

ANALYSIS OF THE FOGARTY MODEL IN SOCIAL STUDIES LEARNING

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Abstract. *Social Sciences (IPS) education has an important role in the educational curriculum to form a holistic understanding of society, culture, history and geography. However, the development of integrated social studies education materials is still faced with a number of challenges, such as teacher unpreparedness, lack of personality competence, and difficulties in integrating concepts from various scientific disciplines in a meaningful way for students. This study aims to investigate the process of formulating and developing integrated social studies educational materials according to Robin Fogarty's contribution and identifying effective strategies to overcome these challenges. The research method used is literature study with a qualitative approach. Data were analyzed using content and descriptive analysis methods from various relevant literature sources. The research results show that the development of integrated social studies education materials according to Robin Fogarty's contribution involves various models, such as the Cellular Model, Connected Model, Nested Model, Sequenced Model, Shared Model, Webbed Model, Threaded Model, Integrated Model, and Immersed Model. Each model provides a different approach to integrating curriculum and facilitating cross-disciplinary learning. Even though each model has its own advantages, each model also has its own limitations and challenges in implementation. The discussion highlights the importance of developing integrated social studies educational materials in developing students' holistic understanding of society and culture and preparing them to become active citizens and participants in a multicultural and global society. The challenges faced in developing this material can be overcome through strategies such as developing learning models that emphasize integration aspects, preparing interesting and relevant teaching materials, as well as training for teachers in implementing an integrated social studies learning approach effectively. It is hoped that this research can make a significant contribution to the development of more effective and relevant social studies curriculum and learning practices in the future.*

Keywords: *development; material; Social Sciences; Robin Fogarty*

INTRODUCTION

Social Science Education (IPS) is an integral part of the educational curriculum that aims to form a holistic understanding of society, culture, history, and geography. The material in social studies covers aspects of social, economic, and cultural behavior of humans in society. The community is considered the main source in the context of social studies education (Sumilat & Wibowo, 2023). Holistic understanding brings a significant learning experience because it suits the needs of the student. In holistic learning, students are given the opportunity to incorporate concepts from various events and related information, allowing them to understand complex problems within the surrounding environment (Fitri Rahmawati & Zidni, 2019). Kohler asserts that learning success occurs when students can integrate all the elements and use them together to solve problems. Solutions can be found when individuals are able to utilize the stimuli that exist around them thoroughly, forming a comprehensive understanding. According to the Ministry of Education

and Culture, integrated learning is an approach that combines various competencies from various subjects into specific themes.

In an effort to increase the effectiveness of social studies learning, the concept of curriculum integration is increasingly needed. One of the prominent approaches in the formulation and development of integrated social studies educational materials is Robin Fogarty's contribution. Fogarty emphasized the importance of integrating concepts in social studies learning, combining multidisciplinary and strengthening the linkages between subjects. According to Robin Fogarty, the development of social studies materials must pay attention to various aspects, including student needs and abilities, social context, and the development of knowledge and technology (Fogarty, 2009). In developing social studies materials, Fogarty emphasized the importance of an interactive approach, allowing students to be actively involved in the learning process, so that they can better understand social concepts. Furthermore, the development of social studies materials must also integrate various disciplines such as history, geography, economics, and sociology to provide a comprehensive understanding of this complex world (Ferawati et al., 2023; Wardatussofkah et al., 2023). Thus, the development of effective social studies materials can help students to develop a deep understanding of society and culture, as well as prepare them to become active, characterful citizens (B. Dole et al., 2020) and participate in a multicultural and global society (Ferawati et al., 2023).

Theoretically, the formulation and development of integrated social studies education materials are rooted in the concept of meaningful learning and constructivism. These theories emphasize that effective learning occurs when students can relate new information to the knowledge they already have, as well as build a deeper understanding through active experience and reflection (Pratiwi et al., 2023). However, in practice, there are still a number of problems faced in the formulation and development of integrated social studies educational materials. One of them is the unpreparedness of teachers in compiling teaching materials (Suswandari, 2017). In addition, the majority of teachers do not meet their personality competencies (Rahmatunisa et al., 2022) which is shown by violent acts committed by a number of teachers. And also difficulties in integrating concepts from various disciplines in a cohesive and meaningful way for students. Also, there is also the challenge of finding the right method to facilitate a deep and relevant understanding for students.

In order to overcome these problems, a problem-solving plan needs to be prepared. Strategic steps include the development of a learning model that emphasizes the integration aspect, the preparation of interesting and relevant teaching materials, and training for teachers in implementing an integrated social studies learning approach effectively.

