

# Social Study Learning Model At Primary School

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**Abstract.** A community refers to groups of individuals living in a place and interacting with one another. Individual interaction causes various cultural diversity and must be anticipated to manage social problem emergences. Social science is important to instill an understanding of cultural variety. Thus, diversity preservation will last excellently and construct the global citizen attitude. Therefore, an accommodative learning model is important to improve the attitude and social values of primary school learners. The learning model refers to the described learning from the beginning until the end of a lesson specifically made by the teachers. A learning model is the mode or framework of an approach, a method, a strategy, or a learning technique. The learning model has some syntactic components as the primary reference of all phases to apply the concepts of the learning model. This literature review attempted to determine the applied learning model for social science learning at primary schools.

**Keywords:** learning model; social science; primary school

## INTRODUCTION

Indonesia is a country and nation with diverse tribes, cultures, civilizations, languages, and religions. Diversity requires anticipation, for example by applying the values of *Bhineka Tunggal Ika*, the unity in diversity jargon. The plurality and diversity of Indonesia are rare situations to find because Indonesia is very wide, from Sabang to Merauke. Thus, the nation has various languages, tribes, traditions, beliefs, customs, cultures, religions, and social orders. Multiculturalism, within a broader perspective, does not deal with plurality matters. Diversity, within the multiculturalism perspective, has the opportunity and freedom to develop and respect. Plurality refers to the respected and honored differences within the diverse cultural and self-social identities. Cultural diversity becomes the individual opportunity for various cultures to establish social behaviors, norm agreements, and shared values.

Indonesia has high multiculturalism conflict vulnerability. The most frequently occurring conflicts are religious and ethical values. In this case, good characters and morals without preemptive anticipation may lead to complex problems in the future. Therefore, education of unity in diversity is important to apply in Indonesia's learning process, especially preliminary education. Multiculturalism and its implementation in life occur within the behavioral domain of individuals in a plural community in Indonesia. Multiculturalism is not something trivial matter. Various threats, such as separatism, dispute, and inter-community group

indicate multicultural life occurs within plural Indonesia as a nation. Multicultural education is useful to develop multiculturalism in Indonesia. Multicultural education becomes a strategy to manage plurality creatively. This matter is important to manage conflict as the result of social transformation and reformation. Multicultural education also becomes part of future national life.

Social science or social study is important for primary school and senior high school learners because they have different origins and backgrounds. The learners' recognitions of community influence the learners due to the environment. Thus, schools are not the only places and facilities to introduce community.

Schools have important roles and positions to integrate and develop the learners' previous knowledge into meaningful outcomes based on maturity and development. Primary school learners could not understand the freedom and comprehensiveness of problems. Thus, teachers must introduce some problems for the learners although they live in different environments and cultures. Social study learners could obtain knowledge, skill, attitude, and sensitivity to manage their life and challenges. Social study is important to encourage and establish relationships among humans by focusing on human relationships and social understanding. Therefore, social studies could improve the awareness of humans to encounter life challenges. Thus, the social study encourages learners to live in social life. Therefore the social learning model is needed to accommodate learning in order to attract students attention.

Atik Wartini, with the research titled “*Multicultural based education on Indonesian character in early childhood education,*” explained that multicultural education at Early Childhood Program considered the environmental or local-wisdom based curriculum, the learning, and Indonesia's character-integration theme to establish the Pancasila characters of the nation. Thus, multicultural learning should occur at an early age to instill the foundation of good character.

The Merdeka curriculum also supports this notion. One of the realizations is - the Profile of Pancasila Learner Empowerments. They are Believing and being pious to God the Almighty, having good characters; 2 Global Diversity; 3. Collaboration, 4. Independence; 5. Critically thinking; 6. Being creative The implementation of the Pancasila Learner Empowerment Profile becomes the ultimate of instilling good character in all learners, starting from primary and senior high schools. This implementation will make learners excellently act and behave in all aspects of family, school, and social life. Thus, a social study is important to make learners understand the concept and its real applications in the community.

Ceren S. Abacioglu (Abacioglu et al., 2022), in the research titled “*Professional development in multicultural education: what can we learn from the Australian context?*” Explain that professional development of multicultural education deals with the different attitudes and beliefs of teachers. Thus, teachers must provide multicultural learning for learners from various cultural backgrounds, ethical backgrounds, and languages to develop professionalism.

From the explanation, an integrated multicultural learning model with contextual learning is important. Therefore, current research attempted to review the related literature about the social study learning model at primary schools in Semarang. This research focused on the implementation of a social study model at primary schools. This research attempted to find out the social study learning at primary schools and to improve the social study teachers' professionalism within the multicultural community. Thus, the participation of teachers was important, starting from the planning, implementing, and evaluating phases. The teachers, in this case, were the most aware subjects of the necessities, shortcomings, and superiorities of social study teachings at primary schools.

## METHOD

This field research applied literature study. A literature study applies a set of related activities dealing with literature data collection, reading and recording, and processing the research materials (Zed, 2008:3). The qualitative approach refers to a research process and understanding based on the investigation methodology upon social phenomena and human problems (W. Creswell, 1998:15). This systematic literature review, the researchers collected the data and information from the related writings. This method was useful to provide the previous research results dealing with the family relationship pattern in multicultural communities.

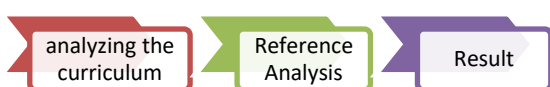
The literature study showed that activity was inseparable from research. Most research required literature studies. Although some differences were observable in library and field research, both types of research required literature studies. A literature study provides various benefits, such as providing new ideas for the latest research or novelty.

