

DEVELOPMENT OF IPS LEARNING DEVICES BASED ON INFORMATION SKILLS

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Abstract: This study aims to develop a model of learning devices. The learning tool in question is learning tools based on IPS skill information consisting of Learning Program Plans (RPP), Worksheets Learners (LKS), and Teaching Materials grip learners and teachers tailored to the subject matter taught. The method used refers to Research and Development (R & D). The location of this research is in the Elementary School Teacher Education Program (PGSD) Faculty of Education (FIP) State University of Makassar (UNM) with research subjects are students who follow IPS courses in the Odd-even semester. The learning device validation sheet is used to obtain data on the validation results of experts and practitioners regarding learning tools. The results of the study show that the Learning Tool that has been designed in the form of RPP in the form of learning scenario, Student's Worksheet and Lecturer's and Lecturer's Handicap Material, at the time of trial implementation done in odd semester of 2017/2018, able to encourage students to learn creative, active, and fun by utilizing information technology tools and other learning resources that exist around the classroom such as libraries and other reading corners.

Keywords: Devices, Learning, Skills, Information, Models.

1. INTRODUCTION

Social Sciences (IPS) is one of the subjects given from elementary school level. IPS examines a set of events, facts, concepts and generalizations related to social issues. Through IPS subjects, students are directed to become democratic and responsible Indonesian citizens, as well as citizens of a peace-loving world. IPS subjects for elementary students are designed to develop knowledge and understanding of social concepts, develop democratic values / attitudes in social life, and provide opportunities for students to participate in community (Rahayu, Chumi ZF, Ika LR, 2016) .

One of the problems that arise in the development of knowledge and understanding of social concepts (IPS) for elementary students is the learning process of the learners themselves. Learning process involving learners in understanding the concept / information is considered to be the main concern. Involvement of learners in understanding the information is still considered less and need to be supported by good learning tools. Furthermore, the problem of any relevant that appears that learners are still less able to ask cannot even ask, but asked is one of the "weapons" important in finding, finding, or collecting information. The question that arises is "what can Master do?" (Suminah 2104).

To answer the above questions, some capabilities are needed learners, namely the ability to recognize the information needs; build information retrieval strategies, find and access information; organize, evaluate and use information ethically and effectively, communicate and create information. This ability is called information skills. With information skills, learners are expected to be involved in finding information, learners are expected to formulate questions to gather information and find their own answers. So in the process of learning, they are demanded more critical response to information and more creative in finding / finding information. Thus, it is not impossible for learning to be smooth, easy and fun, and not impossible if learning results will increase (Zulkifli.M, 2013: Mahrani Aufa, Sahat Saragih, Ani Minarni, 2016; Gratitude Saud, A. Jufri, Muhammad Asfah Rahman, Greetings, 2014).

To realize the above, one of the efforts that can be done is to prepare learning tools with good and right target that is integrated with the information skills of learners. The learning tool in question is learning tools based on IPS skills information that consists of Learning Program Plans (RPP), Worksheets Learners (LKS), and Teaching Materials grip learners and teachers tailored to the subject taught (Putri Ayuningtyas, Soegimin WW, A. Imam Supardi, 2015; Ted S. Hasselbring, Candyce H. Williams Glaser 2000, Sri Adelila Sari, Halimatun Sakdiah, 2016; Chumi Zahroul F, 2014).

2. LITERATURE REVIEW

Understanding Information Skills:

The rapid development of information and information sources requires students to have the skills or skills to meet the needs of the so-called information skills. The American Association of School Librarians (1998) states that information literate students are able to access information efficiently and effectively, able to evaluate information critically and use information accurately and creatively.

