



Participation Role Student in Improving the Quality of Social Studies Learning in Elementary Schools

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Abstract

The role of student participation has a very important role in improving the quality of Social Sciences learning in elementary schools. This research aims to explore the role of students and improve the quality of social science learning in elementary schools through the application of learning models. This research uses qualitative research methods with a descriptive approach. This approach aims to describe and understand the role of student participation in improving the quality of social science learning in elementary schools. Through interviews, observations and document studies, researchers will obtain in-depth data regarding student involvement in the teaching and learning process. The results of the research show that the application of the learning model significantly increases the role and participation of students in the process of learning social science material in elementary schools. Analysis of learning achievement data also shows a significant increase. The discussion includes an in-depth analysis of the suitability of the learning methods used in relation to the role of students and the role of teachers in it. As well as its impact on improving the quality of social studies learning in elementary schools. Challenges faced, such as choice of method, student motivation, teacher understanding, and availability of resources, are identified and possible solutions are suggested. The implications of this research include recommendations for methods that can be used in the process of increasing students' roles in social science learning in elementary schools and the development of training for teachers to select and implement appropriate learning models.

Keywords: Impact of Motivation; Learning; Role of Students; Role of Teachers; Student Motivation

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INTRODUCTION

The education system in Indonesia plays an important role in the social, economic, and cultural development of the country. The education system in Indonesia includes primary, secondary, and higher education levels (Shaturaev, 2021; Sukmayadi & Yahya, 2020). Primary education consists of elementary school for 6 years and junior high school for 3 years (Cocca et al., 2020; Priyambodo & Hasanah, 2019). Secondary education consists of senior high school or vocational high school for 3 years. Higher education includes colleges and universities.

Education is a means to achieve prosperity for the entire nation. Quality education also reflects

the progress and modernity of a society. Education acts as a driving force of culture, where the habits of each era change along with the results obtained from the education process itself (Carayannis & Morawska-Jancelewicz, 2022; Ismail et al., 2022). Education has the ability to produce innovation and creativity that supports progress in every era (Suja'i, 2023). Social Studies learning in elementary schools plays an important role in shaping students' understanding of the social, cultural, economic, and political environment around them. serves as a means to instill social values and critical thinking skills that students need in everyday life.

However, efforts to improve the quality of learning are often faced with various challenges, such as low student participation in the learning process. Student participation is an important element in learning because by being actively involved, students not only receive information passively, but also play a role in constructing knowledge (Le & Nguyen, 2024; Wang et al., 2022). When students are actively involved in learning, they tend to understand the concepts taught more easily, and are able to relate them to real experiences in everyday life (Haleem et al., 2022; Susanti et al., 2023). Active participation can also increase students' learning motivation, which ultimately has a positive impact on the quality of learning itself (Bucea-Manea-țoniș et al., 2021; Rone et al., 2023). However, the reality in the field shows that there are still many students who are less active in social studies learning, either because of less interactive learning methods, minimal use of interesting learning media, or even lack of encouragement from the school environment to fully involve students in the learning process.

This condition requires special attention, because without optimal student participation, efforts to improve the quality of social studies learning will be difficult to achieve. In the learning process, especially in schools, the role of teachers is very important, especially in delivering material to students (Khanh, 2024; Sumardi et al., 2020). Teachers also act as learning resources, facilitators, learning managers, demonstrators, guides, motivators, and assessors (Munafiah et al., 2023; Yani et al., 2020). As a learning resource, teachers are a place for students to find and get lessons. Teachers need to have motivation and innovation in teaching, one of which is by encouraging students to participate (Cents-Boonstra et al., 2021; Hang & Van, 2020). Participation here means the involvement or participation of students in learning activities, so that their mindset can develop. With student participation, communication between teachers and students can be established well, brotherhood and solidarity between students can be formed, and students will feel more comfortable and better understand the material presented (Mulya et al., 2024).

