

The Role of Social Science Learning in Building Social Attitude in Primary School Students (Study for Indonesian Education)

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Abstract: *The impact of globalization in addition to aspects of life also in good culprit that children, adolescents, and adults. The more advanced the technology and of the fast influence of foreign culture that developed in Indonesia at this time through a variety of sources must be very influential. We are as parents and primary school teachers have an important role to guide, assist and supervise our children. In the learning process we have to use the means, methods, the right strategy in order to support the development of social attitudes in order to focus and get a good social attitudes at home, school and community. The research objective was to describe the role of Social Learning in Developing Children's Social Attitudes in elementary school. This research was conducted in the library, articles, laws, and curriculum so that the method used is qualitative method that can be interpreted as a research method that is based on the philosophy postpositivisme and qualitative research, results further emphasize the significance rather than generalization. In addition, because conducted qualitative data analysis used is descriptive analytic. From the discussion it can be seen that the learning of social science has a role in the formation of social attitudes effort basis in children. Learning is done with the strategies, methods used by teachers cultivated able to learn children in terms of cognitive, affective, and psychomotor among others: cooperation in groups, discuss together, work together in picket schedule. Learning and habituation are done in school as one of the factors that play a role in building the social attitudes of children.*

Keywords: *Role, Learning of social science, Social attitude*

I. Introduction

The era of globalization is growing rapidly with the positive and negative impacts of the changes in all aspects of our lives. Economic aspects, soaial, culture, education, health, lifestyle and others - others who make society into consumptive lifestyles and attitudes instant social community.

We are as parents and primary school teachers have an important role to guide, assist, and oversee any development of social attitudes in children. Parents should always pay attention to changes in social attitudes and mentality of children during the children are in a family environment. As well as teachers, should always guide and direct their students toward positive things in school.

The establishment of basic social attitudes in children can be implanted through a donation towards certain subjects relating to aspects of social life. For example, the subjects of Social Sciences which contains studies the basic concept of social learning. So that children can develop social attitudes in social life begins with basic social attitudes obtained from the school.

Aims

This research aims to:

1. Defining the essence of social sciences.
2. Describe the learning objectives of social sciences at the elementary school.
3. Describing the social development of children's attitudes at the elementary school.
4. Describing social science's role in the establishment of basic social attitudes of elementary school children.
5. Describing the implementation of the teaching of social sciences in the establishment of basic social attitudes of elementary school children.

II. Methods

The method used is qualitative method that can be interpreted as a research method that is based on the philosophy postpositivisme and qualitative research results further emphasize the significance rather than generalization. In addition, because conducted qualitative data analysis used is descriptive analytic. Qualitative research method can be interpreted as a research method that is based on the philosophy postpositivisme, is used to examine the condition of the object that is natural (as an opponent is an experiment) where the researcher as a key instrument, data collection techniques performed triangulation (combined), data analysis is inductive/ qualitative and qualitative research results further emphasize the significance rather than generalization.

The Nature of Social Sciences

Social Sciences, commonly abbreviated as *IPS* (in Indonesia: *Ilmu Pengetahuan Sosial*), is a term used to describe the study with coverage in various field includes behavior and human interaction in the present and the past. Education of social science as educational disciplines with the identity of the field of study eclectic called "an integrated system of knowledge", "synthetic discipline," multidimensional ", and conceptual studies systemic", a study of the (new) different from the study monodisciplin or disciplines 'traditional' "

According to the 1994 curriculum of social science is a subject to study social life based on study materials Geography, Economics, Sociology, Anthropology, Constitutional, and History According to article 37 of Law No. 20 of 2003 stated that social studies is a compulsory charge that must exist in the curriculum of primary and secondary education

According *Permendiknas* No. 22 of 2006 *IPS* is one of the subjects were given ranging from Primary School (in Indonesia *Sekolah Dasar / Madrasah Ibtidaniyah / Sekolah Dasar Luar Biasa*) to Junior Secondary School (*Sekolah Menengah Pertama / Madrasah Tsanawiyah / Sekolah Menengah Pertama Luar Biasa*) that examines a set of events, facts, concepts, and generalizations pertaining to social issues. While the curriculum 2013 *IPS* integrated with other subjects that do not stand alone.

From some of the above understanding can be concluded *IPS* is one of the subjects in the school who studies the events, facts, concepts, and generalizations relating to social issues in the subjects studied social life based on study materials geography, economics, sociology, anthropology, Pancasila and civil education, and history.

