

Teacher and Students' Views on The Implementation of Social Science Authentic Learning in Elementary Education

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Abstract: A student's ability to develop essential competencies and attitudes will not be fostered by the use of the traditional educational techniques now used. As a result, teaching methods that engage students in the learning process and encourage them to address real-world issues should be employed in the teaching of Social Science Learning. Teaching social science may benefit from the use of social science authentic learning in this setting. Because students actively participate in the educational process, they encounter real-world challenges and may develop higher-order thinking abilities while addressing difficulties in social science authentic learning, this has been shown to be true. In addition, students are delighted with their education in this manner. We are thus interested in hearing from both students and teachers about their experiences with social science authentic learning in Social Science. The study's sample was created via the use of criteria sampling, which was based on a qualitative research methodology. There are 35 4th grade children, 20 girls and 15 boys, from a private school in Surabaya, Indonesia who participate in the research, as well as the teacher of the class. Focus groups and an open-ended questionnaire were used to gather the data for this study. Using the content analysis method, the data were examined. Authentic social science learning was seen favorably by both students and instructors, according to the findings. Social science authentic learning, according to students, also helped them develop a variety of other characteristics and talents.

Keywords— social science, authentic learning, elementary education

Abstrak: Kemampuan siswa untuk mengembangkan kompetensi dan sikap esensial tidak akan dikembangkan dengan menggunakan teknik pendidikan tradisional yang sekarang digunakan. Akibatnya, metode pengajaran yang melibatkan siswa dalam proses pembelajaran dan mendorong mereka untuk mengatasi masalah dunia nyata harus digunakan dalam pengajaran Pembelajaran Ilmu Sosial. Pengajaran ilmu sosial dapat mengambil manfaat dari penggunaan pembelajaran otentik ilmu sosial dalam pengaturan ini. Karena siswa secara aktif berpartisipasi dalam proses pendidikan, mereka menghadapi tantangan dunia nyata dan dapat mengembangkan kemampuan berpikir tingkat tinggi sambil mengatasi kesulitan dalam pembelajaran otentik ilmu sosial, ini terbukti benar. Selain itu, siswa senang dengan pendidikan mereka dengan cara ini. Oleh karena itu, kami tertarik untuk mendengar baik dari siswa maupun guru tentang pengalaman mereka dengan pembelajaran autentik ilmu sosial dalam Ilmu Sosial. Sampel penelitian dibuat dengan menggunakan kriteria sampling, yang didasarkan pada metodologi penelitian kualitatif. Ada 35 anak kelas 4, 20 perempuan dan 15 laki-laki, dari sekolah swasta di Surabaya, Indonesia yang berpartisipasi dalam penelitian, serta guru kelas. Kelompok fokus dan kuesioner terbuka digunakan untuk mengumpulkan data untuk penelitian ini. Dengan menggunakan metode analisis isi, data diperiksa. Pembelajaran ilmu sosial yang otentik dipandang baik oleh siswa dan instruktur, menurut temuan tersebut. Pembelajaran autentik IPS, menurut siswa, juga membantu mereka mengembangkan berbagai karakteristik dan bakat lainnya.

Kata Kunci— IPS, pembelajaran autentik, sekolah dasar

INTRODUCTION

It is via the education of social science that people are able to integrate into society, acquire civic virtues, learn about their country's ideals, and learn about the knowledge, skills, and talents they need to help their country prosper. Students will have a difficult time acquiring this kind of knowledge, skills, and competence in the social sciences via traditional techniques and approaches because of the complexity of the material (Darsih, 2018). According to studies, students who are actively involved in social science learning are more likely to absorb the advantages of the subject matter (Mahdi, Nassar, & Almuslamani, 2020; See, Rashid, & Bakar, 2015; Sobri, Hanum, Zulnaidi, & Ahmad, 2019; Suhendi, 2018). It is an instructional strategy that encourages children to interact and engage in the education process and that enables students to apply their newly acquired knowledge to use in the real world.

This kind of learning relies heavily on the incorporation of real-world contexts and materials. Social science authentic learning, according to Stefaniak & Xu (2020), entails bringing real-world circumstances and challenges into classroom settings. In addition, real-world artifacts must be used in learning contexts. Social science authentic learning may be put to two distinct applications in educational settings. Since solving complicated real-world issues is the primary goal of social science authentic learning environments, according to Bhagat & Huang (2018), they contain problem-based activities and real-world case studies as part of the curriculum. To teach pupils just a limited and shallow knowledge about the topic or a restricted and basic set of abilities is not the goal in the process of social science authentic learning (Narayanan & Adithan, 2015). The primary goal of this course is to ensure that students learn the content thoroughly, apply what they've learned, and develop higher-level abilities via group work (Fu & Hwang, 2018).

These assignments have important roles in helping students understand real-world issues and develop higher-order thinking abilities. Authentic assignments allow students to apply what they've learned in the classroom to real-world situations, according to Barber, King, & Buchanan (2015). As a result, the assignments must be basic, vaguely outlined, and suited for pupils of all abilities (Jacques, Ouahabi, & Lequeu, 2020). Assigning the duties is the first step in the educational process, which continues with authentic activities. Collaborative long-term projects should allow students to apply what they have learned in the classroom. Examining how well students comprehend social science authentic learning's underlying principles is at the heart of this procedure (Chiu, Pu, Kao, Wu, & Huang, 2018).

