

This paper would design and implement how Indonesian literature enables students to explore civic virtues and encourage them to reflect on their civic participation in a democracy. The targeted participants would be undergraduate students of elementary school teacher education (PGSD) who are taking Kajian IPS SD course in the faculty of teacher training and educational sciences, Jember University, East Java, Indonesia.

Using interdisciplinary approach this paper would integrate Indonesian literature, both fiction and historical within social studies education. The integration would expect to expose students to individuals and groups who exemplify civic virtues in difficult and even dramatic situations. The individuals in both fiction and non-fiction account of economic and social struggle, deepen the undergraduate students' comprehension of democratic action and civic virtues. These civic virtues include courage, hope, optimism, ambition, individual initiative, love of country, love of family, a concern of environment, and an outrage of social injustice. Encounter with these virtues through the medium of Indonesian literature would promote students' understanding of the meaning and importance of morality in civic life. During their involvement in workshops, moreover, the participants will deepen their knowledge of democratic processes and learn how to apply them in their own teaching.

Key words: integration, interdisciplinary, civic virtues, literature, social studies.

**MEMADUKAN SASTRA INDONESIA
DALAM PEMBELAJARAN ILMU PENGETAHUAN SOSIAL**

Yayuk Mardiaty¹⁾

1)Fakultas Keguruan dan Ilmu Pendidikan-Universitas Jember

ABSTRAK

Makalah ini akan merancang dan mengimplementasikan bagaimana karya sastra Indonesia memungkinkan mahasiswa untuk mengeksplorasi nilai-nilai kebajikan dan mendorong mereka untuk merefleksikannya melalui partisipasi dalam warga negara demokrasi. Target partisipan adalah mahasiswa S1 Pendidikan Guru Sekolah Dasar (PGSD), khususnya yang mengambil mata kuliah Kajian IPS di Fakultas Keguruan dan Ilmu Pendidikan, Universitas Jember, Jawa Timur, Indonesia.

Dengan menggunakan pendekatan interdisipliner makalah ini akan memadukan karya sastra Indonesia, baik fiksi maupun fiksi historis dalam pendidikan ilmu pengetahuan sosial. Pengintegrasian diharapkan akan mengekspos mahasiswa terhadap para individu dan kelompok karakter yang mencontohkan nilai-nilai kebajikan dalam situasi yang sulit dan bahkan dramatis. Para individu dalam karakter baik karya fiksi maupun non-fiksi bekerja keras karena keadaan sosial dan ekonomi dapat memperdalam pemahaman mahasiswa tentang tindakan demokrasi dan nilai-nilai kebajikan warga negara. Nilai-nilai kebajikan ini termasuk keberanian, pengharapan, optimisme, ambisi, inisiatif individu, cinta tanah air, cinta keluarga, kepedulian terhadap lingkungan, dan kepekaan tindakan terhadap ketidakadilan. Dengan mengkonter nilai-nilai kebajikan melalui medium sastra Indonesia akan mempromosikan pemahaman mahasiswa tentang makna dan pentingnya moralitas dalam kehidupan warga negara.

Selama keterlibatannya dalam lokakarya, partisipan akan memperdalam ilmu tentang proses demokrasi and belajar bagaimana mengaplikasikannya dalam pembelajaran mereka sendiri.

Kata-kata kunci: perpaduan, interdisipliner, nilai-nilai civic, sastra, ilmu pengetahuan sosial.

INTEGRATING INDONESIAN LITERATURE INTO SOCIAL STUDIES TEACHING AND LEARNING

Yayuk Mardiaty

Favulty of Teacher Training and Educational Sciences, Jember University

Introduction: Research Purpose and Central Questions

Social studies encompasses a field of specialization that includes a variety of social sciences content areas as well as history, mathematics, science, music, arts, and language arts (Jacquelin Stitt 1984, Zarillo 2000). This study of civic education, critical and higher order thinking skills joins a growing body of research on the use of literature for instructional purposes. Drake (1993), Maurer (1994) and other scholars found that using carefully selected fictions and non-fictions enables students necessary to conduct of social activities and to provide indirect (vicarious) experiences where direct experiences are impossible and undesirable. These researchers use these findings to argue that student encounters with literature engages students' interest and foster higher order thinking. They criticize the conventional approaches of text and lecture, which dominates social studies classrooms, hinder autonomous thinking (e.g., Schougg, Todd, and Berry 1984). This has led to students regarding social studies as the most boring subject that they encounter during their elementary schooling (Schougg, Todd, and Berry 1984).

Some scholars and educators believe that using an integrated or interdisciplinary approach, which constructs or tie new knowledge across subjects enhances students' critical thinking skills and enlarges students' understanding of the content areas they study (Eisner 1982, Boyer 2004). The social studies curriculum should become integrated by including concepts across subjects, including language arts (Zarillo 2000). The proposed research project would position Indonesian undergraduate students and prospective teachers actively integrate elements of history, language arts, political science, and geography through reading fiction and non-fiction literature. The purpose of integrating Indonesian literature within social studies is to explore civic virtues and write historical narratives. The research project would be conducted at the Faculty of Teacher Training and Educational Sciences, Jember University, East Java Indonesia.

Although Indonesia's elementary school curriculum emphasizes civic competence through *Kurikulum Tingkat Satuan Satuan Pendidikan* (KTSP), practitioners are still struggling with effective ways to implement civic education project (Kompas 2006). Researchers working with students and teachers at elementary and high schools in Bandung, West Java found that the teachers' attempts to integrate interdisciplinary approach have met a little success (White 1997, Raka Joni 2000). These failures have been due, a significant extent, to the teachers' confusion over to implement and engage students with interdisciplinary approach to civic education. Ultimately, the fundamental issue pivots around how to apply democratic theory and interdisciplinary practice within elementary and secondary classrooms.