

CHALLENGES AND OPPORTUNITIES APPLYING IPS CONCEPTS IN THE DIGITAL ERA

Eka Rabbika¹, Nurhikmah², Syarifuddin³
Sekolah Tinggi Ilmu Al-Qur'an, Amuntai, Indonesia¹²³

Ekarabbika6@gmail.com¹, nurhikmahhikmah103@gmail.com², Syarifuddin.stiq@gmail.com³

Abstract

Rapid technological developments in the digital era are affecting Social studies (IPS) education. Social transformation, technological progress, and generational differences open new opportunities, but also pose challenges. Use of Information and Communication Technology (ICT) is the main key to improving the quality of learning and teaching. Library research methods and a qualitative approach were used in this research. The results show that digital technology increases students' learning motivation and facilitates access to information through the concept of "democratization of knowledge." Challenges arise from generational differences and gaps in access. The importance of integrating the theories of generational differences and equity in education is highlighted in designing appropriate learning and achieving equality. The use of digital technology in social studies learning is not only technical, it involves psychological, social dimensions and a balance of access, forming complex impacts that need to be understood in depth.

Keywords: Challenges, Opportunities, IPS, Digital Era

INTRODUCTION

In the context of the digital era, rapid technological developments have penetrated various levels of society, especially among the younger generation, including children. Progress in technology and information has become a reality that is difficult to avoid. Information technology has become an integral part of human life, including in the context of education. The influence of information technology, both directly and indirectly, has shaped lifestyles, not only among adults but also among children.¹

Even though technological progress brings positive and negative impacts simultaneously, making it easier to fulfill needs and carry out human activities, without a critical attitude, intelligence in use, and accuracy in selection, technology can have negative and destructive impacts. At its peak, the emergence of digital technology is increasing along with the acceleration of technology and rapid changes in knowledge, creating what is known as the digital era.

Social studies (IPS) education is no exception in facing increasingly complex challenges as well as very promising opportunities. Rapid social transformation, technological advances, and differences in generational characteristics have significantly changed the dynamics of teaching and learning in the social sciences domain. This change not only creates new challenges, but also opens up opportunities to improve learning methods in it. The challenges faced include adaptation to ongoing social changes, integration of increasingly developing technology, and adjustment to different learning preferences between generations.

However, behind these challenges, there are opportunities to design learning approaches that are more dynamic, relevant and responsive to the needs and development of students. Thus, social studies education is entering an era that demands creativity and innovation to optimize available opportunities and overcome complex challenges amidst changing times.

¹ Listra Frigia Missianes Horhoruw M.Kom S. Kom dan Noviyanti P M.Kom S. Kom, *Era Digital Dampak dan Potensi Teknologi Informasi* (Uwais Inspirasi Indonesia, 2023), 87.

Information and Communication Technology (ICT) is the main key in responding to this dynamic.² The use of ICT in social studies learning can open the door to improving the quality of learning and teaching. As technology develops, teachers and students can access a wider and more diverse range of resources, enriching the educational process.

Several studies have highlighted that the use of digital technology in the context of social studies learning has a positive impact. One of them is increasing the spirit of nationalism and patriotism of students. Through integrating technology, students can more easily engage in learning history, politics, and geography, which in turn can strengthen their national identity.³

Apart from that, the literature also observes that the use of digital technology can help overcome the challenges faced by teachers and students in adapting to rapid social changes. By leveraging digital tools and resources, teachers can create learning experiences that are more dynamic, relevant and responsive to evolving social realities.⁴

A deep understanding of the relationship between Social studies (IPS) and digital technology is crucial in the digital era. The transformation of social studies along with technological advances affects the technical, psychological and social aspects of learning. With this understanding, we can design learning approaches that are relevant, responsive, and effective, including strategies to accommodate generational differences, address access gaps, and maintain the principles of educational equality. As a center for community knowledge, IPS needs to adapt to ensure its relevance and play a role in forming a skilled and critical thinking generation in the digital era.

METHOD

This research uses library research methods and a qualitative approach to explore Social studies (IPS) in facing social change by utilizing digital technology. In the library research process, this research carries out an in-depth analysis of literature, articles and other resources that are relevant to the research focus.⁵ The main objective of this research is to deepen understanding of concrete strategies or activities carried out in strengthening social studies literacy, especially related to social change, as well as exploring how digital technology is integrated in this process.