Authentic learning in social science does have its own set of components. When developing a strategy for the learning process, it is important to consider the many components of learning. Authentic setting, authentic assignment, different roles and viewpoints, expert model, cooperation, reflection, saying clearly, one-to-one raising, and authentic assessment are the components. The aspects of real-life issues and circumstances make up the component of authentic context. Authentic activities provide students the opportunity to actively engage in the resolution of real-life issues, enabling them to acquire information and skills. Authentic learning from social science professionals, as shown in the expert model component, may help students understand how to apply a concept in real life. An issue may be approached from several angles when using the multiple viewpoint component. Collaborative problem-solving is at the heart of this lesson's focus on student cooperation. When it comes to reflecting on a topic, students may express what they've learned about it by writing about it. Students show their work to their peers as part of the stating clearly component. The one-to-one raising component states that the instructor interacts with kids one-on-one and leads them. In authentic social science learning, however, assessment is made process-oriented (Gebre, 2018; Haryati, 2018). Learning systems (Chen, Cheng, & Chew, 2016) based on the above-mentioned components allow students to acquire knowledge and skills that can be used in the real world, they can collaborate with their peers (Le, Janssen, & Wubbels, 2018), and they can show the knowledge they have gained freely, thus enhancing their intellectual, individual and social abilities (Warren, 2018).

There are a number of research on social science authentic learning that can be found in the literature. Students' happiness with social science authentic learning has been shown in studies by

Noreen, Ajmal, & Awan (2019) and Keeney, Shelton, Mason, & Young (2017). Social science authentic learning activities, according to Hite, Solís, Wargo, & Larsen (2018) and Jensen & Konradsen (2018), boosted students' emotional as well as cognitive abilities. Students' problem-solving abilities increased as a result of social science authentic learning, according to research by Yeen-Ju, Mai, & Selvaretnam (2015) as well as Wati, Sutinasih, Mahtari, & Annur (2020). The process of social science authentic learning has been found to contribute to students' positive attitude and behaviour toward a course (Abdeljaber, Ab Yajid, Ariffin, & Shukri, 2021) and to their increased achievement (Güneş, Arikan, & Çetin, 2020). All of these studies were undertaken at different levels of schooling and for a wide range of academic disciplines. According to the results of a survey, students in secondary school social science were happy with the use of practical learning (Gürgil, 2018), as well. However, there were no studies in the literature identifying or presenting the perspectives of students and instructors on the instruction of social science in elementary educations in Indonesia. This research is unique in this regard. Students and teachers in primary schools participated in this research, which aims to determine how students and teachers perceive the process of authentic social science learning, it is anticipated to contribute important information and ideas to scholars, elementary education teachers, and program advancement experts. After that, it looks for answers to these questions:

1. What are the ideas and sentiments of primary school pupils about the utilization of social science authentic learning activities?
2. How did the use of social science authentic learning activities effect elementary school students' views?
3. What were the gains made by students who were taught via the use of social science authentic learning activities?
4. In Social Science Learning, what are some of the authentic learning activities that primary school kids enjoy?
5. When it comes to using authentic learning activities in Social Science Education, what do classroom instructors think?
6. How does the classroom instructor participating in the research evaluate the application of authentic learning in various lessons?
7. What are the thoughts of the social science classroom teachers who are taking part in the research to improve the application of authentic learning?

METHODS

Research Design

This study employs the qualitative research approach known as the case study. Using questions such as "how," "why," and "what," Researchers pay close attention to how a phenomenon or event affects the people participating in the study, according to Hancock, Algozzine, & Lim (2021) and Johnson, Adkins, & Chauvin (2020). It was hoped that this research would shed light on how students' perceptions of social science were influenced by the use of social science authentic learning in this context. This paper employed a holistic single-case design. Gustafsson (2017) defines a case study in which a particular aspect of analysis is available and a specific instance is explored using a comprehensive individual case method. Students in elementary school will be used as the focus of this research since they are the most likely to benefit from authentic education in Social Science teaching.

The Study Group

In this research, the study participants were selected using a process known as criteria sampling, which is a kind of systematic sampling. According to de Magalhães Carvalho, da Silva, & Miranda (2018) and Ünal & Kaygın (2019), criterion sampling includes only those units capable of satisfying the given criteria (things and events, for example) that are considered in the sample. For this study, the students were required to be in fourth grade, not to have participated in any events related to the production, distribution, and consumption learning domains, to have approval from the school authorities and instructors, and to have educators volunteer to

participate. An Indonesian private school, with 35 4th graders, 20 girls and 15 boys in attendance, and the teacher of the school are all involved in this study.

