Social Studies Learning Model Based on Socio-Cultural Through Blanded Learning

(Study in Junior High School in the Depok West Java)

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Abstract—**This research aims to develop Social Studies learning model based socio-cultural based on content with blended learning in junior high schools in the city of Depok West Java using the research and development method by taking three main steps, namely preliminary studies, planning and preparation of models and model trials. The results of this researchare socio-cultural learning carried out utilizing content-oriented programs that is by teaching different cultural groups by adding readings on topics or themes that are socio-cultural material available in social studiesby using digital media. In the form of kahootandgoogle classroom. The initial step needed is to prepare a learning plan that includes; analysis of essential competencies, determining themes and sub-themes, determining indicators of achievement of learning outcomes and learning objectives, determining socio-cultural values to be taught, determining learning approaches and models, determining digital media kahoot and google classroom, tools, materials, and learning resources, determining learning steps and determine the assessment. Whereas the implementation of the learning model is by using the syntax of the scientific approach cooperatively through a combination of contextual learning methods, problem-solving and also clarification of values integrated with the use of kahoot and google classroom as a media for blended learning.**

Keywords— Social Studies, Socio-Cultural, Blended Learning

I. INTRODUCTION

Industry revolution 4.0 is marked by advances in information and communication technology that have changed many cultures and civilizations of a nation. This can be seen from the development of electronic devices, and the advancement of digital information media can access information through the internet online and even realtime, which of course indirectly makes people experience changes in their lives. In addition to having a positive impact due to these advancements, this is also have negative effects, including consumptive lifestyles, individualistic attitudes, westernized lifestyles, social inequalities, and the decline of the generation. All of that happens through information and communication media that contribute and influence in the background to the impacts that occur in the world community.

Teachers have a very strategic role in learning in schools. The decisive role of the teachers in

this learning process has an impact on the competencies achieved by students (knowledge, attitudes, skills), including the inculcation of socio-cultural values. This is because the teacher is one of the main elements in realizing a successful learning process. The tasks of the teacher is also very complex, in addition the task of transferring knowledge and skills to students, the teacher also has the responsibility of educating to help the development of all potential learners so that they become mature and mature so that they are able to take part in the future which certainly does not break away from its cultural roots .

Industry revolution 4.0 has had an impact on the shifting paradigm of learning patterns, according to [1] learning patterns that use technology with learning that does not use technology, as well as the differences in the concept of learning in the classroom (classroom setting) with open education or digital learning that does not have to always be at the school. The model has differences in terms of teaching style, techniques, and motivation of learners and instructors by the demands of the development of science and technology.

Industry revolution 4.0 demands that learning material can be packaged electronically and put into the network so that it can be accessed through digital learning. Therefore, teachers need to have the ability to properly manage the implementation of digital learning activities via the internet. But in reality, it is challenging for schools to be able to carry out digital learning which the entire learning process is carried out with online learning continuously.

The reality that occurs at school turns out that the learning process undertaken by the teacher so far is still a teacher center and is only limited to the mastery of concepts, and is not adequate to the development of existing information technology, is no exception to the study of social studies, the learning process and assessment in science subjects social knowledge generally emphasizes the instructional impact which is limited to the mastery of the material or

in other words emphasizes more on the cognitive dimension. In the case of Social Studies in the context of the school curriculum it has a vital and strategic position to carry out the task of forming citizenship who are sociable.

Social Studies subjects have the primary function as enculturation and internalization of the values and customs of the community with the aim that old benefits which are considered noble and at the same time guarantee the distinctive personality of the community does not fade and change and remain maintained. On the other hand, social studiessubjects also have a mission as a vehicle for socialization and also the selection of values, cognition, and motorists for the sake of preserving the socio-cultural integration of students in dealing with changes and dynamics of society. Seeing this phenomenon, learning social studiesmust be able to play its role and function precisely and comprehensively. Therefore, learning carried out in schools should not be separated from the social and cultural references of the community itself. Therefore, learning social studiesmust be able to accommodate the social and cultural values of the local community in the whole process and learning outcomes.

