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Implementation of the Integrated Living Laboratory Learning Model in Social Studies Education

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ABSTRACT

Purpose: Evaluate a methodology for developing community-based social studies education field laboratories; develop a comprehensive model for field laboratories, integrating classroom learning with real-world applications; provide insights for integrating field laboratories into social studies education, emphasizing experiential learning and community engagement. **Method:** This mixed method research design, adopting both qualitative and quantitative techniques, employed interviews, documentation, and questionnaire as data collection instruments. The qualitative data examined the objectives of research as well as design and learning products; the quantitative data showed trial results of field laboratory through the response scores of expert validators and respondents. **Findings:** By following the concept of living laboratory, learning becomes a participatory experience of events that are actually present and takes place in the practice of life. In addition, learning that involves facilitative relationships carried out by lecturers to students in a more egalitarian atmosphere will make the learning process more fun and creative. The study thus proves the dynamics that the phenomenon under study can be experienced and understood contextually and actually. **Implications for Research and Practice:** A community-based social studies education field laboratory development model can also be developed virtually in response to the conditions of the COVID-19 pandemic outbreak which initiated policies like learning from home.

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Introduction

Social studies is a scientific discipline that does not stand alone, but is a combination of social science disciplines like economics, history, geography, and sociology (Fauziah et al., 2022). Social studies education in learning comes from social sciences that study society and are related to the environment. The basis of social studies learning materials is actually the environment and the surrounding community (Riswan et al., 2022). Moreover, the purpose of social studies learning is none other than to develop abilities and provide solutions to social problems in society. The existence of a social studies education laboratory is an important part of social studies learning to combine classical learning in the classroom with learning in the field in the form of integrated learning. The fact that occurs in social studies learning in the form of integrated learning is found that several courses conduct field studies running individually as a complement to their lecture activities. Thus, social studies learning is a kind of simplification of the social sciences that are studied and researched.

The effectiveness and efficiency of social studies education through field laboratory development model depend upon the location of field laboratories that meet the practical needs of all social studies scientific families covering the fields of geography, economics, history, and sociology. Its effectiveness is also determined by the implementation time and efficiency in terms of financing. Moreover, learning activities in such a social studies field laboratory model make students able to learn more intensively in exploring and reviewing the presentation of social studies learning materials delivered in class learning more tangibly in the field. The combination of classical social studies learning in the classroom with real practice in the field laboratory further brings teachers and students closer to academic integration and makes it more relaxed. Understanding social studies material and acquiring social studies learning competencies through a field laboratory development model can be achieved easily and quickly.

The current study relies on a number of assumptions, It assumes that the integrated social studies education field laboratory located on the slopes of Mount Tengger effectively addresses the current challenges in social studies learning, providing efficient and representative learning facilities. Secondly, the study assumes that the development model for field laboratories enhances student engagement and mastery of social studies competencies by combining theoretical classroom learning with practical, hands-on experiences in relevant environments. Thirdly, it is assumed that the chosen location for field laboratories meets the practical needs of various social studies disciplines, ensuring effectiveness in terms of implementation time and efficiency in financial resources. Finally, the study assumes that the integration of field laboratories into social studies education promotes academic integration among lecturers and students, leading to enhanced understanding and quicker mastery of social studies concepts. These assumptions form the basis for the research methodology and the resulting recommendations.

This study aims to achieve several specific objectives. Firstly, it seeks to analyze the current state of social studies learning processes in universities, with a focus on evaluating the methods, materials, and levels of student engagement. Secondly, it aims to evaluate the methodology for developing community-based social studies education field laboratories, considering factors such as effectiveness, efficiency, and practicality. Thirdly, the study

aims to develop a comprehensive model for the development of field laboratories in social studies education. This model will integrate classroom learning with practical, real-world applications in geography, economics, history, and sociology. Finally, the study intends to provide valuable insights and recommendations for department managers and policymakers regarding the integration of field laboratories into social studies education curricula. This will emphasize the importance of experiential learning and community engagement in enhancing student understanding and mastery of social studies competencies.

