

## Upaya Mengkontruksi Struktur Keilmuan Pendidikan IPS

### Efforts To Construction The Scientific Structure Of Social Studies

**Piki Setri Pernantah<sup>1</sup>; Sapriya<sup>2</sup>**

<sup>1</sup>Universitas Riau, Pekanbaru, Indonesia

<sup>1,2</sup>Universitas Pendidikan Indonesia, Bandung, Indonesia

Email: [piki.setri@lecturer.unri.ac.id](mailto:piki.setri@lecturer.unri.ac.id); [piki.pernantah@upi.edu](mailto:piki.pernantah@upi.edu); [sapriya@upi.edu](mailto:sapriya@upi.edu)

#### ARTICLE INFORMATION

Submission : Sept 09, 2023  
Revision : November 21, 2023  
Publish : December 31, 2023

#### KEYWORDS

Construction; The Scientific  
Structure; Social Studies

#### ABSTRACT

*Social studies is still considered a teaching and learning approach that focuses on integrating social sciences into the educational curriculum. Social studies are developed as an integrated subject (integrative social studies) rather than a disciplinary education. For this reason, this article discusses constructing the scientific structure of social studies as a discipline through a critical perspective. This article is written through a qualitative approach with a literature study method. This article explains the idea of compiling the scientific structure of social studies to answer the anxiety that social studies still does not have a strong enough scientific structure to dare to assert itself as a discipline.*

#### ABSTRAK

Saat ini Pendidikan IPS masih dianggap sebagai pendekatan pengajaran dan pembelajaran yang berfokus pada cara mengintegrasikan ilmu-ilmu sosial ke dalam kurikulum pendidikan. Dimana Pendidikan IPS dikembangkan sebagai mata pelajaran terpadu (integrative social studies), bukan sebagai pendidikan disiplin ilmu. Untuk itu, artikel ini bertujuan untuk mendiskusikan mengenai gagasan untuk mengkontruksi struktur keilmuan pendidikan IPS sebagai suatu disiplin ilmu melalui perspektif kritis. Artikel ini ditulis melalui pendekatan kualitatif dengan metode studi literatur. Artikel ini menjelaskan gagasan dalam Menyusun struktur keilmuan pendidikan IPS untuk menjawab kegelisahan bahwa Pendidikan IPS yang masih belum memiliki struktur keilmuan yang cukup kuat untuk berani menegaskan diri sebagai suatu disiplin ilmu.



## **Introduction**

They are moving from anxiety over social studies education, which still does not have a strong enough scientific structure to dare to assert itself as a discipline. (Endayani, 2018b) said that social studies is not an independent science like other social sciences. However, social studies materials use social science studies that are selected and adjusted to teaching and educational goals. On the other hand, social studies is considered a teaching and learning approach that focuses on integrating social sciences into the educational curriculum. This includes the development of effective teaching methods, the creation of appropriate teaching materials, the assessment of student learning, and the development of teacher-teaching skills. Social studies emphasize knowledge about the nation, the spirit of nationhood, patriotism, and community activities in the economic sector in the Indonesian territorial space. Social studies also aim to assist students in understanding and internalizing knowledge and concepts from the social sciences; this includes learning about history, geography, economics, and politics and developing students' social skills and critical thinking skills. For this reason, social studies academics should start thinking about and initiating the scientific structure of social studies so that they can adapt to all scientific developments in the future.

This study explains ideas regarding the scientific structure of Social Studies Education so that it can be understood that Social Studies Education needs to be encouraged to become a scientific discipline that can play a role in developing social studies and education in Indonesia. In practice, social studies often focus on teaching concrete and applicable aspects of the social sciences, such as how history affects social development in terms of time, how geography affects the human environment, how sociological principles affect various social lives in society, and so on. This allows students to connect various scientific concepts with the realities in their daily lives relevant to forming roles as informed citizens. So far, social studies have been developed as an integrated subject (integrative social studies) rather than a disciplinary education. However, more is needed; it needs to be encouraged so that Social Studies becomes a scientific discipline.

