

Teachers' Subjective Construction in Natural and Social Science Subjects

Yoga Dhamantara¹, Agus Suprijono², Neni Mariana³

^{1,2,3} Universitas Negeri Surabaya

¹yoga.22034@mhs.unesa.ac.id, ²agussuprijono@unesa.ac.id, ³nenimariana@unesa.ac.id

Abstract: The implementation of the integration of the Natural Sciences and Social Sciences (IPAS) curriculum in elementary schools is one of the significant changes in the Indonesian education curriculum, which is expected to improve the quality of education and prepare students to face future challenges. However, the implementation of IPAS also faces a number of obstacles and challenges that need to be overcome. This research aims to identify the main obstacles faced by schools in implementing IPAS. The research will use a mixed methods approach combining qualitative and quantitative methods. The data we collect will be analyzed using statistical software and qualitative analysis techniques to identify key patterns and findings. The results of this research will provide valuable insights that can support efforts to improve basic education in Indonesia, and bridge the gap between learning policies and practices in elementary schools. In future research, it is hoped that it can sharpen the discussion of science and science learning in elementary schools which not only discusses the material but also approaches to learning.

Keywords: Education; Ipas; Teacher

Abstrak: Penerapan integrasi kurikulum Ilmu Pengetahuan Alam dan Ilmu Pengetahuan Sosial (IPAS) di sekolah dasar merupakan salah satu perubahan signifikan dalam kurikulum pendidikan Indonesia, yang diharapkan dapat meningkatkan mutu pendidikan dan mempersiapkan siswa dalam menghadapi tantangan masa depan. Namun penerapan IPAS juga menghadapi sejumlah kendala dan tantangan yang perlu diatasi. Penelitian ini bertujuan untuk mengidentifikasi kendala utama yang dihadapi sekolah dalam penerapan IPAS. Penelitian akan menggunakan pendekatan metode campuran yang memadukan metode kualitatif dan kuantitatif. Data yang kami kumpulkan akan dianalisis menggunakan perangkat lunak statistik dan teknik analisis kualitatif untuk mengidentifikasi pola dan temuan utama. Hasil penelitian ini akan memberikan wawasan berharga yang dapat mendukung upaya peningkatan pendidikan dasar di Indonesia, dan menjembatani kesenjangan antara kebijakan dan praktik pembelajaran di sekolah dasar. Pada penelitian selanjutnya diharapkan dapat mempertajam pembahasan pembelajaran IPAS di sekolah dasar yang tidak hanya membahas materi namun juga pendekatan dalam pembelajaran.

Kata kunci: IPAS; Guru; Pendidikan

INTRODUCTION

Based on Education is one of the most important pillars in the development of a nation because it is a means of cultivating human potential in order for people to survive. This demonstrates how people must adapt to the speed of the modern world. In Indonesia, a student's foundation for knowledge, abilities, and character is laid by their basic education. Effective and pertinent instruction is therefore essential at the elementary school level. In an effort to strengthen learning at this level, the Indonesian government has adopted various initiatives, including the implementation of Natural and Social Science Learning (IPAS) in primary schools (Sasmita & Darmansyah, 2022). With education, it is hoped that it can make humans both physically and spiritually for the realization of the nation's ideas (Ibrahimi & Suryanti, 2022).

Based on Azzahra et al. (2023) The subjects of Natural Sciences (IPA) and Social Sciences (IPS) are combined into a single curricular framework by the IPAS learning strategy. The study of how living beings and inanimate matter interact with one another across the cosmos is known as natural and social science, or IPAS. Based on Komariah et al. (2023) In addition, IPAS investigates human existence as a social species that engages in environment-related interactions.

One of the major adjustments to the Indonesian curriculum is the introduction of IPAS in elementary schools, which is anticipated to enhance instruction and better equip pupils to handle issues in the future.

The curriculum is not just an ordinary document; it is an important document that helps improve education to achieve national education goals. If the educators still do not understand the curriculum that is being used, how can the goal be achieved. Based on Jannah et al. (2022) But there are other obstacles to KTSP's adoption, namely resource availability and teacher credentials. Based on Bungawati (2022). Basically, the curriculum is the spearhead of educational progress. Curriculum is the key to success in the world of education in Indonesia.

