



Literature Study: ICT-Based IPS-PKN Learning Design in Elementary School

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Abstract

Learning social studies and Civics is very much a life practice, so it must be well-designed and adapted to technological developments. This study aims to analyze the ICT-based conception of IPS-Civics in elementary schools. This research is a literature review in the form of ICT studies in Social Sciences and Civics learning at schools which are published in national journals or reports. The conclusion of research on the use of ICT in education is important to support educational processes and outcomes. As educational implementers, teachers need to design the learning process by creating the right atmosphere so that the learning process runs effectively, efficiently, and interestingly. ICT in elementary schools must be developed by teachers in the learning process to provide meaningful and enjoyable learning for each student.

Keywords: Learning design, IPS and Civics, ICT

Acknowledgments: Thank you to all those who have helped carry out this research

For citation:

Putri, R.S., Erita, Y., Sanjaya, W., & Salmiyanti. (2022). ICT-Based IPS-PKN Learning Design in Elementary School. *Journal of Digital Learning and Distance Education*, 1(7), 270-276. <http://doi.org/10.56778/jdlde.v1i7.45>

Introduction

Education always strives for the development of human personality from a mental and physical perspective. Education is the stage of changing behavior toward individuals so that they become priests with character and knowledge (Ahmad Susanto, 2014). Efforts made should not be centered on education to get students, but teachers at the forefront of educators are not only responsible for carrying out duties and obligations but teachers have to really have professionalism, pedagogical competence, social, and personality (Manizar, 2015). Educators during lesson activities must be able to improve student learning activities. Well-designed learning

activities have an impact on learning achievement (Sudarsana, 2018). If teaching activities can develop skills, knowledge, and attitudes, then the learning activity is considered successful. Activities in the lesson are not only students who play an active role but teachers must be able to bring students to solve various existing social problems with their mindset and environmental ideas that accompany them so that later these students can coexist in social life (Laurianus, 2017).

Learning at school is real learning if Civics-IPS learning is relevant to the daily life around students. Concerning social studies and civics learning, they are very influential in real-life practice and therefore must be designed and adapted to technological developments (Handayani et al., 2022). IPS and citizenship designs must be done by the teacher (Saharuddin, 2020). Through social science and civics education, students can face life with challenges and gain knowledge, skills, and attitudes (Nursyifa, 2019). designs and Civics are currently innovating with

The current learning process is not only based on conventional concepts. Technology and science encourage the use of technology to improve the teaching and learning process and the quality of education (Maulita & Erita, 2021). Besides having a central role in education, teachers also have the important task of developing their students. Teachers are also required to be able to create or build a quality learning atmosphere by using or utilizing various media that attract students' attention (Magdalena et al., 2020); (Dawn, 2019). In the learning process, there needs to be innovation that can be a source of learning.

ICT-based learning is included in audio-visual which uses hearing which is often called multimedia.-based learning uses electronic items such as laptops, notebooks, and projectors (Hafizatul, 2020); (Hasana et al., 2021). generally very interested in unique things and technology. Therefore, besides helping students to more easily understand the material, ICT-based learning is also believed to be able to foster participation in the learning process. Previous Research Results Abdi, (2017) and Pulungan, (2017) concluded that the use of ICT in learning has an impact on student learning motivation. Wang's research results, (2020) concluded that the use of ICT makes students motivated for what they are learning, and benefits teachers more effectively and efficiently. Furthermore, Herman's research, (2017) with good and innovative ICT designs, can make learning material boring, easy, and can be learned anytime and from anywhere. This study aims to analyze the ICT-based conception of IPS-Civics in elementary schools.

Methodology

This research is a literature review in the form of a review of research articles related to ICT-based IPS-Civing learning in schools which are published in national journals or reviews. According to Khatibah, (2011) library research limits its activities only to library collections without the need for fieldwork.

The author limits the studies conducted only to national journals and proceedings. The results of the study are described descriptively with the focus of study several main focuses, namely; 1) Benefits of Developing Learning Designs for Teachers, 2) Learning Social Sciences and Civics, and 3) Learning Designs based on ICT.

Results and Discussion

The Benefits of Developing Learning Designs for Teachers

Design means the existence of a whole, structure, pattern or patterns, and sequences or systematic activities. In addition, the word design can also be interpreted as a systematic planning

process that is carried out before the development or implementation of an activity (Sari, 2017). Design is a creative process to design something to create something functional (Sugiono & Hardori, 2020). design is one of the applications of learning theory and facilitates *the learning process* (Adisel, 2022). Learning design is also interpreted as the formulation of goals, strategies, techniques and (Pernanah, 2022). On the other hand, many people put forward the concept of instructional design, pointing out that instructional design contributes to a person's learning process, and the learning process itself has two phases, direct and long-term. According to Wandini et al., (2021), the learning process is due to internal and external learning conditions. The internal condition is the student's ability and self-preparation, while the external condition is the environmental setting that is designed (Tune Sumar, 2020). Setting up the external conditions of learning is what is called learning design. For this reason, learning design must be systematic and apply the concepts of a system approach to succeed in improving the quality of learning.

