Analysis of the Project-Based Learning Model in Social Studies learning Referring to the Merdeka Curriculum

by Agustinus Sugeng Priyanto

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Abstract: The learning outcomes of high school social studies referring to the Regulation of the Minister of Education and Culture include aspects of concept understanding and process skills. The purpose of this research is to analyse descriptively qualitative development and effectiveness of PjBL learning model in social studies learning outcomes referring to independent curriculum in Indonesia. This research uses a descriptive qualitative research approach with data collection techniques through in-depth interviews, data observation, literature study. The research was conducted in three high schools in Semarang City from 1 July to 31 August 2022. Data sources consisted of history teachers, geography teachers, and economics teachers. The literature study used *publish or perish* (PoP). In the literature study, data was collected based on google scholar database with the keywords *project-based learning; social science*; driving school. Data analysis was conducted using the Miles and Huberman (2014) model, which includes data reduction, display, and *verification* stages. The results showed that most teachers who implement social studies learning in the independent curriculum have not used the PjBL learning model and still experience many obstacles in preparing learning scenarios, so that social studies learning outcomes are still low. Supported by the results of a literature study using PoP illustrates that the trend of social studies publications from 2017-2022 is dominated by PjBL learning at the high school level. This research provides recommendations for the availability of guidelines or manuals for the application of the PjBL model in social studies learning online and offline at the driving school.

Keywords: PjBL, Social Science, Mobile School

1. Introduction

Learning contains two main characteristics, namely learning that involves the maximum mental process of students to think critically and learning is directed to improve and increase students' ability to acquire their own knowledge. (Syaharuddin & Mutiani, 2020). Learning is not only done for knowledge transfer but must be done as an effort to build their own knowledge with their potential.

Social studies is an integrated study of the concepts and skills of history, geography, sociology, and economics. The nature of social studies is about people and their world. In social science learning more emphasis on education that aims to develop knowledge, skills, values and social participation. (Yusnaldi, 2019). The purpose of social studies learning is to educate and provide basic skills for students to develop themselves according to their talents, interests, and abilities in their current environment. The provision of these basic abilities is expected to answer the development of life and science in the 21st century.

The results of the preliminary study show that the complexity of 21st century challenges requires active learning that encourages learners to find out and build their own knowledge. Learning is emphasised on familiarising students with research activities, observations, experiments, observations and finding sources in the field. (Syaharuddin & Mutiani, 2020). In line with the covid-19 pandemic, learning has shifted to distance learning (online), which was originally done face-to-face in class, including social studies learning. The complexity of 21st century challenges in social studies learning is getting heavier. Social studies learning that aims to prepare good citizens in strengthening character is not conveyed to students through online learning.

The Prototype Curriculum is presented as a learning solution for education units to improve learning in schools during the Covid-19 pandemic. The Prototype Curriculum is a competency-based curriculum to support learning recovery by implementing project-based learning so that it can improve students' ability to develop character in students. Project-based learning is important for character development because it provides opportunities to learn through experience, integrates competencies that students learn from various disciplines,

and flexible student learning structures according to talents interests and abilities.

The Pancasila learner profile is character development in the Prototype Curriculum that is strengthened through project-based learning. The Pancasila learner profile is an important aspect that Indonesian learners must have. The ideal profile contains ideal achievement competencies that can be achieved by Indonesian learners. The expected competencies in the Pancasila learner profile include six aspects, namely (1) faith, fear of God and noble character; (2) independence; (3) critical reasoning; (4) global diversity; (5) mutual cooperation; and (6) creativity. (Aditomo, 2021). The description of the application of the Pancasila learner profile in education units is the development of characters and abilities that are built in daily life and lived in each individual student through school culture, intracurricular and extracurricular learning for the project of strengthening the Pancasila learner profile. Based on this, researchers feel the need to conduct research on the Analysis of the Project-Based Learning Model in Social Studies Learning Referring to the Merdeka Curriculum.