The Intend of Capabilities as an Effect of Social Sciences's Learning

Learning of Social Sciences at the elementary school is intended that learners have the following capabilities:

1. Introducing the concepts of relating to people's lives and the environment.
2. Has a basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life.
3. Having the commitment and awareness of the value - the value of social and humanitarian.
4. Have the ability to communicate, cooperate and competence in a pluralistic society, locally, nationally, and globally.

The scope of social studies covering aspects as follows:

1. People, places, and environments
2. The time, continuity and change
3. Social and cultural systems
4. Economic behavior and welfare Savage and Armstrong (1996) developed an approach of inquiry as part of the efforts of teachers in elementary schools to help students improve thinking ability.

Other approaches being developed by Savage and Armstrong to encourage students to develop the ability to think in *IPS* is the ability to think Creative (creative thinking), critical thinking (critical thinking), ability to suss out problems (problem solving), and the ability to take decisions (decision making).

The Development of Social Attitudes of The Children

Social development is the attainment of maturity in the relationship or social interaction. Social development can also be defined as the process of learning to conform to group norms, traditions and religious morals. Social development in children aged elementary school characterized by the expansion of relations, in addition to family members, also with peers (peer group), so that the space for social relations is expanded. The ability to consider the perspectives of others in order to understand and get along with others, students should be able to walk in other's condition, means to understand the world from another person's perspective

According to Vygotsky and Piaget that students form the knowledge that what students know coffee is not the result of what they found in the environment, but results from mind students' activities. Vigotsky emphasizes the role of teaching and social interaction while Piaget on mental processes. At this age, children begin to possess the ability to adjust from the self-centered attitude (egocentris) the attitude of working together (cooperative) or sosiosentris (willing to consider the interests of others). Children begin interested in the activities of peers, and a strong desire to grow accepted into the group and was not happy when not accepted by the group.

Social science is not enough rote learning alone but should empower students so that all the potential and ability, good knowledge, attitudes, and skills can develop. Besides the goal of social science should be able to apply the concept of class and implemented in the reality of their lives in the community. In the process of learning in school, social development maturity can be used or interpreted to give the group tasks, both of which require physical exertion (such as cleaning the classroom and school, as well as tasks that require thought.

The tasks of this group should provide the opportunity for setiap learners or students to demonstrate achievement. By working group, students can learn about how he socializing, working, respectful, tolerant and responsible.

Role of the Social Sciences in the Formation of Basic Social Attitudes of Elementary School's Student

In the process of learning in school, social development maturity can be used or interpreted to give the group tasks, both of which require physical exertion such as cleaning classrooms and school, as well as tasks that require thought. The tasks of this group should provide the opportunity for every student or students to demonstrate achievement. By working group, students can learn about how he socializing, working, respectful, tolerant and responsible.

Vygotsky of theory, there are two major implications in the role of learning social studies in the development of social attitudes of children. First, the need to order a class with a form of cooperative learning among students so that students can interact with each other in a strategy raises duties. Second, the emphasis scaffolding that is the longer learning it will be increasingly responsible for their own learning, students learn and study groups that interact with other students

In addition to the cooperative learning according human nature as social beings full of dependency with other people, have a purpose, and shared responsibility, division of tasks, a sense of kinship

The idea of cooperative learning is important in membelajarkan student skills and collaborate. This is where social attitudes students will grow by habituation-conditioning that occurs in later implicated in learning and life.

Social Science Learning Implementation in Developing Children's Social Attitudes

Lesson plan that is appropriate to the activities of the initial implementation, apperception and the circuit and core activities could with initial lectures as an introduction, watch videos related to class IV material of social science on Market Activity and Cooperation

High grade can use the method of education, interviews, inquiry and discussion in groups, to the high grade students demanded more independent children, many working actively bekerjasama with friends and discussion groups so not only rely on the explanation of the teacher. Teachers only give the prefix, and then facilitate and provide guidance when needed so that children are able to be independent.

Unstructured independent activity can also be administered eg create a clipping of Economic Activities in Indonesia. Kegiatan final evaluation can be carried out, conclusions and always give rewards to students.

III. Conclusion

Learning social science has a role in building the social attitudes of children. It can be seen from the way students work together to acquire knowledge in class discussions and working in groups. Children talk to each other, helped among students in groups to solve problems according the assignment of teachers. Things like this do to the accompaniment of habituation so as to form social attitudes in children to be used to do both within the family, school, and community.

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