

Contribution of the Social Sciences Concept to the Development of Social Science Education Material at Faculty of Teacher Training and Education

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Abstract—The development of social science education at the Teacher Training and Education Faculty demands the ability which needs to be developed continuously. This effort is done to present appropriate social science education materials based on the definition and purposes of social science education at the school level. As a result, the first thing needed is the contribution of the social science concept such as sociology, anthropology, geography, history, economics, psychology, and politics appropriately to develop the social science material at the Teacher Training and Education Faculty. This is due to some signs have concluded that there is an incompatibility between the defined knowledge and the teaching skills of the social science education at the school level. Therefore, based on this insight the needs of the latest information that contributes to the development of social science education at the Teacher Training and Education Faculty is needed. This conceptual paper is expected to give valuable insight in order to develop the social science education which is mainly related to curriculum, learning materials, educators, and educational management.

Keywords—concept contribution, social science, material

I. INTRODUCTION

Social sciences presence cannot be separated with scholars' thoughts in Europe in the 19th century. Then, they crossed over America and developed well in this continent. The results of this development were, then, returned to Europe for comparison and completion. Reference [1] states that these social sciences develop in the atmosphere of fair democratic governance. The scholars of the social sciences were encouraged to solve social problems. In contrast, in autocratic countries where NAZI, fascist, and communist governments ruled, the social sciences scholars were forced to prostitute themselves with the prevailing ideology.

Further, some experts in the United States divide the social sciences into two parts: inner core and outer parts. There are three inner core parts and four outer parts. The inner core itself consists of sociology, economics, and politics. Meanwhile, the

four outer parts consist of history, anthropology, psychology, and geography [1].

A statement from [2] that social sciences are all the academic disciplines dealing with man in their social context is presented to gain a clearer understanding. All of these social sciences can be interpreted as all of the knowledge about human being in the social contexts or as the members of society members. From this definition, it can be concluded that every social science explores the society's life, including parts of social sciences.

In its development, it is acknowledged that there has been a change in people's point of view towards social sciences. One of the examples is history. History has a broad scope in which not only it can be categorized into social science, but also into literature and culture. The other one, economics, in the development, uses many statistics and broadened to have many branches namely econometrics which tends to classify itself into exact sciences. Likewise, psychology tends to change from the social science to the natural science. Similar to history and economics, geography and anthropology follow the same trail. In geography, the existed division is social geography and physical geography. Similarly, there are a cultural anthropology and physical anthropology. This science division tends to be a leap in the social sciences to the natural sciences.

The existence of complexity that has the nature of multi-dimensional causes it hard to present a boundary in one social science to another. Overlaps are also often inevitable including the other center of research attention. Humans as objects of concern from various social disciplines can cause allusions and overlap. Therefore, avoiding restrict the movement of scientific work is a wisdom; besides, making a different working step between one another is another wise way.

Thus, in the study of society, humans are confronted with complex subjects and problems, including efforts to understand or solve problems. It is, therefore, not surprising that a scientist is likely to offend the limit, ideas, and methods

from other scientific disciplines. It is primarily due to the reality of human life which cannot always be classified into logical categories, and solely beautiful to see. Life comes wholly, the complexity of which has a multi-dimensional nature, the coherent containing regularity.

II. LITERATURE REVIEW

A common question raised in the discussion of social science is what social science is. Then, a simple answer given illustrates that social science is the sciences that study about human beings as social creatures. As there is a word "social", a simple answer to this question is a study of human being in social life.

Reference [3] defines social science as a set of academic disciplines that focuses on the aspects of human society. Furthermore, reference [3] states that the social sciences include sociology, anthropology, economics, geography, politics and even history, even though, it is included in humanities.

Reference [4] puts forward that social sciences include: sociology, anthropology, economics, social politics and social history. Two of the disciplines of social sciences, sociology, and anthropology, are the study of human society and culture considered as the reference of the theories and methodologies in the social sciences.

If a social sciences enthusiast wants to learn a society that is still simple in structure, as it can still be found in some areas in Indonesia. It is enough that he uses only one branch of the social sciences, such as anthropology. However, both the society and each branch of social science develop time to time, and the development runs in the past, present, and in the future later.

In accordance with the developments that occur in society, the social sciences participate develop themselves. The social sciences were born of philosophical thinking, thoroughly observe, and analyze the community actively as well as follow scientific methods to learn every aspect that is considered important in the body and soul of the community. Thus, the social sciences are no longer a single science, but branching and leading to a specialization of every aspect of community life. These aspects of social interaction have given rise to the science of sociology, culture has thought out anthropology, attitude and psychological reactions have thought out to psychology, power has risen political science, and material necessity has thought out economics. Then, space or region has given rise to geography, change, conflict, and revolution have thought out history, the messaging processes spawned communication science, norms and regulations have thought out the science of law, and the need for education has thought out the educational sciences.

