



## Analysis of Subject Concept Understanding Social Sciences in Grade IV Elementary School Students

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### Abstract

The purpose of this study was to determine the extent of understanding the concept of social studies subjects in fourth grade students. The research method used in this study is a qualitative descriptive method. Data collection techniques used in this study were interviews and documentation. The data obtained were then analyzed using a qualitative descriptive method. The results of this study indicate that the level of understanding of the concept of social studies subjects in fourth grade students of SD Negeri 138 Palembang is in the good category. This is proven based on the results of an evaluation conducted by researchers regarding the understanding of the concept of social studies subject matter of economic activities, there are 17 students who get scores above the KKM with a percentage of 65.38%,

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### PRELIMINARY

Quality education will emerge if a person has habits, thoughts, attitudes and behaviors that can produce change. According to Taufiq, et al. (2014:1.3), "education is the influence of the environment on individuals to produce permanent changes in habits, thoughts, attitudes, and behavior". This means, education is a process of humanizing humans and forming skills through environmental influences in bringing about changes, so as to achieve a satisfying personal and social lifestyle. This can be obtained when humans experience learning at

educational levels, ranging from early childhood education, basic education, secondary education, and higher education.

Basic education as a level of education seeks to shape the morals of students. Wasliman (2007: 5) states that basic education aims to produce graduates who believe and fear God Almighty, have noble character and develop the potential of students to become responsible and democratic members of society and participate in further education. That is, basic education aims to provide students with provisions regarding lessons that are

beneficial to themselves through compulsory subjects, namely: Indonesian Language, Mathematics, Natural Sciences (IPA), Social Sciences (IPS), Citizenship Education (PKn), and Cultural Arts and Crafts (SBdP)

The subject of Social Sciences (IPS) as one of the compulsory subjects, focuses its studies on the formation of branches of the social sciences. Susanto (2014:6) reveals that Social Sciences (IPS) is an integration of various branches of social sciences and humanities, namely: sociology, history, geography, economics, politics, law, and culture. Social Studies subject is a science that examines human life. State et al. (2019:88) states that Social Studies is a science that examines events that occur in human life in the dimensions of space and time which are rapidly developing and also concerns anthropology, economics, law, philosophy, political science, sociology, religion and psychology. Next Sapriya (2017: 20) states that social studies is the name of a stand-alone subject as an integration of a number of concepts from social science disciplines, humanities, science and even various social issues and problems of life. Based on the opinions of the experts above, it can be concluded that social studies learning is a very important science given to elementary school children. Social studies learning is directed at the learning process about the social sciences and the phenomena that exist in human life or society.

One of the branches of Social Sciences is economics. Economics focuses its studies on the process of fulfilling needs in daily activities. According to Suhuda (2017: 7) Economics can be interpreted as a science that discusses how human processes meet their needs in everyday life. That is, Economics focuses its study on how human steps and processes are to fulfill wants or needs in everyday life.

Concept understanding is one of the abilities to understand and manage a thought that is obtained from the learning experience. Thabit, et al. (Sundari & Andriana, 2018:112) reveals that concept understanding is "the ability to absorb, understand, accept, process an idea, idea, or the result of thought obtained from relevant learning experiences. Fatimah (2012: 54) reveals that understanding the concept can be interpreted as a person's thought process to process learning materials received so that they become meaningful. Furthermore State, et al. (2019:88) means that "concept understanding is the ability to absorb meaning or re-express a material obtained to make it an idea or an inherent thought". Based on the opinion of the experts above,

Anderson & Karthwohl, (2017:106) explained that the indicators of concept understanding consist of:

- a. Interpret
- b. exemplify
- c. Classify
- d. Summarize
- e. Conclude
- f. Compare
- g. Explain

Yohanes & Sutriyono, (2018:27-28) stated that indicators consist of six aspects, namely:

1. Knowledge
2. Understanding
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Based on the opinions of the experts above, it can be concluded that the indicators of concept understanding include several aspects, namely explaining, mentioning, determining, describing, exemplifying, analyzing, linking, and identifying which can be used as a reference in understanding a material so that it can be accepted by the mind and is relevant. .