According to Hancock cited by Andayani (2008) states that information skills can be defined as the ability of individuals to:

1. Identify information needs
2. Identify and seek appropriate sources of information
3. Knowing how to obtain the information contained in sources found
4. Evaluate the quality of information obtained
5. Organize information, and
6. Using the information that has been obtained effectively

According to Dictionary for Library and Information Science by Reitz (2004) information skills are: Skills and knowledge of commonly used techniques. The concept also includes the skill required to critically evaluate the content and impacts. Meanwhile, according to Bundy cited by Hasugian (2009) "Information Skills is a set of skills needed to search, track, analyze, and utilize information." In line with that understanding, according to the report of the research of the American Library Association's Presidential Committee on Information Literacy (1989) states that: "... information literacy is a set of abilities to locate, evaluate, and use generally the needed information ... "

The above opinion can be interpreted that information skill is a set of ability and knowledge owned by someone to know when a information needed, ability to get information, can evaluate and use effectively.

It is argued that information skills are the ability to find the information needed, understand how libraries are organized, familiar with available resources (including information formats and automated search tools) and knowledge of techniques commonly used in information retrieval. This includes the ability to evaluate and use them effectively, such as understanding the technological infrastructure of transferring information to others, including its social, political and cultural context and impacts.

Information skills according to the Association of College and Research Libraries (ACRL 2000) are "a set of abilities to recognize when information is needed, and evaluate, and use needed information effectively". A person skilled in information skills will not only have the ability to recognize when he needs information, but he also has the ability to find information, and evaluate it, and be able to exploit information to take the right decisions.

More detailed, according to Work Group On Information Literacy of California State University cited by Hasugian (2009), defines "information skills as the ability to find, evaluate and use information in multiple formats."

Based on the understanding of the information skills described above, the definition of information skills is a set of capabilities that a person needs to be aware of when information is needed, has the ability to search, analyze, evaluate, communicate information effectively. Information skills are also the main key of lifelong learning that will be the provision of a person to find information according to his or her needs.

Effectiveness of Learning Devices:

The word effectiveness comes from the word effective. In Big Indonesian Dictionary, the word "effective" means: (1) there is consequence, its influence, its impression, (2) efficacious or efficacious, (3) can bring results. Effectiveness in general is a versatile ability in carrying out a job so as to produce a maximum efficient (efficient).

Eggen and Kauchack explain (in Lisna, 2015), the general characteristics of effective learning: (a) students become active observers of their environment by observing, comparing, finding similarities and differences and forming concepts and generalizations based on (b) the teacher provides the material as the focus of thinking and interacting in the lesson; (c) the student activities are entirely based on the study; (d) the teacher is actively involved in providing direction and guidance to the student in analyzing the information, (e) learning orientation of mastery of subject content and the development of thinking skills, and (f) teachers using instructional techniques that vary according to teacher's learning objectives and style.

IPS Learning:

The Curriculum Center defines Social Science as an integration of various branches of social sciences such as sociology, history, geography, economics, politics, law and culture. Social Sciences is formulated on the basis of reality and social phenomena that embody an interdisciplinary approach of aspect and branches of social sciences such as sociology, history, geography, economics, politics, law and culture (Curriculum Center, 2006).

IPS is a set of facts, events, concepts, and generalizations relating to human behavior and actions to build itself, society, nation and environment based on the experience of the last time that can be interpreted for the present, and anticipation of the future. Events facts, concepts and generalizations related to social issues are some of the things that IPS study. The order of the study shows the sequence of the most concrete form, ie from the event to the abstract level, namely the concept of the role of events and facts in building concepts and generalizations. In line with that according to Sapriya, IPS knowledge should include facts, concepts, and generalizations. The facts used a happen in the student's life, according to the student's age, and the student's thinking stages. For IPS basic concepts are mainly drawn from the disciplines of social sciences, which are related to social issues and themes taken in a multidisciplinary way. Examples of concepts, multicultural, environmental, urbanization, peace, and globalization. While generalizations which are expressions of statements from two or more interrelated concepts used the process of organizing and interpreting facts and ways of life in the community.

