

# **ANALYSIS OF SCIENCE MATERIALS SOCIALIN MI/SD, CONFORMITY OF CHARATERISTICS, HOTS, AND 4C**

**Yuliananingsih**

*State Islamic University of Sunan Kalijaga Yogyakarta*

[19204080004@student.uin-suka.ac.id](mailto:19204080004@student.uin-suka.ac.id)

**Abstract:** Teaching material is an important learning element, it gets the attention of the teacher so that students can learn the things needed to achieve learning goals. This analysis aims to determine the suitability of class IV thematic textbooks with the Ministry of Education and Culture regulation Number 21 of 2016, the scope of social studies material. The suitability of textbooks with the characteristics of students and the literacy contained therein. The results of the analysis show: 1) Based on the content standards contained in the Regulation of the Minister of Education and Culture Number 21 of 2016, Class IV Thematic textbooks published by the Ministry of Education and Culture have met the predetermined standards. 2) it is in accordance with the development of students both in terms of material presentation, writing and image portions in the textbook. 3) there is no HOTS in the whole learning theme. 4) and there is financial literacy, culture and citizenship and character education.

**Keywords:** teaching materials, thematic textbooks, social studies material.

## **INTRODUCTION**

Education is a process of interaction between educators and students that encourages the learning process to achieve educational goals. Education is a means for students to develop their potential so that they become people who have the characters and skills needed by the people of the nation and state. As stated in Law No. 20 concerning the National Education System in 2003, "Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students are active in developing their potential to have religious spiritual strength, personality self-control, intelligence, noble character. as well as skills needed by himself, society, nation and the State ".<sup>1</sup>

Education is a process of interaction that encourages learning. To support the learning process it certainly requires learning tools, media and means of learning,

---

<sup>1</sup> UU RI, "Undang Undang Nomor 20 Tahun 2003 Tentang SISDIKNAS," 2003.

one of which is textbooks. Textbooks are one of the main components in learning activities, because with textbooks, student and teacher learning is easier in the teaching and learning process.

Textbooks are basically all materials that are arranged systematically which displays a complete figure of competence that students will master and use in order to achieve competency standards and core competence of each subject in a particular education.<sup>2</sup>

Textbooks are books used by students in supporting learning activities that contain descriptions of certain material arranged systematically with specific objectives. Textbooks are made and adapted to subjects in schools, such as thematic textbooks which are currently used as student learning support books, which contain material for funding exercises. Whether the textbook can be classified as a textbook, can it be classified as a quality textbook.

## RESEARCH METHODS

This research uses the library research method, which is to collect and inform data with the help of various materials in the library room, such as books, journals, magazines, newspapers, and various types of reports, such as documents that have not been or have been published. References about the suitability of characteristics, HOTS, 4C and Literacy are collected, interpreted, and analyzed, then linked to the presentation of social studies material in the thematic books of grade IV students themes 1-9 published by the Ministry of Education and Culture.

## FIND AND DISCUSSION

### ***Substance, Scope, Characteristics, and Development of Social Studies Material MI / SD***

IPS is a subject that studies human life in various dimensions of space and time as well as various life activities. Social studies is a subject that combines basic concepts from various social sciences that are compiled through educational and psychological approaches as well as their feasibility and meaning for students and their lives. IPS is formulated on the basis of social realities and phenomena that embodies a field of study approach from aspects and branches of social science (sociology, history, geography, economics, politics, law, and culture). Characteristic of IPS as a subject at the level of primary and secondary is the integrated nature of (*integrated*) on a number of subjects in order

---

<sup>2</sup> Andi Prastowo, *Pengembangan Bahan Ajar Tematik: Tinjauan Teoritis Dan Praktik, Cet 1* (Jakarta: kencana Prenada Media Group, 2016), 195.

to make these subjects more meaningful for students so that the organization of the material / learning resources in accordance with the environment, characteristics, and the integrity of the learners.<sup>3</sup>

The purpose of the IPS subject in the 2013 curriculum is to produce citizens who are religious, honest, democratic, creative, critical of something, enjoy reading, have learning abilities, curiosity, care, with the social and physical environment, contribute to the development of social and cultural life, and communicate productively.

The scope of social studies consists of knowledge, skills, values and attitudes developed from society and social science disciplines. Mastery of these four contents is carried out in an integrated learning process through a process of reviewing knowledge content.<sup>4</sup>

### ***Main material of MI / SD IPS in its relevance to the current scientific structure of MI / SD IPS***

The scope of IPS material based on Permendikbud No. 21 of 2016 is as follows:<sup>5</sup>

1. Humans, places and the environment
  - a. The geographic area where the Indonesian nation lives.
  - b. Connectivity and social interaction of national life in the territory of Indonesia.
2. Timing, sustainability and change  
The development of the life of the Indonesian nation in the time since the pre-literal period to the Islamic era.
3. Social and cultural systems  
Human life and social, economic, educational and cultural institutions of the people and nation of Indonesia.
4. Economic behavior and welfare (Economic life of the community)

---

<sup>3</sup> Sapriya, *Pendidikan IPS, Konsep dan Pembelajaran, Cet III* (Bandung: Remaja Rosdakarya, 2012), 7.

