

The Using of Laboratory Social Studies as a Learning Resources in Junior High School

Nevirat Julian Mentari¹, Kokom Komalasari², Faqih Samlawi³

Social Studies Education Study Program, Faculty of Social Science

Universitas Pendidikan Indonesia, Bandung, Indonesia

Abstract. Nowadays there are many schools that do not have a laboratory for Social Sciences, but actually the Social Sciences laboratory is considered to support the study of the eyes of Social Sciences well. The essence of the laboratory serves as a means where the activities develop and find out the truth of the material that one can from the interested. Any method used to examine this phenomenon is through a qualitative method with the descriptive approach. The steps of data retrieval include interviews with deputy headmaster, teachers and six learners. The analysis of data in this research is done by processing qualitative data expressed in the form of words. Results obtained from this research is that each speaker agreed to assert that the development of an Social Sciences laboratory should have been done because it is very helpful to improve the understanding and creativity of students in learning. With the conclusion based on data processing that Social Sciences laboratory can be a model of development, learning resources that will be effective to improve the study of Social Sciences that are still monotonous and less-liked learners with the provision of facilities that can improve the quality of learners in learning.

Keywords: Junior High Schools, Laboratory, Learning resources, Learners, Social Studies Laboratory.

Correspondence. neviratjuliaanm@student.upi.edu

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A. INTRODUCTION

Schools must be a comfortable place to carry out the process of learning, a place where students get information from those who don't know to know and those who don't understand become understand. According to data from the Bandung City Education Office, 23 junior high schools have begun to consider having social studies laboratories with the fulfillment of teaching aids sourced from the agency. Nowadays, the social studies laboratory has begun to be considered important.

Students must get good and complete learning facilities. Laboratories are needed to improve the quality of education by

providing real experiences to students. So that the use of the Social Studies Laboratory can provide several benefits, including: understanding the material becomes easier, improving the attitudes and skills of students by working together.

Laboratory is defined as a means of supporting the department in the study concerned, and a basic resource unit for the development of science and education (Ibrahim, 2011). (Luthfi & Riasti, 2013). Laboratories in secondary schools can be categorized as basic laboratories and development laboratories. into 2 types, namely: a closed lanoratorium, which is usually in the form of a room for conducting

experiments, and an open laboratory which can be in the form of a garden, field or community.

Social studies subjects are integrated subjects and require more understanding, they can also be dynamic because they keep up with the times with various phenomena of social change that occur. The development of a social science laboratory can be a good facility and infrastructure, such as in the Indonesian government regulation No. 19 of 2005 concerning National Education Standards Chapter VII article 42 paragraph

(1) and (2) to show every form of change that has occurred, such as historical material about the kingdom. Kingdom and other materials so as to increase the interest of students in participating in teaching and learning activities in social studies subjects. Motivation in learning is a psychological factor that is considered non-intellectual. Its distinctive role is in terms of fostering enthusiasm, joy and enthusiasm for learning. Students who have strong motivation will have a lot of energy to carry out learning activities. Learning outcomes will be optimal if there is the right motivation (Khotimah, 2018).

Based on previous research conducted by Novia, the Social Studies Laboratory as one of the supporting infrastructure for social studies learning in schools is increasingly recognized, this can be seen from the emergence of social studies laboratories in several schools in Indonesia. The social sciences laboratory can be used as a place for social studies learning activities to take place in practice with special equipment that is not easily presented in the classroom so that the learning process can run more effectively.

B. METHOD

This study uses a qualitative approach with descriptive methods. In Novera (2017) the main objective of qualitative research is

to understand (to understand) social phenomena or symptoms by focusing more on a complete picture of the phenomenon being studied rather than breaking it down into interrelated variables.

Qualitative data can be obtained by simplifying raw data into meaningful information. With the aim of knowing how to use the social studies laboratory at SMP N 26 Bandung. Then the researcher will draw conclusions and hopefully find a theory about what is being studied so that the researcher departs from general or basic knowledge. The considerations that underlie the use of a qualitative approach, because the researcher wants to describe the facts and phenomena of learning based on the IPS Laboratory as a learning resource. The data collection steps include: 1) Interview with the Deputy Chief of Staff, Social Studies subject teacher, and 6 students, 2) Documentation of recording or recording an event / object into a collection / piece of evidence that needs to be made and presented again.

