

Original Article

Analysis of Junior High School Social Studies Teachers' Strategies in Facing the Demands of the Society 5.0 Curriculum Era (A Study in the City of Banda Aceh)

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Abstract:

This research aims to describe the implementation of junior high school social studies (IPS) learning in the era of Society 5.0 in Banda Aceh City in facing curriculum demands, analyze the strategies of junior high school IPS teachers in enhancing their own competencies, and describe the solutions that junior high school IPS teachers employ to overcome challenges in facing the curriculum demands of the Society 5.0 era. This research utilizes a qualitative approach with a case study design. Data collection techniques include interviews and documentation. Data analysis techniques include data reduction, data presentation, verification, and drawing conclusions. The results of the research indicate that the models and methods of IPS learning in junior high schools in Banda Aceh City during the Society 5.0 era demonstrate creativity by implementing various learning models and integrating technology, such as discovery learning, project-based learning (PBL), and discussions using media such as Canva, picture and picture, and employing a differentiation approach, among others. Junior high school IPS teachers enhance their competencies through activities such as MGMP (Teacher Subject Study Group), FORGIPSI (Forum Guru IPS Indonesia), and online self-learning, focusing on collaboration, technology integration, and the development of critical thinking skills. Solutions that junior high school IPS teachers can take include active participation in training activities, webinars, seminars, and collaboration among teachers. Despite limitations in IT facilities, teachers continue to make efforts to create an effective learning environment while motivating themselves to adapt to the future development of students.

Keywords: Social Studies Teacher Strategies, Curriculum Demands, Society 5.0.



<https://jim.usk.ac.id/sejarah>

Introduction

Education and technology are closely intertwined, especially in the era of Society 5.0. This revolution impacts all aspects of life, including economics, social structures, culture, and education in Indonesia. Therefore, school education needs to adapt to globalization. The reform of the education system is key to improving the quality of education and addressing these challenges.

The role of technology is crucial in education and has been regulated by the government through Minister of National Education Regulation No. 41 of 2007. This regulation encourages the use of information and communication technology to enhance the efficiency and effectiveness of learning. Consequently, teachers must enhance their professionalism in utilizing technology by developing suitable strategies.

Educators are professionals responsible for planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and engaging in research and community service, especially in higher education. Despite various efforts to improve the quality of education in the face of the Society 5.0 era, such as enhancing teacher competence, improving educational management, and upgrading teaching tools and media, the results have not met expectations in various sectors (Parwati & Pramatha, 2021:145).

Indonesia has the potential to become an advanced nation with high-quality human resources, but this doesn't happen automatically. Some educators in Indonesia face various problems, one of which is curriculum administration issues. Although curriculum administration is crucial, many believe it is not the sole key factor in achieving the expected educational goals. Various other factors also play a crucial role in attaining these goals.

Effective education requires guidance and guidelines provided by the curriculum. The curriculum is considered the heart of education, and effective curriculum administration is crucial to achieving educational goals. The existence of the curriculum significantly influences the quality of education in Indonesia (Martin & Simanjorang, 2022:126).

The concept and direction of the curriculum in Indonesia strive to address educational issues in the country, despite facing challenges such as support and opposition from various educational sectors. The curriculum in Indonesia has undergone 10 changes, from the 1947 curriculum to the latest one, namely the Merdeka curriculum. This curriculum is more flexible and emphasizes essential content, character development, and student competency. Education in the Society 5.0 era encourages individuals to become more creative, innovative, and productive. The use of digital media is crucial in social studies education to create variations in the learning process, effectively overcoming boredom and monotony. Digital media allows the improvement of the quality of learning in line with the development of education in the Society 5.0 era (Parwati & Pramatha, 2021:146).

Many teachers are stuck in their comfort zones and do not develop their competencies, despite the continuous changes in learning demands and teaching methods. This leads to a monotonous approach, such as lectures, becoming ineffective in motivating students. For example, the 2013 curriculum emphasizes student involvement and skills, with teachers as facilitators, but in the field, many still employ lectures, dictation, and written assignments.

Social studies teachers need to adapt to changes in teaching methods and the

curriculum in the Society 5.0 era. Teacher competencies must continually evolve according to student needs and the demands of the times, including the application of technology-based learning. In facing curriculum demands, teachers must plan strategies to achieve desired educational goals.