Previous research has examined the management of relationships between schools and communities with the aim of improving the quality of education in elementary schools (Debrah et al., 2021; Sumendap, 2022). The gap between previous research and the current research lies in the focus of the research object, the approach used, and the expected results. Previous research focuses more on managing relationships between schools and communities to improve the overall quality of education, using a literature study method with a managerial approach. In this research, community participation, such as parents of students, is prioritized in the form of external cooperation and contributions to school programs. In contrast, the current research focuses on the role of student participation as a key element in improving the quality of Social Studies learning in elementary schools. Using a qualitative descriptive method, this study explores student involvement through the application of a specific learning model that focuses on increasing motivation, active involvement, and learning outcomes. In addition, this study also highlights internal challenges, such as learning methods, student motivation, and resource readiness. These differences indicate that the current research complements previous research with a deeper perspective on the dynamics of classroom learning, thus providing new contributions to improving the quality of education in elementary schools (Leithwood, 2021).

This research has a novelty in the focus of exploring the role of student participation in depth in the context of Social Studies learning in elementary schools through the application of a specific learning model. The descriptive qualitative approach used provides a new perspective on how learning models can significantly improve motivation, student active involvement, and learning outcomes. Therefore, research on the role of student participation in improving the quality of social studies learning in elementary

schools is important. This research is expected to provide deeper insight into effective strategies to increase student engagement in learning, as well as how student participation can contribute directly to improving the quality of social studies learning at the elementary school level. This research aims to explore the role of students and improve the quality of social science learning in elementary schools through the application of learning models.

RESEARCH METHODS

Research Design

Study This use method study qualitative with approach descriptive. Approach this aiming for describe and understand role participation student in improvement quality social studies learning in schools basic. Through interviews, observations, and studies document , researcher will get in-depth data about involvement student in the learning process teaching (Ramdani et al., 2023). Research design descriptive qualitative will used for give description in a way comprehensive about phenomenon participation student in learning. This design suitable Because focus study This is understand behavior students, teachers, and atmosphere study inside class.

Research Target/Subject

The selection of subjects in this study used purposive sampling. This study will focus on elementary school students who take Social Studies as their main subject. Students will provide views on their experiences in receiving social studies materials, as well as how they are involved in the learning process. Social studies teachers who teach in elementary schools are also important subjects in this study, because they play a key role in delivering materials and implementing effective learning methods. In addition, the principal will be involved as a monitor and supervisor in the learning process, providing views on how policies and strategies implemented can affect teacher performance and student learning outcomes. Parents of students will also be used as subjects in this study, because they can provide information about children's involvement in learning at home, as well as support the ongoing teaching and learning process outside of school.

Research Procedure

Procedure research This started with stage preparation, where researchers compile guidelines interviews and instruments observations that will be used in research. Guidelines interview this designed for dig perspective from various Respondent related role participation student in learning. In addition, the instrument observation will used for see in a way directly the learning process in the classroom. Researchers also take care of licensing to party school that became location research, so that activity data collection can done in accordance with applicable procedures. Next, in stage data collection, researcher do observation directly in class during the learning process Knowledge Social Studies for see level participation student in activity Study teaching. Observation This focused on interaction student during learning taking place. In addition, researchers do interview with teachers and students for get better understanding deep related view they about participation student in the learning process. To complete the data, researchers also collected various documents, such as notes results Study students, plans learning arranged by the teacher, as well policy related schools with social studies learning. At the stage data analysis, data that has been collected analyzed for identify themes main thing that appears. Focus analysis is on participation students and how participation the influence quality learning in class. Analysis results This will used for make conclusion about role participation student in increase quality learning in the schools studied.

Instruments, and Data Collection Techniques

In research this, technique data collection was carried out through observation participatory, semi-structured interviews, and documentation. Observation participatory done with involving researcher in a

way direct in the learning process in the classroom. Researchers will observe participation student in activity discussion, ask answer, and work group, so that the data obtained reflect interaction real between teachers and students in atmosphere learning. Semi- structured interviews done towards teachers and students for dig view they related implementation learning. With guide flexible questions, interview this allow. Respondent give in -depth and open answers in accordance with experience and views personal them. In addition, the technique documentation used for collect data from documents relevant like syllabus, plan implementation learning, results evaluation Study students, as well as notes presence. Collection document This aiming for obtain objective and complete supporting data results observation and interviews.

