

041._The_Role_of_Economic_in_Social_Studies_Education.pdf

by Ismi Rajiani

Submission date: 24-May-2023 09:08AM (UTC-0400)

Submission ID: 2100823018

File name: 041._The_Role_of_Economic_in_Social_Studies_Education.pdf (265.33K)

Word count: 3443

Character count: 19801

The Role of Economic in Social Studies Education

Riswan

rswn.1998@gmail.com

Social Studies Education Department, FKIP Lambung Mangkurat University

Ismi Rajani

rajiani@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

Muhammad Rezky Noor Handy

rezky.handy@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

Ersis Warmasnyah Abbas

ewaabbas@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

Rusmaniah

rusmaniah@ulm.ac.id

Social Studies Education Department, FKIP, Lambung Mangkurat University

Article History

Received: 05/07/21 Review: 26/03/22 Revision: 06/04/22 Available Online: 10/04/22

Abstrak

Ilmu ekonomi menjadi satu di antara disiplin ilmu sosial yang dipelajari secara terintegrasi dalam IPS. Konsep ekonomi seperti produksi distribusi dan konsumsi menjadi bahan pembelajaran dalam IPS. Namun ilmu ekonomi tidak hanya menjadi bahan pembelajaran IPS tetapi juga berperan dalam tercapainya tujuan IPS. Tujuan dari penulisan ini adalah untuk mendeskripsikan peranan ilmu ekonomi pada Pendidikan IPS dan pentingnya ilmu ekonomi dalam mencapai tujuan IPS. Penulisan ini menggunakan metode studi literatur dengan memanfaatkan berbagai sumber, seperti buku, ebook dan jurnal yang dipublikasikan di internet dan perpustakaan. Data yang terkumpul kemudian disintesis dan disimpulkan untuk mendapatkan hasil penelitian. Pada hasil penelitian dapat diketahui peranan ilmu ekonomi pada Pendidikan IPS yaitu sebagai satu di antara disiplin ilmu IPS. Selain itu ilmu ekonomi juga menjadi sumber bahan pembelajaran dari IPS baik berupa teori, konsep dan sebagainya. Konsep pada ekonomi juga merupakan satu di antara sepuluh tema IPS dari NCSS (National Council for Social Studies). Konsep pada ilmu ekonomi yang merupakan tema dari IPS tersebut yaitu Produksi, Distribusi dan Konsumsi. Ilmu ekonomi berperan pada tercapainya tujuan IPS yaitu membentuk warga negara yang baik, dengan ilmu ekonomi dapat mendukung tercapainya tujuan tersebut khususnya hal yang berkenaan dengan kegiatan ekonomi baik untuk diri sendiri maupun dalam lingkup masyarakat hingga negara. Ilmu ekonomi dapat membantu dalam pembentukan aspek positif sebagai warga negara pada bidang ekonomi. Untuk mencapai tujuan IPS tersebut maka tenaga pendidik IPS harus mempelajari ilmu ekonomi dan disiplin ilmu IPS lainnya.

Kata kunci : Ilmu Ekonomi, Bahan Ajar IPS dan Pendidikan IPS.

Abstract

Economics is one of the social science disciplines studied in an integrated manner in social studies. Economic concepts such as Production, distribution and consumption are learning materials in social studies. However, economics is not only a material for social studies learning but also plays a role in achieving social studies goals. This paper aims to describe the role of economics in social studies education and the importance of economics in achieving social studies goals. This writing uses a literature study method by utilizing sources such as books, e-books, and journals published on the internet and in libraries. The collected data is then synthesized and concluded to obtain research results. The study results show that the role of economics in social studies education is one of the social science disciplines. In addition, economics is also a source of learning material from social studies in theories,

Riswan, Ismi Rajani, and Muhammad Rezky Noor Handy, Ersis Warmansyah Abbas, and Rusmaniah

concepts, etc. The concept of economics is also one of the ten social studies themes of the NCSS (National Council for Social Studies). The concept in economics, which is the Social Sciences theme, is Production, Distribution, and Consumption. Economics plays a role in achieving the goal of social studies, namely forming good citizens; with economics, science can support the achievement of these goals, especially those relating to economic activities both for oneself and within the scope of society to the state. Economics can help form positive aspects for citizens in economics.

Keywords: Economics, Teaching Materials of Social Studies and Social Studies Education.

PRELIMINARY

Social Studies is a field of study that integrates various social fields. Social studies can be a means of subjects that use certain studies in the social sciences. Conceptually, the relationship between social studies and the social sciences is as follows:

1. Social science disciplines in social studies are the basis for curriculum development.
2. Materials for social studies must be developed, and the basic concepts in social science disciplines must be included in social studies materials. The selected concepts must be adapted to the objectives achieved in the Social Sciences curriculum. This concept will be discussed in the curriculum. So the social sciences included in social studies provide learning materials for social studies in the form of concepts taken from these social science disciplines (Nasution & Lubis, 2018).

