

## **LITERATURE REVIEW STUDY OF THE CONTRIBUTION OF SOCIOLOGY TO THE LEARNING OF PIPS TO THE INDEPENDENT CURRICULUM SECONDARY SCHOOL**

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### **ABSTRACT**

This study aims to explore the contribution of sociology to the learning of Social Science Education (PIPS) in secondary schools that use the Merdeka Curriculum. The Merdeka Curriculum is designed to provide flexibility in teaching, focusing on developing student competence and character. This research uses a qualitative approach with a literature study method. The results of the study found that the contribution of sociology to Social Science (IPS) education at the secondary school level is very important. Sociology as a science that studies social interaction, social structure, and social dynamics provides a theoretical and methodological framework that helps students understand the social reality around them. Through a sociological approach, students are invited to examine social issues, develop critical thinking skills, and build social awareness and empathy for the problems faced by society. The application of sociological concepts in the social studies curriculum allows students to better understand the role of individuals and groups in society, the process of forming norms and values, and the impact of social change on everyday life. Thus, the integration of sociology in social studies education in the Merdeka Curriculum in secondary schools not only improves the quality of learning, but also prepares students to become more responsible and active citizens in society.

**KEYWORDS:** Sociology and Independent Curriculum

### **1 INTRODUCTION**

This research aims to explore the contribution of sociology in learning Social Science Education (PIPS) in secondary schools that use Merdeka Curriculum. The Merdeka Curriculum is designed to provide flexibility in teaching, with a focus on developing student competence and character. The times and social dynamics demand adaptations in the education system that are able to equip students with a deep understanding of social reality. Sociology as a discipline that studies social interaction, social structure, and social dynamics has a significant role in achieving these goals.

The implementation of the flexible Merdeka Curriculum provides opportunities for educators to integrate various disciplines in learning, including sociology. This allows students to acquire knowledge that is comprehensive and relevant to the social context around them. Through the sociology approach, students are invited to develop critical thinking, analytical skills, and high social awareness. By understanding social interaction, community structure, and social change, students are expected to play an active role in society and be able to face global challenges wisely.

The integration of sociology in PIPS learning in secondary schools not only helps students understand social theories, but also encourages them to apply these concepts in everyday life. For example, through case studies, group discussions and social projects, students can examine various

social issues such as poverty, injustice and social change. This not only enhances their understanding of social reality, but also shapes their caring and responsible character as citizens.

In addition, sociology also helps students develop critical and analytical thinking skills that are indispensable in facing the information and technology age. By understanding social dynamics and human interactions, students can evaluate information more objectively and critically, so they are not easily influenced by fake news or misleading information. This ability is essential to form a smart and highly competitive generation in the future.

Overall, this research highlights the importance of sociology's contribution to PIPS learning in secondary schools that use the Merdeka Curriculum. By integrating sociology in the curriculum, it is hoped that it can create more meaningful, relevant, and applicable learning for students, and equip them with the skills and knowledge needed to face future social and global challenges.

## **2 METHOD**

This research employs a qualitative approach using a literature study method. This approach is chosen to gain a deep understanding of sociological concepts applied in the IPS curriculum and how these concepts affect learning in senior high schools. Data are collected from various relevant literary sources, including books, journals, academic articles, and official documents related to the Merdeka Curriculum.

### **Data Analysis**

The data analysis process involves:

1. **Data Collection:** Relevant literature is collected from various sources such as libraries, online databases, and official websites. This literature includes sociology textbooks, academic articles on the integration of sociology in education, and official documents from the Ministry of Education and Culture regarding the Merdeka Curriculum.
2. **Classification and Organization of Data:** The collected literature is then classified based on relevant topics and themes related to this research. This facilitates data organization and analysis.
3. **Content Analysis:** Organized data are analyzed using content analysis techniques. This involves coding and thematic interpretation to identify patterns, themes, and main categories related to the contribution of sociology to IPS learning.
4. **Synthesis and Interpretation:** The results of content analysis are synthesized and interpreted to answer the research questions. This stage involves combining findings from various literary sources to provide a comprehensive picture of the contribution of sociology to IPS learning.
5. **Critique and Evaluation:** The interpreted data are then critiqued and evaluated to ensure the validity and reliability of the findings. This step is crucial to avoid bias and ensure that the conclusions are based on strong evidence.

The results of this literature review are expected to provide a deep insight into how sociological concepts can be applied in IPS learning in senior high schools using the Merdeka Curriculum. Additionally, the research findings are expected to provide practical recommendations for educators in integrating sociology into their curricula.

## **3 RESULT AND DISCUSSION**

### **3.1 FINDINGS**

The research findings reveal that the contribution of sociology to Social Science Education (IPS) at the senior high school level is crucial. As a discipline that studies social interactions, social structures,

and social dynamics, sociology provides a theoretical and methodological framework that helps students understand the social realities around them. Through a sociological approach, students are encouraged to examine social issues, develop critical thinking skills, and build social awareness and empathy towards the problems faced by society.

