

## CURRICULUM DEVELOPMENT AND THE CONCEPT OF SOCIAL SCIENCE EDUCATION IN INDONESIA

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### *Abstract*

This article aims to describe the development of Social Studies in Indonesia, both in the form of the concept of Social Studies education and adaptation to the development of the Social Studies curriculum in Indonesia. Social Studies (IPS) is not an independent science. In Social Sciences, much material from various social sciences is used or adapted to get what you want to achieve in the chosen education or teaching. Social Studies is an integrated study material, namely selection, adaptation, and regulated (organized) modification of scientific concepts, such as historical, economics, geography, sociology, and anthropology skills). Social Studies is a subject designed to improve/develop knowledge, skills, and understanding in analyzing social conditions in society, especially when entering the life of a dynamic society. In Indonesia, Social Studies is described in an integrated, dynamic, and comprehensive way for the flow of learning activities in order to achieve success and maturity in societal attitudes. Indonesia has a dynamic educational development and participates in the times. This is interesting to study in more detail through historical studies on developments in Indonesia for social studies education, starting from the first entry of social studies education to developments in schools related to the curriculum. Indonesia has a dynamic educational development and participates in the times. This is interesting to study in more detail through historical studies on developments in Indonesia for social studies education, starting from the first entry of social studies education to developments in schools related to the curriculum. Indonesia has a dynamic educational development and participates in the times. This is interesting to study in more detail through historical studies on developments in Indonesia for social studies education, starting from the first entry of social studies education to developments in schools related to the curriculum.

**Keywords:** Curriculum Development; Educational Concepts; and Social Studies Education.

### **Preliminary**

Social Sciences can be said there is not an independent science. Social studies materials usually use various social sciences as materials that will be used to be adapted to teaching, namely following educational goals. According to foreign literature, the term Social Studies that is often used in general is Social Studies, Social Education, Social Science Education, Social Studies Education, Studies of Society and Environment, and Citizenship Education. So it is not surprising that social studies are taught at elementary, JHS, and High School levels.

As stated by the National Council for Social Studies (NCSS) that "Social Studies is defined as an integrated study of social sciences and humanities which aims to develop the creativity of citizens" (Azhar, 2020). Disciplines such as sociology, psychology, political science, philosophy, religion, mathematics, humanities, archeology, economics, anthropology, law, history, geography, and natural sciences are collaborative and systematic disciplines in the social studies education program. Therefore, Social Studies can be said to be an integrated study material that is simplified, selected, adapted, and even modified and organized from the

concepts of social science skills, for example, in economics, history, geography, sociology, and anthropology (Endayani, 2018).

Due to the unique circumstances and circumstances of each nation, the circumstances surrounding the birth of Social Studies are undoubtedly different. These differences will certainly affect the goals and content taught in each nation. In 1827, Social Studies became part of the school curriculum for the first time in Rugby (England). In 1892, the state of Wisconsin introduced Social Studies, also known as Social Studies, into the school curriculum for the first time. In 1975, the 1975 curriculum officially included Social Studies in the Indonesian national education standards (Endayani, 2018). The desire of Social Studies experts and educators to increase the unity and integrity of the nation became one of the factors in the birth of Social Studies.

Change is the only constant in social science because nothing is constant (Sapriya, 2012). Therefore, it is understandable that social studies courses in Indonesia are intended to prepare students to face a dynamic social life by equipping them with skills, knowledge, and understanding of the analysis of social conditions in society. According to Riswan Jaenudin (2014), in Indonesia, social studies subjects are held sequentially, comprehensively, and integrated as part of the course of learning to achieve success and social maturity. In Indonesia, Social Studies education continues to grow along with the development of Social Studies itself. So it is pretty interesting to study a more in-depth history of the evolution of social studies education in Indonesia.

## **Result and Discussion**

### **Development of Social Sciences in Indonesia**

#### **1. Definition of Social Studies Education**

"Social Studies is defined as an integrated study of the humanities and social sciences which aims to develop citizen discipline" (Azhar, 2020). The Social Studies design includes a variety of independent sciences (disciplines), including history, philosophy, political science, psychology, sociology, religion, anthropology, economics, geography, geology, law, and humanities, in a collaborative and sequential (systematic) manner. The concept of the curriculum is constantly evolving from time to time as developments are adapted to change times and adapted to the needs of society. Social Studies is a field of study that is part of a subject that is transferred at the elementary, middle, high school, and tertiary levels. Social Studies represent social sciences as well as independent sciences as a whole. The material used is Social Studies, on the other side, a science system component developed and implemented within the framework of education and teaching (Endayani, 2018).