The purpose of this study is to investigate more deeply the process of formulation and development of integrated social studies educational materials according to Robin Fogarty, as well as identify effective strategies in overcoming challenges that arise in its implementation. Thus, this research is expected to make a meaningful contribution to the development of a more effective and relevant social studies curriculum and learning practices.

METHOD

The method used in this study is descriptive *content analysis*, which is an in-depth study of written or printed information. The approach used in this study is qualitative. There are four steps taken in the implementation of literature studies, namely preparing the necessary equipment, compiling a working bibliography, allocating time to read and record research materials. Data is collected by searching for sources and reconstructing information from various references such as books, journals, and previous research. The analysis process involves content analysis methods and descriptive analysis. The literature material obtained from various sources is critically and thoroughly evaluated to support the statements and concepts presented in this study (Adlini et al., 2022; Creswell, 2012, 2014; Fadli, 2021).

RESULTS AND DISCUSSION

Teachers need a high level of skill and creativity in developing teaching materials. Teaching materials are one of the important elements that play a role in the success of learning in the classroom. This teaching material aims to serve as a guide or standard for the next learning process (Pudma et al., 2024; Salsabilla et al., 2023) Therefore, teachers must have the ability to continue learning creatively so that learning can be interesting and enjoyable.

Social Studies Learning Materials

Material is material that is taught to students by considering the goals they want to achieve. The selection of Social Sciences (IPS) materials at the primary and secondary education levels refers to the importance of education, not only in the scientific aspect. Social studies material is compiled by combining various social science disciplines, then integrated with educational sciences, and presented in accordance with the set educational goals. The development of the social studies curriculum in Indonesia generally includes fields such as economics, history, geography, sociology, politics, and civic education. Social studies materials cover various aspects, including substance, process, attitude, values, and morals (Endayani, 2017).

Substance Material. The core material of Social Sciences (IPS) is also sourced from core materials in various branches of social sciences. The core material in social sciences consists of various facts, concepts, generalizations, and theories. A fact is a representation of an object, event, or event that occurs in the present or is a record of an event that has occurred in the past. Facts are generated through the collection of field data or direct observation, which is then processed by certain methods to produce factual information. A single fact can have different interpretations, due to different individual perceptions. Examples of facts in history include the names of the perpetrators, the location of the event, and the date, month, and year of the event. While in geography, facts can be in the form of the name of the region, its geographical position, coastal characteristics, topography, and soil fertility level.

Facts play an important role in the process of identifying attributes, which then form a concept. A concept refers to an abstraction or mental image of a concrete or abstract thing, which is often represented in the form of an understanding, definition, or image. This concept refers to categories that have similar essential characteristics. These concepts were then combined in hypotheses, which further evolved into generalizations. Generalization is a statement about the relationship between concepts that helps in facilitating the understanding and identification of the cause and effect of a statement. The form of generalization statement can be in the form of principles, laws, postulates, or opinions. Furthermore, concepts and generalizations can evolve into theories, which are collections of facts, concepts, generalizations, and estimated implications of the series, which are interrelated and have been empirically tested for truth. Theories are used by scientists to explain social phenomena. By integrating theory in the curriculum, students are encouraged to develop skills that allow them to transfer learning to other areas based on the knowledge they have mastered.

Social Science (IPS) material also includes facts, concepts, generalizations, and theories derived from various social science disciplines and is selected based on their relevance to learning objectives. The stronger the connection with the learning objectives, the more likely it is that the material will be included in the curriculum. The contribution of each social science discipline to the development of curriculum materials depends on the curriculum development approach used, be it an independent approach or an integrative approach.

Process Material. The process in the context of the Social Sciences education curriculum includes a series of specific procedures, methods, and ways of working that students must perform, both inside and outside the classroom. This process is very important because it plays a role in the development of students' insights, skills, and various thinking abilities. By mastering these abilities and understanding the technicalities of their implementation, students not only gain knowledge and understanding, but are also trained to apply the concepts learned in real-life situations.

Attitude, Values, and Morals Material. Social Science Education (IPS) needs to pay attention to the development of attitudes, values, and morals for the following reasons: every discipline has an inevitable dimension of attitudes, values, and morals. There is no discipline that is separated from these aspects. This is related to the importance of social studies education as a means to attract the interest of the younger generation so that they are willing to study and continue their education to a higher level in the field of social sciences.

