

How to Cite

Rohani, -. (2019). Values-based social studies learning the Malay culture in secondary schools in developing social studies skills of learners. *International Journal of Social Sciences*, 2(1), 4-18. <https://doi.org/10.31295/ijss.v2n1.49>

Values-Based Social Studies Learning the Malay Culture in Secondary Schools in developing Social Studies Skills of Learners (Study of Evaluation in Public Middle-High Schools in Pekanbaru City)

Rohani

UPI Bandung, Indonesia

Email: rohani_salman@yahoo.com

Abstract---This research is mainly based on social issues on moral decrease among learners in Elementary Schools in Riau Province such as cheating habits, absences, bullying, student brawls and smoking habits as the effect of the disorganized educational system in developing the character building of learners. This research is aimed to assess how effective learning process in Social Studies in Secondary Schools through values-based social studies learning the Malay culture in secondary schools in developing social skills of learners in Riau Province. From educational philosophy perspective, lesson planning, learning process, and learning outcomes are integral parts. This research is conducted in CIPP model evaluation methods, purposive random sampling, and mixed methods. It is concluded that firstly, the grounding philosophy in values-based social studies learning the Malay culture in secondary schools in developing social skills of learners in Riau Province implementing the 2013 curriculum is mainly based on social reconstruction philosophy and progressive. It is aimed to develop character building and the grounding philosophy in relation to values-based social studies learning the Malay culture in secondary schools in developing social skills of learners in Riau Province implementing KTSP curriculum to develop social skills. Secondly, Values-based social studies learning the Malay culture in secondary schools is organized by educators in state Secondary Schools in Riau Province implementing the 2013 curriculum in accordance to National Education Rules No.103 year of 2014 and National Education Rules No. 41 the year of 2014 on the standardized process. Thirdly, the 2013 curriculum values-based social studies learning the Malay culture in secondary schools in developing social skills of learners in Riau Province has implemented scientific approaches in accordance to National Education Rules No.103 year of 2014 and National Education Rules No.41 year of 2017 implementing KTSP curriculum on the standardized process. Fourthly, the outcomes of values-based social studies learning the Malay culture in secondary schools in Riau Province implementing the 2013 curriculum has been adapted to SKL secondary schools covering knowledge aspects, manners and values-based social studies learning the Malay culture in secondary schools in Riau Province implementing KTSP curriculum in accordance to SKL secondary schools on knowledge aspects. The research recommendation consists of contexts, inputs, and process and outcomes are awarded to decision makers, educators, parents of learners, and researchers.

Keywords---values-based social, studies learning, malay culture, secondary schools, social studies skills, learners.

Introduction

People are social human beings who need to make friends and meet their various daily needs in their lives. With their thoughts and knowledge, they create knowledge to adapt in their society, to develop culture and civilization in their social lives. Therefore, they require social skills to develop their long life skills in their society in order to create society patterns in harmonious, peaceful and prosperous ways.

According to Maryani (2011), she justified that social skills are a skill that people can learn. It means that every individual is able to interact with others to gain positive and negative responses. Therefore, social skills is an

important competence to every learner to maintain social relationship with others positively in their families, society members and broader relationship.

Cartledge and Ilburn (1992), also justified that *“social skills are one’s or society member ability with establishing a relationship with others and his problems solving ability with which a harmonious society can be achieved.”*

It is concluded that social skills are an important part of one’s ability in establishing their relationship with others with which a harmonious society can be achieved. Social skills are the one’s or society member ability to interact with others and his problem-solving ability to adapt in their society or school society.

Currently, learners’ social problems have become a social phenomenon in society and have broken down social structure in their society such as student brawls, society conflict, drugs, and drinks.

Masngudin (in Suherman and Sauri, 2012), expressed that the types of social problems among learners in middle-high schools consist of: a. Individual dishonesty, b. Leaving home without parents permits, c. Wandering around, d. Staying up late, e. Absences, f. Fighting, g. Littering, h. Reading inappropriate porn sites, i. Watching porn films, j. Riding without driver’s license, k. Speeding, l. Drinking alcohol, m. Living together without getting married, n. Free-sex, o. Theft, p. Pickpocketing, q. Gun-hold up, r. Abortion, s. Rapes, t. Gambling, u. Narcotics, v. Murder.

Maryani (2011), furthermore, explained that the rise of social problems among learners is created by the disability of their social skills in their individual life, family, society, and nation.

The quote describes the disability of their social skills among learners can emerge social problems such as the increase of crimes and drug usage and free-sex among learners. It is caused by the loss of moral values commitment among learners.

Jaromilek (1993), stated that social skills required by learners shall be, among other things, (1) collaboration, tolerant, respect and social sensitivity, (2) self-control, and (3) Sharing knowledge and experience with others.

Beaty (1998 page 147) further explained that social skills or so-called prosocial (prosocial behavior) covered: a). Empathy. This teaches children to express their supports to others, b). Generosity. It teaches children to share things with others, c). Collaboration. It teaches children to take their turn accordingly without creating conflict among them, d). Assistance. It teaches learners to support others to complete their tasks.

Furthermore, social skills among learners are required when they are ready to interact with the same ages in their groups. This causes learners can experience their failures in their society so that they are entitled to negative judgment by their society. It means that learners who do not have social skills will have relationship difficulties and their behavior can create disadvantages to themselves and others.

Based on the problems above, social skills among learners is still considered to be weak due to various factors such as self condition, self-commitment, level of moral and society awareness. It means that social skills among learners have strong connection with nativist and nurture factors or learning environment, training, and consultation. Therefore, education is an effective and dominant media to build supportive social condition and to create social skills among learners to care for each other and create harmonious, peaceful and prosperous lives. Education builds learners to be able to create social interaction to adjust to their social environment in solving problems.

This is in an agreement with Sukmadinata (2014), that education links to human creation. “Education determines human models.” Education can improve one’s life quality in many aspects by optimizing their environment to support education purposes. The ideal purpose is philosophy purpose based on one’s values in a nation.

Zais (1976), further explained that *“every society is held together by common faith or “philosophy” which serves its members as a for living the good life. It is natural, then for the adults in the society to want to pass this philosophy-or “know; edge of the good” –on to their children, so that in the years to come their lives will be more secure and satisfying.”*

Social studies taught in school takes responsibility to support learners to develop their life and social skills in order to actively participate in their society. Social study is a mandatory subject taught in schools.

