



## Encouraging learning difficulties in social studies by multidisciplinary learning models

**Akmal Ubaidah**

Faculty of Social Science, Universitas Negeri Malang  
Malang, Indonesia, 65114  
akmal.ubaidah.2107416@students.um.ac.id

**Dinda Rahma Kartika**

Faculty of Social Science, Universitas Negeri Malang  
Malang, Indonesia, 65114  
dinda.rahma.2107416@students.um.ac.id

**Nur Laili\***

Faculty of Social Science, Universitas Negeri Malang  
Malang, Indonesia, 65114  
nur.laila.2107416@students.um.ac.id

**Khofifatu Rohmah Adi**

Faculty of Social Science, Universitas Negeri Malang  
Malang, Indonesia, 65114  
khofifatu.rohmah@fis.um.ac.id

\* Corresponding Author

### **Abstract**

*Learning activity distributes knowledge from educators to students to develop abilities and shape character, essential in improving student learning outcomes. However, there are still many learning activities that are less exciting or tend to be monotonous, which makes students quickly bored. This study aims to explore the learning difficulties in social studies learning by implementing a multidiscipline learning model. A conventional literature review and Jacobs' theory of a multidisciplinary integrated learning model were used to analyze the data. This study found that applying multidisciplinary learning models in social studies learning could bring some advantages, such as encouraging students to be more open-minded, active, easy-going, friendly, motivated, disciplined, and work in teamwork.*

**Keywords:** learning difficulties, social studies, multidisciplinary learning model

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### **INTRODUCTION**

A learning activity is channeling knowledge from an educator to his students through a learning activity or other activities. This learning activity influences student learning outcomes

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(Mirdanda, 2019). Learning activities require students' concentration in understanding a teacher's explanation or presentation of material. However, students often feel bored during the learning process, especially the methods used by storytelling or lecture methods (Fauziyah, 2013). This usually occurs during the learning process, and one of the reasons is the teacher's lack of creativity in creating exciting learning (Ayu et al., 2021). Especially now, learning is done online, where the teaching is just as usual, making students more easily bored (Said, 2021). Interest or student motivation is very influential on student learning outcomes. Interest can be increased through several factors, one of which is a learning model.

Learning with a multidisciplinary approach is one way to increase student interest in learning. The multidisciplinary learning model is a learning model that is carried out by first determining a theme and then looking at the interrelationships of these themes based on the perspective of several subjects (Wiradimadja, 2021). The application of this learning model in finding solutions to social problems in learning activities can be made by determining the theme first, for example, such as social problems in learning activities, from these problems students must know the relation of the theme to several subjects, so before seeing these linkages, students must understand the concept from each subject (Wiradimadja, 2021).

Learning with a multidisciplinary model is proven to increase student interest in learning. This is because, apart from providing participants with broader insights and perspectives on how to solve problems, this approach is also more contextual. After all, it connects schools with community life (Hero & Lindfors, 2019). This is not only in the form of various previous studies; students' interest in learning was also due to the opportunity to collaborate with several types of people with different scientific backgrounds and feelings of being valued and trusted in teams that could increase student maturity (Bayeck, 2020; Ekundayo et al., 2021; Kaveri et al., 2022). This is because the multidisciplinary learning model is expected to be used to solve social problems (Samiha, 2016). Social studies subject is not only categorized as one of the subjects with multidiscipline but also transdisciplinary content aimed at solving social problems using some social skills (Wiradimadja, 2021; Güleç, 2020). However, some of these studies still do not discuss applying a multidisciplinary approach to social studies learning. Therefore, this study will fill the gap by analyzing the previous studies to confirm the effectiveness of the interdisciplinary approach in learning.

Consequently, applying a multidisciplinary learning approach in social studies learning is crucial. Thus, this study aims to find out how to implement an interdisciplinary approach to social studies learning. This study could contribute to educational institutions, especially in social studies teaching subjects.

