

## Problems of Social Sciences Education Teachers in the Teaching and Learning Process in Schools

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Accepted	27	May	2024
Approved	31	Juny	2024
Published	31	Juny	2024

### Abstract

*This research aims to find out the problems of social sciences education teachers in the teaching and learning process in schools. This research method is a qualitative method in the form of a literature study where the researcher collects information from various literature that is relevant to the researcher's research to then obtain findings in accordance with the research objectives. The results of this research indicate that the teacher's inability to apply learning methods and media that match the diversity of student characteristics in the classroom. Teacher-Centre Learning and Book Packages. The learning process is not in line with what was planned in the RPP. Teachers who teach social studies are not based on their skills. And lack of availability of facilities and infrastructure to support the success of social studies learning.*

**Keywords:** *Problems, Social Sciences Education, Teachers, Teaching, Learning Process, Schools*

### Introduction

Education is an activity aimed at developing the skills of students. Education is learning, skills and values passed from generation to generation through learning, learning and teaching (Santie & Mesra, 2022). Citizenship education is one of the compulsory subjects from primary to secondary education under the National Education Act of 2003 (Sumual et al., 2023).

Social science is the science that studies things that affect society, and social science disciplines such as history, geography, economics, and anthropology study social issues. IPS is a program that teaches students to be good citizens through education, social

participation, and skills that benefit them, the community, and the country (Imbar et al., 2023).

Social Sciences (IPS) is one of the compulsory subjects in the educational center from SD to high school. In primary schools, IPS is taught as an integrated subject or integrated IPS, which is a field or class of learning that covers various IPS subject organized for school education purposes (Mesra, 2022).

The aim of general education (IPS) is to develop within students the knowledge, understanding and analytical skills relevant to the social aspects of society (Umbase, 2022).

Social sciences play an important role in



developing social skills. With regard to social skills, the goal of developing social skills in social activities is for students to work with their friends in the environment to complete tasks together, so that each student can hear the results achieved. The development of social skills of students depends on the teacher who manages the learning process (ÇEPNİ, 1998).

The role of the teacher is to teach, teach and train students. Teacher's role is to give knowledge, skills, and to instill good values in students. In this case, IPS teacher has a duty not only in terms of teaching to deliver material, but IPS teachers must be able to develop social skills of children, so that children can live socially well (Putri & Citra, 2019).

IPS learning must be done contextually in order to successfully implement the strategy in the classroom. The problem of social learning is an urgent problem, the solution must always be sought. (Yansaputra dan Pangestika, 2020). The IPS method uses social issues as a source of education in an effort to create members of society sensitive to the environmental conditions that affect them. (Suharli et al., 2021). Implementation of IPS. The factors are not apart from the diversity and abundance of resources, including diversity of student capabilities, training, etc (Safitri & Oktavia, 2017).

Previous research that had investigated the same problem was conducted by Umami and Musyarohah (Umami & Musyarofah, 2020) under the title IPS teacher efforts in developing social skills of students at MTS Rogojampi Banyuwangi 2019 where the results of his research explained that the efforts of IPS teachers to develop students' skills in communicating are carried out with students taught to solve conflicts that exist on the subject as well as in real life, students are used

to asking and expressing opinions, and trained to be able to speak in public (Kurnia Muhalimah, 2011).

The efforts of IPS teachers in developing the skills of students to build groups are carried out through group discussions in learning, giving group tasks, as well as inviting students to do practical work outside of class and in free hours. IPS teacher's efforts to develop students' skills to solve problems is through discussion, teachers give problems to be solved students, tell students to position themselves as people who have problems, find solutions and ask students to resolve problems themselves and learn responsibility (Fitriana Zakaria, 2016).

Then also the research conducted by Suharli and Kenedi with the title of IPS learning problems in schools (Multikasus Studies at SMs and MTs in Sumbawa district) where the results of his research show that most teachers have not been able to maximize IPS in classroom and the main problem faced is female teachers in choosing and applying learning methods and media that correspond to the diversity of characteristics of students in the classroom (Suharli & Kenendi, 2023).

Therefore, in this study, we believe it is important to study the problems faced by teachers in the classroom and find alternative solutions to such problems.

## Research Method

The research method used in this research is the study of literature. Study of literature is a series of activities that include collection of library data, reading and recording, as well as researching data management techniques.

According to Kartiningrum (Kartiningrum, 2016), literary research is a research conducted by a researcher through a collection



of many books, magazines and research projects related to a problem, this method is carried out with the aim of finding relevant concepts. When research findings on current issues are discussed, those findings are considered or studied as references.