Hasan (1995), stated that the aim of social studies can divide into three categories which are firstly it is focused on the learners’ cognitive skills development; secondly, to establish their social skills and responsibility; thirdly, to develop learners’ character building for their society and themselves.

Fajar (2005), further stated the aim of social studies taught in schools is that a. To develop critical thinking, inquiry, problem solving, and social skills; b. To establish commitment and awareness in human values; c. To improve competitive and collaborative skills in mixed society in national and international scopes.

Sumantri (2001), justified that the purpose of social studies taught in schools is that 1). To emphasize on the nationalism values, the ideology of nation, and religion; 2). To emphasize on content and cognitive methods, social knowledge and 3) to emphasize on reflective inquiry.

Based on the above perspectives, the purpose of social studies is to develop critical thinking skills, inquiry, social skills and develop human values in mixed society in national and international scopes. Social studies are the simplification of other social subjects presented in scientific and integrated ways from various social subject areas

organized systematically and comprehensively in order learners to gain better understanding and skills in social studies. Therefore, the learning process in social studies is presented to acquire social values in society in order to maintain, preserve and develop social values to create a social system. The learning process in social studies is mainly based on social values and customs in local society as a norm and law to be preserved as one of the local identities to enrich social cultures in Indonesia (Pemayun & Suderana, 2019).

It is aimed to improve learners' social skills with their social status as a local content-based learning subject in order to develop mutual cooperation with local society. The society to be formed in social studies subject is a global society with broad knowledge to preserve Indonesian cultures. However, the awareness of space and time should be developed to maintain social status without neglecting basic cultures owned by individual learners in their society.

Social studies learning is meant to solve mixed social problems among learners in society such as the decrease of local culture identity, the decrease of communication skills and social behavior as well as the loss of local cultures in order learners to reconstruct social and cultural problems in society. In addition to this, Riau Province has issued domestic rules number 12, 2013 referring to the implementation of chapter IV on local curriculum Malay Riau culture article 13 stating that (1) formal and nonformal lesson planning is mandatory to teach local curriculum based-Melayu Riau cultures, (2). Local curriculum based-Malay Riau cultures are designed and issued by the local government. (3). the guidebooks in the local curriculum is required to be approved by local government in cooperation with Malay Riau cultures foundation. (4). The learning local curriculum is focused on the development of character building. (5). The local curriculum shall be integrated into other school subjects.

The learning process in social studies is aimed to be able to integrate Malay culture values as social and cultural identity in Riau Province. The cultural values are developed based on Malay society from time to time such as manners, customs, language, and social system so that learners' social behavior can be implemented as their identity. The problem in learning social studies to learn is the social studies subject area and any other related subject area have not been integrated and it creates social problems in schools, families, and societies.

The results of the emphiric study (2016) have created social problems in secondary school learners in Pekanbaru such as (1). Corporal punishment, bullying, student brawls, (2). Crystalizing learners groups by the name of social status and style and it affects the interaction among learners; (3). Discrimination and intimidation in people's appearance by saying inappropriate words. (4). Wasting their time by doing an unuseful activity, (5). Negative dialogues among learners, (6). Motorcycle gangs attacking police offices in Pekanbaru.

The phenomenon above shows that Malay culture values are not yet integrated in the learning process of social studies as society identity in Riau Province in order to be able to develop the identity of Malay society. Malay culture values-based learning process in social studies is expected to minimize social behavior disorders among learners such as student brawls, absences, undisciplined, saying dirty words and this social behavior disorders affect their social lives in Riau province where they respect politeness, unity, and diversity. Therefore, Malay cultural values in Riau Province have become general guidelines in implementing the social system.

Based on the background of the above problems, the learners' social skills in elementary schools are not strong due to several factors such as self condition, self-commitment, moral and environment awareness levels where the people live to interact. It means that learners' social skills have connections to nativist and nurture factors or have connections to the learning environment, training, and external counseling.

Based on the results of problem limitation, formulation of the problems in this research is "How to implement values-based social studies learning the Malay culture in secondary schools in developing social skills of learners in Riau Province?"

The following are the formulation of the problems in this research:

- 1) How is the grounding philosophy of values-based social studies learning the Malay culture in secondary schools in developing the social skills of learners in Riau Province?
- 2) How is the lesson planning of values-based social studies learning the Malay culture in secondary schools in developing the social skills of learners in Riau Province?
- 3) How is the implementation of values-based social studies learning the Malay culture in secondary schools in developing the social skills of learners in Riau Province?
- 4) How are the outcomes of values-based social studies learning the Malay culture in secondary schools in forming learners' social competence in Riau Province?

The objective of the research is to assess values-based social studies learning the Malay culture in secondary schools in forming learners' social competence in Riau Province.

The specific objective of this research is to describe and analyze the assessment results which covers:

- 1) The grounding philosophy of values-based social studies learning the Malay culture in secondary schools in forming learners' social competence in Riau Province.
- 2) The lesson planning of values-based social studies learning the Malay culture in secondary schools in forming learners' social competence in Riau Province.
- 3) The implementation of values-based social studies learning the Malay culture in secondary schools in forming learners' social competence in Riau Province?"

The outcomes of values-based social studies learning the Malay culture in secondary schools in forming learners' social competence in Riau Province.

Research Method

This research uses the interview instruments, questionnaires, documentation study, and observation together with evaluation method which is aimed to measure how effective social studies is taught in middle-high schools by using the 2013 and KTSP curriculum in developing learners' social skills systematically, scientifically and consistently. Thus, the evaluation method in this research can be implemented to measure the credibility of the school subjects in middle-high schools using the 2013 and KTSP curriculum in developing learners' social skills with Melayu cultural values in Riau Province.

In reference to the explanation above, the qualitative and quantitative methods are used in this research. The research is mainly used the qualitative data supported by the qualitative data to clarify and answer questions which are difficult to answer if the researchers can only use one method to support both methods and obtain a clearer description to achieve in-depth understanding on social studies in middle-high schools. This evaluation study is conducted by using the CIPP evaluation model developed by Stufflebeam and colleagues. The CIPP evaluation model is chosen because this model is aimed to measure curriculum comprehensively.

The following are the steps of the implementation of curriculum evaluation in this research.