Social studies has the responsibility to form a balanced personality of students in accordance with societal norms. Thus, the values and morals that prevail in society are also an integral part of the formation of students' character

Development of Social Studies Learning Materials According to Robin Fogarty

The mission of teachers and students is to help the younger generation find "roots that grow underground where conflicting and remote things merge and develop from a single stem." One of the ways educators achieve this goal is by integrating the curriculum (Fogarty, 2009). Curriculum integration can be done through the various models mentioned earlier, or even through a combination of these models. Each teacher and student has a unique perspective on this integration process. They find appropriate and powerful ways to connect concepts to achieve deeper understanding and richer meaning. They look for intertwined relationships between different materials to find "roots that grow underground where opposites and distantly things unite and develop from a single stem."

There are 10 models described by Robin Fogarty. This model presents ways in a continuum to achieve educational goals (Fogarty, 2009), including:

1) Model Cellular/Fragmented

Traditional models that separate disciplines, as described in the student learning standards for each field, are applied by teachers in a variety of subjects such as mathematics, science, social sciences, humanities, fine arts, and practice. This separation is considered natural because it focuses on the main content standards. One of the advantages of this approach is that it maintains the purity of each discipline without any interference. In addition, teachers can focus on being experts in a particular field and explore their knowledge thoroughly. This traditional approach also provides comfort because it follows existing norms. For example, mathematicians and literature experts have different approaches to solving problems and appreciating different genres. Each discipline offers a unique way of understanding the world, and studying different disciplines has great benefits in broadening the perspectives of students of all ages.

Although it initially looks fragmented, this model actually provides a clear and separate understanding of each discipline. Thus, this model develops a certain way of thinking through the qualities of different disciplines, which enriches the learning process. Moreover, experts can easily prioritize their own field of study as per their interests. However, there are three disadvantages to this approach. First, students are left alone in connecting and integrating similar concepts. Second, the overlap of concepts, skills, and attitudes does not provide enlightenment for students, so the transfer of learning to new situations becomes difficult. Third, students are easily caught up in heavy workloads due to the accumulation of various subjects.

This mobile model is suitable for use in several contexts, especially in large schools with diverse populations and universities where students take specialized study paths. This model is also useful in teacher education programs and for practicing teachers who want to filter curricular priorities to manage a large number of content standards.

2) Model Connected

In each subject, the curriculum creates a clear relationship between topics, concepts, and work from year to year. Although the disciplines remain separate, this approach focuses on creating explicit relationships between materials, relating topics, concepts, skills, and work in an ongoing manner. This model

emphasizes a conscious effort to integrate the curriculum with the discipline, without assuming automatic student understanding.

By relating ideas within a single discipline, students gain the advantage of seeing the big picture and engaging in focused learning. They have the opportunity to look at a broader relationship rather than just focusing on a specific aspect. In addition, key skills and concepts develop over time, allowing students to review, reconceptualize, and assimilate ideas gradually, which enhances understanding transferability.

Although each discipline remains separate, the relationship between disciplines is explicitly affirmed in this approach. Although collaboration between teachers is not required, this model focuses on content without extending the concept to other disciplines. However, this model is the first step towards an integrated curriculum, giving teachers the confidence to find connections within their own disciplines, which can make it easier for them to find relationships across different disciplines in the future. Collaboration in department meetings can also be an effective strategy to encourage the adoption of more complex integration models in the future.

3) Model Nested

In each subject, teachers assign diverse skills such as social, thinking, and content-specific based on standards. For example, in learning about photosynthesis, teachers design units to target consensus seeking, sequencing, and understanding of plant life cycles. This curriculum model provides a clear advantage for experienced teachers by bringing together a wide range of skills and standards in learning, resulting in a richer learning experience. Although it focuses on content, thinking strategies, social skills, and other ideas, this learning involves multiple dimensions.

However, this model also has some disadvantages. The incorporation of multiple targets and standards in a single lesson can confuse students if they are not well structured or if the combination is shallow. Additionally, teachers may not explicitly explain all the layers of learning, reducing the likelihood of skill and concept transfer. This model is suitable for use when teachers are trying to incorporate process standards such as thinking and social skills into lesson content. This provides a more comprehensive learning experience by maintaining the content objectives while adding a thinking, social, and literacy focus. Commonly found in early grades, this model allows teachers to integrate concepts and attitudes through structured activities, according to their responsibility for the entire curriculum.

4) Model Sequenced

The topics or units of learning are rearranged and adjusted to be interrelated. Although the material is taught in an integrated manner, it is still within a separate subject framework. For example, an English teacher may present a historical novel describing a specific period, while a history teacher may teach the same period. By rearranging the order of topics and units, teachers have more control over the curriculum than just following the order in the textbook. It helps students understand the material across disciplines, reinforces learning, and facilitates knowledge transfer. Nonetheless, there are some drawbacks to this approach. Teachers have to compromise in designing the curriculum because collaboration is needed. In addition, arranging the sequence of learning requires extensive cooperation and flexibility from all teachers involved.