It differs from social science, a scientific discipline that details the study of various aspects of human social and cultural life. As a discipline, social science is a field of science that covers various aspects of human life and human culture. It includes understanding history, geography, economics, politics, sociology, anthropology, culture, and so on. Under this system, human beings can become the subject of scientific research. Scientists use different research methods to study, analyze, and understand various aspects of society, including social developments, cultural changes, historical events, and economic and political processes. As a scientific discipline, social science helps us understand the

complexity of society and culture and solve social problems. This can be a foothold in developing Social Studies to formulate its scientific structure because social studies can be understood as a body of (new) discipline that selects concepts, generalizations, and theories from the structure of disciplines in social studies. In Social Studies, efforts need to be made to construct scientific structures relevant to the demands and developments of today's times. This is because social studies also teach various ways to solve social problems through contextual learning content (Pernantah, 2019);(Setiawan, 2013). Social studies in Indonesia are also designed to develop knowledge, understanding, and analytical skills of the community's social conditions in entering a dynamic community life (Hidayat, 2020). Human life activities are getting faster and without space limits, so social studies need to prepare students according to the needs of this 21st-century era. Studying the scientific structure of Social Studies opens the door to a deeper understanding of this science so that it can play a more critical role in supporting the study of the complexity of society and the world. As a scientific discipline, social studies can build and develop theories and concepts to explain various social problems and social behavior. These theories are a framework for understanding the relationships between variables in society. So that social studies can take a more contextual approach to understanding these social phenomena and become citizens who participate in society.

### **Literature Review**

The philosophical approach in social studies scientific development includes various foundations of educational philosophy. Social studies philosophy is a variety of aspects relevant to a person's efforts to understand and analyze the nature of social studies education related to organizing good social studies education and achieving predetermined social studies education goals. (Banks, J. A., & Clegg, 1977) explained that the purpose of social studies, namely, to prepare citizens to act reflectively and actively participate in the life of the nation during society, state, and the world that aims to improve 1) knowledge; 2) skills; 3) attitudes and values; and 4) citizen action.

The term social science often interchanges meanings with the term Social Studies. Both terms are often pronounced and even written in various academic works overlapping. This error can sometimes be partially a mispronunciation or writer but is caused by a lack of socialization that causes differences in perception. Another factor is possible due to the lack of academic forums that discuss and publicize the terms or nomenclature of the academic community's agreement results. The term social science in Indonesia began to be known in the 1970s because of the agreement of the academic community. It formally began to be used and enforced in the national education system implemented in the 1975 Curriculum. In the curriculum document, social science is one of the subjects given at the

primary and secondary education levels. Social studies subjects are integrated subjects of history, geography, economics, and other social science subjects. The name of this social science is parallel to the name of the science subject, which integrates biology, chemistry, and physics. Social science materials are taken from various social science disciplines such as geography, history, sociology, anthropology, social psychology, economics, political science, law, and other social sciences, which are used as raw materials for the implementation of education and teaching programs in elementary and secondary schools which will later be known as Social Studies (Hilmi, 2017).

In the 1970s, social science in Indonesian education was influenced by educational reform movements in the United States. What about the 1960s, after a fundamental academic movement emerged in the United States? Was it a revolutionary movement in social science spearheaded by historians and other social scientists? Under dynamic conditions, this group of scientists is enthusiastically interested in social science. This is supported by the federal government, which provides adequate funding for developing new curriculum projects so these experts can work together to realize the education movement to obtain a product of educational renewal called "The New Social Studies." The historical roots of social science in the United States are evidenced by the publication of academic work by the National Council for Social Studies (NCESS). The organization's first meeting was held on November 20-30, 1935. In the meeting, it was agreed that the Social Studies curriculum relies on social sciences.