The current study speculates establishing an integrated social studies education field laboratory on the slopes of Mount Tengger, to meet the demands of the times, that of providing effective and efficient representative learning facilities and infrastructure. It is essential to find out whether this region has the potential of developing a model of community-based social studies education field laboratories, and whether such as model will integrate classroom learning with practical, real-world applications in social studies disciplines like geography, economics, history, and sociology. Moreover, the writing about the field laboratory development model in Community-Based Social Studies Education at UIN Malang is interesting because it sees the urgency of this development model for the advancement of student competencies.

If such a social studies education field laboratory development model to integrate social studies learning is realized, it would offer opportunities to teachers and academicians of Mount Tengger to achieve complete mastery of social studies learning competencies, and also develop the characteristics of community-based social studies science in relation to its environment. Such field laboratory development model can also help students engage in experiential learning and community engagement activities. Last, but not the least, the social studies education field laboratory development model, if implemented, could also provide useful input to department managers and policy makers to develop social studies education curriculum in universities and prepare field laboratories for the implementation of integrated social studies learning.

Problem Statement

A big problem envisaged in the current university curricula is that social studies learning is still doubtful of its completeness. Learning activities carried out in universities still use many classical models in the classroom. Teachers always dominate learning activities with monotonous and boring material presentation. The lecture method used in social studies learning activities makes students passive and sleepy so that it is difficult to understand and digest the teacher's explanation. This problem was reflected in the social studies learning experience in the Department of Social Studies Education, Faculty of Tarbiyah and Teacher Training UIN Maulana Malik Ibrahim Malang. It is felt that existing social studies learning only stops at upgrading the material without seeing the importance of field learning.

Another problem that exists in most universities is that learning in the classroom makes students indifferent and less enthusiastic in grasping learning lessons. This also makes teachers complain about the situation of social studies learning that is not conducive. Such learning conditions, if allowed to continue, could cause low achievement of student

competence in mastering the material as a whole. In addition, the essence of integrated and integrated social studies learning is not conveyed to students even though it is carried out with integrated learning in the classroom with in the field. However, in the process, existing social studies learning is required to utilize advanced studies and research in the field to clarify the presentation of material in class so that complete understanding and mastery are obtained. Last, but not the least, the selection of the location of field study objects is limited to only relevant for certain subjects so that it becomes ineffective and efficient.

A need is strongly felt to establish field laboratories to study the social sciences disciplines as well. In the current times, the use of field laboratory learning has been found very minimal. No studies have so far raised this issue; hence a research gap also exists. This study, therefore, aims to complement and refine the literature by initiating a debate to establish a specific field laboratory development model. For this reason, this study looked at three factors: the social studies learning process, the method of developing community-based social studies education field laboratories, the development model of field laboratory learning. These three factors were examined for establishing a representative social studies education field laboratory development model, to implement integrated social studies learning in all scientific clusters. The determination of a special location becomes a forum for the implementation of field lecture activities (outreach) in integrated social studies learning in the scientific families of geography, economics, history, and sociology with a description of course variations.

Literature Review

Integrated Learning

The term integrated learning has become a long discourse in the world of education. The term is understood as a form of learning that applies the development of concepts, theories and frameworks that refer to learning outside the classroom such as the provision of internships, research, and learning abroad that aims to deepen student understanding and experience (Blake Scott & Pinkert, 2020). Form of integrated learning as learning that combines curriculum and co-curriculum (Akmal, 2022). The integration between the two aims to connect ideas and experiences as learning in new situations and allow students to find relevance from the existing curriculum (Chiu & Chai, 2020) Integrated learning has four stages, namely informed exploration, enactment, evaluation local impact and evaluation broader impac*t (*Asyhari & Hariyanti, 2020*)*. At the informed exploration stage, existing learning is directed to identify problems through the material studied. The teacher gives direction to students about what will be done to emphasize students to define the problem by looking at the relationship between variables. After identifying the problem, the next stage is enactment or giving a temporary answer. In the enactment stage, the teacher encourages students to discuss in groups. From this discussion, the results of thinking among students are presented to see the final conclusions and become part of the local impact evaluation stage. Finally, integration learning relies on evaluating broader impact. Students are given full freedom to be able to relate concepts and findings as a result of achieving competence (Martino et al., 2022). This is an effort to support the construct of student thinking on the form of liberal education.