Data Collection and Analysis

Focus groups, open-ended student surveys, and a semi-structured instructor interview form were used to gather data following the completion of social science authentic learning activities. Focus groups, semi-structured interviews with teachers, and open-ended surveys were all used to gather information for the development of survey questions. Two specialists in the subject and a language expert undertook an examination of the interview forms in order to better comprehend them. It's important to know what kind of changes happened in their minds after giving a social science class using authentic learning activities. The interview questions and open-ended surveys that asked participants, "What would you want to say about this subject?" were seen as leading questions by educators. There is now a new question in its place: "Was there a shift in your perspective on Social Science Education after engaging students in real-world activities? Do you have anything further to add?" Then there's that "What type of abilities have you gained as a result of being involved in the instruction of Social Science Learning via the use of social science authentic learning activities? What are your thoughts on this subject?" According to the language expert's translation, the question might not have been clear or understood enough for 4th graders in primary school. Rearranging the question "What have you developed as a result of your participation in social science authentic learning activities in social science classes?" was necessary. A total of seven questions were asked in the focus interview, six in the open-ended questionnaire, and nine in the semi-structured teacher interview.

The open-ended questionnaire was completed by the pupils during a class period. Seven students volunteered to participate in focus group interviews, which were conducted in the school's implementation and activity area. It took around 40 minutes to complete the interview. The 30-minute interview with the instructor went well. Interviewees spoke with a microphone and were recorded. Permission was obtained from both the instructor and students before any recordings were made. Transcriptions of the recording were then made.

The open-ended questionnaires and interview sessions were used to conduct content analysis of the results. Analyzing content is all about gathering comparable data in terms of ideas and themes and then offering an interpretation of the results. This is an important part of doing a content analysis, according to Moser & Korstjens (2018), Erlingsson & Brysiewicz (2017), and Castleberry & Nolen (2018). As a result, for each question, distinct groups and themes emerged from the data analysis. Participants' replies were categorized and grouped into several topics and categories. The information gathered from the instructor was also included into the themes. As a result, the information was presented and analyzed in a more comprehensive way. The data was presented in the form of code names.

Validity and Reliability

Qualitative research studies must meet the following criteria for validity: persuasiveness, transferability, consistency, and confirmability (Mingers & Standing, 2020; Rose & Johnson, 2020). In order to achieve the criteria of persuasiveness, the researcher acquired the data for this study by employing various data gathering procedures. In addition, he sought the advice of professionals who were familiar with the topic and had previously conducted qualitative research. For the purpose of ensuring that the findings could be easily transferred, the researcher went to great lengths to define all of the steps and procedures involved. As a result of this, thorough information on the gathering and analysis of data was provided, and it was backed up by direct quotes. Keeping with the theme of maintaining a uniform approach, all of the interviews and open-ended questionnaires were recorded on tape. Different specialists were enlisted to examine the study results with an objective eye, and so agreement (consistency) amongst them could be verified. A number of attempts were done to ensure the research's validity.

Additional analyses by a subject-matter expert ensured the study's validity. In both reliability and validity investigations, experts' analyses and the researcher's analyses were shown to be 90 percent consistent. As a result, the findings may be described as trustworthy.

RESULTS AND DISCUSSIONS

It was decided to ask students and teachers about their emotions and opinions about teaching Social Science via social science authentic learning activities by posing the question, "what ideas and thoughts do you have?" Table 1 shows the themes that arose from the replies of both students and teachers to the topic.

Table1. The perspectives of teachers and students on the implementation of Social science authentic learning

Pupils' perception	f	Teacher's perception
Encouraging	11	Advantageous
Entertaining	10	Learning retention
Wonderful	10	Pupils who are active in class
Informative	7	
Pleased	4	
Awesome	3	
Delightful	3	
Excellent	2	
Loved	2	
Cheerful	1	
Lovely	1	
Diverse	1	
Uninteresting	3	

Students in the fourth grade choose authentic learning activities for Social Science Learning, according to Table 1. This reveals that most people's perspectives on teaching the social sciences via authentic learning are favorable, entertaining and lovely. P13's viewpoint, for example, is a good example, "moment we first saw it in the form of images accompanied by text in newspapers, it's been new and refreshing" and "The outcome was good in my opinion". When it came to P2, he said that "It was a great lesson, and I mean that in the sense that it was enjoyable to me. With me, it was a huge success". P21's response to the open-ended question was, "Positive. I'm ecstatic about it. All of the classes were excellent". In a similar manner, P9 said that they were pleased with the method of teaching the lessons, saying, "I'm delighted. It has been shown to us in pictures and films. I think we've done an excellent job with the Red Crescent. All of us have contributed to the cause by offering our time, money, and even clothes. P35 remarked, "I believe that is something excellent to teach the lesson. In terms of emotions, I'd say, "joy, love." In answer to a questionnaire, pupils said that they were satisfied with the way courses were delivered. For instance, P33 said, "Nice. I really liked it. It's a good thing to cope with the problems of everyday life. The activities include a little bit of everything. There is indeed a plenty of visual and textual commentary". "I used to really like social science, but that hasn't been the case for a while now", P26 was also included in this vein. It's grown on me now. It is enjoyable. It got to the point where I was looking forward to it. As our imaginations are piqued, we discover details that aren't included in the text. I like it very much."

A teacher's perspective was also acquired. The instructor conveyed his opinions as "it is quite different from our ways. It's a positive change. Criticism makes no difference. Our strategies are largely instructor centric. Despite my best efforts, we are reliant on the course book and its content to keep students interested. Social science authentic learning makes youngsters more active. There are a greater number of activities for children to engage in, both visually and otherwise. It is more

helpful than the present procedure. This is due to the fact that pupils are completely focused on their work. As a result, information is preserved." Kids become more active as a result of learning exercises, according to the teacher. These strategies also help with long-term memory consolidation. Since the teacher believes that authentic learning activities benefit students, we may draw the following conclusion.