Data analysis techniques

The process of data analysis in study This will done use technique analysis thematic consisting of from three stage main. Stage First is data reduction, where the data obtained from interviews, observations, and documentation will filtered For filter relevant information with focus research. Furthermore, the data that has been reduced will categorized with method grouping information to in themes main findings, such as form participation students, learning strategies applied by teachers, and impact from the strategy to results learning. Stage final is withdrawal conclusion, where patterns emerge from results data analysis will identified and arranged as base conclusion. From here, the recommendations will given for increase quality learning Knowledge Social Studies through improvement participation student.

RESULTS AND DISCUSSION

Understanding Social Sciences

Improving the quality of education is part of a process that is integrated with improving the quality of human resources. By realizing the importance of improving human resources, the government together with the private sector continue to strive to realize this through the construction of good educational facilities, development and improvement of the curriculum and evaluation system, improvement of learning media, development and provision of teaching materials, and training for teachers and other education personnel. Law Number 20 of 2003 (Article 1 paragraph 6) states that educators are education personnel who have qualifications as teachers, lecturers, counselors, learning facilitators, widyaiswara, tutors, instructors, facilitators, and other titles in accordance with their special fields, and also play a role in organizing education. The quality of education is also influenced by the responsibility of the school committee (Oktober et al., 2024) .

Social Sciences is a science that discusses the behavior, roles, and relationships between humans and their families, communities, and countries. Social Sciences is a translation of social sciences. That social sciences are social sciences that are simplified for educational purposes including aspects of history, economics, political science, sociology, anthropology, psychology, geography, and philosophy which in practice are chosen for learning purposes in schools and universities. If analyzed carefully, the definition of social sciences contains the following:

1. Social sciences are derivatives of the social sciences.
2. This discipline was developed to meet educational goals at school and college levels.
3. Aspects of each social science discipline need to be selected according to this purpose.

According to Trianto (2010:171) is an integration of various branches of social sciences such as sociology, history, geography, economics, politics, law and culture. According to Djahiri in Ahmad Susanto (2012:137-138) is a hope to be able to foster a good society where its members truly develop as rational and responsible social beings, so that values are created. Based on the opinions of the experts above, it can be concluded that the definition of is a science that studies humans as social beings, and studies the behavior of individuals and groups in society, and is responsible.

Basically, social studies is concerned with human life that involves all of its behavior and needs. Social studies is concerned with how humans fulfill their needs, both to fulfill their material, cultural and spiritual needs, utilize the resources available on the earth's surface, regulate their welfare and government, and other needs in order to maintain the life of human society. In short, social studies studies, examines, and examines the human life system on the earth's surface in the context of society (Mahdalena & Sain, 2020).

Social Studies Learning Objectives.

In essence, the goal of social studies education in elementary schools is a teaching program that aims to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude in correcting all inequalities that occur, and be skilled in dealing with every problem that occurs every day, both those that befall them and those that occur in society.

According to Hasan in Sapriya (2006:15) stated that the objectives of social studies education can be grouped into three categories, namely the development of students' intellectual abilities, the development of a sense of responsibility as members of society and the nation, and the development of students as individuals. In the Regulation of the Minister of National Education No. 22 of 2006 concerning Content Standards, it is stated that the purpose of social studies subjects is for students to have the following abilities:

1. Understand concepts related to social life and the environment.
2. Have basic skills for logical and critical thinking, curiosity, investigation, problem solving, and skills in social life.
3. Have awareness of social and humanitarian values.
4. Have the ability to communicate, collaborate, and compete in a pluralistic society, at the local, national, and global levels.

Social Sciences as a subject in primary and secondary education first appeared with the implementation of the 1975 curriculum. is unique compared to other subjects because of its integrated, interdisciplinary, multidimensional, and even cross-disciplinary nature (Numan Somantri, 2001: 101). These characteristics are evident from the development of in schools, whose scope of material is increasingly broad along with the complexity of social problems that require studies from various disciplines is also expected to remain relevant and coherent with the social changes that occur.

