



The Role of Technology in the Development of Social Science Materials Students Primary School Teacher Education

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Abstract

The use of Information Technology in elementary education is necessary for various interests including in learning media. In addition to being used for Learning media, Information Technology can also be used to develop science and facilitate the process of developing social education learning materials for elementary school students. This research uses case studies. Respondents of this study were students of Primary School Teacher Education. Data collection was done through individual interviews with semi-structured techniques and questionnaires. The analysis technique used is inductive analysis. The results showed that the role of technology in the learning process is as a tool for students and teachers in the learning process which aims to improve the quality of learning materials Social Education. The learning process in elementary school will be more qualified by utilizing Information and Communication Technology. In addition, there are obstacles in its implementation such as limited tools and the ability of teachers to run technology. Therefore, there is a need for a budget and training for the use of technology in learning, especially learning social education in elementary school.

Introduction

Social science education in Indonesia was first introduced in 1975 which adopted and adapted from the NCSS, social studies (Sapriya, 2017). Over time, Social Studies has gradually changed, the last social studies merged with science into science in the independent curriculum. The change is in the form of a merger between the components of Science and social studies in learning. This is potentially on the loss of social studies subjects in the future. This is reinforced by the perception of today's society that considers the needs of learners who must be mastered in the 21st century are only needs for mastering technology and information and leaving aside social skills (Widodo et al., 2020). In fact, social skills are also a component that is as important as the component of mastering technology in welcoming. If learners ignore social skills and tend to emphasize the mastery of technology will have an impact on the individualist character so that they are not sensitive and do not care about the surrounding environment. So that these predictions do not occur in the future, it is appropriate in social studies learning, especially in elementary schools need to require innovation on technological developments, including in the development of the material. Adjustments to technology are made so that learners get social skills simultaneously with the mastery of technology (Schoenfeld, 1999). The application of technology in the development of social studies

materials in elementary schools as well as efforts that can be made by teachers in the era of the Industrial Revolution 4.0.

The Industrial Revolution (4.0) emphasizes the pattern of digital economy, artificial intelligence, big data, robotics, and others known as disruptive innovation (Badryatusyahryah et al., 2022). This Era also has a direct or indirect impact on aspects of human life, including the education sector, especially in the sub-section of educational technology. This Era also impacted the paradigm shift of conventional learning into active learning assisted by technology and media (Ariyati et al., 2021). This change also occurs not only at the level of upper secondary education but at the elementary school level also inevitably accept the rapid flow of technology. The presence of technology in the world of education, especially at the elementary school level allows the realization of effective learning, fun, and actively involve students. The application of technology in education can be done in a number of ways, including as: (1) part of the curriculum, (2) instructional delivery system, and (4) tools used to assist the learning process (Raja & Nagasubramani, 2018).

With technology, learning materials can be easily digested with digital and online media to access materials, sample questions and discussions, as well as the application of materials that can be applied to students' daily lives (Badryatusyahryah et al., 2022). From this statement, it means that educational technology is needed to support learning activities. By utilizing technology, the learning process can run optimally to achieve the expected goals (Pratiwi et al., 2022).

At all levels of education, especially in elementary schools, teachers today must be able to adapt to technology, especially for learning media so that the learning process in the classroom is interesting and professional. But in fact, learning in the field there are still elementary schools still use old-style learning media such as students who prefer to take notes and are not given facilities to be active, these facilities are in the form of LCD, but are rarely used because of limited mastery of technology that has an impact on the passivity of learners (Ariyati et al., 2021). This situation means that learning is still monotonous and quite a few students do not pay attention to the material because it is difficult to learn and is abstract, and teaching is still based on textbooks and picture media, adding to students' lack of understanding in studying the material so that they cannot understand it, especially in social studies learning. in elementary school (Nugroho et al., 2020).

The use of technology in education has actually been used for a long time in other countries, but in Indonesia the use of technology in education was only used en masse when the covid-19 outbreak occurred in early 2020. The use of such technology is also carried out directly by the government to eliminate errors so that distance learning can be carried out. Distance learning is one of the formal educational models in which teachers or students are in different locations and form a technological unity through interactive communication (Pratiwi et al., 2022).

Actually, educational technology plays a very good role as mentioned above. However, because the use of educational technology in Indonesia is done suddenly resulting in the need to adapt to the use of technology. The adaptation process certainly presents many problems, including applications or methods that have never been used before, different digital literacy resulting in hampered and uneven transformation, and limited access to the internet (Pratiwi et al., 2022). The use of good and adequate technology is expected to stimulate the feelings, thoughts, interests, and attention of learners so that the learning process can run well and excite (Nugroho et al., 2020).