Integrated learning does not only look at cognition problems. Integrated learning also looks at the combination of morals, culture and personality (Hidayati et al., 2020). The presence of integrated learning then encourages students to progress in all aspects (Fadilah et al., 2023). It is based on 5 principles of integrated learning, namely; 1) autonomy, 2) realism and practicality, 3) excitement and anticipation, 4) agency and 5) critical thinking. The principle of autonomy through the point of view of individual development (Susilawati, 2021). While on the principle of realism and practicality, it is shown by students' mastery of the environment and the problems around it. The next principle is excitement and anticipation. Integrated learning allows for the creation of a happy atmosphere in the learning process. This then forms the principle of agency, where integrated learning encourages competence and motivation for students as individuals. The last is critical thinking. Integrated learning allows students to have assumptions about various problems around them. These principles ultimately help students to see context, think analytically and critically. However, the form of integrated learning must also be supported by reflective learning (Dantas & Cunha, 2020). According to him, reflective learning is a means of achieving integrative thinking. This is seen by Daniel Schon as an interweaving of thought and action and as an active, persistent, and careful consideration of existing knowledge. By applying forms of integrated learning and reflective learning, students can have skills with deeper learning (Colomer et al., 2020) .

Outreach Program

Outreach programs are a source of social and cultural capital to provide access and more in-depth information to students. This term in existing discourse, also attached to the term outdoor education is defined as a combination of adventure, outdoor and environmental education activities (Setiawati, 2021). The term outdoor education (OE) is seen through two things, namely as a subject and as a methodology. Outdoor education, which is seen as a subject, must have material objects such as mathematics, English, history and others. While as a methodology, OE must emphasize the existence of processes, pedagogy, and learning approaches that go beyond the subject. But apart from both, the existence of OE can play an important role in the personal development of a student (Zanki, 2020). This is because OE procurement is supported by cultural dynamics, appreciation of nature and diverse senses (van Dijk-Wesselius et al., 2020). Through socio-psychological theories built on direct experience relationships, relationships in groups, as well as risk and problem solving.

The form of outdoor education learning is the foundation of physical education that cannot be separated from militaristic origins. In the UK, America and Australia outdoor education is learning related to community programs, namely education and social welfare as well as recreation and camping (Hernawan et al., 2023). Teachers believe that taking students away outdoors can be a good way to connect the school curriculum with organizations like camps. Ultimately, this form of learning has evolved into a more formal form of education by looking at the characteristics and practices of each country. For more than 150 years, education in New Zealand has continued to grow. The presence of outdoor education which was initially only seen as a form of recreation, then became a more structured and formal form of education. According to Boyes, this development is based on efforts to harmonize outdoor education to be more instrumental. In addition, it looks at

the progress of the education system as well as neoliberal ideology and commodities on the free market. Around the 1980s, New Zealand adopted Out-of-Classroom Education or abbreviated as EOTC. EOTC is understood as a cross-curricular approach that adopts experiential learning based on the school curriculum. This form of learning aims to encourage social goals and personal development of students.

Student's Competence

The term student's competence, apparently has been widely considered in the world of education. Understanding competence is very important as a way to understand oneself more deeply (Akbar, 2021). Student competence as an important component in learning (Sudargini & Purwanto, 2020). For him, competence can show the confidence and ability of students in their capacity as well as show how good the quality of a teaching in education. Student competence is then seen in four main interpretations, namely behaviorist, generic, cognitive and holistic (Wu & Tan, 2021). In a behaviorist perspective, competence is seen as proof of performance. In a generic perspective, student competence is a form of critical thinking. While in the cognitive view, competence is a talent or skill possessed by students. Four views that look at various interpretations of student competence are integrative and comprehensive relational approaches (Yunanto & Kasanova, 2023). This is also in line with Sarah Beckett's view that competence is a combination of skills, abilities and knowledge.

Competence is shaped by personal factors such as parents, teachers, and previous experiences. Competency formation by parents is obtained by individuals from their learning experiences at home (Handayani & Hasrul, 2021). While from a teacher, competence is obtained from the options and meaning of learning in the classroom. The role of the teacher is very central to the formation of student competence, then able to create a good learning environment and become a way to form autonomy in students completely. Individual autonomy can be seen through task planning as well as curriculum (Romadhon et al., 2023). The existence of individual autonomy can make students able to control and organize themselves to adjust their needs (Muhammad, 2020). Autonomy also gives students the freedom to choose and even plan tasks and curriculum in a lesson. By creating a learning environment based on student autonomy, the perception of competence will increase. However, if the existing learning environment only emphasizes the competitive environment, what is formed is a low perception of competence which is negatively related to the perseverance and intensity of student behavior (Solehudin et al., 2022). For this reason, a teacher needs to emphasize two controls that affect the competence of the students themselves, namely the amount of autonomy given and the type of learning environment.

