

Needs Assessment Analysis of Social Science Learning in Primary School

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Abstract—The aim of this study is to explore the obstacles and needs in teaching the social science at primary school levels. A descriptive approach method was used in this research. The data collected were analyzed using interactive analysis (Miles and Huberman). The results show that: 1) the books used are not interesting enough as there are many materials and only few pictures, which encourage the students to think critically; 2) the learning tends to be teacher-centered where the teachers dominate the class with their explanation and has limited interactive session; 3) students tend to memorize the materials; 4) having limited teaching media, the teachers make the learning process become abstract, while primary-school students need to have activities which encourage their way of thinking from concrete into abstract. In conclusion, an innovation that suits primary school students' character is needed to create a meaningful learning process.

Keywords— needs; social science learning; primary school

I. INTRODUCTION

Social science learning in primary school must pay attention to the way of students' thinking from concrete to abstract. Primary school children between the ages of 6-12 years have the character that the social life is strengthened, in addition to the ability in cooperation as well as in terms of competing and peer group life, the more self-aware in addition to having the desire, certain feelings also grow a certain interest, the ability to think is still in the level perceptions and dependence on adults is getting less and less need of adult protection. The study of social science in primary schools needs to be optimized as a science that examines the society of human relationships with their social environment. This is because social science study becomes an educational program that integrates selected concepts from the social sciences and

humanities for the purpose of fostering good citizens. Social science study has an important role for students to gain knowledge and insight about the basic concepts of the social sciences, have sensitivity and awareness of social issues in their environment, and have skills to study and solve social problems.

The results of observations, which is conducted at SDN Jurangrejo 4 on the learning environment of social science subjects show that the achievement of the three aspects in social science learning is less. The problem lies in the learning method, the teaching materials used and the utilization of instructional media. The data show that facilities and infrastructures of this school are very supportive to develop interactive and innovative learning media, and can attract students to learn. It can be seen from the existence of supporting facilities such as LCD, computer and teachers who can operate the tool. However, from these circumstances of social science learning is still monotonous and many students do not pay attention because the material is difficult to memorize and is abstract to be understood. Teachers in the class explain materials based on the package books and occasionally use the media such as images, but it is insufficient learning received by students and makes the lessons of social science less interesting for them in learning and assumes that social science is a lesson that is difficult to understand. For example, the historical heritage of the Hindu-Buddhist and Islamic era in Indonesia is a vital way of introducing history and fostering a sense of preserving the historical heritage of Indonesia.

Suhana (2014: 3) asserts that the teacher as the reformer must continue to anticipate the building of students' learning culture, such as learning to know, learning to do, learning to

be, and learning to live together. The achievement of these changes is influenced by several factors, namely educators, students, the environment, and learning tools that include learning media and other tools. Talking about the use of media, it is in line with Garcia's research, et al. (2007: 615-639) entitled "Interactive Multimedia Animation with Macromedia Flash in Descriptive Geometry Teaching" states that teachers' concerns are expanding their class together with revolutions in the content and methods brought by the information about new technologies combined to offer students a more engaging, efficient and fun form of learning.

The utilization of good and adequate media are expected to stimulate students' mind, feelings, attention and interests so that the learning process can run well and exciting. As noted by Suyono and Nurohman (2014: 74), the purpose of media is to facilitate the occurrence of communication processes and to improve learning outcomes. One of the supporting media for social science learning is interactive learning multimedia. Interactive learning multimedia is a medium that can be used in teaching, teachers who have complete media such as voice, text, images, animations, videos can add and stimulate students in learning. The usefulness of Interactive Learning Multimedia (MPI) in the learning process is to overcome the limitations of space and time, clarify the presentation of messages, prevent verbalism, overcome students' passive attitude, make more interactive, creative and active independently, transmit messages more constructive and interesting. Moreover, Yuen and Liu (2013: 329-356) with their research entitled "A cognitive model of how interactive multimedia authoring facilities conceptual understanding of object-oriented programming in novices" point out that the cognitive model in interactive multimedia authoring (IMA) influences the cognition of students in object-oriented programming. It proves that the benefits of using media is oriented on the concrete way of thinking to the abstract.

