

FUNDAMENTAL CONCEPTS OF SOCIAL SCIENCE IN THE REALM OF  
EDUCATION

Farhah Andriyani<sup>1\*</sup>, Eka Syifa Andriani<sup>2</sup>, Meidy Ardelia<sup>3</sup>, Muhammad Fattan  
Fachrezy<sup>4</sup>, Wahyunengsi<sup>5</sup>

<sup>1,2,3,4,5</sup>Universitas Syarif Hidayatullah, Jakarta, Indonesia

andriyanifarhah@gmail.com<sup>1\*</sup>, ekasyifa@gmail.com<sup>2</sup>, meidy@gmail.com<sup>3</sup>,

fattan@gmail.com<sup>4</sup>, wahyunengsi@gmail.com<sup>5</sup>

**ABSTRAK**

Penelitian ini bertujuan untuk mengkaji konsep dasar Ilmu Pengetahuan Sosial (IPS) dalam dunia pendidikan melalui studi literatur. Metode penelitian yang digunakan adalah kualitatif dengan desain studi pustaka. Sumber data berasal dari beragam literatur seperti buku teks, jurnal pendidikan, laporan penelitian, dan dokumen kurikulum IPS. Teknik pengumpulan data dilakukan dengan telaah dokumen, sedangkan analisis data menggunakan analisis isi. Hasil penelitian menunjukkan bahwa IPS merupakan mata pelajaran multidisiplin yang mengintegrasikan konsep-konsep dari ilmu-ilmu sosial seperti sejarah, geografi, ekonomi, sosiologi, dan antropologi. Tujuan utama IPS adalah membentuk warga negara yang berpengetahuan, terampil, dan baik sosial. Ruang lingkup IPS meliputi materi tentang manusia, lingkungan hidup, dan interaksi keduanya dalam dimensi kehidupan. Tantangan dalam penerapan konsep dasar IPS antara lain kurangnya pemahaman guru, kurangnya sumber belajar, dan persepsi negatif siswa terhadap IPS. Rekomendasi diberikan untuk meningkatkan pembelajaran IPS melalui pelatihan guru, pengembangan bahan ajar, dan inovasi metode kontekstual dan interaktif.

**Kata Kunci :** Konsep Dasar IPS, Pendidikan IPS, Pembelajaran IPS, Studi Literatur

**ABSTRACT**

*This research aims to examine the basic concepts of Social Sciences (IPS) in world education through a literature study. The research method used is qualitative with a library study design. Data sources come from diverse literature such as textbooks, educational journals, research reports, and social studies curriculum documents. The data collection technique was conducted by reviewing documents, while data analysis used content analysis. The research results show that social studies is a multidisciplinary subject that integrates concepts from social sciences such as history, geography, economics, sociology, and anthropology. The main goal of IPS is to form citizens who are knowledgeable, skilled, and socially good. The scope of IPS includes material about humans, the environment, and the interaction between the two in the dimensions of life. Challenges in implementing basic social studies concepts include a lack of teacher understanding, a lack of learning resources, and students' negative perceptions of social studies. Recommendations are given to improve social studies learning through teacher training, development of teaching materials, and innovation in contextual and interactive methods.*

**Keywords:** Basic Social Sciences Concepts, Social Sciences Education, Social Studies Learning, Literature Study

## **INTRODCUTION**

Was not conducted in-depth studies using the specialized procedures of the existing sciences. However, over time, science experienced development, both from the method, procedures or studies in it. For example, the realm of natural science is divided into several sub-sciences, namely chemistry, physics, and biology. If examined again this science is then grouped again into morem specialized ones such as biotechnology, geophysics, and so on.

Although not visible in reality, like a natural science that creates technology. Social science is useful for providing knowledge so that humans can face problems in society. Because the problems faced by society are complex and always evolving, therefore the role of social sciences is vital here.

Because the fields of social science are so many and take a long time to learn, an idea was born to unify some of these social sciences and use them in school teaching to equip society. Social studies aims to train students for informed, responsible participation in a diverse society and the content of social studies provides the necessary background knowledge to develop values and reasoned opinions and the objective of the field is civic competence.

One of the purposes of social studies, particularly at the level of higher education, is to integrate several disciplines with unique methodologies and special focuses of concentration. In the past, every science was included in the scope of philosophy because it was not conducted in-depth studies using the specialized procedures of the existing sciences. However, over time, science experienced development, both from the method, procedures, or studies in it.

The development of science itself is inseparable from its great benefits in facilitating human life, including social studies. Because the fields of social science are so many and take a long time to learn, an idea was born to unify some of these social sciences and use them in school teaching to equip society.