The purpose of this research is to analyse the PjBL learning model in social studies learning referring to the independent curriculum. The benefit of this research is to provide recommendations for the availability of guidelines or manuals for implementing online and offline PjBL learning models that can develop aspects of students' 21st century skills.

2. Methods

This research used a descriptive qualitative approach. The research was conducted in three high schools in Semarang City from 1 July to 31 August 2022, including SMA 1 Semarang, SMA 3 Semarang, and SMA 5 Semarang. The data sources of this research include interviews from social studies teachers (history, economics, geography, sociology), observation sheets, document studies and literature studies from *publish or perish* (PoP). The sources of this research are 12 social studies teachers with details of each sample school is 4 social studies teachers. The first step is to use the interview technique. Interview techniques are widely used in qualitative research to obtain primary data (Sugiyono, 2014). (Sugiyono, 2014). Interviews conducted with social studies teachers with open-ended questions in accordance with the lattice of interview instruments.

The second step is to use observation in the form of document study in the form of ATP and teaching modules as well as photos of learning activities. Document review in this study aims to obtain data on the application of the PjBL model in implementing the independent curriculum as well as identifying various problems or obstacles faced by teachers in implementing the independent curriculum.

The third step is to use the learning implementation observation sheet in the field. This observation study of learning implementation is an important part of a qualitative study to crosscheck the data that has been obtained previously through interviews and document studies.

Testing the validity of research instruments using *experts judgement* techniques to 2 *experts* and practitioners, then quantitative analysis is carried out using *Aiken's V. The* calculation results for the interview instrument sheet, document observation sheet and learning implementation observation sheet range between 0 - 1 so that it can be categorised as high and when compared to the *Aiken's V* Table value, in general the instrument that has been constructed can be said to be valid. (Aiken, 1985).

The fourth step is the analysis of literature studies using *publish or perish* (PoP). In the literature study, data collection was carried out based on the Google Scholar database with the keywords **project-based learning; social science; driving school** with a time span of 2017-2022 with the focus of sample selection, namely *purposive sampling* because it was adjusted to the research theme. The next step after obtaining the articles, information sorting was carried out on 1 August 2022 by selecting the type of publication in the form of journals and obtaining 940 article titles that contained studies based on keywords. Mapping the development of research was analysed using the *VOS Viewer* application with the aim of finding trends in scientific publications with the google schoolar database in the interval 2017-2022. The focus of mapping is PjBL in social studies learning according to keywords. The results of metadata search through PoP are shown in Figure 1.
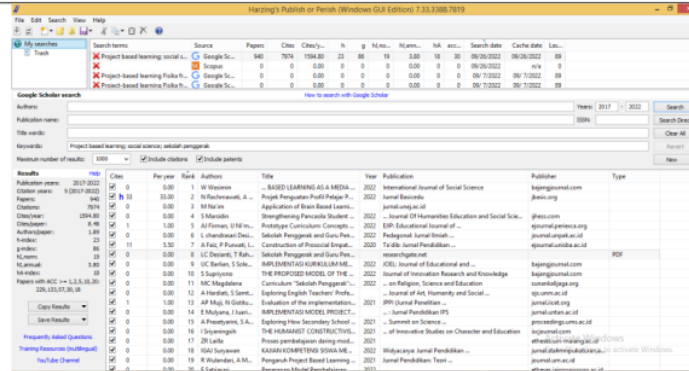
Figure 1. Results of Metadata Search through PoP

The next data analysis process is the results of observations, interviews, and documentation then reduction and presentation of data before in-depth interpretation. The process of withdrawing data uses data triangulation techniques, namely data validity checking techniques using *cross-check* and *professional judgment* (Moleong, 2018). Data analysis activities are shown in Figure 2.
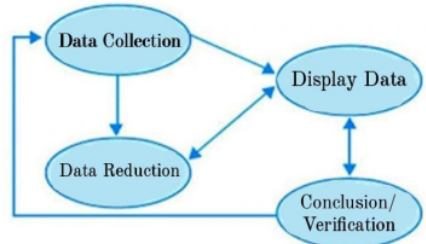