From the 1975 school curriculum until it became the 1994 curriculum, it was explained that social studies were a science that used several disciplines such as political science, history, economics, sociology, anthropology, and so on. The study is about humans in their environment. The object studied in Social Studies is about the relationship between humans and humans and the relationship with the environment. The studies discussed in Social Sciences originate from social science concepts. Economics is a part of social studies learning, namely as a source of social studies material (Miftahuddin, 2018).

Social science has a link in providing the main content for the development of social studies education through various concepts from social science disciplines (Mariati et al., 2021). Social studies subjects in schools provide insight to students about the basic concepts of social science and humanities, instill an attitude of training students to solve the problems they face, and develop students' creative and innovative power (Aslamiah et al., 2021). The primary sources of social studies material are taken from the social sciences. The material can be in the form of concepts and generalizations. Economics has many concepts that can be used as critical social studies material in social studies learning. Concepts from social science can be used to analyze and solve social problems well (Miftahuddin 2018). From this opinion, it can be understood that the source of material for social studies is the social sciences, and economics is one of them. Concepts from economics become part of the social studies material, so they can help analyze and solve problems related to the economy.

The purpose of social studies is to prepare students to become good citizens. Good citizens include citizens who can understand their rights and obligations correctly, democratically, and other positive indicators. In economic matters, good citizens can be seen as aware of paying taxes, utilizing wealth for productive activities, caring for others, contributing to reducing unemployment, poverty, and other matters related to the economic field for their welfare and the surrounding environment. Therefore, economical material in social studies learning becomes very important (Sholeh, 2019).

Social studies education is expected to shape students to realize themselves as part of citizens who understand social life with various activities, one of which is economic activity (Abbas, 2021). Therefore, social studies education provides students with knowledge about various economic activities and instills the attitudes and skills that must be possessed to carry out an economic activity. Therefore, in social studies, education emphasizes students' cognitive aspects and affective and psychomotor aspects (Jumriani, 2018). So, economics provides knowledge about economics and skills for students to respond to and overcome economic problems around them.

Based on the explanation above, economics is a source of study material for Social Studies. Concepts from economics become material in social studies learning. The discussion in this section focuses on economics in social studies education. Economics can support social studies education in achieving its goal of preparing good citizens. Economics can prepare students who have knowledge and skills in economic aspects and can overcome economic problems, both problems in their lives and society, and make the right decisions. in economic activity.

METHOD

This research uses the literature study method. A literature study or literature study is writing by collecting data or sources, such as sources of journals, books, and other scientific literature related to a topic. For example, the author searched library data from library sources. The data sought is literature that is relevant to the research topic. The data sought are in the form of books and journals and electronic books in libraries or published on the internet, using selected keywords, social studies education, economics, and social studies. The author collects data in journals, books/e-books published on the internet or in the library. Based on the search results of data relevant to the topic from various data sources such as books, journals, documents, etc. The researcher found 16 data consisting of various classifications, namely three books, 12 journals, and one e-book with the keywords social studies education, economics, and

Riswan, Ismi Rajani, and Muhammad Rezky Noor Handy, Ersis Warmansyah Abbas, and Rusmaniah

social studies education. Data analysis was carried out by synthesizing the data collected and then concluding to achieve the research objectives.

RESULTS AND DISCUSSION

Social Studies is a study included in the educational curriculum, from primary to secondary education. The study materials include earth science, history, economics, health, and so on, which aim to develop knowledge, understanding, and the ability to analyze the social conditions of society (Adnyana, 2020).

Social Studies is the union of the social sciences, including economics, geography, history, sociology, anthropology, politics, and psychology. Social studies can form a mindset in developing knowledge, understanding, and abilities and developing ways of thinking, acting, and behaving responsibly in socializing in society. In addition, social studies also aim to develop the potential of students to be sensitive to social problems that occur in society, become good citizens, have a positive mental attitude to correct all inequalities, and have skills in overcoming everyday problems both for themselves: themselves and the community (EW Abbas et al., 2018). The NCSS (National Council for the Social Studies) defines that,

"Social Studies is the integration of social sciences and humanities to form good citizens. The social studies program in schools describes a systematic and coordinated study of social science disciplines such as anthropology, archaeology, economics, geography, history, law, philosophy, politics, psychology, religion, sociology, and others that come from the humanities mathematics, and science. Natural. The main purpose of social studies is to help young people develop their capacity to make informed decisions and as responsible citizens of a culturally diverse, interdependent world democratic society" (NCSS 1994).