- 1) Making evaluation research planning
- 2) Introduction to the study
- 3) Focusing on the evaluated phenomenon
- 4) Evaluation of data collecting
- 5) Processing and analyzing the evaluation data
- 6) Interpreting the evaluation data based on criteria
- 7) Evaluation result reports

The population of the research is based on general location covering subjects and objects of the research who have the same characteristic so that this research is easy to determine and study the research population which is elements expressed by [Creewel \(2008\)](#), that *"a population is a group individual who has the same characteristic"*.

This research population is middle-high schools who have the same characteristic in the same location consisting of 40 teachers of social studies from secondary schools in Pekanbaru Riau Province consisting of 37 teachers of secondary schools using the 2006 curriculum and 3 teachers from secondary schools using the 2003 curriculum.

Table 1
Research population in Secondary Schools in Pekanbaru

No	Middle-High Teachers of Social Studies	Curriculum	No of students in grade VIII			Districts
			Male	Female	Total	
1	SMPN 1	K 2013	76 students	122 students	198 students	Lima Puluh
2	SMPN 10	KTSP	143	174	317	Lima Puluh
3	SMPN 6	K 2013	141	159	300	Rumbai
4	SMPN 29	KTSP	91	76	167	Rumbai
5	SMPN 23	K 2013	98	134	232	Tampan
6	SMPN 40	KTSP	80	94	174	Tampan

The research sample is conducted to consider as follow: 1). reachable location by researchers; 2). Between the chosen schools on the same location in each regency; 3) in the 2015-2016 academic year, there was only three pilot project secondary schools using the 2013 curriculum. They are SMPN 1, SMPN 6 and SMPN 23. Besides, there are SMPN using KTSP such as SMPN 10, SMPN 29, and SMPN 40. The research is conducted to teachers in SMPN consisting of three teachers of social studies using the 2013 curriculum and KTSP. They are as below:

Table 2
The research sample of Middle-High Schools staff in Pekanbaru

No	Secondary Schools	Curriculum	Number of samples
1	SMPN 1	K 2013	1 teacher
2	SMPN 10	KTSP	1
3	SMPN 6	K 2013	1
4	SMPN 29	KTSP	1
5	SMPN 23	K 2013	1
6	SMPN 10	KTSP	1
Total			6 teachers

Table 3
Research sample of Secondary School Learners in Pekanbaru

No	SMPN K 2013	Number of students	SMPN K 2016	Number of students
1	SMPN 1	198	SMPN 10	167
2	SMPN 6	317	SMPN 29	232
3	SMPN 23	300	SMPN 40	174
Total		815	Total	573

The research sample consists of teachers of social studies in SMPN mentioned in table 1.3 above, there are three teachers in SMPN using the 2013 curriculum and three teachers using KTSP curriculum and sample for learners in grade VIII first semester from SMPN using the 2013 curriculum and KTSP curriculum. The sample of students is using Solvin formula in [Sugiyono \(2013\)](#), with formula $n = N/1 + N(f)^2$ and for the sample of students using the 2013 curriculum consisting 204 students and for the sample of students using the 2016 curriculum (KTSP) is 145 students.

Discussion and Results

The Foundation of Philosophy of Learning in the Field of IPS Studies Based on Malay Cultural Values at Junior High School in Developing Social Skills of Students

Philosophy in curriculum development and learning becomes the main basis in determining the objectives or direction of learning and referral in the planning, process, and evaluation model that will be developed in school education activities. Philosophy in education serves as a foundation of value, theory, and implementation of learning in the field to always stick to the goals to be achieved. Therefore, different landform philosophies will influence and encourage different curriculum development applications. This is in accordance with [Sanjaya \(2008\)](#) that

Philosophy as the foundation of curriculum development aims to answer the questions: where will be brought to learners who learn it? How should society be created through educational endeavors? What is the essence of knowledge to be learned and studied learners? What norms or value systems should be inherited to learners as future generations? How should the education process take place?

Based on the evaluation of the foundation of philosophy of learning in the field of IPS-based studies of Malay cultural values in developing social skills junior high school students who use the curriculum 2013 is integrated integrated philosophy of education progressivism aims to form a student entirely, Social and intelligent knowledge and social skills based on Malay cultural values through the process of discovering itself against the concepts and subject matter that is being studied as a learning experience so as to give the good of the physical and the way of thinking, in order to develop the talents and abilities hidden in him without being impeded by Obstacles created by others. Therefore, the philosophy of pro-democracy develops a democratic spirit in everyday life in society.

According to [Yulaelawati \(2004\)](#), that "progressivism emphasizes the importance of serving individual differences, centering on learners, variations in learning experiences and processes. Progressivism is a philosophical foundation for the development of active learning ". Based on this opinion, the color of progressivism philosophy in the study of IPS-based subjects of Malay cultural values is to provide recognition of individual differences and active involvement of learners in school activities to perfect and actualize themselves. That is, every learner has the

responsibility and self-awareness to actively develop themselves based on Malay cultural values because the individual is the factor that can determine what is good and right.

Thus the learning process of IPS subjects in junior high school using the 2013 curriculum is done democratically because learners have individual differences, whole person and the involvement of learners actively in education to actualize themselves. Each learner has the responsibility and self-awareness to determine what is good and true based on individual values of life and is determined independently of each other without offending others. This is in line with Yulaelawati (2004), that "progressivism emphasizes the importance of serving individual differences, centering on learners, variations in learning experiences and processes".

The role of educators as facilitators and focus on the uniqueness of the individual among the learners because there are no two individuals who are really the same among those who are equal to each other and there is no equal need in education. Schools are open to change because there are dynamics in the concept of truth, its application, and its changes. This means that the foundation of philosophy and learning theory of IPS in junior high school using the 2013 curriculum combines learning materials with the values of Malay culture as a source of moral truth in the community so that learners become a whole person because learners are viewed as a whole person. Development of aspects of knowledge, skills, and spiritual attitudes and social attitudes.

Thus, the study of IPS study in junior high school is expected to expand self-awareness and reduce the estrangement and alienation of learners from the environment. Learning emphasizes personal integrity as a social being that responds fully to the needs of society. Integrate the active involvement and participation of learning environments such as schools, homes and communities in an effective, and continuous learning approach to foster the social skills of learners derived from the moral values and traditional values of Malay society because society needs constant reconstruction and social change. Is the process of reconstruction of learning as a vehicle to reconstruct people's lives.