Furthermore, it was observed that numerous pupils had unfavorable sentiments regarding the manner in which teachings were presented. Using the example of P34, the point of view is expressed thus: "It can be boring at times. "Because I get bored at times." On the whole, the utilization of authentic learning activities in teaching Social Science Learning was well received by students and teachers alike. Social science authentic learning activities were favored by a greater percentage of students, as shown by the study's results, as a method for teaching the course.

The question was asked to the group of pupils, "Did your ideas about the Social Science Learning alter after teaching the course using authentic learning activities? What would you want to say in this respect?" As a follow-up to see whether the authentic learning process had any impact on their views of the class. Table 2 shows the primary themes that emerged from the students' comments.

Table 2. The improvements in ideas on the social science social science authentic learning

A shift in perspective	f
Shift from not liking something to liking it	10
From enjoying it to becoming fonder of it	4
From a passing fondness to a strong fondness	1
From a state of boredom to a state of excitement	5
This is helpful to comprehend	1
In the past, didn't enjoy it as much as now	2
Going from enjoying it to being bored with it	1
There were no improvements	4

Following real-life learning experiences, students' perspectives toward Social Science Learning changed substantially. From dislike to love and from loving it to more liking it were the main changes. This is the first time that the students have acknowledged the course's value to them, which was a pleasant surprise. P26 summed it up this way: "It broadened my horizons, I learned new things, and my enthusiasm for the course grew. On my return, I immediately sat down to prepare for the Social Science Learning Exam. Due to the fact that it became more enjoyable. The topics were not pleasant in the lessons in the past. But the contents in your lessons are engaging and the activities were enjoyable." That's why the student said the course started to grow on him/her. In the words of P6, "I used to prefer social science courses in the past, but you enlivened the course more." P6. As a result, my opinion of it grew. Social Science Learning is more interesting in the method you teach." Additionally, in the open-ended questionnaire, P34 responded, "I didn't like it in the past, but I enjoy it today." as an opinion. It was P21's way of saying, "I didn't like it in the past but now I really, really adore it." "I used to dislike it very much," P25 said of the earlier version. I'm now really enjoying it. "Due to the fact that the lessons were delivered really well." P28 described the shift in his or her thoughts on the lesson as "I used to enjoy the Social Science Learning but now I like it more since it is interesting with the activities." To paraphrase P2, "In the past, I did not enjoy it. Now I prefer it as it is more entertaining and interesting." "It was bad in the past since it didn't help," P23 said while discussing the shift in views. Suddenly, "It's a lot more interesting." "I used to get bored in the past," P13 said. As a result, I'm no longer bored. Because we've always been voracious readers. The Social Science Learning now uses images and news articles to teach us about social science." Furthermore, this study found that realistic learning activities boosted students' enthusiasm in the study of social sciences. "I wasn't interested in it in the past," for example, said P18. Previously, I used to despise it, but now I appreciate it. There is a strong correlation between authentic learning experiences

and student perceptions of course benefits. The Social Science Learning, P20 concluded, "was incredibly valuable."

Social science authentic learning activities, according to the instructor, had a beneficial impact on the students' perceptions of Social Science education. Thereupon, during the interview, the instructor remarked, "Children are more engaged in this manner. As a result, they're participating in a variety of projects. Regardless of whether or not they are correct, they are the ones who come up with the ideas, and they are free to debate them. Such a setting influences their interest in the course and their viewpoints in favorable ways." This conclusion may be drawn based on student and instructor viewpoints that authentic learning activities shape students' perceptions of Social Science education. Although just a few pupils stated that they are no longer enjoyed the course, sentiments about it as a whole remained unchanged. P22, whose ideas had not altered, said, "Nothing has changed for me. In the past, I had a lot of fun with Social Science Learning, and I do today, too. My enjoyment of it hasn't waned throughout the years, and I'm sure it never will. P5, on the other hand, said that he or she liked the previous Social Science Learning since he or she considered the course presented via authentic learning activities uninteresting. For some reason, social science authentic learning tasks have become stale.

Students were asked to describe what they had learnt by implementation of authentic practices in the lesson, "What developments did the process of teaching Social Science Learning via social science authentic learning activities produce?" Table 3 displays the major themes that emerged from the students' responses to the question.

