INTERDISCIPLINARY APPROACH IN THE LEARNING OF SOCIAL SCIENCE

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Abstract. The interdisciplinary approach can be implemented through an integrated learning. Social Science learning separately raises several problems, for instance students have a low mastery of Social Science concepts and difficulties in linking among social science concepts. This study aims to improve the mastery of the concept of Social Sciences by students with an interdisciplinary approach in Social Science learning. This is a research and development (R & D) research. Data collection techniques use observation, interview and documentation. The results of this study show that Social Science learning with an interdisciplinary approach can improve the mastery of the concept by students with very good categories. It is suggested that the interdisciplinary approach can be applied in Social Science lectures.
Keyword. Interdisciplinary; Approach; Learning of Social Science

A. INTRODUCTION

Interdisciplinary approach is a unique and different from a multidisciplinary approach. The interdisciplinary approach is the teaching of topics from more than one discipline in parallel to the other, nor is it a cross disciplinary approach, where one discipline is crossed with the subject matter of another (Casey, 2009). Repko in another source said that the interdisciplinary approach can be defined as follows "Interdisciplinary is the study of a complex issue, problem, or question from the perspective of two or more disciplines by drawing on their insights and integrating them. The interdisciplinary process is used to construct a more comprehensive understanding of the problem. The object of inquiry may be an intellectual question or a real-world issue (2014, p.35).

Based on the definition it can be understood that an interdisciplinary approach is a technique in studying a theme or problem from various perspectives of a scientific discipline by identifying, evaluating and connecting two or more disciplines to obtain a comprehensive understanding. The aim of the interdisciplinary approach is to improve the ability to integrate knowledge, thoughts and experience gained from education, and apply it to the world outside school.

According to a research done by Boyer and Bishop titled "Young Adolescent Voices", found interdisciplinary approach not only had a positive effect on students learning, but also inhibited personal growth like tolerance for their peers, leadership and collaboration skills. The study found that the majority of students found the experience beneficial and that the students "spoke of long-term relationships and of a democratic learning environment that honored their voices and empowered them as learners" (Boyer Bishop: 2004). Another study by Laura Duerr also explains the importance of an interdisciplinary approach to the life of a student by stating, "With interdisciplinary instruction, students can become more involved in their learning and teachers can

work toward eliminating discipline lines. Students can become independent, confident individuals who 'learn how to learn' and develop lifelong learning skills". Students who have the skills that interdisciplinary courses provide are so valuable to our future that they are now sought out by colleges and businesses (Duerr, Laura L: 2008)

One of the interdisciplinary approach implementations in social science learning is the application of integrated learning models. In accordance with Trianto integrated learning is essentially a learning approach that allows students both individually and in groups to actively search, explore, and discover a concept and principle holistically and authentically. Therefore, this integrated learning model theoretically can overcome problems that arise when Social Science is taught separately, for example, firstly, students still have low mastery of the Social Science concept. This is due to many social science materials in elementary school that have not been learned or not achieved in 2 semesters. Secondly, students' knowledge about social science concepts is compartmentalized according to the disciplines studied. Thirdly, students also get unbalanced social science knowledge. Based on the interview of researchers with students, some stated that during their social science studies they learned about economics and sociology but neither history nor anthropology. As the result, students only master some of the existing social science concepts.

Based on these problems, we need a learning model that is able to bring students to the mastery of the social science concept in a holistic, in-depth and balanced manner, and provide experience, ability to integrate social science concepts to view a social problem or phenomenon and experience of integrated learning. The model needed in this case is an integrated learning model. It is considered appropriate because it allows teachers/lecturers to study social science materials from various points of view. This model also opens opportunities to link the basic economic competencies with basic geographic competencies and historical basic competencies. For instance, temples can be studied using geography related to its geographical location, can be studied with the economy related to economic usage and impacts to society (Sapriya; 2012). So it is expected that the social science concepts studied will be more comprehensive. Moreover, social science courses are only 2 credits, this requires the lecturers to be smart at selecting a learning model that can accommodate a lot of material at limited time.

