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INSTRUCTIONAL TECHNOLOGY TO IMPROVE QUALITY OF SOCIAL STUDIES INSTRUCTION

Paper in International Seminar "Social Studies and Economic Education",
Cooperation with Unesa, HISPISI and ISSA, December 8-9 of 2012

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Abstract

Instructional technology is designed to help in solving instructional problems. Instructional technology is alternative of which give many advantages in effort of improvement quality of social studies instruction. Various shapes of instructional experience and instructional messages can be packaged with instructional technology into various instructional methods or media, from conventional to computer based instructional multimedia, even e-learning, e-library, e-education, e-mail, e-laboratory, e-book, et cetera. By the use of instructional technology hopefully message of social studies instruction can be more systematically packaged either in physical or virtual package, thus it can be accepted by students appropriately, easily, and widely, and also creates the joyful learning, flexible in dimensions of time, space, and also develop the potential of students individually.

Keywords: Instructional technology, social studies instruction

1. INTRODUCTION

Instructional technology is an attractive matter to them who operates in education and instruction field. They are required to comprehend instructional technology or innovations in instructional field. By instructional technology the educators/teachers hopefully become more ready in solving up the instructional problems faced and conduct instruction steadily. By competence in using instructional technology hopefully teachers will be more able and have motivation to conduct corrective efforts continuously, appropriately and objectively. In the case it is accustomed in instruction, hopefully the teachers will be able to grow and develop as professional and competent teachers who always be able to conduct corrections based on real problems faced in conducting educational and instructional tasks.

The corrective efforts and curriculum and instructional development of which are currently developed, in particularly started from and directed to the effort to manifest 8 (eight) standards of national education, whereas the instructional approach in context School Based Curriculum (KTSP) is directed more to construct the competence of students to manage their comprehension.

From various problems faced in educational field in Indonesia mostly discussed, one of them is the low level of educational quality. The other problem also mostly discussed is an approach currently well-known by process competence and Student Active Learning (SAL) of which has not been manifested yet. It is proven by the great role of teachers in instructional process, thus it give lack opportunity to students to develop creative, objective and logical thinking, and lack give completeness in individual instruction. Relating to the problem mentioned above, various efforts in order to correct and develop curriculum and instruction continuously is conducted and appropriated to the development of situation and condition, and current era. These efforts begin from the efforts to manifest the principle of flexibility in curriculum management and instruction, and directed in order to construct the competence of students in order to be more able to manage the achievement from their instructional results. Thus, instruction is referred more to the way of students in learning from what they have learnt.

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Considering above phenomena, competence of educator and instructors is still very importance to always improve their quality, in particularly if related to the task requirements of educators and instructors in current globalization era of which is signed by the widely spread use of instructional technology. The problem should be as soon as possible solved is: How is the effort to improve instructional quality through the use of instructional technology includes social studies instruction. In the case the educators and instructor are able to use it, moreover develop instructional technology based instruction, thus certainly the instructional quality will be improved better, furthermore if related to current era of which signed by informational technology and communication. It was the case this paper focuses on the discussion on the role of instructional technology to improve th quality of social studies instruction.

II. INSTRUCTIONAL TECHNOLOGY AND THE ROLE OF INSTRUCTIONAL INNOVATION

A. Instructional Technology

Instructional Technology is one of field that strive to help the instructional process of human by using optimally the components of instructions through function of development and management. Instructional technology is defined as: "Theory and practice of design compilation, development, management, and evaluation of process and instructional source" (Seels& Richey, 1994). This definition is development and integration from previous definition or concept. AECT (Association for Educational Communication and Technology) of 1997 defines Instructional Technology is subset of Instructional Technology along with instructional concept of which is subset of instruction.

Instruction is interpreted as process of environmental management process of someone of which is intentionally conducted thus it make him possible to learn to conduct or show off certain behavior, as response towards certain situation. Instructional activity contains meaning as process used by educator, curriculum expert, media designer et cetera of which is purposed to improve the organized plan in order to instructional necessity (Gagne and Briggs, 1979). In the case instructional technology emphasizes on instructional process in general and wide meaning, thus instructional technology emphasizes on purposed and controlled instructional process.

Based on this concept, thus instructional technology is defined as: "complex and integrative process that involves person, procedure, idea, tools, and organization to analyze problem, look for solution, conduct, evaluate, and manage problem solution in situation wherein this instructional activity has purpose and being controlled."