The material on economic activities discusses various forms of economic activity in the community. According to

Mulyaningsih (2009:65), economic activity is a business or activity to meet the needs of life. This economic activity material will discuss various forms of economic activity, economic activities related to natural resources, and natural conditions that affect economic activities. Grasindo (2017: 98-99) defines the material "economic activities are all activities carried out by humans to obtain goods and services in order to meet their needs in achieving their prosperity". In addition, Umi (2019:128) states that the material of economic activity is an activity carried out by humans with the aim of being able to get goods or services.

Based on the initial discussion activities carried out by researchers in fourth grade students of SD Negeri 138 Palembang during PPL (Field Experience Practice), it was found that the learning process was carried out online. For social studies learning at SD Negeri 138 Palembang, especially in class IV, the KKM score is 70. From the observations made, there are some students experiencing problems in the learning process, namely difficulty in remembering and understanding and restating some of the concepts learned in the material presented. so that students' conceptual understanding abilities vary. There are some students who understand the material quickly but there are also students who are slow in understanding the material. The efforts made by the teacher to improve students' understanding,

From the explanation above, researchers are motivated to want to know how to understand the concept of social studies subjects in fourth grade students. For this reason, the researcher wants to conduct a study with the title "Analysis of understanding the concept of social studies subjects in fourth grade students of SD Negeri 138 Palembang".

The purpose of this study was to determine the understanding of the concept of social

studies subjects on economic activities related to production, distribution, and consumption activities in fourth grade students of SD Negeri 138 Palembang.

## RESEARCH METHODS

According to Arikunto (2013:203) "research method is the method used by researchers in collecting research data". The research method that the researcher uses for this research is a qualitative descriptive method. Qualitative methods are used to obtain data that contains deep meaning (Sugiyono, 2015:15).

Data collection techniques used in this study were interviews and documentation, where in the process of documenting the documentation data in the study was limited to: photos during research, student data, video interviews, LKS questions, student answers, and grades obtained from class IV teachers. as for

The data analysis technique was carried out after completing the data collection. Miles & Huberman (Wijaya, 2018: 54) argues that activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. The data analysis technique used in this research is Data Reduction (Data Reduction), Data Presentation (Data Reduction),

*Display*), Withdrawal of Conclusions (Verification).

## RESULTS AND DISCUSSION

### Description of Interview Results

#### 1. Principal Interview Results

Based on the results of interviews obtained from the Principal of SD Negeri 138 Palembang, so far the understanding of the social science concept at SD Negeri 138 Palembang is said to be good. Where in the learning process the school has provided media or tools that can be used

in the learning process so that it can facilitate students in the process of understanding a learning concept.

2. Class Teacher Interview Results

Based on the results of the interview with the fourth grade teacher at SDN 138 Palembang, the understanding of the social studies concept of economic activities for the fourth grade students is good. Because in the teaching and learning process of social studies subjects, the material for economic activities does not experience difficulties or obstacles, besides that in the learning process the teacher has used methods and media that can help students in the learning process so that it can make it easier for fourth grade students to understand the concept of social studies and connect them to social studies. economic activity material.

3. Student Interview Results

Based on the results of interviews obtained from fourth grade students, it can be seen that the understanding of concepts in fourth grade students is said to be good. It can be seen from the results of the answers given by students in answering questions well.

**Description of Analysis Results**

The data obtained based on the evaluation of the descriptions of social studies subjects for fourth grade students is to relate the understanding of social studies concepts to the material of economic activities by using worksheets. Based on the value given by the teacher, it can be presented in the following table form:

**Table 1**  
**Category of Social Science Subject Concept Understanding Values for Grade IV.A students**

LKS Score Results	Category	Total students	Percentage
<b>80-100</b>	Very good	10	38.46%
<b>66-79</b>	Well	7	26.92%
<b>56-65</b>	Enough	3	11.53%
<b>46-55</b>	Not enough	2	7.69%
<b>45-36</b>	Fail	4	15.38%

(Source: Data processed by researchers, 2021)

Based on the total number of fourth grade students. A totaling 26 students can be seen that there are 10 (ten) students who get a very good category with a percentage of 38.46%, then there are 7 (seven) students who get a good category with a total percentage of 26.92%, then there are 3 (three) students who get a sufficient category with a percentage of 11.53%, then there are 2 (two) students who get a less category with a percentage of 7.69%, and there are 4 (four) students who get a failed category with a percentage of 15, 38%.

