

DEVELOPMENT OF IPS STUDY PROGRAM TO IMPROVE SOCIAL SKILL COMPETENCIES

By

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RINGKASAN

Melemahnya nasionalisme, maraknya penyimpangan sosial seperti tawuran, korupsi, hedonisme, disintegrasi bangsa, ketidakramahan terhadap lingkungan, individualisme, krisis kepercayaan, dan sebagainya merupakan fakta yang disebabkan lemahnya modal sosial. Pengembangan keterampilan sosial merupakan tugas utama pembelajaran IPS. Maraknya masalah sosial tersebut boleh jadi disebabkan dianggap remehnya pendidikan IPS.

IPS (*Social Studies*) mempunyai tugas mulia dan menjadi fondasi penting bagi pengembangan intelektual, emosional, kultural, dan sosial peserta didik, yaitu mampu menumbuhkembangkan cara berfikir, bersikap, dan berperilaku yang bertanggungjawab selaku individual, warga masyarakat, warga negara, dan warga dunia. Selain itu IPS pun bertugas mengembangkan potensi peserta didik agar peka dan terampil menghadapi masalah sosial sesuai dengan usia peserta didik, serta memiliki sikap mental positif untuk memperbaiki segala ketimpangan yang terjadi. Tujuan tersebut dapat dicapai manakala program-program pelajaran IPS di sekolah diorganisasikan secara baik.

Hasil penelitian menunjukkan tujuan pendidikan di Indonesia sangat sarat dengan kompetensi sosial, personal, dan akademis, hal ini tercermin dari kata operasional pengembangan sikap dan perilaku seperti menghormati, memelihara, memanfaatkan, mendeskripsikan, menceritakan, menghargai, memahami, membuat dan menginterpretasi.

Keterampilan sosial tidak hanya dapat dikembangkan melalui materi saja tapi juga melalui metode, media, dan evaluasi yang bervariasi. Untuk SMA dapat dikembangkan lintarkurikulum antardisiplin ilmu sosial.. Materi yang bermuatan current isu dan problem solving, Cooperative learning, baik melalui sistem STAD ataupun Jigsaw, serta evaluasi non tes, sumber belajar lingkungan, media film, kunjungan kerja lebih efektif dalam mengembangkan keterampilan sosial.

A. Background

IPS or Social study has noble duties those are to improve ways of thinking, acting and responsibly behaving as individual, society member, civilian, and world citizen. It is also an important foundation in developing students' intellectuality, emotion and sociality. Besides, IPS undertakes to improve students' potentialities in order to not only make them sensitive toward social problems that occurred in their society but also have positive mental attitude to correct all lameness and be able to solve any daily problem both those that befall on themselves and their society. Those purposes can be reached if IPS course programs in schools are organized well.

On the other side, IPS study is often assumed as (1) "*second class*" under IPA, (1) IPS does not need high competencies and tends to be easier going in learning, (3) IPS is often considered as a major that could not guarantee the future because in society, it is hard to get a more prestigious job based on this subject. However, it is a fact that the low of social capital may bring low nationalism, high social variances such as group fight, corruption, national disintegration, unfamiliarity to environment, individualism, trust crisis, and so on. Development of social capital is a main duty of IPS study. Underestimating IPS study may cause such social problems.

IPS education faces, indeed, a very hard challenge. As mothers take part into public sector, their children get disregarded. As reading culture is not yet formed well, visual culture trough television intensively goes into people thought. As social capital is not constructed yet, individualism trough games, home schooling, individual tasks become requirement and demand. As work, learning, and productivity ethos are not developed yet, leisured culture has been formed earlier. As it is hard to get professionalism, materials demands become so urgent. Precedent becomes a very rare thing. Discrepancy between theory and application is frequently occurred because of many obstacles.

IPS naming has actually attributed to integrated social sciences. The purpose is already clear that is to improve sensitivity and competency in solving

social problems based on students' developmental psychology. Practically, IPS curricula are still separated. New curriculum (KTSP) in Junior High School has been blended but still its social science generic is clearly visible. Moreover, its approach is not thematic yet, except in the 1st, 2nd and 3rd grade of elementary school. In Senior High School, IPS has not only aimed at social science but it is also used as both social science umbrella and one of major names only.

