

Pedagogic Transformative: The Impact of Social Alienation on History Learning/Social Studies at State Junior High Schools in Indonesia

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Abstract. The research aims to uncover deviations from transformative learning practices. Priority study on social alienation in social studies learning in Junior High Schools (SMP). The research method used is qualitative research. The research subjects were students of class VIII and IX of public junior high schools in Surabaya, Sidoarjo, and Malang as schools that became a barometer of the quality of junior high school education in East Java. Collecting data using in-depth interview and observation techniques. The analysis uses Miles and Huberman's qualitative description analysis technique which includes the process of data reduction, data presentation, and verification/conclusion. The result of the research is the fact that the practice of social alienation in social studies learning in junior high school is found. A form of alienation is Powerlessness. Learners experience relational alienation caused by the dominance of power in teaching and learning interactions. The fact that the practice of alienation is meaningless is also found. Learners experience intellectual role alienation caused by the teacher's self-construction of authority, namely the teacher as a source of learning, the teacher is smart. Another cause is the curriculum achievement target that is charged to the teacher so that the productivity value of students is less appreciated.

Keywords: Pedagogic transformative, Learning practices, History Learning

1 Introduction

Since the 2013 curriculum, History/IPS learning has been applied based on a psychopedagogic foundation, namely transformative pedagogy on Permendikbud Number 36 of 2018. Transformative pedagogy aims to develop critical awareness as an intentionality marked by human understanding of all causal relationships of a situation and the power of reflection. Transformative pedagogy emphasizes that awareness of reality must be critical, otherwise it will become subjective (false) awareness which means denying objective reality.

Transformative pedagogy develops a truly world-directed awareness as a consciousness that combines reflection with action aimed at human liberation. Transformative pedagogy is defined as a form of educational thought that does not separate theory and praxis whose main goal is to empower the oppressed to have the awareness to act through emancipatory praxis.¹ Transformative pedagogy is a pedagogic of liberation. Pedagogics that aim to create critical awareness for students. Transformative pedagogy is an educational paradigm for the achievement of thinking skills, namely

critical thinking, creative thinking, problem solving, and decision making.²

The principle of transformative pedagogic learning is that students are able to dismantling, constructing knowledge, and being skeptical of reality or knowledge that has been accepted as truth. In dismantling knowledge and constructing knowledge, students can build new frames of thinking. With this new perspective, students can give new meaning to their previous knowledge. Thus there is the development of schemata or the ecology of students' knowledge.³

Transformative education emphasizes learning in accordance with the natural development of students. Differentiated learning according to the characteristics of students. Transformative learning as a transformative education mechanism emphasizes learner-centered learning. In this learning, students are studenty agency as creative human beings or human creativity. Aspects of students' freedom related to their learning, learning styles, are the main factors that must be considered in transformative learning. The rules and principles of heutagogy are no less important part of transformative learning.⁴

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Based on preliminary studies, it is found that the independent learning curriculum has not significantly brought students out of social alienation. This research is focused on forms of social alienation. The social alienation referred to in social studies learning is the alienation of students from experiencing themselves in relation to learning activities as well as the social learning environment and the world of the reality of the social science knowledge they learn.

Based on the scope and focus of the study as mentioned above, the accentuation of the research question is formulated as follows "How is the social alienation of students in social studies learning?"

2 Theory and Method

2.1 Theory

According to Schaht alienation or alienation basically refers to a condition when humans are kept away or distanced themselves from something, fellow humans, nature, culture, God, or even themselves. This term comes from the Latin word *alienatio* which is derived from the verb *alienare* which means to make something belong to someone else. Erich From formulates thus "By alienation is meant a mode of experience in which the person experiences himself as an alien. The alienated person is out of touch with himself as he is out of touch with any other person. He, like the others, are experienced as things are experienced; with the senses and with common sense, but at the same time without being related to oneself and to the world outside productively".⁵ This means that alienation is where humans perceive themselves as foreign. An alienated person is a person separated from himself and others. he, like everyone else, lives himself as he does things. It means that he has understanding, reason, but at the same time, he is not in touch with himself and the outside world productively.⁴