Research steps include collecting data from various relevant literature sources, content analysis to identify patterns or themes, and interpretation to detail the relationship between strengthening social studies literacy, social change, and the use of digital technology.⁶ Thus, this research not only provides an in-depth understanding of activities to strengthen social studies literacy, but also describes the direction of these activities in facing social change, as well as the extent to which digital technology is an integral part of efforts to strengthen literacy.

RESULTS AND DISCUSSION

The results of this research reveal that the use of digital technology in Social Sciences (IPS) learning brings a number of significant advantages. First, the use of digital technology in an educational context can increase student learning motivation. Motivational theories, such as Self-Determination Theory (SDT), provide deep insight into the motivational process that involves the

² Sudirman Siahaan, "Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Pembelajaran: Peluang, Tantangan, Dan Harapan," *Jurnal Teknodik*, 2015, 322.

³ Syarifuddin Syarifuddin dkk., "Desain Pembelajaran IPS Berbasis Teknologi Informasi di Sekolah Dasar," *JPGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 15, no. 1 (2022): 27.

⁴ Melani Khalimatu Sa'diyah dkk., "Pembelajaran IPS menggunakan Metode Storytelling di Sekolah Dasar," *Jurnal Pendidikan Tambusai* 6, no. 2 (2022): 1045.

⁵ Cholid Narbuko dan Abu Achmadi, *Metodologi Penelitian* (Jakarta: PT. Bumi Aksara, 2017), 54.

⁶ Cholid Narbuko dan Abu Achmadi, 52.

satisfaction of three basic psychological needs: autonomy, competence, and relatedness.⁷ According to SDT, autonomy refers to students' need to have control and a sense of responsibility over their learning. The use of digital technology can give students more control over when, where, and how they learn, creating an environment that supports autonomy.⁸

Competency refers to a student's need to feel effective and capable in coping with learning tasks. By providing a variety of tools and resources, digital technology can enhance students' skills and knowledge, creating a more satisfying learning experience.⁹ Relatedness includes students' need to feel connected to others and to feel accepted in the learning environment. Digital technology can facilitate collaboration between students, expand their social networks, and create more socially engaged learning experiences.¹⁰

By leveraging SDT theory, we can understand that the integration of digital technology in education not only provides access to information, but also actively meets students' basic psychological needs, which in turn increases their intrinsic motivation to learn.

Furthermore, the use of digital technology in Social Sciences (IPS) learning provides easier access to information sources. The concept of "democratization of knowledge" emerging from social media theory can be linked to the way digital technology facilitates broader participation in acquiring and disseminating information, thereby creating a more open and inclusive learning environment.¹¹

Democratization of knowledge characterizes a situation where every individual has the ability to learn without limitations of time, place and recipient. This becomes increasingly relevant in the digital era, where information and communication technology makes access to information and knowledge easier. The concept of democratization of knowledge also plays a role in overcoming the politics of knowledge which has grown strongly, as well as increasing inclusiveness in gaining access to knowledge.¹²

Democratization of knowledge characterizes a situation where every individual has the ability to learn without limitations of time, place and recipient. This becomes increasingly relevant in the digital era, where information and communication technology makes access to information and knowledge easier. The concept of democratization of knowledge also plays a role in overcoming the politics of knowledge which has grown strongly, as well as increasing inclusiveness in gaining access to knowledge.¹³

Social media theory emphasizes the role of technology in empowering individuals to actively participate in creating, managing, and sharing content. In the context of social studies learning, digital technology allows students to access various sources of information in real-time, enriching their understanding of various social studies concepts and topics.¹⁴ "Democratization of knowledge" creates a paradigm where knowledge is no longer centralized in authoritative sources, but can be accessed and obtained by many parties.¹⁵ In this way, students not only get information from textbooks or teachers, but can also engage in independent exploration, share ideas, and discuss via digital platforms.

⁷ Amelia Regita Saraswaty dan Elok Savitri Pusparini, "The Influence of Autonomy, Competence, Relatedness, and Technostress on Performance Expectations in Digital Transformation of Public Broadcasting Institutions in Indonesia," *TRANSFORMASI: Jurnal Manajemen Pemerintahan*, 2023, 107.

⁸ Richard M. Ryan dan Edward L. Deci, *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness* (Guilford Publications, 2018), 232.

⁹ Ryan dan Deci, 235.

¹⁰ Ryan dan Deci, 237.