The elements of geography, sociology, ethics, psychology, philosophy, anthropology, art, and literature are incorporated into the subject field itself. The field of study itself focuses on human beings and their respective relationships. With that, many of these subjects include some form of social utility that is beneficial to the subject field itself.

## **LITERATURE REVIEW**

The basic concepts of social science in the world of education have become a topic that is widely researched and studied by academics and educational practitioners. This literature study aims to analyze and synthesize previous research regarding the role and implementation of basic social science concepts in the educational context.

Social sciences, as a discipline that studies society and human relationships, has an important role in shaping students' understanding of the world around them. Dewey (1916) in his work "Democracy and Education" emphasized the importance of education as a social process and the importance of experience in learning. This idea became the foundation for the integration of social sciences in the educational curriculum.

Vygotsky's (1978) research on social constructivism theory provides a new perspective in understanding how social knowledge is built through interaction. This theory emphasizes the important role of the social and cultural environment in children's cognitive development, which is very relevant to social science teaching in schools.

In a more contemporary context, Banks (2015) explored the importance of multicultural education in social studies teaching. He argues that an understanding of diversity and social inclusion should be an integral part of the social sciences curriculum to prepare students to face an increasingly complex global society.

Meanwhile, Barr et al. (2011) in his book "The Handbook of Research in Social Studies Education" highlights various approaches to teaching social studies, including inquiry-based

learning and the use of technology. They emphasize the importance of developing critical and analytical thinking skills through learning social sciences.

A study by Levstik and Barton (2015) regarding the teaching of history in primary and secondary schools revealed that a narrative approach and the use of primary sources can improve students' understanding of social-historical concepts. They emphasize the importance of connecting past events with contemporary issues to increase the relevance of learning.

In the Indonesian context, Somantri's (2001) research on social studies education in schools provides insight into how basic social science concepts are adapted and implemented in the national education system. He emphasized the importance of an integrated approach in teaching social studies to provide a holistic understanding to students.

These studies show that basic social science concepts have a vital role in education, not only in transmitting knowledge, but also in shaping students' social skills, cultural understanding, and analytical abilities. However, further research is still needed on how to effectively integrate these concepts in daily teaching practices, especially in facing the challenges of 21st century education.

## **RESEARCH METHOD**

This research takes a qualitative approach, and it explores the topic through in depth analysis of multiple data sources. Because this research is qualitative, the researchers conducted library research to gather rich data. This search uses a qualitative research approach, where qualitative research as a scientific method is often used and carried out by a group of researchers from the social sciences, including education. According to Creswell (2014), qualitative research is "a process of investigation to understand social problems or human problems, based on a holistic picture formed with words, reporting informants' views in detail, and arranged in a natural setting."

For the library research for journal articles with the title "Social Studies Concepts in the World of Education", the most suitable research design is a library research design. A library research design is a research design that is carried out by collecting, analyzing, and criticizing library data that is relevant to the topic or problem being researched. However, In this research design, researchers will focus on collecting, analyzing, and synthesizing data from various relevant literature sources. Content analysis is used to explore meanings, patterns, and important findings related to social studies concepts in the world of education. Moreover, the research results will be presented in the form of a comprehensive and systematic journal article.

The qualitative research, the researcher is the key instrument. Therefore, researchers must have theoretical provisions and broad insight to be able to ask, analyze, and construct the object being researched into something more clear. This research places more emphasis on meaning and values. In the literature research study for a journal article with the title "Social Studies Concepts in the World of Education", the research target is not a population and sample as in field research. However, the appropriate research targets are literature sources that are relevant to the research topic. In library research, the research population refers to all literature sources related to the concept of social studies in the world of education. The literature population can include books, journals, scientific articles, research reports, curriculum documents, and other written sources that discuss the topic.

The research method used in this research is library research. In this research, researchers collect information and data from library sources, such as journals, books, articles, and data that are relevant to the topic being studied. Furthermore, the data collected is then analyzed, synthesized, and interpreted to answer the research questions or objectives. It provides a solid foundation for the research by critically evaluating and integrating various perspectives and findings from previous studies. Library research is a type of qualitative

research, that has an emic perspective and works in an analytical setting, namely obtaining data not based on the researcher's perception, but based on conceptual and theoretical facts.

