

INFLUENCE OF POLITICAL AND SOCIO-CULTURAL CONDITIONS AGAINST THE DEVELOPMENT OF SOCIAL STUDIES IN INDONESIA

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ABSTRACT

Social Studies are very different from the natural sciences in general. Apart from theory and law which are not generalization in nature, the learning process is also very diverse according to the political, socio-cultural, scientific and technological conditions developing in the country concerned. Not surprisingly, a country developing in each country is also very diverse, according to the ideological needs and goals of each country. Analysis of the influence of political, socio-cultural, science and technology conditions on this Social Study will be carried out qualitatively which is descriptive. The results of the analysis that determine curriculum policies and curriculum development are carried out by the central government. National education objectives, including Social Studies objectives are determined nationally. Meanwhile, the source of Social Studies studies is the socio-cultural conditions of society in which educational practices are carried out. The living laboratory society of Social Studies and cannot be separated from the developing political conditions. This was evident in the setting of learning objectives for the Social Studies during the Old Order, New Order and Reform era which varied according to the political agenda.

Keywords: development; social and cultural conditions; science.

INTRODUCTION

Social studies that are disciplinary synthetic are adaptations and adaptations of social sciences, education, and humanities disciplines for educational purposes (Somantri, M. N., Supriadi, D., & Mulyana, R. 2001). In connection with that, the source of material for Social Studies is the socio-cultural conditions of the community with their various activities and interactions with their social and geographical environment. The National Council for Social Sciences determines ten main subjects of social science, namely (1) **culture**. Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others, (2) **time, continuity, and change**. Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world, (3) **people, places, and environments**. This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment, (4) **individual development and identity**. Personal identity is shaped by family, peers, culture, and institutional influences., (5) **individuals, groups, and institutions**. Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people's lives, (6) **power, authority, and governance**. One essential component of education for citizenship is an understanding of the historical development and contemporary forms of power, authority, and governance, (7) **production, distribution, and consumption**. This theme provides for the study of how people organize for the production, distribution, and consumption of goods and services, and prepares students for the study of domestic and global economic issues, (8) **science, technology, and society**. By exploring the relationships among science, technology, and society, students develop an understanding of past and present advances in science and technology and their impact, (9) **global connections**. The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies, and (10) **civic ideals and practices**. An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship (National Council for the Social Studies, 2020).

The main theme of Social Studies is expected to be a reference for the development of social study material in countries in the world by harmonizing the socio-political and cultural conditions of their respective countries (Farisi, M. I. 2016). In fact, the National Council for Social Sciences (2020) firmly states that the main objective of social studies is to help young people make informed and reasoned decisions in the public interest as citizens of a culturally diverse democratic society in an interdependent world. This objective implies that social studies learning is to make the values, traditions, and culture of the community as a source of learning, so that students understand culture, democracy and are able to become good citizens according to the standards of their nation. Learning that is dry from the social reality that grows and develops in the community will not participate for students (Suastika, I. N. 2016). Meanwhile, Social Science learning is expected to be contextual, challenging, fun, value-based and for the real life of students.

One of the reasons for the failure of learning social Social Studies in several countries is due to the learning resources, learning media, learning process and evaluation patterns carried out that are not in line with the cultural values in which learning practices are carried out. Sukadi's research (2006) found that innovations carried out by experts related to the learning model were not guaranteed continuity, because they were not in line with the socio-cultural conditions of the community where learning practices were carried out. Teachers feel foreign to the professional world they are involved in and learning becomes foreign to students. This is because the innovations carried out are not based on the values, traditions, and culture of students. This study was continued by Suastika, I. N., Arta, K.S., & Widiastini, N. M. A. (2019) who found the Balinese folklore-based learning model was able to build students' learning motivation, make it easier for students to understand subject matter, build creative thinking skills and

develop student character elementary school in Bali Province. The involvement of teachers and students in the syntax validation process of the learning model makes the learning model practically easy to apply in the learning process. The classroom atmosphere becomes more fun, values-based, contextual, and meaningful for the real life of students.

