

## **The Appropriateness of Using Social Science Subject (IPS) in Relation to the Personal Identity in Social Science Faculty, State University of Medan (Unimed), Medan, Indonesia**

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**Abstract:** This development research aims to develop the social knowledge (IPS) with nationalism insight as the identity course of FIS Unimed. The subjects of this research are: the 7 expert validators consisting of the experts of Geography, History, Economics, Sociology, Anthropology, Indonesian, and Textbook design. This research is a model of ADDIE development research. Gagne et al (in Januszewski and Molenda, 2008) provides an extension of the ADDIE stages into a more detailed procedural guide: analyze, design, development, implementation, and evaluation. The data were collected through the expert validation questionnaires. The experimental validation results show that the social studies education learning with nationalism insight as the subject of identity in the Faculty of Social Sciences of Unimed which was developed in this research is very feasible to be used by the Faculty of Social Science students of Unimed. Other finding from the results of this research is that IPS textbooks can assist the lecturers in developing the students' nationalism insights.

**Keywords:** IPS; nationality insight; personal identity; society

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### **I. INTRODUCTION**

Higher education as a producer of educated human resources needs to measure the graduates, whether the graduates they produced have the 'capability' in line with the 'ability' (learning achievement) that has been formulated in the level of qualification of KKNI and teacher competency standards set. In addition, conceptually and empirically, it requires adjustment of policy level that will be used as a reference in preparing various programs, including teacher education.

The study of laws and regulations related to teachers causes various formulas that essentially indicate the urgency and the need for breakthroughs to translate the provisions wisely into revitalization policies and programs of the Education and Education Institution (LPTK) to promote the achievement of the Indonesian educational vision in 2025. To realize the profiles of professional teacher graduates need to a design of a curriculum that guarantees the achievement of the graduates' competence according to SN Dikti. The LPTK makes plans and arrangements regarding learning achievements, study materials, processes and assessments used as guidelines for the education implementation and must adapt to the provisions.

Revitalization is conducted so that the implementation process of KKNI-oriented Curriculum can be implemented in accordance with SN-Dikti and other education standards. And also with the implementation of KKNI-oriented curriculum that has been formulated and will be implemented in the odd semester of 2017/2018 academic year in FIS Unimed. The leadership and team of FIS Unimed task force have set up the faculty courses: (1) the development of IPS Materials; (2) The integrated IPS; and (3) The studies of Indonesian Society as subject of identity in FIS Unimed. This means that the three subjects are used as a compulsory course that must be taken by all FIS students, either in the Department of PPKn, Geography Education Department, History of History or Anthropology Education Studies Program. Therefore, the structure of the faculty subject that has been designed in FIS in the implementation of the KKNI oriented curriculum needs to be supported by the existence of formulation of learning outcomes and achievements in accordance with their quality and the support of standardized learning instruments, syllabus, RPS, teaching materials and authentic assessment. In addition, the faculty leaders and functionaries have agreed that the faculty course as the identity course of FIS Unimed in the implementation of the KKNI oriented curriculum is built on the basis of the national-minded paradigm. Based on this thought, it is deemed necessary to conduct a research with the focus on the learning development of IPS Education with nationalism insight as the identity course in FIS Unimed.

Understanding the nationalism for Indonesia is an understanding that unites the various tribes and foreign national birth in the State Unity of Indonesia. In this concept, it means the goal is a formal unity in the

sense of the people unity who becomes the Pancasila citizens of Indonesia, so that the nationalism of Indonesia is also called Pancasila nationalism that is based on the Pancasila values (Noor M Bakry 1994: 173). The nationalism insight contains two words to be explained, that is about the insight and the nationality.

In *Kamus Umum Bahasa Indonesia*, it is explained that insight (*wawasan*) comes from the word "*mawas*" which means researching, reviewing, observing or looking. Insight can mean also as a view or purpose. Meanwhile, nationality is a characteristic or identity that marks the origin of his nation, or a group of a nation (Badudu-Zain, 2001: 122, 1624). Siswono argues that the spirit and the insight of nationalism are important to be grown, because the sense of nationalism as a manifestation of the love of the country, in turn raises our awareness of the meaning of expensive and valuable sense of unity and the unity of this nation (Adi S, 1996: 17) .