This model is effective in the early stages of integration, especially for two disciplines that are easily linked. Teachers can work together to compile separate lists of content and organize them accordingly, allowing students to benefit from the interconnectedness between subject matter. In addition, this model facilitates cross-disciplinary conversations, both at the elementary and intermediate levels. Teachers can work together to enrich each other's understanding of each other's content and make connections that help students see the overall picture of learning.

5) Model Shared

Joint planning occurs in two disciplines where overlapping concepts are the focus. Science and math teachers, for example, use tools such as data collection and graphing together. Broad disciplines, such as science and mathematics combined as one, provide rich integration through partner planning and teaching.

The advantage of this model is its ease of use as a first step towards further integration with the four main disciplines. Combining similar disciplines facilitates deep learning of concepts to transfer between subjects. More efficient time for co-planning is one of its main advantages, where two teachers can set time more easily compared to a larger team. However, there are obstacles that need to be overcome, such as the time and commitment required to develop the unit collaboratively. Flexibility and compromise are also important for successful implementation. This model of integration of the two disciplines requires a commitment to work together and dialogue in depth. This model is suitable for a broad group of subjects such as the humanities or practical arts. It is also a good start towards an integrated curriculum and seeking a deeper conceptual understanding that lasts, through integrated learning in real-world experiences.

6) Model Webbed

The webbed curriculum is a thematic approach that integrates various subject matter by presenting certain themes, such as circuses or conflicts, which are connected to various subject areas. This approach has the advantage of motivating students and is easy for teachers to understand, as well as facilitating cross-departmental teamwork planning.

While it has many advantages, there are some difficulties in this model, especially related to the selection of the right theme and the risk of creating an overly contrived curriculum. In addition, there is a risk that teachers become too focused on activities rather than developing relevant concepts. Nonetheless, if the themes are carefully selected and the curriculum is developed thoroughly, this model can be an effective tool in education.

7) Model Threaded

Standards, thinking skills, social skills, study skills, graphic organizers, technology, and a dual intelligence approach to learning all disciplines. Teaching staff target predictions in reading, math, and science laboratory experiments, while social studies teachers target predictions of current events, and thus string predictions across all four disciplines.

This curricular integration model focuses on metacurriculum that replaces or intersects with the core of any and all subject matter content. For example, prediction is a skill used to predict in mathematics, predict current events, anticipate events in a story in English, and make hypotheses in science labs. Consensus-seeking strategies are used to resolve conflicts in any problem-solving situation. These skills, in essence, are strung through standard curricular content. It is a life skill that can be successfully targeted with a variety of content.

The advantages of the threaded model revolve around the meta-curricular concept: awareness and control of thinking and learning skills and strategies that go beyond the content of the subject matter. Teachers emphasize metacognitive behaviors in order for students to learn about how they learn (Fogarty & Pete, 2020). By making students aware of the learning process, teachers facilitate future transfers. Not only does the content remain pure for each discipline, but students also gain the added benefit of exceptional thinking that can be transferred into life skills. In addition, each discipline is enhanced by supporting life skills.

The disadvantage of the threaded model is the need to add "other" curriculums, such as thinking or social skills curricula. Content connections between fields of study are not explicitly discussed. Metacurriculars come to the surface, but the disciplines remain static. The relationship between and between the content of the subject matter is not always emphasized. In addition, to incorporate metacurriculum into

content, all teachers need an understanding of those skills and strategies. However, developing a list of teacher-mastered skills often results in rich and meaningful discussions about various life skills.

8) Model Integrated

The integrated curricular model is a cross-disciplinary approach in which teachers look for patterns in math, science, social science, fine arts, language arts, and practical arts to approach content in all areas. This approach not only builds understanding between departments, but also increases appreciation for staff knowledge and skills. When applied successfully, this model creates an integrated learning environment and motivates students and ideas that move from classroom to classroom.

Despite being a sophisticated model, it requires skilled and confident staff with their knowledge of content standards as well as the skills and attitudes contained within each discipline. Curriculum integration with an explicit conceptual focus requires diverse commitments and resources, as well as a massive restructuring of schedules to allow for appropriate interdepartmental team planning and teaching time.

9) Model Immersed

Individuals combine all information from different fields and disciplines by focusing on areas of strong interest. A student or doctor has certain skills and views all learning through that lens.

The main advantage is that integration must occur within the learner, as shown in this model. Students are driven by an inner impulse to understand more deeply. As they explore their areas of interest, they discover related fields and seemingly endless new paths. Diligent learners demonstrate exceptional discipline as they develop this intense focus. The connections made by learners are often expressed openly to learning peers as they progress in the field.

