

## Dynamics of Integrated Social Studies Learning Implementation in Junior High Schools: Case Study at SMPN 41 Medan

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### Abstract

Integrated social studies learning is a form of integrative learning applied in junior high schools by integrating several disciplines into one subject, namely geography, economics, sociology, and history. This provides obstacles for teachers teaching integrated social studies learning. The study aimed to determine the teachers' constraints and students' understanding of integrated social studies learning at SMPN 41 Medan. The research method used is a descriptive qualitative method. The study results explain that the teacher's constraints in integrated social studies learning include difficulty understanding learning material outside the science teacher's field, limited time allocation, lack of learning facilities and infrastructure, and differences in each student's characteristics. Student understanding in terms of Integrated IPS learning is very high. This can be seen from students' interest during the learning process. It attracts students' attention with a percentage of 87.5% so that the majority of students in this situation feel the learning process is enjoyable and is considered a positive indication that teaching methods and strategies the learning used by the teacher has succeeded in attracting student interest so that they can understand the Integrated Social Sciences learning material. Students' understanding of social studies learning can be a benchmark for teacher success in integrating several disciplines into one subject.



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**Keywords:** Constraints, Teachers, Learning, Integrated IPS, Students

## INTRODUCTION

Integrated Social Studies Study Field is a learning substance at the Junior High School (SMP) level based on the KTSP structure that combines Geography, History, Sociology, and Economics lessons into a form of learning that does not stand alone, but becomes a unit that is taught in an integrated manner into one field of study. The Social Studies curriculum for SMP has united all social sciences in one field. The integrated learning model is one of the curriculum implementation models recommended for application (Sanra et al.,

2022). Social Studies Competency Standards and Basic Competencies at the SMP level include study materials for Economics, Sociology, History, and Geography. This study material becomes the Social Studies Study Field, which aims to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards improving all inequalities that arise, and are skilled at overcoming every situation that occurs every day, both those that befall themselves and those that befall the lives of the community (Milla et al., 2022).

The learning experience shows more about the relationship between conceptual elements to become a more effective learning process. The conceptual relationship learned with the relevant field of study will form a scheme (concept), so students will gain completeness and completeness of knowledge. The acquisition of completeness of learning, knowledge, and completeness of views on life and the real world can only be reflected through integrated learning. Teachers as key holders in the learning process greatly determine students' success. Teachers should create effective learning conditions, namely understanding student characteristics, preparing materials according to the applicable curriculum, utilizing media and learning resources well, and choosing the proper method. Choosing the correct method is important because this method can educate students to become learning subjects who develop and are directly involved in learning (Study et al., 2023).

In general, the implementation of social studies learning is still widely carried out separately, so the achievement of Standard Competencies and Basic Competencies is still carried out according to the study of each subject, without any integration. This is due to one of the inadequate academic competencies of teachers, so that teachers provide more learning on the material they master. Integrated Social Studies Competencies are not only in one subject matter, but integrate all subjects in social studies. Until now, many schools still have not implemented integrated social studies learning, namely, using the old method, the social studies field of study still stands alone. In fact, according to the 2006 curriculum (KTSP) for social studies at the junior high school level, it is legally and formally determined using the Integrated Social Studies learning model (Septiani & Widda Djuhan, 2021).

However, some new concepts in improving the quality of education, Integrated Social Studies learning, are not easy to apply universally. Even the

government is targeting the next four years after the enactment of the KTSP, which includes Integrated Social Studies learning as a whole. In 2010, all schools in Indonesia could implement the Integrated Social Studies learning model. The government also continues to make efforts to socialize activities regarding the implementation of integrated Social Studies learning so that the KTSP guidelines can appropriately implement the objectives and implementation of Social Studies learning. There is still a gap between the implementation of Social Studies learning by the KTSP guidelines and the reality of its implementation in schools. The Integrated Social Studies learning model can be applied well per the KTSP guidelines, so it can lead students to gain direct experience and increase their strength to receive, store, and produce impressions about the things they learn.