METHOD

Writing this scientific paper uses the library method, namely obtaining data or materials from various sources such as books, articles and previous research results related to the influence of political, socio-cultural, science and technology conditions on the development of Social Studies (Miles and Huberman, 1992; Sugiyono, 2010). This writing is descriptive in nature, namely the author describes systematically, factually, and about the influence of political, socio-cultural, scientific, and technological conditions on the development of Social Studies in Indonesia. The data analysis technique used is qualitative data analysis technique, which begins with data collection, data classification, presenting and analyzing data linkages to take conclusions (Creswell, J. W. 2008; Miles and Huberman, 1992).

DISCUSSION

The Influence of Political, Socio-Cultural, Science and Technology Conditions on Social Studies

Realistically, the development of Social Studies is influenced by various factors relating to the political, social, cultural, scientific, and technological conditions of the country concerned. This is inseparable from the nature of Social Studies which makes society with its various activities the object of study. Social Studies makes society with its various activities an object that is used as a formal and material study, which causes social studies to be inseparable from the social, political, and cultural conditions as well as the development of the community where education is carried out (Jarolimek, J and Walter P. 1993). In this regard, it becomes normal for Social Studies to make society its laboratory. Ontologically, the development of social studies learning material comes from facts, events, concepts, and theories that develop from a society that is sorted, selected, reduced, and selected according to the needs of Social Studies. Social Studies as an educational program is a form of simplification, adaptation of the disciplines of Social and Humanities, as well as basic human activities that are organized and presented scientifically and pedagogically / psychologically for educational purposes (Somantri, MN, Supriadi, D., & Mulyana, R 2001). Therefore, every Social Studies learning activity must be able to cover the realities of society where students live in their daily lives. The development of a very dynamic society, as one of the impacts of revolutionary progress in science and technology that presents the high technology in every aspect of human life, especially in information and telecommunication networks, brings a new color to human relations and all aspects of life (Sukadi, 2006; Suastika, I. N., et al. 2020).

For Social Studies learners, this tendency must be captured and used as a basis for designing and applying the principles of learning in schools. Good social studies learning that is developed by teachers is to invite students to understand the natural settings of social problems and place them in proportion, and learn to formulate solving techniques (Sukartiningsih, W. 2016). In this context, high-level social skills will develop in them, such as; skill in negotiating, compromising, receiving, and giving, inquiry, and justify a problem objectively. This is what Schuncke (1988) states that "social studies is a unique place among according to disciplines, because it encompasses every aspect of human life". Before designing learning, bring students to school with a set of values that they get in their family, community, and peers, so that teachers must be able to adapt the characteristics of each student so that they accumulate positively during learning.

Social Studies by Pai Y. (1990) is also seen as a process of cultural preservation, namely the process of enculturation and acculturation. In this case, of course, the school cannot be separated from the socio-cultural context of the community that surrounds it. Social Studies as a process of cultural enculturation can be interpreted here as a process of transferring knowledge systems, ideologies, beliefs and rituals, values, symbol systems, attitudes, and some fundamental life skills that reflect the cultural characteristics of a society passed on to the younger generation (participants students) through the educational process in schools including through Social Studies (Pai, Y. 1990). In this definition it is clear that social studies can also be seen as a process of socialization and cultural transmission of the community (Cohen, Y.A. 1971). Social Studies as a process of cultural enculturation here does not only mean what is formally in the curriculum and the actions of teachers in the classroom in teaching the cultural content or material of society (knowledge, values, attitudes, and life skills). In this sense it will also include how policies are taken, the learning climate is created or conditioned, activities (curricular, co-curricular and extracurricular) are carried out, and exemplary teacher exemplary which allows the elements of social systems, cultural systems, and community technology systems to be learned by participants. students for the benefit of the cultural preservation process of the community. Borrowing the concept of Cohen, Y.A. (1971) the process of cultural enculturation in social studies can be carried out either through the socialization process or the educational process. Through these two procedures students learn in the school environment how their community ideology, beliefs and rituals, value orientation, language, and procedures as well as how to communicate, symbols of identity, aesthetic taste, moral order, and so on (Suastika, I. N., Arta, K. S., & Widiastini, N. M. A. 2019).