However, filtering all ideas through one lens may be too early or too narrow. Extensive experience and a deep knowledge base bring depth to the student's perspective. A liberal background that includes major disciplines provides fertility to the student experience. In an effort to differentiate the curriculum, teachers use in-depth models in diverse learning units. They guide students to choose an area of interest within a specific framework and make it a specific project within the unit.

In high school with an academic focus, students are required to discover their strengths and choose an early study path that is connected to their career interests. These students apply an in-depth model as they explore a variety of topics through the lens of their career interests. Ultimately, immersion in these areas of interest leads to deeper learning and stronger engagement from students across different disciplines.

10) Model Networked

Networked learning models are a continuous source of new ideas, which are constantly being expanded and refined. For example, an architect uses CAD/CAM technology for design and establishes relationships with technology programmers to expand his or her knowledge.

The advantage of this model is that learners proactively seek out and follow new learning paths that emerge. However, this model requires internal motivation from learners, although mentors can provide the necessary support. The responsibility of integration in this model is often given to the learner, with support from a tutor or mentor to broaden the horizons or provide the necessary perspectives. This model develops from the natural interests and motivations of students.

In the development of networks, there are often unintentional connections that can lead to new depths in a particular field or even the creation of more specialized fields, such as genetic engineering that develops from a network of expert learners.

The contribution of this research to the development of a more effective and relevant social studies curriculum and learning practices.

This research makes a significant contribution to the development of a more effective and relevant Social Science (IPS) curriculum and learning practices. First, by identifying various innovative and effective teaching strategies in the context of social studies, this research provides new insights for policymakers and curriculum developers to improve the quality of social studies learning at various levels of education. By understanding the best practices in teaching social studies, schools and teachers can design a curriculum that is more engaging and meaningful for students.

Furthermore, this research also provides a deeper understanding of the challenges faced in teaching social studies and how to overcome them. By understanding these barriers, education practitioners can develop more effective strategies in dealing with issues such as lack of student interest, material complexity, or lack of resources. This helps to ensure that social studies learning practices are not only effective, but also relevant to the needs and conditions of students today.

In addition, this study also highlights the importance of technology integration in social studies learning. By exploring new ways of using technology to enhance the learning experience, this research enriches traditional teaching methods with more modern and innovative approaches. The use of technology can help change the way students interact with the material, increase their engagement, and expand their access to relevant information.

Furthermore, this study also strengthens the importance of an active and project-based learning approach in social studies learning. By placing students in a more active role in the learning process, both inside and outside the classroom, teachers can help them develop the analytical, problem-solving, and critical thinking skills necessary to understand complex issues in social studies.

Finally, this research provides a solid foundation for the development of a curriculum that is more contextual and relevant to the needs of students and society today. By taking into account students' views and needs in a more holistic way, the curriculum can be designed to cover significant social, economic, and political issues in their lives, thus helping them better prepare for real-world challenges.

CONCLUSIONS AND SUGGESTIONS

From this study, it can be concluded that the formulation and development of integrated social studies education materials is an integral part of efforts to improve the effectiveness of social studies learning. Various curriculum integration models, as described by Robin Fogarty, provide a useful framework for teachers to develop material that is engaging, relevant, and thorough. The models include a variety of approaches, ranging from the separation of disciplines to deep integration, all of which have their own advantages and challenges. Based on the results of this study, several suggestions can be proposed: (1) development of Learning Models: Teachers need to develop learning models that emphasize the integration aspect between subjects. This can be done through adequate training and support from schools or other educational institutions, (2) preparation of Interesting and Relevant Teaching Materials: Teachers must develop teaching materials that are interesting and relevant to the needs and interests of students. This can be done by integrating content from various disciplines and utilizing technology and other resources effectively, (3) training for teachers in Implementing the Integrated Social Studies Learning Approach: Continuous training and professional development is needed for teachers in implementing the integrated social studies learning approach effectively. This can help improve teachers' skills and creativity in developing effective learning materials, (4) collaboration between teachers and departments: Teachers need to cooperate and collaborate with teachers from other disciplines as well as other departments in compiling and implementing integrated social studies learning materials. This collaboration can enrich the student learning experience and facilitate integration between subjects, (5) improving the quality of teacher education: Improving the quality of teacher education also needs to be the main focus in efforts to increase the effectiveness of social studies learning. This includes improving personality competencies, understanding social studies concepts, and skills

in managing integrated learning. By implementing these suggestions, it is hoped that social studies learning can become more effective and relevant, as well as help students develop a deep understanding of society and culture, so that they are ready to become active citizens and participate in a multicultural and global society.

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