

## DEVELOPMENT OF LEARNING IPS IN THE INDUSTRIAL REVOLUTION 4.0 ERA

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**Abstract.** Social studies lessons are generally known by students as less fun lessons. So it needs an update in its implementation. Apart from the curriculum, renewal lies with educators or teachers. Teachers are encouraged to be more creative in managing social studies learning. In the current era, where the virtual world or the internet world is growing rapidly, it certainly has an impact on the development of learning in the world of education. The purpose of this writing is to describe the development of IPS learning in the era of the industrial revolution 4.0. This writing uses a qualitative descriptive method. This method is a research method by developing the results of the ideas of the authors which are then based on theories according to the research variables. The results of the study explain the use of media that can be used by teachers in improving the quality of social studies learning. This can be done, among others, through strengthening literacy, utilizing e-learning and blended learning

**Keywords:** Social Science Learning Development, Industrial Revolution Era 4.0.

### INTRODUCTION

Industry analysts conceptualize industrial developments in the world that have reached the 4th industrial revolution wave or "industry 4.0", when industrial processes related to the digital revolution entered the 21st Century, as a further development of the previous industrial revolution waves. In industry 1.0 steam power was used in production mechanization as a result of the invention of the steam engine, in industry 2.0 electricity was used to create mass production, and in industry 3.0 electronic technology and information technology were used to automate production (Hussin, 2018). Industry 4.0 is characterized by the presence of new technologies that merge the physical, digital and biological worlds, manifested in the form of robots, mobile computer devices, artificial intelligence, driverless vehicles, genetic editing, digitization of public services, etc. In industry 4.0 equipment, machines, sensors and humans are designed to be able to communicate with each other using internet technology known as the "Internet of Things (IoT)" (Maria, Shahbodin, Pee, 2016).

Today, the learning process in face-to-face classes has lost its appeal in the 4.0 revolution. Because in the era of revolution 4.0 technological advances cannot be denied. Through this progress there has been a change of view in human civilization today. Many individuals think that everything they want can be instant, practically easy to get. But behind the advancement of technology in the revolutionary era 4.0, conventional learning is still widely used by teachers. Apart from being practical, the teacher is only a central center for the transfer of knowledge. Conventional learning does not cost much and careful preparation in learning. However, this type of learning has lost its appeal in today's era. The generation that is growing up now is the millennial generation. Where students are now very easy anywhere and anytime surfing in cyberspace. As a result of this progress will affect the mindset of students. This happened because some students thought that with increasingly widespread technological developments, the learning process in the 21st era could be done easily online anytime and anywhere. Students no longer wait for the teacher to explain the material. Through smartphones, students can easily access learning materials. There are even many websites available on the internet that students can use to get knowledge for free. Call it like brainly, through this site students can ask questions that students don't understand and can even discuss fellow Brainly users. Besides being able to change students' perceptions, the most common effect is that students are easily bored with conventional or traditional learning. Students tend to get bored and even less motivated. Because students always get the same kind of learning that tends not to interest them in learning. To overcome such cases, new breakthroughs arise to improve education in the future. At present we have entered learning in the era of revolution 4.0. where learning in the 4.0 revolution era is education which is characterized by the use of digital technology in the learning process. Facing these big challenges, education is also required to change from conventional to modern. Therefore, in this modern era, education plays an important role in creating generations of nations who are able to keep up with the rate of development of science. To master this, students are required to master the field of mathematics. To face this challenge, we need a new model of learning that can change conventional learning to modern learning. One of them is by adopting innovative learning. Innovative learning is a type of learning that applies new creations. With this new creation, it is hoped that learning will be fun for students. If learning is fun for students, then no doubt students will be active in learning.

The development of information and communication technology is considered to have a very large influence in changing the learning process. Information technology plays an important role, especially in providing innovation in learning. Utilization of information technology is expected to form students in the learning process independently. The learning development process is of course different for each lesson, adjusted to the nature or concept of the subject. The more abstract the concept of a lesson, the more difficult it will be to teach the concept to students. One of them is that social studies subjects have lots of material concepts that require visualization to be easily understood by students.

## **METHODS**

The design of this research is Literature Review or literature review. Literature research or literature review (literature review, literature research) is research that examines or critically reviews knowledge, ideas, or findings contained in academic-oriented literature, and formulates theoretical and methodological contributions for certain topics. , Cooper (2010). The nature of this research is descriptive analysis, namely the regular breakdown of the data

that has been obtained, then given an understanding and explanation so that it can be well understood by the reader. Search for published articles, namely on Google, Google Scholar, and Research Gate using the selected keywords. This literature review was synthesized using the narrative method by grouping similar extracted data according to the results measured to answer the objectives.

## **RESULT AND DISCUSSION**

Learning attitude is a person's ability to be able to organize himself in the learning process which includes the ability to complete tasks, the ability to focus attention, and the motivation to excel. Hyson stated that learning attitudes are defined as tendencies that children will carry out in dealing with learning situations [10]. Another term that can adequately explain the meaning of the term learning attitude is what we call learning style. According to [11], learning attitude is part of one of the indicators of a child's learning readiness. The maturity of the learning attitude is shown by the child's enthusiasm when learning, the child's curiosity about learning, temperament (how children perceive the subject), culture, and values. Learning attitudes play an important role in the potential of children's learning completeness at school. This is because learning attitudes refer to a child's capacity to deal with learning situations, a situation that children will definitely face when they enter elementary school.