Social science manifests an interdisciplinary approach from social sciences, which integrates various branches of social sciences, such as Sociology, Anthropology, Culture, Psychology, History, Geography, Economics, Political Science, and so on. It was further explained by the United States of Education's Standard Terminology for Curriculum and Instruction that social studies contain aspects of history, economics, political science, sociology, anthropology, psychology, geography, and philosophy that are chosen for learning purposes in schools and universities (Astawa, 2017). The background of the birth of social science in each country is undoubtedly different because the situation and conditions in the country are also different. These differences will undoubtedly affect the goals and materials taught in each country (Endayani, 2018a). Social Studies can be interpreted as a teaching process that combines various social knowledge. According to the Ministry of Education and Culture, social studies is the interrelation of aspects of human life in society. The material is extracted from various real daily problems in the lives of students and society. The problem is chosen according to the student's interest and has relevant facts and values because it will be tested using specific criteria (Robert Barr et al., 1987). In addition, social studies education is contained in the school curriculum from

elementary school (SD / MI) to secondary school (SMP / MTs and SMA / MA / SMK). In essence, social studies in the school curriculum (education unit) is a compulsory subject, as stated in Law Number 20 of 2003 concerning the National Education System listed in Article 39. Here are the similarities and differences between the two terms in the table below:

**Table 1. Similarities and differences  
between social science and social studies**

Similarities	Differences
1. Focus on Social Sciences: Both Social Science and Social Studies have a focus on social sciences such as history, geography, economics, politics, and anthropology. Both terms discuss social, cultural, and political aspects of society.	1. Curriculum Scope: Social science includes more scientific research and an in-depth understanding of social sciences that cover complex aspects of society. While Social Studies: focuses more on how to teach social studies materials to students (pedagogical side).
2. Educational Objectives: both Social Science and Social Studies provide an understanding of society and equip students with relevant social knowledge including values, norms, and social dynamics in it.	2. Practical: Social science can refer to academic research, scientific publications, and social knowledge contributions at academic and professional levels. While Social Studies refers to a more practical concept, emphasizing the implementation of social studies teaching and learning in schools.

According to The National Council of Social Studies, the goals of social studies are "... to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent". This goal is the most dominant viewpoint in social studies. The main objective of social studies is to teach students about society, culture, economics, and politics and develop their understanding of the complex interactions between individuals, communities, and the world around them. (Sapriya, 2009) explained the objectives of Social Studies subjects as follows:

- a. Get to know concepts related to community life and its environment

- b. Have the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life.
- c. Have a commitment and awareness of social and human values.
- d. Could communicate, cooperate, and compete in a plural society, at the local, national, and global levels.

Meanwhile, (Hasan, 1996), in his book *Social Science Education*, states that the objectives of social studies education are grouped into three categories, namely intellectual development of students, development of abilities, and sense of responsibility as members of society and nation, and self-development of students as individuals. The objectives of social studies will be achieved well when the material in education is organized variously ranging from a mono-structure approach to disciplines, inter-disciplines, and trans-disciplines of social sciences with Pancasila and the Constitution of the Constitution as its central value by the institutional objectives of educational institutions (Sumantri, 2001a). To achieve social studies goals, a learning strategy and organizing material are needed in an integrated manner. This characteristic of social studies prioritizes things, meaning, and appreciation of the social environment to examine various problems of community life according to the experience of problems in everyday life, in the form of differences of opinion, economic needs, culture, and others. Moreover, the Indonesian nation is very diverse and multicultural, so it is very suitable for studying social studies with various social problems in Indonesian society.

## **Method**

This article is a preliminary study of ideas to examine the position of the problem under study based on existing literature. A literature review summarizes written ideas about articles from journals, books, and other documents that describe theories and information into topics and documents needed (Creswell, 2014). This article discusses constructing social studies' scientific structure through a critical perspective. Data can be sourced from various journal articles, books, papers, and other reading references collected through documentation techniques, concept identification, and discourse to give birth to a new paradigm of thinking. The data analysis techniques used in this article refer to content analysis techniques by organizing and categorizing literature information to find the results of ideas that will be concluded in this paper.