Methodology

Research Design

This study utilized a research design which combined qualitative approach with research and development (R & D) techniques. Qualitative research is ideally used to examine field laboratory objects, while R&D assesses the feasibility of methodology used

in the implementation of learning taking place in field laboratories. Moreover, this combined approach was deemed the most suitable approach for this research on field laboratory development in Community-Based Social Studies Education at UIN Malang for several reasons. Firstly, qualitative research allowed for a comprehensive understanding of the field laboratory objects, delving into their physical, social, economic, and cultural dimensions. This depth of exploration is essential for identifying how these objects can be effectively utilized in integrated social studies education. Secondly, the R&D aspect of the methodology focuses on assessing the feasibility of learning taking place in field laboratories, ensuring their practicality and effectiveness. This approach also involves expert validators such as social studies learning experts and laboratory design experts, which enhances the credibility and reliability of the research findings. Additionally, incorporating student feedback through questionnaires and limited trials provides valuable insights into the usability and efficacy of the field laboratory manuals. Last, but not the least, this approach follows an iterative development process, which ensures that the final products meet the needs and expectations of stakeholders, leading to credible and practical outcomes in field laboratory development for social studies education.

Sampling and Population

This research was carried out on the slopes of Mount Tengger, precisely on the western slope with several locations of research objects, including: Jago Temple, Kidal Temple, Gubugklakah Tourism Village, Ngadas Traditional Village, and Mount Bromo. Some of these locations have important significance in learning social studies materials. The data comprised both primary and secondary data. The primary data was collected from direct informants, namely community leaders, village heads, village secretaries, village officials and community members appointed by community leaders and village officials to complete data mining. Observation data was obtained by direct observation of each research participant. Other sources of information were expert validators and students for validation of the Social Studies education field laboratory Guidebook.

Jago Temple and Kidal Temple are mainly used as learning media for historical clusters, Gubugklakah tourist village was the field learning center for economics clusters, Ngadas traditional village was mainly used as a field learning medium for sociological science clusters, and Mount Bromo area for geography clusters. Further, each of these research respondents were used for integrated social studies education field learning with studies from diverse perspectives. This is actually where the true meaning of field lectures (outreach) determined students' foresight and accuracy in real social studies learning in the field. Foresight and accuracy in studying field objects deepened social studies knowledge and increased the achievement of social studies learning competencies.

Instruments

The instruments used in this study included observation sheets, interviews, focus group discussions (FGDs) , and questionnaires, which were mainly used to assess the physical, social, economic, and cultural potential of the research site. For instance, questionnaires helped to assess the feasibility of field laboratory manuals, FGDs provided the views and opinions of the participants, and observation sheets were used to validate the data obtained from interviews and questionnaires.

Data Analysis

Data analysis was carried out using formulas from Miles and Huberman (1994) through the stages of data display, data reduction, data verification, and finally drawing conclusion. Descriptive statistical analysis was used to process questionnaire data with a Likert scale of 1 (very less) to 4 (very good). The product development of the Social Studies Education Field Laboratory Guidebook was tested for feasibility through 1) validation of learning and design experts, and 2) limited trials to students of the Social Studies Education Department, UIN Maulana Malik Ibrahim Malang. The response score was analyzed to obtain a percentage with the following formula.

$$\text{Persentase (\%)} = \frac{\sum(\text{overall questionnaire answer score})}{\text{N} \times \text{n} \times \text{highest weight}} \times 100\%$$

Where:
N = number of respondents
n = the number of instruments in the questionnaire
The qualification decision making for field laboratory development can be seen in Table 1.