National insight includes inward and outward insights. Inward insight means looking at the self of Indonesian which has a vast territory of water, large population, cultural diversity which must be placed in one view based on the common interest as a nation. Outward insight means looking at the environment around the neighboring countries and the international world. The Indonesian nation must have strong integrity and credibility in playing its role in the international world as a sovereign and dignified nation.

Thus, the nationalism insight becomes important to be inculcated to every Indonesian citizen, so this nationwide insight must be fully realized in everyday real life. Dawn (2009: 52) argues that the essence of the nationalism insight itself is the national unity, in the sense of perspective that is always intact throughout the archipelago and in the national interest. According to some opinions above, national insight is one attitude or attitudes to know closer and study the nation in order to create a sense of nationalism in their souls. In the education of insight, nationalism should be instilled to the students so that they can appreciate the nation and heroes and proud of the nation that is Indonesia. Based on the above background, the problems in this research are described as follows: (1) The comprehensive formulation of learning outcomes and achievements of IPS education as the identity course in FIS Unimed which is in line with the quality of the national standard; and (2) IPS-oriented education as a identity course in FIS Unimed which has not been developed into textbook as one of IPS learning instrument.

## **II. RESEARCH METHOD**

This research was conducted at the Faculty of Social Sciences (FIS) State University of Medan (UNIMED) which is located at Jalan William Iskandar. The study was conducted from May 2017 until December 2017. The subject of the research are seven expert validators that consist of the experts of (1) Geography; (2) History; (3) Economy; (4) Sociology; (5) Anthropology; (6) Indonesian language; and (7) Textbook design. This research is a model of ADDIE development research. Gagne et al (in Januszewski and Molenda, 2008) provides an extension of the ADDIE stages into a more detailed procedural guide: analyze, design, development, implementation, and evaluation. The instrument used in this research is an expert validation questionnaire. The expert validation questionnaire instrument uses a Likert scale modified by the researcher to scale 4. The assessment criteria are classified into four levels with the following ratings: (1) Not good, (2) Good enough, (3) Good, (4) Very good, Sudjana (2007: 106). The analysis of the assessment results provided by the expert on the quality and feasibility of the product uses descriptive analysis with the formula Average Percentage of Score (PRS) proposed by Sudjana (2007).

## **III. RESULTS AND DISCUSSION**

### **3.1 Stage of Analysis**

From the documents study results, it was found that the IPS textbook teaching previously used the students of FIS Unimed does not explain the learning achievement that will be achieved in each chapter so that the materials described were not systematic, not directional even the lecturers and the students are confused about the materials in accordance with the majors because of the mixed materials Geography, History, Economics, Sociology, and Anthropology. From the interviews results with the lecturers, it was found that IPS education is the identity course in FIS Unimed so that every material taught in IPS education must have a directed learning achievement, and also it was found that one of the goals of IPS education is to instill the nationalism in the students. From the observation result, it was found that most of FIS UNIMED students who learned about IPS education only understand the IPS education in terms of memorizing the materials even they do not understand what the nationalism insight that should be owned like.

From the description of the results of the analysis stage, it can be concluded that the required development of IPS educational learning by giving priority to the students' nationalism because IPS education is the identity course in FIS Unimed. Therefore, in this research the developed product is in the form of learning IPS education with nationalism as the identity course in FIS Unimed.

### 3.2 Stage of Design

The developed product is the IPS education learning with nationalism as the identity course in FIS % UNIMED. The learning is designed in the form of textbooks that have the achievement of IPS educational learning as the identity course in FIS Unimed. Therefore, the product design in this research is conducted by developing the formulation of learning outcomes or achievement of IPS education as the identity course in FIS Unimed in accordance with national standard qualification. The learning outcomes or achievements of IPS educational learning as the identity course in FIS Unimed in accordance with national standard qualifications are presented in Table 1.