2.2 Method

To achieve the research objectives, qualitative research methods are the procedures used in this study. The research begins with research mapping. The process includes site mapping, tracking research subjects, focus of inquiry, establishing rapport/being accepted. Mapping research is done by interview, documentation, observation. The objectives were to determine the research location, focus of inquiry, data sources, data collection techniques, and data collection instruments.⁶

Based on the research mapping, it has been determined that the research locations are public junior high schools in Surabaya, Malang, and Sidoarjo. The selection was based on the fact that the three schools were a barometer of the quality of education. The research subjects were students VIII and IX. The research subjects were chosen based on the consideration that the class is a class whose learning uses a fully independent curriculum. Primary data sources are students, secondary data sources are other school residents, namely school principals and history

teachers.⁷ The focus of inquiry is alienation which includes social alienation. Data collection techniques are interviews with interview guide instruments, documentation with documentation guide instruments, and questionnaires.⁸

The next stage is the implementation of the research. Activities carried out at the research implementation stage include developing instruments and collecting data. The aim is to obtain qualitative data as primary data and quantitative data as secondary data.

The next stage of research activities carried out is data processing as part of Miles and Huberman's analysis, namely data reduction. In data processing, coding is done to mark the data. In addition to coding in data reduction, data selection is carried out to determine data relevant to the research problem and to support efforts to answer the formulation of the research problem.

Next is the presentation of the data. It begins with making a categorization or conceptualization. Categorization was made to group data that of the same type or have similar characteristics into certain categorizations that are different from similar data grouped in other categorizations.

Next is to draw conclusions or conclusions. Efforts to draw conclusions begin with an analysis of the overall data in each categorization or conceptualization. Each data in the categorization is narrated by synthesizing the data that has been described in each categorization. This process is called colligation. The purpose of colligation is to get statements or propositions about the reality of social alienation in social studies learning. The colligation results are statements in response to the research problem formulation.⁹

The last stage of the qualitative analysis process using the Miles and Huberman approach is verification. The purpose of this verification is none other than the research results have high credibility. The first way to verify is to triangulate data sources, namely between interview data sources, observations, and questionnaires. The second way is to publish. The results of this study were written in the form of scientific journal articles. The article was participated in an international seminar, namely the 2th International Conference on Social Science and Law (ICSSL) on 10-11 September 2022.

3 Results and Discussion

3.1 Powerlessness

Based on the results of research, it shows that student-centered learning is not optimal in the period 2020/2021 to 2021/2022. This period occurs learning loss. Especially during the Covid-19 pandemic, flipped learning should be an arena for optimizing students to manage their own learning. Looking for more extensive knowledge through the internet, getting learning resources from nodes. However, in reality, through online learning, students are burdened, helpless and not independent. Various complaints emerged from students.

The interesting thing from this fact is that students experience the conditions of a subordinate learning process. Giving assignments instead of implementing learner-centered learning. Students are oppressed by tasks that are felt heavy and boring. Students do not have the ability to choose the tasks given by the teacher. All assignments must be completed with the provisions set by the teacher. This fact shows that students are burdened with learning tasks. Being burdened with many tasks from the teacher is a symptom of alienation.¹⁰

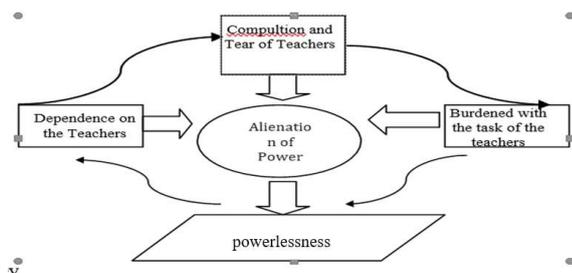


Fig. 1 Alienation of Power

This fact confirms that there are teacher-centered learning practices. Teachers have power over knowledge. The world of students' assumptions is that the knowledge possessed by the teacher is valid. There is dependence of students on teachers in the acquisition of knowledge. Teachers are still considered as the only source of learning, a source of knowledge. What should happen is that student-centred learning can trigger the growth and development of awareness that students are more able to find learning resources outside the classroom, in a virtual space by having a dialogue with the communities in it. Through gadgets that are connected to the internet, students should be able to use nodes to discuss learning difficulties they are facing. That fact has not shown egalitarian learning, the principle of learning everyone is teacher here has not yet grown. This means that there is a dependence of students on power knowledge of the teacher. Dependence is a symptom of social alienation.