<sup>4</sup> Menteri Pendidikan dan Kebudayaan, "Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 57 Tahun 2014 Tentang Kurikulum 2013 Sekolah Dasar/Madrasah Ibtidaiyah, Peraturan Menteri Pendidikan Dan Kebudayaan," n.d.

<sup>5</sup> Menteri Pendidikan dan Kebudayaan, "Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016 Tentang Standar Isi Pendidikan Dasar Dan Menengah," n.d.

Table 1. Analysis of the suitability of Thematic book material with  
Permendikbud No. 21 of 2016

fourth grade themes: 1-9

No	Themes	Sub-themes	Learning	Rung ling material	Pages
1	1	1	1	3	1-9
2			5	1 and 3	58-60
3		2	1	1 and 3	83-84
4			5	1 and 3	119-121
5		3	1	1 and 4	129-134
6			5	1	167
7	2	1	1	1 and 4	1-9
8			5	1, 3 and 4	37-38
9		2	1	1 and 3	55-57
10			5	1,2 and 4	84-85
11		3	1	4	100
12			5	4	123-126
13	3	1	1	1, 3 and 4	1-6
14			5	1	31-33
15		2	1	1	47 and 53
16			5	1	76-80
17		3	1	1,3 and 4	95-100
18			5	1	120-122
19	4	1	1	1,3 and 4	1-11
20			5	1, 3 and 4	37-43
21		2	1	1, 3 and 4	50-57
22			5	1, 3 and 4	87-88
23		3	1	1, 3 and 4	98-103
24			5	1 and 4	125-126
25	5	1	1	1 and 2	1-6
26			5	2	37-40
27		2	1	2	53-55
28			5	2	81-84
29		3	1	2	94-98
30			5	2	123-125
31	6	1	3	1,3 and 4	23-30
32			4	1 and 3	35- 41
33		2	3	1	91
34			4	1 and 3	97-98
35		3	3	1 and 3	132-134
36			4	1	140-141
37	7	1	3	1 and 3	20-27
38			4	1	29-34

39		2	3	1	63-68
40			4	1 and 3	70-77
41		3	3	1,3 and 4	109-116
42			4	1, 3 and 4	117-120
43	8	1	3	1 and 4	20-26
44			4	1, 3 and 4	33-37
45		2	3	1, 3 and 4	85-90
46			4	1, 3 and 4	95-99
47		3	3	1, 3 and 4	148-149
48			4	3 and 4	155
49	9	1	1	1	1-9
50			5	1 and 4	32-35
51		2	1	1 and 4	49-56
52			5	1	85-89
53		3	1	1	100-112

From the findings above in the thematic book for class IV, 44 lessons were obtained from 53 lessons presents material about humans, places, and the environment, if in the percentage it is obtained 83% of the total learning, 8 lessons or 15% which contains material about time, sustainability and change, 25 lessons or 47% which presents material about social and cultural systems and 25 learners or 47% presented material on economic behavior and welfare. Judging from the results above, it can be seen that based on the Content Standards according to Permendikbud No. 21 of 2016 class IV thematic textbooks published by the ministry of education and culture have met the predetermined standards.

### ***The suitability of the developmental characteristics of MI / SD***

Social studies learning in MI / SD must pay attention to the needs of children 6-12 years. According to Piaget, children in the 7-11 year age group are in the development of the operational intellectual abilities of the Congkret. Meanwhile, IPS is a study program that is full of abstract concepts that must be taught to MI / SD students.

As a solution to this problem, Bruner provides a solution to concretize the abstract by modeling it with bodies, pictures, charts, maps, graphs, symbols, further explanations, or elaborations in words that students can understand.<sup>6</sup>

From the results of the analysis carried out it can be explained that the structure of the presentation of learning material in the thematic book class IV revision 2017 is presented according to the relevance of the participants students, where the thematic book is presented material from concrete to abstract. In

---

<sup>6</sup> Rudy Gunawan, *Pendidikan IPS, Filosofi, Konsep, Dan Aplikasi* (Bandung: Alfabeta, 2013), 50.

accordance with the solution provided by Bruner, social studies learning in the thematic book presents learning beginning with pictures, charts, maps, and further information.

The type of writing contained in the thematic book is presented in a sans serif font (which means: without serif) a typeface that does not have small lines, it is solid and looks more assertive. Almost entirely or 100% of the book uses a sans serif font.