Based on this understanding, social studies is an integration of social science disciplines to form good citizens or increase competence as citizens. In this sense, it is also explained that the primary purpose of Social Studies is to help develop the ability to make reasonable decisions and be responsible for their decisions.

Economics is one of the social science disciplines. Economics as a scientific discipline examines human behavior and its relationship to economic aspects. This behavioral study can be interpreted as an activity to examine economic phenomena in society. The study was conducted to understand the nature of these phenomena. The objectives of economics are 1) to seek explanations regarding the relationship of economic events, both in the form of causal (cause-effect) and functional (mutually influencing) relationships, and 2) to be able to understand the economic problems faced by society (Abbas 2014).

In economics, the object of study is humans' ways and actions or behavior in allocating existing resources or potentials. While in social studies education, the object of discussion is

the relationship between humans and humans and their relationship with their environment. Thus, economic objects can be used as objects in social studies learning, namely studying humans in acting on their economic activities; in economic activities, it will involve the relationship between humans, both individuals and communities, and the relationship between humans and their environment.

Economics as a source of social studies material can help develop the ability to manage available resources to meet their daily needs. In addition, everyday economic events can be used as sources and learning materials for social studies to develop the ability to understand the important relationships of the economic system in life. Thus, economics can help develop the ability to see and overcome economic problems in their lives, society, and the country (Hati, 2018).

In addition, economics can also support the achievement of the primary goal of social studies, which is to help develop the ability to make decisions. With economics, you can develop the ability to make decisions on matters related to economic activity. Thus, the ability to make decisions can help solve economic problems, both for individuals and society. The purpose of social studies learning is to develop the ability of students to be sensitive to problems that occur, both personal and social problems in society, have positive behavior, and have the skills to overcome problems that occur in their lives and society (Rahmad, 2016). Social studies education can contribute to overcoming social problems because social studies education has a function and role in improving human resources to acquire knowledge about human dignity as social beings, skills in applying these skills, and being able to behave based on values and norms so that they can live in society (Subiyakto & Mutiani, 2019). Furthermore, social problems cover complex things from various aspects of life; therefore, it is necessary to understand various disciplines, including economics. Therefore, economics can help with this goal, namely developing the ability to overcome economic problems in their lives and in society.

In addition, the concept of economics is also one of the ten Social Studies standard themes of the NCSS. The ten standard themes are 1) Culture and cultural diversity, 2) Time, sustainability, and change, 3) People, place, and environment, 4) Individual development and identity, 5) Individuals, society, and institutions, 6) Power, authority and governance, 7) Production, distribution, and consumption, 8) Science, technology and society, 9) Global connections, and 10) The ideals and practice of citizenship (NCSS 2000). The economic concept that has become one of the ten themes in Social Sciences is "Production, Distribution,

Riswan, Ismi Rajani, and Muhammad Rezky Noor Handy, Ersis Warmansyah Abbas, and Rusmaniah

and Consumption" (Production, distribution, and consumption). The theme should be included in the Social Studies following the opinion that,

"Social studies programs should include experiences that provide for studying how people organize for the production, distribution, and consumption of goods and services" (NCSS 1994).

So, Social Studies must contain the experience of studies on how to regulate matters relating to Production, distribution, and consumption. These concepts are concepts from economics. Therefore, social studies educators must learn the concept.

Thus, it can be concluded that the role of economics in social studies is:

1. Economics is one of the disciplines of social studies, so studies on economics become material or sources of social studies learning.
2. The object of study in economics can be the object of study in social studies. For example, in macroeconomics, the study is economic activity, so macroeconomics can help students understand economic problems, know the policies being implemented, and know the aspects and parties affecting the economy.
3. Economics can support the achievement of the primary goal of social studies, namely developing decision-making ability so that the discipline of economics can develop decision-making skills on matters related to economic activities.
4. The concepts contained in economics become teaching materials in social studies learning.
5. The concept contained in economics is one of the ten themes of the Social Studies standard from the NCSS, namely "Production, Distribution, and Consumption."

Social studies teachers must understand the lessons being taught, including knowledge of facts, concepts, theories, and procedures in specific fields, frameworks for organizing, linking ideas, and knowledge of rules and evidence (Mutiani et al., 2021). Thus, as a candidate for social studies educators, they must have knowledge related to the disciplines of social studies and the concepts to be studied in social studies, including economics which is one of the disciplines of social studies, following the opinion that,

"Teachers licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level to study economics" (NCSS 2000).

Teachers licensed to teach economics at all school levels must have the knowledge, ability, and disposition to organize and deliver school-level teaching appropriate for the study of economics. Therefore, as a prospective Social Sciences teacher, you must study economics, a discipline of Social Studies Education.