¹¹ Shelina Janmohamed, *Generation M* (Bentang Pustaka, 2017), 45.

¹² Siti Syamsiyatun dkk., *Indonesia Berdaya: Kiprah Prodi Pengembangan Masyarakat Islam dalam Menyelesaikan Persoalan Bangsa* (Samudra Biru, 2019), 13.

¹³ I. Gusti Ayu Sundari Meyanti dan I. Wayan Lasmawan, "Tuntutan Digital Literasi pada Kurikulum Pendidikan IPS," *Media Komunikasi FPIPS* 22, no. 2 (2023): 118.

¹⁴ Syarifuddin dkk., "Desain Pembelajaran IPS Berbasis Teknologi Informasi di Sekolah Dasar," 26.

¹⁵ Meyanti dan Lasmawan, "Tuntutan Digital Literasi pada Kurikulum Pendidikan IPS," 118.

The use of digital technology in this context can also strengthen inclusivity, overcoming geographic or economic barriers that may hinder access to learning resources. With more democratic access to information, digital technology becomes an effective tool for creating learning environments that promote diversity, perspectives and active participation in the learning process.¹⁶

It is important to note that despite the benefits, this research also highlights some challenges. Generational differences in the use of digital technology is a phenomenon that can be linked to the generational differences theory. This theory emphasizes the existence of significant variations in learning preferences and habits between generations. This means that each generation has its own characteristics in the way they interact with digital technology, access information and use it in a learning context.¹⁷

These differences include preferences for types of digital platforms, preferred learning styles, technology skill levels, and digital tool usage patterns. By understanding these differences, educators can more effectively adapt their learning approaches to better suit specific generational characteristics, creating learning environments that are more relevant and engaging for each generational group.

For example, older generations, such as baby boomers, may have a preference for more traditional learning methods, such as printed books and direct instruction. They may not be as familiar or familiar with the use of digital technology in learning. On the other hand, millennials or generation Z may be more accustomed to using digital devices, applications and online resources. They tend to be more responsive to learning that involves interactive technology, instructional videos, and online collaboration.¹⁸

These differences may also include preferences for the type of digital platform. For example, some generations may prefer to use social media to share information and discuss, while others may prefer more structured online learning platforms.

By understanding differences in learning preferences and habits between generations, educators have the opportunity to design learning strategies that are more appropriate to the characteristics of each generational group. This can include using different types of learning technology, selecting relevant platforms, and adapting teaching methods to better meet the specific needs of each generation. The goal is to create a more effective and comprehensive learning experience, which can increase student engagement and learning achievement.

Meanwhile, the gap in access to technology is a challenge that needs to be overcome in efforts to achieve equality in the world of education. Not all students have equal access to digital devices or internet connectivity. This can create digital divisions among students, where some have full access to digital resources, while others may face limitations in this regard.¹⁹

Equality in education can be analyzed through the equity in education theoretical framework, which highlights the importance of providing equal opportunities for every individual to access and benefit from existing educational resources. Efforts to overcome gaps in technology access are key in maintaining the principle of equality in the world of education.

By combining research findings with these theories, we can understand that the use of digital technology in social studies learning not only influences the technical aspects of learning, but also involves psychological, social and balance of access dimensions. The integration of these theories

¹⁶ Ratna Widiyastuti, Gina Mubarakah, dan Isti Istiqomah, "POSISI MATA PELAJARAN IPA DAN IPS DALAM KURIKULUM MERDEKA DI SEKOLAH DASAR," *Jurnal Tunas Pendidikan* 6, no. 1 (2023): 196.

¹⁷ Ika Zutiasari dan Dediek Tri Kurniawan, *Proceedings of the BISTIC Business Innovation Sustainability and Technology International Conference (BISTIC 2023)* (Springer Nature, 2023), 238.

¹⁸ Iswadi Iswadi dkk., "Between Gen X and Y: How Do Generational Differences Affect Science Teachers' TPACK Abilities?," *Jurnal Penelitian Pendidikan IPA* 9, no. 7 (25 Juli 2023): 553, <https://doi.org/10.29303/jppipa.v9i7.3027>.

¹⁹ Husnul Khotimah, Eka Yuli Astuti, dan Desi Apriani, "Pendidikan berbasis teknologi (permasalahan dan tantangan)," dalam *Prosiding Seminar Nasional Program Pascasarjana Universitas Pgris Palembang*, 2019, 54, <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/3050>.

helps provide in-depth insight into the complexity of the impact of digital technology in the context of social studies education.