This is relevant to the research of Poole (2013: 9-11) in the proceedings of the international society for the annual social studies conference proceedings under the title "Teaching About Asia in a Social Science Education Program," which addresses the social education teaching program in Asia. Further research is from Cummings (2014: 37-40) in the proceedings of the annual social studies conference proceedings entitled "Teacher Created Prescriptive Interactive Content (TCPIC), SAMR, and Modernizing Remedies in Social Science Education".

Associated with the phenomenon and problems of Social Science learning in primary school, this study is intended to know how the need for interactive learning media of social science in primary schools. The differences of this research from previous research lies in the subject of the research, and research aspects that focus on the barriers of social science learning.

II. METHODOLOGY

This research was conducted in elementary school of Jurangjero 4 in Sragen regency. This study was conducted for 5 months starting from April to August 2017. Research

activities include research preparation, data collection and processing, and the research reports. This research adopt a descriptive qualitative approach. Iskandar (2013: 189) states that qualitative research is conducted through a process that departs from the general to the conceptualization, categorization, and the description of the problem under investigation. The type of research used in this study is descriptive. In addition, Noor (2011: 34-35) also states that descriptive research is a study that attempts to describe a current phenomenon, events, events occurred.

Descriptive research intends to provide a description of a particular symptom, there is already information about the symptoms to be studied as intended in a research problem but not adequate yet. Descriptive research answers what questions with more detailed explanation in a research problem concerned. Data collection techniques used in this study are participatory observation techniques and in-depth interviews using the instrument as a guideline for both techniques. In collecting the data, the researcher uses a validated instrument. The data collected in triangulation techniques are to determine the relationship and the correspondence of the data. Then, the data were analyzed using interactive analysis according to Miles and Huberman.

III. RESULTS AND DISCUSSION

One of the main factors determining the quality of education is the teachers (Hartono and Sapetra, 2018: 126). The purpose of the primary school education process is to enable students to understand their potential, to have opportunities, to understand the demands of the environment, and to plan for the future on the most likely set of decisions for them. The ultimate goal of basic education is the acquisition of children personal development that can build themselves and take responsibility for the nation's development, be able to continue to higher levels of education, and be able to live in society and improve themselves according to their talents, interests, abilities and environment.

Learning media is a tool function in conveying information to the message recipient that the message can be conveyed. Media education can help teachers during the learning process takes. Susanto (2012: 4) argues that learning is an activity that a person deliberately performs in a conscious state to gain a new concept, understanding or knowledge to enable a person to change into a better behavior in thinking, feeling, or acting. As noted by Suyantiningsih, Munawaroh, & Rahmadona (2016: 1-13), the development of Curriculum 2013 is essentially based on future challenges, such as globalization, environmental issues, scientific and technological progress. Thus, this study focuses on the description of the needs both by teachers and students in implementing social science learning. One starting point in needs analysis lies in the use of interactive media in social science learning in primary schools. From the observation in class V on April 23rd, 2017 in SD N Jurangjero 4, it is apparent that there are still many problems in terms of media needs in social science learning, because the teachers have difficulty in conveying subject matter in the class. The lack of supporting facilities in learning makes the

materials look abstract and difficult to understand. As a sample is teachers and students who learn about the historical relics of Hindu and Buddhist kingdoms in Indonesia. Teachers only use lectures and students just need to listen, or occasionally teachers do question and answer to them. Students who sit in the front and back do not pay attention to the teacher, chatting with their own friends or even many are sleepy. One of the social science materials that need an interactive media is the material of historical relics of Hindu and Buddhist kingdom, because it is less effective if the teacher explains to the students using only lecture and question and answer method. Students just imagine what their historical forms look like without seeing concretely with the help of learning media. That illustration can be seen in the picture below:



Figure 1. Teacher teaches in the classroom.