The purpose of this research is to find IPS study program to improve students' social skill competencies. This main purpose can be formulated into specific goals.

- (a) Analyzing IPS curriculum to comprehend missions and goals to achieve based on competency standards in each level of education;
- (b) Determining a suitable IPS topic to improve social skill of students in elementary school, Junior, and Senior High School;
- (c) Discovering sources, methods, media, and assessments of teaching in IPS study to improve social skill of students in elementary school, Junior, and Senior High School.

This research is expected to get inputs on how to make IPS study more meaningful. It is also expected to give contribution that is more valuable in improving human qualities. Those qualities consist of being intellectually clever and having three important competencies. The First is Personal competencies such as, responsibility and discipline, the second is social competencies such as being able to assimilate, to give empathy, to have tolerance, to cooperate, to have reliance, and to be sensitive on social problems rising in their society, and the last is vocational competencies in which they are able to make and develop network.

B. Literary Review

1. Role and Essence of Education

Education is a multidimensional process. It is not only related with knowledge and skill transfer but also related with how to explain, to build, and to give good example in the case of attitude, value, morality, words, behaviour, and life style. Patton (1997) states that "*according psychologists agree that IQ*

contributes only 20 % of the factor that determine access, a full 80 % comes from other factors, including emotional intelligence”, moreover, it is said that EQ consists of self awareness, mood management, self motivation, impulse control and people skills. All of that express that education is not enough by only make students become clever. Holistic and integrated competency is very important in teaching the students to be able to compete globally.

Education is a process of building and developing human dimensions as a whole. Belief in and fear to God, intellectuality, emotion, morality, social sensitivity, discipline, work ethos, and responsibility are developed in well-balanced and parallel. Thus, process of maturing reasoning capacity, creating capacity, will, feel and work can be properly functioned in order to carry out students' life tasks successfully. Either challenge that students will face, at this time or in the future is, of course, by dozens and hard. Globally, education task faced in 21st century has also been formulated in a meeting of International Education Ministers in New Delhi. The meeting has formulated to (a) participate in looking after world peace and orderliness by inculcating students to comprehend anti-violence, tolerance and social justice, (b) educate to prepare an individual to be citizen and society member in democracy platform. The meeting also formulated that (c) education has to be done in flatten and totally, without any limitations of economical capability and gender, (d) ongoing developmental foundation has to be inculcated by concerning about environmental conservation. Moreover, it also formulated to (e) prepare labours to economical development on why education needs to be related with the demands of work field, (f) put education orientation on science and technology, especially for developing countries in order to make them dependent at themselves rather than at the developed countries. (UNESCO, 1995)

The attainment of such education ideal goals needs to be supported by some requirements, such as understanding about children psychology, developing curriculum that is able to anticipate life reality, mastering and being able to bring methods into application, and comprehending both education concepts and implementations itself.

2. IPS as One of School Subjects

According to NCSS in 1992, Social Study is

Social study is the integrated study of the social sciences and humanities to promote civic competence. Within the social program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economic, economic, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematic and natural sciences. The primary purpose of social studies is to help young people develop to ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic, society in an interdependent world (Stahl and Hartoonian, 2003).

Meanwhile, it is stated that IPS characteristics (1) *involves a search for pattern in our liver;* (2) *involves both the content and processes of learning* (3) *requires information processing;* (4) *requires problem solving and decision making;* (5) *involves the development and analysis of one's own value and application of these values in social action.*