Another understanding of literary research is the search for theoretical references related to the case or problem observed. In general, literary research is a method of solving problems by following the sources of previously written documents. In other words, the term literary research is closely related to the term library research. Of course in doing research, the researcher must have a clear understanding of the subject of research. Otherwise, most of the research would be useless at all.

## **Result and Discussion**

### **Problems of Social Sciences Education Teachers in the Teaching and Learning Process in Schools**

Based on the results of a literary study, the following findings can be found:

1. The teacher's inability to apply learning methods and media that match the diversity of student characteristics in the classroom

Field data suggests that teachers still find it difficult to study IPS at school. This fact is demonstrated by the statement that some teachers continue to regard student diversity as a major concern. Indeed, student diversity is not the main issue in applying IPS learning in the classroom. Data and analysis results show that the real problem is the teacher's ability to choose and design effective IPS learning. Field data also shows that teachers use lectures and discussions as the primary method in IPS teaching.

One of the main problems faced by teachers in the classroom is their difficulty in choosing methods that match the IPS learning material. Therefore, it can be concluded that teachers must be able to deal with student diversity by using models and learning media that can facilitate such diversity to the quality of IPS processes and learning outcomes in classroom.

Indeed, teachers should be capable of adapting the media used to the diversity of the character of students in class. Therefore, the aim of IPS learning is to equip students with a variety of social knowledge and skills that can be used in social life. Besides, teachers have not maximized the use of the environment as a medium and resource for learning in IPS.

This condition is demonstrated by the teacher's statement that the learning facilities needed to the IPS learning objectives are still insufficient. The environment as a learning resource is very beneficial to learning IPS because the learning source is close to the student, so it is easier for the student to understand it (Suharli & Kenendi, 2023).

2. Teacher-Centre Learning and Book Packages

In this approach, teachers are more likely to use a lecture approach in the teaching process. Students can only understand the lesson and write notes if they feel necessary. As if they were the only source of science, teachers played an important role in achieving learning outcomes.

Teachers only provide information in one direction because what we want to is how teachers can teach well, so that there is only a transfer of knowledge (knowledge transfer). A centered teacher approach, where the learning process is more centered on the teacher, will only make the teacher smarter, while students



only have the experience of listening to exposure. Students produced by such educational methods not only become less able to appreciate knowledge, become afraid to express their opinions, and dare not try something new.

As shown above, a teacher-centred or teacher-centered approach that has been used by teachers in IPS learning has caused students to become less active and "poor" in their creativity.

In IPS learning in primary education, i.e. in elementary school and primary secondary school, teachers always use lecture methods and rely on books to deliver material. The students must be bored and full of listening to the teacher speaking in front. Students end up only paying attention to the lessons. When students are bored, they tend to spend time talking to their friends or playing with their own fantasies. In the end, the student does not receive the material given by the teacher well.

As a result, when a student enters a higher school level, this material becomes "fake" by itself. Students consider IPS lessons boring and uninteresting. One of the things that often happens in IPS learning is that students are asked to read a learning topic from a textbook and then write down their thoughts about what they have read. Basically, this activity aims to improve students' understanding of what they've read. However, the negative impact of this activity is students will quickly get bored and they won't have a reference to write what they think because they're just relying on textbooks.

Teachers should give students other options to find sources, such as television, newspapers, and the internet (Karima & Ramadhani, 2018).

3. The learning process is not in line with

what was planned in the RPP

Writing that the activities carried out in the classroom within the RPP indicate that previously unplanned learning activities have been conducted in classroom, or otherwise, the learning activities that have not previously been considered have been performed in classrooms due to the development of class situation. Class conditions must be in line so that the purpose of learning can be achieved by doing or canceling such activities. Therefore, educators must be careful in leading the class.

The following factors cause the difference.

- a. Many students ask questions during the discussion, and teachers assume that questions must be answered until the discussion is completed.
- b. Students do not respond positively to the given learning, which makes teachers have to look for different teaching methods and take longer than planned.
- c. The student's speed in understanding the submitted material differs from the teacher's estimate; this may be due to teachers who do not understand class characteristics or class situations that were not previously anticipated.
- d. Students need more time to understand the material. They didn't do the planned activities because of this because they found that students still had difficulty understanding the material delivered. As a result, they need more time to help students.
- e. School programs that happen quickly, such as unannounced fire exercises, cause classes not to run as expected.

RPP is a guide to teachers in class; however, it's not a rule to follow all the time. If the teaching activity does not go according to the plan, the teacher must write a special note as a



means of evaluating the planning or execution of their class.