Data analysis in this study was carried out by processing qualitative data which was expressed in the form of words. Qualitative data can be obtained by simplifying the raw data into meaningful information. There are three lines of qualitative data analysis, namely data reduction, data presentation, and drawing conclusions Miles and Huberman, 1992 (as cited in Sugiyono, 2015, p. 95, (Umami, 2020). So that it can be described as follows: 1) Data Reduction (Data reduction), data reduction is defined as the process of selecting, focusing on simplification, abstracting, and transforming crude data that arises from written records in the field. 2) Data Display (Data Presentation). The second important flow in analysis activities in qualitative research is the presentation of data, namely as a set of structured information that gives the possibility of drawing conclusions and taking action. 3) Conclusion Drawing / Verification, The third

analysis activity is to draw conclusions and verification.

According to Sugiyono (2011, p. 270) the validity test of the data in qualitative research includes credibility tests with triangulation and reference materials, transferability tests, dependability tests, and confirmation tests.

C. RESULTS AND DISCUSSION

Social studies subjects are integrated subjects requiring extensive knowledge in which there are 4 fields of study in it, namely sociology, history, geography, and economics. So it can be said that IPS is a detailed subject and has a heavy enough weight to be studied in an integrated manner at this junior high school level.

In line with the findings above, Sapriya (2017: 7). The distinctive feature of Social Sciences and Natural Sciences as subjects at the primary and secondary education levels is the integrated nature of a number of subjects with the aim that these subjects become more meaningful for students so that the organization of subject matter is adjusted to the environment, characteristics, and needs of students. . Social studies learning has the aim of developing academic skills, personal skills, and social skills of students. Therefore an efficient development is needed in the learning process where the integration of the social sciences can be easily learned so that students can develop properly in accordance with the educational goals to be achieved.

The existence of this social sciences laboratory is one of the learning resources that can support schools in achieving learner goals as an effort to develop social studies learning in junior high schools. It is said that the social sciences laboratory is actually very large. The laboratory is not only indoor but can also be in the form of outdoor, we can see examples of human behavior, natural conditions, pictures, news in the mass media

and so on. Not only that, it can also be laboratories in the school environment or in the room supported by learning aids. The findings above are in accordance with the theory according to the Association for Education Communication and Technology (AECT 1977) and Bank (1990) (in Komalasari, 2010), learning resources are anything or resources that can be used by teachers, either separately or in a combined form, for teaching and learning interests with the aim of increasing the effectiveness and efficiency of learning objectives.

In the reality of implementation at Junior High School 26 Bandung According to the Deputy Head of facilities and infrastructure as his duties in the realm of school facility management. The Social Science Laboratory at Junior High school 26 Bandung is carried out using a walking laboratory technique. In a limited sense a laboratory is a closed room where experiments and research are carried out, this place can be a closed room, room or open space, for example a garden (Depdikbud, 1995: 7). So, even though the place where the researcher observes the physical room regularly labeled the Social Science Laboratory there is not yet officially available, its existence can still be recognized according to the response of the Ministry of Education and Culture, where whatever the place is if it is used as a place for social studies learning practice is what is called a laboratory.

Likewise with the response from the chairman of the Junior High School Infrastructure Facilities at the Bandung City Education Office. The difficulty of submitting new rooms for the Social Studies Laboratory is due to the fact that the long-term development plan agenda is currently still at the stage of filling classrooms, which in fact are still lacking in many schools. So that the focus on the construction of the social sciences Laboratory cannot be prioritized.

But that does not mean that the Education Office does not feel this is not important, because in fact, if you look at the feasibility standard of the laboratory room, the classroom can be deemed more appropriate and even exceeds the eligibility standard.