## **Results & Discussion**

### **Overview of Social Studies**

From 1945 to 1964, social studies in Indonesia were yet to be discovered. However, learning that has the same characteristics as social studies has appeared. This can be understood from history, geography, civic, and cooperative subjects delivered separately in

elementary schools and economics, sociology, and anthropology subjects in secondary schools. For this reason, social studies are often associated with the movements of "The New Social Studies" in the 1970s. For the first time, social studies embryos appeared in the seminar "Civic Education" in Tawangmangu Solo in 1972. Based on the seminar report, three terms are used interchangeably: social knowledge, study of social, and social studies. Through the Decree of the Minister of Education and Culture No. 008-D / N / 1975 and number 008-E / N / 1975, the name Social Sciences (IPS) was established. Through this decree, starting in 1976, a new curriculum of Social Studies Education was implemented in schools in Indonesia.

In the review of the development of Social Studies, it can be seen from the ontological aspect, namely how the development of Social Studies as a disciplinary education, in the epistemological aspect, namely how the process or method of building and developing social studies and being able to build its benefits to meet the demands of axiological aspects in its combination with ideological, sociological, anthropological, humanitarian, political, psychological, and religious foundations. Social studies have existed since the 1970s in Indonesia, with the approval of the academic community. Social studies officially became part of the national education system, starting with the curriculum in 1975. Then, social studies education was introduced to schools from 1972 to 1973, namely in the IKIP Bandung School Development Pioneer (PPP) project. Social studies were introduced and held in the 1970s, more precisely in the 1975 and 1986 curricula. In this curriculum, social studies still stand alone; it does not form an integrated material. Social studies in the 1984 curriculum are a refinement of the previous curriculum, namely social studies in the 1974 curriculum. In the 1984 curriculum, social studies were only used to mention the names of subjects at the basic education level MI / SD and MTs / SMP.

Social studies education in the 1994 curriculum changed due to the enactment of National Education System Law number 2 of 1989. In this law, a study was carried out on social studies subjects, especially on the change of Pancasila Moral Education (PMP) subjects to Pancasila and Civic Education (PPKn). From the 2006 curriculum to the 2013 curriculum, social studies were held in an integrated manner. Social studies subjects in the 2013 curriculum have experienced more material integration, especially in elementary and junior high schools. More integrated in the learning process and using an integrated model, an integrated model where a theme is topics that intersect and overlap with scientific fields (Depdiknas, 2011). Social studies in Indonesia have developed starting from the absence of the name social studies itself, even though social studies content has been delivered in learning materials to the concept of social studies, which is delivered in an integrated and separate manner according to the level of education in schools (Hidayat, 2020). The

development of social studies in Indonesia also reflects the values of multiculturalism, respecting the cultural, ethnic, and religious diversity in the country. Social studies in Indonesia also integrates character education, teaching moral and ethical values to students. This transformation continues in line with global changes and the evolving needs of the Indonesian people (Robert Barr, 1987).

It is further understood that Social Studies is a simplification of social science disciplines, state ideology presented scientifically and psychologically for educational purposes at the primary and secondary education levels (Sumantri, 2001). Social studies cover various materials from history, geography, economics, anthropology, politics, sociology, etc. This concept has emphasized that Social Studies profoundly understands the relationship between various social, economic, political, and cultural aspects in a broader context to overcome various social problems through learning in schools. Therefore, social studies should adopt an interdisciplinary approach, namely studying a problem/topic using several cognate and relevant disciplines. However, the study of Social Studies needs to close itself to adopting a transdisciplinary and even multidisciplinary approach. In addition, ideally, social studies use an integrated approach. This approach aims to explain the material holistically so that students can understand the relationship between various aspects of society, including social, economic, political, cultural, etc. In an integrated approach, social studies are not divided into subjects such as history, geography, economics, and sociology.

