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## DEVELOPMENT OF IPS LEARNING MODEL BASED ON RELIGIOUS EDUCATION TO IMPROVE KNOWLEDGE COMPETENCE AND ATTITUDE

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### Abstract

*This study aims to analyze the feasibility and effectiveness of the results of developing a social studies learning model based on religious education, using the Four-D Thiagarajan Model. This research reached the disseminate stage, namely the dissemination stage to the MGMP for social studies teachers in Pamekasan district. The research was conducted at Mts As-Salafiyah Sumber Duko Pakong-Pamekasan. The social studies learning model based on religious education is a representation for religion-based learning that describes the characteristics of the integration of social studies from the beginning to the end. Development is carried out on 1) Study of the potential of natural resources as religious-based material; 2) organizing learning activities refers to contextual learning; and 3) evaluation of student competency achievement authentically. Based on expert judgment, the learning model was declared suitable for use with the highest score of 89.5%. Based on the results of the calculation of the average individual completeness in the pretest of 30.4% of students declared complete and posttest of 78.2% of students declared complete. Based on these calculations there was a significant increase of 47.8%. The learning model is declared effective for developing knowledge and attitudes about caring for the surrounding environment through writing activities. Writing activities support the concept of humanistic psychology, namely the teacher's efforts to accept and develop students' potential. The learning model is declared effective for developing knowledge and attitudes about caring for the surrounding environment through writing activities. Writing activities support the concept of humanistic psychology, namely the teacher's efforts to accept and develop students' potential. The learning model is declared effective for developing knowledge and attitudes about caring for the surrounding environment through writing activities. Writing activities support the concept of humanistic psychology, namely the teacher's efforts to accept and develop students' potential.*

**Keywords:** Learning Model, Social Studies, Religious Education.

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## **INTRODUCTION**

Education is very important for human life because it can create quality human beings, intellectual and far from stupid. Humans who are educated or knowledgeable are certainly different from humans who are not educated or knowledgeable. This can be seen from the way of thinking, speaking, thinking and asking for emotions. The educational environment is a system consisting of many factors and variables, such as school policies (Hanum & Raharja, 2013). Education must be able to build people or communities who have cultural, ethnic, racial and religious differences to achieve a harmonious relationship so that conflicts do not arise (Kurniawan, Sariyatun, & Joebagio, 2017).

The development of an increasingly advanced and dynamic era has caused the goals of Islamic education to become dynamic and transformative. Sometimes the goals of Islamic education are idealistic-strategic, which in this case has a fixed formula but the degree of quality changes and develops. An important point that must be underlined is that the purpose of education should not be separated from divine values, this causes differences in the formulation of education among experts. Between one expert and another, there are different views according to their respective disciplines and the background of various social conditions (Fuad, 2014). The goals of Islamic education are formulated based on the wishes of teachers, institutional programs, policy makers and others.

Abdullah (1991:51) in (Syafaruddin, Pasha, & Mahariah, 2017) states that the science of Islamic education is the facts revealed from religious principles that form the basis of educational theories, in other words, the framework of Islamic education can accept the contribution of the concept of science. . Efforts to synthesize and internalize religious values so that they become a solid and deep value system, so that they truly become a guide in everyday life, need to pay attention to the principles of continuity, relevance and effectiveness.

The achievement of social studies education learning in schools requires understanding and developing a comprehensive educational program. The comprehensive social studies education program according to Sapriya (2009:48-56) in (Susanto, 2014) is an educational program that includes four dimensions, namely the knowledge dimension, the skill dimension, the value and attitude dimension, and the action dimension. In relation to these four dimensions, Kenworthy in (Susanto, 2014) There are three characteristics of social studies objectives, namely human education, citizenship education and intellectual education. In short, it can be said that Social Studies learning aims to develop in students knowledge that can be utilized for the benefit of themselves and their community (Ismail, Sukardi, & Surachman, 2009).

Social studies learning in schools produces instrumental output that is not powerful (not powerfully instrumental out-put), unable to provide opportunities for students to empower themselves (Sukardi, 2004), which refers more to formal needs than the real needs of students which tend to be very boring. This causes the lack of knowledge and understanding of student attitudes because the learning model used is less oriented to religious education. With these problems, it is necessary to study and innovate the development of social studies learning models that are more effective and in accordance with current needs in order to develop students' attitudes to increase students' insight and knowledge of the relationship between social studies learning and religious education.

