

The Performance of Social Studies Teachers in Junior High Schools in Palembang-Indonesia and Lampung-Thailand Implement Their Social Studies Curricula

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ABSTRACT

This research aims to determine the performance of social studies teachers in Indonesia and Lampung. The researchers conducted observations on social studies teacher respondents whom each school was represented by a social studies teacher in their respective schools in carrying out the social studies learning process. The observation uses an observation sheet that includes the opening stage, the core stage, and the closing stage. Each stage consists of preparing physically and mentally students, motivating students, delivering perceptions, delivering learning objectives, delivering material coverage. Furthermore, this activity includes activities retention of material, learning model/approach/strategy, and evaluation activities. In an average performance of teachers in teaching and learning social in junior high schools in Palembang-Indonesia and Lampung-Thailand are "good," in the open stage, most of them have prepared students physically and mentally motivate students to deliver apperception delivering learning objectives offering material coverage, and mentally motivate students to deliver apperception delivering learning objectives offering material coverage

Keywords: *Social Studies, Thailand-Indonesia, Social Studies Curricula*

1. INTRODUCTION

The main purpose of this social studies learning is to nurture learners into citizens who are able to take decisions democratically and rationally acceptable to all groups within society¹. The details of social studies subjects are aimed at learning the students: know the concepts related to the life of the community and the environment; has basic skills for logical and critical thinking, curiosity, inquiry, problem solving, and skills in social life; have commitment and awareness of social values and humanity have the ability to communicate, cooperate, and compete in a pluralistic society, locally, nationally, and globally². Scope of social studies subjects include the following aspects: spatial and connectivity between space and time; The change of

Indonesian society in pre-Ramadhan, Hindu-Buddhist and Islamic times, colonial era and the growing spirit of nationalism, the period of independence movement up to the beginning of reform; Types and functions of social, cultural, economic and political institutions in society; Human interaction with the natural, social, cultural, and economic environment.

The learning process adopted in the 2013 curriculum is the scientific process approach. Some of the skills that are fostered are: thinking skills that are ability to describe, define, classify, hypothesis, generalize, predict, compare and contrast, and give birth to new ideas; Academic skills include reading, examining, writing, speaking, listening, reading and interpreting maps, outlining, graphing and making notes. Research skills are defining problems, formulating a hypothesis, finding and retrieving data related to the problem, analyzing data, evaluating hypotheses and drawing conclusions, accepting, rejecting or modifying hypotheses appropriately. Social skills are the ability to work together, contribute to group assignments and discussions,

¹ Jaenudin, R., Chotimah, U., Farida, F., & Syarifuddin, S. (2020). Student Development Zone: Higher Order Thinking Skills (Hots) in Critical Thinking Orientation. *International Journal of Multicultural and Multireligious Understanding*, 7(9), 11-19.

² Chotimah, U, Jaenudin, R., ., Farida, F., & . (2020). Concept of Social Studies Curricula in Junior High Schools in Indonesia and Thailand *Journal of Multicultural and Multireligious Understanding*, 6(9), 952-963

understand non-verbal signs conveyed by others, respond to problems, reinforce the strengths of others, and demonstrate the right leadership.

Social studies in Indonesia is an integrated. Integrated learning is as an activity of teaching activities by combining or relating some subjects in a theme, which can be studied by students either individually or in groups. This means in accordance with the characteristics of teaching activities by combining or relating some subjects in a theme, which can be studied by students either individually or in groups. This means in accordance with the characteristics of integrated learning developed from the Ministry of Education³.

Teaching Strategies for the Social Studies: Decision-Making and Citizen Action (5th Edition) Hailed for its focus on values and educating future citizens, this text concentrates on the principle that children need to learn the basic information about the social sciences through constructivist inquiry. Subsequently, they need to learn how to think critically and make solid decisions about that information in order to become good citizens. The text stresses that humans will always face personal and social problems, and that all citizens should actively participate in the making of civic and public policy. Enables student teachers to create a classroom environment which fosters just that - civic interest and reflective decision- making.

The learning of social studies has a vital role in character education. Therefore, it is necessary to make improvement and upgrade steps. The curriculum design and competency standard of graduates should be based on student reality and human values and should emphasize not only on materials mastery. The approach of essentialism has to be changed into the social reconstruction theory. The learning process is developed as a cultural transaction process which becomes an integral part of student character development. The learning model emphasizes more on active and participative learning. Besides, to strengthen roles of the teaching of social studies in developing character education, a good environment condition, including the political will from the government, is needed⁴.