## **METHODE**

A literature review was used in this study. The data was based on the search string such as "application of the Multidisciplinary Learning Model as Social Problem Solving." The data obtained from 2011 to 2021 were then analyzed by deep understanding. From several narrowed

articles, relevant and credible articles were selected, as well as those with good quality. The author conducted a literature review using qualitative descriptive analysis techniques involving data reduction, which means simplification, classification, and removing unnecessary data so that the data can produce meaningful information. The next step was data presentation, an activity that arranges a set of data systematically and practically. The final step is concluding by finding syntheses using thematic analysis.

## **RESULT AND DISCUSSION**

### **Social Studies Learning**

Social Studies is one of the elementary and secondary school subjects, which contains the concepts of social science disciplines, science, social, and humanities. IPS emphasizes understanding concepts developed to train attitudes, morals, values, and human skills in society. Social studies learning must be based on relevant concepts and social sciences to understand social studies so students can study social problems. The development of social studies in Indonesia began with the formulation of social studies learning held at Tawangmangun-Solo during the National Seminar on Civil Education in 1972. In the 1975 curriculum, social studies learning was officially included in the education system in Indonesia (Sapriya, 2017). Social Studies learning was included in the education system due to the G.30S/PKI incident (Karim, 2015).

The development of Social Studies in Indonesia started from the 1945-2013 Curriculum Period. In 1945, the term Social Studies was not yet known, but learning that led to the study of Social Studies already existed. In the first secondary school, learning includes economics, sociology, and anthropology (Sapriya, 2017). Continuing with the 1968 curriculum, social studies learning began to appear as minor learning in the school. But it had not yet been included in the elementary, middle, and high school curricula because the curriculum was only for trials. IKIP Bandung IKIP Bandung Development School Pioneer Project Curriculum (Rachmah, 2014). In the 1975 curriculum, social studies learning at the elementary level was carried out in an integrated manner at the junior high school level in a condensed way which placed social studies under the auspices of history, economics, and geography lessons. Meanwhile, at the high school level, social studies learning was carried out separately between disciplines (Sapriya, 2017). In the 1984 and 1994 curricula, the application of learning to the 1984 curriculum used an integrative approach, meaning that learning was adjusted based on real life or reality without having clear boundaries in each phenomenon, according to Hidayat (2020) while the 1994 curriculum applied to learn almost the same as the 1975 curriculum, the difference was at the level Elementary school social studies material is divided into two parts, namely history and social knowledge and so on at the junior and senior high school levels, learning is in a confederate manner. Furthermore, the KTSP curriculum was given in an integrated form. Learning for grades 1-5 SD is related to social reality; the SMP level is incorporated, and the SMA level, social studies learning is still given separately. The development of the curriculum

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used to date in Indonesia is the 2013 curriculum, where the integration of social studies material is increasingly being pursued at the elementary and junior high school levels. According to the Ministry of National Education (2011), the learning process uses an integrated model where a theme is a topic that intersects, is related, and overlaps with scientific fields. At the senior high school level, social studies material is delivered separately to allow students to enter a higher level.

There are four reasons why social studies must be developed: Firstly, social studies learning is necessary for guiding Indonesian people towards "self-understanding of the nation" in dealing with issues of development and fostering national character where character education is essential for the system of instilling national cultural values with aspects of knowledge, good actions are used for oneself, God and society. According to Kanji et al. (2019), the way to integrate character in social studies is through moral knowledge, moral feelings, moral actions, moral verbal, moral habitus, and moral culture. Secondly, social studies aim to lead students to become active citizens and understand the rights and obligations stated in the 1945 Constitution articles 26, 27, 28, and 30. In this case, the relation to students, which is the implementation of educating students to recognize the rights and obligations of citizenship, the content standards and essential competencies are loaded with operative words in the form of developing attitudes and behaviors such as respecting, maintaining, utilizing, describing, telling, appreciating, understanding, making and interpreting (Maryani & Sjamsuddin, 2009). Thirdly, social studies aim to create good citizenship in social life because social studies are expected to shape students' attitudes to be more active, have good social attitudes, respect each other and appreciate and become good Indonesian citizens in social life. According to Suradi (2019), the relation with good citizenship is citizens who have intellectual, emotional, and spiritual intelligence, have a sense of pride and responsibility, and can participate in community and state life so that a sense of nationality and love for the country grows. Finally, social studies aim to study social problems close to the community because the realities of life are very complex.