Kemendikbudristek (Ministry of Education, Culture, Research, and Technology) published the Science Learning Guide to assist schools in implementing this approach. This guide provides a framework and practical guidelines for teachers in designing integrated learning. According to (Kementerian Pendidikan, 2022) Social studies subjects help students understand how they connect with the globalized world and understand their role in a global society. Through IPAS learning, students can also be taught values such as responsibility, fairness, curiosity, and good ethics. Based on Suhelayanti et al. (2023) some concepts in science and social studies learning can also prepare students for various types of jobs in the future, including those related to science, technology, science, history, and geography. Therefore, science and social studies learning at the elementary school level has a strong foundation in providing a foundation of knowledge, skills, and understanding that is essential for students' development and preparation for the future

It is anticipated that this research will advance knowledge of IPAS implementation and offer a more thorough understanding of the obstacles and variables influencing IPAS adoption in elementary schools. The process of identifying and interpreting stimuli from sensors based on your perception of your environment is called perception. The viewpoint clarifies that a person's perception is shaped by their social environment. (Wijaya Saputra & Sofian Hadi, 2022). We will assemble the study's focus, which is teachers' opinions about the integration of science instruction in primary schools, based on the research findings. Additionally, it is anticipated that the study will add to the body of knowledge on integrated learning and learning in elementary schools.

As a preliminary study, there are some limitations that need to be recognized that this study will focus on elementary schools in the Taman District area of Sidoarjo Regency, so the findings may not fully reflect the situation across Indonesia. Research time constraints may limit the number of schools and learners that can be researched. Not all schools may be willing to participate in the study, and the availability of school data can be an obstacle. The teacher-student relationship is an important part of the interpersonal context of students in school that has an impact on their academic development (Martin & Collie, 2019). Teachers must be involved in the curriculum development process for curriculum development to be successful and educational institutions successful (Alsubaie, 2016).

In order to address challenges in basic education in Indonesia and improve the quality of learning, the implementation of IPAS Learning in primary schools is an important step. This preliminary study has detailed the background, challenges, objectives, benefits, and research methodology to be used to investigate IPAS implementation. This research is expected to provide valuable insights that can support efforts to improve basic education in Indonesia, and bridge the gap between policies and learning practices in primary schools. With a better understanding of the obstacles faced, we can take concrete steps to ensure that IPAS delivers maximum benefits to learners.

METHOD

This study employs a qualitative methodology. Bogdan and Taylor (1992: 21-22) stating that descriptive data, such as the actions and words of individuals under observation, is the goal of

qualitative research, one of the research methodologies. Based in Jannah et al. (2022) Researchers in this study employed qualitative research, specifically descriptive qualitative research, as their research methodology. According to Alaslan (2021) Since qualitative research is still relatively young compared to other research methods, its popularity cannot be compared to that of other research methods based on the postpositivist ideology.

This research is often referred to as the artistic method (because the process is less patterned) and the interpretive method (because the data generated from the research is more similar to what is found in the field). Sugiyono, 2016 claimed that meaning is prioritized over generalization in qualitative research, which is a subset of inductive research. The selection of qualitative study was based on the research's alignment with the topic matter, which was Teachers' Perceptions of Ipas Learning in Elementary Schools.

Based on Sugiyono, 2017, Researchers usually find research information through text, images, and others. The data involved includes photographs, field data records, interview records, and other personal documents. The researcher must provide a description of the data. As a result, the purpose of the researcher is to explore, understand, describe, and explain the science learning methods that exist in elementary schools in the Taman District area.

Actual field conditions served as the source of the data for this investigation. Field notes, photos, and other records are used to display data, along with research that was done by directly observing principals, teachers, and curriculum implementers. Researchers can utilize this method to interpret "Analysis Teachers' Perceptions of Ipas Learning in Elementary Schools" since the data they collected is relevant to scientific learning activities in Taman Sub-district elementary schools.

According to Sugiyono (2021), Primary and secondary data are the two categories of data that are used in research. Primary data is information gathered in the form of individual or collective thoughts directly from the original or primary source (without the use of intermediary media). Primary data will be obtained by researchers through informant interviews. The principal of SDN Bebekan Taman Sidoarjo is the informant in question.

Based in Sugiyono (2016), a file utilized as a source of research-related data is called secondary data. There are secondary data as well as primary data, such as files and archives. These data may include images, movies, textbooks from the school, and other information pertinent to the study subject. Researchers employ data analysis, validity checks, and member checking as data collection strategies. Data analysis is the initial method of data collecting. Data processing and analysis are the next steps that researchers do after gathering data from diverse sources. Next, proceed with the data analysis procedure. The purpose of data analysis is to provide answers to research questions.

Based in Sugiyono, (2016), data analysis in this study begins with careful study, then examines all available data from various sources, and ends with a summary and focus on important things based on the questions in this study. Perform descriptive analysis of the data that has been collected. The first step after data collection is to reduce or simplify, then categorize (categorize), and describe them orally for conclusion (verification). The analysis phase includes data reduction, data presentation, conclusion drawing and verification.

The next data collection technique is checking the validity of the data. The validity of research data is needed to obtain research proven by the researcher himself. Some of the methods used by researchers to test the validity of data are using triangulation techniques by examining from various sources, methods, and times.

