

Revitalization of Social Science Teaching in Junior High School to Increase Student Interest

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Abstrak

Revitalisasi merupakan suatu proses, cara, dan perbuatan menghidupkan kembali suatu hal yang sebelumnya kurang terberdaya. Adanya artikel ini karena kurangnya minat pelajaran IPS dikalangan peserta didik. IPS juga selalu di nomor duakan karena dianggap sebagai mata pelajaran yang membosankan, dimana diperlukan sekali peranan seorang guru dalam mengelola metode pembelajaran karena guru sebagai peranan utama dalam hal meningkatkan minat peserta didik. Tujuan dibuatnya artikel ini adalah untuk meningkatkan kembali minat peserta didik pada pelajaran IPS dan membuktikan bahwa IPS bukan pelajaran yang membosankan juga dapat meningkatkan dan mengembangkan kemampuan berpikir kritis pada peserta didik. Pada artikel ini peneliti menggunakan metode analisis dokumen, dimana peneliti melakukan perbandingan dengan beberapa dokumen, baik berupa jurnal maupun artikel. Artikel ini memberi tahu bahwa metode yang paling efektif digunakan dalam pembelajaran dan meningkatkan minat peserta didik adalah menggunakan metode Contextual Teaching and Learning (CTL) dan Problem-Based Learning (Creative Problem Solving / CPS) Kedua metode pembelajaran ini dapat meningkatkan keterampilan berpikir kritis peserta didik karena metode ini memberikan kesempatan kepada peserta didik untuk memecahkan masalah yang terjadi sesuai dengan kemampuan dan keterampilan mereka. Revitalisasi ini diharapkan sebagai sebuah solusi untuk menghidupkan kembali pelajaran IPS di sekolah menengah pertama.

Kata kunci: *revitalisasi, metode, keterampilan*

Abstract

Revitalization is a process, method and act of bringing something back to life that was previously less powerful. The existence of this article is due to the lack of interest in social studies among students. Social studies is also always given second place because it is considered a boring subject, where the role of a teacher is very necessary in managing learning methods because the teacher has the main role in increasing students' interest. The purpose of this article is to increase students' interest in social studies lessons again and prove that social studies is not a boring lesson and can also improve and develop students' critical thinking skills. In this article the researcher uses the document analysis method, where the researcher makes comparisons with several documents, both in the form of journals and articles. This article tells us that the most effective method used in learning and increasing students' interest is using the Contextual Teaching and Learning (CTL) and Problem-Based Learning (Creative Problem Solving / CPS) methods. These two learning methods can improve students' critical thinking skills. because this method provides students with the opportunity to solve problems that occur according to their abilities and skills. This revitalization is expected to be a solution to revive social studies lessons in junior high schools.

Keywords: *revitalization, method, skills*

Introduction

Social studies education is a subject that discusses social knowledge that existed in Indonesia from the time before independence until the time after Indonesian independence. This social science education discusses the Earth, the economy, social life, and the history that occurred in the past. Social studies is a subject that studies social life based on the study of geography, economics, history, anthropology, sociology, and state administration by presenting the daily problems of society. Social studies education is also very important to learn by students, even for students. However, the problem with social studies in junior high school is the lack of interest of students in learning social studies education because many of them ignore social studies lessons. According to the students, social studies is a boring subject and not interesting to learn.

Our goal is to research to determine the level of student interest in social studies subjects in junior high school. At the junior high school level, not many students like social studies subjects. They think that social studies is an uninteresting lesson. Through this research, we can find out what causes the low interest of junior high school students in social studies subjects. Do they feel bored with the material or with the teaching method?

This research can be revitalized as a form of improvement so that social studies subjects can generate high interest.

Revitalization is a process or way to revive something that has experienced a decline or lack of interest. Revitalization is also done as an effort to revitalize an area that was once alive and experienced a decline or degradation. Therefore, in overcoming these problems, revitalization is needed, which includes improving physical aspects, economic aspects, and social aspects. Educational revitalization is carried out by optimizing educational facilities that are already owned by the school and trying to establish cooperation with outside parties so that the facilities can always be updated and up-to-date. According to the Big Indonesian Dictionary (KBBI), revitalization means the process, methods, and actions of reviving something that was previously inadequate or not used well. The scope of this revitalization program is carried out by reactivating it through various planned activities, which make repairing something that needs to be done and is very important. The scale of a revitalization program can take place at a very small level, such as on a street or even on a city architectural scale. However, revitalization can also cover a wider urban area. According to Gouillart & Kelly, revitalization is an effort to encourage growth by linking an organization to its environment, including changes made by Quantum Leap, or building a big jump that doesn't just cover building changes gradually, but directly towards a target that is different from the initial condition of a building. Revitalization is very important to do in schools, especially in social studies subjects that have little interest because students think that social studies lessons involve more memorization and reading than practical work, which makes students feel bored when learning. These problems are very important, so there must be an improvement in teaching methods to attract more students to social studies subjects and not be considered boring. To create students' interest, it is necessary to revitalize some materials and methods. In line with this effort, Elfina and Sylvia (2020) emphasize students' critical thinking. According to them, students will be able to think critically if they are faced with a problem and can solve the problem with rational and precise thinking. If students do not have high-level critical thinking skills, then students will not have the ability to process, face, and conclude a problem. Besides that, according to Qomariyah E (2017), learning