### **Implementation of Multidisciplinary Learning Models in Social Studies Subjects**

Social studies learning is implementing social studies education in all schools that must be carried out to achieve goals. So social studies learning must be taught by teachers who are qualified in social studies, namely those with an educational background in social studies, not from other science education as is the case in schools today. Most social studies teachers do not have social studies educational background. As for the things that must be considered in applying the social studies learning concept, the level of maturity, maturity, competence, and teacher experience must also be considered so that the learning objectives will undoubtedly be achieved. In addition, there is something that must be faced in implementing IPS education in schools, namely with very close obstacles and obstacles, starting from abilities to management, which do not all support achieving goals and the nature of social studies education. So, it is

natural that social studies learning has been implemented for decades, but the nature and objectives have not been achieved.

As for the application of multidiscipline in the social studies subject, namely by carrying out a teaching and learning process in the social studies class, by fostering students and being encouraged to be able to study or solve problems so that they can achieve the essence and goals that have not been completed. The application of the multidisciplinary learning model in social studies learning includes: 1) Implementing the multidisciplinary model into social studies subjects that have been explained by the teacher and which already understands what needs to be applied, 2) Expanding the topic of study in social studies subjects by reading in various reference books that students have, 3) Creation of new subjects from combining various references that have been read from various books owned by students (Samiha, 2016).

### **Benefits and Impact of Learning Social Studies in Solving Social Problems**

Learning is vital to solving problems passed in everyday life. With these problems, students will be motivated to use their creative minds and study intensively. With social studies learning that leads to problem-solving, students will get many benefits that can be taken during learning, namely: 1) Students have the talent for analytical-critical thinking and associative connectivity; 2) Students have the talent to think practically if the problem arises from personal life; 3) Students have the talent to think associative-contextual.

Theoretically, the positive impact of the multidisciplinary learning model is to increase students' insights because learning social studies increases students' understanding because it has a broad and complex scope of material, and can understand the diversity of Indonesian society because of the variety of society form of religion, culture, ethnicity, and sometimes work this diversity can cause problems so that the application of multidisciplinary learning models can help students in solving these social problems. Practically the positive impact of the interdisciplinary learning model is growing social sensitivity.

According to Huriyah (2019), students or students who have carried out social studies learning can be more sensitive and appreciate various social problems in society, so it is easier to interact with others and be able to solve various social problems faced in life, foster love for the motherland, and students can find solutions to social problems in society. Social problems are a condition where there is a mismatch between sociocultural elements in social life, and their existence is unwanted (Kristina, 2021). Examples of social problems that can be solved with the multidisciplinary learning model include the Covid-19 pandemic causing various social problems, including a disrupted economy, unemployment, and increased crime. Solving these social problems can be carried out by students or the government with a multidisciplinary learning model, namely by making notifications through social media or poster media by spreading information about the dangers of Covid-19 and how to prevent it so that Covid-19 can decrease and the economy can be controlled.

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The negative impact of the multidisciplinary learning model for social solving is the lack of students' understanding of interdisciplinary learning methods, which results in inaccuracies in solving social problems that are being faced. Therefore, students must be more sensitive because social studies learning is one of the solutions to various social issues in society.

### CONCLUSION

Applying the multidisciplinary learning model in social studies subjects is considered capable of dealing with social problems. This can happen because the interdisciplinary concept looks at a particular social issue and then associates the theme with several appropriate scientific perspectives. Social studies subjects have a strategic role so that when combined with a multidisciplinary learning model, students have an open mind in solving social problems. The interdisciplinary learning model in social studies subjects includes several implementations, such as applying multidisciplinary models to existing subjects, expanding study topics in subjects, and creating new subjects. The effectiveness of the interdisciplinary learning model in social studies subjects is still considered lacking if applied freely to students. The characteristics of the multidisciplinary learning model, which requires students to be sensitive to a theme on certain social issues are still not fully understood by students. So that in the future, it is hoped that this learning model will get an update in its understanding and application, which is intended to make it easier for students to implement multidisciplinary learning models in social studies subjects.

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