The birth of Social Sciences was due, in part, to the willingness of experts in the social sciences and education to strengthen national unity and integrity. Adjust it to the demands of the times and science increasingly innovating. Social Studies is an integrated study

material that is simplified, adapted, selected and modified, and organized from existing skills and concepts related to economics, sociology, anthropology, history, and geography (Endayani, 2018; Abbas, 2013; Nasution, 2018).

## **2. Social Studies Development**

### **1) Social Studies in England and America**

Social Studies was first included in the school curriculum at Rugby in England in 1827. After the industrial revolution, about half a century, to be precise, the 18th century. The industrial revolution in this century is remembered for using the renewal of the utilization of human power, which was replaced by machine power. In the United States in 1892, Social Studies was included in the school curriculum, in the state of Wisconsin to be precise.

### **2) Social Studies in Indonesia**

Social Studies in the world of education, especially in Indonesia in 1970, was undoubtedly influenced by efforts to renew or move education in the United States exactly when Social Studies was connected with The New Social Studies movement in the 1970s. Social Studies was first presented at the "CIVIC EDUCATION" seminar in 1972 in Tawangmangu Solo. The seminar report found 3 (three) terms that were alternately used, including social science, social studies, and social knowledge (Supardan, 2015).

Social Studies is not a science in itself, but applied knowledge that is used, among others, in schools to help students change to be more aware of their environment and become good citizens as future citizens in the next future (Sapriya, 2017). Social Development Many studies in Indonesia refer to fundamental ideas developed and influenced by Social Studies thinking in the United States. The goal is to develop materials and how to handle them according to the ideals of the nation of Indonesia (Rachmah, 2014). Because the United States is considered one part of the nation that has a significant academic reputation and a long history in its field, is doing this to the realities, symptoms, and problems in the social field, which are the subject of social studies and are different from other nations (Hidayat, 2020).

## **The Concept of Social Science Education in Indonesia**

### **1. The Concept of Social Studies Education in Indonesia**

KH DewantarainWawan Wahyuddin (2016) reveal that education is a guide in the development of children. This means that education directs various natural forces in children so that students can obtain the highest happiness and safety as human beings and citizens. This is in line with the written view that:

"Efforts to assist are part of education, teaching children from birth so that they gain maturity both physically and spiritually, about communicating with the natural environment and its surroundings."

(Fauziah, 2022).

It can be realized that education is a deliberate effort to provide human rights by preparing students to acquire thinking maturity. The holding of training and guidance aligned with the functions that will be used in the future and guiding children or students to reach the peak of educational maturity (Fauziah, 2022). Based on the existing strategy, vision, and mission, namely Barr, Barth, and Shermis, Social Studies was developed in 3 (three) traditions, namely:

- 1) **Social Studies is taught as a transmission of citizenship:** Improving citizenship is a habit that has become a habit in social studies material that emphasizes valuable continuations given to students so that students have instructions/guidelines in behaving as children of the nation they should be.
- 2) **Social Studies is taught as a social science:** The desire to produce expert society/ways of thinking as social experts can be mastered how to find solutions to create research experts who know how to implement and use their knowledge, especially in the field of Social Sciences, which can be seen to distinguish the problems encountered in life.
- 3) **Social Studies is taught as a reflective inquiry:** Robert Barr (1987), an Inquiry is a social studies learning tradition that brings students and teachers together to collaborate to examine a problem suitable for society. The problems determined are based on student interests and have facts/evidence and values considered appropriate or relevant because they will be tested according to the requirements (criteria) (Endayani: 2018).

## 2. Characteristics of Social Studies Education

Ida Bagus Made Astawa's (2017) characteristics in social studies subjects academically can be categorized as follows:

- 1) Social knowledge combines elements of economics, politics, law, geography, sociology, history, education, religion, humanities, and citizenship.
- 2) Competency standards and basic social studies competencies begin with the scientific sequences of sociology, geography, history, and economics, which are arranged as much as possible to change according to the core themes and discussions that will be presented.

## 3. Social Studies Education Objectives

Objectives play an essential role in the curriculum. The curriculum should be a guide for all learning activities that adorn other curriculum components. Regarding formulating the goals of the curriculum, this has various factors that should be taken into account, including the development of demands. In addition, the conditions and needs of society and philosophical values in the philosophy of the state must be put forward. So in line with the curriculum above, the curriculum objectives can be grouped into several parts. Namely, the objectives in a broad scope are equated with educational goals. At the same time, the curriculum goals in the narrow scope are the goals to be achieved in learning and learning activities.