Conversely, the topic or material learned is integrated into an interconnected whole so that students can understand the problem or topic more comprehensively. Another view that can be noted is that the material content in social studies education should not include the term discipline so that teachers are not trapped teaching disciplines. Preferably, social studies content presents concepts that become principles in social studies, such as social organization, culture, place and environment, time and continuity, economic activities, etc., so that the contents of social studies materials will be encouraged to be taught to students related to these various concepts and relevant to social problems that occur in society. (Pernantah, P. S., Rizka, M., Ibrahim, B., & Syafiq, 2022)

The foundation of social studies is students' interest in the nation's interests, namely being good citizens. Even in today's digital era, it is also necessary to educate good digital citizens. Because the thinking of today's young generation is greatly influenced by the rapid development of information in the digital world, it is important to consider digital content integrated into social studies in schools. In addition, the implementation of social studies is the creation of a young generation who are also responsible and social (Nursyifa, 2019). In a



global society, social studies must prepare students to participate effectively and respond to global issues in the classroom, school, Indonesian society, and even the world (Effendi, 2012);(Sholeh, 2015).

Social studies are encouraged to 'master' its own scientific rules but also need to utilize other sciences (disciplines/theories) to make social studies better understand and overcome various problems of life, both individually and socially, as well as return to the fundamental goal of preparing themselves to be good citizens. Social studies also seek to prepare students as social beings with multidimensional lives to be proficient in their social lives. Social studies need to make construction efforts relevant to the demands and developments of the current 21st-century era.

At the higher education level, social studies are often considered a separate discipline or as part of a broader social science discipline. Students may choose to study sociology as a major in an undergraduate program (such as history, sociology, anthropology, or political science) or as part of an honors degree program in human birth. University social studies involve in-depth research, theoretical analysis, and a complex understanding of society and culture. Social science students in higher education are often involved in empirical research, social studies, and sociological and cultural studies.

At the elementary and secondary school levels, social studies are more likely to lead to social studies, which is a subject that combines various social studies materials such as history, geography, economics, and political science. It is a compulsory subject in many education systems around the world. Social studies in schools are presented integrated so that it can integrate several disciplines provided for educational purposes to train students to discover for themselves various concepts that are learned holistically, meaningfully, authentically, and actively (Pernantah, P. S., Khadijah, K., Hardian, M., Ibrahim, B., & Khasanah, 2022);(Hardi, E., & Basri, 2018). The primary purpose of social studies in schools is to help students understand society and the world around them. Students study the history of important events, understand social and political processes, and understand how economics affects their daily lives. Social studies in schools also encourage critical thinking, inquiry, and connection through reading, discussion, research, and community-related projects. In addition, social studies education as a subject in schools, of course, not only contributes to improving students' cognitive abilities but also includes strengthening character and skills so that meaningful learning is needed (Pernantah, P. S., Khadijah, K., Hardian, M., Ibrahim, B., & Khasanah, 2022);(Setyowati, R., & Fimansyah, 2018). Social studies is an in-depth and complex academic study in higher education. In contrast, in

schools, social studies are a subject designed to prepare students with knowledge and practical skills relevant to their daily lives and participation in society.

## **Outline of the Structure of Social Studies**

### A. Mode of inquiry

#### 1. Questions asked

- Are social studies a science?
- How to build theory in social studies?
- What is the ideal concept of integrated social studies to be implemented in schools?
- How is the implementation of interdisciplinary, transdisciplinary, and multidisciplinary approaches in social studies?
- Is the actualization of social studies in accordance with its goal in making good citizenship?

#### 2. Research methods (and tools)

- Observation: this practice can be done in a participatory manner (the teacher participates in the activity) or non-participatory (just observing without being involved). The tools used can be field notes, observation sheets, or audio/video recordings.
- Interview: can be conducted in the form of a structured interview or an unstructured interview. The tools used are question lists, voice recorders, or software for online interviews.
- Case studies: the tools used are case study guidelines and data collection tools that correspond to the case under study.
- Survey: the tool used is a questionnaire designed according to the purpose of the study.
- Document analysis: the tools used are checklists, analysis guidelines, or text analysis software.
- Action research: tools used are reflection journals, checklists, observation sheets, or learning measurement instruments.