Subsequent finding of teachers is that delivering lesson material in the classroom has difficulty. A learning activity can be taken on the material about the unity of the Republic of Indonesia. If the material is not supported by the concrete media in learning, it will make the material look abstract and difficult to understand by students. Teachers in the classroom describe materials based on package books and occasionally use image. Students who pay attention look less understood. In the historical subject of the Hindu-Buddhist and Islamic era in Indonesia, students are less attention and many of them are sleepy and make some noise because teaching is dominated by lecture method. In addition, based on the observation of learning activities indicate that the teacher has prepared the implementation plan of social science learning before the learning activities take place. In this case, it shows that the preparation of teaching and learning activities starting from the initial activities, core, and end activities of learning are in accordance with existing rules developed in the learning. However, in core learning activities not all of them use appropriate learning media. With these conditions affect the process and learning outcomes are less than the maximum. In the subject of social science-based curriculum, the level of educational unit looks a lot of writing, a little illustration and less attention to students. In the learning process activities found that students are passive and only listen to the explanations from teachers. Learning is also classical based without involving students in cooperation or discussion. In addition, teachers have difficulty when delivering material that is not a field of knowledge. Teachers are required to be able to

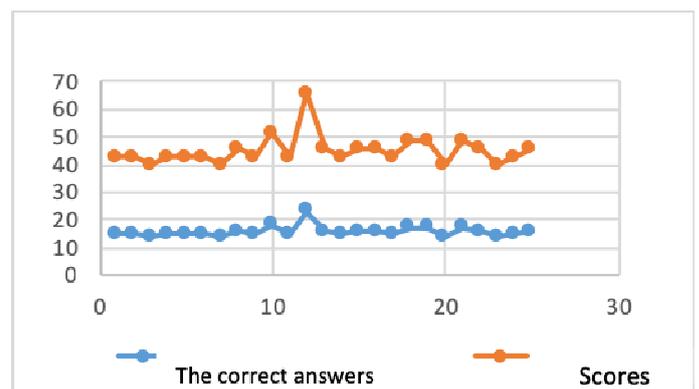
deliver social science materials with limited time. In addition, the use of varied teaching methods of social science cannot be applied. In addition, besides teachers' factors, there are students' factors that not all students are ready to follow the lesson and they have less enthusiasm on social science.

In the in-depth interviews, it was found that teachers are less to use IT-based supporting facilities for abstract subject matter. That is because they pursue the achievement of every basic competence with the limited time available. Teachers sometimes do not master the subject matter to be conveyed. Furthermore, in the social science materials that tend to rote the students are easily drowsy and less attention to the material presented. With the limited use of learning media that can include material, place and time resulting in low achievement of students' ability. It can be seen in the following table and diagram:

Table 1. Students' Scores.

No	Correct Answers	Scores
1	15	42.9
2	15	42.9
3	14	40.0
4	15	42.9
5	15	42.9
6	15	42.9
7	14	40.0
8	16	45.7
9	15	42.9
10	18	51.4
11	15	42.9
12	23	65.7
13	16	45.7
14	15	42.9
15	16	45.7
16	16	45.7
17	15	42.9
18	17	48.6
19	17	48.6
20	14	40.0
21	17	48.6
22	16	45.7
23	14	40.0
24	15	42.9
25	16	45.7
Total Scores		1125.7
Average		45

With a range of values can be seen in the diagram below:
The Test Scores of Social Science



The results of this study are relevant to the research of Sumantri, Bayu, and Sugiarta (2016: 192-197), which discussed the needs analysis in the development of a transformative multicultural education model in social science teaching in primary schools. In the study found that: (1) the barriers in social science learning are the limited ability and instructional skills of the teachers themselves; (2) the limited learning facilities and infrastructure can serve as a multicultural social learning media; (3) the relatively large number of classes Normal limit with students above 45 people is very difficult for teachers in learning services and manage the class; (4) models of learning multicultural education in the school is very limited.

Social science materials in elementary school with the concept, understanding, and abstract principles, need to get serious attention to make learning more meaningful. The meaningfulness of this learning objective will be better and more effective when the teaching materials and tasks are perceived intimate, and touching the students. The purpose of Social Science Education in Permen No. 22 year 2006 on Content Standards is clearly defined that the objectives of social studies subjects at elementary/ junior secondary education levels are to recognize concepts related to the life of the community and its environment, to have basic skills for logical and critical thinking, curiosity, inquiry, problems solving and skills in social life, to have commitment and awareness of social and human values, to communicate, cooperate and compete in plural society, local, national and global level.