The development of learning attitudes is shown by the child's tendency to show curiosity about new things. These characteristics really need to be mastered by children so that children can feel an interest in learning activities. Curiosity will lead children to focus on studying what needs to be learned at school. Without curiosity, children will perceive learning activities at school as boring, unimportant, and a waste of their time. Children will withdraw from learning activities, which will take them farther from the development of their expected abilities. Curiosity will also stimulate the development of critical thinking skills and problem-solving. These two abilities are high-level thinking skills that are very valuable for children who grow up in the 21st century. It is necessary to ensure that every child's curiosity is always developing because this aspect is the driving force in learning motivation.

In addition to curiosity, the development of learning attitudes can also be seen in the child's ability to complete the tasks assigned to him. This ability is very important to be demonstrated by children who will enter the elementary school level. The ability to complete tasks shows a child's social-emotional maturity in dealing with situations and challenges in learning and learning activities. There are many individual characteristics that will participate in maturity when children successfully demonstrate the ability to complete tasks consistently. Automatically the child will also hone the character of never giving up, persistence, and diligence. The ability to complete tasks well also shows the quality of the sense of responsibility possessed by children. Individuals with good quality of responsibility are certain individuals who are expected to develop in the community because their presence will not be a burden to others and will even have the potential to lighten the burden together. The growing sense of responsibility as children complete their tasks properly will increase children's accessibility to the social world. This is because the social environment will welcome the presence of individuals who have a responsible character. Individuals and social will be able to grow side by side and reinforce each other with these characteristics.

The third indicator of the learning attitude variable is the ability to focus attention. This ability is a key ability for children to gain success in learning. Success in learning will increase

children's motivation to learn more things and acquire various abilities. Therefore the ability to focus attention is a very important ability for children who are going to or are undergoing a period of education in elementary school. Through the ability to focus children's attention will be able to complete daily tasks both in the academic field and in other areas of life. The development of the ability to focus attention will have a variety of positive effects on oneself, including the ability for children to absorb information optimally, and strengthen memory so that the process of recalling information in the brain becomes easier.

The development of learning attitudes is also marked by the development of motivation for achievement. The development of this ability also shows the child's readiness to enter the world of academics and scholasticism. Achievement motivation according to Erick. Erickson naturally develops in the psycho-social aspects of children when children enter the world of school. In his theory, Erickson stated that during school years children face developmental challenges in the form of industry vs. inferiority. In this period, children personally begin to compare themselves with others so children begin to need to have self-competence. This situation ultimately fosters enthusiasm or motivation to excel in children. The existence of competencies that are owned as self-advantages makes children more confident to develop themselves so that children will grow into individuals with good quality.

Based on the results of observations made on 1336 children aged 6-7 years, it is known that an average of 75% of these children have a good development of learning attitudes. This is quite a question mark because for the previous 2 years these children were in a pandemic period where they learned to use distance learning models. Many sources predict that the pandemic has caused learning loss in the development of students [12]–[14]. This certainly worries the wider community, especially the parents of children who will be preparing to enter the elementary school level, where to enter the elementary school level for pre-school-aged children, these children need to reach the developmental maturity of school readiness. One aspect of the development of school readiness is a learning attitude characterized by a curiosity about new things, the ability to complete assigned tasks, the ability to focus attention, and achievement motivation. The occurrence of a pandemic for 2 years will certainly raise concerns about learning loss in early childhood which will have an impact on children's unpreparedness to enter elementary school. However, this concern seems to be unfounded, considering that the results of this study showed that approximately 75% of the children who were the subjects of the study showed well-developed learning attitudes. This shows that only 25% of children aged 6-7 years have difficulties in developing learning attitudes. According to researchers, this number is not a large number to worry about. This is because the number of children who reach maturity in this aspect of development is still far more than the number of children whose development is not yet optimal. This phenomenon can occur because at the age of 6-7 years children have reached maturity for the development of academic aspects. Naturally, children will be interested in learning and acquiring competence. This is in accordance with the theory of psychosocial development presented by Erik H. Erickson which states that at the age of 6 years, children begin to enter the industrial phase where they begin to build their competence. If the child does not do this, then the child will fall into feelings of inferiority and inferiority. This is not a good thing for the future development of children [15].

On the other hand, the achievement of maturity of 75% of children aged 6-7 years is also influenced by the arrival of the child's sensitivity to aspects of learning attitudes. Montessori [16] states that in development there are periods of strengthening sensitivity, where each period of sensitivity will bring up new interests and skills. Age 6-7 years is a period of sensitivity to academic abilities such as reading, writing, following rules, learning

new things, completing assignments, practicing certain skills, and socializing. It is this sensitive period that ultimately makes children able to achieve readiness for school even though the child had experienced limitations in participating in learning at school for 2 years due to the pandemic period.

The two factors above have a significant impact on the readiness of children to go to school in the post-covid era. Even though during a pandemic, children were hampered from getting stimulation about learning attitudes, because children can return to school right at their sensitive period for learning, children can immediately catch up with delays in the development of their learning attitudes. The results can be seen together, more than half of the number of children observed managed to achieve age-appropriate development.

## **CONCLUSION**

The maturity of the learning attitude of children aged 6-7 years in the post-covid era in Malang is developing quite well. this is indicated by the number of children who have developed learning attitudes that are in accordance with developmental tasks at the age of up to 75 percent. This can be because at the age of 6-7 years children are in a period of weeks towards the development of learning attitudes which in turn prevent children from the threat of learning loss which is much worried about by various educational observers and the community.

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