Table 2.1: Key Concepts in IPS

Tradition	Behaviour	Spatial organization	Culture
Change	Group process	Location	Tradition
Continuity	Inter-group relation	Spatial Interaction	Belief
Causation	Perception	Spatial Pattern	Acculturation
Conflict	Individual Function	Distance	Kinship
Cooperation	Diversity	Interdependence	Adaptation
Nationalism	Development	Region	Ritual
Leadership		Distribution	Cultural change
Colonialism		Environment	Rites of passage
Imperialism		Spatial change	Ethnocentrism
Revolution		Cultural diffusion	
HISTORY	PSYCHOLOGY	GEOGRAPHY	ANTHROPOLOGY
SOCIAL EDUCATION			
POLITICS	SOCIOLOGY	ECONOMIC	
Rights	Society	Production	
Decision making	Socialization	Distribution	
Authority	Roles	Specialization	
Power	Status	Division of labour	
State	Social stratification	Consumption	
Pressure group	Norms and sanctions	Scarcity	
Conflict	Values	Supply	
Justice	Social conflict	Demand	
Human rights	Social mobility	Interdependence	
Responsibilities	Authority	technology	
Revolution	Subculture		
Democracy			
Representation			

Source: NCSS, 1992

IPS is a part of School curriculum that has main responsibility to help students in developing their knowledge, skills, attitudes and values that are needed to participate in society life, in local, national, or global level. It is in line with the 2004 IPS curriculum goal that is to examine a set of facts, conceptual events, and generalization related with human behaviour to build themselves,

their society, their nation, and their environment based on the experiences that could be meant for today and be anticipated for future.

Dufty (1970) uses and describes IPS as “*the process of learning to live with other people*”. From the description, it seems that IPS purposes to train students in order to make them think systematically, be critical, act and behave so that they are adaptable with society life. Thus, teachers are claimed to train students to find an issue, problem, or consensus existed in their society life (Suyatno, 2005). Social Science (IPS) is an integration of various social science branches such as: Sociology, History, Geography, Economy, Politics, Laws, and Cultures. Social science is formulated based on reality and social phenomenon that creates an interdisciplinary approach of aspects and social science branches (Sociology, History, Geography, Economy, Politics, Anthropology, Philosophy, and Social Psychology) (IPS Integrated Study Model, Curriculum Centre, 2006).

IPS Basic skills can be classified into some categories. However, they are generally divided into: (1) *Work-study skills*; for example reading, making outline, reading map, and interpreting graphics; (2) *Group-process skills*; for example critical thinking and problem solving; and (3) *Social–living skills*; be responsible, collaborate with others, live and be cooperative in a group.

3. Social Capital and Social Skill as the Main Mission Of IPS

Human could not be said that he/she is truly human if he/she does not exist in a society. Because of that, then human is called social creature. Basically, human can not meet all their needs well if they do not live in society. Since they were born, they have needed help from other, until they grow up and die (buried). Human independence does not mean that they live alone but live in harmony and adapt a coexistent platform. Fairchild (1980) stated that society refers to human group in which they fuse one another and based their relation on common interest, tenacity, durability and continuity.

Superior country is a country that could maintain its identity as an independent and autonomous nation. Maintaining and developing social capital is a strategic way, considering that togetherness, solidarity, camaraderie,

beneficial cooperation, and trust becomes an absolute requisite in realizing every development sector.

In economic view, capital is everything that cause to a benefit or profit. The capital itself is categorized into (1) material capital such as, money, building or commodity; (2) cultural capital in the form of educational quality and local cultural wisdom; and (3) social capital in the form of togetherness, social obligation that is institutionalized as coexistence, role, authority, general responsibility, appreciation system and other binding that produce collective action.

According to James Colement (1990), social capital is inherent with interpersonal relation structure. Relation structure does not only form social network that creates various social qualities such as trust each other, opened, norm unity but also determine kinds of dubious for its member.

Putnam defines social capital as “*features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit*”. Social capital becomes social glue for each individual in the form of norm, trust and social network so that beneficial cooperation to reach collective target is created. Social capital is also comprehended as either knowledge or understanding belonged to community or relationship pattern that enables individual group to do a productive activity. Moreover, Social capital is not only defined as a number of supporting institution and social group but also as social glue to maintain unit of group member as a unity.

Togetherness, solidarity, tolerance, cooperation spirit, and emphatic skill are a social capital that clings to societal life. Loss of that social capital must threaten unity of the society and even country or at least, it is hard to solve collective problems. Togetherness may demulcent responsibility and share thought so it is sure that the stronger the social capital, the higher durability, struggling power, and life quality of a society. Without any social capital, the society is easier to be intervened or even disintegrated by the outsiders.