Therefore, researchers try to explore the problems faced by social studies teachers in implementing integrated social studies learning. Later, it is expected to provide efforts to implement better social studies learning, with efforts to improve and provide solutions to existing problems. Thus, social studies learning can be implemented by understanding the objectives of the expected Integrated Social Studies learning model (Wassalwa et al., 2022). The Independent Curriculum is a new curriculum implemented in Indonesia that prioritizes strengthening students' character and creativity. Implementing the Independent Curriculum also strengthens integration between subjects, including integrated social studies in junior high schools (Sanra et al., 2022). However, social studies teachers sometimes face several difficulties in implementing the Independent Curriculum, including:

1. Lack of clear guidelines: Social studies teachers sometimes have difficulty implementing the Independent Curriculum due to the lack of clear guidelines. This is related to the lack of information and adequate training

- related to the Independent Curriculum for teachers (Juliani, 2021)
2. Difficult assessment: The Independent Curriculum emphasizes the development of student character and strengthening creativity. Therefore, social studies teachers sometimes have difficulty assessing students' abilities in things that are not easily measured quantitatively, such as character and creativity (Sawiji & Parman, 2015).
  3. Integrating many subjects: The Independent Curriculum strengthens integration between subjects, including integrated social studies in junior high schools. Social studies teachers sometimes have difficulty integrating many subjects and maintaining balance between each subject (Melisa, 2022).
  4. Lack of support from the school: Lack of support from the school, such as the principal and colleagues, is also an obstacle for social studies teachers in implementing the Independent Curriculum. This is related to the lack of opportunities to collaborate with other subject teachers and the lack of support for developing teaching materials by the Independent Curriculum (Putra et al., 2021).

Social studies teachers need sufficient training and provision on the Independent Curriculum to overcome these obstacles. In addition, school principals and colleagues also need to provide adequate support for social studies teachers in implementing the Independent Curriculum. In addition, the government also needs to provide adequate resources to support the implementation of the Independent Curriculum in schools (Studi et al., 2023). Integrated social studies in junior high schools is a learning method that integrates various social subjects such as History, Geography, Sociology, and Economics (Sucipto, 2017). Although the concept sounds interesting, there are several obstacles faced by teachers in implementing

integrated social studies in junior high schools, including:

1. Time constraints: Social studies teachers sometimes have difficulty completing all the material that must be taught in a limited time. This can be a problem when the material must be taught is very large and must be divided into several subjects.
2. Lack of support from the principal: A principal who does not support the implementation of integrated social studies can be an obstacle for teachers who want to implement it. A less supportive principal usually complicates implementing integrated social studies, for example, by making unrealistic demands.
3. Lack of support from colleagues: Social studies teachers sometimes find it challenging to implement integrated social studies due to the lack of support from colleagues or other subject teachers. This is related to teacher coordination, which may not be going well.
4. Lack of learning materials and resources: The lack of learning materials and resources for the integrated social studies concept is also an obstacle for teachers in implementing it. This is related to the lack of adequate teaching materials and training to develop teaching materials by the integrated social studies concept (Sawiji & Parman, 2015).
5. Difficulty in evaluating learning outcomes: Social studies teachers sometimes have difficulty evaluating students' learning outcomes in integrated social studies, mainly if students must be evaluated based on different criteria in each subject.

These obstacles can be overcome by training teachers on integrated social studies, improving coordination between subject teachers, and providing support from the principal and adequate learning resources (Wassalwa et al., 2022). In

addition, evaluation of student learning outcomes needs to be carried out using the same criteria for each subject to ensure that the evaluation is fair and accurate (Melisa, 2022). Therefore, this study is important to study more deeply to understand the obstacles social studies subject teachers face at SMP N 41 Medan in Integrated Social Studies learning and student understanding in Integrated Social Studies learning at SMPN 41 Medan. Later, the results can provide an overview of the obstacles in implementing online learning in social studies subjects at SMPN 41 Medan in the current independent curriculum. So that it can be used as a source of reference and additional information to help provide considerations to related parties in efforts to determine the direction of policy in implementing independent curriculum-based learning in schools, so that an effective and optimal learning process can be carried out (Putra et al., 2021).

## RESEARCH METHODS

This research was conducted at SMPN 41 Medan, Jalan Bunga Ncole Raya, Medan Tuntungan District. The implementation was on May 2, 2023, from 09.00 WIB to 11.00 WIB. The population in this study was Integrated Social Studies teachers and 24 students at SMPN 41 Medan.