The next relevant research result is the development of social science learning in primary school based on prescription component display theory (CDT) by Hidayanto (1999: 140-149). He finds that the implementation of social science learning is the difficulty of teachers to produce learning methods or models and media that are effective and targeted. That is because social science material are fairly complex and abstract to be understood by reading.

This research also has relevance with previous research by Rochaningsih and Masruri (2015: 42-54) that using jigsaw method with media aid is to improve cooperation skill and social science learning result. The research aims to improve (1) cooperative skills, and (2) social science learning outcomes. The sample of this research consisted of 20 students of class VIII F SMP N 1 Piyungan in the 2013/2014 academic year. Data collection techniques used were observations, tests, and field notes. Data analysis used was descriptive quantitative. The results of the study are as follows: (1) the improvement of students' cooperative skills after applied Jigsaw method with the help of picture media and pictorial article. In cycle I, students' cooperative skills with good criterion 65% increase to 90% in cycle II; (2) the increasing of social science learning outcomes. In cycle I with image media and group division based on academic achievement average of learning result are 73.75, and 50% learning result completeness. In cycle II with media of pictorial article and group division based on academic achievement average and gender diversity increase to 84.75, and 95% learning mastery.

Besides, in the research is found problems in learning social science that social science learning in class VIII F SMP N 1 Piyungan does not use media in accordance with competence, and the learning is still text book oriented. Students' cooperative skills are still low. In the process of learning by using discussion method has not done task division cooperatively. So that students just feel confused with what they do in discussion. Teachers are often overwhelmed in forming discussion groups, because students only want to be a group with their intimate friends. Therefore, teachers often ask them to make their own group, so there are some of them who do not get the group. Generally, those students have low academic ability.

Relevant research by Jamrut and Aman (2014: 142-154) intended to improve social science learning outcomes through the implementation of CTL with media-assisted GI method. From the results of this study, it is known that social science learning should involves students actively in the learning process. Effective learning should be able to encourage students to be actively involved in order to get maximum results. In the learning process, they are directed to identify, formulate problems, find and discover facts, analyze, interpret, and draw conclusions. The learning that matches the characteristics of social science is the learning that connects students with the real-world life.

In addition, from the results of the research above, the barriers of social science learning before the experiment is conducted that teachers have not optimally grown critical, active and polite attitude. The teaching learning process is more teacher-centered, the students only record the subject matter. They are less enthusiastic in following the learning activities. Social science learning does not utilize the surrounding natural environment as a medium. This condition is not able to be identified by the teacher so that this lesson becomes something that does not mean. Teachers who fit the 21st century challenge are those who are able to read situations and conditions, utilize all learning resources, use instructional media, use creative, innovative, meaningful and fun learning models, methods, techniques and approaches.

Solutions with the most abstract learning material circumstances need to be supported using appropriate media or props. Interactive learning multimedia is used by the teachers who have complete media such as voice, text, image, animation, video that can encourage and stimulate students in learning. Useful Interactive Learning Multimedia (MPI) in the learning process can be used as a medium of learning. However, a better program used is a program that presents interactive multimedia. This interactive element can invite students to be active in learning. One of the programs that can be used is Adobe Flash. The specialty of this program is presenting a variety of media such as sound, texts, animations, images, and videos that are more flexible, and can be designed according to the school needs.

The important use of media as a tool in the learning process overcomes the limitations of teachers' ability. It is realized by all teachers that instructional media is needed in social science learning, because one of the characteristics of

social science is past and abstract event, therefore, in order that the description of each event is clearly acceptable to students, it needs teachers' skills in developing and using instructional media. One of them is learning with the help of interactive multimedia. By changing the material that is still abstract to be more concrete, students can understand the information related to some questions using what, when, who, where, why, and how. Through interactive learning media, learning is not boring, students are able to absorb exemplary values that can be applied in everyday life. This teachers' understanding means that social science teachers are required to apply various learning models and develop appropriate learning media. The use of learning media through social science needs necessary learning preparation also supported by adequate infrastructure facilities, and can create the environment as a learning source so that the characters values developed in social science learning can be real (contextual) in accordance with everyday life. This learning needs to be adapted to daily life because it contains character education that must be actualized. Social science learning has important relevance to the character formation of the nation. Social science learning is expected to lead students to be critical and democratic citizens, uphold the independence and love of the homeland, have tolerance and respect for others, wisdom and social intelligence (Sadono & Masruri, 2014: 73).