In order to explain and to identify elements of social capital, it has to elaborate a number of various social capital concept definitions. Cohen and Prusak (2001: 4) states that “*social capital consists of the stock of active*

connections among people: the trust, mutual understanding, and shared values and behaviours that bind the member of human network and communities and make cooperative action possible”.

It is in line with what World Bank (1999) stated, “*Social capital refers to the institutions, relationships, and norms that shape the quality and quantity of a society’s social interactions. Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together”.*

Putnam defines social capital as “*features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit”* (Putnam, 1993:197). It means that social capital is trusty, norm, and social network that abridge beneficial coordination. David Halpern in *Social Capital* (2005, 26-27) described that social capital can be categorized into micro, mezzo, and macro. In micro, it is developed in the level of individual and family. In mezzo, it is developed in the level of community and society. In macro, it is developed in the level of national and even international.

Definition of social skill is not much different with social capital, even they tend to be similar, as Jarolimek (1993:9) stated that social skill consists of (1) *Living and working together; taking turns; respecting the rights of others; being socially sensitive*, (2) *Learning self-control and self-direction*, and (3) *Sharing ideas and experience with others*. Social skill is a skill needed to interact with other. Failure in interacting with other may cause sense of oppressed. Moreover, social loneliness may cause closed in depression. When someone, for example, exists in new societal environment and he/she does not understand its culture in detail, he/she will feel alone, be in doubt, and be condescending, fear, afraid and so on. *Someone who is in environment that far and anything foreign for him/her suffers social loneliness more. A teacher, for example, who is given task to teach in a cloistered village and being faraway from his/her own village and family.*

(http://www.sivalintar.com/pglku_depresi2.html)

Iyep Sepriyan (<http://www.digilib.ui.edu>) explains in detail that social skill is an ability to make a harmonious and pleasing social relationship. Besides, it not

only helps human in adjusting themselves with their societal environment but also helps them in solving social problems they are facing and makes them able to develop their aspiration and present themselves by turning up characteristics of esteeming one another, be autonomous, be aware of their life goals, be discipline, and be able to make decisions. In that definition, it is clear that social skill is similar with social capital, in which ability to adapt, to communicate and to participate in societal life caused by the growing of responsibility, trust, ability to think critically, and capability to solve or to counter social realities are related to it. As social capital is analogous with referred social skill or social capital concepts, social capital always has some elements.

- (a) **Trust** is mutual trust among society members that not only enables them to make a mutual unity but also contributes in social capital development.
- (b) **Mutual relation (Reciprocities)** is a tendency to exchange beneficences inter-individual in a group or inter-group itself.
- (c) **Social Norm** is a group of rules that are expected, obeyed, and followed by society members in certain social entity.
- (d) **Social Value** is a matter considered to be important by certain society group;
- (e) **Proactive Attitude** is an individual behaviour of certain society members by getting involved in giving any new solving problems idea.

C. Research Methodology

This research is designed by using *Research and Development (Research and Development)* approach. Borg and Gall (1983) defines *Research and Development* as “a process used to develop and validate education product”

Research conducted in the first year has a purpose to make either identification or definition by doing the following steps.

- a. Analyzing IPS curriculum to understand its mission and goals based on both the basic competences and competence standards in every level of education.
- b. Discovering social skills IPS curriculum contained in every level of education.

- c. Discovering social skills IPS teachers and students possessed in every level of education.
- d. Determining suitable IPS topics to improve social skills of Elementary School, Junior and Senior High School students, teachers, and the candidates of IPS teachers.
- e. Discovering teaching sources, media, methods and assessments in IPS study to improve social skills of Elementary School, Junior and Senior High School students, teachers, and the candidates of IPS teachers.

Subject of this research are teachers and students of Elementary school, Junior and Senior High School and candidates of IPS teacher in Bandung. In the beginning process, theory, curriculum, FGD are analyzed and then questionnaires are disseminated to numbers of teachers and students of Elementary school, Junior and Senior High School and the candidates of IPS teacher. The total of samples of these needs assessment is 608 people, consists of 478 students and 130 teachers.