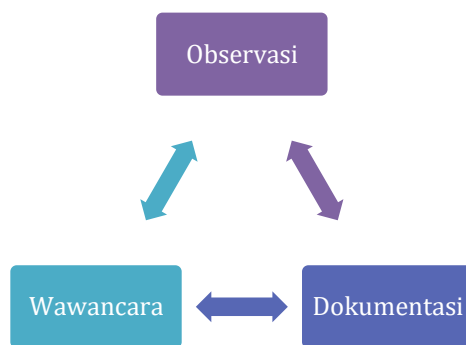


Chart 1.1 Triangulation Techniques

Member check is the final data collection method. Member reconciliation is carried out to ensure that the data and information obtained during the research process are original and can be interpreted, not the result of the researcher's fabrication. All collected data will be returned to the source for re-examination. A signature will be generated as proof of authenticity of the data if appropriate.

Because of their role as observers and data collectors, the presence of researchers is very important in qualitative research. One of the characteristics of qualitative research is that the data is collected by the researchers themselves. Researchers act as observers or participants during research and data collection; In other words, they make observations and dig out the necessary information in as much detail as possible. As a guideline for interviews, researchers make a number of questions based on the necessary data. The goal is to make the data obtained more specific and effective.

RESULT AND DISCUSSION

Result

P : Is there any training for teachers in Curriculum Integration in Eyes Science lessons in elementary school?

KS: Yes, There is training because this is a thing New to School Learning basis.

P : Do you support the existence of integration of science learning in schools basis?

KS: Very supportive. IPAS has Goals so that students can cultivating sensitivity to natural and social environment

P : Vision and Mission of the school support Independent Curriculum.

KS: The vision and mission of the school is adjusted education climate in Indonesia

Discussion

The above statement focuses on an interview with the principal of SD Negeri Wonocolo II Taman Sidoarjo, Dra. Eny Mulyanti, M.Pd., who discussed the importance of curriculum in science learning at the elementary school level. He stressed that a good curriculum is essential to ensure that students understand science concepts in depth, including aspects of the natural and social environment. He also stressed that teachers should be professionals and the curriculum should be adapted to real-world circumstances.

The statement first highlights how important the curriculum is for science learning in primary schools. The curriculum plays an important role in providing a foundation for learning. Students can gain a broader understanding of science concepts with the right curriculum. It also allows for well-planned teaching, which can reduce the chances of the material being taught deviating.

Eny Mulyanti also emphasized that students can gain a better understanding of science concepts by relating learning to real-world situations. With this kind of integration, students can

see how the material they are learning relates to everyday life, which can increase their interest and desire to learn.

In addition, the statement stressed the importance of teacher professional development and continuous training. Experienced and well-trained teachers can create and implement well-integrated learning and deal with problems that arise in the process.

In addition, it is recognized that there are problems associated with the integration of this curriculum. Dra. Eny Mulyamti, however, argues that the incorporation of curriculum in science learning in elementary schools can be successful if there is sufficient support from schools, government, and communities. Training and professional development for teachers, good use of available resources, and the role of parents in supporting student learning at home are all part of this support.

It also mentioned that the curriculum should be expanded to meet the needs of students and provide greater support for educators in terms of training and professional development. To improve the effectiveness of the curriculum, cooperation between schools, government, and communities is recommended.

Some important concepts emphasized can be discussed further in this statement, such as:

1. Science learning in elementary school requires a curriculum.
2. Make connections between learning and real-world circumstances.
3. Continuous training and improvement of teacher professionalism
4. Problems with integrating curriculum
5. Support from government, communities, and schools.
6. The role of parents in helping students learn
7. Recommendations for educator support and curriculum development.

To get a better understanding of the statements, we can study each of these ideas further. Let's start by discussing how the curriculum is essential for science learning in elementary school.

CONCLUSION AND SUGGESTIONS

To sum up, the October 16th interview with SD Negeri Wonocolo II Taman Sidoarjo principal Dra. Eny Mulyamti, M.Pd., provided insight into the significance of curricular integration in scientific teaching for primary school students. Her observations indicate that the curriculum is essential to giving pupils a thorough understanding of science ideas that cover both the natural and social contexts. She underlined the value of carefully thought-out lessons to reduce hazards, preserve the core of science content, and relate it to situations that are relevant to students' everyday lives.

It has become clear that ongoing professional development and teacher training are essential tactics for ensuring successful curricular integration. Despite the difficulties that come with this process, there is hope that curriculum can be successfully integrated into science education with sufficient support from communities, governments, and schools, as well as effective use of the resources already in place.

