

Teaching Multi-interpretation Material on Social Studies on Homogeneous Students

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Abstract—Arendt (1994) stated that teachers are exposed to heterogeneous student conditions, such as gender, ethnicity, religion, race. Therefore, it is necessary for teachers' ability to design learning on heterogeneous students. In Social Studies, we offer a variety subject that contained in particularly thing, which might be multiinterpretation if it thought to the multiple diverse students. These subject such as Social Deviation, Social Pathology, Inter-state Border's Conflict, Free-Trade, Indonesian contemporary history, and Cultural Hegemony.

Philpott, Calbough, McConkey And Thomas Turner (2011) stated that the controversy is menacing, because it could be breaking down the unity and social-bounding within community. McCully (2012), Buchanan (2011), Misco (2011), James (2009) asserted that there is a consequence if the multiinterpretation subject given in the classroom. The teacher has to be ready to handle the social-stability that could be happen.

The study was conducted at the junior high school in Pekalongan City, which has homogeneity in religion. The results showed that teachers did not distinguish the multiinterpretation materials in the social studies subjects, so that they did not design the material specifically.

Keyword: *teachers, social studies, junior high school, multiinterpretation matter*

I. INTRODUCTION

Teacher is the spearhead and the forefront of implementing education policy reforms in Indonesia [1]. At the level of learning in the classroom, the role of the teacher is also very dominant. Various studies show the influence of teachers on student learning outcomes is above 50% [2]. Because the role of the teacher is very large, it is often stated that teachers are the directors of the humanitarian and humanitarian processes through formal education [3].

In learning Social Sciences (IPS) teachers try to prepare students to play a positive role in society. In Gross terminology in [4], social studies teachers try to prepare students to function properly in a democratic society. This role can be maximized if students are accustomed to critical thinking through learning material that has various opinions or interpretations. This material is referred to as multi-interpretation material. Multiinterpretation has a

broader understanding than controversy. Both have an understanding of diverse opinions. However, controversy has an element of closeness to events, while multi-interpretation requires that there is no element of one's closeness to events.

Heterogeneity can be utilized by the teacher. Arendts (1994) stated that basically heterogeneity already exists around students. They have been distinguished on gender, race, ethnicity, nation, religion, and interests. IPS teachers can process elements of heterogeneity in social studies learning. In this context, the objectives of social studies learning are very relevant to the multiculturalism of the Indonesians. With social studies learning, students are expected to be able to understand the diversity of the Indonesian nation.

Social Sciences is different from monodisciplinary disciplines. IPS has integration between social science disciplines. Geography provides insights relating to regions, history provides insight into events that occurred in the past, economics provides insight into various kinds of human needs and sociology or anthropology provides insights relating to values, beliefs, social structures. Political science is more about examining the relationship between citizens and their citizens, as well as countries and their countries, and psychology discusses the psychological condition of a person or human being. Sociology and social psychology are the sciences of behavior, such as role concepts, groups, institutions, processes of interaction and social control. Intensive concepts like this are used in social sciences and social studies. In Indonesia IPS learning is formulated in 14 aspects, namely: (1) interaction, (2) interdependence, (3) continuity and change, (4) diversity/similarity/difference, (5) conflict and consensus, (6) pattern (patron), (7) place, (8) power (power), (9) trust value, (10) justice and equity, (11) scarcity, (12) specificity, (13) culture, and (14) nationalism.

Referring to basic competencies in the national curriculum in the field of social studies, there are several themes and materials that are multi-interpreted. Some of the materials are in the study of history, sociology, economics and geography, such as the problem of relocation of urban slums, forest management, material on contemporary Indonesian history, management of mineral

resources for development, free trade, and so on. These materials are very effective to grow the critical spirit of the students.

Several studies have been conducted in connection with the material for multi-interpretation in social studies learning. [5][6][7][8][9] and [10] saw multi-interpretation learning in relation to the formation of personality of students.

Pekalongan is one of 35 cities or regencies of Central Java Province. Pekalongan City is a coastal city with people who easily accept new cultures in accordance with typical Indonesian coastal communities. There were 16 public junior high schools in Pekalongan City with 84 social studies teachers. This paper discusses the efforts of teachers in Pekalongan City to design social studies learning on multi-interpretation material, especially in homogeneous schools.

II. METHODS

This research is a qualitative research with case study design. The research subjects were social studies teachers in Pekalongan. Informants have teaching experience in schools that are considered homogeneous, namely public schools. Thus, homogeneity is seen in the school's perspective. Sources of data obtained by using observations and interviews, as the opinion of [11]. Beginning with descriptive observations and interviews, data collection was continued with focused observations and structural interviews, and ended with selective observation and contrasting interviews. Data analysis using interactive analysis model Miles and Huberman [12]

III. DISCUSSION

In learning Social Sciences in Junior High Schools, teachers develop learning materials by referring to the teacher handbook given by the ministry. By comparing the materials in the student book, the social studies teacher then develops analysis of the subject matter and writes it in the school year and semester programs. In addition, the teacher also develops learning tools, in the form of syllabi and plans for implementing learning.

Syllabi development and learning implementation plans are carried out in accordance with the knowledge and skills gained through the 2013 curriculum training. The teacher learning tool has not been reviewed one by one in the Social Sciences MGMP forum in Pekalongan. These devices are only collected and examined by each school, through the principal or vice principal.

The syllabus model adopted from the ministry does not undergo a process of adjustment to the potential and conditions of existing schools. Syllabus is immediately used and applied in schools without going through the process of adjusting to the characteristics of each school.

In teaching social studies materials in junior high schools based on the national curriculum, the teacher refers to the handbooks which are available at each school and electronic school books from the book center. The books used in the schools studied varied, such as books from the

publishers of Erlangga, Yudhistira, Tiga Serangkai, and various Sciences. Learning resources in the form of books can be in the form of an electronic book that is used according to what is owned by each teacher who owns it by downloading.

Referring to the material contained in the book which is the teacher's handbook, actually some materials can be grouped as multi-interpretation material. Multi-interpretation is a condition where a material has several contradictory points of view, but these views have the basis of an equally strong argument. In other words, the material of multi-interpretation is material that gives rise to many disagreements that give rise to various kinds of views. Each version or opinion has a strong foundation. In simple language, Muessing in Solihatin (2012: 94) said that multi-interpretation is "something that is easily accepted by a person or group, but it is also easily rejected by other people or groups". However, the social studies teachers in the area studied did not consider some potential material as material for interpretation. "We immediately looked at the curriculum, then made the learning design, then taught according to the learning plan" (Interview with Teguh, Pekalongan Middle School Teacher). In line with this opinion, Karyono, Pekalongan 7th Middle School Teacher stated that "in learning, as far as he knows, teachers never sort materials. When teaching, they only teach right away.

In material that contains multi-interpretation, the material developed and taught by the teacher in learning is linear and tends not to cause debate. The material is taught only with one view or version only, so social studies learning tends to lead to one version. "We teach according to existing books" (interview with Runtut Wijiasih, teacher of Pekalongan Middle School 8).

IV. CONCLUSION

The teacher has not carried out the material analysis by separating the material that can be developed to grow the critical power of students because it contains multi-interpretative material. Thus, the learning that he does also uses a learning model that does not distinguish material. The teacher also has not distinguished students on the basis of diversity. They consider students to have similarities, especially in the same class. The researcher concluded that the organization of the social studies learning material was very dependent on the willingness and ability of the teacher.

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