Characteristics of promotes teaching social studies are promotes respect of various point of view, well-supported position, sensitivity to cultural differences and similarities, facilities

dialogue, debate or discussion, cultivate cross-cultural understanding, facilities project based-task and cooperative groups, promotes historical thinking, develops historical inquiry, focuses topic on authentic real-world issues, connect contact across time (past, present, future and place), provides authentic creative and problem solving, opportunities⁵.

Social studies is most commonly recognized as the name of a course or set of courses taught in primary and secondary schools or elementary, middle, and secondary schools, but may also refer to the study of aspects of human society at Certain post-secondary and tertiary schools around the globe⁶. Many such courses are interdisciplinary and draw upon various fields, Including but Also sociology political science, history, economics, religious studies, geography, psychology, anthropology, and Civics. At Harvard University, social studies is offered as an undergraduate major⁷. At the elementary school level, social studies Generally focuses first on the local community and family. By middle and high school, the social studies curriculum becomes more discipline-based and content-specific. Social studies as a subject varies greatly between countries and curricula and is not synonymous sciences, whereas others are created Independently for schools. This subject appears in different countries' syllabus with a similar content, but in different names. An example is the subject of Liberal Studies, or the former Integrated Humanities in Hongkong⁸.

Fundamentally, social studies are a field of study which studies and discusses the social life in a community⁹. As a field of social science taught at the college level, social studies refers to the organization of curriculum and lesson materials that aim to develop students' skills through social and cultural knowledge. In this case, the primary focus is the social studies addresses human relationships in society and the environment. The curriculum aims to educate students to develop the ability to think,

⁵ Gauvreau, Robin (2013). *Effective Strategies for Teaching Social Studies*.

⁶ Clough, M. P. (2011). The story behind the science: Bringing science and scientists to life in post-secondary science education. *Science & Education*, 20(7-8), 701-717.

⁷ Maton, K. I., Perkins, D. D., & Saegert, S. (2006). Community psychology at the crossroads: Prospects for interdisciplinary research. *American journal of community psychology*, 38(1-2), 9-21.

⁸ Deng, Z. (2009). The formation of a school subject and the nature of curriculum content: An analysis of liberal studies in Hong Kong. *Journal of Curriculum Studies*, 41(5), 585-604.

⁹ Bauman, R., & Briggs, C. L. (1990). Poetics and performances as critical perspectives on language and social life. *Annual review of Anthropology*, 19(1), 59-88.

³ Trianto. (2010). *Model Pembelajaran Terpadu*. Jakarta: Bumi Aksara.

⁴ Sardiman. (2010). *Revitalisasi Peran Pembelajaran IPS. Dalam Pembentukan Karakter Bangsa Cakrawala Pendidikan*, Mei 2010, Th. XXIX, Edisi Khusus Dies Natalis UNY

develop attitudes, and values for themselves as individuals, as well as social and cultural beings. "The primary goal of the social studies is to prepare citizens who can make-reflective decision and participate successfully in the civic life of reviews their communities, nation, and the world. Goals have four categories contribute to this significant goal: knowledge, skills, attitudes, and citizen action ¹⁰.

To answer the research questions above, this research used a quantitative approach with descriptive, comparative research methods. Comparative analysis is one methodology in the social sciences that aims to make comparisons in different countries or cultures. Comparative studies conducted by comparing the one or more variables; with a large sample by reviewing some social phenomena, so found the pattern and the pattern difference equation. The main problem in the comparative study is to compare the similarities and differences of two or more facts, and properties of the object under study are based on a specific framework. In this case, the comparison between the curriculum of social studies education in junior high schools in Indonesia, in this case, is in Palembang, and social studies education in junior high schools in Thailand, in this case, is in Lampung city, namely documents, and the implementation in teaching and learning in the classrooms. The population in this study are social studies education teachers in public and private junior high schools in Palembang-Indonesia and Lampung city-Thailand

2. METHOD

The data for this study were gathered through the documentation, questionnaires, and observation method. Documentations were given to teachers to take lesson plan. Observation method used to observe about teaching and learning process performed by social studies teachers. Questionnaires method were given to social studies teachers, students. This observation by using observation sheets. As well as professors and students majoring in Social Studies at Lampung Rajabhat University-Lampung, Thailand.

3. DISCUSSION

To find out the performance of social studies teachers in Indonesia and in Lampung, the researchers conducted observations on social studies teacher respondents who each school was represented by a social studies teacher in their respective schools in carrying out the social studies

learning process. The observation uses an observation sheet which includes the opening stage, core stage and closing stage. Each stage consists of preparing physically and mentally students, motivating students, delivering perceptions, delivering learning objectives, delivering material coverage. Furthermore, this activity includes activities retention of material, learning model/approach/strategy and with evaluation activities.