CONCLUSION

The results of this research show that the use of digital technology in social studies learning provides significant benefits. First, technology increases students' motivation, satisfying basic psychological needs, such as autonomy, competence, and relatedness, in accordance with SDT motivation theory. In addition, digital technology makes access to information easier with the concept of "democratization of knowledge," eliminating limitations of time, place, and recipient of access.

However, challenges arise from generational differences in technology use and gaps in access. The integration of the theories of generational differences and equity in education is the key to designing appropriate learning and achieving equality in education. Thus, the use of digital technology in social studies learning not only influences the technical aspects of learning, but also involves psychological, social and balance of access dimensions.

REFERENCES

- Cholid Narbuko dan Abu Achmadi. *Metodologi Penelitian*. Jakarta: PT. Bumi Aksara, 2017.
- Iswadi, Iswadi, Hendra Yulisman, Samsuar Samsuar, dan Suryani Suryani. "Between Gen X and Y: How Do Generational Differences Affect Science Teachers' TPACK Abilities?" *Jurnal Penelitian Pendidikan IPA* 9, no. 7 (25 Juli 2023): 5532–39. <https://doi.org/10.29303/jppipa.v9i7.3027>.
- Janmohamed, Shelina. *Generation M*. Benteng Pustaka, 2017.
- Khotimah, Husnul, Eka Yuli Astuti, dan Desi Apriani. "Pendidikan berbasis teknologi (permasalahan dan tantangan)." Dalam *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*, 2019. <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/3050>.
- Meyanti, I. Gusti Ayu Sundari, dan I. Wayan Lasmawan. "Tuntutan Digital Literasi pada Kurikulum Pendidikan IPS." *Media Komunikasi FPIPS* 22, no. 2 (2023): 115–22.
- Manurung, R. T., & Nasir, M. (2023). THE ROLE OF EDUCATIONAL TECHNOLOGY IN LEARNING. *International Journal of Education and Sociotechnology (IJES)*, 3(2), 21-25.
- Horhoruw, Listra Frigia Missianes, S. Kom, dan Noviyanti P M. Kom S. Kom. *Era Digital Dampak dan Potensi Teknologi Informasi*. Uwais Inspirasi Indonesia, 2023.
- Ryan, Richard M., dan Edward L. Deci. *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. Guilford Publications, 2018.
- Sa'diyah, Melani Khalimatu, Nandia Kiranti, Tin Rustini, dan Muh Husen Arifin. "Pembelajaran IPS menggunakan Metode Storytelling di Sekolah Dasar." *Jurnal Pendidikan Tambusai* 6, no. 2 (2022): 10459–65.
- Saraswaty, Amelia Regita, dan Elok Savitri Pusparini. "The Influence of Autonomy, Competence, Relatedness, and Technostress on Performance Expectations in Digital Transformation of Public Broadcasting Institutions in Indonesia." *TRANSFORMASI: Jurnal Manajemen Pemerintahan*, 2023, 104–16.
- Siahaan, Sudirman. "Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Pembelajaran: Peluang, Tantangan, Dan Harapan." *Jurnal Teknodik*, 2015, 321–32.
- Syamsiyatun, Siti, Pajar Hatma Indra Jaya, Azis Muslim, Ahmad Izudin, Siti Aminah, dan M. Fajrul Munawir. *Indonesia Berdaya: Kiprah Prodi Pengembangan Masyarakat Islam dalam Menyelesaikan Persoalan Bangsa*. Samudra Biru, 2019.
- Syarifuddin, Syarifuddin, RR Ani Anjarwati, St Aisyah, Herry Porda Nugroho Putro, dan Yuli Triana. "Desain Pembelajaran IPS Berbasis Teknologi Informasi di Sekolah Dasar." *JPGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 15, no. 1 (2022): 23–32.

- Widiyastuti, Ratna, Gina Mubarokah, dan Isti Istiqomah. "POSISI MATA PELAJARAN IPA DAN IPS DALAM KURIKULUM MERDEKA DI SEKOLAH DASAR." *Jurnal Tunas Pendidikan* 6, no. 1 (2023): 196–211.
- Zutiasari, Ika, dan Dediek Tri Kurniawan. *Proceedings of the BISTIC Business Innovation Sustainability and Technology International Conference (BISTIC 2023)*. Springer Nature, 2023.