Social studies history learning in schools in general has not been optimal in bringing students to understanding and good social behavior. Social studies learning in schools is still felt to be experiencing a spiritual dryness and has not been widely integrated with religious values as a

source of spirituality for learning. Although it is still in a simple contextual level, for example, there is no written module that is used as a social studies learning resource and has been integrated with Islamic values. This is an interesting phenomenon to be studied further through this research, when social studies learning in other schools or madrasas is still focused on the cognitive area and has not included Islamic values in the learning process.

The government's efforts to improve the quality of education by integrating social studies learning with religious education (religious values and norms) have been developed in the competency-based curriculum (KBK) and the education unit level curriculum (KTSP). This is a realization of the goals of national education, so that later students will not only acquire knowledge but will also be able to develop their potential for spiritual strength and the value of good attitudes (related to self-control, personality and noble character) in social life, nation and state. patriotic.

The integration of religious education into social studies learning based on the table above still does not meet what the government wants, especially social studies education at the SMP/MTs level does not work as expected. Because the curriculum is still being designed separately, there is no model/guideline for integrating curriculum and learning that supports the formation of the integration of knowledge, and the ability of teachers and facilities (supporting books/teaching materials) is not sufficient.

At the level of the ideal concept, Islam is believed to be a religion that has perfect, comprehensive and universal teachings and contains all systems of knowledge. But in reality there is a separation between science and technology which is confronted with the religious sciences. Madrasas in this case play a major role in bridging the dichotomy between general subjects and Islamic Religious Education.

In general, the urgency of this research is to develop a social studies learning model based on religious education to create interesting learning by linking social studies subject matter with the Qur'an, not only providing knowledge but also to shape attitudes in students. Based on the background and problems above, the researcher is interested in studying "Development of Social Studies Learning Models Based on Religious Education to Improve Students' Knowledge Competence and Attitudes".

The development of the social studies learning model based on religious education is an effort to organize the social studies learning experience with religious education. For this reason, the researchers carried out developments on 1) Study of the potential of natural resources as religious-based material; 2) organizing learning activities refers to contextual learning; and 3) evaluation of student competency achievement authentically.

As mentioned above, this researcher aims to provide an explanation of the development to provide an explanation of the development of social studies learning models based on religious education at the Ms As-Salafiyah Sumber Duko Pakong-Pamekasan school. The general objectives are described in specific objectives as follows: 1) Describe the feasibility of the product to be implemented in social studies learning based on religious education to improve the competence of students' knowledge and attitudes; and 2) Describe the effectiveness of social studies learning based on religious education to improve students' knowledge competence and attitudes.

<b>Step</b>	<b>Stage</b>	<b>Data collection technique</b>
<i>Define</i>	Front end analysis	Literature study, field observations and interviews
	Shiva analysis	Interviews, assignment reports and observations

	Task analysis, concept analysis and formulation of learning objectives	Study library
<i>Design</i>	Preparation of tests, selection of media, selection of formats and initial planning of learning modules	Library studies, field observations
<i>Development</i>	Expert Rating	Instrument validation sheet
	Field trial	Learning outcomes and documentation
<i>Disseminate</i>	Product deployment	

Table 1: Data Collection Techniques

## RESEARCH METHODS

This research is a research and development (R&D) research. This research resulted in the integration of social studies modules based on religious education. The purpose of this test is to obtain data so that it can be known whether the product prepared by the researcher can be used by the public and on a wider scale. Therefore, research is needed to test the products made, so that this research and development has sustainability.

The development of a social studies learning model based on religious education at Mts As-Salafiyah Sumber Duko is an effort to support the creation of social studies learning that does not only focus on social truth, but also pays attention to the condition of students towards religious education.

Table 1 describes the research subjects and data collection techniques at each stage. The development of the instrument is based on powerful social studies learning and a curriculum based on religious education and a curriculum as a theoretical framework. The analysis of the define and design stages was carried out qualitatively. The analysis of the develop stage uses descriptive statistical analysis.

## RESULT AND DISCUSSION

According to a developing theory namely Knowledge-Based Constructivism theory, this theory assumes that learning is not memorizing, but experiencing, where students can construct their own knowledge, through innovative active participation in the learning process. To achieve this goal, the system includes eight components, namely : making meaningful connections, doing meaningful work, conducting self-directed learning, collaborating, thinking critically and creatively, helping individuals to grow and develop, achieving high standards, and using authentic judgment. Constructivism is the basis for thinking (philosophy) of the CTL approach, which is knowledge built by humans little by little, the results of which are expanded through a limited (narrow) context.

