

STUDY ANALYSIS OF THE NEEDS OF STUDENTS OF SMPN 16 SURAKARTA AGAINST THE APPLICATION OF INTEGRATED THEMATIC SOCIAL SCIENCES LEARNING TO ENHANCE STUDENTS' CRITICAL THINKING ABILITY

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ABSTRACT

This study aims to analyze the needs of students of SMP Negeri 16 Surakarta on the application of integrated thematic social studies learning. The research method used is descriptive analysis that is by analyzing the needs of students using a questionnaire towards the implementation of integrated thematic social studies learning. The results of a questionnaire based on the analysis of student needs are 87.5% of student answers requiring the application of integrated thematic social studies learning so that learning is more active and effective. Integrated thematic social science learning is essentially a learning system that allows students both individually and in groups to actively seek, explore, and discover concepts and principles holistically and authentically. In the thematic learning approach, social studies learning programs are arranged from various branches of science in the social sciences family. The development of thematic learning, in this case, can take a topic from a particular branch of science, then be complemented, discussed, expanded, and deepened with other branches of science. Thematic learning places more emphasis on the application of the concept of learning while doing something (learning by doing). Therefore, it is necessary to package or design learning experiences that will affect the meaningfulness of student learning. Learning experiences that show the relationship of conceptual elements make the learning process more effective so that it can improve students' critical thinking skills.

KEYWORDS: Integrated IPS Thematic Learning, Critical Thinking

1. INTRODUCTION

Education is a series of efforts in the process of providing information provided to students and is often interpreted and interpreted differently by people, depending on the perspective of each individual and the theory he holds. The purpose of national education as stipulated in Law no. 20 of 2003 concerning the National Education System, namely:

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state.

In the Law of the Republic of Indonesia, Number 20 of 2003 concerning National Education System article 3 also states that National Education in Indonesia functions to develop capabilities and shape the character and civilization of the nation which aims to develop the potential of students to become human beings who believe in and devote to God Who Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. To achieve these educational goals requires steps that involve a series of interrelated elements that are organized in a national education system.

In the whole process of education in schools, teaching and learning activities are the most important activities. The success or failure of achieving educational goals in schools depends a lot on how the teaching and learning process experienced and achieved by students as students. The teaching and learning process is a combination of the empowerment of resources which includes the elements of humanity, materials, facilities, equipment, and procedures that influence each other to achieve educational goals. Human resources involved in the teaching and learning process system consist of students, teachers, and other education personnel. Material resources include books, whiteboards, chalks, markers, teaching aids, and teaching and learning media. Procedures include schedules and methods for delivering information, learning practices, and examinations.

Good learning occurs through a process. A good learning process can only be created through good and proper planning. Learning planning is the main element in learning and one of the most important tools for teachers. Good teachers will always make plans for their learning activities, so there is no reason to teach in class without learning planning. A teacher must be able to create a dialogical teaching and learning process so that it can provide opportunities for the occurrence and/or implementation of an active, creative and enjoyable learning process for students.

The position of social studies teaching is so unique because it must prepare and educate students to live and understand their world, where the personal qualities and social qualities of a person will be very vital. At the junior high school level, Social Sciences subjects are consisting of 4 sub-subjects namely Geography, Sociology, History and Economics. The material is very complex and causes too many social studies subjects to be considered difficult, unattractive, and boring subjects. In fact, according to Arnie Fajar (Portfolio in Social Studies, 2004: 104) social studies learning is very necessary for the success of the life transition from childhood to adult life. Besides, in the context of forming the nation's character following the principles of Pancasila and the 1945 Constitution. The main objective of social studies lessons is to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards the improvement of all inequalities that occur, skilled Overcoming problems that occur every day either affecting him or others in the community.

Social studies is an integrated study material which is a simplification, adaptation, selection, and modification that is organized from the concepts and skills of History, Geography, Sociology,

Anthropology, and Economics (Sriyanto, 2014b; Puskur, 2001: 9). Social studies subject material is the use of concepts from social science that are integrated into certain themes. Skeel (1995: 11) explains that IPS (social studies) aims to help develop self-concept well, how to be part of a global and multicultural society, the process of economic, political and social socialization, building knowledge about the past and present as a basis for making decisions, build students' critical thinking skills.

In general, in teaching and learning in schools, problems that often arise are low student activity and reasoning, caused by a lack of student attention in learning, both in the classroom and outside the classroom. At school, there is only one-way communication by the teacher so students are less accustomed to opinions or ideas. Continuously, the culture is fostered and eventually embedded in students. One of the goals of the teaching and learning process in schools is the achievement of student independence, especially in learning. Students are expected to not only depend on the teacher but must be active in the learning process. The important thing in the teaching and learning process is the interaction between students, between students and teachers, the interaction will bring learning experiences.