Therefore it is necessary to learn social studiesbased on socio-cultural that is relevant to the times in the era of the Industrial Revolution 4.0 because the millennial generation has a tendency and dependence on the use of digital media and the internet, but learning is not limited to concepts and is free from roots and social insights and the culture of the people. In this case, the model that can be used is the social studieslearning model based on social religion through blended learning that integrates classical education in the classroom with the use of digital media. Through the conference "*Preparing Students and Graduates to Be Knowledge Workers in Challenging Industrial Revolution 4.0*", it is expected that social studies based socio-cultural learning models through blended learning can be disseminated and used as alternatives to the use of social Studies learning models in the industrial revolution era 4.0.

II. METHOD

This research was conducted with the method of research and development by taking a sample of three schools in odd semester 2018/2019 academic year. The research subjects were the students grade VII Junior High School in Depok with each foreign school taking one class as a trial model. This reseach uses four stages, namely: 1) preliminary study, 2) program planning and preparation, 3) program trials, and 4) evaluate the implementation of learning model. Data collection techniques used observation, questionnaires, interviews, documentation.Data analysis techniques used qualitative and descriptive statistics. The limitation in this reseachis that it was only carried out in three schools as a learning model trial.

III. RESULTS AND DISCUSSION

Based on the implementation of the limited trials that have been conducted, the design of social studieslearning based on socio-culture with blended learning is as follows:
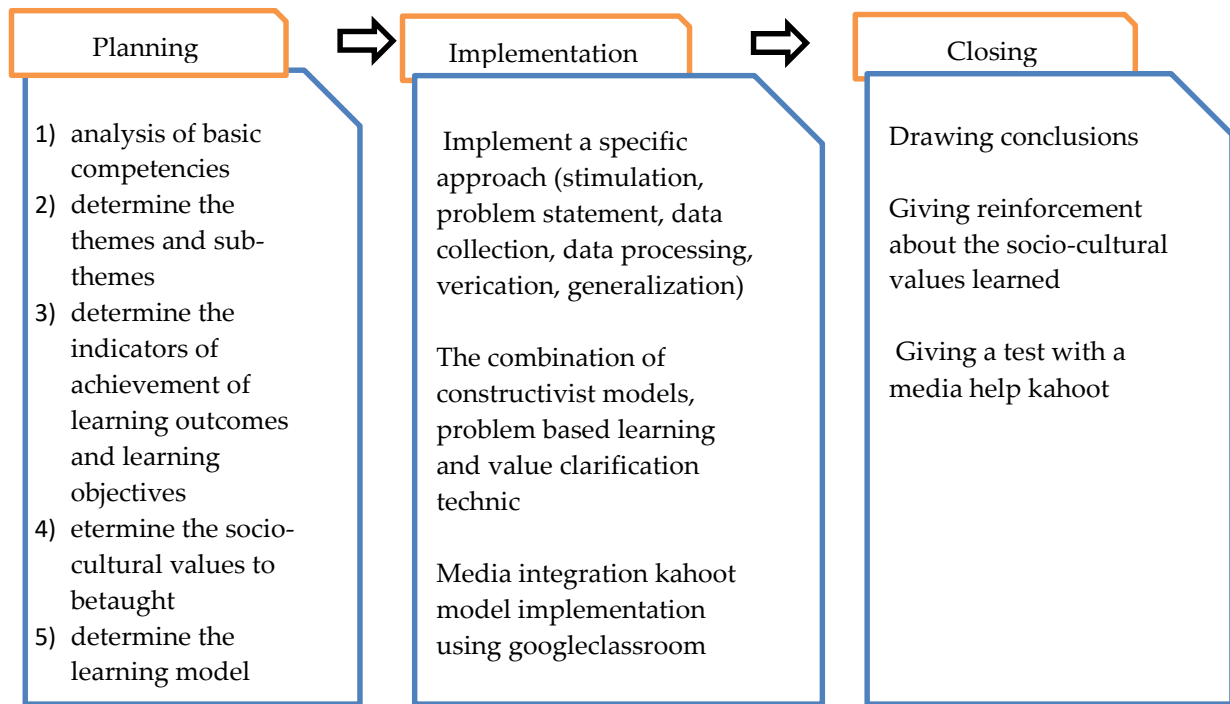

Figure 1. Design Learning Model Development

The initial step before the implementation of social studies based socio-culture through blended learning is to analyze the content of the material contained in the standard content of social studiessubjects. The following is a table of social studieslearning planning based on social culture through blended learning.