Some studies that can support the researchers' ideas are, first, a research conducted by Alexon and Nana Syaodih Sukmadinata with the title "Development of Integrated Culture-Based Learning Models to Increase Student Appreciation of Local Culture". The results of this study include: Model of Integrated Culturally Based Learning (MPTBB) developed to increase students 'appreciation of local culture such as: (1) the design derives from a local culture theme and is developed based on the students' early cultural experiences. (2) the implementation consists of three stages, such as conditioning, creation of meaning and consolidation, and (3) assessment of processes and results. Validation test results prove that the use of MPTBB in social science subjects at elementary school not only has a positive influence toward the increasing students 'appreciation of local culture, but also has a positive effect on increasing students' mastery of social science material compared to the learning models that have been used by teachers (Alexon dan Nana Syaodih Sukmadinata, 2010).

Second, students who are taught with an interdisciplinary technique in which the students master higher order thinking skills and integrated pedagogy become very attractive to top colleges and wealthy business. Youngblood explains that the foundation of interdisciplinary techniques will lead to a future of discovery and innovation (Youngblood, Dawn; 2007). Duerr, of "Interdisciplinary Instruction", explains the importance that broadness has to student's futures in the way that "Their cognitive development allows them to see relationships among content areas and understand principles that cross curricular lines. Their psychosocial development gives them the ability to understand people and to look at situations from various viewpoints" (Youngblood, Dawn, 2007).

Third, a research conducted by Leo Agung S. entitled "Implementation of Integrated Social Science Learning Models (An Evaluative Study at Junior High School (SMP) in Surakarta City)" his research findings revealed that 1) the implementation of social science learning in SMP/MTs were still so various. Some carried out the fully-integrated, half-integrated, and not integrated social

science learning, 2) some obstacles faced for instance: (a) lack of understanding/mastery of material outside its major (b) lack of knowledge and understanding of Integrated Social Science learning models; (c) difficulties in applying the concept of Integrated Social Science learning; and (d) skepticism from the social science teacher; 3) the efforts made by the social science teacher in improving his professional competence such as: (a) asking other social science teachers; (b) reading references about social science; (c) attending training, socialization, workshops, seminars; and (d) sharing experiences (Agung, Leo S; 2016).

In accordance with the explanation, integrated learning can be effectively used to achieve the specified learning goals. Integrated learning has an impact on increasing students 'appreciation of the local culture and has a positive effect on improving students' mastery of social science material compared to the learning models that have been used by teachers. Integrated learning research has been developed at the school level. Therefore, the development of integrated social science learning at university level is a new innovation, research problems in this research as follow:

How is the design of an integrated social science learning model applied to students of PGMI at UIN Maulana Malik Ibrahim?

1. How is the applicability level of the integrated social science learning model design seen from the aspect of content substance, the flexibility of the model design structure, and the suitability of available media supports?
2. What is the impact of implementation of the integrated learning model toward the improvement of the social science concept mastery by student of PGMI at UIN Maulana Malik Ibrahim?

B. METHOD

This research is a *research and development* (R&D) that combines classroom action research with a qualitative approach. *Research and development* (R&D) research is so complex that needs to pay attention on the most important aspects of the complexity, making the description more meaningful. The sample used in this research is students of PGMI class C and D at semester III.