The basis of the philosophy and theory of education in the second field of social studies in junior high school is the philosophy of reconstructivism aims to answer the demands of social needs on moral issues in public life in the era of globalization. This is in accordance with Whitehead's opinion in Meijun Fun (2010), that "... Global society needs global education that should be based on the concept of integrated education". That is, education acts as an agent of social change to build human civilization in the future through education in dignity derived from the noble social values.

The philosophy of reconstructivism education in the study of social studies in junior high school aims to provide the provision of social skills to learners to become civilized and dignified human beings in the community so that they can participate actively in the activities of the fulfillment of interests and social welfare together. That is the learning function of the field of IPS study at the junior high school as the transmission of citizenship (social studies as citizenship transmission).

Thus, the field of IPS study in junior high school using KTSP and curriculum 2013 aimed at preserving the culture of a nation has the existence of man himself and reflection education (social studies as reflective inquiry). That is, learning in the field of social studies in junior high school is not just teach the science discipline and transfer of values and knowledge accumulatively, but hold on to the needs and interests of students in schools in order to organize human civilization is oriented in the future in a democratic way. This is in line with Yulaelawati (2004), that "reconstructivism is a further elaboration of progressivism. On the reconstructivism of human civilization in the future is greatly emphasized. Future-oriented reconstructivism."

Based on the above opinion, the color of the philosophy of reconstructivism education in the study of social studies in junior high school as an effort to build human civilization in the future. Learning is the process of building the lives of future learners and transforming social life in dignity and civilized based on the noble values of Malay society. The existence of the school is for improvement in society and makes the school as the main agent in social change.

This is in accordance with the mandate of the Law of the Republic of Indonesia No. 20 of 2003 on National Education System explains that the purpose of national education function to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life, aims to the development of potential learners to be a man of faith and cautious to God Almighty, noble character, Healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Study Plan of IPS-Based Study of Malay Cultural Values at Junior High School in Developing Social Skills of Students

The learning implementation plan referred to in this research is one of the curriculum documents in the form of the Lesson Plan (RPP) in accordance with Permendiknas Number 41 of 2007 concerning Process Standard for Junior

High School using KTSP and Permendiknas Number 103 Year 2014 on Standard Process for Junior High School using curriculum 2013, which is a technical plan outlined from the syllabus to direct the learning activities of learners in an effort to achieve KD. RPP is a plan that describes the procedures and organizing of learning to achieve a basic competency set out in the content standard. The scope of the most extensive learning plan includes 1 (one) basic competency consisting of 1 (one) indicator or several indicators for 1 (one) meeting or more.

According to [Kempt \(1994\)](#) planning is a way of thinking in regulating the procedures used to implement a process. Furthermore, [Kaufman \(2001\)](#) explains that

Planning is a projection of what is needed in order to achieve a legitimate and valuable objective, covering the following elements: (1) identifying and documenting needs; (2) determine the needs that need to be prioritized; (3) detailed specifications of results achieved from each priority requirement; (4) identification of requirements to achieve each option; (5) the sequence of results required to meet perceived needs; And (6) identification of possible alternative strategies and tools to complement each requirement in reaching each need, including detailing the advantages and disadvantages of each strategy and tool used.

Thus, learning planning is an important step that educators must perform before they carry out teaching and learning activities and to achieve the ultimate goal of learning. Learning is not just a routine activity of education but is an educational communication full of messages, systemic, procedural, and full of purpose. Learning planning is a process of making plans, models, patterns, forms, involving construct, educators, learners, and other facilities needed systematically arranged in order to occur an effective and efficient learning process in achieving the learning objectives that have been set.

Based on the results of evaluation of learning planning of educator field of IPS study, RPP junior high school educators who use the 2013 curriculum is integrated and has a complete identity, namely: (1) core competencies; (2) basic competence; (3) learning indicators; (4) learning objectives; (5) learning method; (6) learning materials; (7) learning tools and resources; And (9) evaluation.

Therefore, in developing indicators of educators SMP needs to consider the demands of competence that can be seen through the verbs used in KD and the characteristics of subjects, learners, and schools and the potential and needs of learners, community, and environment/area. The technical steps in formulating indicators of achievement of competence in RPP as follows.

a) Analyzing Competency Level in Competency Standards / Core Competencies and Basic Competencies

It is necessary to meet the minimum demands of competence that are made as a national standard. Schools can develop indicators beyond these minimum standards. The level of competence can be seen through the operational verbs used in SK and KD. The level of competence can be classified into three parts, namely the level of knowledge, process level, and application level. Verbs at the knowledge level are lower than the process and implementation level. The level of application is the highest required level of competence.

b) Analyze the Characteristics of Subjects, Learners, and Schools

Each subject has certain characteristics that distinguish it from other subjects. This distinction becomes an important consideration in developing indicators. Characteristics of language subjects consisting of aspects of listening, reading, speaking, and writing are very different from the dominant subjects of mathematics on aspects of logical analysis. Teachers should conduct an in-depth study of the characteristics of the subject as a reference for developing indicators. Characteristics of subjects can be studied in standard content documents on the objectives, scope and SK and KD of each subject.

c) Analyzing Needs and Potentials

The needs and potential of learners, schools, and regions need to be analyzed to be considered in developing indicators. Implementation of education should be able to serve the needs of learners, the environment, and develop the potential of learners optimally. Learners get an education in accordance with the potential and speed of learning, including the level of potential he achieved. Indicators must also be developed in order to encourage the improvement of school quality in the future so that it is necessary to find out the results of potential school analysis that is useful to develop the curriculum through the development of indicators.

d) Formulating Indicators

In formulating the indicator, it is necessary to consider several provisions as follows.

- 1) Each KD is developed at least into three indicators.
- 2) Overall indicators meet the competency demands contained in the verbs used in SK / KI and KD.

- 3) Indicators must achieve a minimum level of competence KD and can be developed beyond the minimum competence in accordance with the potential and needs of learners.
- 4) The developed indicators should illustrate the hierarchy of competence.
- 5) Formulation of indicators at least includes two aspects, namely the level of competence and learning materials.
- 6) Indicators should be able to accommodate the characteristics of subjects so that using the appropriate operational verbs. Examples of verbs that can be used according to the characteristics of the subject.
- 7) The formulation of indicators can be developed into several assessment indicators covering the cognitive, affective, and/or psychomotor aspects.

e) Developing Assessment Indicators

Assessment indicators are a further development of indicators (indicators of achievement of competencies). Assessment indicators need to be formulated to guide the assessment of teachers, learners, and evaluators in schools. Thus the assessment indicator is open and easily accessible by the school community. Any assessment conducted through tests and non-compliance must be in accordance with the assessment indicator. Assessment indicators using verbs are more measurable than indicators (indicators of competency achievement). The formulation of the assessment indicator has certain restrictions so that it can be developed into an assessment instrument in the form of questions, observation sheets, and/or assessment of work or products, including self-assessment.