These goals are (Endayani, 2018):

- 1) National education goals are ideal goals and long-term goals of education to be achieved;
- 2) Institutional goals are targets in educational institutions to be achieved;
- 3) Curricular goals are the targets of the study program to be achieved;
- 4) Instructional goals are goals that must be achieved in the subject. Also related are general and unique instructional objectives, commonly called the main objectives of the discussion.

## Adaptation of Social Science Curriculum Development in Indonesia

Talking about social science, in this context, there is a statement that says that "All is change". However, in addition, some things show continuity. Namely another matter "The real thing is change because, in social science, there is no such thing as permanent (Sapriya, 2012). The sentence is entirely appropriate to describe the current condition of society, both in the

world and in Indonesia. Which is currently, the development of knowledge in the world is experiencing changes that can be said to be quite fast, so it can be said that today's society is a society of products of change, which should be because society cannot be separated from the so-called laws of nature.

The existence of Social Sciences Education in engineering in Indonesia, education cannot be separated from the curriculum arrangement system that was previously applied in Indonesia. As has been stated by several experts, the development of the social studies curriculum found in educational institutions recognized in schools in Indonesia already existed in the 1947 curriculum; the curriculum was based on complex subjects in 1952, the 1964 curriculum, and the 1968 curriculum, then in the 1968 curriculum. Finally, in 1975, the 1984 and

The following is the sequence of adaptation of the social studies curriculum in Indonesia:

**1. Social Studies Education Curriculum in 1945-1964**

An official name did not know in Social Studies in Indonesia from 1945 to 1964. However, only through the learning of the exact nature which refers to Social Studies learning, which is following the definition of Social Studies which was expressed based on Edgar Wesley's opinion, namely "The social sciences have been simplified for educational purposes into social studies" (simplified social sciences for educational purposes) is part of).

**2. Social Studies Education Curriculum in 1964 and 1968**

Next, in the 1964 curriculum, there were changes in adaptation to the social studies learning process in Indonesia, even though the term social studies was still not well known. "Dimiyati called the approach correlative in nature from the social sciences". At this time, a subject related to social education existed between history, civic and geography subjects called earth science. Then in 1968, there was a change in the curriculum, resulting in groupings in subjects adapted to educational developments and orientations. Finally, when the 1964 curriculum was still being realized, the term Social Sciences was recognized at the National Seminar in Tawang Mangu Solo in 1972, discussing Civic Education.

**3. Social Studies Curriculum 1974-1975**

In 1972-1973 the Social Sciences educational plan was for the first time recognized and recognized in the world of schools in Indonesia, namely in the School Pioneer Project Curriculum. Sapriya (2017) reveals that social studies education in Indonesia cannot be separated from the notes of the 1975 curriculum, which includes social studies, which is a subject in the world of education, both at elementary and junior high schools.

The 1975 curriculum shows social studies education in four profiles. The profile is between (Sapriya, 2017):

- 1.) Integrated Social Studies education for SD/MI
- 2.) Pancasila Moral Education plays a role in civic education as a form of social studies education that occupies citizenship transmission traditions/habits.

- 3.) Social Studies education that is not integrated (separated) includes economics, geography, and history for senior high schools.
- 4.) Confederated Social Studies education for secondary schools where Social Studies is positioned as an umbrella concept design, namely being a parent in history, economics, and geography subjects.

**4. Social Studies curriculum in 1975 and 1984**

It was the result of the compatibility of the academic community in the year before this so that it was in 1975 that the subject of Social Studies (understated as Social Sciences) was first shown in the curriculum regulations in Indonesia. As a new social studies subject in the 1975 curriculum, it was given to elementary, middle, and high school levels using an approach adapted to the characteristics and development of students created at each of these levels. The approach used at this stage of the curriculum is a development based on the material in the lesson (Content Based Curriculum). The character that appears from the increase in knowledge so that it becomes a material change/development in this phase of the period, namely an increase/development that produces value, cannot be separated from the name based on Pancasila and the 1945 Constitution.

**5. Social Studies Curriculum 1984-1990**

Rudy Gunawan (2016), in 1984, the Social Studies education curriculum can be said to be a refinement of the previous curriculum, which in this curriculum was a refinement of the 1974 curriculum. This curriculum also stipulates that Social Studies can only be used for educational levels in subjects at the elementary and medium levels, as in 1974 (Hidayat 2020). It is quite different from social studies education at the upper level (SMA), which can be said to have used scientific disciplines to name independent subjects.

**6. Social Studies Curriculum in 1994**

The National Education System Law number 2 of 1989 was amended following the 1994 Social Studies education curriculum. This law reviewed Social Studies learning by replacing Pancasila Moral Education (PMP) with Pancasila and Citizenship Education (PPKn). A significant change in the 1994 curriculum.