Social studies is a combined study of various social science disciplines that aims to develop citizenship potential and is structured into several fields of science such as anthropology, archeology, economics, geography, history, law, philosophy, politics, psychology, religion, sociology, humanities, and natural sciences. In the 2006 curriculum, social studies is taught from elementary school to junior high school, examining various events, facts, concepts, and generalizations related to social issues. At the elementary school level, social studies material includes geography, history, sociology, and economics. Social studies aims to prepare students to become democratic and responsible Indonesian citizens, as well as peace-loving world citizens (Dianta et al., 2023) .

Quality of Social Sciences Learning

The quality of learning is a reflection of our commitment to improving the overall quality of education. How students understand the material, develop skills, and form critical thinking depends greatly on how we design the right curriculum. Reflecting on the curriculum in Finland, efforts to improve the quality of learning should not only be limited to teaching methods, but also include the development of a relevant and inclusive curriculum. No less important, the role of teachers in accommodating the diversity of student potential also needs to be considered.

How to improve the quality of learning is closely related to the role of teachers in delivering materials innovatively, stimulating student creativity, and facilitating an inclusive learning environment. Therefore, how to improve teacher quality is one of the main keys. Quoting the definition of Education

Quality from the Elementary School Quality Improvement Guidelines Book published in 1996 by the Ministry of Home Affairs in collaboration with the Ministry of Education and Culture, the definition of education quality is not something static, but rather a concept that develops in line with the demands of educational achievements related to advances in science and technology inherent in the development of human resource quality.

Thus, the Quality of Elementary School Education is: "The ability of schools to manage operationally and efficiently the components related to the school, so as to produce added value to these components in accordance with applicable norms/standards." Based on research described in a journal written by Sri Dadi entitled "Improving the Quality of Social Studies Learning Through the Utilization of Class Models in Class V in 38 Public Elementary Schools in Bengkulu City" it can be interpreted that improving the quality of social studies learning is a very important thing to do. One alternative that can be used is social studies learning by utilizing class models.

Before implementing social studies learning in the classroom model, the teacher must first create media or teaching aids that will be used during social studies learning in the classroom model. One good classroom management model is to provide opportunities for students and encourage them to learn independently (inquiry) gradually, so that little by little they reduce their dependence on teachers who ultimately have the ability to guide their own activities (Zulkarnain, 2004). The classroom model is a learning resource that is not only limited to maintaining and creating an effective learning atmosphere, but can also be a place to exhibit students' work (Udin, 2002).

A classroom that displays or showcases student work can be an interesting place and can motivate students to learn. An empty classroom without displays can be a boring, barren, and uninspiring place for students. A good classroom has many displays, especially displays of student work and only covers what students are learning. Displays that are less relevant to what students are learning will be less valuable and will only become wall decorations.

Social studies learning is one of the holistic learning, things This supported by Gunawan (2016) who stated that: The education pattern in Indonesia is formed through long history. Starting in the era of Hinduism Buddhism until colonization Japan , pattern education that is formed almost The same namely teachers are considered as a highly respected person Because the role of teacher was taken by the Brahmins (Hindu-Buddhist era), *ustad/ajengan* (Hindu-Buddhist era) development of Islam), Roman Catholic religious leaders (era colonization Portuguese), Protestant religious figures (era Dutch colonialism) and figures natives who are considered influential (era colonization Japan) (Sayyidati, 2018) .

One of the teacher's responsibilities is to manage the teaching and learning process and be a motivator for students. As individuals who play an important role in learning after students, teachers also play an active role in monitoring and trying to provide an understanding of the principles of learning and fostering a commitment to learning. Awareness of the principles of learning reflected in the teacher's attitude based on a calling, discipline, captivating, creative, and innovative is expected to improve the quality of ongoing learning (Muhammad Muthahari Ramadhani, 2023)

The Role of Teachers in the Learning Process

According to Law No. 14 of 2005 concerning Teachers and Lecturers, the definition of a teacher is a professional educator whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, formal basic education and secondary education. According to Zakiyah Darajat, teachers are professional educators because they have implicitly voluntarily accepted and shouldered part of the educational responsibilities imposed on parents. In Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, it is stated that: Educators are professional personnel who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance, training, and conducting research and community service, especially for educators in higher education.

