

Development of Students' Competencies in Social Studies Learning by Using the Field Trip Method in Junior High School

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Abstract—Social study learning is very important learning in developing students' intelligence, especially in shaping their emotional intelligence. The development of life in conditions of globalization, the emotional intelligence of students is defeated by the rapid technological advances. Most students have become the object of the presence of technology so that social care for the environment, family, and even fellow friends begins to decrease. Social studies learning present new breakthroughs to overcome these problems through social studies learning through field trip methods. This method is done to reduce the boredom of students who follow learning in conventional ways, so that it will also divert students to pay attention to the real world rather than cyberspace. This paper is intended to analyze: (1) the relevance of the use of field trip

methods in achieving competence; (2) relevant field trip objects; (3) the potential for the use of tourism work in increasing students' awareness of the environment; (4) field trips can support teachers' efforts in achieving students' competency in social studies subjects. This study uses a qualitative approach using document analysis methods. The results of the study describe the relevance of the use of the field trip method in achieving student competence in the domains of the positive, affective, and psychomotor in social studies learning. The use of field trips must be supported by the selection of relevant objects in studying and analyzing social issues in the concepts of social studies that students can do.

Keywords—*Social Studies, Field Trips, Junior High School*

I. INTRODUCTION

Social Sciences Learning (IPS) which is often found in implementation is far from ideal. The purpose of social studies learning is to shape students' attitudes or character in order to solve social problems, have critical and analytical thinking skills, have social skills, be able to work together and can compete in a pluralistic society. However, the learning process that has only relied on the textbook as the only source of learning has reduced the learning objectives of

social studies, so students do not really understand the real social life. That is because the description of the social studies material in the teacher and student handbook is more cognitive. Examples of social facts that are used to explain the materials are outdated or not actual because the events have long passed, even overriding the actual problems that occur around the environment. Often in learning examples of facts even irrelevant and does not exist in the social environment of students. Therefore, it is not surprising that students memorize the social

studies material in the book but cannot understand the meaning of the memorized material, let alone implement it in their daily lives.

Social studies learning are not intended to fill students' memories with various facts and materials that must be memorized, but rather to foster a mentality that is aware of the responsibility for their own rights and obligations to society, the nation and state. In this case it means that social studies learning is an attempt to implement theories, concepts, principles in social science to examine experiences, events, symptoms, social problems and other activities that actually occur in the community.

Learning should try to connect social studies subject material with actual events that occur in the environment around students to support or strengthen students' understanding of the material that has been outlined in the curriculum, and even expected social studies learning can increase student attractiveness because the material is relevant to events that occur in the student environment. The link in the social studies learning process, teachers tend to use the lecture method to deliver the material because it is considered easier in managing the class and its organization. Such learning does not prepare students to be able to live in society but students learn about society instead of learning how to live in a society. Because social studies learning is essentially learning to solve problems, thus the focus of attention in the actual discussion of social studies lies in efforts to develop application capabilities and find alternative solutions. In this case the teacher must be able to choose the right approach and method of social studies learning, adapted to the subject and its purpose so that learning that is verbal and rote can be avoided.

One method that gives learners experience in learning is the Field Trip method. Through this method, students can link their knowledge about the real world with the material learned in class, this method will cause more intensive attention and involvement because of discussions regarding the social environment of students [1].

Involvement of students directs the occurrence of meaningful learning processes, in the form of linking new concepts with old concepts that have been stored in their cognition [2]. Sharing experiences from field visits allows students to reflect together on common experiences and enhance learning outside of personal relationships that can be done by each student [3]. In social studies learning in the 2013 Curriculum in Indonesia began to see students in a broader perspective. Social studies have given attention to the psychomotor (social skills) and affective domains. Through the study tour study method in social studies learning will bring students closer to the object of social studies study. In the perspective of competencies expected in social studies learning, this study aims to analyze the potential of using the field trip method in achieving the competency of students in social studies subjects in junior high schools.

Several uses of the field trip method have been applied to social studies learning in Indonesia, as contained in the following publications; The use of field trips influences students' cognitive achievement [4], [5], [6], [7]. The Travel Work Method also contributes to fostering Student Social Interaction [8]. The use of the field trip method in social studies learning is also associated with increasing student interest in learning in social studies [9]. So far, from some of the results of the study, it has not revealed how the use of field trip methods can reveal the potential of students that can be developed in junior high school social studies learning, especially by analyzing the competencies expected from junior high school social studies learning in accordance with the current curriculum in Indonesia, namely the curriculum 2013.