The data collection technique used is a qualitative descriptive method in direct interviews with Integrated Social Studies teachers and filling out student questionnaires at SMPN 41 Medan. Interviews are activities to obtain information directly by expressing questions to sources or people being interviewed, where we went directly to the field while giving several questions or instruments to Integrated Social Studies Teachers and students at SMPN 41 Medan and conducting observations, namely observations carried out intentionally and systematically on the learning process at school.

The data analysis technique used is a qualitative descriptive, namely by collecting library data in journals and articles, and reading and processing research materials. Researchers took several journals related to social studies learning in the context of the Independent Curriculum. The previous research journals will be studied, understood, and compared with the current state of the learning system. After understanding and knowing that the problems in previous research are relevant to the researcher's problems in the current learning system, the researcher will conclude in the form of research results regarding these problems.

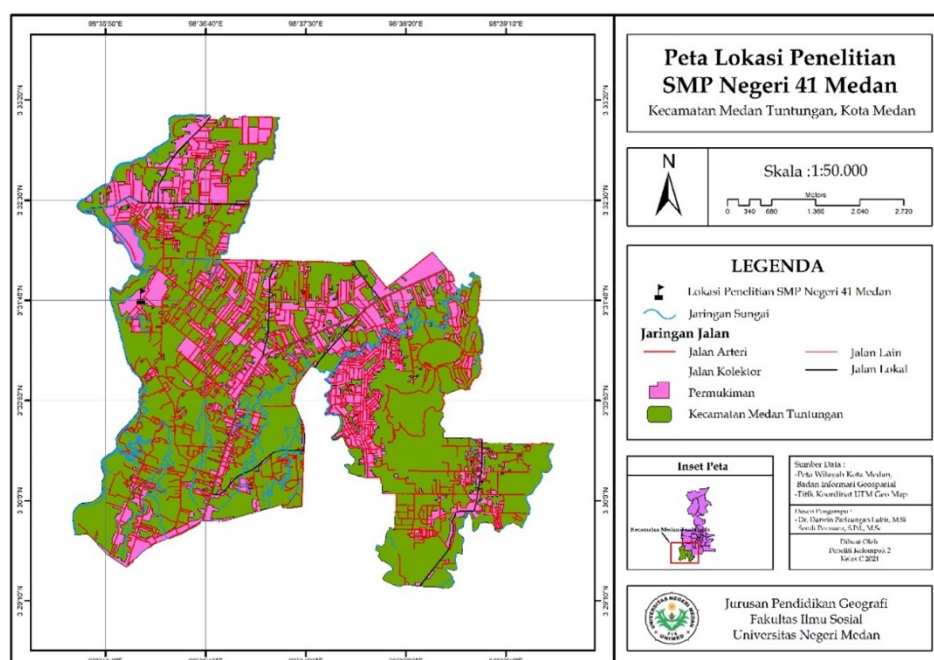




Figure 1. Research Map Location

## RESULTS AND DISCUSSION

### Teachers' Constraints in Integrated Social Studies Learning at SMPN 41 Medan

Social Studies (IPS) integrates various branches of social sciences such as sociology, history, geography, economics, politics, law, and culture. Social Studies is formulated based on social reality and phenomena that, from a perspective, combine interdisciplinary approaches and branches of social sciences (sociology, history, geography, economics, politics, law, and culture). Social Studies (IPS) learning is an element of the school curriculum derived from the content of the branches of social sciences: sociology, history, geography, economics, politics, anthropology, philosophy, and social psychology (Ministry of National Education, National Education Research and Development Agency, Curriculum Center, 2006). Since 2002, social studies learning at SMPN 41 Medan has not been integrated into Integrated Social Studies; it is still separate, where there are only branches of social sciences, namely economics, geography, and history. In 2006, social studies learning began to be integrated, and the hours were united by adjusting the expertise of the teaching staff. Integrated social studies learning is one form of integrative learning that is applied in junior high schools with the integration of several disciplines into one subject, which presents obstacles for integrated social studies teachers (Rahmawati, 2019). The following are the obstacles for teachers in integrated social studies learning at SMPN 41 Medan.