Figure 2 Qualitative Data Analysis According to Miles and Huberman (Sugiyono, 2014)

3. Results and Discussion
3.1 SocialStudies Learning with Project Based Learning Model

Learning is the process of providing guidance and assistance to develop abilities in the form of knowledge, attitudes, and skills towards the maturity level of students. (Kirom, 2017)(Pane & Dasopang, 2017)(Oka et al., 2021). Learning is directed to create an atmosphere and learning situation and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. (Mutiani et al., 2020).

The characteristics of social studies learning are the integration of concepts, content and learning processes related to community life and the environment through the process of information, problem solving and decision making, and involve the development and application of values such as the ability to think coherently, logically, and critically, be responsible and disciplined, cooperate and compete locally to globally. (Meldina et al., 2020)(Ulfa & Munastiwi, 2021). The interdisciplinary approach in social studies learning can be useful in processing information, facts, and concepts that exist in real social life can be reflected by students into valuable learning that can increase students' readiness in cognitive and affective aspects. (Muftiani & Faisal, 2019)(Syaharuddin & Mutiani, 2020).

Social Studies is an important subject to develop because it provides education to students to become good citizens. This is in accordance with one of the objectives of social studies, which is to have the basic ability to think logically and critically, curiosity, discover, solve problems, and skills in social life. The objectives of social studies include, 1) fostering students' knowledge of human experiences in social life in the past, present, and future, 2) helping students to develop skills to find and process or process information, and 3) helping students to develop democratic values or attitudes in social life. (Sunardin, 2018)(Supardan, 2015).

Social Studies can increase awareness and sensitivity of students to social life so that the material and presentation model of social studies learning should be appropriate. Social studies learning objectives can be realised through learning models that can be interesting and fun so that during learning students play an active role with enthusiasm in the social studies learning process carried out in the classroom. (Sunardin, 2018).

A learning process that can make students discover and build their own understanding knowledge is needed. The role of the teacher is very important in creating learning that can encourage students to build their own knowledge. The use of effective learning models, interesting learning strategies, and supporting media in the learning process is needed. (Dari et al., 2021). One of the effective learning models that can be used in social studies learning is the *Project-based Learning model*.

Project-based learning is a learning model that gives teachers the opportunity to manage learning in the classroom by involving project work. This project work involves students in every stage of the process so that students' focus, response, creativity, and absorption of social studies learning can be maximised. *Project-based learning* is a learning that focuses on concepts and facilitates students to investigate and determine a solution to the problem at hand. (Supardan, 2015)(Rusman, 2015). Student projects can be done alone or in groups, and completed collectively within a specified time frame, resulting in a product to be presented or displayed. The use of this model provides opportunities for students to explore material using meaningful ways for themselves and conduct experiments together.

3.2 Pancasila Student Profile

The Pancasila learner profile is designed to answer one big question, namely what kind of learner profile (competence) the Indonesian education system wants to produce, Indonesian learners are lifelong learners who are competent, have character, and behave according to the values of Pancasila. (Directorate of Primary Schools, 2022). Indonesia's cultural identity and the deep-rooted values of Pancasila, Indonesian society in the future will become an open society with global citizenship, able to accept and utilise the diversity of sources, experiences, and values from various cultures in the world, while at the same time not losing its distinctive characteristics and identity (Ismail et al., 2021). (Ismail et al., 2021)(Ariandy, 2019)(Ministry of Education and Culture, 2020)(Widodo, 2019)(Rachmadyanti, 2017)(Dalyono & Lestariningsih, 2020). The characteristics of Pancasila Students can be described as follows:

a. Have faith, devotion to God, and honourable character
   There are five key elements of faith, piety, and noble character, including: a) religious character, b) personal character, c) character towards humans, d) character towards nature, and e) character towards the state.
b. Global Diversity
   Elements and keys to global diversity include recognising and appreciating cultures, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity.
c. Working together
   The elements of mutual aid are collaboration, caring, and sharing.
d. Independent
   The key elements of self-reliance consist of awareness of self and situation and self-regulation.
e. Critical Reasoning
   Aspects of critical reasoning are acquiring and processing information and ideas, analysing and evaluating reasoning, reflecting on thoughts and thought processes, and making decisions.
f. Creative
   The key elements of creativity consist of generating original ideas and producing original works and actions (Directorate of Primary Schools, 2020).

3.3 Learning Model Commonly Used in Social Sciences Learning at High School

The learning models that are commonly applied in social studies learning in high schools in Semarang city with research subjects covering 3 high schools in Semarang city are conventional with 2-way lectures, and *cooperative learning*. Most teachers only use these two models in implementing learning for several reasons, including: (1) teachers want less complicated things in the learning process. In this case the teacher only emphasises the knowledge aspect as an output that must be produced by students, so that the meaning of contextual social studies learning fails; (2) Teachers are less skilled in understanding various models and approaches to learning. This is what makes the teacher is stagnant in applying a varied and innovative learning model. Teachers prefer to teach with a textual system; (3) PjBL model learning requires time and careful preparation in classroom learning; (4) Teachers only rely on knowledge assessment so that aspects of students' skills and attitudes are hardly assessed authentically; (5) Teachers only focus on monodisciplinary learning, so inductive in physics learning which should be done with multidisciplinary and multicultural learning has not been done. These are the reasons that make the PjBL model has not been done in social studies learning.

The results of document review in the form of teaching modules (MA) and the flow of learning objectives (ATP) for class X SMA or Phase E by implementing an independent curriculum are less visible

scientific aspects in social studies learning due to the lack of teacher knowledge in directing project-based learning models. The independent curriculum teaching book consisting of teacher and student books is still textual and tends to be lacking in directing students in project-based activities. The average teacher is guided by the Teacher's book from the Ministry of Education and Culture without any development so that it seems textual.

The analysis of online learning in high schools in Semarang City revealed that teachers have not taught 21st century skills. This can be seen from the lesson plans (RPP) made by teachers that still measure the cognitive aspects of students' knowledge. Observations during learning through *Google classroom, Google meet, Microsoft office 365* showed that students tend to be passive and teachers have not provided much learning that trains 21st century skills. Based on this, *project-based learning in blended learning* classes is an alternative to be carried out in the context of implementing the 2013 curriculum and the independent curriculum as well as a scientific research framework for educational developments, especially in designing creative and innovative learning processes.

3.1 Hasil Penerapan Model PJBL pada Pembelajara IPS

The research results based on interviews and document studies show that teachers have not been maximised in teaching project-based learning (PjBL). Teachers tend to only teach with conventional approaches and cooperative learning. The results of further analysis that the PjBL model in social studies learning observation results of learning implementation can be identified as follows.

Table 1. Results of the analysis of Learning Implementation Observation Activities

PjBL Learning Syntax	Phase	Learning activities	Identification Result
Problem orientation	Orient learners to the concepts of learning materials	Learners study learning materials to explore the concepts of learning materials	*Well done*
The fundamental question	The teacher facilitates the learners to formulate fundamental questions that are related to social life	Learners formulate basic questions related to the learning material	*Enough done*
Design a design project plan	Designing project task planning in PjBL-based learning	Teachers and learners design a project task plan on the application of PjBL-based learning materials	*Not yet implemented*
Develop a schedule	Develop a schedule of project tasks according to the time allocation	Teachers and learners develop a project schedule	*Not yet implemented*
Monitoring progress	Monitor project progress	The teacher does a final check	*Not yet implemented*
Assessing the learning process and outcomes	Teachers assess the learning process and outcomes	Learners make product presentations	*Not yet implemented*
Evaluate experience in implementing projects	Teachers evaluate the implementation of PjBL-based learning	Teacher and learners reflect	*Not yet implemented*