Moreover, the significance of parents' engagement in creating a favourable learning atmosphere at home and their comprehension of its advantages for their kids' development cannot be emphasised. The creation of more thorough and student-centered curricula, together with the provision of significant support for teachers through training and professional development efforts, are suggestions for improving curriculum integration. To increase the efficacy of integrated curriculum in science education, cooperation between communities, governments, and schools is essential.

REFERENCES

- Alaslan, A. (2021). *Metode Penelitian Kualitatif* (Vol. 1).
- Alsubaie, M. A. (2016). Journal Of Education And Practice Www.Iiste.Org Issn. *Journal Of Education And Practice*, 7(9), 106–107. Wwww.Iiste.Org
- Azzahra, I. E., Nurhasanah, A., & Hermawati, E. (2023a). 6230 Implementasi Kurikulum Merdeka Pada Pembelajaran Ips Di Sdn 4 Purwawinangun. *Jurnal Ilmiah Pgsd Fkip Universitas Mandiri*, 9, 6230–6238.
- Azzahra, I. E., Nurhasanah, A., & Hermawati, E. (2023b). Implementasi Kurikulum Merdeka Pada Pembelajaran Ips Di Sdn 4 Purwawinangun. *Didaktik : Jurnal Ilmiah Pgsd Fkip Universitas Mandiri*, 9, 6230–6238.
- Bungawati. (2022). Peluang Dan Tantangan Kurikulum Merdeka Belajar Menuju Era Society 5.0. *Jurnal Pendidikan*, 31(3), 381. <https://doi.org/10.32585/Jp.V31i3.2847>
- Howe, C., Hennessy, S., Mercer, N., Vrikki, M., & Wheatley, L. (2019). Teacher–Student Dialogue During Classroom Teaching: Does It Really Impact On Student Outcomes? *Journal Of The Learning Sciences*, 28(4–5), 462–512. <https://doi.org/10.1080/10508406.2019.1573730>
- Ibrahimi, U. N., & Suryanti, S. (2022). Efektivitas Pembelajaran Berbasis Powtoon Untuk Meningkatkan Hasil Belajar Materi Penyesuaian Makhluk Hidup Dengan Lingkungannya Mata Pelajaran Ips Kelas V Sekolah Dasar. *Jpgsd*, 10(7), 1466–1476.
- Jannah, F., Irtifa, T., & Fatimatus Az Zahra, P. (2022). *Problematika Penerapan Kurikulum Merdeka Belajar 2022*. 4(2), 55–65.
- Kementerian Pendidikan, K. R. D. T. R. I. (2022). *Capaian Pembelajaran Mata Pelajaran Ilmu Pengetahuan Alam Dan Sosial (Ips) Fase A-Fase C Untuk Sd/Mi/Program Paket A*.
- Komariah, M., As'ary, M. Y., Hanum, C. B., & Maftuh, B. (2023). Ips Implementation In Elementary Schools: How Teachers Build Student Understanding. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(3), 1399–1412. <https://doi.org/10.51276/Edu.V4i3.533>
- Martin, A. J., & Collie, R. J. (2019). Teacher–Student Relationships And Students' Engagement In High School: Does The Number Of Negative And Positive Relationships With Teachers Matter? *Journal Of Educational Psychology*, 111(5), 861–876. <https://doi.org/10.1037/Edu0000317>
- Sasmita, E., & Darmansyah. (2022). Analisis Faktor-Faktor Penyebab Kendala Guru Dalam Menerapkan Kurikulum Merdeka (Studi Kasus: Sdn 21 Koto Tuo, Kec. Baso). *Jurnal Pendidikan Dan Konseling*, 4, 5545–5549.
- Sugiyono. (2021). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (3rd Ed., Pp. 1–444). Alfabeta.
- Sugiyono, S. (2016). *Metode Penelitian Kuantitatif, Kualitatif, R&D*. Bandung: Alfabeta.
- Sugiyono, S. (2017). *Metode Penelitian Bisnis: Pendekatan Kuantitatif, Kualitatif, Kombinasi, Dan R&D*. Penerbit Cv. Alfabeta: Bandung, 225, 87.
- Suhelayanti, Syamsiah, Rahmawati, I., Tantu, Y. R. P., Kunusa, W. R., Nasbey, N. S. H., Tangio, S. J., & Anzelina, D. (2023). *Pembelajaran Ilmu Pengetahuan Alam Dan Sosial (Ips)* (J. Simarmata & R. Watrianthos, Eds.).
- Wijaya Saputra, D., & Sofian Hadi, M. (2022). Persepsi Guru Sekolah Dasar Jakarta Utara Dan Kepulauan Seribu Tentang Kurikulum Merdeka. *Holistika Jurnal Ilmiah Pgsd*, 6, 28–33.