Table 1. Learning Design

Basic Competencies	**Basic Knowledge Competencies**
	3.2 Analyzing social interaction in space and its influence on social, economic and cultural life in values and norms and social and cultural

	institutions
	Basic Competency Skills
	4.2 Presents the results of an analysis of social interactions in space and their influence on social, economic and cultural life in values and norms, as well as social and cultural institutions
Theme	: Humans, Places, and Environments
Sub Theme	: Ethnic and Cultural Diversity of Indonesia
Score	: Respect for Differences, Respect for each other, live together, work together
Indicator	: - Shows the diversity of traditional houses in Indonesia; -Shows the variety of traditional clothing in Indonesia; -Shows the variety of traditional dance in Indonesia;
Material	: Cultural Diversity in Indonesia
Method	: Lectures, group discussions, class discussions, presentations
Media	: Kahoot and google Classroom
Assessment	: Process and results

Social Studies based socio-cultural learning that has been applied is apply the component of learning in accordance with what is mandated in the 2013 curriculum learning, but in the case learning includes the elements contained in contextual education, cooperative type problem-based learning and also value clarification technique by using Kahoot media and google classroom as part of the learning process. The syntax in this learning are:

a) The teacher gives orientation, apperception, motivation, and providing references before learning begins.
b) The constructivist teacher provides stimulation related to the topics discussed.
c) The teacher clarifies values with problem statements (questions/problem identification) by giving questions related to the problem discussed to find out about students' values and attitudes.
d) Perform problem-solving from the topics discussed by discussing for data collection, data processing, and verification.
e) Students make presentations from the results of group discussions.
f) Students make conclusions (generalization) material that has been studied.

Implementation of social studies based socio-cultural learning through blended learning is divided into three learning syntax, namely: introduction, core activities, and closing activities. In the opening part of education, the action begins with an orientation in advance to students by preparing physically and psychologically students are ready to initiate learning activities, then doing apperception by linking the material/theme/ learning activities that will be carried out with students' experiences in their lives by topic covered. Do not forget the teacher must motivate students to increase student morale in the learning process. Then provide a learning reference by explaining the mechanism of implementing learning experiences by the learning plan that has been prepared.

At the core activity stage, the teacher gives an outline of the concept of the material, then displays the images related to the socio-cultural content with Kahoot media, the next step is to divide the groups heterogeneously. After the group is formed, the teacher gives a tasks of the material to all groups, which will be discussed by each group, after the group discussion is finished they present the results of the debate in front of the class, all groups can have the same turn and opportunity both in showing the results of the discussion or asking or expressing his opinion. If there are obstacles in the debate, such as the difficulty of students in answering questions from other groups, the teacher helps to

answer. The implementation of learning conducted by the teacher further emphasizes the interaction and involvement of students utilizing group discussions and presentations. Contextual knowledge in social studies based socio-cultural learning is by selecting material that must be trueby the characteristics and background of the student's residence so that the material to be studied is by the student's real life. Through contextual learning, teachers are expected to be able to assist students in linking material learned by students in the actual world conditions that students have, besides that contextual can also make students look for relationships between existing knowledge and real applications in student's daily lives [2]. Contextually, students can more easily understand the material being studied because it has conformity to the experience and knowledge of students in everyday life. The use of google classroom in this learning is to conduct discussions or report the findings and constraints of students in the field related to the assignments they have to look for outside school hours so that teachers can monitor students activities outside of school which will be discussed later when in class.

After the selection of contextual learning material, the data collection and processing step in the scientific step is to use the problem based learning element of learning by orienting students to authentic, multidisciplinary questions or questions, demanding cooperation in investigations and producing work. According to [3] Problem-based learning can help students develop thinking skills, problem-solving and intellectual skills, by involving them in real experiences.The use of problem-based learning is in line with Bruner's thinking, about learning is scaffolding which is defined as a student being helped to solve specific problems beyond his development capacity through the help of a teacher. Also, it is said that the purpose of education is not only to increase the amount of student knowledge but also to create possibilities for student discovery.