This research focuses on the potential application of the field trip method in achieving student competencies in social studies subjects, including: 1) analysis of the relevance of the use of field trip methods in the curriculum competencies of junior high school social studies subjects; 2) identification of the types of objects

used in applying the field trip method in social studies learning.

II. METHOD

The method used to answer research questions using qualitative methods using analytical techniques. The documents used as the main data source are curricula documents that elaborate Core competencies (KI) and Basic competencies (KD) which are the demands of students in Social Sciences subjects of junior high school in the 2013 curriculum. Data obtained from competencies are developed in the subject matter and achievement of these competencies analyzed through learning activities that use the field trip method.

Learning by the field trip method can be designed for the purpose of providing direct experience, stimulating interest and motivation in deepening science, strengthening the relevance of the learning process with learning objects, strengthening observation and perception skills and encouraging students' personal social development [10]. Relation to the perception of expertise to develop social personal [11]. Field Trip can be an experience in building students' initial knowledge and enabling students to develop high understanding and motivation to learn [12]. Through Field Trip students can interact with real learning objects. With various uses of Field Trip, it can be concluded that the use of this method can be used by teachers in developing the potential of students, especially in achieving students' cognitive, affective and social skills.

III. RESULTS AND DISCUSSION

In the 2013 Curriculum in Indonesia in general student competencies in subjects are broken down into four types of competencies, namely; Core Competencies (KI) 1 spiritual attitude, Core Competencies (KI) 2 social attitudes, Core Competencies (KI) 3 Knowledge, and Core Competencies (KI) 4 Skills. In these competency subjects, it will break down in more detail into basic competencies (KD) which break down in more detail Core competencies into more specific parts. In junior high school social studies subjects look like below:

The formulation of the Competency of Spiritual Attitudes is "appreciating and living the teachings of the religion they hold". The formulation of social attitude competency is "showing honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, and confident in interacting effectively with the social and natural environment within the reach of relationships and existence". Both of these competencies are achieved through indirect teaching (indirect teaching), through modeling, habituation, and school culture, taking into account the characteristics of subjects and the needs and conditions of students [13].

In the Core Competencies 1 and 2 of the social sciences at junior high school at grade VII, VIII and IX, there was no difference. The difference at each level is seen in core 3 competencies which include aspects of knowledge and 4 that include aspects of student skills, which break down into basic competencies at each core 3 and 4 competencies.

Table 1. Basic Competencies

Grade	Summary of Basic Competencies in KI 3	Summary of Basic Competencies in KI 4	Learning resources Environment that can be Utilized
VII	Understanding the concepts in social studies (location, potential, climate, physical form of the earth and social interactions in the space) identify the facts of the concept including its influence on human life in various social and historical aspects (changes and continuity in each period)	Explain, concept and present and decipher the identification of social science concepts in a synchronous and diachronic perspective	Physical environment Social environment
VIII	Examine the concepts in social studies (changes in spatial, social interaction in space, advantages, limitations of space and changes and continuity) and analyze the facts of the concept which includes its influence in the sustainability of life in various social aspects and national life and ASEAN countries and changes from time to time until the growth of nationalism	Presents a study of the concept of social studies (changes in spatial, social interaction in space, advantages, limitations of space and changes and continuity) and their effects on life in various aspects of life in synchronous and diachronic concepts	Physical environment Social environment
IX	Examining concepts in social studies (changes in space and interactions between spaces. Interrelationship between spaces) and analyzing facts that occur in various aspects of social life and nationality.	Presents a review of concepts in IPS in a synchronous and diachronic perspective	Physical environment Social environment

Studies in junior high school social studies subjects aimed at learning aim at achieving competence in the cognitive, affective and psychomotor (social skills) domains. So that the competencies described above show their very urgent needs in linking social studies studies that include concepts in social science with facts in the environment to produce conclusions in the form of analysis expected in achieving student competence in the cognitive domain. In addition, the competency allowance in the psychomotor domain in social studies in junior high school students strives to achieve the results of the analysis in the form of written reports. So it can be concluded that social studies learning that must

be sought by the teacher by utilizing the environment directly involves students in the situation to be able to achieve the competencies expected earlier.