C. RESULTS AND DISCUSSION
1. Development of integrated social science learning model design

Development of learning model design use a system approach such as needs analysis, design stage and development stage. The stages of model development in this study as follow:
a. Needs Analysis

The researchers in their observation of teaching social science courses found that the problem of social science learning was applied with a separate approach which causes : 1) students have low mastery of the social science concept, 2) the number of social studies materials that have not been taught, 3) students' knowledge of social science concepts becomes separate according to the disciplines studied and 4) students are not able to comprehensively solve social problems from social science point of view. The solution to the problem requires a learning model that brings students to the mastery of the social science concept holistically. The model is an integrated learning model.

b. Design Stage

Activities carried out in design activities are:
1) Reviewing the syllabus to determine Basic Competencies (KD) that will be integrated.
2) Determine the theme based on several basic competencies that have been decided.
3) Determine learning objectives.
4) Creating a basic competence matrix and theme matrix which will later be developed in the form of RPP (course outline).

c. Development Stage

The design of integrated social science learning model is presented in the course outline or RPP then a theoretical trial is carried out by conducting consultation and discussion with two

validators. The result of the first RPP validation by Umamah, M.Pd, shows the feasibility level reached 54% so that it was not feasible to implement and needed revision. The second validator by Ulfi Andrian Sari, M.Pd, obtained a feasibility level of 46% so that the structure of the learning model presented in the RPP still needed a lot of improvements and was not feasible to be implemented. Researchers improve the design of integrated social science learning models based on the input and suggestions. The result of the first validator is the level of 74% and the second validator is 90% feasibility, so it is feasible to implement.

Each learning model is developed based on the needs such as student characteristics, classroom environment, media availability and the type of knowledge to be achieved. This learning model is developed to maximize the achievement of understanding the concept of social science. The integrated social science learning model is developed using two forms of learning design with four main components such as students, goals, methods and evaluation (Prawiradilaga Dewi Salma; 2008).

The development of the first theme learning model takes environmental problems in Lapindo mud which are studied from several social science disciplines such as geography which studies on natural and artificial environment, economics related to the utilization of natural resources by society and the impact of Lapindo on the citizens' economy, sociology includes social problems that emerged and history discusses Lapindo which becomes a historical event for Sidoarjo residents because it is able to create changes in all aspects.

The first learning theme using a contextual approach is presented with problem-based learning which directs the learning experience to the problems faced by students in daily life (Basleman Anisah. 2011). This approach invites students to solve problems by integrating various concepts from various social science disciplines. The learning model used in the first theme is problem-based learning. Problem-based learning provides benefits for being aware of problems, helping identify problems and finding problem solving (Suprijanto, 2007). This is evident from the results of the work done by a group of students who were able to find several solutions to the problems given, for example counseling and life motivation for Lapindo residents, the use of lapindo as a better-quality tourism to boost the community economy and environment cleaning to affected areas.

The second theme is students understand about classical Indonesia. The second theme discusses the classic Indonesian theme, such as Indonesia in prehistory to the 15th century, which was also studied with various social sciences, for instance economics about Indonesian economic activities in the time of the Buddhist Hindu era, politics about forms of government, anthropology of emerging cultures and history that addresses about historical heritage.

The second theme learning uses the picture and picture model. This model is used to enable students to absorb the concepts taught. The picture and picture model will reduce lecturers' presentation in front of the class. This model is very supportive to achieve the concept mastery by constructing the material learned with daily life (Wahab, Abdul Aziiz. 2008). The construction activity appears in learning that asks students to observe and compare two map images, then write their observations.

To evaluate themes one and two learning, students use subjective tests in the form of description. Subjective tests are chosen because it is able to help evaluators detect student mastery regarding concepts that are taught easily. Besides subjective tests will make students more earnest and motivated in learning because it requires more seriousness in answering questions. The mastery of the subject materials can be easily seen because this test does not allow students to speculate and the answers are explained in their own sentences so they can show their understanding (Wahab, Abdul Aziiz. 2008).

2. Implementation Level of Integrated Social Science Learning Model Design.

The implementation level of the integrated social science learning model design in table 1.