Each of these data will be displayed in the form of a comparison of each stage, but what is displayed is the most dominant of each item from each question in the observation sheet. The opening stage consists of five items such as: prepare students physically and mentally motivate students delivering apperception delivering learning objectives delivering material coverage. The result described in the table 1 below:

Table 1 Open a lecture

No	Statement	Average	
		Indonesia	Thailand
a.	Prepare students physically and mentally	3.73	3.33
b.	Motivate students	3.60	3.00
c.	Delivering apperception	3.73	3.67
d.	Delivering learning objectives	3.73	3.00
e.	Delivering material coverage	3.87	3.00
Total		3.73	3.20

Based on the table above 1 it can be seen in core activities that in open lecture activity, both in Indonesia and Thailand get score "good enough/fair", but difference in highest item. In Indonesia "the highest ini prepare students physically and mentally", on the other hand, in Thailand, the "very good" in "delivering apperception"

3.1 Core Activities

In core activities there are six things to be asked, namely retention of material, learning model, integrated social studies learning program, learning process curriculum values, learning process of social studies curriculum writing, the learning process of social studies is active learning. The description can be seen from table 2 to 2, as stated below:

Table 2 Retention of Material

No	Statements	Average	
		Indonesia	Thailand
a.	Delivering material	3.87	3.67

¹⁰ Banks, J,A (1985). Teaching Strategies for social Studies. New York : Longman

No	Statements	Average	
		Indonesia	Thailand
b.	Implement the concept of learning material to life	3.53	3.67
c.	The social science material presented is integrated	3.80	3.00
d.	The social science material delivered is thematic	3.80	2.67
e.	Social studies material delivered in accordance with the development (psychology) of students.	4.00	3.33
Total		3.80	3.27

Based on the table above 2 it can be seen in core activities that Indonesia social studies teacher get score “good” in social studies material delivered in accordance with the development (psychology) of students, on the other hand Thailand social studies teachers get score ‘fair’ in delivering material Implement the concept of learning material to life.

Table 3: Model/Approach/ Strategy of Learning

No	Statement	Average	
		Indonesia	Thailand
a.	The teaching and learning process provides a social learning experience at all grade levels	3.67	2.67
b.	The teaching and learning process leads to the achievement of goals, the selection of activities and learning outcomes.	3.73	3.00
c.	The teaching and learning process of the social studies curriculum is based on the development and psychological needs of students	3.67	2.67
d.	The program must emphasize social problems and their relationships with students' lives.	4.00	2.33
e.	The program shows the relationship between local, regional, national and global issues.	3.33	3.33
f.	Programs must offer opportunities for students to interact with other members of racial, ethnic and cultural groups.	4.00	2.00
Total		3.73	2.67

Based on the table above 3 it can be seen in core activities that Indonesia social studies teacher get score “good” in “the program must emphasize social problems and their relationships with students' lives and programs must offer opportunities for students to interact with other members of racial, ethnic and cultural groups”, on the other hand Thailand social studies teachers get score ‘fair’ in

teaching and learning process leads to the achievement of goals, the selection of activities and learning outcomes.

Table 4: Integrated social studies curriculum learning program

No	Statement	Average	
		Indonesia	Thailand
a.	The program must integrate valid social problems that apply today that represent concepts, principles and theoretical theories in anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology.	3.33	2.33
b.	The program shows the balance of the students' closest social environment and a larger social environment from various points of view.	3.47	2.67
c.	The program must use a variety of primary and secondary sources that accommodate various abilities and the appeal of reading.	3.13	1.67
d.	The program must develop critical, creative and ethical thinking skills about the problems faced by citizens and leaders.	3.20	1.00
Total		3.28	1.92

Based on the table 4 above it can be seen in core activities about integrated social studies curriculum learning program that Indonesia social studies teacher get score “good” in “the program shows the balance of the students' closest social environment and a larger social environment from various points of view.”, on the other hand Thailand social studies teachers get score ‘poor’ in and very poor” in the program must integrate valid social problems that apply today that represent concepts, principles and theoretical theories in anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology” and program shows the balance of the students' the closest social environment and a larger social environment from various points of view.

Score “very poor” in “the program must use a variety of primary and secondary sources that accommodate various abilities and the appeal of reading” and “the program must develop critical, creative and ethical thinking skills about the problems faced by citizens and lead”.