In addition to studying social studies, prospective social studies teachers must also study the standard of social studies themes from the NCSS. These themes are part of concepts taken from the social science discipline. The theme which is a concept from economics is Production, distribution, and consumption, which a social studies teacher candidate must also know related to the theme, following the opinion that,

"Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level to study how people organize for the production, distribution, and consumption of goods and services" (NCSS 2000).

Social studies teachers must have the knowledge, ability, and disposition to organize and provide appropriate instruction at the school level regarding Production, distribution, and consumption studies. So, educators must understand the concept and provide these insights according to the given level.

CONCLUSION

Social Studies is an integration of various social sciences and humanities disciplines. Economics is one of the social studies disciplines. Concepts in economics are also one of the ten themes of the NCSS Social Studies standard. The concept is Production, distribution and consumption. As one of the social studies disciplines, economics has an essential role in the social studies learning process. Economics is a source of social studies teaching materials in the form of concepts, theories, and so on, which are essential to achieving social studies goals to form good citizens. Economics can help positive aspects of being a citizen in the economic field. With the importance of the role of economics, social studies educators must have knowledge skills in the field of economics and other social studies disciplines.

BIBLIOGRAPHY

- Abbas, E. (2021). *Banua Anyar Culinary Tourism Area: Study Of Economic Activities As A Learning Resource on Social Studies*. 747(1), 012019.
- Abbas, E. W. (2014). *Mewacanakan Pendidikan IPS*. FKIP UNLAM Press.
- Abbas, E. W., Mutiani, M., & Nugraha, D. S. (2018). *Social values in Zainal Ilmi's biography as a learning source of social studies*. The 3rd ISSSHE International Seminar Sosial Studies & History Education "Promoting The 21st Century Skills in Social Studies Learning." <http://eprints.ulm.ac.id/5123>.
- Adnyana, K. S. (2020). Peran Ilmu Pengetahuan Sosial dalam Pembentukan Karakter. *Edukasi: Jurnal Pendidikan Dasar*, 1(1), 11–20.
- Aslamiah, A., Abbas, E. W., & Mutiani, M. (2021). 21st-Century Skills and Social Studies Education. *The Innovation of Social Studies Journal*, 2(2), 82–92.
- Hati, S. T. (2018). Hubungan Antara Ilmu-ilmu Sosial dan IPS (Sumber dan Materi IPS). *IJTIMAIYAH Jurnal Ilmu Sosial dan Budaya*, 2(1).
- Jumriani, J. (2018). Kegiatan Produksi dan Distribusi Di Kampung Sasirangan Sebagai Sumber Belajar IPS. *Jurnal Socius*, 7(1).

Riswan, Ismi Rajani, and Muhammad Rezky Noor Handy, Ersis Warmansyah Abbas, and Rusmaniah

- Mariati, M., Abbas, E. W., & Mutiani, M. (2021). The Social Science Contribution Through Social Studies Learning. *The Innovation of Social Studies Journal*, 2(2), 110–120.
- Miftahuddin, M. (2018). Ekonomi Sebagai Komponen Ilmu Pengetahuan Sosial. *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 8(3), 317–322.
- Mutiani, M., Supriatna, N., Abbas, E. W., Rini, T. P. W., & Subiyakto, B. (2021). Technological, Pedagogical, Content Knowledge (TPACK): A Discursions in Learning Innovation on Social Studies. *The Innovation of Social Studies Journal*, 2(2), 135–142.
- Nasution, T., & Lubis, M. A. (2018). *Konsep dasar IPS*. Samudra Biru.
- NCSS. (1994). *Curriculum Standards for Social Studies*. The United States of America.
- NCSS. (2000). *National Standards for Social Studies Teachers*. The United States of America.
- Rahmad, R. (2016). Kedudukan Ilmu Pengetahuan Sosial (IPS) pada Sekolah Dasar. *Muallimuna: Jurnal Madrasah Ibtidaiyah*, 2(1), 67–78.
- Sholeh, M. (2019). *Kontribusi Ekonomi Dalam Penguatan Pembelajaran IPS*.
- Subiyakto, B., & Mutiani, M. (2019). Internalisasi nilai pendidikan melalui aktivitas masyarakat sebagai sumber belajar ilmu pengetahuan sosial. *Khazanah: Jurnal Studi Islam Dan Humaniora*, 17(1), 137–166.

ORIGINALITY REPORT

18%

SIMILARITY INDEX

10%

INTERNET SOURCES

9%

PUBLICATIONS

8%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

1%

★ Francis Pratt, James D. Laney, Donna Couper. "A Multipurpose Guide to Teaching the Ten Thematic Strands of Social Studies through Life Span Education", The Social Studies, 2002

Publication

Exclude quotes On

Exclude matches Off

Exclude bibliography Off