**Table 2**  
**Results of Understanding Social Science Subject Concepts Based on Indicators With Percentage Criteria.**

No	Research Aspect	Total students	Percentage
1	Explain the meaning of economic activity and the types of economic activity correctly (C2), question number 1	22	84.61%
2	Mention the types of economic activities and examples correctly (C2), question number 2	12	46.15%
3	Correctly describe opinions based on pictures about economic activities (C4), questions number 3 and 5	3 11	11.53% 42.30%
4	Analyze the types of economic activities correctly (C4), questions 4, 10 and 15	3 11 15	11.53% 42.30% 57.69%
5	Identify the types of work related to economic activities correctly (C4), questions number 6 and 12	8 23	30.76% 88,465
6	Determining the types of economic activities correctly (C3), questions number 7 and 11	3 6	11.53% 23.07%
7	Correctly associate the	1	3.84%

	types of economic activities with the field of work (C5), questions 8 and 14	18	69.23%
8	Give examples of economic activities and the types of economic activities correctly (C3), questions 9 and 13	10 18	38.46% 69.23%

(Source: Data Processed by Researchers, 2021)

Based on the table above, the understanding of the concept of social studies subjects in class IV.A students on the material of economic activities can be described as follows:

1. Explaining, in the first indicator students are able to explain the meaning of economic activity contained in the test questions given even though in their own language but not out of the concept, almost all students are able to explain the meaning of economic activity.
2. Mention, in the second indicator students can mention the types of economic activities and examples, although there are some students who have not been able to mention the types of economic activities and examples correctly.
3. Describe, on the third indicator students are able to describe opinions well, although there are some students who have not been able to describe their opinions based on pictures about economic activities appropriately.
4. Analyzing, on the fourth indicator students are able to analyze the types of economic activities properly.
5. Identifying, in the fifth indicator it can be seen that students are able to identify types of work related to economic activities well even though there are some students who have not been able to identify correctly.
6. Determining, in the sixth indicator students can determine the types of economic activities well, it's just that there are still many students who have not been

able to determine the types of economic activities properly.

7. Relating, to the seventh indicator students can relate the types of economic activities related to the field of work well, it's just that there are still students who have not been able to correctly associate the types of economic activities related to the field of work.
8. Giving examples, in the eighth indicator students are able to give examples of economic activities and types of economic activities well, although there are still some students who are wrong in giving examples of economic activities and types of economic activities.

Based on the explanation above, it can be concluded that the understanding of the concept of social studies subjects on the material of economic activities using appropriate learning media can be said to be good. Only a few students have not been able to master several indicators, but overall students can master the understanding of the concept of social studies subjects on the material of economic activities. This is in line with the results of research from Oktavera (2015) that learning media is one component of the message delivery system from teachers to students in the form of information or knowledge of money to facilitate the teaching and learning process. Furthermore, the use of the right method can help students in the learning process and the process of understanding a concept. This opinion is also in line with Margunayasa, et al (2015), the use of learning methods is one of the most influential things in developing students' creative thinking skills and is able to make students quickly understand the concepts being taught.

## CONCLUSION

Based on the results of the study, it can be concluded that the understanding of the

concept of social studies subjects on economic activity material for fourth grade students at SDN 138 Palembang got scores in the Good category range. This is proven based on the results of the evaluation of questions conducted by researchers regarding the understanding of the concept of social studies subjects on economic activities, there are 17 students out of 26 students who get scores above the KKM with a percentage of 65.38%. It can be seen that there are 10 (ten) students who get a very good category with a percentage of 38.46%, then there are 7 (seven) students who get a good category with a total percentage of 26.92%, then there are 3 (three) students who get enough category with a percentage of 11.53%,

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