### Difficulty Understanding Learning Material Outside the Field of Science of Social Studies Teachers

Difficulty understanding learning material causes obstacles in the learning process. This is because social studies teachers at SMPN 41 Medan have graduates with educational backgrounds from social sciences, some are graduates of economics,

and geography. This is an obstacle because teachers must master all branches of material from integrated social studies learning, seen as more comfortable in teaching before social studies learning becomes integrated, where teachers teach according to their abilities in implementing learning. Unlike integrated social studies learning, teachers must integrate various lessons into integrated social studies, starting from history, geography, sociology, and economics. This makes it difficult for teachers because of the lack of mastery of material that is not a field of science, and they must explore material that is outside the field of science for social studies teachers. For example, in the history learning material discussing prehistoric times, then in this case the teacher relates it to the geography subject by connecting the material on the earth's shape and relating it to the sociology subject discussing how people interacted in prehistoric times. In this case, teachers with an economics background find it challenging to teach material other than economics, as do teachers with a geography, history, and sociology background find it challenging to deliver material outside their field of study. Most teachers experience the same thing when they have to deliver material outside their field of study. Mastering subject matter is one of the teacher's competencies, namely professional competence. According to Law Number 14 of 2005 concerning Teachers and Lecturers, professional competence is "the ability to master subject matter broadly and deeply". Suppose teachers do not master the subject matter. In that case, it will also impact students' lack of understanding, because the teacher's professional competence significantly influences student learning achievement (Rahmawati, 2019).

### Limited Time Allocation

Time allocation is the length of a learning activity carried out in a classroom

or laboratory, limited by strict time limits, usually achieved by comparing the implementation of several different programs simultaneously. Time allocation in learning is essential for teachers so that the entire series of learning activities from start to finish can be carried out correctly (Hafizha et al., 2022). Integrated Social Studies teachers at SMPN 41 Medan feel there is a lack of time allocation to explain integrated social studies learning materials that integrate geography, history, economics, and sociology learning, with 4x40 minutes for 2 class meetings per 1 week.

### **Lack of Learning Facilities and Infrastructure**

The completeness and availability of educational facilities in schools significantly impact performance and learning in the classroom (Darmastuti, 2014). The lack of learning facilities and infrastructure, such as books, learning media, and laboratories, is also an obstacle faced in social studies learning (Rahmawati, 2019). The function of facilities and infrastructure is essential in learning. With appropriate tools and media availability, the learning process will run well, and student participation in the learning process will be realized. Educational facilities and infrastructure function and play a role in improving the quality of human resources who can compete and cooperate in the era of globalization (Widiastuti, 2019). The limited tools and media available at SMPN 41 Medan make teachers. In explaining the material, for example, historical objects are not found in the school, so they are forced to go to the museum. In addition, teachers always relate each learning by relating learning materials to case studies of examples around the students' everyday lives.

### **Differences in Each Student's Characteristics**

Differences in each student's characteristics and the organization of learning materials affect learning acquisition

and retention (Syahwanatu, 2022). Students' characters differ from other students, and each student's ability to master and understand the material is also different. In this case, students are unique individuals, meaning no two students are identical (Widayanti, 2013). Before the teacher enters the learning material, the teacher approaches by motivating students through direction and advice to be more active in the Integrated Social Studies learning process. Teachers must understand that the students' background, such as family background, economy, hobby level, and so on, also affects the process of formulating learning process planning.

### **Teachers' Efforts to Overcome Obstacles in Integrated Social Studies Learning at SMPN 41 Medan**

#### **Discussing Through Subject Teacher Deliberations (MGMP)**

MGMP is a forum for professional activities of similar subject teachers in the studio, consisting of the Subject Teacher Deliberation and Subject Teachers (Najri, 2020). The Subject Teacher Deliberation (MGMP) has the potential to become a forum for further improvement and development of the teaching profession, the administration of the teaching discussion department (MGMP) which seems not to meet administrative standards is still a serious problem that must be resolved by management and its members to ensure public opinion. The above does not happen where there are still teachers who do not understand and it is recognized that there are many considerations for subject teachers (MGMP) to get much learning, a place to exchange ideas about problems faced in the classroom during the teaching and learning process, so that there are teachers whose presence in the subject teacher deliberation (MGMP) activities is minimal (Fatmawati et al., 2020).

The subject teacher's deliberation (MGMP) for social studies at SMPN 41 Medan is still not as practical as expected.

