

THE STRATEGIES TO OVERCOME LAZINESS IN LEARNING SOCIAL STUDIES IN UNIVERSITY

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Submitted: 16-07-2024

Reviewed: 17-07-2024

Accepted: 30-07-2024

Abstract

This discussion focuses on social studies education at the tertiary level, with an emphasis on challenges and strategies to overcome laziness in learning. The study used a descriptive qualitative approach with a case study at the college. The research involved two lecturers as well as 30 students from the college. The results showed variations in students' interest and engagement with social studies subjects, with some students showing high interest, while others were less interested. The lecturers used various strategies to increase students' interest, such as relating the material to everyday life, using learning media such as videos and interactive technology, and involving students in practical activities such as group projects. The findings also show that many students feel bored and lazy with monotonous and less interactive teaching methods, so they tend to lose interest in learning. The implication of this study is the need to continuously innovate in teaching approaches to maintain students' interest and maximize the potential of social studies learning at the tertiary level.

Keywords: *Social Studies (Social Science), laziness to learn/lazy, college*

Introduction

Education is a process that involves the transfer of knowledge, skills, values and attitudes from one generation to the next. Through education, individuals are empowered to develop their potential to the fullest, becoming independent, critical and responsible individuals. Education does not only

take place within the classroom, but also through daily life experiences, social interactions, and the use of technology.

Education is very important for human life to prepare the younger generation to be able to solve problems that exist in life and meet their needs in the present and the future (Singkawang, Causes, and Learning 2022).

In addition, education in a broader sense is an activity that includes all actions or all efforts from a generation with a higher level of knowledge and experience to transfer knowledge, experience, and skills to a generation with a lower level of knowledge (Kadir, Astaman, and Masdul 2022). Education is an important element in the development of individuals and society. Through education, a person not only acquires knowledge and skills, but also the values, attitudes and norms needed to actively participate in social, economic and political life.

Education plays a role in shaping character, improving living standards, and opening opportunities for personal and professional progress. This is related to the purpose of social studies learning, which is to prepare young people to become good citizens, teach young people to have the ability to think and be able to continue the nation's culture in the future life (Nasution and Lubis 2018). Social Studies is a subject that studies human life in society. In social studies, we learn about how people interact, cooperate and form communities. Social studies covers a wide range of topics such as history, geography, economics, and sociology, which help us understand past events, geographic locations, how to manage resources, and relationships between individuals and groups.

Through social studies, we can find out how society functions, how rules and policies are made, and how we can play an active role in society. Students' understanding of the content of the material taught is a cognitive learning outcome, which is one of the learning objectives achieved, learning outcomes are the results of the achievement obtained by students in learning activities in accordance with the reference criteria for the specified learning objectives. One indicator of good learning outcomes, where students are able

to understand the content of the material taught by the lecturer. The implementation of education is certainly not easy in achieving the goals of national education, the problems of education in Indonesia are so complex, one of the problems is that students feel bored and lazy with teaching and learning activities, especially social studies subjects (Mariska 2021).

In the duration of study hours that are long enough every day and accompanied by quite a lot of subjects and quite heavy received by student memory which can cause the learning process to the limit of student abilities, because fatigue can cause laziness in students (Harahap 2017). College students need real and concrete things in learning, not just reading or listening to explanations from lecturers. A student who is in a state of boredom and saturation, his intellectual system cannot work as expected in processing new items of information or experience, so that his learning progress seems to be “running in place”. The problem of learning boredom is something that must be addressed by lecturers, teachers, parents, and students themselves. How many students cannot accept social studies learning materials due to learning saturation problems. If allowed to continue without finding a solution, there will be a decline.

This study was conducted to analyze the challenges of lecturers in overcoming student boredom in social studies learning at the university level and make the results as a benchmark for future learning. In addition, the results of this study are also to minimize and overcome the problems of laziness and boredom of students in social studies subjects so that they can be overcome by schools, parents, and students themselves in order to improve education, especially in social studies subjects in the future.