In the Society 5.0 era, humans are expected to have better abilities to solve complex problems, think critically, and think creatively. All technologies become crucial in human life, and the interdependence between humans and the internet is significant (Harun, 2021:267).

Based on these concepts, differences can be seen between the learning concepts in the Society 5.0 era and the previous era. The rapidly evolving technological capabilities need to be balanced with human knowledge and education. Continuous curriculum changes require educators to have the right plans and strategies to face learning in the Society 5.0 era. Moreover, they must be able to master various technologies that develop in this era to achieve advanced education. Therefore, the author chose a research theme for the thesis titled "Analysis of Social Studies Teachers' Strategies in Facing Curriculum Demands in the Society 5.0 Era (A Study in the City of Banda Aceh)."

The researcher formulates several research questions for this study, namely: a) How is the implementation of junior high school Social Studies (IPS) teaching in the Society 5.0 era in Banda Aceh in response to curriculum demands? b) What strategies do junior high school IPS teachers employ to enhance their competencies in addressing the curriculum demands of the Society 5.0 era? c) How do junior high school IPS teachers propose solutions to overcome challenges in meeting the curriculum demands of the Society 5.0 era?

Method

This research employs a qualitative approach, where the qualitative method is descriptive in nature and tends to use analysis aimed at explaining a phenomenon in-depth and is conducted by collecting data comprehensively (Sugiyono, 2020:16).

The type of research is a case study, which, according to Creswell, is an in-depth investigation of a specific phenomenon (case) within a specific context of time and activities, such as a program, event, institutional process, or social group. This research involves collecting detailed and in-depth information using various data collection methods over a specific period. The use of this method is applied to gain a deep understanding of the analysis of social studies teachers' strategies in facing curriculum demands in the Society 5.0 era. Furthermore, the research findings are described using precise and systematic language in accordance with the field facts present in the study (Wahyuningsih, 2013:3).

This research utilizes several data collection techniques, including:

1. Interview

Interview is a data collection technique involving asking verbal questions to individuals considered capable of providing information or insights relevant to a specific issue. The aim is to obtain comprehensive information. The interview starts with general questions about the problem, allowing the interviewee to provide broad answers. Questions should be based on the research focus.

2. Documentation

Documentation is a method of collecting data by recording existing information. This method is easier compared to other data collection methods. The collected data is

analyzed using Miles and Huberman's steps, including data reduction, data presentation, drawing conclusions, and verification (Widi Winarni, 2018:86).

Results

The research, entitled "Analysis of Junior High School Social Studies Teachers' Strategies in Facing the Curriculum Demands of the Society 5.0 Era," was conducted at SMP Negeri 6 Banda Aceh, SMP Negeri 2 Banda Aceh, and SMP Negeri 8 Banda Aceh as the research samples. In line with the title, the study aims to describe the implementation of junior high school social studies (IPS) learning in the Society 5.0 era in Banda Aceh City in facing curriculum demands. It also seeks to analyze the strategies employed by IPS teachers in improving their competencies and describe the solutions IPS teachers employ to overcome challenges in facing the demands of the Society 5.0 era curriculum. The research findings are as follows:

1. The Implementation of Junior High School Social Studies (IPS) Learning in the Society 5.0 Era in Banda Aceh City in Facing Curriculum Demands

The transformation of Social Studies (IPS) learning is a necessity in facing the evolving demands of the times. The presence of technology and changes in teaching methods are key to ensuring that students have knowledge and skills relevant to the future. In facing the dynamics of the future, it is crucial for educators and students to continuously adapt to these changes. Therefore, IPS learning needs to keep up with the times, utilize technology, and implement innovative teaching methods to optimally prepare the next generation.

One such transformation is the implementation of learning in the Society 5.0 era. It is important to note that the indicators of learning strategies include learning objectives, learning materials, methods, and learning media. By referring to these indicators, the teacher's applied learning strategies will be optimal.

The implementation of IPS learning in junior high schools in Banda Aceh City has moved away from traditional methods such as lectures and dictation. Teachers now prefer using engaging models and media, focusing on student involvement to prevent boredom. The integration of technology in the learning process is increasing, as seen in the practices of IPS teachers in Banda Aceh. Teachers provide opportunities for students to explore topics such as networked societies and digitization, encouraging them to cope with societal changes, especially digitization, and understand the influences arising from networked societies.