Document review is a data collection technique by studying, analyzing, and citing information from various relevant literary sources. In this research, literature sources that can be reviewed include A. Textbook about social studies and basic social studies concepts, B. National and international scientific journals related to social studies education, C. Proceedings of a social studies education seminar or conference, D. Research reports about and concepts of IPS, E. Social Sciences curriculum documents such as the 2013 Curriculum, and F. Literature about educational theories relevant to the social studies concept. In addition, document review allows researchers to explore multiple perspectives and approaches to the research topic, enhancing the depth and richness of the analysis. While document review may seem tedious, it collects crucial data that informs decision-making. Moreover, document review collects data that can be analyzed, and it is a necessary step in many legal and business processes, even though it is often time-consuming.

In qualitative literature, review research for journal articles with the title "Social Studies Concepts in the World of Education", the data analysis that is suitable to use is content analysis. Content analysis is a data analysis technique used to analyze the meaning contained in a text or written document. In this content analysis, researchers can use special software or applications to organize and process qualitative data if necessary. Content analysis allows researchers to explore the meaning contained in various literature in depth and systematically by the research objectives.

## **RESULT AND DISCUSSION**

Muhammad Numan Soemantri (2001) stated that social studies education is a simplification of social sciences, state ideology, and other scientific disciplines as well as relevant social problems that are organized and presented scientifically. Psychology for academic purposes in elementary and middle schools. At school, social studies is a subject that studies social life based on study material from geography, economics, history, anthropology, sociology, and state administration by presenting the daily problems of society. Social studies is a subject that combines basic concepts from various social sciences with educational and psychological approaches and is relevant and useful for students and their own lives.

According to Ahmadi (1991, p. 2-3), social studies is a social science that is selected and adapted for the use of educational programs in schools or other learning groups. Ali Imran Udin said that social studies is a simplified social science for teaching purposes in primary and secondary schools, and Abu Ahmadi said that social studies is a field of study that is a blend (fusion) of several social science disciplines. Some of the above opinions are based on the fact that social studies is a field of study that is a blend of social studies. In the past, all fields were included in the scope of philosophy because they were not studied thoroughly using the special methods available in that field. However, methods, techniques, and types of scientific research have changed over time. For example, natural sciences consist of many subdisciplines, such as chemistry, physics, biology, and more specifically, such as biotechnology, geophysics, etc. Social sciences consist of many disciplines, such as sociology, anthropology, geography, economics, politics, and psychology (Karim, 2014). In 1827, Rugby, England, introduced social studies to the school curriculum, half a century after the Industrial Revolution of the 18th century. Meanwhile in America, the addition of social studies to the curriculum aimed to strengthen national unity after the Slave War (1861-1865) and the problems of unity faced by a racially diverse country. In the state of Wisconsin in 1892, social studies were added to the curriculum to create a national union.

The initial name for social science in America was "social science," with the Social Science Committee was founded in 1913 to develop a social science curriculum. In the 20th

century, it was recommended that all schools in the United States include social studies in their curriculum. Initially, social science included history, geography, and civics, but has expanded since the 1940s throughout the United States.

In Indonesia, social sciences were included in the school curriculum after the G.30S/PKI rebellion. The 1975 National Curriculum established the term "Social Sciences" as an umbrella for subjects such as history, earth sciences, public administration, and economics. Even though the inspiration comes from America, the social studies curriculum in Indonesia is adapted to the country's educational needs. Social studies in Indonesia covers various disciplines such as economics, history, geography, sociology, politics, law, and citizenship education, while the United States has a broader coverage including anthropology, archeology, philosophy, and religious sciences in its social studies programs.

### **The difference between Social Sciences and Social Studies**

In her work, Kartini (2017) eloquently highlights the fundamental differences between social sciences and social studies. Notably, renowned scholar Norman MacKenzie offers a comprehensive definition of social sciences, encompassing the gamut of knowledge related to man in his social environment and as a member of society. In contrast, the National Educational Social Committee on Association and Reorganization of secondary education in 1916 outlined the idea of secondary education in 1916 outlined the idea that social sciences, sometimes called social studies, involves the utilization of social science materials to examine the complex dynamics of human relationships in society. The complex dynamics of human relationships in society and the role of individuals within it. Further explaining this, Munasih and Nurjaman (2017) assert that social studies education should be viewed as a study program and not as a discipline in its self so that it does not exist in the philosophical discourse. Discipline does not exist in the philosophical discourse surrounding science, social sciences, and education. Educational sciences. Consequently, it becomes clear that social sciences and social studies are indeed distinct entities, with several distinctions that set them apart:

1. The social sciences cover various aspects of human life, each with its unique focus. Sociology studies social interaction, anthropology studies culture, and economics studies human needs. Anthropology explores culture, economics examines human needs, geography examines human interactions with natural factors in space, political science studies the dynamics of power, history explores the past, and social psychology explores the mental processes of humans as social beings. Humans as social beings. Although the social sciences whole are not disciplines, interdisciplinary social sciences take a holistic approach to the study of social life. Take a holistic approach to the study of human social life.
2. The social sciences are primarily concerned with the study of pure science. This disciplinary framework is oriented towards the development of scientific theories and principles. Each social science discipline, such as sociology, anthropology, history, geography, political science, and economics, aims to advance its research in line with the scientific approach. As a result, the focus of the social sciences is not on education, but rather on the study of human beings and their societal contexts, seeking to advance their research in line with scientific approaches. People and their societal context, seek to understand what happens and why it happens (describing and explaining). (describing and explaining). In contrast, social studies emphasizes the educational aspects and is often referred to as social studies education. It refers to the knowledge and findings of the social sciences for educational and teaching purposes.

### **Foundations of Social Sciences Education**

In Sapriya's (2017) view, the field of social studies education must be well rooted in subject matter and scientific nature. This foundation is expected to offer fundamental concepts regarding the framework, methodology, and application of social studies education as a

scientific discipline. The scientific community is responsible for building and advancing these scientific structures and disciplines in line with aims, objectives, and targets development. The discipline of social science education covers various foundations, such as philosophy, ideology, sociology, anthropology, humanity, politics, pedagogy, and religion.

### 1. Philosophical Foundations

This work presents the basic concepts that serve as guidelines for identifying the subject matter and focus points in the realm of social studies education as a scientific discipline (ontological aspect). Furthermore, it explores how Social studies education can be developed through various processes and methodologies to ensure the truth, reliability, and accuracy of the knowledge produced.

### 2. Ideological Foundation

To build a framework of important concepts to offer insights and answer questions, we investigate the following questions:

- a) How is the essence of social studies education as a scientific discipline related to the goal?
- b) What is the correlation between educational theory and the construction and progress of standards of ethics, morals, politics, and behavior in the field of social studies education?

O'Neil confirmed that the principles embedded in this foundation have an enduring capacity to provide a comprehensive set of ideological ideals for science education social issues that cannot be replaced by conventional philosophy alone.

The existence of social studies education in the education system in Indonesia cannot be separated from the curriculum system that has been in effect in Indonesia. As has been stated by several experts, curricular embryonic, social studies education in formal educational institutions or schools in Indonesia was included in the 1947 curriculum, the subject-centered curriculum was broken down in 1952, the 1964 curriculum, and the 1968 curriculum. New in the 1975 curriculum, 1984, and 1994 curricula, social studies education has gone wrong one subject that stands alone at the Basic Education level and Intermediate which are tailored to the characteristics or needs of learners. Since the issuance of Government Regulation (PP) number 19 2005 concerning National Education Standards, then there are no more centralized curricula (national curriculum). According to the PP, Curriculum preparation is the authority of the education unit. Therefore, the applicable curriculum is the Unit Level Curriculum Education (KTSP). The central government assigns it to the Agency The National Education Standards (BSNP) are only obliged to prepare them National standards are included in creating Content Standards (SI) and Standards Graduate Competencies (SKL) which began in 2006 and were published in the form of Minister of National Education Regulation (Permendiknas) Number 22 concerning Content Standards (SI) and number 23 concerning Competency Standards Graduate (SKL)

### 1. Social Sciences Education in 1945-1964

In the period 1945-1964, the term IPS in Indonesia was not yet known. However, learning has the same characteristics as IPS referring to the definition of social studies according to Edgar Wesley which states that social studies education is a social science simplified for educational purposes. This fact can be seen from there are subjects taught in history, geography, civics, and cooperatives separately in elementary school, and the subjects of economics, sociology, and anthropology in high school.

### 2. Social Sciences Education in the 1964-1968 Curriculum

In the 1964 curriculum, there was a change in approach to teaching IPS in Indonesia, even though the term IPS in this period was not yet known. Dimiyati called the approach used the characteristic correlatives of the social sciences. In the curriculum, there are social education subjects which consist of the correlation of subjects earth science, history, and civics lessons. In 1968, changes occurred A curriculum characterized by subject groupings by educational orientation and development. At this time the name citizenship education began to be

introduced so that education society is transformed into citizenship education which is a correlation of earth science, history, and knowledge citizenship. When the 1968 curriculum was still in effect, the term social studies began to appear in a national seminar on Civics Education in 1972 in Tawang Manggu Solo. According to Winataputra, in the seminar report three terms appear and are used interchangeably, namely social science, social studies, and social science, that is defined as a study of selected social problems and developed using an interdisciplinary approach and aims to make social problems understandable to students. Social Sciences as a subject first entered the world schooling in 1972-1973, namely in the Project curriculum Pioneer Development School (PPSP) IKIP Bandung. At that time, eyes Social studies lessons have not yet been included in the elementary, middle, and high school curricula. According to Winataputra, PPSP has used in the 8-year elementary school curriculum the term Citizenship Education or social studies as eye-integrated social studies. In the PPSP elementary school curriculum, IPS is interpreted the same as Citizenship Education.