**7. Social Studies Curriculum in Permendiknas**

It was entering the 21st century, characterized by standard changes in all spheres of life. Especially in the field of law, there have been changes, none other than the political and economic conditions, that have brought about drastic (significant) changes in the concept of education in Indonesia. This curriculum was legalized into Law Number 20 of 2003 concerning the National Education System. This law has produced results that can be said to have drastically changed the phenomena in Indonesia's curriculum system.

**8. Social Studies Curriculum 2006 (KTSP)**

There have been changes in some of the social studies material content experienced by the curriculum in social studies education in 2006 (KTSP). Where learning prioritizes design mastery of the material, namely, it is measured using the KKM by the teacher to the students, and then this competency-based learning can be measured as complete or not. This idea resulted from the previous curriculum design, the competency-based curriculum (KBK), which was started in 2003 and implemented in 2004. This curriculum could not be said to last long.

## **9. Social Studies curriculum in 2013**

Previously, the government conducted research and reviews and arranged a renewal curriculum. The journey of the 2013 curriculum in the central government setting, namely the replacement of the Indonesian state leadership and other complementary leaders. In this case, of course, it affects the dissimilarity of opinion towards the designers of the 2013 curriculum in determining the government regulations that have just been made. This makes the 2013 curriculum unable to be fully realized, so it needs to be revised, namely with the issuance of RI Minister of Education and Culture No. 24 of 2016 regarding essential competencies and core competencies in the lessons contained in the 2013 curriculum.

It leads to Social Studies education in Indonesia, based on the opinion that "Change will always exist in social science because social science is not permanent because that change is permanent" (Sapriya, 2012). Initially, social studies education in Indonesia developed and emerged as a result of several changes in line with the state of Indonesia. Therefore, it is very different from Social Studies education at the first entry of Social Studies Education in Indonesia (Hidayat 2020). The development of the Social Studies Curriculum in Indonesia is conceptualized in order to be able to develop knowledge, skills, and understanding of analysis, both in the social conditions that exist in society and the active life of the nation. Therefore, social studies subjects in Indonesia in social life are ordered in a systematic, integrated, comprehensive, and sequential manner, in which the learning process aims to produce success and maturity (Jaenudin, 2014). To achieve maximum results from social studies education, it can be said that the process of social studies education in Indonesia is very dynamic and moves with the times.

## **10. Social Studies Education Today**

Education in Indonesia is growing with the times and experiencing the stage of modernization as primary education in a country. This modernization is quite influential in education in Indonesia. In this case, modernization emphasizes that elementary school students are expected to participate actively and be able to think critically in order to be able to respond to all events or problems they face in life according to fundamental realization. So with this, educators will get an increase in the quality of teaching. This is one of the reasons for obtaining material in lessons with no boundaries. It is hoped that with the use of the latest technology in this modern era, the available technology can be utilized optimally; of course, the quality of education in Indonesia will increase. Studying and being given the freedom to choose activities, including social interaction between individuals, is what can develop social studies learning. Social Studies is developed and based on the reality of cultural conditions according to reality, as is the case with social science that exists around the environment where students live, from this students can build/grow themselves to become good citizens who can understand and take care of social life carefully those around him.

## **Conclusion**

Social Studies concepts are gradually (integrated) and used in Social Studies to understand, learn, and even integrate in order to solve social problems. It cannot be separated from efforts to educate, improve, and expand the knowledge of the nation's children so that they become good citizens. Therefore, students in Indonesia must take social studies courses

as part of the Education Curriculum at the elementary, middle, high school, and university levels. Applied knowledge used in schools includes developing student/student awareness of the social life of their environment; with this, it is hoped that students will be able to become citizens with good behavior (Sapriya, 2017).

The development of social studies education in Indonesia is not least inspired by the basic ideas and theories developed by social studies in the United States. In line with the people's aspirations and national goals, it is hoped that Social Studies will have objectives and treatments that can be developed by themselves through adjustments to existing materials. In reality, this has already been done; social problems and symptoms that are the subject of social studies are not the same between countries. Since the name Social Studies was given, Social Studies education in Indonesia has progressed and developed. However, social studies-related content has been taught or researched in education. Until the social studies education concept is implemented separately or as part of an integrated approach adapted to the school education level.

The curriculum needs updating according to the progress of the times and technology. If no innovation is attempted, then the learning activities/processes in Indonesian education will experience what is called being left behind. On the other hand, the progress of the times continues to develop over time, and if we still use the previous (old) curriculum method, it may not be appropriate (relevant). In this case, an innovative curriculum can be used as a guide for learning and learning activities in the scope of education.

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