This is caused by various factors, including internal factors of teachers, such as low motivation to participate in MGMP activities, a lack of understanding of the essence of MGMP as a beneficial forum. Discussing the experience of MGMP social studies teachers (economics, history, geography, sociology). At that time, all social studies teachers were combined to overcome the previous obstacles such as peer tutors or learning with others, for example this month the host was SMP 41 and 1 peer tutor was made, for example for geography subjects we asked for the experience of geography teachers and added experience, it is just that MGMP is not being implemented now since the independence curriculum if the KTSP and 2013 Curriculum were running.

### **Approaching Students**

Approaching and giving general direction in teaching Integrated Social Studies learning is necessary. The approach delivered aims to make the learning process readily accepted by students, by making students feel like friends so that they are closer and more familiar with the teacher, and ignoring the differences that occur, so that it is very easy to communicate regarding problems experienced by students in the learning process.

### **Utilizing Information and Communication Technology**

The development of science and technology significantly impacts various fields of human life. Education is an inseparable part of human maturation; conversely, it significantly contributes to developing science, technology, and education. To achieve something, a person must also utilize advances in science and technology to achieve goals effectively and efficiently (Muhson, 2010). Teachers utilize information and communication technology via the internet or books to find the information needed, both in creating

learning indicators and objectives and in selecting learning models and methods that are varied and interesting for students to achieve learning objectives.

### **Students' Understanding of Integrated Social Studies Learning at SMPN 41 Medan**

#### **Teachers Always Enter Class According to the Learning Schedule**

Based on the analysis results, it can be concluded that teachers in this situation tend to always enter class according to the learning schedule as much as 95.8% of the time. This percentage shows a high level of consistency in teacher attendance. Although teachers tend to enter class regularly, there are also cases when they are absent according to the learning schedule. The percentage of occasional attendance is 4.2%. Although this percentage is relatively low, there is still the possibility of absences that can affect teaching and learning activities. In this context, it is important to understand the factors that cause these occasional occurrences. Several factors, such as illness, sudden assignments, meetings, or emergencies, may cause these absences. Therefore, schools and teachers must communicate effectively and support each other to manage these unexpected absences. Consistent teacher presence in class is important in the learning process. This allows students to follow the material well and get the necessary guidance. However, small absences should also be addressed by adopting policies or systems that allow scheduling substitutes or replacing teachers when unforeseen events occur. Overall, even though teachers in this situation are present regularly, there still needs to be an effort to increase the attendance percentage to the maximum possible. Effective communication between teachers, schools, and students will significantly assist in managing absences and ensuring good continuity of learning.

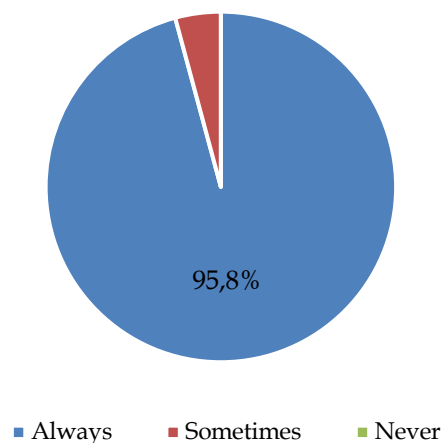


Figure 2. Teachers Always Enter Class According to the Learning Schedule

**Teachers conduct an Opening, such as greeting, praying, providing motivation, explaining learning objectives, and taking students' attendance about 15 minutes before starting the learning material.**

Based on the analysis results, it can be concluded that teachers in this situation tend to carry out a series of opening actions before starting the learning material, with a percentage of always 70.8%. This shows that there is an effort from the teacher to create a conducive atmosphere and motivate students before starting learning. The opening actions carried out by the teacher include greeting, praying, providing motivation, explaining learning objectives, and taking students' attendance about 15 minutes before starting the material. These steps aim to help students feel safe, connected, and inspired before learning and ensure their involvement and presence in the classroom. However, there are also cases when teachers do not carry out all of these opening actions with a percentage of sometimes 29.2%. Some situations may make it impossible for teachers to carry out opening actions consistently, such as emergencies, limited time, or other

demands. Although the percentage is sometimes quite significant, it is important to remember that every effort in creating an inclusive and directed learning environment positively impacts student motivation and engagement. Therefore, teachers need to try to improve consistency in implementing opening actions and find solutions to overcome obstacles that may arise. Opening actions carried out by teachers have an important role in preparing students to learn and creating a favorable climate in the classroom. Teachers can use the time before starting learning materials to build strong relationships with students, motivate them, and convey learning objectives. By doing this consistently, teachers can improve students' learning experiences and strengthen learning effectiveness in the classroom. In conclusion, although teachers in this situation do most of the opening actions before starting learning materials, there is still room to increase the percentage of consistently implementing these actions. With consistency and continued effort, teachers can build a positive learning environment and ensure student engagement before starting learning.