that instills problems in life will make students think critically, and learning is more meaningful.

That was a long statement! In addition, teachers also have a major role in teaching social studies learning in schools. Teachers can create an interesting classroom or teaching atmosphere by choosing methods that interest many students so that students can be more interested in social studies learning. In this independent curriculum, the learning method is more centered on students so that students can think critically and solve problems. Also, in social studies learning, the teacher can use field practice methods so that students do not feel bored when learning social studies in class. Strengthening and planting learning motivation is in the hands of teachers. Because, in addition to students, the most important element in learning activities is the teacher.

In the school environment, critical thinking can be developed through subjects studied by students, one of which is social studies. From this social studies subject, students are trained to think critically about social knowledge in Indonesia. With critical thinking, students can solve problems that occur in the local environment. Critical thinking skills are very important to be mastered by students so that they are more skillful in compiling an argument, checking the credibility of sources, or making decisions. In order for teachers and students to be able to work together to create an interesting and non-boring classroom atmosphere, they must work together to achieve a common goal. Students should also appreciate every lesson in school, making this revitalization very important as it can increase student interest in social studies and prevent students from underestimating social studies subjects. It can also create enthusiastic students who are eager to participate in lessons, enthusiastic about learning, do not procrastinate their teacher's assignments, diligently complete the tasks given by the teacher, and complete the tasks on time.

Research Method

This research uses a qualitative approach with document analysis methods. Document analysis searching for data using written sources that reflect synchronous language use (Edi Subroto, 1992:42). Data collection using document analysis techniques is carried out by reading, recording, and collecting data from written data sources. This

method is suitable for analyzing the Revitalization of Social Studies Learning in Junior High Schools to Increase Student Interest. By the forms of data collected in this research, the sources for this research include humans. Humans in qualitative research are data sources, with the status of informants regarding phenomena or problems, according to the research focus. The researcher used a purposive sample to determine the technique for obtaining informants. Purposive sampling is a form of taking or determining research subjects or objects according to the objectives themselves, using the researcher's judgment according to the topic of each problem to be answered.

In qualitative research, the research instrument or tool is the researcher himself. Researchers are the most essential instruments in qualitative research. Therefore, conducting qualitative research requires researchers to be validated. According to Sugiono, qualitative researchers as human instruments function to obtain research focus, select informants as data sources, collect data, assess data quality, analyze data, interpret data, and draw conclusions about their findings. In conducting qualitative research, there is a data collection method called literature study. Literature study is a series of activities related to collecting library data, reading and taking notes, and managing research materials (Zed, 2008:3). Namely by studying documents related to the research focus as material for comparison or to deepen what is being researched. Apart from literature studies, quality research also uses data collection techniques with documentation study methods, where the documents collected and selected are based on the objectives and focus of the problem.

Next is data analysis, which begins by reviewing all available data from various sources. The data collected and analyzed is secondary data from research results such as books, journals, articles, internet sites, and others that are relevant to the Revitalization of Social Studies Learning in High Schools to Increase Student Interest. The data and facts obtained are then analyzed, thus providing the required information. According to Miles and Huberman, the data analysis process researchers use is data reduction, display, verification, and drawing conclusions. The data obtained is collected, grouped, and selected according to the problem to be answered. Next, the data is processed and analyzed so that the data obtained can be processed into accurate data.