The application of sociological concepts in the IPS curriculum enables students to better understand the roles of individuals and groups in society, the formation of norms and values, and the impact of social change on daily life. By studying social structures and functions, students can understand how social groups, institutions, and value systems influence individual behavior and social dynamics as a whole. This helps students develop a broader and deeper perspective on various social issues in society.

Thus, integrating sociology into IPS education under the Merdeka Curriculum in senior high schools not only enhances the quality of learning but also prepares students to become more responsible and active citizens in society. Students who understand sociology will be better equipped to contribute to public discussions, participate in social initiatives, and work together to address social problems. They will be more sensitive to issues such as social injustice, cultural change, and global challenges, and better prepared to adapt to the evolving social dynamics.

Furthermore, sociological understanding also provides students with analytical tools to critically evaluate information, which is crucial in today's digital era. Students can identify biases, understand the social context of received information, and make better decisions based on a deep understanding of social structures and processes. All these are essential skills needed to shape a generation that is intelligent, critical, and competitive in the future.

### **3.2 DISCUSSION**

This research highlights how sociology as a discipline can enrich the IPS curriculum and provide significant benefits to students. First, sociology helps students understand the complexity of social interactions and social structures, which is crucial in the context of IPS education aimed at providing a broad understanding of various social phenomena. Second, sociology fosters the development of critical and analytical thinking skills, which are essential in addressing contemporary social challenges. Third, through sociology, students can develop social empathy and awareness, which are important for building strong character and moral values.

The integration of sociology into the Merdeka Curriculum also facilitates more relevant and contextual learning. Students can relate sociological theories to the social realities they experience daily, making learning more meaningful and applicable. Additionally, the flexible curriculum allows teachers to use innovative pedagogical approaches, such as case studies, group discussions, and social projects, which can enhance student engagement and motivation.

The dialogue of previous research findings shows that the integration of sociology in IPS learning offers various benefits. For instance, Durkheim (1982) emphasized the importance of education in forming social solidarity and instilling collective values in students. By understanding the norms and values present in society, students can develop a sense of community and social responsibility. Durkheim also highlighted the importance of understanding the social function of educational institutions in transmitting culture and knowledge.

Giddens (1984) in his theory of structuration, showed that social structures are not static entities but are constantly being formed and changed by individual actions. In the context of IPS learning, this means that students need to understand how they can contribute to shaping and changing social structures through their actions. This understanding is crucial for developing proactive and participatory attitudes in society.

Weber (1978) focused on understanding social action and how the meaning individuals give to their actions affects social interactions. In IPS learning, this can help students understand the motivations and perspectives underlying social actions, enabling them to better understand and analyze various social phenomena critically.

Bourdieu (1977) emphasized the concept of habitus and social capital, which describe how individual experiences are influenced by social background and how individuals utilize their resources in daily life. Integrating these concepts into IPS learning enables students to better understand the influence of social background on life opportunities and choices, as well as how to utilize social capital to achieve their goals.

By integrating these various sociological theories, the Merdeka Curriculum can provide holistic and in-depth learning for students. Students not only learn about social theories but also how to apply them in real life to understand and address various social problems. This approach not only enhances the quality of education but also prepares students to become critical, empathetic, and responsible individuals in society.

#### **4 CONCLUSION**

This study concludes that sociology has a significant contribution to learning Social Science Education (PIPS) in secondary schools that use the Merdeka Curriculum. Sociology provides a theoretical and methodological framework that helps students understand social reality, develop critical thinking skills, and build social care and empathy. The integration of sociology in the social studies curriculum not only improves the quality of learning but also prepares students to become responsible and active citizens in society.

Through the sociological approach, students are invited to explore various social issues, such as injustice, poverty, conflict, and social change. This encourages students to better understand and be involved in efforts to find solutions to the problems faced by society. Students are also encouraged to see their role as agents of change who can contribute positively to society.

In addition, an understanding of sociological concepts helps students develop analytical and critical skills that are essential for evaluating information objectively. In a digital age full of fast and often inaccurate information, these skills are essential to help students sort out correct and relevant information. Thus, students become not only better learners, but also smarter and more critical citizens.

The integration of sociology in the Merdeka Curriculum also allows for more relevant and contextualized learning. Students can relate sociological theories to their real experiences, so learning becomes more meaningful and can be applied in everyday life. This approach also increases students' motivation and engagement in the learning process, as they feel the material learned has a direct link to their lives.

Overall, this research emphasizes that sociology plays a key role in social studies education in secondary schools. By understanding the social dynamics and structure of society, students can be better prepared to face global and local challenges. They can also develop more empathetic and responsible attitudes, which are essential for building a just and harmonious society.

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