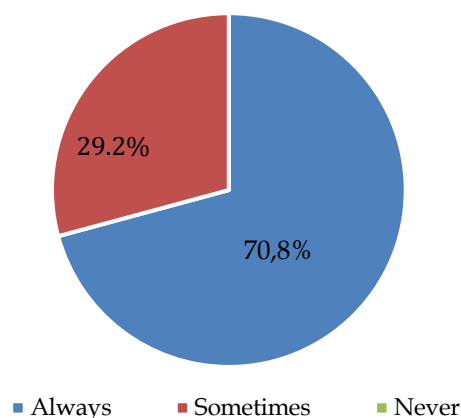


Figure 3. Teachers Open Learning Implementation

### Teachers' Attitude and Personality in the Classroom

Based on the analysis results, it can be concluded that the teacher's attitude and personality in this situation tend to be more assertive, with a percentage of 79.2%. Teachers show a firm approach in managing the class and communicating rules and expectations to students. Although most teachers' attitudes are assertive, there are also cases where teachers show a gentle attitude, with a percentage of 20.8%. This gentle attitude may involve a softer approach, a soft voice, or providing attention and emotional support to students. Combining assertive and gentle attitudes in the classroom has advantages and benefits. An assertive attitude helps build discipline, provide structure, and enforce rules in the classroom. It can also help create an organized and efficient learning environment.

On the other hand, a gentle attitude reflects the teacher's empathy and attention to the needs and feelings of students. This approach can help create an inclusive classroom climate, support student learning, and build good relationships between

teachers and students. Teachers must adjust their attitudes and personalities to different needs and situations in classroom management. An assertive attitude may be needed when maintaining discipline and dealing with situations that require firm decisions. On the other hand, a gentle attitude can be helpful when supporting students who need special attention, motivating students, or handling conflict. It is important to note that each teacher has a unique leadership style, and the right attitude can vary depending on the environment, students, and learning context. The most important thing is for teachers to find a balance between firm and gentle, while maintaining authority, respecting students, and creating an environment conducive to learning.

In conclusion, teachers in this situation tend to have a high percentage of firm attitudes in the classroom. However, there is still room to demonstrate a gentle attitude that considers students' needs and feelings. With a balanced approach, teachers can create an effective learning environment and support students' holistic development.

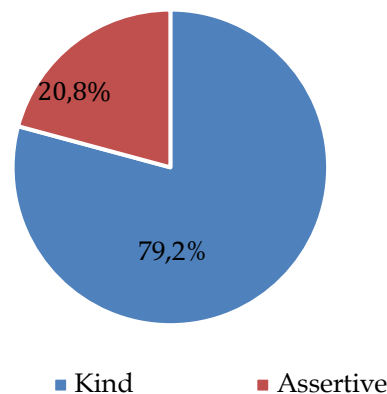


Figure 4. Teachers' Attitude and Personality in the Classroom

### Teachers Always Provide Learning Media

Based on the analysis results, it can be concluded that in this situation, educators tend to provide learning media with a percentage of sometimes 66.7% and always 33.3%. This shows a tendency where educators do not always provide learning media consistently. Learning media have an important role in the learning process. Appropriate learning media can help visualize concepts, clarify explanations, increase student engagement, and encourage better understanding. Therefore, educators must consistently provide learning media as a teaching strategy. The relatively high percentage sometimes indicates an opportunity for educators to

improve consistency in providing learning media. Several factors may influence this, such as limited access to media, lack of time to prepare materials with learning media, or lack of understanding of the potential use of learning media.

In conclusion, educators in this situation sometimes provide learning media. Although the percentage is always relatively low, there is an opportunity to improve consistency in using learning media. Educators can create more varied, engaging, and effective learning experiences for students with a better understanding of the benefits of learning media and ongoing efforts.