According to definition of AECT (1997), domain, area, or scope of instructional technology includes 4 components, i.e.: students, instructional source/component of instructional system, improvement and management. Meanwhile according to definition of Seels& Richey (1994), domain of instructional technology includes 5 domains (components), i.e.: design, improvement, use, management and evaluation. Meanwhile taxonomy of every domain can be explained as follow: (1) **Design**, includes: design of instructional system, message design, instructional design, and analysis of characteristic of students; (2) **Improvement**, includes: printed technology, audiovisual technology, computer technology, and integrative technology, (3) **Utilization**, includes: use of media, innovation diffusion, implementation and institutionalization, policy and regulation, (4) **Management**, includes: project management, instructional source management, delivery system management, and informational management, and (5) **Evaluation**, includes: problem analysis, criteria referred measurement, formative and summative evaluation.

B. Characteristic of Instructional Technology

Instructional technology focuses on process wherein technology of software and hardware are used to communicate the knowledge, competence, or behavior to the students, thus the students have behavioral change as intended. Thus instructional technology improves by taking 4 main characteristics, i.e.: implementation of system approach, use instructional source as wide as

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possible, purpose to improve instructional quality of human, and orientation to individual instructional activity.

C. Role of Instructional Innovation

Context of instruction in current global era changes rapidly. Thus to learn something, people do not depend anymore merely on the school/campus in physical meaning. Virtual instructional media is alternative of information source and learning resource for those who require. Thus, if instructional program will have high academic legitimacy and relevance to the demand of society and stakeholder, thus instruction should be always conduct innovation for not left behind by era. The consequence is changes in instructional process should be conducted systematically and continuously.

III. SOCIAL STUDIES INSTRUCTION

A. Social Studies as Academic Lesson

*National Council for Social Studies (NCSS), defines Social Studies as follow:
Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinates, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (NCSS Task Force on Standards for Teaching and Learning in the Social Studies, 1993, p. 213) (<http://www.education.com/reference/article/definitions-social-studies/>. downloaded December 1st of 2012).*

Thus Social Studies is clearly a integrative from various disciplines of social science. Social Studies emphasizes on students' competence in analyzing various given phenomena in society and relating it to the related disciplines. Meanwhile according to Hanna (in NumanSoemantri, 2001: 260) for growing competence as good citizen, thus social studies instruction should be "a unified coordinated holistic study of men living in societies".

Meanwhile in Indonesia, Social Studies is an instructional program, instead of sub-discipline of science. Social studies includes the integrated study of social sciences (e.g.: anthropology, archaeology, economy, geography, history, law, philosophy, political science, religion, and sociology) and extended by materials on humanism, mathematic, and natural science. Social studies in Indonesia is synonym of term social studies in foreign countries, especially in USA, however the content is appropriated to the condition in Indonesia.

B. Competence of Social Studies Instruction

Competence of social studies instruction is not merely directed to the development of competence relating to merely intellectual aspect, instead it also includes social competence, look for, select, process, and use information, and competences appropriate to the demands of era, i.e. the mastery of technology, internet, and blog (inter alia forbidden to be "blind of technology, internet, and blogs).

C. Social Studies as an Instructional Subject

Social Studies is a subject in Junior High School and Vocational School, stated based on Regulation of Minister of National Education number 22 of 2006 on Content Standard (*Permendiknas no.22 tahun 2006 tentang Standar Isi*). According to Regulation of Minister of National Education number 22 of 2006, Social Studies is one of subjects given from Elementary School up to Junior High School. Social Studies learn a subset of incident, fact, concept, and

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generalization relating to social issues. At level of Junior High School Social Studies subject contains materials of geography, history, sociology, and economy. Through Social Studies subject, students are directed to be democratic and responsible citizen of Indonesia, and peaceful inhabitant on world.

In the future the students will face heavy challenge because the life of global society always faces changes every time. Thus, Social Studies subject is designed to improve knowledge, comprehension, and analysis competence towards the social condition of society in entering the dynamic social life.

Meanwhile the scope of Social Studies subject according to Regulation of Minister of National Education number 22 of 2006 is: (1) Human, Place, and Environment, (2) Time, Continuity, and Change, (3) Social System and Culture and (4) Economy Behavior and Prosperity (Permendiknas no. 22/2006).

D. Social Studies Instruction

In order of Social Studies instruction, integrative instructional model is one of model of curriculum implementation of which is suggested to apply (BSNP, 2007). It is also a command of Government Regulation Number 19 of 2005 on National Standard of Education (PP. no. 19 tahun 2005 tentang Standar Nasional Pendidikan), Article 19 paragraph (1) of which command that instructional process on instructional subset is conducted interactively, inspiring, joyfully, challenging, motivate the students to actively participate, and give sufficient space for the initiator, creativity, and independence appropriate to the skills, interest, and physical development and psychology of students. By integrated approach a concept or topic/theme is organized its materials from various branches of integrated social sciences.

Integrated instructional approach can be considered as an effort to improve the quality of education in basic education level, in particularly in order to reduce the symptoms of material containing of which often happen in instructional process in school. It is appropriate with suggestion of Curriculum Standards for Social Studies, of which write e.g.: Social studies teaching and learning are powerful when they are integrative. Social studies teaching and learning are powerful when they are active, and powerful social studies teaching emphasizes authentic activities that call for real life applications the skills and content of field (Denny Schilling, 1994).