In the further development, based on a structural approach, the above social sciences have evolved into more detailed scientific branches. For example, science social studies have demonstrated areas of special expertise, such as political sociology, legal sociology, urban sociology, rural sociology, family sociology, sociology of education, sociology of

religion, economic sociology, sociology of communications, military sociology, criminology sociology, sociology of languages, industrial sociology, and sociology of technology.

As noted above, in social life, human beings express various aspects of life. These aspects, apart from being arranged into science, at the same time become the scope of the social sciences. In other words, the scope of the social sciences includes aspects of human life in society.

With diversification in various areas of community life, a study of society is of little use if done with one of the social sciences alone. In every study of society, it is necessary to realize that every aspect of life is always related to the other aspects. A development in one social aspect must have a positive or negative effect on one or more other aspects. Therefore, a study of the society in any of its aspects requires a multidisciplinary study or interdisciplinary studies between the social sciences and the natural sciences.

III. RESULT AND DISCUSSION

A. Social Science Education

Social Science Education (IPS) is one of the subjects given from elementary school to junior high school. Article 37 of Law No. 20 of 2003 on National Education System states that the Elementary and Secondary Education Curriculum are obliged to include social science education. In the explanation of this article, the materials of social science cover history, economics, and sociology.

The question raised is, "Who is the most responsible for the success of social science education in schools?" The answer is that one of the institutions responsible for the success of social science education in schools is Teacher Training and Education Faculty and possibly other faculties within the universities of former IKIP. To figure this out, we must know exactly the meaning and purpose of social science education at the school level.

Ref [5] suggested that the social science education is as simplification disciplines of the social sciences, psychology, philosophy, ideology of the state, and religion which are organized and presented scientifically and psychological for educational purposes. According to the formulation of [17], social science is an alloy of a number of social subjects, certain parts of the social sciences that study human beings with their social environment and physical environment to understand social problems. Reference [16] defines social science as a field of study which is a fusion of a number of social subjects.

Based on the above understanding, the identity of the social science education is cooperation with the educational disciplines of the social sciences disciplines for the purpose of education at the school level. The broad understanding of social science brings consequences to the goals of social science education. [5] formulates the social science education objectives as follows: (1) possessing or simplifying materials from social science education and humanities for educational purposes, (2) organizing the educational materials scientifically and psychologically for educational purposes, (3) presenting

educational methods scientifically and psychologically for educational purposes, (4) assessing the learning outcomes of social science education. Among four objectives above, and [5] asserts that a series of capabilities above eventually had to be organized like a conductor leading a harmonious and pleasant orchestra.

Meanwhile, the National Commission of social science in the United States mentions the following social sciences objectives: (1) to help students develop responsibility and active participation as citizens, (2) To make students aware that they are inextricable parts of other human beings, (3) To develop critical and analytical abilities towards history, geography, economics, politics, social institutions, tradition, and values, and (4) To comprehend the unity and diversity of the history, geography, institutions, tradition, and values.

Reference [6] suggests three primary objectives of social sciences, namely social studies prepare children to be good citizens, social studies teach children to think, and social studies pass on the cultural heritage. On the other hand, according to [8], social science objectives prepare students to be good citizens. Reference [8] mentions there are three following traditions in the social science: citizenship transmission, social science tradition, and reflective inquiry. According to [9], there are three objectives of social science: (1) intellectual education: the introduction of the child to the social sciences, (2) social education: preparing the child for social responsibility, and (3) personal education: helping the child to comprehend his life.

The above objectives are quite broad. Social sciences are given in schools in the United States to prepare students to become good citizens, invite students to think and to encourage students to continue their culture.

In Indonesia, the background of the emergence of social science is different. Education of "nation-building" and "national integration" has been handled at schools through the civic education subject (PKn), and then improved to *Pancasila* Moral Education (PMP), and finally increased to *Pancasila* education. Through social science, students are taught to understand the realities of the community with a variety of symptoms and social problems, which is not possible to solve with one discipline only. In fact, the students should be required to connect some of the social sciences according to the symptoms and problems that are studied. So far, there has been a less positive impression that the development of specialization in the discipline is too sharp so that the disciplines of one another often break away from the social problems normally faced by people in society. Therefore, the target of all social science teaching and learning activities in Indonesia leads to two main issues, namely development of Indonesian citizens on the basis of moral of *Pancasila* and UUD 45 and a rational social attitude in life [18].

B. Concept of Social Sciences for Social Science Education Material

There are still many concepts in social sciences field that are ambiguous in their use by citizens. The confusion of the use of the term concept does not satisfy the social scientists themselves because misguided in its use will cause deviations as intended by the concept. One ambiguous use sample is different concept use by scientists, the users of the term, government officials, and citizens. For example, the use of "general public" to the concept of community, the term "civil society organizations" or 'social organization' for community groups, and "culture" to call art.

According to [10], concept is an abstraction, a logical construction which is formed by complex impressions, comments, and experiences. Schwab's opinion is in line with [11] that "A concept is an abstract word or phrase that is useful for classifying or categorizing a group of things, ideas, or events". Another suggestion by [4] is that the concept is words or scientific terms which express an idea or general thoughts about the properties of objects, events, symptoms or terms that express the relationship between the symptoms with other symptoms.