The following is a graph of comparative data for junior high schools which already have digital teaching aids for social studies, based on data from the Bandung City Education Office:

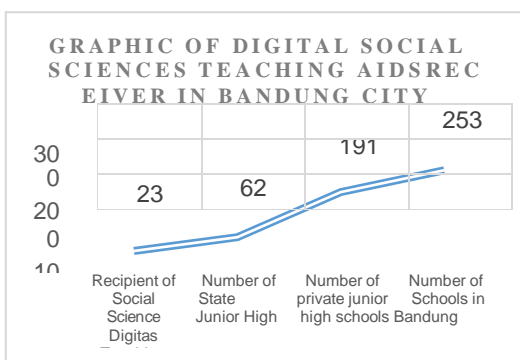


Figure 1. Schools Receiving Digital Social Sciences Teaching Aids

Source: Processed by the author, 2020

In the implementation of the Teaching and Learning Activities process, the teacher prepares a Learning Implementation Plan which contains learning steps using laboratory-based learning resources. According to Kokom Komalasari (2010: 38), in social studies learning there are several components that must be considered in supporting learning activities, namely: Materials, Methods, Media, Resources, and Evaluation. Where the teacher as an educator must design a Learning Implementation Design with the aim of learning on each teaching material to take place effectively with the achievement of learning objectives. In social studies learning whose scope is the substance of social studies learning material that is in contact with people's lives, and symptoms, problems and social events about

people's lives are required to use learning resources that support it (Rahayu, 2020: 35).

The use of teaching aids is used in certain learning materials, which are thought to be supported by existing teaching aids as learning resources as well as media. One of the subjects that have been applied is material on monsoons, strategic areas, earthquake simulators, and ASEAN countries. If we look back at the Minister of National Education Regulation No. 22 of 2006 concerning Basic and Secondary Education Content Standards states that the IPS subject in junior high schools in detail has 4 objectives, namely: a) recognizing concepts related to people's lives and their environment; b) have the basic ability to think logically and critically, curiosity, inquiry, solve problems, and skills in social life; c) have a commitment and awareness of social and human values; d) have the ability to communicate, cooperate and compete in a pluralistic society, at local, national and global levels.

After learning the teacher evaluates using peer-to-peer techniques regarding understanding of the material, the learning process, and procedures for using learning aids in the laboratory. In Law No.20 of 2003 concerning the National Education System Chapter 1 article 1 paragraph 21 it is explained that: "Educational evaluation is an activity of controlling, guaranteeing and determining the quality of education for various components of education towards various components of education at each path, level, and type of education as a form of accountability for the provision of education".

Due to the absence of a laboratory procurement standard that has been set for social sciences, it has made the procurement less attention from schools as well as the arrangement of items that should and should not be in the social sciences laboratory equipment. Social studies learning is very tedious because the presentation is

monotonous and the students' expository is less enthusiastic and results in less interesting lessons. Based on the above, it appears that on the one hand the importance of the role of social studies education in developing the character of students (Soemantri in Elisabeth, 2011: 7). So that the construction of social studies laboratory facilities in schools can be a solution to motivate students to be more interested in studying social studies subjects by creating a more enjoyable learning atmosphere and of course becoming a school effort in providing relevant learning resources for students. Students today are very close to technology, even if they cannot be kept away from technology. Therefore, it would be nice if this technology was used as a medium for student learning to develop modern teaching aids (Dirgandhiny et al., 2019).

The expected laboratory is the ideal place to be used as a comfortable place to hold discussions. Including a room that can be properly arranged according to the social studies learning needs. Researchers together with resource persons formulate if a laboratory is deemed appropriate and ideal with the needs of teaching and learning activities in social studies subjects, namely as follows:

1. The room is not used by other interests. As it is today, the room that has been used for the Social Studies Laboratory is eventually used for other media, which also makes this room multi-interpretative.
2. Have a large table. From what is seen, there is already a small table like a table for students to carry out discussions. The addition of a large table can be considered to be the center for using simulation with props such as earthquake simulators.
3. Has a good tool storage, and safe. A room that is not easily accessed by students so

that the existing teaching aids can be maintained so that they are not easily damaged or lost.

4. Installed AC. This is needed for the convenience of students and teachers during the teaching and learning process. In fact, this is also needed in other classrooms or learning spaces.
5. Installed audio visual equipment, In Focus, and Laptop. Instructional media equipment that can support the process of using learning using laboroairum which can support the visualization process of students.