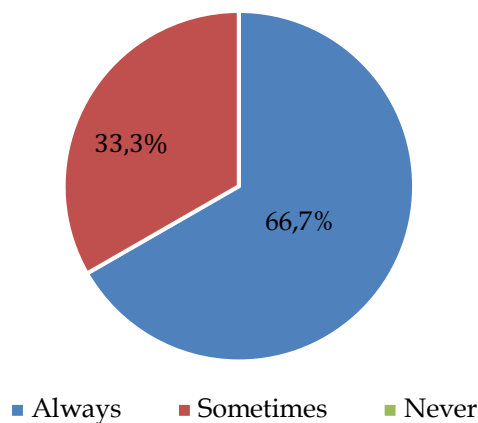


Figure 5. Teachers Always Provide Learning Media

## Teachers Give Assignments at the End of Learning

Based on the analysis results, it can be concluded that in this situation, educators tend to give assignments at the end of learning, with a percentage of sometimes 75% and always 25%. This shows a tendency where educators do not always give assignments at the end of each learning session. Giving assignments at the end of learning has several important benefits. Assignments can help consolidate and test students' understanding of the material that has been learned. Assignments can also improve critical thinking skills, application of concepts, and develop student independence and responsibility. The percentage of always reaching 25% shows consistency in giving assignments at the end of learning. However, the higher percentage of sometimes indicates an opportunity for educators to improve consistency in giving assignments routinely. Educators can take several steps to increase the percentage of always giving assignments at the end of learning. First, they can carefully plan each learning session and set aside enough time to give assignments to students. Consistency in planning and implementing assignments

will help create structured and regular learning habits. In addition, educators can evaluate the assignments' effectiveness and ensure that they are relevant to the learning objectives and student understanding. Adapting assignments based on students' needs and abilities can also improve engagement and learning outcomes. In addition to assigning assignments, educators must provide remediation to students who need it. Remediation is an effort to help students who have difficulty understanding the material or completing assignments. Educators can help students improve their understanding and achieve academic success by providing remediation consistently.

In conclusion, educators in this situation sometimes give assignments at the end of learning. The percentage that always reaches 25% shows consistency in giving assignments, but there is still room to increase this percentage. With good planning, relevance of assignments to learning objectives, and providing appropriate remediation, educators can improve consistency in giving assignments at the end of learning and ensure student learning success.

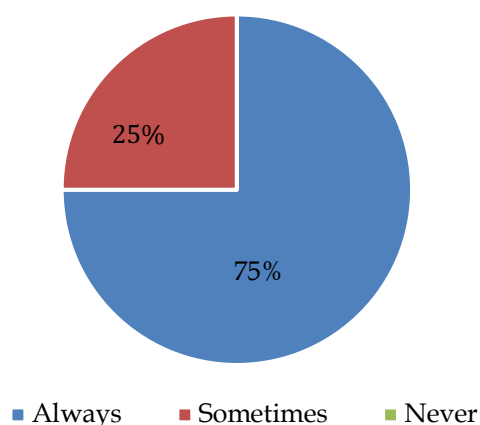


Figure 6. Teachers Give Assignments at the End of Learning

### Teachers Master All Integrated Social Studies Subjects

Based on the analysis results, it can be concluded that in this situation, most teachers can master all social studies subjects, including Geography, History, Economics, and Sociology, with a "Yes" percentage of 83.3%. However, there is also a percentage of 16.7%, which shows that there are teachers who cannot master all social studies subjects. Mastering all social studies subjects is an important qualification for a social studies teacher. Extensive skills and knowledge in all social studies subjects enable teachers to provide students with a comprehensive and integrated understanding. Teachers who deeply understand Geography, History, Economics, and Sociology can present materials better, design effective learning, and provide rich learning experiences. The "Yes" percentage of 83.3% shows that most teachers in this situation can master all social studies subjects. This can be considered a positive asset for students because they can learn from teachers with extensive knowledge and gain a comprehensive picture of various social and scientific aspects of science. However, the "No" percentage of 16.7% indicates that some teachers may not understand one or more social studies

subjects deeply enough. The reasons behind this percentage can vary, such as a lack of teaching experience, inability to keep up with the latest developments in social studies, or lack of adequate training or resources. It is important for teachers who have limited mastery of all social studies subjects to acknowledge their weaknesses and work to improve their understanding in areas where they are less proficient. They can take the initiative to improve their knowledge through training, independent study, or collaboration with colleagues with stronger expertise. When teachers cannot master all social studies subjects, it is important to find appropriate solutions, such as sharing teaching responsibilities with other teachers with relevant expertise or taking steps to obtain assistance or support from the school or local educational institution.