**Table 1: Learning Outcomes Design of IPS Education**

<b>Material</b>	<b>Learning Outcomes</b>
<b>Basic Concept of Geography</b>	1. Geographical Limitation 2. The natural concept of geography Relationship of location with physical and social condition The influence of location on human activity Distribution pattern and spatial interaction among villages/cities Country and country location 7. Regionalism and regional approach
<b>Basic Concept of History</b>	1. Geographical Limitation 2. The natural concept of geography Relationship of location with physical and social condition The influence of location on human activity Distribution pattern and spatial interaction among villages/cities Country and country location 7. Regionalism and regional approach
<b>Basic Concept of Economic</b>	1. The influence of location advantage on economic activity 2. Money and financial institutions 3. Bank financial institution 4. Non-bank financial institution 5. Cooperation inter countries-economic cooperation
<b>Basic Concept of Sociologi</b>	1. The influence of location advantage on economic activity 2. Money and financial institutions 3. Bank financial institution 4. Non-bank financial institution 5. Cooperation inter countries-economic cooperation
<b>Basic Concept of Anthropology</b>	1. The influence of location advantage on economic activity 2. Money and financial institutions 3. Bank financial institution 4. Non-bank financial institution 5. Cooperation inter countries-economic cooperation

### 3.3 Stages of Development

The development of the product is structured on the basis of the IPS Education textbook preparation framework as shown in Table 2 and Table 3 as the initial product prior to the implementation and analysis by the expert validators.

**Table 2: Preparation of IPS Education Textbook as a Preliminary Product**

<b>No.</b>	<b>Arrangement Framework</b>	<b>Number of page</b>
1.	Title Page	2
2.	Preface	1
3.	Table of Contents	2
4.	Work Guidance CHAPTER I- CHAPTER VI	6
5.	Learning outcomes CHAPTER I- CHAPTER VI	6
6.	Materials CHAPTER I- CHAPTER VI	241
7.	Exercises CHAPTER I- CHAPTER VI	6
8.	References	4

**Table 3: Preparation of Materials in Textbooks**

CHAPTER	Material
I	INTRODUCTION (nature, characteristics and scope of Integrated IPS)
II	BASIC CONCEPT OF GEOGRAPHY
III	BASIC CONCEPT OF HISTORY
IV	BASIC CONCEPT OF ECONOMICS
V	BASIC CONCEPT OF SOCIOLOGY
VI	BASIC CONCEPT OF ANTHROPOLOGY

### 3.4 Stage of Implementation

After the IPS educational textbook product is developed on the basis of learning outcomes or achievement design of IPS education with nationalism as the identity source in FIS Unimed, then the stage of implementation is the validation of textbook along with the learning achievement. The validation is conducted by validator team consisting of the material experts of Geography, Historical, Economic, Sociology, Anthropology, Indonesian linguist, and textbook design expert. The assessments provided by the expert validators are analyzed by testing the validity and the product validity used by FIS Unimed students, whereas the improvement suggestions provided by the expert validators serve as references for revision of developed products. The assessments of expert validators on the textbooks on IPS Education are presented in Table 4 and Figure 1.

**Table 4: Expert Validation Results**

No.	Expert Validator	Percentage (%)	Validity	Feasibility
1	Geography Materials	90,00	Very Valid	Very feasible
	Historical Materials	95,00	Very Valid	Very feasible
	Material of Economics	90,00	Very Valid	Very feasible
	Sociology Material	85,00	Valid	Feasible
	Anthropology Materials	95,00	Very Valid	Very feasible
	Average Material	91,00	Very Valid	Very feasible
2	Bahasa Indonesia	93,33	Very Valid	Very feasible
3	Textbooks	90,00	Very Valid	Very feasible
Average		91,44	Very Valid	Very feasible

**Figure 1: Histogram of Expert Validation Results**



Table 4 and Figure 1 indicate that the average assessment of the expert validator is 91.44% or categorized as *very valid* and it can be stated that the learning of IPS Education with the nationalism as the identity course in FIS Unimed is *very feasible* to be used by FIS UNIMED students.