## RESULTS AND DISCUSSION

The current literature study searched related works of literature about the social study learning model for primary schools. The primary objective was to find out the foundation of gaining and constructing the theoretical basis, theoretical framework, and research hypothesis. Thus, the researchers grouped, allocated, organized, and used various related field works of literature. This literature study facilitated the researchers to widely comprehend the related problems. The important factor for further analyses and consideration in this multicultural-based learning model development was the literature study. The literature study analyzed the curriculum and related references about the social study learning model for primary schools. Then, with the study, the researchers could determine the required model for the learning process. Thus, the model could be adjusted with the field condition. Literature study, within the analysis of necessity, is the initial step to developing multicultural-based learning. Dwiyogo (2001:1) explains three important things for research. They are analyzing the necessity, developing the product, and testing the product. Analyzing necessity is useful to find out the problems during learning activities. With this analysis, a product could be reliable and based on the need. The stages of the research are:

1. The first literature study is - analyzing the curriculum. This analysis is important to ensure the curriculum relevance of the developed learning model. This analysis also ensures the learning model applies to learning activities at schools.

The second literature study is reference analysis. This analysis is useful to find and review the relevant references for developing a social study-based learning model at primary schools. The time allotment to search the references depends on the required data and the objective after the data from the references are deemed consistent with the necessity. Thus, the researchers could develop learning models based on real necessities. Some factors to consider in the learning model development are (a) the lesson competence demands to prepare the learners with knowledge, skills, ethics, and characters; (b) the learning and lesson demand with a specific focus on encouraging individuals to learn as a living process; (c) teacher competence to apply the multicultural approach, and (d) the analysis of learners' background.

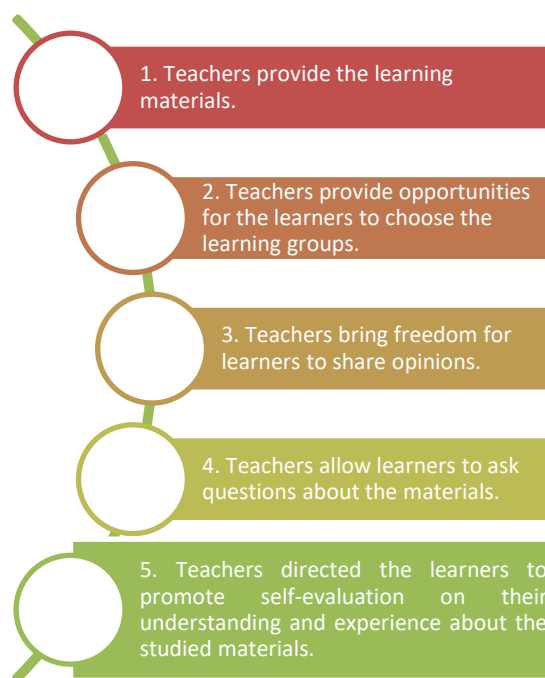


**Figure 1.** Stages of the research

The learning model refers to the described learning from the beginning until the end of a lesson specifically made by the teachers. A learning model is the mode or framework of an approach, a method, a strategy, or a learning technique (Helmiati, 2012). The learning model has some syntactic components as the primary reference of all phases to apply the concepts of the learning model. The learning model components are 1) syntax, 2) social system, 3) reaction principle, 4) supporting system, and 5) instructional impact. The function of the learning model is as the guideline to design and promote learning, (I. Suastika, 2021), (Efendi & Lien, 2021), (Hanum & Raharja, 2013), (Sudira & Wiyasa, 2020), (Zulaeha, 2013), (Rufidah & Kodri, 2020), (I. N. Suastika et al., 2021). One of the social studies is - the contextual learning model. The contextual learning model refers to learning concepts to connect the given material

and the real situation. The learning also encourages learners to create connections among the constructed knowledge and to apply it in daily life. The learners also obtain knowledge and skills from limited contexts. Then, they begin to process and construct the knowledge to solve problems as community members.

The learning design model generally refers to representations of graphics or conceptual frameworks to describe the systematic rules, organize the learning, and reach certain objectives. A teaching-learning activity refers to a promoted systematic learning activity based on a teaching plan (Prawradilaga, 2007:33). A learning model provides some choices. For example, a learning model may bring a relevant necessity for the teacher. Thus, the learning model could guide classroom learning. The most important thing in the learning model is effective and efficient educational target achievement. From the literature review, the researchers concluded that the social study learning model for primary schools (Abacioglu et al., 2022; Agusfianuddin et al., 2020; Antonsich & Cantle, 2016; Bauto, 2016; Efendi & Lien, 2021; Kang & Kim, 2018; Kwon & Bang, 2021; Mundy & Manion, 2008; Nguyen et al., 2021; Nisa' et al., 2020; Rufidah & Kodri, 2020; I. N. Suastika et al., 2021; Sudira & Wiyasa, 2020; Yavuz et al., 2017):



**Figure 2.** The Stages of learning social study at primary schools

## CONCLUSION

The researchers concluded that:

Social study learning is based on the situations, necessities, and learners at schools as the most aware party.

Both literature study and field study are the initial activities of the social study learning model at primary schools. These activities are useful to ensure the developed learning model meets the related necessity and diversity at schools.

The applied social study learning model design for primary schools must be based on the learners' necessities instead of the material. Thus, learners could experience learning and understand the surrounding social situations.

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