Instruments of this research consist of forms developed as FGD guidance and questionnaire. Data analysis is conducted both qualitatively and quantitatively, based on the research stage of quantitative data analysis using SPSS program on computer.

D. Research Findings

All education paradigms in Indonesia is developed to form character and prestigious national civilization in order to educate national life, develop students' potency until they become the faithful and pious human, have sublime character, healthy, bookish, skilful, creative, autonomous, and be democratic and responsible civilian. Those educational purposes are very close to social, personal and academic competence. The curriculum, therefore, is developed based on following principles: (1) concentrated on potency, development, needs, students' interests and their environment, (2) various and integrated, (3) responsive to the development of science, technology and art, (4) relevant with

life needs, (5) total and continual, (6) lifetime study, and (7) balance in national and local interests.

IPS is included in civics and personality category, as well as in science and technology category. Civics and personality group has purposes to increase students' awareness and perception on their status, right and their duties in social and national life, as well as to improve their human quality. Awareness and perception as well as national perception, patriotism, appreciation on human rights, national complexity, environmental conservation, gender equivalence, democracy, social responsibility, law compliance, tax payment compliance, and counter corruption, collusion and nepotism attitude. Science and technology subject category is intended to appreciate, to counter and to acquaint in science and technology, as well as to inculcate habit of critical erudite thinking and behaving, being creative and being autonomous. Therefore, Content Standard and Basic Competence (Standar Isi, SK and Kompetensi Dasar, KD) has to be full of operational words in order to develop good behaviour such as, holding in esteem, taking care, utilising, describing, telling, admiring, comprehending, making and interpreting.

Amount of IPS lesson hours in Elementary and Junior High School is 4 hours a week, 6 hours in level 1 of Senior High School, 1 hour in IPA Major Class that is only for History, 13 hours in IPS Major Class, 4 hours in Language Major, and 128 hours in Vocational High School, including the adaptive curriculum. Most of all IPS subject materials may contain social skills, except in small part of Geography (Making a map) and History subject. Social skill not only can be developed through material subject but also through method, media and various evaluations.

Topics that can be loaded with social skills content for Elementary School students are about oneself, family, surroundings, economic activity, rural and urban area, resources, and my heroes. While for Junior High School is concerning with my country, societal development (period of Hinduism-Buddhism to European Colony), societal economic activities, condition of nature and its influence toward societal life, Indonesian economy, independence and war of independence, trade, socio-cultural changing, and demography and social

problems. In Senior High School, it concerns with, for example, international matter and its effects on Indonesia, development of academic discipline (Analysis of Geography discipline theory, History, Economy, Sociology and anthropology), earth and all of its features, globalization, international trade, and international institutions. Because IPS study in Senior High School seems to be a Social Science discipline, being divided and being named only for social science and its branches, social skills may be developed in integrative way by using curriculum across such social sciences.

From the 14 Competence Standards in the Elementary School, FGD participants state that only 92% subject material of which social skills contained. Social skills, however, are possible to be developed by giving tasks, conducting group tasks, and giving assignments of either portfolio or presentation.

Competency standard in Junior High School is more complex. It shows repetition of Elementary School subject material, but in a wider scope, including national, international and even general Sociology theory. In a basic competency, there are various kinds of material taken from different science discipline, such as History, Geography, Sociology and Economy. The social science generic is more visible in that material that becomes new integrity in the form of SK and KD. That SK and KD materials is very hard either to be made as topic or to be fused in its learning process. It is because not only the material is very generic but also it has a different scope. All of the six competency standards can be developed into some basic competency based on the kind of social science discipline, various material scopes from national to international facts even doctrinaire. All of the competencies (100%) can be loaded by social skill in both the aspects of material, method and assessment. In order to reach the competencies, it is important for the teachers to have ability in mastering the essence of IPS, methods, media, variation of teaching sources and assessment.