Politically, Social Studies is strongly influenced by policies made by state administrators. Policies made by state administrators (political policies) will direct the vision, mission, and goals of education, including Social Studies. Through political policies in the field of education, state administrators (rulers) have various interests that are to be secured and transformed through the educational process. So far, education in Indonesia is very dominantly influenced by political interests to maintain the hegemony of power and position, which often ignores academic and empirical considerations of education (Malik, F. 2005). The implication is that the vision and mission as well as the objectives of education, including social studies, follow the flow of political interests

promoted by the authorities with their various tools. Education policies often overlap and change according to changes in rulers. Unfortunately, sometimes the educational policies made by the new "rulers" are not continuous or continue the positive values of the previous ruler's education policies. So that the constructive cultural values of the nation are not continued in the next educational process which tends to be new and forgets the values of goodness instilled in the previous educational process. This condition, by Tilaar, H. A. R. (2004) are said to keep education away from achieving its goals of building a society that has character and identity. On the other hand, it must also be recognized that the educational process influences the political culture of society, including the political culture of state administrators. Education and politics are often seen as separate parts, which have no relationship with each other, even though they work hand in hand in the process of forming the characteristics of society in a country and supporting and complementing each other (Lasmawan, W. 2010). Educational institutions and processes play an important role in shaping people's political behavior in a country. Education, therefore, can function as historical awareness that provides a perspective on how objective principles must be upheld for the survival of society itself. That is what becomes rational, the importance of educational goals being aligned with the goals of the state.

The aim of education, especially Social Studies is to prepare students to become good citizens according to the goals of their country, he explicitly said "to prepare students to be well-functioning citizens in a democratic society" (Gross in Suastika, I. N. 2016). Hasan H. (1996) with a slightly different emphasis said that Social Studies is basically intended for the development of knowledge, attitudes, moral values, and skills of students so that they become human beings who are able to society. Social Studies tries to help students in solving the problems they face, so that it will make them better understand and understand the social environment of the community. Social Studies is taught at the school level, so that students become good human beings and citizens, as expected by themselves, their parents, society, religion, nation and country. In addition, according to Lasmawan W. (2010) Social Studies aims to develop human resources that are quality, adaptive, competitive, have the skills to manage existing resources, are socio-cultural literate and participate actively in the life of the nation and state. Based on the objectives of Social Studies, it is clear that the vision and development of the Social Studies Education curriculum is very much influenced by social, cultural, political, population, natural environment and developments in science and technology.

In this regard, the development and design of this learning program must be adjusted to the objectives and essence of the subjects to be taught to students. Social Studies is a subject that has a very strategic function and role in the effort to form good and reliable citizens in accordance with the goals of national development (Somantri, M. N., Supriadi, D., & Mulyana, R. 2001). Social Studies as an educational program that fosters and prepares students as good citizens and in the community is expected to be able to anticipate various changes that occur in society so that students have the knowledge and skills to live life in the community. Teachers are required to be able to follow and anticipate various changes in society, so that the learning program they do can help students prepare themselves as citizens and citizens.

The Influence of Political Conditions on Social Studies during the Old Order, New Order and Reformation Period

In line with South Korea, the influence of political, socio-cultural, science and technology conditions on social studies in Indonesia is also influenced by social, cultural, political conditions, population conditions, resources and developments in science and technology (Farisi, M. I. 2014). This condition can be seen from curriculum changes that occur in line with changes in leadership in the field of education and curriculum changes that have implications for materials, teaching materials, evaluation models and learning media in the Influence of Political, Socio-Cultural, Science and Technology Conditions on Social Studies. Curriculum changes bring new values, patterns, models and procedures to the practice and implementation of education in Indonesia. In the course of history since 1945, the national education curriculum has undergone changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013 which were adjusted to the 2013 Curriculum. The curriculum is essentially an educational tool structured to meet the needs of the community (Dicky, W. 2014). Therefore, the curriculum will be in line with educational goals, and educational goals in line with the development of demands and needs of society. If we talk about the direction of community development, it involves the political side of education. These changes are a logical consequence of changes in the political, socio-cultural, economic and science and technology systems in the nation and state society (Hasan, H. 1993). This is because the curriculum as a set of educational plans needs to be developed dynamically in accordance with the demands and changes that occur in society. All national curricula are designed based on the same foundation, namely Pancasila and the 1945 Constitution, the difference is in the main emphasis of educational goals and the approach to realizing them.