While the layout of the book uses a mixed layout, why can you say a mixed layout because in the thematic book there are layouts that only use left-aligned and some use left-right alignment. In themes 1 and 3, theme 4 (learning 5) uses a left-aligned layout, and in themes 2, 4 (learning 1) 5 (learning 1), 6, 7 uses a mixed layout while in theme 4 learning 5), 8 and 9 using the entire left-right layout.

Grade 4 is the beginning of the upper class, the process of transition and adjustment from the learning process in the lower classes to upper class learning. As a training process for students in the literacy process, especially in literacy in reading and writing.

The proportion of images and text in the fourth grade thematic book is more than 50% of the total contents of the book. To concretize social studies learning which is a study program full of abstract concepts requires images so that the lesson can be understood and quickly captured by students.

***Hots and 4C (Creative, Critical thinking, Communicative, and Collaborative)***

High-level thinking includes 4C (Creative, Critical thinking, Communicative, and Collaborative). The importance of high-level thinking is to improve students' thinking skills at a higher level. The abilities that students must have are the ability to think critically in receiving various types of information, think creatively in solving problems with their knowledge and make decisions with various considerations. The teacher should have the ability to make questions using cognitive taxonomy C4 – C6 to measure the extent to which students' ability to think.

Table 2. Basic competency of

Theme	Competency	Cognitive Taxonomy
1 and 7	3.2 Identifying social, economic, cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation; and its relationship with spatial characteristics.	C1 Identify

	4.2 Presenting the results of identification of the social, economic, cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation; and its relationship with spatial characteristics.	Presenting
2, 3, 6 and 9	3.1 Identifying spatial characteristics and utilization of natural resources for the welfare of the community from the city / district to the provincial level.	C1 Meiden
	4.1 Presenting the results of the identification of spatial characteristics and utilization of natural resources for the welfare of the community from the city / district to the provincial level.	Presents
4 and 8	3.3 Identifies economic activities and their relationship with various fields of work, as well as social and cultural life in the surrounding environment to the province.	C1 Identify
5	4.3 Present the results of the identification of economic activities in improving people's lives in the fields of work, social and culture in the surrounding environment to the province	Presenting
5	3.4 Identifying Hindu and / or Buddhist and / or Islamic kingdoms in the local area, and their influence on the lives of today's people.	C1 Identification
	4.4 Presenting the results of identification of Hindu and / or Buddhist and / or Islamic kingdoms in the local area, as well as their influence on the life of today's society.	Presenting

In class IV thematic books, the Basic Competencies contained in Permendikbud No. 37 of 2018 are based on the densest taxonomic table in Anderson's book, seen from the concrete operational verb, it is still at the C1 level, namely the level of remembering more clearly at the level of recognition.

Recognizing is taking the required knowledge from long-term memory to compare it with the information just received.<sup>7</sup> Based on this, there is no basic competency level C4-C6, namely HOTS level but still in the LOTS category

### **Literacy**

#### 1. Financial literacy

Table. 3. Financial Literacy

Theme / sub-theme of	Education	Indicators	Pg BG	Pg BS
theme 8 sub 2	3	Gather information desired job and assess the risks properly	112	87-88
theme 2 sub 3	5	knowing the use of natural resources localas an alternative fuel that can save well	136	126

Financial literacy is the knowledge and skills to apply an understanding of concepts and risks, skills in order to make effective decisions in a financial context to improve financial well-being, both individually and socially, and to participate in the community. In addition, the Financial Services Authority (OJK) also emphasizes the importance of financial inclusion as an integral part of financial literacy. Financial literacy as one of the basic literacy offers a set of knowledge and skills to manage financial resources effectively for the welfare of life as well as basic needs for everyone to minimize, find solutions, and make the right decisions in financial problems. Financial literacy also provides knowledge about the management and utilization of resources as ammunition for the formation and strengthening of Indonesia's human resources.<sup>8</sup>

In the fourth grade thematic book, two sub-themes were found which contained material on financial literacy.

<sup>7</sup> Lory W. Anderson dan David R. Krathwohl (eds.), *Kerangka Landasan Untuk Pembelajaran, Pengajaran, Dan Asessmen: Revisi Taksonomi Pendidikan Bloom, Translated by Agung Prihantoro* (Yogyakarta, 2015), 103.

<sup>8</sup> Tim penyusun Kemateri Pendidikan literasi finansial, *Gerakan Literasi Nasional, Materi Pendukung Literasi Finansial* (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kemendikbud, 2017).