It also shows that trying to find answers on the internet is futile. There is alienation of interaction between students and teachers. Subordinative learning occurs in the relationship between teachers and students. The pattern of the interaction relationship is that the teacher teaches - students are taught, the teacher gives assignments - students do the task. Students are alienated from their learning activities, often students do not like some of the subject matter but students are powerless not to choose it.

Past experience, namely the experience of interacting with dominant teachers at the previous education level, has an impact on students. Social studies learning is still taught in the corridor of behavioral (behavioristic) learning principles. Social studies learning is still dominated by the philosophy of essentialism, so learning facts and definitions is still the main feature of social studies learning in junior high schools. Learners memorize facts and definitions more than understand social problems around their

environment which are very contextual with the material and concepts they learn through books, as well as teacher explanations.

Behaviorism learning which is still dominant makes students not have the ability to get out of structured knowledge. Students are afraid if the knowledge they understand is not the same as what the teacher understands. Especially when evaluating both formative and summative, the fear of students' answers is not recognized by the teacher. This psychic aspect which is the main factor in social studies learning is identified with memorization learning.³

This fact proves that the practice of social studies learning is still "forced" to learn by memorizing more. Fear shackles freedom students to find ways to learn according to their wishes and abilities. Coercion is pressure. Learning does not bring the world of teachers to the world of students, on the contrary what happens is that the world of students is brought into the world of teachers. Of course, there is a disparity, especially in social studies learning in junior high schools, which is learning between adults and children. The teacher maintains authority with the intention of being respected by his students, but what happens is that authority makes the learning atmosphere scary. This fact shows that fear and compulsion are symptoms or phenomena of alienation.

In social studies learning, one form of social alienation is powerlessness. Based on the facts, powerlessness occurs because students are no longer controlled by themselves but are controlled by the teacher. Although the control is not manifest, it can be felt by students that the teacher still shows a subordinating and not egalitarian attitude in learning as a social process. Burdened, fear, and dependence make students alienated from their own learning activities and students are confined in a boring classroom.¹¹

The achievement of the curriculum target by the teacher is the main factor causing the social alienation of the Powerlessness of students. The learning has been scripted by the teacher according to time constraints. The teacher has made a plan achievement of KD with a predetermined allocation. Learning is driven by a set time allocation where students must reach the KKM or the minimum IPS criteria for completeness that are set. The policy taken if students have not reached the Social Sciences KKM is to provide remedial. It is not the remedial learning that is given but the remedial test. Remedial tests are also perceived as a frightening learning activity for students.

3.2 Meaninglessness

Meaninglessness is an aspect of social alienation. Students experience alienation from their learning activities. In social studies learning, the learning activities observed in the study were the participation of students in asking questions, doing assignments, and evaluating learning activities. Meaninglessness means that students live themselves as isolated from active participation in learning, especially in the three learning activities.

Learner-centered learning is always shown by student talk, student voice or students speak. This activity is a form of active participation in student learning. Problem-based learning, scientific approach-based learning, project-based learning and contextual learning developed by teachers require the active role of students in asking questions about problem finding, determining alternative problem solving. Active participation in question and answer is an effort for students to develop critical thinking (argumentative thinking), creative thinking (alternative thinking), problem solving, and making decisions. Student voice aims to develop intellectual roles.

Based on the facts traced through interviews with several students experiencing social alienation caused by "injustice" the teacher gives grades. Students feel they are being treated unfairly. According to the students, many of their friends, according to their assessment, their learning activities are standard, not exceeding their learning activities, and they actually get better grades than themselves. . The results obtained are often not in accordance with the hard work he has shown while studying social studies.