In Senior High School, IPS becomes social sciences umbrella and majors naming. Its material is not only so academic already that can produce scientific culture but also can be given separately based on science discipline. Its IPS mission, however, is still visible as can be seen from its learning goals that full of value and attitude transformation. The example on History subject has purposes

to make the students have the abilities to (1) develop their awareness, (2) train their critical capacity, (3) emerge their appreciation, (4) emerge their comprehension and (5) emerge their self awareness of being a part of Indonesia who have pride and love to the country on which they implement it in various life area either national or international.

Geography, Sociology and Anthropology is also full of social skill and attitude education as well as scientist behaviour that are objective, critical, autonomous, rational, wise, creative, and responsible.

A survey shows that the emerging of social skill is close with material, method, media and evaluation of learning. Material that contemporary issues loaded is effective problem solving to develop students' social skills. Cooperative learning, done either trough STAD system, Jigsaw or non-test evaluation is more effective in developing social skills. Real media utilising such as environment, film, activity visit and many more are more effective than relatively abstract media. The more concrete the media, the more effective social development.

Ideal curriculum is developed upon children developmental psychology that uses expanding spiral principle, from the closer to the farther, from the more concrete to the more abstract, and from the micro, mezzo to macro. From the principle, therefore, topics to develop for the Elementary School are from (1) Oneself, (2) Family, (3) Surroundings, (4) Economic activity, (5) Rural and urban area, (6) Resources, to (7) My heroes. Research scope is wider from oneself, family, and surroundings to rural and urban area.

For the Junior High School, the topic is in the national level from (1) Societal development (period of Hinduism-Buddhism to European Colony), (2) Societal economic activities, (3) Condition of nature and its influence toward societal life, (4) Indonesian economy, (5) Independence and war of independence, (6) Trade, (7) Socio-cultural changing, to (8) Demography and social problems. For the Senior High School, the topic is in the macro stage that is by seeing Indonesia in the global and international level as well as general theory, from (1) Development of academic disciple (Analysis of Geography discipline theory, History, Economy, Sociology and Anthropology), (2) Earth

and all of its features, (3) Globalization, (4) International trade, to (5) international institutions.

E. Conclusion and Suggestion

Education goals in Indonesia are very close with social, personal and academic competency. IPS is included in civics and personality category, as well as in science and technology category. IPS curriculum is full of operational words to develop attitude such as holding in esteem, taking care, utilising, describing, telling, appreciating, comprehending, making and interpreting.

Social skills not only could be developed through the materials but also through method, media and various evaluations. For the Senior High School, it could be developed by using cross-curriculum of social science interdisciplinary. Material that is loaded with current issues, problem solving, and cooperative learning either done by STAD system, Jigsaw or non-test evaluation, surroundings learning source, film media and activity visit is more effective in developing social skills.

The development of social skills is really depended on teachers as curriculum developers. It is, therefore, important for the teachers to understand IPS curriculum, to have interdisciplinary ability, multidisciplinary and cooperative study in solving social problems, as well as abilities to apply method, media, learning sources and various assessments.

As the development of social skills is really depended on teachers as curriculum developers, there are important things in IPS that loaded with social skills the teachers should pay their attention:

1. It is important for the teachers to read and understand the curriculum contents, especially the operational words before they begin with the curriculum substances. Many teachers are trapped in the material substances so that IPS material is full of material that should be known very well;
2. Teachers, headmaster and other education personnel should comprehend with the IPS study goals. IPS should not be equalized with social science discipline so that the learning process does not subject oriented;

3. Responsibility and commitment concepts should be totally comprehended by all educational elements, so that in doing the learning process, self-reflection learning, contemplation of content meaning, events, incidents and activities become very important in developing social skills;
4. It is important to master and apply methods, media, assessment, and various learning resources in order to support the development of students' social skills upon their developmental psychology;
5. The success in reaching IPS learning goals should not be evaluated by using non-test only;
6. Thematic and problem solving learning process upon students environment from the nearest to the farthest (global), by using social science interdisciplinary approach will give students comprehensive and integrative provisions. It is, therefore, important to prepare integrated and comprehensive IPS teaching ability to IPS itself.

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