### 3.5 Stage of Evaluation

The evaluation results are served as the final conclusions about the analysis results of the developed product, and served as a benchmark of the researcher's success in answering the questions in this research. Based on the above description, it is concluded that: the average assessment of the expert validator is 91.44% or categorized as *very valid*. So it can be stated that the learning of IPS Education with nationalism insight as the identity course in FIS UNIMED very feasible to be used by FIS UNIMED students because the materials are in accordance with the IPS materials that have nationalism insight and the IPS learning outcomes or achievement,

in Indonesian language, it is in accordance with the developed spelling grammar and in textbook design, it has fulfilled the textbook element as a medium that allows the students to understand the IPS education as an identity course in the Faculty of Social Science of UNIMED. Thus, it can be concluded that the products in this study, namely: learning IPS education with nationalism as the identity course is very feasible to be used by the Faculty of Social Science students of Unimed.

The discussion is intended to discuss in detail about the research results described above and adapt it to the relevant theories and the results of previous studies in order to obtain the data conclusions proven theoretically and empirically. From the research results, it was obtained that the developed product that is IPS learning education with nationalism as the identity course in the form of a textbook is feasible to be used by the Faculty of Social Sciences students of Unimed. It is based on the average assessment of the expert validator which was obtained 91.44% with the product category is *very valid*. In the materials, the IPS textbook was not only proved *very valid* and *very feasible* but also meet the dimension of social science knowledge (IPS).

According to Sapriya (2009: 49-55) social science (IPS) is a study of knowledge that includes four dimensions: (1) Knowledge dimension which includes facts, concepts, generalizations understood by the students; (2) Skill Dimension which includes Research Skills, Thinking Skills, and Social Skills; (3) Values and Attitudes, this dimension of values and attitudes includes the values such as substantive value and procedural value; and (4) Action Dimensions. The four dimensions of IPS have characteristics that are different from each other, but these four dimensions are complementary and interconnected one another. But among the four domains, then the main domain that must be owned by the students is the domain of IPS knowledge which is known as nationalism insight. According to Dawn (2009: 52) the nature of the nationalism insight is the national unity, in the sense of perspective that is always intact throughout the archipelago and in the national interest. Siswono (in Adi, 1996: 17) argues that the spirit and the nationalism insight are important to be grown because the sense of nationalism as a manifestation of the love of the homeland, in turn raises our awareness of the meaning of expensive and valuable sense of unity and unity of this nation.

Nationalism insight includes the inward insight and the outward inside. National insight includes inward and outward insights. Inward insight means looking at the self of Indonesian which has a vast territory of water, large population, cultural diversity which must be placed in one view based on the common interest as a nation. Outward insight means looking at the environment around the neighboring countries and the international world. The Indonesian nation must have strong integrity and credibility in playing its role in the international world as a sovereign and dignified nation.

Nationalism insight becomes very important to be inculcated to every Indonesian citizen so that this nationwide insight must be really realized in real life everyday. Therefore, in this study developed products in the form of learning IPS Education as the subject of identity in the Faculty of Social Sciences Unimed with the priority of national insight.

#### IV. CONCLUSION

Based on the research results and discussion, then it was obtained the conclusion that: the developed product of IPS learning education with nationalism insight as the identity course in the Faculty of Social Science UNIMED which is tested to the expert validation to determine the feasibility of the product is very valid and feasible. From the average assessment of the expert validators, it was obtained a percentage of 91.44% with the product category is *very valid* and *very feasible*. So the developed IPS learning education with nationalism insight as the identity course in the Faculty of Social Sciences of Unimed in this study is very feasible to be used by students of the Faculty of Social Science of Unimed.

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