In learning students need to be accustomed to solving problems, finding something useful for individuals. With this basis learning must be packaged into a process constructing not receiving knowledge. Acceptance of these learning will run well if students have high motivation to learn. Motivation in this case includes knowing what will be learned and understanding why it is worth learning because without learning motivation students do not understand what will be learned and do not understand why it needs to be learned so that teaching and learning activities are difficult to succeed. Student learning motivation determines learning achievement, student learning outcomes are measured based on differences in behavior before and after learning is done.

Application of learning contextual teaching and learning in social studies subjects are well received by students because students rarely get varied learning. With the implementation of this learning, students feel happy, interested and have new experiences. Here are the data obtained by researchers both data obtained from teachers and students. As mentioned above, the researchers carried out developments on 1) Study of the potential of natural resources as religious-based material; 2) organizing learning activities refers to contextual learning; and 3) evaluation of student competency achievement authentically.

### **Development of Social Studies Learning Model Based on Religious Education**

The development of a religious education-based social studies learning model is an effort to organize a religion-based social studies learning experience. The social studies learning model based on religious education is a representative of religion-based learning that describes the characteristics of the integration of social studies from beginning to end. For this reason, the researchers developed 1) religious-based learning materials; 2) Organizing learning activities; and 3) Evaluation of competency achievement. The theme raised comes from theme 3 with the material Potential of Indonesian Natural Resources. The adoption of theme 3 social studies learning based on religious education was developed by examining the issues closest to students' environmental problems in the form of the potential of Indonesia's natural resources. The theme "Utilizing natural potential" is designed by identifying integration in social studies learning.

The study of the development of the theme of the potential of Indonesia's natural resources is organizing learning based on students' closest events. The organization of the theme is related to the thematic standard set by NCSS (2002) which consists of 1) time, continuity and change; and 2) people, place and environment. Themes are developed by organizing the study comprehensively according to powerful characteristics. Social studies learning model based on religious education through organizing learning materials based on religious values.

By developing the material "potential of Indonesia's natural resources" it is hoped that it will make it easier for students to reconstruct ideas. So that in the process students will be encouraged to take actions: 1) classification of ideas; 2) contrasting ideas with others; 3) build new ideas; and 4) evaluate.

"...Students clarify ideas by contrasting their ideas with other people's ideas or with friends through discussion. Confronting other people's ideas one can be stimulated to reconstruct one's own ideas, if they don't fit. On the other hand, it becomes more certain that the ideas fit. Building new ideas occurs if in the discussion his ideas conflict with other ideas or his ideas cannot answer the questions asked by his friends. Evaluate new ideas by experiment. If possible, the newly formed idea should be tested with a new experiment or problem (Suprijono, 2013)".

Reconstruction of ideas is in line with the steps of the learning approach to gather information. Permendikbud No. 65 of 2013 concerning process standards shows that the cognitive aspect of "applying" is commensurate with the skill of "trying out" in the IPA cluster or "gathering information" in the IPS cluster. Ideally, the reconstruction of ideas through group discussions requires active actions to collect information and discuss it again. . In the realm of science, the application of ideas can be in the form of experiments, while in the realm of social studies it can be in the form of reasoning. In the regulation of the minister of education and culture No. 22 of 2016 concerning the standard process of reasoning activities commensurate with the cognitive aspect, namely "analyzing".

The religion-based learning strategy shows the efforts of organizing meaningful learning for students. Learning begins with modeling based on thematic issues, creating a beautiful environment in the area where you live, showing field trips by displaying natural resources. The above efforts can not be separated from a philosophical view, which places humans have a need for natural resources and the surrounding environment in meeting their needs. That way, educated humans will have a sense of responsibility to maintain harmony, harmony and balance with nature (Muhaimin, 20115).

Yunasansah (2017) argues that currently humans are considered negligent in preserving the nature around them. Nature is now the object of human dissatisfaction with needs, so that pollution, damage and environmental problems are no longer taboo. This reality is proof that people's ecological awareness is low. Therefore, efforts to inculcate the value of preserving nature really need to be done, especially in the field of basic education. These efforts will create awareness from an early age through literacy.

### **Learning Tool Validation**

Learning tools consist of material organization, language, module design, lesson plan, and pretest-posttest instrument. The assessment stage is carried out by three validators, namely: 1) Dr. Sukma Persadan Prasetya, MT.; 2) Riyadi, MA; and 3) Nurul Hasanah, S.Pd.