As teachers, teachers and lecturers must be able to convey lesson materials to students, while as educators, they are expected to be able to guide and direct students to become moral, capable, active,

creative, and independent individuals. To ensure that these tasks are carried out properly, performance assessments are needed based on criteria that are in accordance with the goals to be achieved. In addition to performance, the professional attitude of teachers and lecturers also needs to be considered to improve their performance. A good attitude reflects a good personality, which is closely related to personality competence. The four main competencies of personality, pedagogical, social, and professional are the requirements for a teacher and lecturer to be considered professional (Ahmad Sulaiman, 2023) .

The definition of a teacher is someone who has devoted himself to teaching a science, educating, directing and training his students to understand the science he teaches. In this case, teachers do not only teach formal education, but also other education and can be role models for their students. From this explanation, we can understand that the role of teachers is very important in the process of producing a quality generation of the nation's successors, both intellectually and morally. Teachers have an important role in the world of education,

1. Teaching science to students.
2. Educate students to have behavior that is in accordance with the norms that apply in society.
3. Direct students to stay on the right track according to educational goals.
4. Provide motivation and enthusiasm to students in learning.
5. Provide good examples and examples to his students.
6. Record student progress.
7. Evaluate the student learning process.
8. Inspire students so that they have goals in the future.

The Role of Students in the Learning Process

The definition of students according to the general provisions of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System is a member of society who seeks to develop his/her potential through the learning process available on certain paths, levels, and types of education. Thus, students are human beings who have the option to pursue science according to their ideals and hopes in the future. Meanwhile, Hasbullah argues that students as students are one of the inputs that determine the success of the education process.

The role of students is explained by Hana Zalfa Khansa in an article entitled "The Role of Students and Teachers in Education", namely, The role of students in the learning process is very important because students play an active role in learning and participate in various aspects of education. The following are some of the roles of students in the learning process:

1. Students are the ones who best understand the learning process explained by the teacher. Students collaborate with the teacher in collecting materials, organizing study time, and making contributions.
2. Improve social imbalance: Students improve harmony in schools, improve student activity and learning outcomes.
3. Students are able to plan for the future, think critically in solving problems, and act wisely.
4. Through education, traditional values and cultural heritage can be preserved and appreciated.
5. Participate in democracy.
6. Students are involved in the learning presented and teacher guidance.
7. Understand social problems and injustices, and correct existing imbalances.
8. Be active in learning and ask questions often.
9. Can help in forming the social and cultural identity of a nation as well as preserving and appreciating the value of cultural heritage.

Student Participation in Improving the Quality of Learning

Student participation is very important in creating active, creative, and fun learning, and helps students understand theories or explain things that have or have not been understood. For example, in a language class, student participation allows them to practice language skills, while teachers can listen and

correct mistakes made by students. However, in this process, fear and discomfort often arise in students, which can reduce their motivation to practice, so that many students tend to choose to be passive in class. (Nissa & Putri, 2021).

Increasing student participation in learning is important to help them achieve better understanding and develop learning abilities. As explained by Munawir on the Kompasiana blog entitled "Increasing Student Participation in Active Learning". Here are some strategies that can be used to increase student participation in learning:

1. Create an environment: A good environment that makes students excited about learning is an environment that is safe, inclusive, and encourages active learning. A positive family environment, which pays attention to and cares for children, and uses a democratic parenting style can help students become active and involved in learning. A positive community environment, which provides good examples, and which does not interfere with the learning process can help students become active and involved in learning. A positive school environment, which encourages teacher motivation, and which has infrastructure that supports the learning process can help students become active and involved in learning. A safe, inclusive, and active learning learning environment can help students become active and involved in learning. Teachers can use strategies such as creating an inclusive learning environment, using a variety of learning methods, using supportive technology and media, providing constructive feedback, providing appropriate challenges, and encouraging individual participation to help students become active and involved in learning.
2. Use a variety of learning methods: Use a variety of learning methods, such as direct questions, individual assignments, presentations, and group activities, to help students participate in learning.
3. Encourage individual participation: In addition to encouraging group participation, it is also important to encourage individual participation. Teachers can use techniques such as asking students direct questions, giving individual assignments, or giving presentations to actively engage each student.
4. Using supporting technology and media: Use supporting technology and media, such as learning videos, multimedia presentations, or e-learning platforms, to enrich students' learning experiences.
5. Provide constructive feedback: Constructive feedback is key to increasing student participation. Teachers should provide clear and supportive feedback on student efforts.
6. Provide appropriate challenges: Providing challenges that are appropriate to students' ability level can help increase their participation.
7. Building positive relationships: Positive relationships between teachers and students are essential in increasing student participation. Teachers need to build rapport with students, listen to them, and appreciate their contributions.