E. Social Studies Instructional Approach

Appropriate to the purpose should be achieved and also its characteristic, thus the approach used in Social Studies instruction is **Cooperative-Integrated Problem Based Learning** i.e. learning process should be conducted:

- a. **In group.** In this matter, students conduct instructional activity in group (cooperatively) to discuss material and conduct any tasks and also other learning activity.
- b. **Integrative materials with life.** Material by shape of main concepts of which then developed based on the real condition in daily life (contextual) integrative.
- c. Material is **integrative by effort to improve the character of nation.** The instructional material developed was then integrated to the character education.

Social Studies is also related to the character of state of which hopefully can results the high quality graduates either academically (academic qualification) or practically (life skills).

The position of implementation of instructional technology is urgent for the manifestation of effective and efficient instruction, thus it is exact in the case implementation case of instructional technology is an essential problem in the domain of developer and conductor of instruction. Moreover in the case of existing schooling system emphasize more on the dimension of process rather than the result of study. Thus, in order the implementation of learning technology can manifest the effective and efficient social study, in order previously comprehend exactly on the philosophy and theory used. Furthermore, it classifies the existence of two main problems in the implementation of instructional technology, i.e.: First, the problem relating to substance of existing and valid Social Studies in school, and Second, the problem relating to the competence of

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educator/teachers to conduct it. In particular those which relate to the problem in implementing these two instructional technologies almost thoroughly depend on creativity, ability, obedience, and diligence of educator/teachers.

IV. THE ROLE OF INSTRUCTIONAL TECHNOLOGY IN SOCIAL STUDIES INSTRUCTION

Referring to the assumption that instructional technology has close relation and mutual support, thus discussion on instructional technology in social studies learning is absolutely inseparable from the characteristic of Social Studies instruction. Thus, in the case of Social Studies instruction has main characteristic, i.e. human competence and mastery learning; certainly its instructional model should reflect and base on these two characteristics.

Relating to this matter, Saylor, et al. (1981: 279) submits rulers of instructional models of which are relevant to implement social studies learning, i.e.: design of instructional system, programmed instruction, and practice and drill instructional model. Meanwhile, relating to the classification of instructional model submitted by Joyce and Weils (1992), thus the class of instructional model "behavioral system" is considered as relevant for implementing Social Studies instruction, of which comprises of: mastery learning, direct learning, self-control learning, practice of concept and competence development, and assertive practice.

Thus, there are many instructional models assumed as relevant for implementing instructional technology in Social Studies instruction. In this matter the most important is "what the extent to these instructional models is able to facilitate the students to gain instructional experience of which reflects the mastery of a required competence?"

Instructional System Design includes the development of syllabus and assessment system, until Lesson Plan (RPP) can be considered as the more concrete manifestation of Instructional Technology. Thus, instructional technology is very important its role while:

1. Process of development of Syllabus and Assessment System, to the improvement of Lesson Plan for Social Studies instruction is important, even to pay attention on some considerations or concepts, relating to Instructional Technology, includes the taxonomies of each domain: design, development, utilization, management, and evaluation, by implementing the system approach model.
2. Appropriate to its mission, Social Studies instruction emphasizes on the improvement of instructional quality of students through the achievement of competence individually, in order they can compete either locally, regionally or globally. Social studies instruction of which emphasizes on the improvement of instructional quality and achievement of competence of students, through meaningful instructional experiences, either those gained through direct experience or indirect experience, in class or out class, in particular needs the package of instructional technology, either in the shape of using instructional resource as wide as possible by use various source and various media based instruction.
3. Social Studies instruction who also emphasizes on the mastery learning individually, requires to plan the remedial programs and the enrichment of which can be applied flexibly. Thus the implementation of instructional technology, in particular the various resource and media based instruction for supporting the mastery learning become very important.

IV. CONCLUSION

The effort of improvement of Social Studies instructional quality time after time, brings consequence that Social Studies instruction should be able to facilitate students by various conditions and background of students, either horizontally or vertically, easily, and widely, and create joyful learning, flexible in dimension of time, space, and also develop the potentials of students individually. Thus, instructional technology of which is intentionally and creatively designed for helping to solve up instructional problem includes Social Studies instruction, expectedly can take more roles. In order the messages of Social Studies instruction can be accepted appropriately and easily, and various shapes of instructional experience, of which refer to the

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activity should be conducted by the students in interact to instructional object, either of which can be achieved in class or out class, hopefully the message of Social Studies instruction and various shapes of their instructional experience, needs to be prepared and packaged by paying attention to the regulations and principles of instructional technology. Learner needs various resources and multimedia based instructional package.

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