



Comparison of Civics and Social Studies Learning Design Models in Various Countries at the Elementary School Level

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Abstract

Learning design models are used so that learning activities run smoothly and are varied. Most teachers still have not implemented learning models, so teachers are less able to stimulate students in finding and solving problems contained in learning material. This study aims to determine the Civics and Social Studies learning design models that are often used in Indonesia and various countries at the elementary school level. Writing this article using qualitative research with a descriptive approach. Data collection was carried out using a literature study. The results of the study found that without designing and using the right model, learning activities could fail, even though the material prepared was as interesting as possible. The selection of learning design models can be seen from the conditions, needs, nature of teaching materials, characteristics of students, and learning media. In Indonesia, the learning design models that are often used are ADDIE, ASSURE, and Dick and Carey. While the learning design models implemented by several countries are the STEM model (America, South Korea, and Finland), the DMKK model (Japan), the Discovery Learning (Marland and Turkey), and the Mind Mapping (Arabia, Turkey, and Australia). Teachers are guided to be able to apply learning design models when learning activities take place to achieve the expected learning objectives.

Keywords: Learning design, civics, social studies, learning models, kinds of learning design models

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Introduction

Education is very important for humans to educate and develop their inner potential. Humans without education are difficult to progress and develop. So teachers are required to have four competencies that will become provisions in facing the changing times in the industrial revolution 4.0 era, namely pedagogic competence, professional competence, personal competence, and social competence (Andrian & Agustina, 2019). Teachers must also have the creativity to create a fun learning atmosphere. The role of the teacher is needed in the learning process. The learning process will run smoothly if a teacher plans or designs in advance the learning activities to be carried out. Designing learning is a very important first step for a teacher to take before starting the learning process (Marbun, 2021). In designing learning in the current era, there is one important component that must be applied, namely the learning design model.

The learning design model is used as a theoretical basis in research and is used as a strategy by teachers and students to achieve the expected learning objectives, including background, learning steps, learning support systems, and learning evaluation (Sundari, 2015). The learning design model is a very important component to be applied in Civics and Social Studies learning because it can support the success of the learning. Without exception, in elementary school teachers are also required to use models in the learning process. The teacher must understand how the implementation of the learning model is. The teacher's goal in using this learning design model is that there is variation in Civics and Social Studies learning activities, the teacher can easily explain and teach the material to students, and a teacher can easily transfer knowledge to students, which includes aspects of attitude, knowledge, and skills (Iskandar & Farida, 2020).

In learning activities in elementary schools, various types of learning design models focus on student activity. But in fact, in the field there are still many teachers who are wrong in selecting and designing the model to be used, thus making it difficult for students to understand the learning material. A teacher must also remember that there is no learning design model is most appropriate for all conditions. Teachers must pay more attention to class conditions, needs, the nature of the material to be taught, the media used, and the characteristics of students in selecting learning design models to achieve the expected learning objectives (Santoso, 2017).

Not only education in Indonesia, other countries also use learning design models in conveying material to students, to achieve the goals and success of learning activities. To create the best Civics and Social Studies learning, a teacher, both in Indonesia and in other countries, must be very clever in designing and selecting learning design models. Based on this, in this article, the author tries to discuss in detail the comparison of Civics and Social Studies learning design models in various countries at the elementary school level.

Methodology

This research uses a qualitative research type with a descriptive approach. The author provides an interpretation of his understanding after the research data is obtained, by paying attention to whether the data found in the field is relevant to the research objectives (Marwanto, 2021). The researcher uses a qualitative approach because it can convey the latest things that have happened in the field which are general and the data is obtained flexibly. The research technique used is literature study, in which the source of this research comes from books, articles/journals, proceedings, and other literature relevant to the research topic.

Teachers and students became participants in this study, in which the teacher was the person who applied the Civics and Social Sciences learning design models and explained the differences between learning models in several countries. Researchers obtained data from several journal sources that were relevant to the research topic. After all the required data was

collected, what the researchers did next was to collect all data sources related to the learning design model, IPS and Civics, and learning models in several other countries.