Table 1. The implementation level of the integrated social science learning model design

	Learning	Average score class A	Average score class C
Theme 1 (environmental problems around Lapindo)	Problem based learning	3.64 (very good)	3.35 (very good)
Theme 2 (classical Indonesia)	Picture and picture	3.44 (very good)	3.44 (very good)

Based on table 1 it can be concluded that the design of integrated social science learning models can be applied to any learning model. In the first theme, the average score class A is higher than class C. On the second theme, the average scores for class A and C are the same.

Learning using problem-based discussion method obtained a higher score than picture and picture learning. Students of class A are more easily arranged and active in learning than in class C, so that it is easier for lecturers to carry out learning in the classroom.

The observation results of the two implementations of integrated social science learning show that during the learning process the lecturer is able to apply each learning step in accordance with the RPP that has been prepared effectively and efficiently. It is effective because students give a positive response to each instruction given by the lecturer such as instructions for progress, instructions to answer short questions when appointed, and instructions to form groups. It is efficient because the lecturer is able to process time well during learning so that learning objectives can be achieved in accordance with a predetermined time of 100 minutes, so it can be concluded that the applicability level of integrated social science learning models is very good.

The observations and interviews reveal that integrated social science learning models can be applied well because it is supported by several factors, for instance: students' high learning motivation in participating at social science learning, video and images media that are very interesting. Inhibiting factors appearing in the development of integrated social science learning models to improve the concept mastery of social science are: lack of time, creating a presentation and study of social science concepts are less profound.

3. The Implementation Impact of Integrated Learning Models on the Mastery Improvement of the Social Sciences Concept.

Mastery of concepts is the ability to include conceptual knowledge about categories, classifications and relationships between two or more categories or classifications. Conceptual knowledge consists of three sub-types. Knowledge of classifications and categories (Ba), knowledge of principles and generalizations (Bb), and knowledge of theories, models, and structures (Bc) (Anderson,Lorin W&David R. Krathwohl; 2010).

Classifications of the first theme concept in this study are: Scarcity of Natural Resources (Ba), Type of Natural Resources (Ba), Natural and Artificial Environment (Ba), Environmental Problems (Bb), Concept of regional change (Bc) and Social Conflict Theory (Bc). The classifications of the second theme concept are: Characteristics of classical transportation (Ba), Forms of historical relics (Ba), Differences in classical Indonesian maps and current maps (Ba), Transportation technology (Bb), Economic activities (Bc), Historical heritage functions (Bb), Classical Indonesian Economic Activity (BA), Map Concept (Bc)

Table 2. Classification of Students' Concept Understanding

Concept classification	Theme 1		Theme 2	
	Class A (%)	Class C (%)	Class A (%)	Class C (%)
Ba	67.68	67.17	88.77	75.84
Bb	77.08	66.66	76.5	75.75
Bc	95.3	86.7	71.55	35.9

The results of the data above show the PGMI students have the ability to master the social science concept in an integrated manner.

Theme 1 shows that level of Ba mastery is lower than Bc mastery because theme 1 only emphasizes on the ability to memorize. The theme 2 is opposite to the theme 1, Ba mastery is higher than Bc, because theme 2 emphasizes on the mastery of a holistic concept on understanding social science courses MI (elementary school).

Based on the data above, it can be concluded that the understanding of the material holistically can easily facilitate students more in understanding the Social Science course of MI than giving the material separately. The use of this method is proved successful so it can be applied in all universities that implement social science courses at PGMI.

There are 2 trials conducted in this research: theoretical and empirical trials. The results show that there were no deficiencies so there was no product revision after the trial, but it must develop continually.

D. CONCLUSION

Conclusions obtained from the research results are as follows:

1. The integrated social science learning model is developed through two themes and two learning designs. The first theme is about environmental issues in Lapindo Sidoarjo using problem-based learning. The second theme is about classical Indonesia, using the picture and picture method.
2. The implementation of integrated social science learning model is very good and its application can be combined with any learning model.
3. The integrated social science learning model can improve students' mastery and understanding about social science concepts.

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