The learning process of high school social studies should be done with a scientific approach because social studies learning is closely related to natural phenomena and science processes that lead to problem solving. So far, observations in the field show that teachers still have difficulty with integrating learning activities that link between disciplines in project-based learning. In addition, there is no guidebook for teachers in applying the PjBL model in social studies learning.

3.2 Mapping the Development of PjBL Research Trend in social studies Learning

The metadata of 940 articles obtained using the PoP application with the google scholar database and using the keywords "Project based learning; social science; driving school" from 2017-2022 was carried out a

bibliometric analysis process using VOSviewer with the aim of finding the relevance and novelty of research based on the research themes raised.Mapping the development of PjBL model research trends in social studies learning as shown in Figure 3 was obtained by applying the binary method to the selection in the VOSviewer application by analysing the appropriate themes and keywords. The minimum number of occurrences of aterm selected is 8 and shows 53 meet the threshold.
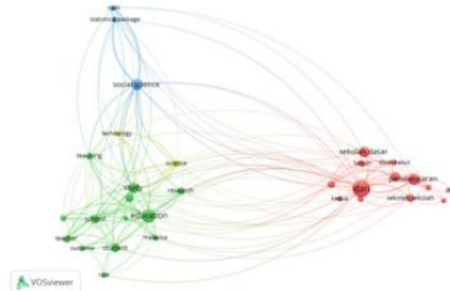

Figure 3. Clusters of PjBL in Social Studies Learning

The visualisation results in Figure 3 show that there are 4 clusters with a total of 32 research items. Cluster 1 consists of 14, Cluster 2 consists of 13 items, Cluster 3 consists of 3 items, and Cluster 4 consists of 2 items.
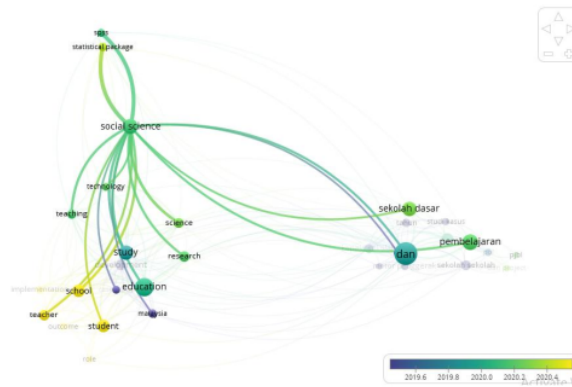

Figure 4. Clusters in Social Science Learning

The results of the VOSviewer visualisation in Figure 4 show the relationship between cluster 3 which consists of 3 items with the focus of the item is physics covering the related research network is 16 total path lines. Trajectories with bold print indicate research relationships that are quite a lot of research including education, study, teacher, school, and learning. The remaining thin lines and small circles are weak relationships with social science.

4. Conclusion

The results of this study show that there are obstacles for social studies teachers in implementing the independent curriculum, especially the application of project-based learning models at the high school level. This is because the teacher and student books from the independent curriculum are still lacking in project-based learning activities and are still far from contextual learning. Another reason that the PjBL model has not been widely used by teachers is the lack of information and knowledge in applying this learning model, which has an impact on the difficulty of teachers in implementing it in the classroom. In addition, it takes a lot of time and preparation that is quite mature in implementing the PjBL model. The implications of this research provide recommendations for several things: 1) the need for a social studies teacher training model in implementing an independent curriculum in the development of project-based activities and 2) the need for the availability of guides or manuals for implementing PjBL learning models online and offline that can develop students' 21st century skills.

5. Acknowledgement

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