Historically, the influence of politics in the practice of the influence of political conditions, socio-culture, science and technology on Social Studies can be seen based on the reign of government from the time of independence to the present, namely the Old Order, the New Order and the Reformation period. These three periods have their own traditions and values in developing the Influence of Political, Socio-Cultural, Science and Technology Conditions on Social Studies in Indonesia (Pidarta, M. 1997). The Old Order government, which developed national and character building as the central point of human resource development, focused the Influence of Political, Socio-Cultural, Science and Technology Conditions on Social Studies on efforts to develop and develop human resources with nationalist and character. The Old Order conceptualized a period of continuous revolution, so that the development of human resources with nationalism and character was the main foundation capable of maintaining and filling development (Farisi, M. I. 2014). Thus the main study of the Influence of Political, Socio-Cultural, Science and Technology Conditions on Social Studies is the history of the nation's struggle, nationalism, patriotism, geography and nationalist economics.

During the New Order government, the aim of education was directed at efforts to develop Indonesian people as a whole. The purpose of education at that time was to educate the life of the nation and develop Indonesian people as a whole, namely people who believe in and fear God Almighty, virtuous, have skills and knowledge, are physically and mentally healthy, have a solid and independent personality, and a sense of responsibility. society and nationality (Lasmawan, W. 2010). To develop such resources, all educational practices, including the Influence of Political, Socio-Cultural, Science and Technology Conditions on Social Studies

are directed at efforts to internalize Pancasila values in the educational process. The practice and appreciation of Pancasila is inseparable from the political goals of the rulers at that time to perpetuate their power and to make educational media an instrument of justification for such acts (Pidarta, M. 1997). Through the process of transforming the political agenda into educational practice, the New Order government was able to maintain its power for up to 32 years. Curriculum development at that time was centralized or determined by the central government and teachers only as implementers.

Meanwhile, during the Reformation era, educational efforts were directed at the formation of democratic and adaptive human resources with changes and developments in globalization. The Influence of Political, Socio-Cultural, Science and Technology Conditions on Social Studies is directed at efforts to develop life skills that include individual, social and vocational skills. In addition, they are also expected to be able to actively participate in a democratic manner in solving problems that occur in society. Curriculum development is decentralized in nature and the central government only determines the guidelines. Even though it is democratic in nature, political practice in education is still felt. This can be felt by policies that are sometimes overlapping, inconsistent, tinged with policy holders' tug-of-war and often ignoring academic and empirical studies on education (Malik, F. 2005). The involvement of educational academics in education development has not been substantial in nature, even it can be said that it is still administrative in nature. Based on these facts and data, it is natural that educational practice, especially Social Studies, cannot be separated from the influence of political, social, cultural, population, resources and advances in science and technology. Moreover, the purpose of Social Studies is to prepare citizens to be democratic, participatory and able to keep up with developments in science and technology (Lasmawan, W. 2010). This fact brings its own color to the provision of learning resources, learning media, learning models and learning valuation models for Social Studies. Changes in society as a living laboratory for Social studies have also become a dominant factor that has implications for learning objectives and practices, especially in the preparation of human resources who are socio-cultural and political literacy (Suastika, I. N., Arta, K. S., & Widiastini, N. M. A. 2019).

CONCLUSION

Social Studies learning in Indonesia is very much influenced by social, political, ideological, religious, scientific and technological conditions. This condition is evident in the curriculum system, learning process, materials, and evaluation models used in Social Studies learning. During the Old Order era, Social Studies was directed at developing human resources that were nationalist and characterized. During the New Order era, Social Studies was directed at the development of goocitizenship that was obedient to the government. The reform period of Social Studies was directed at the formation of human resources that were democratic, adaptive, characterized, competitive and technology literate.

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