By using these strategies, teachers can help students increase their participation in learning and gain better understanding. Methods that can be used to increase student participation in improving the quality of learning include,

1. Jigsaw Method

Jigsaw cooperative learning is a type of cooperative learning that consists of several members in one group who are responsible for mastering the learning material and are able to teach that part to other members in their group (Nur, 2005: 63). Students in the class are divided into several groups consisting of 6-7 members. Each member has their own task and is called an expert. Each expert is responsible for teaching the material they have learned to other group members. With this method, each student has the responsibility to master the material given and teach it to other group members. In this way, students will be more active and participate more in the learning process to achieve learning goals, namely obtaining satisfactory learning outcomes.

2. Indonesian Light Method (Fun Reading, Writing and Arithmetic)

Cahaya Indonesia Method (Fun Calistung) has several stages or procedures in teaching it to students. As with writing activities in early childhood, there are stages that students must go

through, starting from training fine motor skills, improving the way students hold pencils, trying to write starting from connecting dots, writing in the air, training hand movements to write each letter, to training vocals in pronouncing each movement of writing letters.

3. Cooperative Learning Methods

Cooperative learning method is a learning model that contains the principles of cooperation and learning together. In the cooperative learning process, students work together in small groups, using various learning activities to improve understanding of the subject matter and solve problems collectively. Cooperative learning method is a learning method that emphasizes the use of small groups of students to work together to maximize learning conditions in order to achieve learning goals (Nurhadi, 2004: 112). Cooperative learning method is a learning method that provides students with the opportunity to think critically.

4. PAIKEM Innovative Learning Method

The PAIKEM learning method is an innovative approach that combines active, innovative, creative, effective and fun learning. Active Learning: Making students active in the learning process, so that they can learn the material in a more effective and efficient way. Innovative: Introducing the principles of innovation in learning, so that students can develop ideas and creativity. Creative: Increasing creativity in learning, so that students can create creative ideas and solutions. Effective: Creating effective learning, so that students can understand the material quickly and correctly. Fun: Make learning fun, so that students can learn happily and motivated.

5. Problem Based Learning (PBL) Method

Problem-based learning methods, also called Problem Based Learning (PBL), are learning models that use real-world problems as a context for students to learn. Problem-based learning (PBL) methods can be used to improve quality.

6. Discussion Method

Discussion method is a learning method that contains the principles of discussion and debate. In the discussion method, students work together in small groups to discuss problems that arise and put forward arguments rationally and objectively. The discussion method can be used to improve the quality of learning and student participation in learning.

7. Demonstration Method

The demonstration method is a way of delivering lessons by demonstrating and showing students a certain process, situation, or object being studied, either in real or imitation. The demonstration method can be used to improve the quality of learning and student participation in learning.

8. Recitation Method

The recitation method is one way of teaching that is done by giving students special tasks to do something outside of class hours. In general, the meaning of this method is a method that gives students tasks to be completed, checked, and then assessed. The recitation method can be used to improve the quality of learning and student participation in learning.

9. Problem Solving Methods

Problem-solving method is one way of learning that refers to the process of solving problems faced scientifically. This method is a series of learning activities that emphasize the process of solving problems faced. Problem-solving methods or problem-based learning can be used to improve the quality of learning and student participation in learning.

10. Discovery Method

Discovery learning method is one of the learning models applied by teachers and its implementation is regulated according to the learning process. This learning method emphasizes the process of problem solving and exploration, which helps students to find knowledge independently. Discovery learning can be done through various methods, such as case studies, simulations, problem-based projects, role playing, or experiments. The discovery method can be used to improve the quality of learning and student participation in learning.