Table 1

Qualification of Field Laboratory Development

Score (%)	Qualification	Information
≥86	Very decent	No Revision
≥71 – <86	Decent	No Revision
≥56 – <71	Pretty decent	Revision
≥41 – <56	Not worth it	Revision
<41	Very unworthy	Revision

Results

Field laboratories are an important component in the process of achieving learning competencies in higher education. Through this practical teaching, students are expected to have the opportunity to get a real picture of various things they learn through classics and get new perspectives on problems that exist in society. For this reason, the Social Studies Education Study Program of UIN Maulana Malik Ibrahim designed a social studies education field laboratory development program that was able to accommodate all lectures organized by the study program.

The Learning Processes

Social studies education cluster courses include sciences such as Geography, Economics, Sociology, and History. With the object of human study, social science methodologically requires proximity to various social arenas that allow interaction to occur. The phenomena that occur in these interactions become an important source of understanding in social science studies. This is different from the learning process at UIN Maulana Malik Ibrahim Malang, which was carried out with three patterns. First, social studies education learning was mostly carried out through classical lectures. Not all courses listed field courses as an important part of the course. However, some social studies courses adopted field lectures as an update to the teaching model for their students'

competencies. This was conveyed by one of the teachers who taught Geology courses:

"…..... *In my lectures, my students take me to the location together to see firsthand and get experience from the material I teach….. they are happy to be able to study with their friends along the way until returning from the field lecture location…*" (Saiful Amin, 33 years old, Lecturer in Geology).

The implementation of field lectures as conveyed by Saiful Amin (pseudonym) suggests the initiative and independent creativity of teachers. In this case, a teacher's creativity is the most important thing in the development of lectures and the achievement of student competencies. The initiative taken by teachers in developing learning methods is a very crucial part. However, not all teachers at UIN Maulana Malik Ibrahim see the same thing. They only focus on teaching lectures in classrooms. Even if there is a field lecture planning, the implementation of the field lecture is not well programmed.

A very significant pattern of learning noticed at UIN Maulana Malik Ibrahim Malang in addition to classical teaching was the role of lecturers in the learning process, which is very dominant. The central position makes the learning process go one way. This can be seen from the delivery of material by lecturers which makes students only memorize and take notes. Lecturers also compile material, determine lecture design, and evaluate lectures. These various shortcomings then make complaints for students. This was revealed from the results of interviews with several students as follows: '*… We just listen and take notes, sometimes asking if we need to …..*' (Nisa Arifatul Husna, 19 years old, student participating in the Indonesian Cultural History / SKI course). Another student commented in agreement: '*….. if we just listen more…*' (Muhammad Tarmizi, 20 years old, student participating in the Sociological Theory course).

In addition to classical teaching and the dominance played by lecturers in class, another pattern seen in social studies teaching at UIN Maulana Malik Ibrahim Malang was that discussions were too theoretical. The delivery of material that took place in one direction, was more based on literary sources. This was also seen from various forms of material delivery such as lectures, questions and answers, and discussions that tended to be monotonous. Students often felt sleepy and tired following the material presented by lecturers. A number of students complained about the following classroom learning: '*…Wow, I'm so sleepy if the lecture continues… There's no fun*" (Ajeng Vena Rudianti, 19 years old, a student participating in the Anthropology course). Other students said the same thing: "…..... *How come you get bored, yes, the college… So lazy to study…..* " (Dyah Pusparani, 20 years old, student participating in Introduction to Economics). "…. *If the lecture continues… When can we understand the material?... It should be used to practice so that it is easy to understand…*"

(Izzul Muaffa, 20 years old, student participating in Entrepreneurship Education course)

The overall results of interviews delivered by these students show the need for a new learning method that is integrative, communicative, and stimulates student participation. In this case, field practice lectures with contextual material design can be an option to complement existing learning methods. For this reason, field laboratories are methods that are able to accommodate sharing integrative learning dynamics. This method is

indispensable for the achievement of more creative and innovative learning competencies.

Field Laboratory Development Methods Community-Based Social Studies Education

For the benefit of developing learning, the Social Studies Education Study Program of UIN Malana Malik Ibrahim Malang prepared a design for the development of field laboratories through three important stages. First, the needs evaluation was carried out by taking into account the level of need for each subject in the Social Sciences family for field lectures. Through this need, the Social Studies Education Study Program held a focus group discussion (FGD) involving all lecturers to find out the proportion of each course that requires field lectures and how much activity is needed in the lecture. The lecture plan (syllabus) in all courses in the Social Studies Education Study Program was also reviewed and it was known that each cluster of courses required field lectures with different intensities, some were once and some needed more than once in meetings during one semester.