In connection with problems in the field, that students' critical thinking skills in social studies subjects are still relatively low as seen from the passivity of student learning activities, low learning outcomes, and low desire to learn. From the facts found in the field, it is known that more students have low motivation in participating in learning, because the use of monotonous methods such as the lecture method, the question, and answer method, and the assignment method, so students are less successful in following the presentation material, which in turn has an impact in the low learning outcomes and students' critical thinking skills this will cause students to experience difficulties when faced with internal problems they face.

The implementation of learning that is based on thought processes, such as (1) learning processes that are directed at the formation of certain mental skills, such as critical thinking skills, creative thinking, and productive thinking, (2) learning processes that lead to efforts to create a learning environment that can encourage cognitive development so that students can develop optimally, (3) learning directed at efforts to help students be more aware of their thought processes, this learning activity emphasizes the use of learning strategies (Sharon, 2009: 12).

Understanding such learning concepts requires a more varied approach and learning strategy. This is intended so that students can truly benefit from learning the learning process itself. The benefits of learning in question are changes and differences in thinking, feeling, and the ability to act and gain experience in the teaching and learning process that has been passed. Thematic social studies is one alternative solution in learning. The thematic learning model is a learning model whose development begins by determining a particular topic as a central theme or topic after the theme is determined then the theme is then used as a basis for determining the basis of sub-themes from other related

fields of study (Fogarty, 1991: 54). Mone (2007a: 5) states that thematic learning is integrated learning that uses themes to link several subjects to provide meaningful experiences to students. Therefore according to (Ministry of National Education 2007a: 6) (1) by combining some basic competencies and indicators and subject matter, there will be savings because overlapping material can be reduced or even eliminated; (2) students can see meaningful relationships because learning content / material acts more as a means or tool, not an ultimate goal, (3) learning becomes whole so students will get an understanding of processes and materials that are not fragmented; and (4) with the integration of subjects, mastery of concepts will be better and improved.

Thus the application of integrated thematic social studies learning is expected to facilitate the learning process to re-stimulate students' critical thinking ability to solve all problems encountered both in the school environment and in the community.

2. METHOD

This type of research uses descriptive analysis that focuses on analyzing the needs of students towards integrated thematic social studies learning models. When the study was conducted in September-October 2019 with the subjects in this study were teachers and students of class VIII. The location of the study was conducted at Surakarta 16 Public Middle School. The sample in this study was obtained by purposive sampling technique. Purposive Sampling, which is a sampling technique by determining certain criteria (Sugiyono, 2008). The research methodology book by Kothari CR (2004) explains that in the Purposive Sampling technique, the sample is chosen deliberately which is considered capable of representing the whole to achieve the research objectives. In this case, the researcher took a sample based on field observations of the eighth-grade students who were considered quite good in the learning process. The data in this study were collected by observation, interview, and questionnaire distribution techniques. The interview instrument for teachers was used to obtain information on the results of Daily Tests for grade VIII students and the learning model used in integrated social studies learning. While the questionnaire instrument to students was used to find out views about the needs of integrated thematic social studies learning models.