### 3. Social Sciences Education in the 1994 Curriculum

In the 1994 Curriculum, social studies subjects underwent changes which are quite significant. This happened after the enactment of the Law Number 2/1989 concerning the National Education System. The implications of the implementation of this law have emerged from curricular studies replacing the Pancasila Moral Education (PMP) subject with Pancasila and Citizenship Education (PPKn). PPKn position This remains a subject within the scope of special social studies and must be followed by all students at all levels (elementary, middle, and high school). For social studies subjects, the 1994 curriculum sets characteristics as follows:

- Social studies subjects for elementary school still use the approach integrated (integrated) and applies to class III to class VI, meanwhile for classes I and II it is not explicit that IPS is an eye stand-alone lesson.

- Social studies subjects for junior high schools have not changed The approach means that it is still confederated which includes geography, history, and economics of cooperatives.

- Social studies subjects for high school use a separate approach (separated) on national history and history subjects general for classes I and II, economics and geography for classes I and II, class II sociology, cultural history for class III language program, economics, sociology, statecraft, and anthropology for class III social studies program. Especially for elementary social studies, the lesson material is divided into two parts, namely historical material and social knowledge material. Knowledge material includes the social, geographic economic, and political environment or government while the coverage of historical material includes local history and national history. The goal is to develop knowledge of students and the basic skills they will use in their lives as well as increase the sense of nationalism from past events to the present now so that students have a sense of pride and love for their country.

Because IPS for middle and high school adheres to a confederation approach and separately, the objectives are adjusted to the characteristics of each separate subject. The objectives of national history subjects and general history for high school, for example, are to instill an understanding of the development of society from the past to the future now, fostering a sense of nationality and love for the country as well as a sense of pride as citizens of the Indonesian nation, and broaden the horizons of relationships public between nations in the world.

Economics subjects aim to provide knowledge of simple concepts and theories and apply them in solving the economic problems it faces critically and objectively. Sociology subjects have the aim of providing abilities to understand critically various problems in everyday life emerging in connection with changes in society and culture, embed awareness of the need for community provisions, and being able to put themselves in various socio-cultural situations by position, role, social norms and values that apply in society.

Geography subjects aim to provide skills and a responsible, rational attitude in dealing with natural phenomena and life on earth and their problems arise as a result of interactions between humans and their environment. As for subjects statecraft aims to improve the ability of students to understand appropriate state administration with the state institutional system, the state transition system is by the system state institutions, the state judicial system is by the institutional system state, judicial system, government system of the Republic of Indonesia and the country other.

## **CONCLUSION**

Social studies education in Indonesia is a field of study that combines various social sciences, including geography, economics, history, anthropology, sociology, and politics, to provide a comprehensive understanding of social life and problems. The subject is designed to be relevant and useful for students and their own lives, to develop knowledge and skills that can be applied in various aspects of life. The development of social studies education in Indonesia is closely tied to the establishment of the state and nation, to build awareness as citizens of a nation with diverse tribes, cultures, and religions. The subject has been included in the curriculum since elementary school, to promote tolerance towards differences and understanding of rights and obligations as citizens. The curriculum for social studies education in Indonesia has changed over time, with the 1994 curriculum setting a significant shift towards a more integrated approach in elementary school and a separate approach in junior high school and high school. The subject is designed to develop knowledge and skills in various areas, including national history, economics, sociology, geography, and statecraft. Overall, social studies education in Indonesia plays a crucial role in building awareness as citizens of a nation and promoting tolerance towards differences, to develop knowledge and skills that can be applied in various aspects of life. The research employs a quantitative approach rooted in positivism, aiming to test predetermined hypotheses. It utilizes a literature study, reviewing existing literature to analyze and interpret the concept of social studies in education. Data sources include textbooks, scientific journals, conference proceedings, research reports, and curriculum documents. Document analysis is the data collection technique, and content analysis is the data analysis technique. This method is suitable for exploring the concept of social studies in education through a review of related literature. The results will be presented in a comprehensive journal article.

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