Table 2

Field Laboratory Development Design

Courses	Frequency /meeting	Material	Proposed location
Entrepreneurship Education (Economics)	3 times/14 meetings	Market assessment, product design, marketing techniques	Gubugklakah tourist village
Sociology of Religion (Sociology family)	1 time/14 meetings	Social dynamics, Islamic history	Traditional villages Ngadas
Sociology of Religion (Sociology family)	4 times/14 meetings	Geomorphology, in the United Kingdom	Mount Bromo Region
History of Indonesian Culture (History family)	2 times/14 meetings	Kerajaan Hindu- Budha, legacy of the Singosari Kingdom	Kidal Temple and Jago Temple

Table 2 reveals that the need for field lectures is still not well organized and structured. Learning in the end cannot run effectively and efficiently. This condition makes it difficult for students and lecturers because in one semester students can carry out field lectures many times in different courses. Students can also run field lectures at different time intervals, which has implications for waste of costs and ineffectiveness of time. In addition to conducting FGDs, the preparation of field laboratory development plans also requires a site suitability study. This assessment was carried out on several proposed locations and their suitability with the material and competencies to be achieved. Based on the results of the FGD, 5/6 locations were identified for the implementation of field lectures (because each participant had different competencies and materials). For instance, the respondents from Geography Education emphasized the dynamics of spatial aspects at the proposed location of Mount Merapi in Jogjakarta, which has the most interesting environmental changes in recent years. The participant conveyed:

"*.....Sy prefers to take children to field lectures in the area around Mount Merapi... The potential for learning material to the room is very potential... Merapi is one of the most active*

volcanoes in Indonesia....." (Ulfi Andriana, 32 years old, lecturer in Introduction to Geography)

The group in the fields of economics, history, and sociology proposed the Muncar Banyuwangi area that developed since the opening of the village as a tourist village based on historical heritage. The area also shows important socio-religious dynamics with the beaches and ports, as conveyed by another participant:

"*.....My children are invited to the Muncar area in Banyuwangi so that they can practice directly how to recognize the typology of social stratification of coastal communities and how their daily religious social interactions are*....." (Ni'matuz Zahro, 47 years old, professor of Religious Sociology)

The Variety of Locations of Field Lecture Activities Was Also Conveyed by the Study Program Managers

"*..... We provide flexibility to lecturers to invite students to study in the field in accordance with the achievement of their course competencies.... As long as it doesn't burden students too much... Pity them if they have to spend too much... Not to mention that the trip to a distant location makes them tired which interferes with the next lecture.....*" (Alfiana Yuli Efiyanti, 49 years old, head of the Social Science Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang)

Based on the results of the FGD, it was agreed that the location on the slopes of Mount Tengger as a field laboratory for Social Studies Education, with consideration of the complexity and dynamics of the existing earth and socio-economy. The number of historical relics that were managed integratively as tourist areas with TN-BTS (Bromo Tengger Semeru National Park) showed a fundamental impact on the economic, social, and environmental fields. In addition, the area had a hilly morphology and showed many lithography outcrops making it suitable for learning physical geography and disasters. Bromo's active volcano also provided a lot of learning about resilience to disasters, in addition to being a national tourist site, which can be used for entrepreneurship, economics, and marketing management learning.

The travel route for learning practice activities in the social studies education field laboratory on the slopes of Mount Tengger started from the campus, continued the journey through Jago Temple, Kidal Temple, Gubugklakah tourism village, Ngadas Village and ended at Mount Bromo. The length of time required for implementation ranged from 3 to 4 days. Rest and overnight periods were held in Gubugklakah village for 2 nights. This participatory activity was expected to stimulate students' critical thinking patterns.