Table 3. Pupils' abilities, values, and information that they feel they have gained by engaging in authentic learning activities

Skill, qualities, and values (students' views)	f	Skill, qualities, and values (teacher' views)
The ability to operate as a group	8	Personal thoughts and ideas
The ability to communicate one's thoughts	4	The ability to communicate
Conversation	4	Thoughts and ideas from diverse perspectives
Respect	2	
Constantly interacting	2	
Awareness of the consumer	2	
Creativity	2	
The horizon widened	1	
benefaction	3	
Trying to share	2	
Appreciate	1	
Friendship	1	

As a consequence, the fourth-graders think that they have gained information and skills, such as working in groups, communicating, self-expression, empathy, socializing, and consumer awareness, via authentic learning experiences. In addition, these people believe that they have developed values such as generosity and a willingness to share. As a result, student P33 remarked, "Group work made it more necessary for me to evaluate what is important and to internalise my classmates' thoughts. It became more essential to me than ever before to treat people with dignity and respect." "Group work was wonderful," said P11 afterward. My buddies and I exchanged ideas, and it was great to hear what they had to say. For our own expression, we wrote poems and drew graphics. When a student said, "I loved those things," they meant that they appreciated sharing them with their friends. Group work had taught P22 to "act together as a group without injuring each other," she responded in the open-ended question. For me, it was a turning point. "I learned a lot from them." Pupils have expressed their gratitude for the activities, which they say have helped them better grasp and appreciate the value of group collaboration. Pupils claimed that they had become more expressive. The result of this was that P2 was able to state, "I was

better able to communicate my thoughts. On the same note, P1 said that they had drawn caricatures of the photographs and made comments on them. Because of this, it may be concluded that realistic learning activities improved the students' communicative talents.

Interviews with the instructor produced similar results. As a result of engaging pupils in real-world situations, the instructor felt that they had improved their ability to express themselves. The instructor characterized the scenario in the statement "expressing, for instance, via caricatures, images. Despite their inability to communicate orally in some cases, the kids managed to do so in a variety of other ways. You have provided the door for them to express themselves in numerous ways. Students benefited from it in this way. "The pupils' talks about a topic for two-three minutes by producing ideas... ", the instructor stated during the interviews. It ensured that they could talk to one other. Four youngsters believe they have something to say and an idea to present and believe that their peers will pay attention to them and that they should do the same for their peers. Unfortunately, as a culture, we have a problem with respecting and understanding one another's points of view. It is via this process that the children have improved their communication abilities by learning to listen and comprehend one another. Teaching kids to work together in groups, according to the instructor, has helped them develop their communication skills and create a sense of empathy for others' perspectives. It's all the teacher's fault. What the pupils say about the war in Syria and the refugees who have fled violence is a linguistic manifestation. True learning is no longer verbal. There is no need for a third party to intervene. Instead of buying ice cream, they contribute their "simit," or pocket change, to the relief fund. They know it firsthand. They are no longer receiving directives of any kind. An individual's uniqueness is paved by this. In this regard, children have their own unique thoughts, feelings, and experiences." - which meant that children's own thoughts and ideas were developed as a result of authentic learning experiences.

The Table shows that the pupils think their conversational skills have improved. P3 was one of the students that came up with the idea. The participant said, "It improved my ability to converse with others." P12 also said something similar, "We produced caricatures and pictures and discussed them with my friends" in the open-ended question-and-answer interview. According to several of the responders, their ability to empathize has improved. P29, for instance, remarked, "I can comprehend people better in this method. I can empathize with them." P35, on the other side, observed, "I understood the Syrians better. I became a conscious consumer. Some learners said that authentic learning experiences had a positive effect on their creativity. We did stuff that no one has done before," P11 said. My creativity was sparked by our study of subjects that weren't included in the book." From the student's remarks, it's clear that authentic learning experiences have improved his or her capacity for creativity.

Moreover, a number of students said that they had become friendlier. Asked what authentic learning activities had done for them in an interview, P26 remarked, "you, my instructor, mention something and I conduct research about it when I go home, thus, it opens up my horizon. I'm also more outgoing now. I was able to experience what it was like to collaborate with others." It is reasonable to conclude that authentic learning activities help students broaden their horizons, socialize, and learn while also emphasizing the value of sharing with others. When P5 said, "I recognized that sharing made people happy," he presented an alternative perspective on the topic of sharing. According to P20, "I was aware of the need of aiding those in need. As a result, P9 remarked, "Our growth was in the form of learning about assisting." We gained additional insight into it as a result of our research. The growth of compassion may be attributed to real actions. P11 said that "my abilities of solidarity and dialogue with my friends have been improved via group work" in respect to solidarity. To put it another way, students' abilities, awareness, and knowledge have been honed via authentic learning experiences.

According to a survey, students were asked, "Which authentic learning activity did you like the most?" to find out which activities they found most enjoyable in authentic learning environments. Table 4 shows the themes that arose from the examination of the students' responses to the question.

Table 4. The pupils enjoyed the social science authentic learning experiences.

The activities that the students enjoyed the best	f
Aid to Syrians in need campaign	16
An expert's presentation on the Red Crescent's humanitarian efforts	5
Budget control	5
Saving and wasting activities	4
Collaboration	3
A number of tasks are included in the worksheet	2
Caricatures are made by drawing them	2
All	2
Work in a team	1
Consumers who are aware of their actions	1
Activities in the economy	1