According to Kusumaningsih et al., (2019) and Wandini et al., (2021) Learning design is a design that takes the form of a series of procedures that cover the entire learning process from start to finish by learning theory, material-based models to produce learning tools. Learning designs or "pedagogical design" generally design learning materials that are prepared by involving the teacher (İşman, 2011). Designing learning plans for teachers is very important for achieving the expected goals, therefore there is something that is beneficial for teachers if they can develop learning designs, especially in elementary school learning as follows (Sufiati & Afifah, 2019):

1. The learning process can be carried out sequentially.
2. Arrangement of plans to be achieved.
3. Learning becomes effective and efficient

According to Tanaman (2011), the benefits of learning design for teachers are to improve learning abilities, produce learning designs, develop teaching and learning systems, from organization to learning organization, serve as guidelines for activities in achieving goals, and as a basic model of task management authority for each element involved in the activity.

Learning design plays an important role in the quality of learning, this is possible because by designing learning designs, a designer plays a role in learning objectives. The concept of learning plays an important role in the quality of learning, the teacher has a role to play in formulating the learning objectives to be achieved (Sujanarko, 2014). By realizing the importance of learning objectives, the teacher will try to carry out various activities to achieve them, such as developing teaching materials, choosing teaching strategies, choosing learning media and tools, designing assessment tools, and so on.

IPS and Civics Learning

Social Science Civics (IPS) learning is a synthesis of various branches of social science disciplines as history and geography (Kanji et al., 2019). This discipline is highly integrative, as geography provides regionally relevant insights, and history provides into events that occurred in the past. In 1972-1973, the concept of social science entered the field of school education for the first time, namely the curriculum for the IKIP Bandung pilot school development project. Simply put, IPS has defined as a science that studies human beings which are studied by elementary and middle school students (Salam, 2017). IPS has formed the basis of social reality and phenomenon an interdisciplinary approach to all aspects and branches of the social sciences (Wahyudi, 2011).

Citizenship education is a compulsory subject from elementary school to university. Citizenship education is an interdisciplinary subject, namely citizenship education includes political science, national science, and state administration (Haryati & Rochman, 2012). Citizenship Education is a scientific discipline that focuses on fostering citizens who understand and can carry out their rights and obligations to become Indonesian citizens who are intelligent,

skilled, and have character as stipulated (Trisiana, 2020). Citizenship education is a method for developing good citizenship, namely the ability to reason morally in public affairs (Budi, 2015). The subject of citizenship is to give birth to citizens or often called Pancasila citizens are relied upon the country and maintain the integrity of the Unitary State of the Republic of Indonesia (Nurgiansah, 2021). Education in citizenship is needed in life as citizens so that they can know problems following Pancasila and the 1945 Constitution. Elementary Citizenship Education expects learning that connects learning material with current conditions or real situations so that students can apply what they have learned to solve problems. Education students to can think critically in responding to citizenship issues (Nurgiansah, 2021) and (Nanggala, 2020).

ICT-based Learning Design

ICT (*Information Communication and*) is the result of human engineering in the communication process of conveying information from the sender to the recipient to that it is faster, spreads wider, and lasts longer in this case the process takes place in the classroom to carry out learning (Junaedi, 2021). ICT should play a central role in the development of education, both in the education and training process. ICT can play a role in distance education. The utilization of ICT can improve the quality of learning and expand the range of access to educational services (Sari, 2015). In addition, the application of ICT can be used to improve the quality of education through national teacher training.

ICT can be used to facilitate collaboration between remote students (Hafidz et al., 2021). In the past, having to travel long distances to meet with an expert to discuss a problem. Currently can be done from home via email. Articles and research can be carried out in data via the internet, email, or file-sharing mechanisms. ICT IPS and Civics-based learning designs are very relevant for us today because can raise themes in social and civic learning, the media needed, and deep learning development

This is based on research by Tasman et al., (2021) and Alfansyur, (2019) explaining that ICT-based learning is used for the learning development process, developing assessment learning resources as follows:

1. ICT is a very effective medium for land citizenship. Such as the use of interactive multimedia from digital applications.
2. Development of learning resources The role of ITC in developing teaching material sources is carried out by searching for textbooks in the form of electronic books or electronic journals on paid and free websites or libraries.
3. Development of assessments more effectively and efficiently compared to media such as paper.

Conclusion

The conclusions of this study suggest that teachers need to develop ICT-based social studies and Civics learning in the learning process, such as using digital media and learning resources and developing assessments so that each student provides meaningful and enjoyable learning. learning designs are very relevant for us today because they develop learning topics, develop the media needed to develop depth learning resources.

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