Development Model

In order to design and develop social studies education field laboratories on the slopes of Mount Tengger, there was a need to integrate learning between theory and field practice. Social studies theories in accordance with their scientific families were presented partly in class to be further complemented and refined with the dynamic context in the field. The implementation of this activity showed three basic characteristics. First, integrative and dialogical which emphasized the process of comprehensive understanding of the lecture

material that was delivered in class. Students received space to explore and deepen the material by discussing with lecturers. Second, participatory and critical elements emphasized aspects of experience and at the same time provided critical notes on the lecture material. Teachers and students worked together not only to discuss but also to find answers to problems faced in the field. Third, it required students to be active and creative. In this activity, students were not only encouraged to be able to work together in groups, but also able to think creatively about designing community development designs.

The form of existing project activities involved teachers and students from various clusters in the Social Studies Education study program. The project was directed at fulfilling the basic competencies targeted by the study program through joint research activities with major themes that can be analyzed with the methods and perspectives of each family of knowledge. In other words, the design of this activity was based on location and local community. Students and teachers were involved to see from various disciplines that exist. For this reason, students prepared sufficient material briefing and were equipped with a Guidebook as a guideline and technical instructions for learning implementation. The guidebook was validated by social studies learning experts, learning laboratory design experts and had been tested on students. The students were grouped by mixing study clusters, so that from within one group there were economics students, to see economic dynamics; sociology students, to see social impacts; geography students, to study spatial aspects; and history students to focus on heritage management issues. This helped students understand practical and comprehensive problems that occur in the field laboratory. This activity was scheduled to be an annual activity with the output of research reports in the form of monographs written by lecturers and students.

The implementation of learning in social studies education field laboratories was equipped with a Guidebook as a guideline and technical instructions for the implementation of learning. The guidebook was prepared through a series of scientific processes so that the implementation could run well, rationally and scientifically. The Social Studies Education Field Laboratory Practice Guidebook was also validated by social studies learning experts from other universities. Finally, the Guidebook was tested on social studies education study program students through filling out an open questionnaire, with a total of 33 respondents. The validation carried out on a number of parties provided very feasible results for the laboratory Handbook as a guideline and technical guidance for the implementation of field learning.

Discussion

One important note in the process of accreditation of study programs is the lecture method which is still too monotonous using a classical model centered on lecturers. This kind of learning method is not only boring for students, but also traps students into static and uncreative thinking patterns. For this reason, a learning method was needed that liberated students to develop their mindset and insight by facing real situations that exist in society. Some courses already include field lectures as a learning method, but this is done unstructured and only on individual initiative. For this reason, the Social Studies Education study program compiles an integrative and programmatic field lecture program in the format of a living laboratory in the Tengger mountainside area. The area has a distinctive and interesting geomorphological character as a material for earth science studies. In

addition, there are historical relics and at the same time national tourist areas that become national tourist destinations that give rise to interesting socio-economic phenomena as material for economic and entrepreneurial studies. All of these characteristics allow the area to become a social study learning field that is carried out jointly by all knowledge groups in the Social Studies Education study program of UIN Malang.

The development of the Social Studies Education Field Laboratory is the answer to several fundamental problems in learning in the Social Studies Education Study Program of UIN Malang. First, the problem of integration that makes existing knowledge clusters run alone and there is no dialogue between families. This makes students lack competence in terms of academic association and the ability to build networks that confine students in limited scientific horizons. The development of this field laboratory can be an arena for students and lecturers to build synergies between families and develop scientific dialogue in social science families. Second, the formation of contextual and creative academic thinking patterns based on participatory studies. Experience when dealing with actual problems in field studies will force students to practice their reasoning skills in understanding problems and relating them to theories obtained from class. Third, the development of this field laboratory is a form of application of the *tridarma* of higher education that encompasses the academic world and various stakeholders in society.

This integrative learning design is needed because to equip students who are ready to plunge into teaching Social Studies Education must have sufficient competence not only about the depth of theoretical understanding but also about the breadth of perspectives and networking skills. This competence can only be obtained not through theoretical learning but in essential learning that combines knowledge, skills and values through real experience. This requires not only students, but also lecturers and institutions to create creative and contextual learning methods and systems. Teachers are also required to be able to change roles no longer as central figures but facilitators for the development of student knowledge. On the other hand, study programs as organizers are also required to be able to not only provide adequate financing but also prepare an adaptive curriculum to new learning demands. Furthermore, it is necessary to make a Memorandum of Understanding between universities and related parties (local government and tourism office managing Bromo Tengger Semeru National Park (TN – BTS) for the sustainability of the field laboratory area.