Table 4 shows that the kids' favorite activity was a fundraising effort to assist Syrian families who had lost loved ones in the conflict. "I loved the campaign for supporting the Syrians," stated student P33, as an example. Because it brings me joy to assist others. When they got the help and ate a meal and purchased clothing with it, I found it enjoyable. Taking part in the event helped foster a greater feeling of community. "I enjoyed the campaign of help to Syrians" was another response P12 made in the open-ended questionnaire. This is comparable to how P9 said "The activities that I enjoyed most: money help to the Red Crescent and clothing aid." Similarly, As a result of the financial and clothing shortages in Syria." Additionally, one of the most well-received events was the talk by the Red Crescent specialist. According to P25, one example of a remarkable presentation was made by a Red Crescent official to Syrians who were receiving aid. Also, P13 noted, "The topics concerning help offered by the Red Crescent, the exercises against waste were great." As a result, students rated expert opinion gathering as one of their favorite activities. Poems we wrote on squandering and saving money were lovely, according to P21's opinion. Interviews with several of the kids revealed that they had a good time with budgeting. "I loved budgeting," said P5, as an example. Using this method, we learn to manage our money better at the end of each month. "My favorite activities are: conscientious consumer and economic activities, they were pleasant," P26 stated in an interview when asked about their favorites. I like the process of making investments. In addition, the two subjects were lovely. There is also "budgeting" involved." Because of this, the student appeared to like the economic and conscientious consumer activities as well as the budgeting exercises.

It was noted by several students that the conversation, the caricature drawing, and some of the worksheet tasks were very enjoyable. I found the talks to be amusing since I believe that it's fun to exchange opinions. Through the following phrase, P5 expressed that they enjoyed the worksheet's activities: "The photocopied paper's activities were wonderful." P31, another student, said "Yes" to the question (, I liked them). Helping others, for example, is an example. In addition, there were fun activities such as drawing, painting, and so forth. Because we put on a show of our talents."

A few pupils, according to the Table, seem to like participating in all the activities and working in groups. P28 made the comment, "All the activities were wonderful." "I couldn't decide between them since they were all so lovely." This is how P10 described the experience: "Group work and the activity in which we gave to the Red Crescent were great."

"Were there any activities in social science courses taught via authentic learning activities that you found difficult or unappealing?" the students were asked. What do you have to say about this?" to identify the tasks that they disliked and the ones that they found challenging. Table 5 shows the themes that arose from the examination of students' responses to the question.

Table 5. The activities that the pupils struggled with and disliked

Disliked activities	f	Activities that pupils struggle with	f
Writing is a skill that can be learned	1	Caricatures are drawn	6
Creating new concepts	1	Budget control	4
Budget control	1	Writing something	3
		Poem-writing	1
		Interpretation based on visuals	1

Table 5 shows that many of the tasks that students hate or find challenging are shared by all students. As an example, drawing caricatures, brainstorming, and writing about a topic are all things that people find difficult and unappealing to do on their own. "The activity that I had problems with was economic activities," student P9 said in an interview when asked about this. Some of the exercises required a lot of writing, and I found it challenging to keep up." While writing on economic activities in Surabaya, Indonesia, students were required to come up with their own ideas and then write about them. However, P28 said that "I struggled and became bored with budgeting." P9 echoed this sentiment, saying, "Budgeting. In other words, "because it didn't cross my thoughts". It found that pupils had the greatest difficulty with caricature tasks. "We were asked to draw caricatures and write poetry in certain activities," P6 said in the open-ended inquiry. "I struggled with them." Aside from sketching caricatures and understanding the pictures, P29 indicated that he/she had a hard time doing so. Students had a difficult time completing tasks that demand higher-order thinking abilities, such as writing about a topic, composing a poem, creating ideas, and analyzing images, since these are all activities that fall into the category of analysis, synthesis, and assessment.

According to the interview, the instructor also had similar thoughts about the scenario. "I believe they had issues," the instructor said. Going against the grain of what they've been taught, being exposed to new ideas, and having their assumptions questioned. These are more of a strain on them. That being said, it isn't a bad thing. Being a part of the action and coming up with new ideas... They've never had to deal with it before. They were a little perplexed since they hadn't encountered anything like this before. However, I believe the commotion was just brief. After that, they had a good time with it. Indeed, it's good for them," they respond. It is clear from the teacher's words that pupils found the exercises they were unfamiliar with, which required higher order thinking abilities, to be difficult and tedious. The teacher's words, however, made it clear that the exercises benefited the children.

"Should authentic learning activities be employed in other courses?" the students were asked next. So, what are your thoughts on this? " Table 6 displays the major topics that emerged from an examination of the students' responses. After the teacher's interview, the topics that arose from the analysis are also included in the Table.

Table 6. The utilization of social science authentic learning activities is often requested by pupils in other lessons

pupils' perspectives on the integration of authentic learning into other subjects of study	Courses where students demand authentic learning	Other courses in which authentic learning is used by the teacher's opinion
Joy	Mathematics	Involvement in the process
Enhancing	Indonesian lesson	Academic success
	Physical sciences	

Studying mathematics, Indonesian Lesson, and physical sciences may be made more enjoyable and straightforward if instructors use authentic learning activities like those in Table 6, which summarizes the results of student interviews. As a result, the student identified as P26 said, "I like the things we conducted. Math is a tedious subject. In addition, some of the topics are

challenging. In this manner, they would be more interesting and enjoyable to study." I would really want to have it in maths." P11 expressed the same remark. Mathematical concepts are challenging for me. Learning it in this manner will be more enjoyable and less difficult. To my liking, it can be incorporated into more courses. According to P9, "the method our instructor taught us was uninteresting." I wish I had had more pleasure in mathematics, Indonesian Lesson, and physics" These activities are beneficial since they make subjects simpler and more enjoyable for pupils, according to this study's findings. "I am not totally knowledgeable in the area, but it may make subjects more relevant when we consider it on the basis of subjects; for example, in mathematics by applying real world situations," the teacher's rating said. It is a hands-on approach that involves the students right from the start. I believe that involving kids in the solving of mathematical problems may be useful to their education. Additionally, it may be used to other subjects and disciplines as well. Everything has to be planned out in advance. The teacher clearly feels that real learning activities may engage students and make mathematics more engaging. He also believes that authentic learning may be used in other courses.