Researchers are looking for data that is used as a source for this research through literature studies. Literature study is a method of collecting library data that consists of several activities, namely reading, recording, and managing research materials (Pilendia, 2020; Pratama et al., 2020; Atikah et al., 2021; Pimay & Savitri, 2021; Fajrin & Purwastuti, 2022; Juliangkary & Pujilestari, 2022; Ningsih et al., 2022; Supriani et al., 2022). Data collection by way of literature study can be accounted for because the validity of the data has been proven. In addition, it can make it easier for researchers to find and collect data from various sources that are relevant to the research topic. Literature studies are carried out by entering keywords related to research topics such as learning design, learning models, Civics and Social Sciences, and various learning design models in Indonesia and several countries. Entering the right keywords through Google Search Engine and Google Scholar is the main step that must be taken to obtain data that is relevant to the topics discussed (Andayani, 2020).

Results and Discussion

Learning Design

The word instructional design can include the meaning of a series of activities in designing, processing, producing, and creating learning activities to achieve something that has been determined by linking it to the characteristics of students as subject targets to increase success in learning (Putrawangsa, 2018). Learning design can be interpreted as a process of solving learning problems systematically, in planning learning materials and activities to be carried out, planning available learning resources, and planning success evaluations (Ahmad, 2016).

To get a creative lesson plan, the teacher can work according to learning objectives, materials, media, techniques, assessments, and learning atmosphere (Yuwono & Mirnawati, 2021). The learning design includes stages that have been planned by the teacher, which must then be applied to students when the material has been submitted to achieve good results. The steps start from needs analysis, planning, then development implementation, implementation, and finally achievement evaluation. Teachers must also have learning design skills, experience, and knowledge of how to apply learning designs. It is also emphasized that learning design is a learning guide that is translated into learning plans, learning materials, activities, learning resources, and assessments whose processes are carried out systematically and reflectively (Klein & Kelly, 2018).

Learning Civics and Social Sciences

Citizenship Education is learning that fosters the moral development of students to become more advanced which is seen from a positive perspective on Pancasila, where citizenship education is mandatory learning that has existed from kindergarten to tertiary institutions (Tetep & Purnamasari, 2021). Civics aims to create citizens who have good character and manners by the values contained in Pancasila (Mazid & Suharno, 2019). Citizenship Education initially focused on the political field in which the role of citizens was expected by Pancasila and the 1945 Constitution to create reliable citizens.

IPS is a subject that discusses all human activities, one of which is in the social field (Sumantri et al., 2017). IPS learning is only studied from elementary to high school levels. With social studies lessons, students are more responsive and sensitive to problems, one of which is in the social field in the surrounding environment, as a provision for students to deal with such big changes in various aspects of life, one of which is in the social field, and students can understand all aspects related to humans and their environment (Rosyad & Zuchdi, 2018). Social studies

learning also provides knowledge and understanding of how to respond to diversity in Indonesia. Indonesia has a variety of diversity in terms of race, religion, ethnicity, language, and culture. Along with the development of an increasingly advanced era, the social study is a lesson that must be understood by students, which aims to make students able to live life rationally and be able to solve the problems they face. Civics and Social Studies learning includes affective aspects as well as cognitive and psychomotor aspects (Reinita, 2019).

Learning Model

Etymologically "model" is defined as a pattern of something that will be made or produced (Said, 2014; Asyafah, 2019). The model is a conceptual framework that is used as a guide in carrying out a learning activity. Models can be interpreted as imitation objects of real objects (Winataputra, 2005; Sarwani, 2016; Alirahman, 2021; Siregar, 2021; Sopian, 2021; Fahmi & Febriyanto, 2022). While learning is an interaction carried out between students and teachers, which in this interaction requires learning materials, methods, strategies, and learning resources (Pane & Dasopang, 2017). Learning is a process that involves the teacher as a facilitator and students are made the main role in the learning process which in this process requires a plan, strategy, and assessment (Rahmawati, 2021).