The inconsistency of written plans with classroom practice is a tool for judging teacher learning success, not merely pedagogical failure. From this study, it can be concluded that several factors influence the application of RPP in the classroom. This includes the student's response to learning, unforeseen situations when planning, such as the presence of fire exercises (in the school curriculum), goals or competences to be achieved in the class so that teachers can make various adjustments, and student learning satisfaction, indicated by the numerous questions asked to teachers (Galuh Mardhika Damayanti, 2011).

4. Teachers who teach IPS are not based on their skills.

According to the Law No. 14 of 2005 on Teachers and Docents, the profession of teacher is a specialized field of work that is carried out on the basis of the standards of competence according to the field of duty and the implementation of sustainable professional development throughout life. The knowledge, skills, and behaviour that must be possessed, lived, mastered, and updated by teachers when performing their professional duties is called competence.

On the other hand, as an obligation, teachers must have academic competence, educational certificates, physical and spiritual health, and the ability to national educational goals. IPS teachers teaching in high schools often complain about new policies relating to interdisciplinary IPS curriculum requirements where IPS should be taught thematically. Indirectly, IPS teachers must have the ability to teach four fields of study (economics, history, geography, and sociology) in one integrated IPS subject. Besides, there is no need for a single teacher to teach IPS subjects

because teachers in such fields are already in the field. With team teaching, this can be overcome.

However, one of the problems associated with the implementation of this model is the difficulty of making team teaching due to time and effort constraints. Generally speaking, teachers in schools come from specific disciplines, such as Geography, Sociology/Anthropology, Economics, and History. Since people with geographical backgrounds are not very skilled in economics and history, the opposite is, it is difficult for teachers with these backgrounds to adapt to the integration of social science disciplines.

In addition, integrated IPS learning also causes teachers covered by the IPS to have less hours of instruction. However, the provisions on the number of hours of lessons to be completed by each teacher remained unchanged, which means that integrated IPS learning still could not be implemented properly in the primary school (Abbas, 2018).

5. Lack of availability of facilities and infrastructure to support the success of social studies learning.

a. IPS Learning Problems and Prasarana in Elementary Schools

The lack of learning facilities is also a problem because students have to share books with their neighbors when they lack books. Students will not be interested in taking lessons because of this. To improve student learning outcomes and activity, the use of media is crucial. Besides, IPS learning is known as boring learning. Therefore, teachers must be skilled in managing their classes to create an attractive classroom atmosphere and make students feel interested in studying IPS.





b. Problems of IPS Learning in the First Secondary School

It's not just teachers who can be responsible for the lack of media use or varied learning approaches. However, it must be considered from the point of view of the availability of school facilities and facilities. How can teachers use the best learning media in the classroom if school facilities and facilities are inadequate? If teachers don't have enough resources, especially in terms of IPS learning, they can't plan classroom learning well. How can a teacher deliver material if a student doesn't have enough handbooks to study at home.

c. IPS Learning Problems and Prasarana in Higher Secondary Schools

As technological advances in science continue to grow in society and the field of education, technological problems also become a problem in IPS learning in high school. As we know together, IPS technology usually uses LCD projectors to display material on the infocus screen. Instead, IPA learning already uses technology for learning, as in the practice and so on. Teachers must also be able to use technology in IPS learning (Pratiwi et al., 2023).

6. Students think IPS learning is "Second-Class" learning.

Students believe that IPS learning is second class or second level. This is the next issue. Many students believe that IPA is better than IPS because IPS learning is a lot of play. One of the problems with IPS Learning is public understanding of IPS. Besides, IPS education has no formula and focuses on social phenomena, so it does not take much time for students to learn. In addition, many students believe that by choosing an IPA major while in school, they will have the freedom to

choose any major when they want to continue to college, even if their interests do not match the major.

Public and student perceptions of low IPS job prospects. While IPS teaches to build structures like buildings, bridges, and so on, IPS learning will clearly provide better job prospects compared to IPS. Comparisons between IPS and IPA occur both in the community and in the school environment, which makes students feel distracted. It's always been underestimated that IPS learning is boring.

### Conclusion

Based on the data collection process about problems of social sciences education teachers in the teaching and learning process in schools, the findings from this research are the teacher's inability to apply learning methods and media that match the diversity of student characteristics in the classroom. Teacher-Centre Learning and Book Packages. The learning process is not in line with what was planned in the RPP. Teachers who teach social studies are not based on their skills. And lack of availability of facilities and infrastructure to support the success of social studies learning.

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