3. RESEARCH METHODS

Procedure implementation of the stages in this study followed the Four-D development model (Thiagarajan, et al, 1974) consisting of four stages, namely define, design, development and disseminate. The location of this research is in the Elementary School Teacher Education Program (PGSD) Faculty of Education (FIP) State University of Makassar (UNM) with research subjects are students who follow IPS courses in the Odd-even semester. The learning device validation sheet is used to obtain data on the validation results of experts and practitioners regarding learning tools.

The results of validation of educational experts and practitioners for each component model, analyzed by considering inputs, comments, suggestions and criticism from various parties. Further assessment, done by observing the learning process for the class each time face to face. The analysis of the results of the observations on the activities of the learners includes: (1) the average frequency of each activity category per meeting, (2) the percentage of each activity category of learners per meeting, and (3) the average of each learner's activity category for the entire meeting.

Steps taken related to data analysis; (1) to count the number of learners who respond positively according to the aspect asked, then calculate the percentage, (2) determine the category for the positive response of the learner by matching the percentage result with the defined criteria, and (3) if the result of the analysis indicates that student's response has not been positive, then the revision of the device being developed. The basic score for the next meeting is taken from the average base score in some previous meetings. Quantitative data used Descriptive Statistics. While qualitative data will be used qualitative data analysis techniques by Miles and Huberman (2007).

4. RESEARCH RESULT

Teaching Materials (Lecturer and Student Handbook):

Based on the validation results obtained the average value of the validity of Learning Materials is $\bar{V} = 3.9$. then, it can be concluded that the average value belongs to the "Valid" category with the range ($3.5 \leq \bar{V} < 4.5$). If viewed from the aspect thoroughly and become a criterion, then Learning Materials (Handbook of Lecturers and Students) meets the criteria and declared valid.

Viewed from the aspect that must be fulfilled as a Teaching Material according to criteria for the first aspect is the format of teaching materials, the average value is $\bar{V} = 3.6$. When viewed from the categories including the category and declared Valid. in other words, included in the interval ($3.5 \leq \bar{V} < 4.5$).

The second aspect is the language aspect, the average value of the validity level for the Language aspect is $\bar{V} = 3.9$. It can be concluded that the value is included in the Valid category with the interval ($3.5 \leq \bar{V} < 4.5$). Judging from the aspect of Language, the Textbook is considered to meet a valid category.

The third aspect is the general category aspect, the average value of the validity level for the general category aspect is $\bar{V} = 4.0$. It can be concluded that the value belongs to the Valid category, in the interval ($3.5 \leq \bar{V} < 4.5$). Viewed from the general category aspect, the instruction material is stated to meet the valid category.

The fourth aspect is the content aspect, the average value of the validity level for the content aspect is $\bar{V} = 4.0$. It can be concluded that the value is included in the Valid category, included in the interval ($3.5 \leq \bar{V} < 4.5$). Judging from the aspect of the content, the instructional material is stated to meet the valid category.

Lesson Plans (RPP):

Based on the validation results obtained the average value of the validity level of RPP is $\bar{V} = 4.1$ and it can be concluded that the value entered in the category "Valid" ($3.5 \leq \bar{V} < 4.5$). So that in whole aspect, RPP Learning Tool enter in valid criterion.

The following will describe the level of validity and aspect-based aspect to be assessed. The first aspect is the aspect of basic competence with the validity value $\bar{V} = 4.0$, and it can be concluded that the value is included in the category "Valid" ($3.5 \leq \bar{V} \leq 4.5$). So seen from the aspect of basic competence, learning tools RPP included in the valid criteria.

The second aspect is the aspect of the Indicator with the value of Validity $\bar{V} = 4.1$, it can be concluded that the value entered in the category "Valid" ($3.5 \leq \bar{V} < 4.5$). So seen from the aspect of Indicator, the RPP is included in the valid criteria.