Teachers also encourage students to upload videos they have created to social media platforms like YouTube. This serves as a method for teachers to involve students in collaboration with digital media or technology. The research findings are supported by the study of Retnaningsih (2019:23), which highlights the challenges for teachers in the Industry 4.0 era, where teachers need to upgrade their IT skills to create enjoyable learning experiences and innovate teaching methods, as demonstrated by IPS teachers.

Teachers also employ a differentiation approach, especially in the Merdeka curriculum, to understand the individual needs of students, such as those who enjoy reading or are more responsive to visual learning. This aligns with the research of Pitaloka & Arsanti (2022:34), emphasizing that differentiated learning in the Merdeka curriculum supports an approach centered on learners. Teachers act as facilitators, presenting motivating questions and engaging materials. Differentiated learning in the Merdeka curriculum provides opportunities for learners to develop their potentials independently, creating relevant and meaningful learning experiences according to

individual needs.

Moreover, teaching methods such as discovery learning, problem-based learning (PBL), and student teams' achievement divisions (STAD) are also implemented. Discovery learning encourages students to discover and understand concepts through direct experience, PBL invites students to solve real-world problems, and the scientific approach involves scientific processes in learning.

The importance of technology is also reflected in school facilities. Some schools are equipped with modern facilities, and technologically proficient teachers provide an additional boost to students' interest in knowledge acquisition. Although technology and teaching methods are modern, other factors such as the age of educators need consideration.

Younger teachers may be preferred by students due to their better understanding of technology, but older teachers still possess valuable experience and insights. Factors such as the educational background of teachers also need to be considered, and teachers who strive to continually improve their qualifications tend to become more creative, innovative, and enjoyable educators in the learning process. The research findings are supported by the study of Selian & Khodijah (2022:126), regarding the influence of the educational background on the pedagogical competence of teachers, where there is a significant relationship between the teacher's educational background and their pedagogical ability, meaning that a good educational background leads to higher pedagogical abilities.

2. Strategies of Junior High School Social Studies (IPS) Teachers in Enhancing Self-Competence in Facing Curriculum Demands in the Society 5.0 Era

Kompetence according to Law Number 14 of 2005 regarding teachers and lecturers is defined as a set of knowledge, skills, and behaviors that someone must possess and master to carry out their tasks professionally.

Participating in MGMP (Teachers Subject Study Group) activities is one of the efforts to develop the competence of teachers in facing the Society 5.0 era. MGMP activities aim to create collaboration in developing the teacher's identity. In Banda Aceh City, social studies (IPS) teachers participate in MGMP activities, which include developing knowledge and honing teaching skills. MGMP conducts training programs related to game-based learning models, workshops, discussions on teaching materials, and the development of the Merdeka curriculum.

Participating in the Forum for Social Studies Teachers Across Indonesia (FOGIPSI) can be one way for junior high school social studies (IPS) teachers to enhance their competence. Additionally, there are several other efforts that junior high school IPS teachers can undertake to improve their competence. This is supported by Ahmal et al., (2020:437-438), stating that achieving community service targets by service teams is a form of collaboration with legal entities (FOGIPSI).

Self-directed learning through platforms like YouTube, Google, and interaction with peers is an approach that allows individuals to take control of their learning process. In the context of autonomous learning, learners develop the ability to seek knowledge and understanding without relying on direct guidance from a teacher or instructor. By utilizing YouTube, learners can watch instructional videos presented by various educators and experts in various fields. These videos not only provide in-depth understanding of specific topics but also facilitate visual and auditory learning, enriching the learning experience.

3. The Solution for Junior High School Social Studies Teachers in Overcoming Challenges in Facing Curriculum Demands in the Era of Society 5.0

In creating a comfortable and enjoyable learning atmosphere, both in the classroom and in online learning environments, teachers need to consider more than just selecting strategies and varying methods. Teachers also need to take into account other factors that support the smoothness of teaching and learning activities. One of the factors to be considered is the challenges often faced by teachers when deepening their knowledge in the field of Information and Technology (IT). Amidst the curriculum demands in the era of Society 5.0, junior high school Social Studies teachers are confronted with significant challenges in adapting to changes and the increasing complexity of the curriculum.

In addressing these challenges, teachers need to identify innovative learning strategies, develop their digital skills, and wisely utilize information technology. Additionally, collaboration among teachers and the development of learning content relevant to technological advancements are also key in facing these curriculum changes. This is supported by the research of Parwati & Pramatha (2021:143), which emphasizes that history teachers need to integrate technology, utilize online sources, and enhance their professional competence to create innovative learning aligned with the Society 5.0 era.

