

## **Training on the Application of Integrated Social Science Learning Methods at SDN 4 Maros Regency, Indonesia**

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**Abstrak:** *Kegiatan pengabdian kepada masyarakat ini berlangsung pada salah satu sekolah di Kabupaten Maros, yakni Sekolah Dasar Negeri 4. Salah satu masalah mendasar yang dihadapi mitra adalah pembelajaran ilmu pengetahuan sosial yang sejauh ini masih kurang bervariasi dari aspek penerapan model pembelajaran. Akibatnya, kegiatan pembelajaran seringkali gagal meletakkan makna di balik materi yang diberikan oleh guru. Dengan demikian pembelajaran kurang memberi manfaat pengetahuan yang praktis. Untuk maksud tersebut maka dilakukan pelatihan penerapan metode pembelajaran ilmu pengetahuan terpadu dan terbukti mampu meningkatkan minat belajar siswa*

**Kata Kunci:** pelatihan, metode pembelajaran, IPS terpadu

**Abstract:** This community service activity took place in one of the schools in Maros Regency, namely State Elementary School 4. One of the fundamental problems faced by partners is social science learning which so far has not varied from the aspect of applying learning models. As a result, learning activities often fail to put meaning behind the material provided by the teacher. Thus, learning lacks practical knowledge benefits. For this purpose, training on the application of integrated science learning methods was carried out and proved to be able to increase student interest in learning.

**Keyword:** training, learning methods, integrated social studies

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## **Introduction**

One of the efforts to prepare school outcomes to be able to compete and meet the demands of stakeholders, at the national level, the 2006 curriculum has been standardized or what was once popular as the Education Unit Level Curriculum (KTSP)(Yusnita, Apriliani, Abbas, & Rochgiyanti, 2021). This curriculum applies (Schwab, 2013) to all levels of education, both elementary schools/equivalent, junior high schools/equivalent, and senior high schools/equivalent, which were simultaneously declared valid since the 2006/2007 school year. The results of a survey conducted by the Office of Secondary and General Education in 2006, showed that the morality of teachers and schools are not ready to develop syllabi and assessments independently according to the demands of the competency-based 2006 curriculum. On the other hand, the fundamental problem in the implementation of education (Hung, 2011), especially at the basic education level, is the ability of students' absorption of the distribution of material which is still relatively low.

These results are thought to be related to various factors with multiple variables, especially concerning the preconditions of the learners themselves and the conditions of inadequate educational facilities and less innovative learning methods (Chikh & Berkani, 2010). A question that arises along with the problem is the pessimism of students to learn, namely for what purpose knowing the learning material has to do with everyday life. As a result, the inability to translate the content of the subject matter in relation to its value and benefits. Therefore, students often just receive subject matter (McEwan & Bull, 1991) without knowing what the benefits of the knowledge they gain from learning at school are.

Referring to this problem, an effort is needed to overcome it through a kind of guidance in the form of training oriented to problem-solving strategies. For this purpose, it is deemed necessary to conduct training on the application of integrated Social Science learning methods at SDN 4 Maros Regency, South Sulawesi Province.

## **Method**

This Community Partnership Program activity takes place in the form of training through Participatory Action Research, which is a data collection method in which the observer participates and becomes part of the activity implementation process

(M. Ahmaddin, 2022). The strategic targets or subjects of the implementation of this training activity are teachers at SDN 4 Maros, with the consideration that improving teacher competence is very important. The implementation of the training was carried out first in the form of identifying several problems faced by teachers, both those with permanent and non-permanent teacher status (Juhri, Tri, & Agus, 2017). The training was conducted in the form of material presentation, simulation or practice, and discussion.

## Discussion

The solution to solving learning problems is in the form of training or counseling on strategies for implementing integrated social science learning methods (Goodchild, Anselin, Appelbaum, & Harthorn, 2000). This activity begins with observation as a preliminary study with the target being teachers and participants in a teaching and learning activity. Testing activities are also carried out in order to determine the level of students' abilities on social science subject matter (Flyvbjerg, 2012). After that, training activities were carried out in the form of material exposure as an introduction to the scope of social science and integrated teaching strategies. The last stage of this activity is an evaluation to measure the level of training achievement, in the form of mastery of material and the ability to apply learning methods. The following illustrates the problem-solving framework and the realization of the solution.

Table. 1 Problem solving framework and its realization

<b>Starting Situation</b>	<b>Giving Treatment</b>	<b>Desired situation (Realization of Problem Solving)</b>
The condition of students at SDN 4 Maros Regency in terms of interest in learning is relatively low	Simulate effective strategies to increase students' interest in learning.	The students at SDN 4 Maros have a high interest in social science subjects
Teacher conditions in the application of learning methods that are still less varied and innovative	Provide guidance on learning models and methods	Social science teachers are able to develop innovative learning methods and are able to teach social science in an integrated manner.

This community service activity, which was held on Wednesday, July 20, 2011, went smoothly and could contribute to the training participants as expected. This is evident in the enthusiastic attitude and seriousness of the trainees following the presentation of material, simulation of the application of learning methods, and in discussions as a series of training implementation. The indicator of seriousness can be seen in the intimate cooperation between the material provider and the participants. In the training situation, the students were also eager to ask questions. Thus, the discussion activities are also very important because the teachers can express their respective experiences in teaching (Chant, 2002) and the various problems encountered.

The results of the evaluation in the form of a post-training test showed that 90% of the trainees were able to understand well the concept, scope and methods of integrated social science learning. Meanwhile, 10% of the trainees still lacked understanding. The results of the practical evaluation related to teachers' innovative ability to vary learning methods and the application of integrated social science learning models showed that as many as 85% of the trainees were declared to have sufficient ability. Meanwhile, as many as 15% of the trainees were declared to still have insufficient ability or not yet proficient in the application of learning methods and models.

Based on the results of the analysis of the implementation of the training activities, it can be seen that the 10% of training participants who still do not understand the concept, scope and methods of implementing integrated social science learning (A. Ahmadin, 2023) are due to the fact that they are not teachers with a social science education background. As a result, they sometimes have difficulty in understanding certain content including how to teach it. Meanwhile, as many as 20% are less able to understand the purpose and benefits of integrated social science lessons, it is strongly suspected that the cause is also because these teachers do not have a background in social science disciplines.

## **Conclusion**

The results of this community service activity in the form of training on the application of integrated Social Science learning methods, showed that the majority

of teachers who participated in the activity had knowledge of the concept, scope, and learning methods. In addition, the teachers then have adequate knowledge about the objectives and benefits of Social Science lessons that are taught integrated and connected to students' daily lives. The teachers have also been equipped with the ability to innovate in varying learning methods in relation to integrated Social Studies.

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