The third aspect is the content aspect with the validity value $\bar{V} = 3.9$. it can be concluded that the value entered in the category "Valid" ($3.5 \leq \bar{V} < 4.5$). So that seen from aspect of content, RPP fulfill and enter in valid criterion.

The fourth aspect, is the language aspect with the validity value $\bar{V} = 4.1$, it can be concluded that the value entered in the category "Valid" ($3.5 \leq \bar{V} < 4.5$). So that seen from the aspect of language, RPP meet and enter on valid criteria.

The fifth aspect is the time aspect with the validity value is $\bar{V} = 4.2$, so it can be say that the value entered in the category "Valid" ($3.5 \leq \bar{V} \leq 4.5$), and then the RPP included in the valid criteria.

The sixth aspect is the aspect of the cover aspect is $\bar{V} = 4.4$, it can be concluded that this aspect is assessed and entered in the "Valid" category ($3.5 \leq \bar{V} < 4.5$). And conclude the break-in aspect and meet the valid criteria.

Student Worksheet:

Based on the result of the analysis of the validity of Student Worksheet (LKM) it can be explained that the total average value of the validity of the MFI is $\bar{V} = 4.1$ so that it can be taken concluded belongs to Valid category, and is at interval ($3.5 \leq \bar{V} < 4, 5$).

Seen from each aspect, first aspect format of validity level for aspect of Format is $\bar{V} = 4,1$ enter in interval ($3.5 \leq \bar{V} < 4,5$) and concluded that aspect of Format, for MFI enter in category Valid.

The second aspect is the average language aspect of the validity level is $V^- = 3.9$ and it is concluded that the value is included in the interval ($3.5 \leq V^- < 4.5$) so that seen from the Language aspect, the MFI meets the valid criteria.

The third aspect is the content aspect with the validity value $V^- = 4.2$ So it can be concluded that its value is included in the interval ($3.5 \leq V^- < 4.5$) and expressed the content aspect, enter and meet the Valid category.

Analysis of Learning Device Effectiveness:

The average percentage of student responses from two observers obtained information that the students are very active in doing activities on the first aspect of the students listening or paying attention to the lecturers' explanation actively, the second aspect of the students observing the video show, the seventh aspect of the students are required to make the individual report and the students solve the quiz question or assigned assignments where the average is seen above 90%. This is because of this aspect, students are required to individually show their ability.

Subsequently followed by the third aspect of the students were asked to make inquiries and write on the board based on video texts, followed by the eighth aspect of the students are asked to reveal the things that have not been understood. These two aspects are based on the observation of two observers on average over 75% of active students. This is because students in this stage tend to expect friends who delivered or represented by friends of the group.

The next aspect of the four students are asked to determine the source of information, the students choose the appropriate information / relevant, the students process the information and each group makes the time line. In this aspect each group must divide the tasks that exist in this aspect, given the very narrow time and the many activities. In this aspect the average of all group members is active and almost no students are inactive.

The fifth and sixth aspects are aspects of the category of group work. The fifth aspect of each group is asked to deliver the work to other groups and other groups comment while the sixth aspect of each group is asked to convey the work in front of the class. From the observer observation, each group is represented by its members and the result is the result of group work and all group members are active. Average liveliness above 86%

Analysis of Lecturer Observation Results:

The average value of lecturer activity for the aspect of preliminary activity is = 4.4. In the preliminary activities there are three aspects that become the object of observation. From these three aspects, it is seen that the first aspect is in very good category and the other two aspects are in good category. So it can be concluded that the value is in the "Good" category with the interval ($3.5 \leq V^- \leq 4.5$) of the maximum. So when viewed from the aspects of preliminary activities on lecturer activities, then categorized effective in learning activities.

In the core activities, there are seven activities. From the seven aspects observed, the average value of lecturer activity for the core activity aspect is = 4.6. Where there are five aspects are in very good category and two aspects are in good category. So concluded that the activities of lecturers in the core activities fall into the category of "Very Good" with the interval ($4.5 \leq V^- \leq 5$) of the maximum score and can be categorized effectively in the learning activities.