Research Methods

In this research, the research method used is descriptive qualitative research with a case study approach. Descriptive qualitative research is a type of research that produces findings based on what happens in the field without any changes, manipulations, or other treatments. Qualitative research methods allow researchers to understand phenomena more deeply and obtain

rich interpretations of the experiences, attitudes, and perceptions of research subjects. This research will use a descriptive approach, which aims to provide a detailed description of a phenomenon. The subjects in this study were lecturers and Semester IV students in higher education with a sample of 2 lecturers and 30 students. Data collection techniques used by researchers are interviews, observation and documentation.

Results and Discussion

This research was conducted in a college and a total of 30 students. Based on the results of interviews with several different lecturers regarding the level of student involvement in learning social studies in the classroom, that student involvement varies greatly. Not only for social studies learning, student characteristics in terms of student interest and enthusiasm when learning are different. Some students have high interest, some students are ordinary, and some are less interested. This was evident in the fourth semester class, where not all students showed the same enthusiasm. Nonetheless, students were generally active in answering questions, participating in discussions, and completing assignments, which showed their curiosity and curiosity towards learning social studies, although there were some students who were less interested. Student activeness in learning can be seen from the enthusiasm of students in answering questions, participating in discussions, and completing several tasks that have been set. Social studies lessons are very useful and important to increase students' knowledge about history. Social studies learning materials given in semester IV have been delivered well in accordance with the curriculum, and students are very enthusiastic to add knowledge from this lesson. Daily observations also show the activeness of students in interacting with each other and solving problems that exist in social studies learning. Conducting class discussions can help students accept each other's opinions and increase their engagement in learning.

Lecturers 1 and 2 concluded that student engagement in learning social studies is assessed through various indicators such as activeness in answering questions, participation, and enthusiasm in learning social studies. This level

of engagement varies from one student to another, with some students showing high interest while others are less interested. The strategy used by lecturers to increase student interest in learning social studies is to combine lecture, discussion, and question and answer methods. Lecturers also relate the material taught to the daily lives of students to make it more relevant and easy to understand. To increase student interest, lecturers provide learning materials on an ongoing basis and utilize learning media such as historical videos and stories that are linked to real life. lecturers also use visualization to help students understand difficult material. In addition, another method applied is involving students in reading books related to the material studied and giving them the opportunity to retell what they have read. This makes students active and directly involved in social studies learning. When students feel lazy, lecturers try various methods to overcome this, such as using short learning videos related to social studies material or doing ice breaking. Lecturers also use practical methods such as dividing students into groups to solve the problems they learn. This method helps students understand the material better and makes learning fun. Lecturers also use technology such as infokus to display historical videos and provide practice questions through platforms such as Quizizz and Google Form. Lecturers need to be smart to read the situation in the classroom and create a pleasant atmosphere so that students are not easily lazy. A good relationship between lecturers and students is very important to understand the needs and desires of students in learning. Lecturers must also continue to innovate and adapt to various methods and strategies to make social studies learning interesting and fun. With the right approach, it is expected that social studies learning can be more attractive to students, so that they can gain knowledge and skills that are useful in everyday life.

Based on interviews and observations in the field, it was revealed that many students in higher education feel lazy in learning social studies. Interviews with students in higher education show that they feel the material presented is less interesting and tends to be monotonous. A student in college

revealed that social studies lessons often contain only memorization and are rarely associated with things they encounter in everyday life, making it difficult for them to understand and appreciate the importance of the material. In addition, the teaching methods used by lecturers are also considered less interactive. Many students feel that social studies learning is often one-way, where lecturers talk more while students only listen. This makes students quickly feel lazy and lackluster in following the lesson. A student in higher education said that they prefer lessons that involve physical activity or field practice, as it makes them more engaged and motivated to learn. Observations in the field supported the findings from the interviews. At the college, it was observed that many students were lackluster and seemed unfocused during social studies lessons.

From these interviews and observations, it is clear that there is an urgent need to improve social studies teaching methods to make them more engaging and interactive. Using more varied learning media, linking material to everyday life, and involving students in more fun and meaningful activities can be important steps to overcome boredom and increase student interest in learning social studies.