An increased understanding of IT is crucial in the Society 5.0 era. Teachers should participate in seminars and webinars to comprehend the application of technology. This aligns with the study by Prehanto et al. (2021:48), stating that webinars are a form of technological digitization capable of addressing issues in seminar activities, being highly sought after as a means to convey specific information. Thus, webinars play a significant role in supporting education in the new normal era.

Another challenge faced is the uneven distribution of facilities in schools, especially in the field of information technology (IT). This issue involves the absence of specific platforms provided by schools for students to submit assignments, such as e-learning or Google Classroom. Not only that, teachers also face similar challenges due to the lack of specific platforms provided for them.

This condition poses several problems, including students' inability to access learning materials online and teachers' difficulty in assigning tasks and efficiently managing students' learning progress. Teachers feel limited in providing guidance and feedback to students, while students find it challenging to actively participate in technology-based learning processes.

Therefore, solutions that need to be considered involve various parties. Schools can prioritize budget allocation to improve IT infrastructure, including providing efficient learning platforms. Teachers can undergo intensive training to master the use of these platforms in their teaching, enabling them to provide more effective guidance to students.

Conclusion

The conclusion of the research will provide a brief summary of the study conducted in accordance with the research problem. In this section, the author will also briefly explain the research findings that have been achieved during the study.

1. The implementation of Social Studies (IPS) teaching in junior high schools in Banda Aceh has undergone significant changes in the era of Society 5.0. IPS teachers demonstrate skills and creativity in applying various models and

teaching methods, as well as utilizing technology effectively. Despite variations among schools, teacher ages, and educational backgrounds, all teachers show commitment to innovative and relevant learning. In conclusion, the involvement of technology, the application of differentiation approaches, and the improvement of educational qualifications are key in creating adequate learning experiences for students in the era of Society 5.0.

2. The Strategies of Social Studies Teachers in Banda Aceh Junior High Schools in Enhancing Self-Competence to Meet the Curriculum Demands of the Society 5.0 Era are as follows: IPS teachers in Banda Aceh junior high schools have actively improved their competence through government programs such as Subject Teacher Deliberation (MGMP) activities and the All-Indonesia Social Studies Teacher Forum (FORGIPSI), as well as self-learning through online platforms such as YouTube and Google. They collaborate with peers to exchange ideas and the latest knowledge. In facing the demands of the Society 5.0 era curriculum, these teachers successfully integrate technology, develop critical thinking skills, and provide counseling support. Their self-awareness and commitment shape students into individuals ready to face a complex future.
3. Solutions adopted by junior high school IPS teachers to overcome challenges in facing curriculum demands in the Society 5.0 era include actively participating in seminars, webinars, and other training programs to enhance their understanding of technology application in teaching. In addition, collaboration among teachers and the development of learning content relevant to technological advancements are crucial in facing curriculum changes. Teachers must motivate themselves to adapt to conditions with students. Despite uneven distribution of IT facilities in schools, teachers seek solutions to overcome these issues and create a more effective learning environment.

Suggestion

Based on the results of the research and discussion presented earlier, the following recommendations are suggested:

1. For Educational Institutions: It is recommended that educational institutions actively provide technological support and training for Social Studies (IPS) teachers. Collaboration among teachers and equal distribution of IT facilities are crucial. Psychological support and motivation are needed. With this, an effective learning environment in the Society 5.0 era can be created.
2. For IPS Teachers: It is advisable for IPS teachers to continue developing skills in using modern teaching methods and understanding various digital media to create an engaging learning environment for students. They need to enhance their abilities in technology-based learning and vary teaching strategies, which can boost students' enthusiasm, activity, and interest in learning. Teachers should also have wise and effective solutions to overcome emerging challenges.
3. For Readers: In addressing the demands of the Society 5.0 era curriculum, readers are encouraged to focus on three key aspects. Firstly, optimize the utilization of technology in the learning process. Secondly, provide active support to IPS teachers by engaging in training and skill development. Thirdly, establish effective communication with schools to understand concrete steps in facing the latest curriculum. Thus, readers can make a valuable contribution in supporting strategies for junior high school IPS teachers to be more effective in addressing

educational demands in the Society 5.0 era.

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