Social science authentic learning practices were deemed inappropriate by certain students in various courses. The researcher came across comments such, "If utilized in a course, it would damage the characteristics," which were difficult to understand. According to the student interviews, the manner Social Science Learning was taught did not sit well with the pupils. "In my view, if they are employed in other courses, they harm the qualities of other courses," P33 said in this regard. Math should not be taught in the same way as social science. Nonetheless, these attitudes are incompatible with authentic learning. Students' statements like this may be explained by the fact that they haven't participated in meaningful learning experiences before.

Authentic learning was put into practice by asking participants, "What complaints and ideas do you have for making social science authentic learning better?" Analysis of the teacher's answers to this question yielded the following themes, as shown in Table 7.

Table 7. The educator's perspective on how to enhance the application of authentic learning.
view from the standpoint of the teacher on how authentic learning might be used effectively

Changing the educational establishment's managerial mindset
Training teachers in the use of authentic learning
Period
Budgeting

Social science authentic learning should be taught to instructors, according to Table 7, according to the teacher interviewed for the research. Additionally, more time should be dedicated to ensure that social science authentic learning can be implemented more effectively, as shown in the findings of the study. "I believe that a budget is necessary in order to execute it properly," the instructor said in this regard. When educating children about the manufacture of animal products, for example, it is vital to accompany them to the location where the goods are made—perhaps a factory—so that they may learn by doing and experiencing the process. It will need the allocation of funds. When we approach school administrators about holding such an activity, it is quite likely that they will tell us that there is no need for such a thing. Leadership at all levels of government and in educational institutions must modify their mentalities. In addition, authentic learning should be made available to instructors. Essentially, additional projects like the one you completed for us should be undertaken on a regular basis. In addition, there is the issue of time. It takes more time to engage in social science authentic learning activities."

In this research, the results revealed that students had good attitudes about the teaching of Social Science Learning via social science authentic learning activities, which was the purpose of the study. As a result, the events were deemed positive, delightful, beautiful, enjoyable, and wonderful by the pupils. In a similar vein, studies by Güneş, Arıkan, & Çetin (2020), Coskun, Dogan, & Uluay (2017), and Bhagat & Huang (2018) discovered that students perceived their

social science authentic learning experiences to be enjoyable and interesting, respectively. As reported by Barratt-Pugh, Ruscoe, & Fellowes (2021), students enjoyed the teaching and learning process via authentic writing activities and enjoyed sharing their work with their peers and instructors. Güneş et al. (2020) revealed that students benefited from realistic learning activities that were carried out via the creation of a digital education platform. Demirkan (2019) and Aktas & Yurt (2017) discovered that students had favorable feelings regarding social science authentic learning activities employed in course instruction, such as "fun," "beautiful," and "awesome." According to Saltan & Divarci (2017), primary education pupils enjoyed participating in activities via blogs in authentic surroundings in Indonesian Lesson schools throughout their elementary education. Researchers Chis, Moldovan, Murphy, Pathak, and Muntean (2018) discovered that engaging students in social science authentic learning experiences in social science courses made lessons more enjoyable. Similarly to other studies, the findings of Güneş et al. (2020) and Fu, Lin, Hwang, & Zhang (2019) revealed that the students were well informed about social science authentic learning activities and tasks, that they found the activities to be beneficial, and that they represented their satisfaction with the activities. Therefore, the findings obtained from this study might be considered to be in line with those obtained in previous research.

Students' perceptions of social science learning have been considerably changed as a result of social science authentic learning experiences. According to this context, the most commonly expressed opinions by the pupils in this survey were the following: the transition from "dislike to like," the transition from "boring to enjoyable," and the transition from "like it to enjoying it more." As a result, it can be said that social science authentic learning activities have had a good impact on students' perceptions of and attitudes about Social Science Learning. Furthermore, in a similar style, Zhang et al. (2020) discovered that social science authentic learning had a favorable impact on high school students' attitudes on Social Science Learning. According to Gürgil (2018), constructive learning and authentic assessment activities have a beneficial influence on students' views toward Social Science Learning in general. Another study discovered that social science authentic learning had a beneficial influence on students' views about a course, which was supported by additional research. Accordingly, the findings of Valtonen et al. (2015) revealed that realistic learning activities had a favorable influence on potential teachers' views about the social service practicing class, which was consistent with previous research. As a result, the outcomes of this research may be regarded as being consistent with one another. Furthermore, social science authentic learning was proven to have an impact on attitudes about education by Abdeljaber, Ab Yajid, Ariffin, & Shukri (2021). As a result, social science authentic learning activities, in addition to impacting attitudes toward and thoughts about school, may also influence attitudes toward and opinions on courses, it might be argued.