In conclusion, most teachers in this situation can master all social studies subjects with a positive percentage. However, there is room to improve this percentage and support teachers facing limitations in mastering certain areas. With a broad understanding of social studies, teachers can provide students with comprehensive and valuable learning experiences.

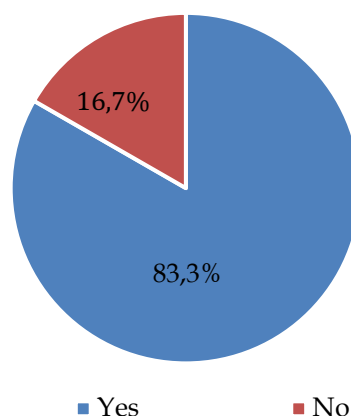


Figure 7. Teachers Master All Integrated Social Studies Subjects



### Teachers Provide Interesting Learning Processes

Based on the analysis results, it can be concluded that most students in this situation feel that the learning process is enjoyable, with a percentage of "Yes" of 87.5%. However, there is also a percentage of 12.5% , which indicates that some students do not feel the learning process is enjoyable. It is important for students to feel that the learning process is enjoyable because high interest in learning can motivate students, increase their involvement, and positively affect learning outcomes. Students who feel involved and interested in learning tend to be more focused, actively participate, and are highly motivated to understand and master the learning material. The percentage of "Yes" of 87.5% indicates that most students in this situation feel that the learning process is enjoyable. This can be considered a positive indication that educators' teaching methods and learning strategies have attracted student interest. However, the percentage of "No" of 12.5% indicates that some students do not feel too interested in the learning process. The reasons behind this percentage can vary, such as a lack of variation in teaching methods, a mismatch between the material

and students' interests, or a lack of interesting interactions in the classroom. Educators need to pay attention to the percentage of students who are not interested in learning and try to improve the quality and attractiveness of learning. Some strategies that can be applied are using various interesting teaching methods, relating material to real life or student interests, introducing game elements or challenges, and actively involving students in learning through discussion, collaboration, or projects. In addition, educators need to receive feedback from students regularly and actively seek suggestions and input from students to improve the learning process. By understanding student preferences, interests, and needs, educators can design more interesting and relevant learning experiences.

In conclusion, most students in this situation found the learning process enjoyable. However, there is potential to increase this percentage and pay attention to students who may feel less interested. Educators can create a more interesting and meaningful learning environment by implementing interesting and responsive learning strategies to meet students' needs.

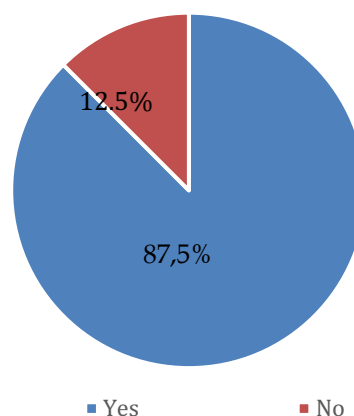


Figure 8. Teachers Provide Interesting Learning Processes

## CONCLUSION

Social Science Learning (IPS) is an element of the school curriculum derived from the content of the branches of social sciences: sociology, history, geography, economics, politics, anthropology, philosophy, and psychology. Integrated IPS learning is one form of integrative learning applied in junior high schools. Integrating several disciplines into one subject provides obstacles for integrated IPS teachers. Implementing IPS learning can be carried out according to the understanding and objectives of the expected Integrated IPS learning model. However, IPS teachers sometimes face several obstacles in implementing it, namely difficulty understanding learning materials outside the field of IPS teacher science, lack of learning facilities and infrastructure, and differences in student characteristics. In addition, teacher efforts to overcome these obstacles can be done by discussing through the IPS Subject Teacher Conference (MGMP) and approaching students. Students' understanding in terms of social studies learning is very high. This can be seen from the students' interest during the learning process which is very interesting for students with a percentage of 87.5% so that the majority of students in this situation feel that the learning process is enjoyable and is considered a positive indication that the teaching methods and learning strategies used by the teacher have succeeded in attracting students' interest so that they can understand the Integrated Social Studies learning material.

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