11. Inquiry Method

The inquiry method is a learning method that emphasizes the learning process, activities, and creativity of students in gaining knowledge, skills, values, and attitudes, and applying them in everyday life. The inquiry method is a series of learning activities that involve all students' abilities to search and investigate systematically, critically, and logically so that they can find their own knowledge, attitudes, and skills as a form of behavioral change. The inquiry method can be used to improve the quality of learning and student participation in learning.

12. Mind Mapping Method

The mind mapping method is a technique for organizing notes that produces a pattern of interrelated ideas, with the main topic in the middle and subtopics and details divided into several branches. This is a learning method developed by Tony Buzan that refers to the way the brain works naturally and is able to provide a spark of creativity in the brain. Mind mapping aims to help someone utilize the potential of the brain so that it can work optimally. Mind mapping can be used in various situations, such as to understand material, solve problems, organize ideas and information, and reduce confusion between one concept and another. There are many types of mind mapping, such as flow maps, bubble maps, bridge maps, and tree maps, which can be adjusted to the needs and goals of making mind maps. The mind mapping method can be used to improve the quality of learning and student participation in learning.

13. Role Playing Method

Role-playing method is a learning method that refers to role-playing in non-original situations. In this method, students play roles in the situation, with the aim of developing speaking, communicating, and understanding social problems. Role-playing method can also dramatize a person's behavior and facial expressions in expressing the feelings they experience. Role-playing method can be used to improve the quality of learning and student participation in learning.

Previous and current research have significant parallels in identifying important elements that influence the quality of learning, especially in the context of student participation. Previous research highlights the crucial role of innovation in learning methods such as the use of interactive class models and the use of technology in increasing student engagement (Mohammed et al., 2020). Previous research has highlighted the benefits of universal school meal programs in increasing student participation, food security, and diet quality, while contributing to student academic achievement and well-being (Cohen et al., 2021). Both previous studies emphasize the importance of a holistic approach in supporting student engagement and both previous and current studies highlight the challenges faced, such as the selection of appropriate methods, student motivation, and teacher understanding of learning models, both through policy interventions at the system level and direct implementation in the classroom. The focus is on the relationship between teaching methods, student participation, and learning outcomes. This study also identified challenges such as student motivation and resource readiness as factors that hinder the quality of learning. The current study deepens the aspect of student participation by using a qualitative descriptive approach to analyze in more detail the implementation of a particular learning model in Social Studies learning in elementary schools. The results show that innovative learning methods not only increase student participation, but also have a positive impact on learning outcomes.

This study has important implications both theoretically and practically. Theoretically, this study enriches the literature on strategies to improve the quality of Social Studies learning by highlighting the roles of teachers, students, and the application of interactive learning methods in the context of primary and secondary education. Practically, this study provides concrete guidance for educators to implement methods such as PAIKEM, jigsaw, and problem-based learning to increase student participation and build an inclusive learning environment. In addition, these findings can be a basis for policy makers in designing more effective teacher training and integrating curricula that are responsive to community needs and social change.

The novelty of this study lies in the combination of various innovative learning methods, such as mind mapping and role-playing, which are focused on their impact on student participation. This study also

emphasizes the importance of creating a safe, inclusive, and active learning environment, which is a new holistic perspective in the study of Social Studies learning. However, this study has limitations, especially because its findings are conceptual and require further empirical validation. For further research, it is recommended to test the effectiveness of this learning method through direct experiments, explore the integration of technology in learning, and conduct cross-cultural studies to expand the relevance of the results of this study.

CONCLUSION

Social education in Indonesian elementary schools aims to increase students' awareness of social issues, develop a positive mental attitude towards improving inequality, and improve their skills in facing challenges. To increase student participation, teachers can use methods such as direct questions, individual assignments, or presentations. However, a more effective method to increase student participation is the Jigsaw cooperative learning method, where students are responsible for mastering the subject matter and teaching it to other group members. With this approach, students are more actively involved in the learning process, which can ultimately improve their learning outcomes. In the future, it is recommended that further research be conducted to explore the effectiveness of the Jigsaw method in the Indonesian educational context and how this method can be better adapted to various classroom situations and educational challenges in different regions.

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