An additional result drawn from this research was that students believed social science authentic learning activities had improved their abilities to participate in group activities, to socialize with others, and to communicate with others. Yeen-Ju, Mai, & Selvaretnam (2015) discovered that students were able to study topics more effectively and that they enhanced their communication abilities while working on a group work activities that were part of realistic learning experiences. Cetin, Mirasyedioglu, & Cakiroglu (2019), but at the other hand, discovered that group projects activities helped students better understand one another as well as better grasp the things they were studying. According to Sumtsova et al. (2018), group work allows students to engage in a variety of degrees of engagement. In a similar vein, Altnay-Gazi & Altnay-Aksal (2017) discovered that prospective teachers' collaboration and communication abilities improved throughout the process of social science authentic learning. As a consequence, the findings of this research bear striking resemblance to those of previous studies.

According to the findings of the study, students believe that their expressive abilities have improved as a result of their participation in social science authentic learning. Ackerman & Simmons (2016) and Simmons & Ackerman (2016), produced results that were comparable. Thus, the writing abilities of the fourth graders improved as a result of their participation in authentic learning. Students believe that studying via real materials helps them to strengthen their expressive and personal abilities, according to Tarasova (2021), Pudjastawa (2021), and

Abuzahra, Farrah, & Zalloum (2016). In light of the results discussed previously, it can be concluded that the results obtained in this research are comparable to those seen in the literature.

The pupils in this research believe that the activities they participated in as part of the social science authentic learning process helped them to strengthen their empathic abilities. This conclusion was supported by the findings of Heidke, Howie, & Ferdous (2018), who indicated that social science authentic learning activities improved students' empathy abilities. The students also believe that social science authentic learning experiences helped them to expand their creativity and broadened their horizons. According to Muganga (2015), social science authentic learning promotes creativity at the secondary school level, but social science authentic learning promotes creativity at the higher education level (Pitchford, Owen, & Stevens, 2020). In this context, it may be said that social science authentic learning activities bring students to diverse points of view, help them to develop their imagination, and so help them to improve their creative abilities and capabilities.

The outcomes revealed that the social science authentic learning activities were difficult, particularly at the beginning of the semester. Carrillo & Flores (2020) discovered results that were identical to theirs. It was discovered that prospective teachers, who were the subjects of the researchers' study, had trouble with the elements of social science authentic learning that needed practice as a result of their findings.

CONCLUSION

The outcomes revealed that the social science authentic learning activities were difficult, particularly at the beginning of the semester. Carrillo & Flores (2020) discovered results that were identical to theirs. It was discovered that prospective teachers, who were the subjects of the researchers' study, had trouble with the elements of social science authentic learning that needed practice as a result of their findings.

This research's participants considered social science authentic learning activities beneficial for use in other courses because they encouraged students to participate, while the participants in this research found social science authentic learning experiences beneficial because they made topics simpler and more enjoyable to learn. Students' need for realistic learning activities to be used in other courses was predicted as a consequence of the fact that they were enjoyable and engaged students. Pullu & Gömleksiz (2021) found this in a similar manner to how she did in her research. Because authentic practices make education more enjoyable, students who enroll in a programming education at the higher education that incorporates activities that focus on social science authentic learning are favorable about the usage of diverse lessons. In this respect, it can be stated that there is agreement between the results of the many study projects.

It was suggested by one of the teachers who took involved in this research that additional time may be required for better implementation of social science authentic learning. Ozverir, Herrington, & Osam (2016) discovered results that were identical to theirs. It is possible that the fact that social science authentic learning activities are centered on addressing real-world issues and that they involve a lot of components would make it difficult for instructors to complete the target activities within the time frame specified.

In this research, students in the Social Science Learning were shown to have good perspectives on the practice of social science authentic learning. Many students also requested that authentic learning activities be employed in a variety of courses since they made the courses easier and more enjoyable. Teachers may use social science authentic learning activities to organize the information and experiences in courses when students grow bored and have difficulties changing grade levels to help students succeed. Such

actions may be studied by scholars in various courses. Activities ideal for social science authentic learning in the Social Science Learning book may be used by curriculum development professionals, domain specialists, and course book authors. In addition, they are able to design activities that support authentic learning and assess the activities' efficacy.

Social science authentic learning activities may take longer than planned in the curriculum, according to a teacher interviewed in this research. Educators may thus take this into account when creating material for social science authentic learning processes. Researchers should collaborate with teachers, who are the curriculum's practitioners, in order to conduct their research on this result. In addition, the instructor felt that the mindset of the leadership at the Indonesian Ministry of Education needed to be altered in order to better execute authentic learning activities. The interviewee also said that instructors were unfamiliar with social science authentic learning or had no idea what it was. For this reason, educational institutions should work with national education agencies to familiarize working instructors with the concept of authentic learning.

In line with its goal, this study has shown primary students' viewpoints on the practice of social science authentic learning in Social Science. It is also a drawback of this investigation. Higher-order abilities such as problem-solving, innovative thinking, and critical thinking may be developed via authentic learning. There are several ways to study the efficacy of authentic learning in primary school, such as doing action research or conducting experimental investigations.

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