A factor affecting the lack of using learning media such as interactive learning media is the unavailability of the media in the field. Even if it is created, the teachers do not master the technique of creating the media. Meanwhile, the procurement of instructional media that bring the students closer to the subject in social science material is needed. Good learning media are expected to cover aspects of vision (visual), hearing (audio) and motion (motor). It aims to facilitate the students in understanding the material so that they are able to embed the concept contained in the subject matter. The more sensory students involved in the learning process, the easier it will be for them to learn and become more meaningful.

Each student has differences in aspects of intellectual, psychological, and biological. These three aspects give birth to a variety of students' attitudes and behavior in school. It is also what makes the teacher's work in managing the class well and determine the appropriate learning media. Besides, to the selection of appropriate learning approaches, it is also necessary to utilize some of the existing educational media and seek the procurement of new educational media. In order to increase students' understanding of social science, teachers can make variations in teaching and learning process, one of them through the use of interactive learning media. The above explanation corresponds to research on the development of interactive multimedia with a scientific approach to civics learning by Candra and Masruri (2015: 109-114). The research proves that its results indicate that: (1) interactive multimedia with scientific approach on the lesson of civics in senior high school has been successfully developed; (2) media quality based on validation of media experts, with an average of 4.16 (good), quality of learning materials based on material expert validation with an average is 3.95 (good), based on students'

judgments on media, material and learning aspects with an average score is 4.13 (good). Thus, the media developed are feasible to use; (3) students' cognitive learning outcomes increase from 69.6 to 93.1 (94.4%) (very good). The results of this study show that interactive multimedia products developed are feasible and effective use for learning Civics with scientific approach in junior high school.

Another research by Suyantiningsih, et al. (2016: 1-13) presents that the success of interactive multimedia also affect students' learning outcomes and character. The results of the study are based on observational results in the preliminary study, it is known that character education has not been internalized in the learning process at school, although most teachers understand the importance of character education, but they are still confused how to implement it. The use of interactive multimedia is able to integrate students' character education. It is known that the use of interactive multimedia is able to improve their cognitive abilities.

Teachers have an important role to the success of students, especially in primary schools. Students will learn anything taught by the teachers. If teachers do not develop students' skills holistically and do not provide high-level skills to students, they will not learn the skills (Pujiastuti, Kawuryan, and Ambarwati, 2017: 189-190). Therefore, the teacher should be able to develop students' ability in the affective, psychomotor, and cognitive aspects by considering the principle of teaching material selection, learning model or methods and media used. Principles in the selection of learning materials and media that are effectively and efficiently cover relevance, consistency and adequacy principles. The principle of relevance means that learning materials should be relevant to the achievement of standards and basic competencies. The principle of consistency means that there is a constancy between instructional media and basic competencies that must be mastered by students. The principle of sufficiency means that the material taught through the media should be sufficient and helps students master the basic competencies. Basically, Learning is a system or process of teaching that is designed, implemented, and evaluated systematically so that students can achieve the expected learning objectives (Fanani and Kusmaharti, 2014: 2).

IV. CONCLUSION

In conclusion, social science still has some obstacles and needs. Needs and obstacles are among the others: 1) In terms of textbooks used are less interesting because a lot of writing and a little image that support students to think critically; 2) Teachers tend to lecture and question and answer in the learning process; 3) Students in learning tend to memorize lesson material, and and are sleepy during the learning process; 4) Students are less enthusiastic in learning Social Science; 5) the limitations of using learning media by the teachers, learning materials become abstract for students whereas students' elementary school learning should pay attention to the development of their thinking from concrete to abstract. These obstacles must be resolved immediately by improving the learning process that utilizes visual aids or

learning media such as multimedia and textbooks. By the innovations of learning in accordance with the characteristics of primary school, students are able to create meaningful learning. One of the innovations that can be used is the use of interactive media, because the characteristics of complex social science learning related to the history and events are abstract. If the teacher use media in teaching social science, the abstract material will be more concrete to the students.

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