The evaluation results on the identity of the RPP developed by Junior High School educators using KTSP and the 2013 curriculum have fulfilled the demands of Permendiknas Number 41 the Year 2007 for Junior High School using KTSP, including the following.

- 1) Competency standards
- 2) Basic competencies
- 3) Indicators of Competence Achievement
- 4) Learning objectives
- 5) Teaching material
- 6) Learning Resources
- 7) Time Allocation
- 8) Model / approach / learning method
- 9) Learning Activities
- 10) Assessment of learning outcomes

The identity of the RPP of Junior High School teachers using the 2013 curriculum has been in accordance with Permendiknas Number 103 the Year 2014 includes the following.

- 1) School/madrasah identity
- 2) Themes/subjects
- 3) Class / semester
- 4) Time Allocation
- 5) KI
- 6) KD / indicator of competency achievement
- 7) Learning materials
- 8) Learning activities (introduction, core, and cover)
- 9) Assessment of learning, remedial, and enrichment
- 10) Media/tools, materials, and learning resources

The results of the evaluation of learning preliminary steps on RPP that has been developed by junior high school educators who use KTSP and curriculum 2013 has been able to condition the physical and mental so as to follow the learning process well. This is in line with [Hernawan \(2009\)](#) that

Preliminary activities are an integral part that can not be separated from other learning components. Preliminary activity is basically an activity that must be taken by educators and students at every time the execution of learning. The main function of preliminary activities is to create an effective early learning atmosphere that enables students to follow the learning process well.

Furthermore, Permendiknas Number 103 of 2014 explained that:

In the preliminary activities, the task of educators is as follows.

- 1) Prepare students psychically and physically to follow the learning process.
- 2) Asking questions that relate previous knowledge to the material to be studied.

- 3) Describes the learning objectives or basic competencies to be achieved.
- 4) Delivering material coverage and explanation of activity description according to the syllabus.

Thus, preliminary or pre-instructional activities are one of the efforts to involve actively participating in core activities of learning in an integrated, meaningful way through the effective mental, knowledge, emotional, physical, media, and learning environment of learners in order to realize the initial conditions Conducive learning.

The results of the evaluation on core activities in the RPP of SMP educators using KTSP and the 2013 curriculum is the core learning step in the lesson plan of SMP using the 2013 curriculum has been able to provide learners with an active, meaningful and integrated learning experience and learning through a scientific approach where learners seek Know themselves from various sources about learning materials being studied. Therefore, the core learning activities of junior high schools that use the 2013 curriculum provide instructional impact (directly related to learning objectives designed according to the curriculum) and positive attitudes toward the lesson material (as a result of the accompaniment of the learning activities) through a direct and indirect learning process model Integrated. This is in accordance with the opinion of [Hermawan \(2009\)](#), that

The core activities of integrated learning effectively and efficiently include: 1) the presentation of learning materials should be conducted in an integrated manner through connecting the concepts of other subjects; 2) the teacher should strive to present integrated learning materials using various learning strategies and media that can encourage students to be active Involved in the discovery of new knowledge.

Thus, the core learning activities in the lesson plans of Junior High School educators using the 2013 curriculum have been able to illustrate the use of strategies and instructional media and teaching methods in order to help students achieve the expected competencies. The core learning activity in the lesson plan of Junior High School educational staff using the 2013 curriculum is the implementation of learning theory and model of learning which has been arranged in the lesson plan.

The results of the evaluation on the closing activities of the Junior High School Teachers' Training Center using the KTSP and the 2013 curriculum are the closing step of the lesson in the lesson plan of SMP using the 2013 curriculum has provided a comprehensive overview of what has been learned during the learning activities, providing feedback on learning outcomes and preparing materials Will be studied at the next meeting. This is in accordance with Permendiknas Number 103 the Year 2014 on the Standards Process that In closing activities, the tasks of educators are as follows.

- 1) Together with learners and/or themselves make a summary/conclusion of the lesson.
- 2) Conduct assessment and/or reflection on activities that have been implemented consistently and programmed.
- 3) Provide feedback on learning processes and outcomes.
- 4) Plan follow-up activities in the form of remedial lessons, enrichment programs, counseling services and/or assign tasks both individual and group tasks in accordance with learners' learning outcomes.
- 5) Delivering a lesson plan at the next meeting.

Thus, closing the activities of the Junior High School Teachers' Training Center using the 2013 curriculum is an activity to end teaching and learning activities meaningfully and continuously by reviewing the core mastery and evaluating, summarizing the learning materials in relation to Malay Cultural values, in the form of: Summarize the material, reflect on the learning outcome that day, and pray

Learning Process of IPS-Based Study of Malay Cultural Values at Junior High School in Developing Social Skills of Students

The learning process referred to in this study is the implementation of the Learning Implementation Plan (RPP) in accordance with Permendiknas Number 41 of 2007 concerning Process Standard for Junior High School using KTSP and Permendiknas Number 103 the Year 2014 on Standard Process for Junior High School using the 2013 curriculum. According to [Saylor and Alexander In Hamrlík \(2007\)](#), "implementation is the process of implementing a curriculum plan (program) in the form of learning that involves the interaction of learners with educators". [Murray Print \(1993\)](#), argues that "implementation is a short-term phenomenon that attempts to integrate the new curriculum into existing practice" which means the process of receiving and using new things in the curriculum and the implementation of curriculum documents into the practical level.

Therefore, in the implementation of the curriculum is required to fully implement what has been planned in the curriculum itself to run with all heart and strong desire. Curriculum design and curriculum implementation is a system that forms a straight line in its relationship (linearity concept) in the sense that implementation reflects the

design so it is very important to understand educators and other field actors involved in the teaching-learning process as the core of the curriculum to understand the curriculum design well and right.

Based on the above description, the implementation of the curriculum is the implementation of learning is the operationalization of the concept of curriculum that is still potential (written) to be actual in the form of learning activities. The implementation of the curriculum is the result of translations of educators into the curriculum outlined in the syllabus and lesson plans as a written plan. That is, the implementation of curriculum or learning is structured to help learners master the basic competencies that have been given.