Based on interviews and observations in the field, it was revealed that the most votes were 20 students who felt distracted and less focused when the classroom atmosphere was noisy. In addition, some students also think that difficult material makes them lazy when studying, especially when they have to write a lot. This condition shows that a non-conducive classroom atmosphere and monotonous teaching methods can reduce students' interest and motivation to learn. In addition, when lecturers constantly talk and rarely involve students actively, and when the material taught is difficult to understand, students also feel lazy. This shows that teaching methods that are not interactive and materials that are not tailored to students' abilities can be the main factors that cause boredom in social studies learning. Therefore, it is important for lecturers to create a conducive classroom atmosphere and use

varied and interactive teaching methods to maintain students' interest in learning.

Based on interviews and field observations in a college with 30 students, many of them felt that social studies learning could be more interesting if the material presented was more relevant to students' daily lives. The students wanted real examples that they can see and feel in their daily lives, such as stories about the surrounding environment, local history, and local culture. In addition, they also expect more practical activities, such as field trips, group projects, and the use of interactive media that can make learning more lively and fun. Students also emphasize the importance of the relevance of the material to real life and more activities that involve them directly. However, there were some students who also suggested that teachers should use educational games and technology, such as learning videos and educational apps, more often to help them understand the material better. These students felt that the use of technology could make lessons more interesting and make it easier for them to remember the material taught.

Based on interviews and observations in the field, in a college with 30 students, the majority of students felt that more interactive and practical learning methods would make social studies lessons more enjoyable. They like methods such as group discussions, role plays and simulations that allow them to be more actively involved in the learning process. These students also mentioned that they enjoy lessons more when lecturers use visual aids such as maps, pictures and videos that make the material easier to understand and more interesting.

The various applications and digital devices used are able to present richer visualizations and interactions, making it easier for them to understand the concepts taught. In addition, the students also revealed that learning with technology makes the learning atmosphere more enjoyable. They enjoy a less monotonous and more dynamic learning process. Technology allows them to actively participate through various interactive activities, such as online quizzes, educational videos and simulations that they can participate in

directly. Furthermore, students feel that learning involving technology tends to be more exciting. The use of this additional media provides variety in teaching methods, so they are not easily bored. With new elements introduced through technology, their enthusiasm and passion for learning increases. Overall, it can be concluded that the integration of technology in social studies learning in higher education has a positive impact on students. They are more motivated and engaged in the learning process, which in turn can improve their learning outcomes.

Based on field findings in higher education, it is revealed that many students prefer learning that involves project activities. They argue that the projects make learning more exciting and less monotonous. Students enjoy the dynamics brought about by project activities, which allow them to be actively involved in the learning process. These projects provide an interesting variation in their way of learning, which makes them more motivated to learn social studies.

Based on interviews and field observations in higher education, there are several suggestions that can be considered to increase the attractiveness of social studies learning. One of the most common suggestions submitted by students is to increase the use of interactive media in learning. They feel that learning involving videos, animations and educational games can make social studies material easier to understand and more interesting. The use of interactive media not only clarifies the concepts taught, but also makes the classroom atmosphere more lively and dynamic. In addition, students also suggested more frequent group activities or projects. They argue that working in groups can improve cooperation and communication between students. Project activities that are challenging and relevant to daily life will make students more enthusiastic in learning social studies. They feel that through project activities, they can better apply the knowledge gained in class to real situations. Another suggestion was to organize more field trips or field studies. Students feel that by visiting places related to social studies materials, such as museums, historical sites, or the natural environment, they can learn directly

and more deeply. This real experience will help them understand the material better and make learning more memorable. Finally, students suggested that teachers use more varied and creative teaching methods. They suggested that teachers should not only use the lecture method, but also try discussion, debate, role-play and simulation methods. These varied teaching methods will prevent boredom and keep students' attention during learning.

Based on the above results in higher education involving classroom lecturers, it was revealed that student engagement in social studies learning varied greatly. Some students showed high interest and strong enthusiasm, while others were average or even less interested. Nonetheless, students were generally active in answering questions, participating in discussions, and completing assignments, demonstrating their curiosity and inquisitiveness.

