

CRITICAL ASSESSMENT OF KNOWLEDGE PRACTICE (CONTENT KNOWLEDGE) IN SOCIOLOGY LEARNING AT HIGH SCHOOL LEVELS

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ABSTRACT

In the high school curriculum, sociology subjects are taught for students with specialization in social sciences since the 1984 curriculum until now, the 2013 curriculum. , globalization, advances in information technology to the development of smart society 5.0, high school sociology learning is not without problems and challenges. Inadequate/inappropriate scientific and pedagogical qualifications/competencies of teachers, scarcity of learning reference sources relevant to the latest developments in Sociology, and demands for scientific, information technology-based learning and arouse students' curiosity are still things that need serious attention. Sociology lessons in high school are aimed at building students' social competence in citizenship so that they can become good citizens in a democratic country with high social sensitivity and concern.

This study aims to examine the suitability of learning tools and teaching practices of Sociology in SMA with the achievement of Sociology learning competencies in SMA. The research objectives are: (i) identifying learning tools developed by teachers, including: lesson plans, learning media, assessment instruments, teaching materials, and student worksheets; (ii) evaluate the suitability of the learning tools that are prepared with the teaching-learning practices carried out, and (iii) analyze learning outcomes that focus on efforts to encourage and facilitate students to have sensitivity, awareness, and social care. The study was designed using the classroom ethnographic method, which aims to explore the teaching-learning practice of sociology in the classroom and to reveal how culture can construct the teacher's teaching experience in the classroom. Research participants are high school sociology teachers in Yogyakarta. Data was collected through participatory observation during the teaching-learning process in the classroom, document review (learning tools: lesson plans, learning media, assessment instruments, teaching materials, and student worksheets), interviews and limited group discussions. Spradley's ethnographic data analysis was used to analyze the relationship between concepts, categories, and sub-categories.

The research proposed is a basic research with the aim of obtaining empirical data on the practice of teaching and learning sociology in schools. This goal is in line with the UNY research strategic plan on the theme of the superior education innovation system, which focuses on improving the quality of research-based learning. Research outputs must be in the form of scientific articles published in reputable international journals, such as the journal *Cakrawala Pendidikan* (Q3) or the *International Journal for Lesson and Learning Studies* (Q2) and additional outputs in the form of ISBN textbooks. The results of this study are the preparation of sociology learning tools has been carried out by sociology teachers at the high school / MA level of the Special Region of Yogyakarta from Sleman Regency, Bantul Regency, Kulonprogo Regency, Gunungkidul Regency and the city of Yogyakarta. The learning tools are compiled based on the results of joint discussions in the Sociology MGMP, both at the city/district level and at the DIY level.

The learning tools include the syllabus, lesson plans, instructional materials, sociology learning materials, learning evaluations and Student Worksheets (LKPD). The criteria for the teachers who compose the sociology learning tools are those who are currently becoming sociology teachers and have experience or academic background in sociology education and learning. The outline of the learning tools is good, can be continued and can be seen its implementation in the learning process in the classroom. Some of the complex problems discussed in learning tools have the potential to be discussed further as an effort to form an awareness, way of thinking, and a critical way of looking at the social world that occurs in everyday life as the core of learning. The examples shown in the learning tools are considered to be potential enough to increase students' understanding of basic sociological concepts that are directly related to student involvement in the surrounding community.

Kata Kunci: Sociology Learning, High School Sociology, Sociology Teacher, Teaching-Learning Practice