Thus, the implementation of learning is crucial to the success of learners to master basic competencies. In planning the implementation of learning needs to be considered indicators of learning success. What are the steps that are prepared in the activities that cover all the indicators that have been formulated? If all indicators can be shaded by the implementation of the learning that is organized, then the learning objectives will be more easily achieved and the mastery of learners in mastering basic competencies will be better.

The results of evaluation on learning activities of junior high school educators so that learning junior high school teachers who use the curriculum 2013 is more able to provide experience and ability to learn to learners actively, meaningfully, and integrated through a scientific approach where learners find out themselves from various sources about lesson materials Is being studied. This is in accordance with [MoNE \(2015\)](#), the 2013 curriculum learning model is oriented to learners to find out and find themselves with the following principles.

- a) Learners are told to learners to find out, educators as the only source of learning to be learning based on various sources of learning.
- b) The textual approach becomes a process approach as a strengthening of the use of a scientific approach.
- c) Content-based learning becomes competency-based learning.
- d) Learning that emphasizes a single answer becomes learning with answers that are multidimensional in truth.
- e) Verbalism learning becomes applicative skills; Improvement and balance between physical skills (hard skills) and mental skills (soft skills).
- f) Learning that prioritizes the culture and empowerment of learners as lifelong learners.
- g) Learning that implements values by giving exemplary (Ing Ngarso Sung Tulodo), builds the will (Ing Madyo Mangun Karso) and develops the creativity of learners in the learning process (Tut Wuri Handayani).
- h) Learning takes place at home, at school, and in the community.
- i) Lessons that apply the principle that anyone is an educator, anyone is a learner, and everywhere is a class;
- j) Utilization of information and communication technology to improve efficiency and effectiveness of learning.
- k) Recognition of individual differences and the cultural background of learners.
- l) Authentic assessment is a comprehensive assessment to judge from the input, process, and learning outcomes, which includes the areas of attitude, knowledge, and skills.
- m) Authentic assessment assesses the readiness of learners, as well as the process and learning outcomes as a whole.
- n) The integration of the three components (input-process-output) will describe the capacity, style, and learning outcomes of learners, even able to produce an instructional effect (instructional effect) and nurturant effect of learning.

Based on the results of the evaluation, the learning plan of educators in the field of IPS study is relevant to the demands of the globalization era, as stated by [Galbreath \(1999\)](#), that the characteristics of learning in the era of globalization

a) Skills Opening Lessons of Teachers in the Study of IPS-Based Study of Malay Cultural Values at Junior High School in Developing Social Skills of Students

The result of skill evaluation to open the lesson of junior high school teachers using the 2013 curriculum is integrated because of the interrelationship between the learning steps and the Malay cultural values to develop the social skills of the learners so as to have a positive impact in creating an effective early learning atmosphere that allows students to follow the learning process well. Thus, the unfolding of the lesson aims at preparing psychologically and physically in total to God as a source of knowledge and truth before the learning process so as to involve the active participation of learners meaningfully and democratically. This is in accordance with Permendiknas Number 41 of 2007 that

The lesson activities in learning are:

- a) Prepare students psychically and physically to follow the learning process.
- b) Perform apersepsi.
- c) Describes the learning objectives or basic competencies to be achieved.

- d) Delivering material coverage and description of activity description in accordance with syllabus and RPP.

Based on the above opinion, the ability to open the lesson is the main competence of educators in initiating learning activities in order to condition the students mentally and physically clean so as to have a positive impact on the application of the lesson material to be learned in everyday life. Skills open the lesson is aimed at providing a reference about the goals or abilities that are expected to be mastered by students after the learning process takes place and the determinant of successful implementation of an integrated curriculum in school.

b) Questioning Skills of Teachers in the Study of IPS-Based Study of Malay Cultural Values at Junior High School in Developing Social Skills of Students

Questioning skills of educators in the field of IPS SMP study using the 2013 curriculum is an effort to encourage the active participation of learners in learning activities either in the form of asking or answering questions so as to enhance the learning process more meaningful and democratic. Questioning skill of educator effort to guide the thinking process of learners in order to focus attention to the problem being discussed. This is in accordance with [Rusman \(2010\)](#), that

Questioning skill educators have a positive impact on the activities and creativity of learners, as follows.

- 1) Increase the participation of learners in learning activities.
- 2) Awaken the interest and curiosity of learners to something that is being discussed.
- 3) Developing an active mind-set and way of learning from learners because thinking itself is a question.
- 4) Guiding the thinking process of learners because of good questions will help learners to be able to determine a good answer.
- 5) Focusing learners on the issues being discussed.

Based on the above opinion, the skills to ask the junior high school educators who use the 2013 curriculum is better than educators who use SBC because it can build a scientific and democratic attitude of learners through the active involvement of learners in developing the mindset and how to learn actively so that it can generate interest and The curiosity of the learners against the problem being discussed.

c) Skills Explaining Educators in the Learning Field of IPS-Based Studies of Malay Cultural Values at Junior High School in Developing Social Skills Students

Explaining skills is an important aspect for teachers of IPS junior high school subjects who use the 2013 curriculum because most of the learning conversations are dominated by explanations of materials directly or indirectly by noting the following: 1) relevance to the objectives, 2) relevant between explanations with Materials, 3) meaningfulness for learners for the present and future, 4) dynamic for the level of learners' understanding of the material learned is meaningful, profound, and broad. This is in accordance with [Rusman \(2010\)](#), that

There are several principles in explaining: 1) relevance to the purpose, 2) the relevance of the explanation with the material and the social skills of the learners, 3) the meaningfulness of the learners for the present and the future, 4) dynamic, 5) the explanation is done in Preliminary, core, and closing activities.

Based on the above opinion, the skill of explaining educators of Junior High School using the 2013 curriculum is better than educators who use KTSP because it has become a medium of communication between educators with learners to provide understanding, improve thinking ability, express ideas, feelings, opinions, Desires, the delivery of information about the material being studied so as to increase the effectiveness of the use of time and presentation of explanations, to estimate the level of understanding, to help broaden the knowledge horizon of learners, and to overcome the scarcity of books as a means and learning resources.

d) Managing Skills of Teachers in Learning Class of IPS-Based Study of Malay Cultural Values at Junior High School in Developing Social Skills of Students

The skills of managing the class of educators in the field of IPS SMP study using the 2013 curriculum has been integrated in developing the skills of learners because of the interrelationship between Malay cultural values with the learning steps and the linkage between rewards and the use of learning methods with Malay cultural values so that happened The process of internalizing Malay cultural values in the subject matter and learning process to guide, appreciate, and deepen Malay cultural values so as to strengthen the social skills of learners.