According to the results of interviews from students as users of learning resources, they feel the explanation is more detailed and easy to understand and does not rule out the possibility of affecting the value of students "Learning Outcomes". Learning becomes more effective, because students will be more active and understand more about the material given. It makes me not bored while studying because there are objects as examples and it makes learning easier to understand and more fun. In terms of student activeness which includes attitudes and skills, it is seen that it has increased with the junior high school level which is considered as a teenager. In the development stage, junior high school students are at a stage of a very rapid development period in terms of aspects, namely the development of aspects, cognitive, psychomotor, and affective. This was also conveyed by Lumpkin (2013), that the existence of facilities and infrastructure in an attractive, clean, functional, and comfortable state can affect the achievement that will be generated by students.

Judging from the results of the interview, students can answer questions about the material again. So it appears that students can remember the learning materials provided by the teacher with laboratory-

based learning. A Comprehensive Social Studies education program is a program that includes four dimensions including: Knowledge Dimensions, Skills Dimensions, Value and Attitude Dimensions, and Action Dimensions (Sapriya, 2017: 48). By considering what must be achieved with the characteristics of students, the use of digital teaching aids with laboratory-based learning should provide better results in the development of students.

Meanwhile, according to the viewpoint of subject teachers as educators, the learning outcomes of students from the use of learning with the use of learning resources in the laboratory will be good if used in accordance with appropriate teaching materials as well. Based on his observations, he answered, "Not yet showing satisfactory results. The achievement of social studies learning outcomes in students includes the ability to think, activeness, and creativity of students, as well as good student motivation. Therefore, when all students in the class can be enthusiastic, play an active role in learning and have strong motivation and even proud achievements, this is a sign that the learning objectives have been achieved (Nurhayati 2012). From what it looks like, it's still fixated on returning to the students' own abilities. Evaluation is always related to policy and is carried out together with policy makers (Djemari Mardapi, 2012: 26). Through evaluation, we will find out the development of learning outcomes, intelligence, special talents, interests, social relationships, attitudes and personalities of students or learners and the success of a program. Good experience in terms of optimal activities will also have a good impact on development. The lack of optimism in the management of supporting facilities and infrastructure for learning can be a factor in the results that are not good in the development of students. Other factors

come from factors in, or from the ability to think and motivation in learning activities, students may indeed be lacking.

Judging from the realm of social studies learning, social studies learning assessment is a process of collecting and processing information to measure the achievement of students' social studies learning outcomes. Assessment must be carried out holistically, which includes competency attitudes, knowledge and skills, both during learning (process assessment) and after learning ends (assessment of learning outcomes). There are no definite results from learning with the use of the Social Science Laboratory on the basis of the absence of definite regulations in determining student evaluation methods when learning uses Laboratory-based learning. With the support of limited teaching aids or learning resources that have not been systematically applied regularly in the process of teaching and learning activities. Teaching of Social Sciences will be successful if the preparation of the syllabus and the teacher can design the needs of the learning resources by adjusting the level of difficulty and characteristics of students so that their learning motivation is at the maximum level.

D. CONCLUSION

Based on the results of research at Junior High School 26 Bandung, the use of the Social Science Laboratory does not operate in a special physical room. However, learning is carried out in a laboratory-based classroom where learning uses digital props as a learning resource for certain materials. For example, history, sociology, and economics use charts and atlases, while geography uses earthquake simulation tools, plates, and layers of the earth.

The use of learning resources like this can provide additional understanding for students in the learning process. By seeing and using directly students can easily absorb

the material transferred by the teacher. Not only that, the use of tools together with their friends can train students to respect each other and have work skills and tolerance. Where character building is one of the goals of social science education, namely to make a "good citizen". The importance of the Social Science Laboratory today should be a strong consideration to realize the existence or not of the Social Studies Laboratory, Computer and Language alone. The social studies laboratory as a learning platform for students to study social and community life, which cannot be separated from everyday life, is equally important to consider carefully.

The controversy over the construction of a social studies laboratory is because it is felt that a museum has become a learning resource for students, but in reality students currently need a laboratory more because it is felt that it will be easier, more flexible, and more effective to use for learning tools.

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