The learning model is used to describe procedures systematically in the form of a conceptual framework that aims to organize learning experiences to achieve specified learning objectives (Mawardi, 2018; Nuraini, 2022; Darno & Ermin, 2022; Harefa et al., 2022; Indrayana, 2022; Patriah, 2022; Zunika et al., 2022). The learning model is a pattern that is used to shape the curriculum (as a long-term learning plan), design teaching materials, and become a guide in classroom learning (Rusman, 2010). The learning model is a set of strategies based on certain theoretical and research foundations, which direct teachers and students to achieve certain measurable learning objectives which include background, instructional procedures, learning assessments, and support systems (Sundari, 2015). The learning model is presented in the learning activities that are applied by the teacher from the beginning to the end of the lesson. Using a learning model that is appropriate to the subjects and learning materials has a positive impact on student learning outcomes. Students' interest in learning can be awakened by the existence of an appropriate learning model.

Models of Civics and Social Sciences Learning Design

The following are some of the learning design models that are often used in Civics and Social Studies lessons, namely:

1. The ADDIE Model

The ADDIE model is one of the learning design models that emerged in the 1990s developed by Reiser and Mollenda (Jurianto, 2017; Yaqin & Rochmawati, 2017; Sulistyani & Nirwana, 2019; Febrina et al., 2020; Muftakim & Hardini, 2021). The ADDIE model is used to develop educational products that can be accounted for using Research and Development (Rohaeni, 2020).

Therefore the ADDIE model can be used in various forms of product development, including strategies, models, methods, media, and learning materials. The ADDIE model has 5 stages, namely: *Analyze*, *Design*, *Development*, *Implementation*, and *Evaluation* (Bacotang et al., 2016; Hadi, 2016; Sari, 2017; Agustien et al., 2018; Cahyadi, 2019; Ardiansah & Miftakhi, 2020; Rohaeni, 2020; Indarti & Laraswati, 2021; Desyandri, 2021; Kawete et al., 2022).

2. The ASSURE Model

The ASSURE learning design model was developed by Sharon E. Smaldino (Baharun, 2016; Saputra et al., 2021). This model belongs to the classification “classroom-oriented model” (Fahriansyah, 2021). The ASSURE learning model is a practical and simplest learning model. This is because the ASSURE model is a well-designed teaching model that starts with planning, identifying, formulating objectives, selecting teaching methods and materials, and assessing (Sari & Susiloningsih, 2015; Iskandar & Farida, 2020).

The focus of the ASSURE learning design model lies in learning planning. The goal is to create more effective and efficient learning activities, such as learning that uses media and technology. The ASSURE model steps include *Analyzing the learner*; *States objectives*; *Selecting methods, media, and materials*; *Utilizing media and materials*; *Requiring learner participation*; and *Evaluation and Revising* (Achmadi, 2014; Eva, 2015; Jurianto, 2017; Syahril, 2018; Suharni & Fachrudin, 2019; Wahyuni & Solfema, 2020; Haq et al., 2021; Mulyani & Asmendri, 2021; Muzakki et al., 2021; Rustandi et al., 2022).

3. The Dick and Carey Model

Learning design model Dick and Carey in learning use a systems approach, where the system works according to the principles. The principle used is that there is a process of receiving input from the previous process to produce output for the next process (Jurianto, 2017). The stages carried out using this model consist of 10 stages, namely: identification of lesson objectives; analyze learning; identification of student character; formulating learning objectives; referencing the test criteria; development of learning strategies; development of learning materials; design and carrying out formative assessments; carrying out learning revisions; and conduct a summative assessment (Piscayanti, 2012; Aji, 2016; Natsir, 2017; Gunada et al., 2018; Jayanti, 2019; Pujawan, 2019; Safitri & Aziz, 2021; Suprpto & Kuning, 2021; Masithah et al., 2022; Octaviana et al., 2022).

The advantages of the Dick and Carey model are that it is clear in determining learning objectives, tasks are analyzed in detail, and the resulting system output can be trusted because of repeated trials. While the weakness of this model is that revision activities can be carried out after the formative assessment has been carried out and it is not clear when the trial will take place (Apriana & Fadilah, 2014; Jannah, 2016; Buyung, 2018; Maudiarti, 2018; Kosassy, 2019; Arrahman et al., 2019; Nugraha et al., 2021).