Thus, the skills of managing the class of educators in the field of IPS study at the junior high school level that embraces the 2013 curriculum is the effort of educators in creating a democratic classroom climate and culture in ways or approaches and integrated learning model so as to develop the maximum ability of individuals and groups,

helping to overcome obstacles And help to learn according to their emotional and intellectual level by providing the best possible facilities. This is in accordance with [User Usman \(in Rusman, 2010\)](#), that

Classroom management is a teacher's skill to create and maintain optimal learning conditions and restore them in the event of learning disruptions such as cessation of student behavior that transfers classroom attention, rewards students with timely completion of tasks or productive group norms.

e) Skills Closing Lesson of Teachers in Study of IPS-Based Study of Malay Cultural Values at Junior High School in Developing Social Skills of Students

The closing skills of the lesson aims to provide a comprehensive picture of what the learners have learned, the level of achievement of learners and the success of teachers in the learning process. Closing skills are basic teaching skills that need to be mastered and trained for prospective educators in order to achieve the learning objectives effectively, efficiently and attractively. Skills closing lessons are skills related to the activities or endeavors undertaken by an educator in terminating a lesson. This is in accordance with [Rusman \(2010\)](#) that

Closing lessons is an activity undertaken by the teacher to end learning activities. This activity is intended to provide a comprehensive overview of what students have learned, knowing the level of student achievement and the success of teachers in the learning process.

Based on the above opinion, the skills of closing the learning of Junior High School educators using the 2013 curriculum is better than the educators who use SBC because it has given a comprehensive picture of what has been learned by students, knowing the level of student achievement and the success rate of teachers in the learning process. The learning process of IPS based on Malay cultural values in junior high school using the 2013 curriculum has been able to develop the full potential of students in accordance with national education objectives and able to build a civilized and democratic society in the future which is based on positive moral values in life Community. School is the agent of social change and agent of moral change in the era of globalization.

f) Learning Outcomes of Social Studies in Developing Social Skills of Learners

The product dimension of the curriculum, that is, everything that is related to the effort of achieving the goal or goal that is expected to be seen from the aspect of the achievement of all the competencies that must be possessed by the learners according to the learning objectives of Social Studies. This is in accordance with [Hasan \(2008\)](#), that

The meaning of product/result dimension in the context of curriculum evaluation is the objective of the curriculum itself in the form of outputs and outcomes. The output is defined as a direct result of the learners of the learning process of an educational unit. While outcomes are the result after a few moments concerned completing the results of his education in an educational unit.

Referring to the above opinion, the evaluation criteria of the results of this study are the competency standards of graduate learner criteria regarding the qualifications of graduate competencies covering attitudes, knowledge, and skills as used as the main reference for the development of content standards, process standards, educational assessment standards, educator and staff standards Education, facilities and infrastructure standards, management standards and financing standards, as follows:

- 1) Ability to have behaviors that reflect the attitude of the faithful, noble, knowledgeable, confident, and responsible in interacting effectively with the social and natural environment in the home, school, and playground.
- 2) Knowledge has factual and conceptual knowledge based on their curiosity about science, technology, art, and culture in the insights of humanity, nationality, state and civilization related to phenomena and events in the home, school, and playground.
- 3) The skill has the ability to think and act productively and creatively in the realm of abstract and concrete in accordance with assigned to him.

This is in line with the Law Number 20 the Year 2003 on National Education System, the purpose of national education function to develop the ability and form the character and civilization of dignified nation in order to educate the nation's life, aims to the development of potential learners in order to become human beings who believe and be cautious to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become citizen of democratic and responsible. The results of the evaluation on the learning outcomes of social studies teachers who use KTSP and curriculum 2013 better junior high school curriculum 2013 because the learning outcomes can develop social skills that are social competence that must be mastered by students in school. This is in line with the opinion of [Shalini Kurian & Prakasha \(2016\)](#), that

Social competencies that must be mastered by students in school, include: 1) able to initiate conversation (initiating conversation); 2) can become an active listening; 3) self-evaluation by checking one's own understanding

of others; 4) have an open nature to associate with different cultures and groups (get together with different cultures and groups); 5) able to read social cues (reading social clues); 6) have an understanding of what is heard (understanding the listener); 7) has empathy (empathy); 8) preview (previewing); 9) greetings; 10) controlling emotions (controlling emotions); 11) follow the rules or rules (following the rules); 12) respect the views of others (respecting views of others); 13) self-monitoring (Self-monitoring); 14) educational persistence; 15) self-esteem; 16) Responsible (responsible); 17) self-awareness; 18) creative thinking; 19) communication (communication); 20) interpersonal competence; 21) self-awareness; 22) coping with emotions.

Furthermore, [Rose-Krasnor in Eunae Son \(2014\)](#), explains that "four approaches can be used to understand social competence, namely (a) special social skills, (b) sociometric status, (c) relationships, and (D) functional outcome ". Social competence is the ability of individuals to participate in society, visible in cognitive (knowledge), noncognitive (attitude), and skills that can predict the tendency of an act or behavior in various situations and tasks of work related to their social environment and can be measured through Specific or standard criteria.

Social competence must be based on values that live and appreciated by every society in accordance with their daily social environment as well as the wider social environment as citizens. This is certainly adjusting.

Conclusion and Suggestion

In reference to data of evaluation results, it is concluded that values-based learning the Malay culture in secondary schools using the 2013 curriculum has been able to develop social skills for learners based on Malay cultural values as an integral part in Riau Province and values-based social studies learning the Malay culture in secondary schools using the KTSP curriculum has been able to support social knowledge for students as an outcome learning in Riau Province.