The third activity is closing activity, in closing activity there are three aspects observed so that the average value of lecturer activity for cover activity aspect is = 4.8. So it is concluded that the value is in the category of "Very Good" with the interval ($4.5 \leq V^- \leq 5$) of the maximum score. So when viewed from the aspects of closing activities on lecturer activities, then categorized effective in learning activities.

The average grade of faculty activity for the classroom management aspect is = 4.6. So it is concluded that the value belongs to the category of "Very Good" and is at the interval ($4.5 \leq V^- \leq 5$) of the maximum score. So when viewed from the aspect of the classroom atmosphere of lecturer activity, it can be concluded entry in the category of effective in learning activities.

Furthermore, seen from the overall aspect that there is seen the average value of total lecturer activity is = 4.6. So it is concluded that the value is embedded in the category of "Very Good" and is in the interval ($4.5 \leq V^- \leq 5$) of the maximum score. So, in terms of all aspects of lecturer activity, it is categorized as effective in learning activities.

Disseminated Stage:

The stage of disseminate (dissemination) is done in order to socialize the use of learning tools that have been designed and tested previously. The implementation is simulated by students, limited seminars, and applied in lectures by involving lecturers, students, prospective teachers including students who are temporarily implementing Field Initiative Practice (PPL) in the Integrated Teacher Professional Education Program (PPG).

The outcomes achieved:

Outcomes that have been achieved in this research are as follows:

- 1) Learning Devices that have been designed in the form of RPP in the form of learning scenario, Student Worksheet and Lecturer and Student Handout Material, at the time of the implementation of trials conducted in odd semester 2017/2018, able to encourage students to learn creative, active, and fun by utilizing information technology tools and other learning resources that exist around the classroom such as libraries and other reading corners.
- 2) This Learning Tool has been socialized to the participants of the Integrated Teacher Professional Training Program as the PPGT Workshop and Workshop of the PPGT Program of the PGSD Study Program.
- 3) The results of this study have been made article to be published in International Journal and while in process stage.
- 4) Learning tools that have been designed have been socialized to lecturers and some lecturers adopt this learning tool for several meetings based on appropriate material.

Plan Year II – 2018:

Research planning for the second stage of 2018 is as follows:

- 1) Improvement, dissemination and wider socialization.
- 2) Produce an Assessment Model to measure the extent to which the development of students' critical and creative attitudes in IPS-based learning Information Skills
- 3) Textbook with ISBN,
- 4) Publication of scientific articles of national accreditation journals or international journals.

Plan Year III – 2019:

The third stage of research planning for 2019 is as follows:

- 1) Learning Models of IPS Based Information Skills in developing the critical and creative attitude of prospective elementary school teachers
- 2) Handbook on how to use the IPS-Based Learning Skills Model in developing the critical and creative attitude of prospective elementary teachers
- 3) Publication of scientific articles of national accreditation journals or reputable international journals

5. CONCLUSION

1. Development of Learning Tools in the form of Lecturer and Student Handling Materials, preceded by the assessment of materials to be made of teaching materials and subsequently, adapting 4D Thiagarajan (Define, Design, Develop and Disseminate) model and modify as needed after validation and analysis based on device trial data, then finalized and deployed.
2. Development of Learning Devices in the form of Student Worksheet, preceded by the assessment of students in the form of characteristics and activities and their ability in terms of mastery of material including knowledge utilization of information. Further adapting the Thiagarajan 4D model (Define, Design, Develop and Disseminate) and modify as needed after validation and analysis based on device test data, then finalized and distributed.
3. Development of Learning Devices in the form of RPP, preceded by a study of the development of student knowledge, the burden of lecture skills and time allocation programmed by students. Further adapting the Thiagarajan 4D model (Define, Design, Develop and Disseminate) and modify as needed after validation and analysis based on device test data, then finalized and distributed.

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