## 2. Cultural and Citizenship Literacy

Table 5. Cultural and Citizenship Literacy

<b>Sub Theme</b>	<b>Learning</b>	<b>Indicator Page</b>	<b>BG Page</b>	<b>BS</b>
Theme 1 Sub 1	1	Values diversity culture, ethnicity, and religion from friends in class as identity Indonesian nation well.	8	8
Themes 1 Sub 3	1	appreciate diversity of food traditional as form of cultural diversity well	151	134
Theme 1 Sub 1	1	Modeling attitudes appreciate Cultural diversity, ethnicity, and religion well.	9	9
Themes 1 Sub 1	5	Presenting diversity social and cultural local province as an identity Indonesian nation in detail.	53	60
Themes 1 Sub 2	5	Presenting images big day celebration religion as a form social diversity,culture, and religion on local province as an identity Indonesian nation with details	126	119
Themes1 Sub 3	5	Presenting information social diversity in around as national identity Indonesia with detailed	189	167
Themes 3 Sub 3	1	Make a plan caring activities environment as form of obligation citizen for preserving environment with Good	133	99
Theme 4 Sub 1	1	Modeling activities who can look after balance and source sustainability natural power with good.	9	11

Theme 4 Sub 3	1	Write down examples activity as an effort prevention (do right and liability) the rarity natural resources in life everyday with right.	98	103
Theme 5 Sub 1	1	Modeling attitudes the hero of the kings of the archipelago well	9	6
	5	Model attitude and hero struggle young sultan iskandar well	162	124
Theme 7 Sub 1	3	Appreciate tribal diversity nation that is in Indonesia with true	18	22- 23
Theme 7 Sub 1	4	values diversity local language in the neighborhood Correctly	23	34
Theme 7 Sub 2	3	appreciate diversity of homes custom that is on Indonesia with correct	55	67
	4	appreciate diversity of customs in Indonesia Correctly	59	72- 74
Theme 7 Sub 3	3	appreciate diversity of activities economy that's on approx. correctly	91	112
Theme 8 Sub 1	3	Appreciates differences livelihood resident accordingly environment of difference livelihood resident accordingly place environment live well	38	25

Cultural literacy is the ability to understand and behave towards Indonesian culture as a national identity. Meanwhile, civic literacy is the ability to understand the rights and obligations of citizens. Thus, cultural and citizenship literacy is the ability of individuals and communities to behave towards their social environment as part of a culture and nation.<sup>9</sup>

Based on the results of the analysis above, it was found that there were sixteen lessons about cultural literacy and citizenship.

---

<sup>9</sup> Ibid.

### ***Learning innovations***

There are still a lot of subject matter that do not meet the HOTS learning criteria, seen from the indicators and learning objectives. that along with the era of globalization that continues to run, various forms of change continue to accompany the activities of human life, therefore the availability of human resources who are responsive and have the ability to respond to social changes are the key to the existence of a nation. Character education is an important factor in the existence of human resources.

The objectives of social studies learning include efforts to form individual/student character and personality to love the country, foster empathy, sympathy and tolerance as well as matters relating to humans and humanity, the social environment and all forms of change.

Social studies material that continues to develop requires innovative and creative learning skills in schools, in this case teachers can keep updating themselves with a contextual social studies learning design. In accordance with the needs of students

### **CONCLUSION**

Based on the Content Standards according to Permendikbud No. 21 of 2016 class IV thematic textbooks published by the ministry of education and culture have met predetermined standards, namely the material contained in the 2017 revised thematic book, is in accordance with the development of students both in terms of material presentation, writing and image portions in the textbook. And there is financial literacy and cultural literacy and citizenship.

### **References:**

- Gunawan, Rudy. *Pendidikan IPS, Filosofi, Konsep, Dan Aplikasi*. Bandung: Alfabeta, 2013.
- Lory W. Anderson dan David R. Krathwohl (eds.). *Kerangka Landasan Untuk Pembelajaran, Pengajaran, Dan Aessmen: Revisi Taksonomi Pendidikan Bloom, Translated by Agung Prihantoro*. Yogyakarta, 2015.
- Menteri Pendidikan dan Kebudayaan. "Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016 Tentang Standar Isi Pendidikan Dasar Dan Menengah," n.d.
- . "Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 57 Tahun 2014 Tentang Kurikulum 2013 Sekolah Dasar/Madrasah Ibtidaiyah, Peraturan Menteri Pendidikan Dan Kebudayaan," n.d.

- Prastowo, Andi. *Pengembangan Bahan Ajar Tematik: Tinjauan Teoritis Dan Praktik, Cet I.* Jakarta: kencana Prenada Media Group, 2016.
- Sapriya. *Pendidikan IPS, Konsep dan Pembelajaran, Cet III.* Bandung: Remaja Rosdakarya, 2012.
- Tim penyusun Kemateri Pendidikan literasi finansial. *Gerakan Literasi Nasional, Materi Pendukung Literasi Finansial.* Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kemendikbud, 2017.
- UU RI. "Undang Undang Nomor 20 Tahun 2003 Tentang SISDIKNAS," 2003.