No	Validator	Criteria	Average Score
1.	Expert 1 (Dr. Sukma Persadan Prasetya, MT)	Aspects of material, language and model design	82.8%
2.	Expert 2 (Riyadi, MA)	RPP and Pretest-Posttest	80%
3.	Expert Practitioner (Nurul Hasanah, S.Pd.)	Aspects of material, language, design, lesson plans and pretest-posttest	89.5%

Table 2: Expert Assessment Results

### **Student Learning Outcomes**

Learning outcomes include knowledge competence, attitudes and skills of students. Based on the analysis of student worksheets, students are able to display students' knowledge about the potential of natural resources. This knowledge includes students' awareness of the potential of natural resources around their living environment, as well as their use for the needs of the population.

Competence of student attitudes is closely related to the attitude of caring for the environment. Initially students have a spiritual attitude that has been formed in the school environment. The spiritual and social attitudes of students who have been eliminated are the effects of participatory-based environmental activities. Based on the results of observations, student attitudes are shown in tangible forms or actions such as keeping the school environment clean and caring for plants and plants at school. Learning outcomes in the pilot model of developing student attitudes about student care for the environment, students are declared to have an attitude of caring for the environment. This is with a student's responsive attitude to environmental problems and students try to give ideas or ideas to protect the environment. The ideas are written in a student worksheet.

Student skills are developed through writing activities. Through writing activities students are required to be able to remember, understand, organize, apply, analyze, evaluate the material that has been studied. So as to be able to develop the realm of knowledge and attitudes.

### **The Effectiveness of Religious Education-Based Social Studies Learning Model**

Based on the results of the calculation of student learning outcomes or individual mastery of class VII C, the difference in the average pretest score shows 66.9 and the posttest shows an average score of 78.7 so that there is an increase in score of 11.8. Based on the calculation of individual completeness, the learning outcomes on the pretest showed that of 23 students only 7 students were declared complete. While the calculation of posttest learning outcomes showed that from 23 students there were 18 students who were declared complete.

The next calculation is done by determining classical completeness to obtain data on the percentage of learning outcomes based on the pretest and posttest. Classical completeness based on the pretest showed that 30.4% of students were declared incomplete. While the classical completeness based on the posttest showed that 78.2% of students were declared complete. Based on these data, it shows an increase in the percentage of classical completeness pretest and posttest that is equal to 47.8%.

Based on the description above, the learning outcomes of class VII C students after using the social studies learning model based on religious education showed a significant increase. Starting from the calculation results, the average individual completeness increased significantly, namely 11.8, with an increase in the number of students who completed, namely 18 students. The results of classical completeness calculations show a significant increase of 47.8%.

From the results of these calculations, conclusions can be drawn as follows:

1. The learning model developed can significantly improve the learning outcomes of social studies knowledge aspects based on religious education.
2. The learning model developed is effective for building an attitude of caring for the environment by maintaining and preserving the potential of natural resources.
3. The learning model developed is effective for building students' writing skills as abstract skills.

## **CONCLUSION**

Based on the process that has been carried out, the researcher presents the development of a social studies learning model based on religious education at Mts As-Salafiyah Sumber Duko. The results of the study were concluded as follows:

1. The religion-based social studies learning model is a representative form of religion-based learning that describes the characteristics of social studies integration from beginning to end. For this reason, the researchers developed 1) religious-based learning materials; 2) evaluation of student competency achievement. The feasibility of the learning model was validated by three validators, namely: Dr. Sukma Persadan Prasetya, MT.; Riyadi, MA; and Nurul Hasanah, S.Pd. Based on validation expert 1 who conducted an assessment on the learning module, the average percentage of assessment was 82.8% with valid criteria and suitable for use in learning. Furthermore, the expert assessment of validation 2 on the learning rating shows an average percentage of 80% including valid criteria and suitable for use in learning.

2. The learning outcomes of students' knowledge after using the social studies learning model based on religious education increased significantly. Starting from the calculation of the average individual completeness, there was a significant increase of 11.8 with an increase in the number of students who completed, namely 18 students. The results of classical calculations show a significant increase of 47.8%. From the results of these calculations, the following conclusions can be drawn:

- a. The development model developed can significantly improve the learning outcomes of religious-based social studies knowledge aspects.
- b. The learning model developed is effective to build a caring attitude towards the environment through writing activities.
- c. The learning model developed is effective for building students' writing skills as abstract skills.

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