Utilization of environmental learning resources is done by the field trip method; the research analyzed the relevance of the use of field trip methods through analysis of student basic competencies, learning activities, location and utilization that can be obtained. Activities in the use of the field of tourism are carried out through observation and field interviews in the form of social situations and artifacts. The following table

will illustrate the forms of surrounding use in the form of field trip methods:

The Field Trip method is used, at the location (site) that is visited, students can feel the situation directly that they did not feel in class. Social sites allow students to reach cognitive levels because of the direct experience they feel while on the site visited. As an example in visiting social situations that occur in a traditional market, students can analyze the causes of bargaining between sellers and buyers due to the existence of the same type of goods sold by many traders, in this case the traditional market will be different from the market situation modern students also observed. In addition to the aspects of cognitive achievement, affective aspects are also obtained by students through field trip; students can observe positive behavior that the teacher wants

to transform through learning. And finally in the psychomotor aspect (social skills) by conducting Field Trips, social studies students can make this method to train students' social skills as long as they do this method on a site, such as training how students practice their courage and skills in communicating with people while interviewing to collect data.

Based on the table of linkages of activities and benefits gained from field trip activities it can be concluded that even this method is very relevant from studies in social studies in junior high school subjects. In addition the method of the work of the wizard in assisting the efforts of teachers in achieving student competence in various aspects of the educational realm contained in social studies learning.

Table 2. Use of the Surrounding Environment as a Field Trip Method

Activities	Location	Benefit
1. Learners analyze the relationship between physical potential and utilization made by the community through observation and interviews	1. Agricultural land, plantations, and mine sites and tourist sites,	1. 1Students can understand the concepts learned through the facts found at the field trip
2. Analyzing the impacts of social development in the physical environment in the socio-cultural and economic aspects through observation and interviews	2. Market	2. Students can produce analyzes based on the findings at the site of the tour.
3. Analyzing the results of community activities in the form of artifacts through observation and interviews	3. Cultural and historical sites and artifacts Situasisosi aldanbudayadala msuatumasyarakat	3. Participants can identify factors that influence social activities that are influenced by the physical environment as shown by the object
		4. Learners can conduct a causal analysis arising from aspects that are the result of interrelationships between the physical and social environment

Discussion

The teacher's concern in achieving the learning goals as planned by the teacher, but to the optimal realization of the learners' personal potentials. The field trip method allows the teacher's effort to be able to help translate all teaching and learning activities into learning experiences that are personally meaningful and become students'

personal property through activities in the environment.

The use of the environment as a source of social studies learning through field trips in the learning process is very important, because the environment is a source of learning that is very rich with the knowledge and experience of students themselves. The environment as a medium and source of learning is all conditions

outside of students and teachers both physical and non-physical that can be an intermediary so that learning messages are delivered to students optimally. So that any environment that is intentionally used in the learning process can be referred to as a learning medium [15].

Utilizing the surrounding environment by bringing students to observe the environment will add balance in learning activities. This means that learning does not only occur in the classroom but also outside the classroom in this case the environment as a source of learning that is very influential on the development of social and cultural skills, emotional and intellectual development. According to Usman [15] in field trips can be applied in learning when: 1) will give a clearer understanding of the subject matter or discussion by seeing or visiting objects or their actual location; 2) to awaken a sense of love and foster a high level of awareness in the child's self of the environment and the motherland as God's creation; 3) to encourage children to get to know and analyze environmental problems properly and thoroughly [15].

IV. CONCLUSIONS

The use of field trips in social studies subjects can help teachers in achieving student competency in accordance with the 2013 curriculum. The field trip method provides benefits in helping students understand concepts and conduct analysis of facts contained in the physical environment and social environment as the location of this method is applied. The relevance of the use of the field trip method can be demonstrated through the accuracy of the activities that can be carried out in social studies learning and the selection of appropriate locations in carrying out social studies, the target of this method can achieve cognitive, affective and psychomotor aspects in developing the potential of students in social studies learning. The application of this method by the teacher is a form of effort in linking each social studies learning that discusses the study of concepts in social studies in the classroom and the social

reality observed and interpreted by students through field trips.

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