Learning Models of Civics and Social Studies in Several Countries

1. Japan

The Japanese education system is heavily influenced by learning methods and models. Japanese language teaching methods include trial and error, classroom learning, compulsory reading, and active learning (Dewi, 2017). Meanwhile, the learning model used in Japan is in-depth dialogue and group activities (DMKK).

This model consists of main activities of in-depth dialogue and group activities. In the deep dialogue, the teacher is asked to provide the main questions. These questions are in the form of HOTS questions which aim to train students' thinking power. Then the students were asked to answer questions, and the teacher returned the questions. This feedback is given by the teacher to hone skills and deeper ways of thinking. Dialogue (question-and-answer) stops after students' understanding is deep. The application of Civics in elementary schools in grades 1 and 2 is known as life and environmental studies while in grades 3-6 it is known as social research. While in high school, social studies consist of 3 subjects namely history, geography, and citizenship. In secondary schools, Civics learning is taught in the final year and emphasizes memorization.

2. United States

The learning design model used in the United States is the STEM (Science, Technology, Engineering, and Math) model. The application of this model lies in the knowledge and skills that can be applied simultaneously. Each STEM aspect when combined will help students solve a problem. Incorporating all aspects into the learning process will produce more meaningful knowledge (Farwati, 2017). STEM learning introduces students to multidisciplinary knowledge in solving problems, introduces engineering and technology processes, and trains skills (Mulyani, 2019). America, like Indonesia, has complaints about the implementation of STEM, they think that in the future the application of STEM will die because some of the American public does not get the right to a proper education.

3. South Korea

South Korea is famous for its education system which has a long school time and a very strict way of learning. The learning design model used in South Korea is the STEM model. This STEM model makes education in South Korea oriented toward the future. Most Korean students spend more time studying math, and technology than other students. In South Korea, citizenship education is known as moral education. Where this subject is based on a belief that moral education in Korea is universal and has special characteristics. So teachers are asked to combine several methods to create an effective and efficient classroom atmosphere (Kurniawan, 2018).

4. Finland

STEM learning strategies in Finland implemented in Indonesian schools include: knowing graduation, recharging after lectures, playing with students, eliminating bullying with positive programs, making friends, starting with freedom, planning lessons with students to be creative, training important things and techniques from gaining knowledge about in Finnish schools which are difficult to apply in Indonesian schools, namely students' holiday schedules.

5. Maryland

One of the learning models used in Maryland is *Discovery Learning*. This model regulates the learning environment where students are actively looking for learning materials so students are required to think analytically and synthesize so that learning can be meaningful and applied in students' real lives (Ott et al., 2018). Apart from Maryland, this model is also used in Turkey (Ilham & Ekber, 2019).

6. United Arab Emirates

In the United Arab Emirates, one of the learning models used is *Mind Mapping* which is a form of presentation in the form of an overview of a topic and complex information, so that students can easily understand reading, generate new ideas, and associate with existing knowledge. already has (Garcia, 2021). Apart from the United Arab Emirates, this model is also used in Turkey (Polat & At, 2021) and Australia (Avdagic et al., 2021).

Conclusion

One very important component in learning activities is the learning design model. Without designing and using the right model, learning activities can fail, even though the material prepared is as interesting as possible. The selection of learning design models is also seen from the conditions, needs, nature of teaching materials, characteristics of students, and learning media. In Indonesia, the learning design models that are often used are ADDIE, ASSURE, and Dick and Carey. While the learning design models used by several countries include the STEM model (America, South Korea, and Finland), the DMKK model (Japan), Discovery Learning (Marland and Turkey), and Mind Mapping (United Arab Emirates, Turkey, and Australia). The importance of learning design models for educators is to achieve learning goals well and support

the learning process so that it is more varied and optimal. Educators must also know the strengths and weaknesses of each learning design model so that teachers can choose the right model to use and can encourage students to be more active and critical in learning activities.

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