The results showed that the social studies education field laboratory on the slopes of Mount Tengger met the needs of a combination of social studies learning in the classroom and in the field completely. The potential slopes of Mount Tengger can be used as a learning medium for all social studies scientific materials which include geography, economics, sociology, and history. The existence of this social studies field laboratory is an important breakthrough, because generally research on field lectures is usually only partially carried out by one discipline, as also agreed in the field of geography, (Hall & Wahab, 2021), and to study the socioeconomic impact of tourism (Kronenberg & Fuchs, 2021). The existence of this regional-based social laboratory provides better opportunities for students to conduct scientific dialogue between social science families synergistically.

The importance of laboratories in social sciences, the development of integrated social studies education laboratories that integrate a combination of classical learning in the

classroom with learning in the field to complement student understanding in achieving social studies learning competencies is a necessity.

Conclusion

This paper provided important findings that the achievement of social studies learning competencies can be done through integrated learning using field laboratory development models. The field laboratory is proven to be able to integrate field theory and practice that encourages student competence and understanding. The development of living laboratories for the development of study programs is seen as a necessity oriented towards the development of learning competencies targeted by study programs. Classical learning that is centered on the individual creativity of lecturers has proven unable to develop students' analytical skills. Instead of theoretical contemplation, students are stuck on note-taking and memorization activities from the sources given by the lecturer. Even when teachers give assignments in the form of literature reviews, students become more busy reading and digesting reading rather than developing an understanding of the problem by placing it in the existing social context. This living laboratory is a new model of experiential learning that is able to equip students with theoretical maturity while studying it contextually and creatively conducting critical studies of contemporary social phenomena.

The concept of Living Laboratory is an answer to classical learning problems that are too theoretical and boring. The concept of living laboratory contains naturality, dynamics, and actuality because it presents the entire human activity as a subject of social science study in a certain spatial context. Learning in the concept of living laboratory makes learning activities a participatory experience of events that are actually present and take place in the practice of life. Thus, the dynamics that the phenomenon under study can be experienced and understood contextually and actually. In addition, learning that involves facilitative relationships carried out by lecturers to students in a more egalitarian atmosphere will make the learning process more fun and creative.

This research still has a number of limitations, one of which is to only focus on the conventional community-based social studies education field laboratory model. The design of this living laboratory development is also still hypothetical and requires further study and more mature planning in technical lecture management. Credit weighting needs to be done because not all courses have the same proportion of field courses. Moreover, field lectures by conducting participatory research into this integrated laboratory may not be optimal if placed as a supplement in lectures. In addition, synchronization that brings together dialogue points between clusters needs to be prepared from the beginning, so that students really carry out synergistic activities across knowledge families and creatively find explanations for the phenomena studied. Without good theoretical preparation, skills, and institutional support this activity will only be akin to a non-academic picnic activity.

The developed field laboratory learning model in community-based social studies education has practical implications, especially in its adaptability to virtual settings amid challenges like the Covid-19 pandemic. It enhances student engagement through active learning, bridges theory with practice, and fosters community involvement and collaboration. The model's virtual adaptation includes digital field trips, interactive simulations, and online collaboration platforms, ensuring safety and accessibility while

promoting global perspectives and future-ready skills. Overall, it offers enriched learning experiences, resilience during disruptions, and essential skill development, addressing current educational challenges effectively.

Recommendations for future research can be done using experimental research to determine the effect of learning in field laboratories on learning outcomes with a quantitative approach. Furthermore, further development of a community-based social studies education field laboratory development model can also be developed virtually in response to the conditions of the Covid-19 pandemic outbreak which sets learning from home policies. This model can also be used as a reference model for other universities, especially in the state Islamic religious universities (PTKIN) which have social studies education majors. The results of this study can also be used as recommendations for policy makers to base considerations in determining regulatory policies for the development of social studies education curricula in universities (Ismail & Zakiah, 2021). Furthermore, a Social Studies Education Field Laboratory Guidebook can be developed as technical instructions in the implementation of activities in the social studies education field laboratory in detail and complete, ranging from provisions, legal basis, related courses, activities at each location, travel routes, preparation of activity reports, to assessment. These various follow-ups are intended to achieve social studies learning competencies in accordance with the provisions of the established curriculum standards.

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