Criteria	Article 1	Article 2	Article 3	Conclusion
There is a change in learning methods	It is not easy to select social studies learning methods and resources appropriate to the material, considering that the social sciences are a comprehensive science. The journey develops over time. Contextual-based Learning (Contextual Teaching and Learning / CTL) and Completion-based Learning Problem (Creative Problem Solving / CPS) are suitable social studies learning.	X This article has no positive or negative impacts.	In this article, there is a change in method. This article discusses the importance of revitalizing IPS from a global perspective. Significant curriculum updates are in response to rapid societal changes due to advances in science and technology bringing both positive and negative consequences to life.	Curriculum revitalization starts by changing learning from a teacher-centered to a student-centered model. Current social studies learning should be developed based on various problems in the surrounding community.
Revitalization develops the characteristics of students	Students must achieve competence in social studies, which includes knowledge, attitudes, skills, interests, and habits.	Social studies education is very closely related to the character of education. This can be seen in the formulation. The goal is character education or value education so that students become good citizens.	Revitalizing social sciences from a global perspective can develop student characteristics. It can make students become good citizens, namely, people who are well-established, critical, disciplined, responsible, and can solve problems in	Material-based development learning is changed to be based on competency and character. To give birth to social actors who possess and develop attitudes and behavior by understanding their rights and obligations, and having the

		Strictly speaking Gross stated, "Values Education as social studies "to prepare students to be well-functioning citizens in a democratic society" (Darmadi, 2007:8)	society.	sensitivity to understand, respond to, and participate in solving socio-national problems.
The revitalization of social studies can make it easier for students to understand the material	provide opportunities for students to solve problems that occur according to their abilities and skills in processing problems with existing theory to solve to overcome the difficulti they face.	This is also related to the provision of education, which prioritizes mastery of teaching materials so that our education is more intellectualistic. Providing education that places greater emphasis on mastery of the material and being intellectualistic has neglected aspects of morality and character development of students.	In this article, social studies revitalization can help students understand the material better. The aim of this method is that students to solve problems in society and socialize with the surrounding environment so that they can easily obtain teaching materials from social studies revitalization.	Social sciences must be revitalized so that they are easily understood by students with their level of psychological development at school and exciting issues such as drug problems, internet use, global warming, and so on.

SOURCE OF INSTRUMENT :

- <https://journal.lppmunindra.ac.id/index.php/RDJE/article/view/3375/0> Novidya Yulanda. 2018, April. Revitalizing social studies learning in developing critical thinking skills. Research and Development Journal Of Education Vol. 4 No. 2. ISSN 2406-9744
- <https://www.neliti.com/id/publications/86338/revitalisasi-peran-pembelajaran-ips-dalam-pembentukan-karakter-bangsa> Sudirman A.M. (2010, Mei) Revitalize the role of social studies learning in forming national character. Cakrawala Pendidikan, , Edisi Khusus Dies Natalis UNY
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Research Results

The social studies subject is a subject in the education curriculum in Indonesia that is mandatory for all students in schools from elementary, junior high school, senior high school levels. Social studies learning makes students become good citizens, namely society that is well-established, critical, disciplined, responsible and so on, bearing in mind that there are many, even very complex, problems in social life that occur in society, which must be solved by looking at them from various disciplinary angles; sciences, within a Social Sciences framework. This research uses a literature study method, by reviewing several research results in journal form below. The following is a table of revitalization based on the type of research method:

No	Jurnal Title	Research	Research Methods	Conclusion	Procedure/Types of revitalization
	Revitalizing social studies learning in developing critical thinking skills	Novidya Yulanda	Revitalization of learning materials and curriculum using the k-13 curriculum, revitalization of social studies learning methods and learning resources, and revitalization of	Curriculum revitalization starts from changing learning a teacher center to a student center. Current social studies learning should be developed based on various problems in the surrounding	1. Changing the centered to a student - centered method 2. Use critical thinking stimulatime thod of teaching 3. Different types of

			the assessment process in social studies learning	community. Revitalization uses appropriate learning methods to improve students' critical thinking skills, namely using the Contextual Teaching and Learning/CTL and Creative Problem Solving/CPS methods. These two methods provide opportunities for students to solve problems that occur by the student's abilities and skills in processing problems to produce solutions. Revitalizing the assessment process not only from the cognitive side but effectively, and psychomotor needs to be considered.	assessment focus (No longer focus on cognitive but also effective as well as psychomotor)
2.	Revitalize the role of social studies learning in forming national character	Sudirman A, M	Personal competence, social competence, and intellectual competence	Material-based development learning is changed to be based on competency and character. To give birth to social actors who possess and	1. Changing learning development based on competency and character material.

				develop attitudes and behavior by understanding their rights and obligations and having the sensitivity to understand, respond to, and participate in solving socio-national problems. Existing problems such as non-violence, and character erosion, and socio-national problems must be immediately addressed with government policies supporting national character development programs.	2. Use methods for solving social problems related to national issues.
3.	revitalization of social sciences from a global perspective	Miftahudin	Lecture methods, group discussions, problem-solving, inquiry, concepts, topics, themes, contemporary issues, Broodfeld spiral expanding.	Social sciences must be revitalized so that they are easily understood by students with their level of psychological development at school and exciting issues such as drug problems, internet use, global warming, and so on.	1. Use lecture methods, group discussions, problem solving, inquiry, concepts, topics, themes, contemporary issues, Broodfeld spiral expanding.