So that, learning becomes meaningful and can be internalized well by the students about the socio-culture being studied, then learning is also given value clarification technique, i.e. before students solve problems presented to students, students are given questions related to values contained in the material to be studied. With value clarification techniques, students are encouraged to examine their feelings and actions so that students can identify their values and the values of others, help students communicate openly and honestly with others who relate to the socio-cultural values being learned, so that students turn to realize the values and attitudes needed in his life. So, students will be able to act by the appropriate amounts and will be repeated so that they form habits and behavior patterns in life [4]. The inculcation of values and attitudes in socio-cultural learning efforts for students to students is essential. This expression is in line to teachsocial studies, which in addition to develop knowledge also develops skills, and instills values and attitudes to students.

The learning process carried out is based on the criteria for achieving learning objectives. These criteria are: *first*, students canmake material indicators set by the teacher, which include aspects of knowledge, attitudes, and skills. However, the emphasis on student success lies in the affective aspects or attitudes and skills possessed by students after the learning process. Assessment is carried out with scale attitudes or historical records of student behavior during learning. *Second*, students are able to understand and appreciate even applying socio-cultural values such as students being taught cooperation in social life, students are understood about the importance of social responsibility, students are taught to respect each other's differences, students are taught to think critically, students are taught the importance of solidarity in groups, even though they came from different backgrounds.

Based on the results of trials that have been carried out related to social studies based socio-cultural learning with blended learning, it can be obtained data on the results of student activities and learning outcomes as follows:

Table 2. Student Learning Activities

No	Learning activity	School A (%)	School B (%)	School C (%)
1	Attention to teacher explanation	85	88	82
2	Enthusiasm to do the task	80	85	80
3	Asking question	78	80	78
4	Answering questions or expressing opinions	80	85	80
5	Cooperation relationships between students in discussions	85	78	85
6	Pay attention to the explanations of other groups	85	85	80
7	Take notes of important things	85	88	90
	Average score percentage activity	82.5	84.1	82.1
	Activity category	very good	very good	very good

Based on these data it can be seen that social studies based socio-culturallearning with blended learning at class VII junior high school can improve student learning activities with student learning percentages for each of the trial schools is 81.8%, 83% and 80.7% which means having a top category.Social studies based socio-culturallearning outcomes with blended learning obtained based on post-test results in class VII in junior high school can be seen as in the following table:
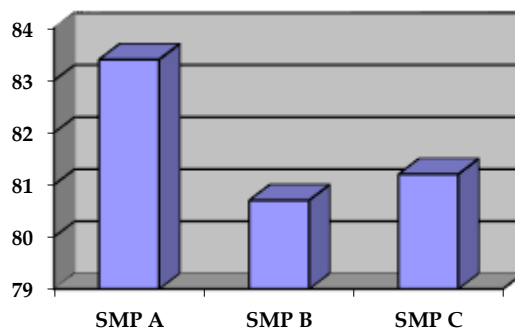

Figure 1. Histogram of Student Learning Outcomes

Based on these data it can be seen that social studies based socio-culturallearning with blended learning at class VII junior high school can improve student learning outcomes with an average value in each class of trials which is 80 which means it is above the minimum completeness criteria of each school which is 72.

Based on the results of the reseach, in the implementation of the curriculumit is necessary to increase efficiency and effectiveness in the development of learning as a form of educational innovation. As one form of efficiency and effectiveness of curriculum implementation that is by bringing up various models of curriculum implementation, including multiple models and approaches in learning, such as integrated, holistic, contextual and cooperative learning models. The application of these learning models prioritizes student learning experiences directly and connects them with other concepts to the needs and development of students. These learning models are possible because in general the development of children at school age still sees everything as a

whole, and their physical development can never be separated from mental, social, and emotional development.

The selection of learning methods in social studies based socio-culturallearning is carried out in line with research conducted by [5] about the influence in the use of contextual learning models with audio-visual media on students' critical and creative thinking abilities. This research illustrates that contextual learning can improve students' critical thinking skills. Research conducted by [6] also shows an increase in student activity and learning outcomes in Citizenship Education learning using the problem-based learning model. Whereas the strengthening of students' socio-cultural values by using value clarification model is also in line with the results of the reseach by [7] which shows that learning value clarification techniques affect the learning outcomes in terms of social attitudes in learning Social Studies at Class VIII Junior High School.