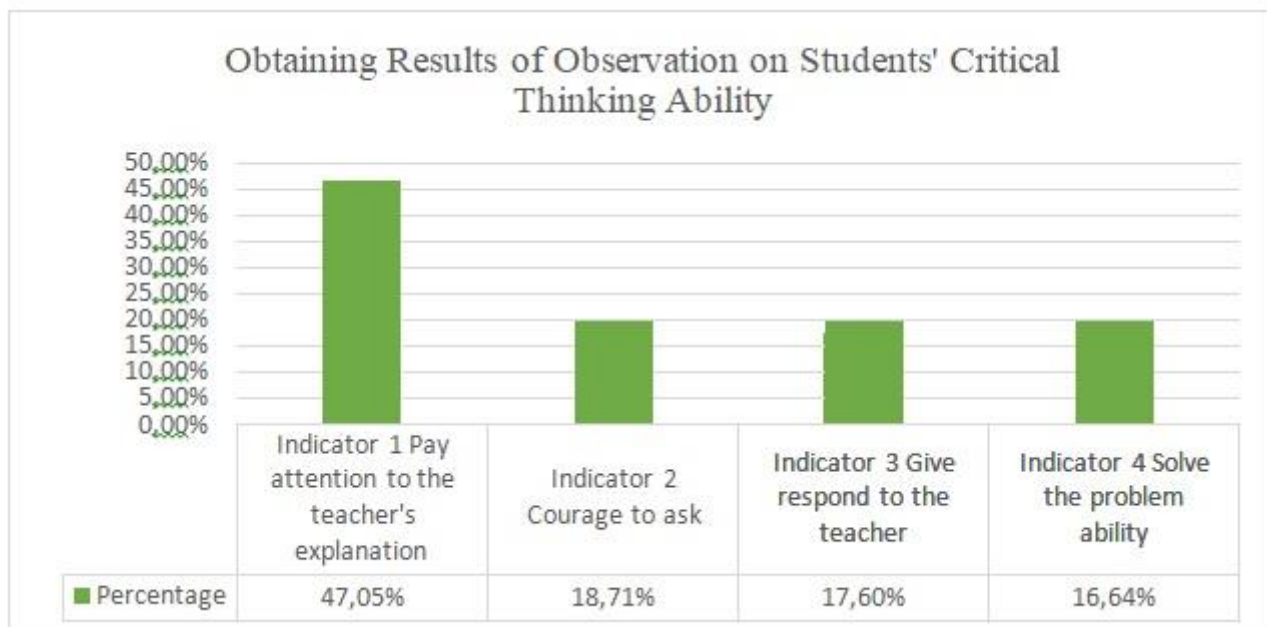
3. RESULT AND DISCUSSION

From observations made by researchers to the critical thinking skills of students in class VIII B can be seen in the table below:

Table 1. Critical Thinking Ability of Class VIII Students B

No	Indicator	Percentage
1	Pay Attention to the Teacher's Explanation	47,05%
2	Courage to Ask	18,71 %
3	Give Feedback to Teachers	17,60%
4	Solve the problem	16,64 %

Source: Observation results in the classroom on Tuesday, September 3, 2019



Based on the above table, it can be obtained from the following data from 32 students in one class. It shows that 15 students pay attention to the teacher's explanation or about 47.05%. Then only 6 students who dare to ask, or about 18.71%. And only 6 students who dare to give questions to the teacher, or about 16.60% and 5 students or 16.64% who can solve problems correctly. This means that only about 47.05% of active students out of 75% have become the standard of student learning activities in class. Some students just listen and listen to the teacher's description when explaining in front of the class, and then take notes, then work on the problems as group work. The lack of active students during the learning process shows that the lack of student activity in thinking. The low learning activeness of the students affects students' critical thinking skills which in turn will affect their learning achievement. The results of the data collection from the initial observation that the cognitive value of social studies lessons for VIII B grade students of SMP Negeri 16 Surakarta in 2019/2020 is shown in table 2.

Table .2. Student Achievement in Grade VIII B

Number	Score	Amount
1	Score 40	1
2	Score 50	11
3	Score 60	6
4	Score 70	8
5	Score 80	3
6	Score 90	3

Source: Pre-cycle test results (Daily test September 4 2019)

Whereas the Minimum Mastery Criteria (KKM) is set 75, so that only 6 students are completed or 18.75%, with the highest score of 90, the lowest score of 40 and the average score of 70.62. One of the causes of the lack of activeness of student learning towards Social Sciences lessons is that the teacher lacks optimizing strategies, models, learning media well and Information Technology (IT). In reality, schools still rely on the learning process with the dominant lecture method, so the learning process seems monotonous, teacher-centered and is only a transfer of knowledge activity based on curriculum completeness. The teacher does not create a condition that allows two-way or even multi-directional communication, from teacher to student and vice versa and between students that allows the growth of interest, activity, and motivation to learn. The teacher does not develop higher-order thinking skills (higher-order thinking). The purpose and implementation of learning to revolve more around the realm of low order thinking skills that contain knowledge and comprehension and less developed higher- order thinking skills which include application, analysis), synthesis (synthesis) and evaluation (evaluation). Based on this, students need the application of integrated thematic social studies learning to improve critical thinking skills. This is following the acquisition of the distribution of students' needs analysis questionnaire towards the implementation of integrated thematic social studies learning can be seen in Table 3 below.

Table 3. Analysis of student needs for the application of thematic social studies learning

Number	Known Aspect	Students' Answer (%)	
		Yes	No.
1.	Do you agree if it said that social studies learning has been fun?	62,5%	37,5%
2.	Is social studies one of your favorite subjects?	75%	25%
3.	Can the learning resources used by the teacher improve critical thinking?	34,38%	65,62%

4.	Are there any obstacles in your social studies learning process?	84,37%	15,62
5.	Have the teachers been implementing thematic social science learning?	9,37%	90,62%
6.	Do you need the implementation of integrated thematic social studies in the social studies learning process?	87,5%	12,5%