### B. Body of knowledge

#### 1. Concepts

Integrated

Critical thinking

Interdisciplinary

Reflective thinking

Transdisciplinary	Meaningful learning
Multidisciplinary	Social skills
Good citizenship	Entrepreneurship
Good digital citizenship	Multicultural
Citizenship	Socialization
Globalization	Human capital
Social change	Public policy
Social issues	Interdependence
Identity	Community
Social interaction	Civilization
Conflict	Tradition
Value	Social environment
Empathy	Digital environment
Social movements	Moral Attitude
Social groups	Contextual
Achievement	Social awareness

## 2. Generalizations (with key concepts italicized)

- Integrated social studies can be interpreted as learning that allows learners both individually and in groups to understand the relationship between various aspects of social life and develop a more holistic understanding of the world around them.
- Social studies must be a learning approach that integrates various social science disciplines such as history, geography, economics, sociology, and political science in one comprehensive learning context. Preferably, social studies content presents concepts that become principles in social studies such as social organization, culture, place and environment, time and continuity, economic activities, etc, both interdisciplinary, transdisciplinary, and multidisciplinary.
- Meaningful social studies are a learning approach that provides real meaning and relevance for students by connecting learning with students' real lives (contextual), so that students can see the importance of the material learned in the context of their daily lives.
- Social studies aim to form good citizenship, so that individuals can participate actively and responsibly in society, have a good understanding of rights and obligations as citizens, and have high social awareness.

- Multicultural-based social studies often involves an understanding of diverse cultures, religions, and traditions in society so that students are invited to appreciate diversity and have an attitude of tolerance towards differences.
- Social studies involve students in digging and analyzing information, understanding various points of view, and developing critical thinking skills, because students are invited to question information, identify, and make rational and responsible decisions.
- Through social studies, students can develop an understanding of character attitudes, moral values, ethics, and principles underlying social relations to become responsible, empathetic, and positively contributing individuals in society.

### 3. Notable of Social Studies

Herodotus	Marie Curie
Plato	Nelson Mandela
Aristotle	Jean Piaget
Kal Marx	Lawrence Kohlberg
Ibnu Khaldun	Sartono Kartodirjo
Mahatma Gandhi	Selo Soemardjan
Auguste Comte	M. Yamin
Emile Durkheim	Franz Magnis-Suseno
Martin Luther	Soedjatmoko

Social studies is a scientific discipline that studies various aspects of human social and cultural life. As a discipline, social studies is a field of science that covers various aspects of human life and human culture. It includes understanding history, geography, economics, politics, sociology, anthropology, and culture. Under this system, the birth of human beings became the subject of scientific research and research. Scientists use different research methods to study, analyze, and understand various aspects of society, including social developments, cultural changes, historical events, and economic and political processes. Social studies helps us understand the complexity of society and culture and solve social problems.

Social studies discipline education can be understood as a (new) disciplinary body that selects concepts, generalizations, and theories from the structure of disciplines in social studies. Social studies need to be reconstructed to be relevant to the demands and developments of today's times. Human life activities are getting faster and without space limits, so social studies education needs to prepare students according to the needs of this 21st-century era.

## Conclusion

This study aims to explain ideas regarding the outline or the scientific structure of Social Studies so that it can be understood that Social Studies needs to be encouraged to become a scientific discipline that can play a role in developing social sciences and education in Indonesia. In the review of the development of Social Studies, it can be seen from the ontological aspect, namely how the development of Social Studies as a disciplinary education, in the epistemological aspect, namely how the process or method of building and developing social studies and being able to build its benefits to meet the demands of axiological aspects in its combination with ideological, sociological, anthropological, humanitarian, political, psychological, and religious foundations. Social studies are encouraged to 'master' its own scientific rules but also need to utilize other sciences (disciplines/theories) to make social studies better understand and overcome various problems of life, both individually and socially, as well as return to the fundamental goal of preparing themselves to be good citizens.