Table. 5. The learning process of the social studies curriculum contains values (value-based)

No	Statement	Average	
		Indonesia	Thailand
a.	Programs must help students understand the role of values in decision making.	3.07	3.00

b.	Programs must give students the opportunity to think critically and make decisions based on values	3.27	1.33
c.	The program must support similarities and differences in various points of view, sensitivity of similarities and cultural differences.	3.47	2.00
d.	Programs must give students the opportunity to think critically and make decisions based on values about social issues.	3.47	1.67
Total		3.32	2.00

Based on the table 5 above it can be seen in core activities about the learning process of the social studies curriculum contains values (value-based), in Indonesia all of the item get “clear enough/fair” score, on the other hand in Thailand there were two item get “unclear score” and two item “very unclear” in “programs must give students the opportunity to think critically and make decisions based on values” and “programs must give students the opportunity to think critically and make decisions based on values about social issues”.

Table 6 The learning process of the social studies curriculum.

No	Statement	Average	
		Indonesia	Thailand
a.	Programs must provide opportunities for students to engage in reflective discussion, listen, respond to each other's ideas carefully and seriously.	3.33	1.67
b.	The program must provide opportunities for students to explore information sources in the perspective of conflict on controversial issues.	3.13	2.00
c.	The program must provide opportunities for students to formulate responses orally and in writing to respond to content based on questions and problems.	3.40	2.33
Total		3.29	2.00

Based on the table 6 above it can be seen in core activities about “the learning process of the social studies curriculum is challenging”, in Indonesia all of items get score “clear enough/fair”, but in the other hand, in Thailand, two items get “unclear score”, and one get “very unclear” score such as “programs must provide opportunities for students to engage in reflective discussion, listen, respond to each other's ideas carefully and seriously”.

Table 7 The learning process of the social studies curriculum is active learning

No	Statement	Average	
		Indonesia	Thailand
a.	Programs must provide opportunities for broad learning activities	2.87	3.00
b.	Programs must provide opportunities for students to formulate hypotheses and test them by collecting and analyzing data.	3.07	2.00
c.	Programs must encourage students to	3.07	3.00

No	Statement	Average	
		Indonesia	Thailand
d.	Programs must be varied and flexible enough to involve all types of students	2.73	2.33
e.	Programs must include activities that contribute to students' teacher perceptions as fellow inquirers.	3.07	2.67
f.	Programs must create a climate that supports students to respect themselves and others.	3.93	2.33
g.	Programs must strive to encourage students to research and respond to human conditions in the contemporary world	3.00	1.67
h.	Programs must encourage students to participate in a variety of individuals, small groups, and all classes of activities.	3.20	3.00
i.	Programs must utilize a variety of spaces to facilitate various group sizes, using various types of technology media and tasks.	4.67	3.67
j.	Programs must encourage students to function as learning communities	3.20	3.00
Total		3.28	2.67

Based on the table 7 above it can be seen in core activities about “the learning process of the social studies curriculum is active learning”, in Indonesia of 10 item are get “clear enough/fair score”, and there were 2 items get “unclear/poor score” such as “programs must provide opportunities for broad learning activities” and “programs must be varied and flexible enough to involve all types of students”. On the other hand, for Thailand, there 5 items get “clear enough/fair score”, 4 items get “unclear score”, and 1 of them get “very unclear” score such as: programs must strive to encourage students to research and respond to human conditions in the contemporary world.

3.2 Closure Stage

As the third stage were assessment components and planning an enrichment and remedial activities.

Table 8. Closure Stage

No	Statement	Average	
		Indonesia	Thailand
a.	Evaluation is includes aspect of attitudes, knowledge and skills	3.13	3.67
b.	Sustainability of assessment is in accordance with all objectives/indicators	3.00	3.00

c.	Assessment component including blue print, tests/questions, answer keys, attitude instruments, skill instruments, and scoring rubrics.	2.78	2.33
d.	Planning an enrichment and/or remedial activities for students who have more ability, plan/provide remedial for students who have less ability, and provide teaching material for enrichment and remedial activities	2.89	2.67
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	Total	2.95	2.91

Based on the table 8 above it can be seen about closure stage, both in Indonesia and Thailand get similar score, such as there were 2 items get “relevant enough score” such as evaluation is includes aspect of attitudes, knowledge and skills” and “sustainability of assessment is in accordance with all objectives/ indicators”. Besides two items get “good enough/fair score” in “assessment component including blue print, tests/questions, answer keys, attitude instruments, skill instruments, and scoring rubrics, and “planning an enrichment and/or remedial activities for students who have more ability, plan/provide remedial for students who have less ability, and provide teaching material for enrichment and remedial activities”.

4. CONCLUSION

In an average performance of teachers in teaching and learning social in junior high schools in Palembang-Indonesia and Lampang-Thailand are "good," in open stage most of them have prepared students physically and mentally motivate students to deliver apperception delivering learning objectives offering material coverage. In core activities, they implemented a mix of learning strategies (teacher and student-centered), clinical is not clearly defined, and enclosure stages they were evaluated in oral questions to find out whether students have understood what has been learned.

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