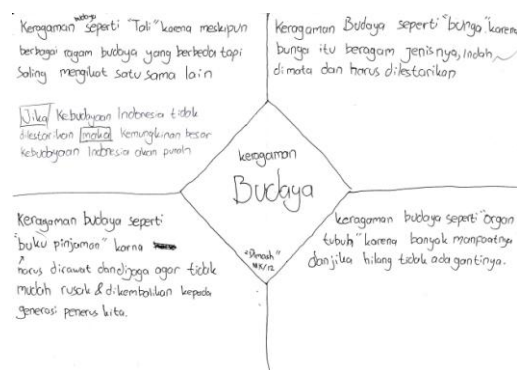


Figure 3. Answer from Group 2

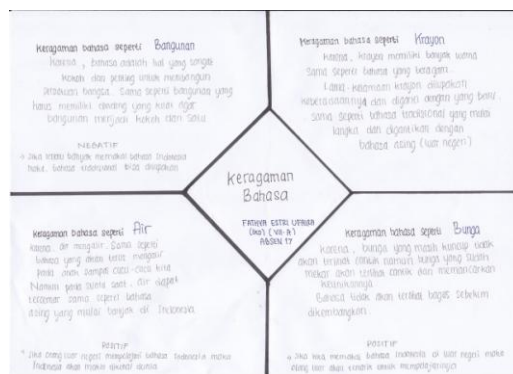


Figure 4. Answer from Group 3

The answers from group 2 and 3 also show the level of ability to think creatively. Based on the learning process, the scientific model approach to learning social scientific studies in Labschool Junior High are as follows:

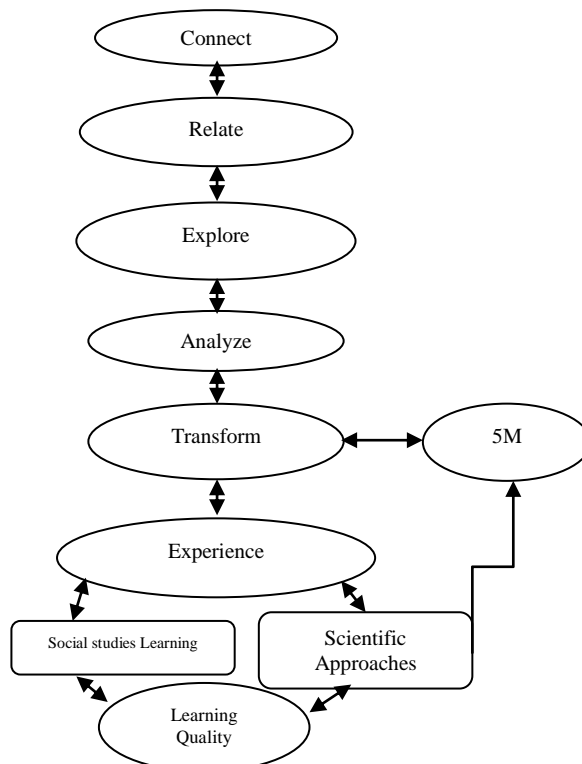


Figure 5. Scientific Learning Approach Model

4. CONCLUSION

Scientific Learning Approach Model of Social studies in Labschool Junior High School developed metaphorming model. The Scientific model approach can improve the quality of learning of social studies and scientific model approach also can be applied in any school.

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