The result of the evaluation data can be concluded as follow:

- a) The grounding philosophy of values-based social studies learning the Malay culture in secondary schools in Riau Province using the 2013 curriculum is based on social reconstruction philosophy and progressive which aims to develop individual and the grounding philosophy of values-based social studies learning the Malay culture in state secondary schools in Riau Province using the KTSP curriculum based on social reconstruction philosophy which aims to develop social knowledge.
- b) Learning program plan of values-based social studies learning the Malay culture designed by educators in state secondary schools in Riau Province using the 2013 curriculum has been based on Permendiknas number 103 in 2014 and Permendiknas number 41 in 2017 on process standard.
- c) Values-based learning in social studies implementing the 2013 curriculum in Riau Province has implemented scientific approaches from Pemendiknas No.103, 2014 and Melayu cultural values-based learning in social studies implementing the KTSP curriculum from Pemendiknas No.41, 2007 on process standard.
- d) The results of values-based learning in social studies implementing the 2013 curriculum in Riau Province implementing the 2013 curriculum covering some knowledge aspects, manner and skills based on values-based social studies learning the Malay culture and the results of values-based social studies learning the Malay culture in implementing the KTSP curriculum in Riau Province have implemented social knowledge aspects.

The suggestions are addressed to policy makers, curriculum experts, educators, learners' parents, and researchers as well as:

- a) Policy makers
The results of this research can be used as theoretical guidelines in designing innovative curriculum either in form of documents or implementation guidelines in schools. Therefore, it is better for policy makers to understand the grounding philosophy and theory in social studies in order to prepare qualified teachers and infrastructures.
- b) The headmaster of Islamic Elementary schools
The results of this research can be used as practical guidelines in designing the implementation of social studies in developing the skills in Malay culture values-based. Therefore, the headmaster needs to study government regulations on innovative learning to prepare qualified teachers and infrastructures.
- c) Teachers of Islamic Elementary schools.
The results of this research can be used as practical guidelines in designing the implementation of social studies in developing the skills in values-based social studies learning the Malay culture. Therefore, teachers need to study the learning documents in teaching social studies and preparing qualified teachers.

d) Parents of Learners

The results of this research can be used to support facilities in implementing social studies to develop social skills in Malay culture values-based in schools. Therefore, the parents of learners need to develop positive cooperation between home and school and be able to play as an important role model for the learners.

e) Future researchers

The results of this research can be used as theoretical and practical guidelines for the future researchers on the integrated curriculum. Therefore, it is suggested for future researchers to invent the alternative of learning evaluation model in social studies at higher levels in order to develop their social skills in Malay culture values-based for learners.

Acknowledgments

In this study, the researcher would like to express gratitude to those who have helped the researcher. And also I want to give thanks to Rector, Indonesia University of Education Bandung.

References

- Abdulhak, I. (2017). Implementation of scientific approach based learning. *Int. J. Educ. Res*, 5(8), 221-230.
- Beane, A. J. (1997). *Curriculum Integration*. NY.
- Benninga, J. S., Berkowitz, M. W., Kuehn, P., & Smith, K. (2003). The relationship between character education implementation and academic achievement in elementary schools. *Journal of Research in Character Education*, 1(1), 19-32.
- Berkowitz, M. W., & Bier, M. C. (2005). What works in character education: A research-driven guide for educators. *Washington, DC: Character Education Partnership*.
- Berman, A. H., Bergman, H., Palmstierna, T., & Schlyter, F. (2005). Evaluation of the Drug Use Disorders Identification Test (DUDIT) in criminal justice and detoxification settings and in a Swedish population sample. *European addiction research*, 11(1), 22-31.
- Bharvad, A. J. (2010). Curriculum evaluation. *International Research Journal*, 1(12), 72-74.
- Creswell, J. W. (2007). Five qualitative approaches to inquiry. *Qualitative inquiry and research design: Choosing among five approaches*, 2, 53-80.
- Creswell, J. W. (2007). Qualitative inquiry and research method: Choosing among five approaches.
- Creswell, J. W. (2010). Research design pendekatan kualitatif, kuantitatif, dan mixed. *Yogyakarta: Pustaka Pelajar*.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Dalmeri, D. (2014). Pendidikan Untuk Pengembangan Karakter (Telaah terhadap Gagasan Thomas Lickona dalam Educating For Character). *Al-Ulum*, 14(1), 269-288.
- Deni. S dan Sauri. S (2012). *Developing the Character of Student Discipline through Islamic Religious Education in School*. (Studi Deskriptif Analitik di SMP Istiqomah Bandung) *Intergritas: Jurnal Penelitian Pendidikan Karakter*. Sekolah Pasca Sarjana UPI Bandung. Volume 1 No 1 Desember 2012.
- Depdiknas, P. B. (2002). Kamus besar bahasa Indonesia. *Edisi Ketiga*. Jakarta: Balai Pustaka, 9.
- Drake, S. M., & Burns, R. C. (2004). *Meeting standards through an integrated curriculum*. ASCD.
- Effendy, T. (2005). Tegak Menjaga Tuah, Duduk Memelihara Marwah. *Yogyakarta: Balai Kajian dan Pengembangan Budaya Melayu*.
- Effendy, T. (2005). *Ungkapan Tradisional Melayu Riau*. Dewan Bahasa dan Pustaka.
- Fan, M. (2004, October). The idea of integrated education: From the point of view of Whitehead's philosophy of education. In *Forum for Integrated Education and Educational Reform sponsored by the Council for Global Integrative Education*, Santa Cruz, CA.
- Fauzan, F. (2017). Analyzing The Essence of Fiqh Subjects In Curriculum 2013. *AHKAM: Jurnal Ilmu Syariah*, 17(1).
- Fenton, E. (1991). Reflections on the "new social studies". *The Social Studies*, 82(3), 84-90.
- Fogarty, R. J., & Pete, B. M. (2004). *A look at transfer: Seven strategies that work*. Corwin Press.
- Indonesia, P. R. (2003). Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional. *Jakarta: Pemerintah Republik Indonesia*.
- Miles, M. B., & Huberman, A. M. (1984). Qualitative data analysis: A sourcebook of new methods. In *Qualitative data analysis: a sourcebook of new methods*. Sage publications.

- Pemayun, A. A. G. P., & Suderana, I. W. (2019). Shifting social and economic structural community: rapid development of the tourism sector. *International Journal of Social Sciences and Humanities*, 3(1), 115-124. <https://doi.org/10.29332/ijssh.v3n1.271>
- Stufflebeam, D. L., Foley, W. J., Gephart, W. J., Guba, E. G., Hammond, R. L., Merriman, H. O., & Provus, M. M. (1971). Educational evaluation and decision making Itasca. IL: *Peacock*.