Source: Questionnaire analysis of student needs

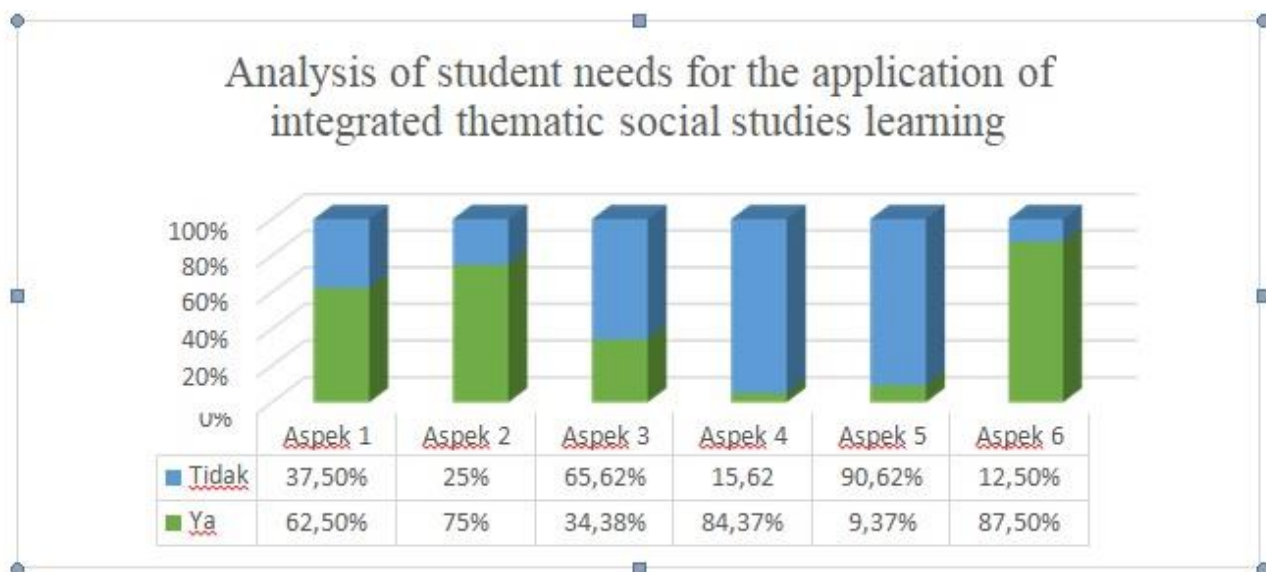


Figure 2. Diagram of the results of the questionnaire analysis of student needs for the application of integrated thematic social studies learning

Based on the diagram above it can be seen that 62.5% of students agree that social studies learning is fun, 75% of social studies learning is one of the lessons favored by students. But aspect 3, there are 65.62% of students said that learning resources have not been able to improve critical thinking. And in aspect 4 there were 84.37% agreed that there were obstacles in the learning process. The fifth aspect related to the application of thematic social studies learning 9.37% of students answered yes while 90.62% of students answered no. And in aspect 6 there are 87.5% of students agreeing to the implementation of integrated thematic social studies. Therefore it can be concluded that the application of integrated thematic social studies learning is rarely done, so that it affects the learning process, and causes the learning outcomes and students' critical thinking abilities towards social studies material to be lower. This condition makes Social Studies subject matter less attractive. Another condition that makes teaching materials in the social studies learning process needs to be developed is the fact that the lower the critical thinking ability of students in dealing with various problems faced.

Thus the thematic social studies learning becomes important to be an alternative solution in the learning process. Thematic social studies learning can give students the ability of social skills to ask questions, understand, and of course, address each issue more pronounced if the student learning process is meaningful and directly in touch with the community. Therefore, the application of integrated thematic social studies is very important because it can connect the learning process with the condition of students' social reality and social life with learning material. Given learning is the development of knowledge, skills, or attitudes obtained in schools with real life. The learning process that departs on needs and seeks to bring up phenomena that are in the environment of learners is expected to be able to provide usefulness and meaningfulness to the students themselves given.

Because in this era of globalization and information knowledge and diversity of skills are needed so that students can empower themselves to find, interpret, assess and use information, and give birth to creative ideas to determine attitudes in decision making. Whereas learning in the modern era requires the activeness of students in learning, while studies in the field show that students learn more if the lessons are satisfying, challenging, and friendly and they have a voice in decision making (DePorter, 2014: 54. Besides, the existence of the application of integrated thematic social studies methods will make students feel valued and be allowed to develop themselves according to their abilities. This research is conducted, in addition to improving learning patterns, it is also expected that students can be actively and interactively involved in the social studies learning process. a stimulus (bait) to students to be able to develop their mindset in understanding the problems that are in the environment where they are located, so the teacher is expected to have the ability to choose, determine, and use learning methods that can create conducive situations, such as so students can actively participate in the social studies learning process. In this case, the teacher has an important role to improve students' critical thinking skills in learning.

4. CONCLUSION

The application of integrated thematic social studies needs to be done in learning so that students have the basic ability to think logically, critically, be curious, solve problems, have social skills and understand their potential, and have commitment and awareness of social and human values.

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