Injustice in the assessment means the teacher deviates from the principles in the assessment. What can be seen from this injustice is that social studies teachers have a tendency to assess results. Result assessment includes assignment and summative. There is not much process assessment done. The form of process assessment is participatory assessment. The tendency to assess results, the active role of students does not become the intentionality of the assessment. The teacher does not carry out cognitive or non-cognitive diagnostic assessments.⁴

Injustice is a common thing in learning, especially social studies learning. It is no longer a secret that the term "ngaji" (composing seeds) is no longer a secret. Injustice is a manifestation of the teacher's pragmatism. This attitude arises due to the burden of the task and study groups that must be served by the teacher. Observing the results of the study report or report card, it was found that there was a tendency for teachers to give the same competency description to every social studies score achieved by their students. There is no distinction that shows a significant difference in competence between students.

Of all the descriptions of social alienation in the aspect of meaninglessness it occurs because the evaluation of learning is not objective. The implementation of learning evaluation by teachers is more about measurement than assessment. The measurement is considered easy because it is only a matter of comparing the learning achievement by students with the assessment standard, namely the KKM. The facts obtained by social studies teachers tend to use test technique assessments. He considered that the assessment was more practical, especially in multiple choice questions. Easy to make, quick to correct.¹²

The findings of this study encourage social studies learning that frees students from the hegemony that is always presented along with the transfer of knowledge. Content differentiation must be developed to give students freedom to learn concepts through themes that

are liked and controlled by students. Contextual themes around the lives of students. Content differentiation is a free choice for students to determine what is learned.

Not only content differentiation, process differentiation must also be developed. Process differentiation includes ways of acquiring knowledge. The teacher provides free choices for students to choose methods, models, teaching strategies, learning strategies that are in accordance with their talents and interests. The choice of method must be integrated with cooperative learning, constructivist learning and contextual learning. So, social studies learning accommodates the diversity of learning modalities, as well as the diversity of competencies possessed by students.

Product differentiation or learning outcomes also need to be developed to overcome the problem of alienation. Students are given the freedom to produce products according to their competencies, talents, interests, learning modalities and creativity. So the learning outcomes shown by the performance of students do not have to be uniform. With product differentiation, social studies teachers must be ready to develop various assessment rubrics. The differentiation of assessment rubrics is a form of teacher openness to develop dialogue and open-mindedness in social studies learning.

Learning differentiation is the main concept for dismantling alienation. Learning differentiation is an instrument of struggle for the liberation of students from social alienation. Learning differentiation fosters students' self-awareness of their existence as individual beings and social beings. Liberation from the alienation of intellectual roles means that students live the full meaning of their social roles as students, live the world of existence as well as their rights and responsibilities. With the liberation of the alienation of the intellectual role, students can express himself full of meaning to live in space and time with other people.

Social studies learning liberates the social alienation experienced by students and demands the teacher's ability to "resist" the structure. In Althusser's political theory, there is a systematic effort on how interest groups maintain domination of power over the people. Althusser put forward two methods, namely through the RSA (Repressive Apparatus) and ISA (Ideological State Apparatus) instruments. Included in the RSA are judges, soldiers, and other law enforcers. Including ISA is education. Through education, interest groups have the power to carry out ideological hegemony (to borrow Gramsci's term). Especially for teachers with ASN status, it is a challenge to be part of that hegemonic structure. Private gurus still have the flexibility to get out of the hegemonic structure.¹³

Social alienation is found in social studies learning at State Junior High Schools. Social studies teachers feel attached to structures created by powerful interest groups. Teachers are submissive and obedient to instructions, for example related to the development of learning tools. The Social Sciences Subject Teacher Consultation (MGMP) as a forum for discussion, production is also helpless. MGMP IPS actually reproduces learning tools published by the Ministry of Education and Culture. The means of production in the

form of learning tools are still controlled by the state. Social studies teachers use a lot of teacher and student books published by the Ministry of Education and Culture. Social studies teachers feel very dependent on the book. Not found in this study student textbooks developed by the teacher.¹⁴ learning materials.

4 Conclusion

The conclusion of the research is that The findings of this study encourage social studies learning that frees students from the hegemony that is always presented along with the transfer of knowledge. Content differentiation must be developed to give students freedom to learn concepts through themes that are liked and controlled by students. Contextual themes around the lives of students. Content differentiation is a free choice for students to determine what is learned

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