The inculcation of socio-cultural values through drilling or rote learning is not appropriate, because students accept values only asthe knowledge that is stored in their minds or try to change attitudes by being forced, pseudo or pretending without belief,this is confirmed by research conducted by [8] that learning about values and approaches should be able to touch students awareness so that they can be internalized well. This is done through the logic of justification that can be accepted by the student, so that in turn the values taught can become property and beliefs that are not easily changed, imbued with noble values and practice expressing an excellent mental attitude, directed and praiseworthy. This inculcation of values and attitudes must start from childhood, and be sustainable at the next level. One thing that must not be forgotten is the values and attitudes that have been embedded since childhood must be deepened to a belief that what has been taught and implemented is good. In the end it is hoped that the values and attitudes that are instilled in students can become a habit that is believed to be accurate.

In general, social studies education is develop of students ability to be sensitive to social problems that occur in the community, have a positive mental attitude towards the improvement of all inequalities that happen, and to be skilled in handling any issues that arise daily both affecting themselves and themselves that befell the community [9]. These goals can be achieved when social Studies courses in schools are well organized. Therefore social studies as an educational program and become one of the compulsory subjects at the junior high school level not only provide aspects of social knowledge alone but must also foster students to become good citizens and citizens by having responsibility for social life the culture. So that, students who are encouraged not only have knowledge and ability to think highly but must also have high awareness and strong responsibility in behaving and acting by the socio-cultural values that exist in society in line with the nation's character.

The era of the industrial revolution 4.0 has brought changes in various aspects of life, with no exception to the learning done by the teacher, learning that was initially conventional (face to face) in the classroom can now be done without being bound by space and time online. But it is difficult for schools to be able to carry out digital learning where the entire learning process is carried out with continuous online education due to various factors. Therefore an alternative that can be used so that knowledge can still be in line with the industrial revolution 4.0 is blended learning. [10] Stated Blended learning is a mixture of face and online learning by integrating and incorporating learning material into digital media connected to the Internet.

The use of kahoot and also google classroom as a blended leraning effort in this reseach reinforces the results of research conducted by Rafnis[11] regarding the use of the kahoot platform as an interactive learning media and also research from [12] about the use of google classroom, e-learning & blended learning as a learning medium for teachers and students in Vocational High School. Where the two Studies

reveal about the effectiveness of learning by using kahoot and also google classroom as a learning medium in line with the development of information technology

Based on the results of the study, the benefits of using Kahoot as blended learning include: (1) helping to make concrete images in accordance with reality that is difficult to obtain at school, (2) enabling repetition of material and enrichment thelearning material for students, (3) support individual learning and groups, (4) can be used as a practical learning media for learning (5) develop knowledge that is "enjoyment" or "joyful learning" in accordance with the industrial revolution 4.0. While the weaknesses in blended learning are: (1) highly dependent on internet access, (2) teachers must be creative in finding learning material that is relevant to the content of the material that is in the essential competencies or themes taught, (3) teachers must have knowledge and skills in using digital learning media.

This research has a limitation that the sample as a trial consists of only three classes in three different schools with different characteristics. In addition, there is a dependence on internet usage which is influenced by the signal strength of the smartphone. So that this research can provide opportunities for other researchers to be able to conduct similar research in order to strengthen findings as learning innovations in the industrial revolution 4.0 era as an effort to improve students' socio-cultural resilience.

IV. CONCLUSIONS

Based on the results of research that has been done, it can be concluded as follows:

1) Social Studiesbased socio-culturallearning is done by focusing on content oriented programs, namely by analyzing the values contained in the material which is then integratedintegrated into the learning materialnamely by teaching different cultural groups by adding readings about a specific topics or themes for example about heroism, salvation traditions, marriages and so on in accordance with the material available in Social Studies subjects. In the implementation of learning also provides a lot of information about different cultures and instills the value of awareness of living together in differencesby using learning media that are relevant to the development of information technology such as the application of kahoot and google classroom.

2) Learning social studies about community culture can be done with a scientific approach with a combination of learning methods of contextual teaching and learning, problem based learning and value clarivication techniques. So that learning is in accordance with the development of information technology in the era of the industrial revolution 4.0, learning is carried out by giving a touch of information technology in the form of using kahoot and google classroom applications as an effort to learn blended learning.

3) Teachers can use social studieslearning models with socio-cultural material with blended learning in accordance with the characteristics of the school and also the characteristics of students.

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