From the research results above, the teacher's role is vital in revitalizing social studies through various methods. Teachers can change their way of learning by using multiple techniques. Such as problem-solving-based learning, in which teachers always encourage students to be sensitive to social problems both in society and globally; critical thinking, which is learning that makes students more active in thinking in solving problems; and teachers understanding students' competencies. Namely, teachers guide students to know the potential that lies within them. Philosophers such as Socrates, Plato, and Aristotle considered critical thinking the ability to ask questions, test, and think about ideas and values (McConnell, 2008). To develop and encourage students to care for and contribute to society so that they can give birth to a generation of people with character. This method can increase development or revitalize social studies.

For this reason, students can overcome a problem by thinking critically, being sensitive to social problems, and getting solutions to problems in themselves, the surrounding environment, society, and globally. The discussion method can also be applied to train students to explore something to make learning more active and not dull. Uses or problems by creating groups. Apart from that, curriculum development can also influence social studies. Historical, psychological, cultural, political, psychological, and economic factors must be considered in curriculum development. Moreover, each shows that all individuals in the process must be given careful attention, as well as the usual issues of purpose, content or learning experiences, organization, evaluation, and change (William H.Scubert:1986). This theory explains that curriculum renewal also affects the revitalization of social studies subjects.

Initially changing from K-13 to an independent curriculum, only teachers played an active role in learning, such as through the lecture method. However, after changes to the independent curriculum, students must always think critically to solve problems and practice directly in the field. In this way, students can implement the theory given in everyday life. If only theory existed in the present, students would feel more bored. These various methods can foster a sense of interest among junior high school students in social studies. Renewing learning in social science subjects or revitalizing it with this research can change and raise the level of social sciences. It is also known that the decline in students' interest in learning at school is caused by teachers' very boring learning methods, where

methods such as teaching stories make students lose interest in learning. According to Nurhasanah and Sobandi (2016). Teachers can implement this system so that social studies are not seen as trivial and boring and that social studies subjects can interest students, especially in junior high school.

Apart from increasing interest in social studies subjects in junior high schools, revitalization can also improve students' character and help them become good citizens. This revitalization also focuses on developing global thinking skills and having a multidimensional perspective in seeing various phenomena around them. Revitalization is carried out as an effort to develop thinking with several activities, including excavation, reconstruction, reinterpretation, and redistribution of social studies learning, which aims to revive, preserve, actualize, and revive more valuable social sciences subjects (Widyastuti, 2012). Thus, revitalizing social studies learning can help develop an intellectually intelligent and conscientiously intelligent generation based on religious emotions.

The research results from the three journals in the table above show that social studies learning methods and resources are revitalized by searching for methods appropriate learning to improve students' critical thinking skills. According to one of the teachers at MTs At-Tahiyyah named Mrs. Situ Paizaturrohman, the Contextual Method (Contextual Teaching and Learning / CTL) and Problem Solving Based Learning (CPS) are considered to be very suitable methods in the social studies learning process because these methods provide opportunities for students to solve problems that occur according to their abilities and skills in processing problems with existing theories so as to produce a solution to overcome the problems they face. This method can be applied by every social studies teacher in junior high school so that social studies learning can fulfill its objectives and restore the interest of students in middle school so that they are more interested in learning social sciences.

Conclusion

Revitalization of social studies education involves various aspects, including improving physical, economic, and social conditions within schools, optimizing educational facilities, and fostering partnerships for continuous updates. Additionally, emphasizing critical thinking skills among students can greatly enhance their learning

experience. Critical thinking enables students to analyze information, solve problems, and draw rational conclusions, which can make the subject more dynamic and interesting.

Teachers play a crucial role in creating an engaging classroom environment. By adopting student-centered approaches and incorporating practical methods such as field practices, teachers can make social studies learning more interactive and less monotonous. Encouraging critical thinking and problem-solving abilities among students is essential for their academic growth and overall development.

The research methodology mentioned in the initiative utilizes a qualitative approach with document analysis methods. This involves reading, recording, and analyzing written sources to understand the revitalization of social studies learning in junior high schools. The researchers use purposive sampling to select informants and rely on themselves as the primary research instrument. Data analysis includes literature studies and documentation study methods to extract relevant information and draw meaningful conclusions.

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