Student Activity in Social Studies Learning

Class IV students are generally active in the social studies learning process. They participate in discussions, answer questions, and complete assignments. This shows that although individual interests vary, the level of activeness of learners plays a role, such as openness, curiosity and curiosity that underlies their learning activities (Nuraini 2013). It also shows that social studies learning is able to facilitate students to be active and engaged.

Teaching Methods and Lecturer Strategies

The teaching methods used should involve students to be active in teaching and learning activities (Pangaribowo 2022). Lecturers in higher education use various methods to increase student interest in social studies. The methods used include lectures, discussions, and questions and answers. Lecturers also relate the material to students' daily lives to make it more relevant and easy to understand. The active learning strategy with a reaction to video is to provide information about the material shown by the lecturer through a video and then students provide a reaction to the video shown by the lecturer in the form of constructive criticism. The hope of active learning through the Learning Strategy A reaction to video, students are able to

organize the class and can explain the important points in the material (Pangaribowo 2022). The use of learning media such as videos with historical material, stories related to real life, and visualization helps students understand the material better. Lecturers also innovate by using technology such as infokus to display historical videos and provide practice questions through platforms such as Quizizz and Google Form. In addition, lecturers also apply practical methods such as dividing students into groups to solve problems learned.

Barriers and Challenges in Social Studies Learning

Despite efforts to make learning interesting, many students in higher education feel lazy in learning social studies. Students reveal that social studies lessons are often rote and rarely related to their daily lives, making it difficult to understand and appreciate the importance of the material. Overall, the feedback from the students showed that to make social studies learning more interesting, there is a need for the use of interactive media, group activities, field trips, and varied teaching methods. By implementing these suggestions, it is hoped that social studies learning can become more effective and enjoyable for all students. n learning by using media that makes students interested and excited so that they are not easily bored or feel lazy when participating in learning (Putri and Nurafni 2021).

Less interactive teaching methods are also an obstacle

Learning activities are more likely to use lecture methods centered on lecturers without the active role of students (Sumarni, Santoso, and Suparman 2018). students feel that social studies learning is often one-way, where lecturers talk more while students only listen. This makes them quickly feel lazy and lackluster in following the lesson.

The Need to Improve Teaching Methods

From the interviews and observations, it is clear that there is an urgent need to improve social studies teaching methods to make them more interesting and interactive. Lecturers need to create a conducive classroom atmosphere and use varied and interactive teaching methods to maintain student interest in learning. Social studies materials that are abstract will be helped by learning media that use concrete objects (Rezkyana, Nursalam, and Sulfasyah 2023).

By using more varied learning media, linking material to everyday life, and involving students in more fun and meaningful activities can be important steps to overcome boredom and increase student interest in learning social studies.

Student Preference for Learning Methods

With the advancement of science and technology, humans can obtain various information in certain fields. Students in higher education show a strong preference for learning that involves technology and project activities. They feel that the use of technology in the learning process makes the subject matter more interesting and makes the learning atmosphere more enjoyable. Technology-enabled learning allows students to actively participate through various interactive activities, such as online quizzes, educational videos, and simulations.

In addition, project activities are also highly favored by students. They feel that project activities provide interesting challenges and allow them to be more creative. It also provides variety in the learning process that they do not get from traditional teaching methods. Projects provide an opportunity to work together with their peers, improving their social skills and teamwork abilities (Kristin 2016).

Conclusion

Discussion This article highlights the importance of education as a process of transferring knowledge, skills, values and attitudes from one generation to the next. Through education, individuals can develop their full potential, become independent, critical and responsible. Education does not only occur in the classroom, but also through daily experiences, social interactions and the use of technology. Social Studies education helps students understand their role in society and develop critical thinking skills. However, many students experience laziness in learning social studies, which hinders their learning process. This research analyzes the challenges lecturers face in overcoming student laziness and suggests the use of teaching methods that are more interactive and relevant to everyday life. The integration of technology and project activities is also considered important to increase students' interest in learning social studies.

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