## Reference

- Astawa, I. B. M. (2017). *Pengantar Ilmu Sosial*. Rajawali Pers.
- Banks, J. A., & Clegg, A. A. (1977). *Teaching strategies for the social studies: Inquiry, valuing, and decision-making*. Addison. Wesley Publishing Company.
- Creswell, J. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). *Pustaka Pelajar*, 12(5), 40. <https://doi.org/10.5539/elt.v12n5p40>
- Depdiknas. (2011). *Diklat IPS Terpadu "Model Keterpaduan IPS"*. Departemen Pendidikan Nasional.
- Effendi, R. (2012). Perspektif dan tujuan pendidikan IPS. *Pengembangan Pendidikan IPS*, 1–41.
- Endayani, H. (2018a). Sejarah dan Konsep Pendidikan IPS. *Ittihad*, 2(2).
- Endayani, H. (2018b). Sejarah Dan Konsep Pendidikan Ips. *Ittihad*, 11(2), 117–127.
- Hardi, E., & Basri, W. (2018). Pengajaran IPS: Antara Gagasan Dan Pelaksanaan Di SMPN Kota Padang. *Diakronika*, 18(2), 58–73.
- Hasan, S. H. (1996). *Pendidikan Ilmu-ilmu Sosial*. Rineka Cipta.
- Hidayat, B. (2020). Tinjauan Historis Pendidikan IPS di Indonesia. *Jurnal Pendidikan IPS Indonesia*, 4(2), 147–154.
- Hilmi, M. Z. (2017). Implementasi Pendidikan IPS Dalam Pembelajaran IPS Di Sekolah. *Jurnal Ilmiah Mandala Education*, 3(2), 164–172.
- Nursyifa, A. (2019). Transformasi pendidikan ilmu pengetahuan sosial dalam menghadapi era revolusi industri 4.0. *Journal of Civics and Education Studies*, 6(1), 51–64.

- Pernantah, P. S., Khadijah, K., Hardian, M., Ibrahim, B., & Khasanah, M. F. (2022). Desain Pembelajaran Berbasis Case Study Pada Mata Kuliah Pendidikan IPS. *Indonesian Journal of Social Science Education (IJSSE)*, 4(2), 95–105.
- Pernantah, P. S., Rizka, M., Ibrahim, B., & Syafiq, A. (2022). Integrasi Nilai Tradisi Bara'an Melayu Bengkalis Sebagai Sumber Penguatan Karakter Dalam Pembelajaran IPS. *Indonesian Journal of Social Science Education (IJSSE)*, 3(2), 175–186.
- Pernantah, P. S. (2019). Desain Skenario Pembelajaran Aktif Dengan Metode “Mikir” Pada Mata Kuliah Pendidikan IPS. *Indonesian Journal of Social Science Education (IJSSE)*, 1(2), 145–155.
- Robert Barr, E. al. (1987). *Konsep Dasar Studi Sosial*. Sinar Baru.
- Sapriya. (2009). *Pendidikan IPS Konsep dan Pembelajaran*. PT. Remaja Rosdakarya.
- Setiawan, D. (2013). Reorientasi Tujuan Utama Pendidikan Ilmu Pengetahuan Sosial Dalam Perspektif Global. *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial*, 5(2).
- Setyowati, R., & Fimansyah, W. (2018). Upaya peningkatan citra pembelajaran IPS bermakna di Indonesia. *Jurnal PIPSI (Jurnal Pendidikan IPS Indonesia)*, 3(1), 14–17.
- Sholeh, M. (2015). Isu global dan tantangan pembelajaran pendidikan IPS. *KONASPIPSI [Konvensi Nasional Pendidikan IPS Indonesia] III: Tantangan IPS/IIS Dalam Dinamika Sosial Budaya, Di FPIPS UPI [Fakultas Pendidikan Ilmu Pengetahuan Sosial, Universitas Pendidikan Indonesia]*.
- Sumantri, N. (2001a). *Pembaharuan Pendidikan IPS*. PT. Remaja Rosdakarya.
- Sumantri, N. (2001b). *Pembaharuan Pendidikan IPS*. Rosda Karya.