Thus, there are concrete and abstract definitions of the concept. A concrete concept is a concept that can be sensed by the senses. They are for example the concepts of "table", "chair", "home", "car", and others. The concrete concept is easier to explain than the abstract one because we can see its concrete form through our senses. The other form, the abstract concept, cannot be seen concretely through our five senses, for example, the concept of "society", "culture", "organization", "prosperity", and so forth. To understand such concepts, we need to clarify the notion of the concept.

From the above example, the social sciences are included in the concept of "abstract" in which the concrete form cannot be seen through our five senses. Most concepts of the social sciences are generally at an abstract level. For an empirical study purpose, for observe, and measure an abstract concept, the abstract concept that must be changed through a particular procedure into a more concrete concept to be observed and measured. This more concrete concept, referred to as a variable, is a concept that has variations in value. In scientific terms, this concrete concept called the observable concept, meaning that it can be observed, visible and invisible.

This section outlines some basic concepts that are important in the social sciences such as sociology, anthropology, science geography, science history, economics, psychology, and political science.

1. Sociology

Sources of reference of the Sociology concept can be read in various textbooks, encyclopedias, and books that use theories. In general, sociology is as a discipline of social interaction, social groups, social phenomena, and social change. The sociology concepts which are often taught by prevalence include people, roles, norms, sanction, social

interaction, social changes, deviations, groups, and globalization.

2. Anthropology

General anthropology is a science of human life way that can be viewed from the perspective of cultural or social. This science can be said to begin as a science of human history in the age of consciousness (*Aufklarung*) in Europe in the 18th century. Then, in its development, it has undergone changes of the subject or field of study. The field of human life that is now studied is not just a simple society and farmers, but also urban communities. Anthropological concepts are such as culture, evaluation, cultural area, enculturation, diffusion, acculturation, ethnocentrism, tradition, race and ethnicity, stereotypes, violence, magic, taboo, and marriage.

3. Geography

In general, geography is an academic discipline that mainly deals with the decomposition and understanding of regional differences in the distribution of locations on the surface of the earth. The focus is the nature and interconnection among the three concepts, namely environment, spatial, and place [12]. In the process, appeared several diverse subfields, such as physical geography, social geography, and regional geography. The concepts of the study include the population census, climate, ocean, environment, continent, urbanization, maps, cities, mortality, equatorial, demographic, land, transmigration, and territory.

4. History

Reference [13] provides historical understanding as a subject that instills knowledge and values of the process of change and development of Indonesian society and the world from the past to present. The keyword is that history is a description or reconstruction of events and the story which actually happened in the past. In general, scholars agree to divide the role and position of history which is divided into three things, namely history as events, history of science, and history as a story [14].

Some of the concepts developed in the history of science are such as changes, events, causes and effects, nationalism, independence, colonialism, revolution, fascism, communism, civilization, slavery, time, feminism, liberalism, and conservatism.

5. Economics

Economics as a part of social sciences certainly related to other academic disciplines of social sciences, such as political science, psychology, anthropology, sociology, history, geography, etc. As a discipline that examines the economic aspects and human behavior, it also means reviewing economic events that occur in the community. Thus, it can be argued that the purpose of economics is seeking to understand the relationship of economic events, both in terms of causal and functional relationships and to be able to master the economic problems faced by society [15]. Some concepts in economics are such as scarcity, production, consumption, balance of payment, bank or banking, cooperatives, basic

needs, entrepreneurship, taxation, advertising, and limited liability company.

6. Psychology

Psychology as the scientific study of behavior has various fields including experimental psychology, physiological psychology, developmental psychology, social psychology, personality psychology, clinical psychology, educational psychology, and industrial psychology. The concepts developed in psychology are motivation, self-concept, attitude, perception, frustration, suggestion, achievement, crowding, imitation, fantasy consciousness, personalization, mind, instinct, and dream.

7. Political Science

The term politics is often associated with a variety of activities within the political or state system concerning the process of setting goals until in the course of carrying out those objectives. Reference [19] in political science is an academic discipline, devoted to the description, explanation, analysis, imaging, and systematic assessment of the politics and power. Furthermore, [19] said that the main subfields of political science are political thought, political theory, political history, comparative politics, political economy, public administration, theories of the state, and international relations.

The concepts introduced and developed in political science subjects are such as power, sovereignty, state, government, legitimacy, opposition, political systems, democracy, elections, political parties, decentralization, equality, demonstration, human rights, and voting.

IV. CONCLUSION

In a nutshell, first, social science education is depicted as the educational program that chooses its teaching materials from the disciplines of the social sciences and humanities that are organized and presented scientifically and psychologically for the purpose of school-level education. Second, the contribution of the social sciences concept aiming to improve the social science education teaching materials so that the graduates possess the critical and analytical abilities, creative, and innovative in entering industrial society.

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