To achieve it all, teachers should be able to master the technology so as to develop social studies learning materials in accordance with the needs of students and the progress of the

Times. However, the fact in the field of teachers is still lacking in mastering IT (Nuraini & Abidin, 2020). These constraints are feared to have an impact on the crisis in the quality of education, because students are not optimal in receiving learning materials (Sofianto & Zuhri, 2021). The phenomenon of the use of technology in elementary school social studies material attracts researchers to examine more deeply about the role of technology in the development of elementary school social studies material in terms of the perception of Elementary School Teacher Education students as candidates for elementary school teachers in the future. This study aims to determine the importance of the role of technology in the development of materials, especially social studies material in elementary school.

Method

This research uses case study method. The case study in this study begins with determining and describing research questions, determination of research instruments, determination of data collection techniques, collecting data, and data analysis (Wahiddah & Julia, 2022). Stages of the case study in this study has the aim to determine the perception of Elementary School Teacher Education students about the importance of technology in the development of social studies material in elementary school. Subjects in this study consisted of 27 Elementary School Teacher Education students with the following details.

Table 1. Subject Of Research

	Lama A Long Time Student	
	<20 years old20 years	>20years
Gender		
old female	26	-
Male	1	-
Total	27	-

The instruments used in this study are the researchers themselves or human instruments with observation guidelines and supporting the interpretation of research results. The validity of the data used by researchers is the source triangulation. The data was collected through deep interviews. Deep interview is effective to obtain data on the perspective of Elementary School Teacher Education students in depth about their perception of the role of technology in the development of Social Science Materials in elementary school.

Table 2. Interview guidelines

Subject Research	Topic Question
student	<ol style="list-style-type: none"> 1. Learning Social Sciences in elementary school 2. The role of technology in the development of social science materials in elementary school. 3. Benefits obtained when developing material in elementary school. 4. Comparison of the use of technology with non-technology in the development of Social Science Materials in elementary school. 5. A view of future technology-based Social Science Learning

Data analysis in this study uses inductive analysis in order to produce emerging themes (Wahiddah & Julia, 2022). After that, the researcher interprets the data focusing on the impact of the observation and the objectives are then concluded based on the behavior and responses

of informants. Themes that appear next are identified and synthesized with field data to obtain credible results.

Results and Discussion

The findings of this study are related to the perception of Elementary School Teacher Education students about the role of technology in the development of Social Science Materials in elementary schools. Perceptions of Elementary School Teacher Education students are classified into perceptions of Social Science Learning in elementary schools, the role of technology in the development of Social Science Materials in elementary schools, the urgency of technology in the development of Social Science Materials in elementary schools, appropriate technology to be used in the development of Social Science Materials, completeness of facilities in the development of Social Science Materials in technology-based elementary schools., Impact on learners who master the technology in learning., Benefits obtained when developing material in elementary school. Comparison of the use of technology with non-technology in the development of Social Science Materials in elementary school. A view of technology-based Social Science Learning in the future. Here is a detailed description of the results of the interview.

Table 3. Learning Social Sciences in Elementary School

No	Sub-Answer	Correlation
1.	Learning that studies social science social	Social science is a learning content that comes from the community to develop the abilities and attitudes of learners through educational and psychological approaches
2.	Social studies is learning to develop abilities and attitudes about society in the past and present.	
3.	Social science is a subject that combines social concepts through educational and psychological findings that are beneficial to learners	

From Table 3, it was found that PGSD students define social studies as learning that comes from the community that is useful for learners in developing their abilities and social attitudes. Next, the perspective of PGSD students on the role of technology in the development of social studies materials in elementary schools is described in the following table.

Table 4 the role of technology in the development of social studies materials in elementary schools

No	Sub-Answer	Correlation
1.	Technology plays a role in facilitating the formation of collaborative interaction and build meaning	Technology acts as a tool to facilitate interaction that can build meaning and attract learners as the basis for the development of social studies material.
2.	Technology can stimulate the interest of students to learn and be used as a basis in the development of social studies.	

From Table 4, it was found that elementary school teacher education students define the role of technology in the development of Social Science Materials as a tool and basis to facilitate

interaction that can build meaning because it has appeal to learners. Next, the perceptions of Elementary School Teacher Education students regarding the appropriate technology to be used in the development of Social Science Materials in elementary school are described in the following table.

Table 5 appropriate technologies in the development of Social Science Materials in elementary school

No	Sub-Answer	Correlation
1.	Internet-based media	The appropriate technology to be used in the development of social studies materials in elementary schools is internet-based technology, interactive learning multimedia, and audiovisual media.
2.	Interactive Learning Interactive Learning	
3.	Audiovisual Media	

From Table 5, it was found that PGSD students have the perception that the appropriate technology to be used in the development of social studies materials in elementary schools is internet-based technology, interactive learning multimedia, and audiovisual media. Next, the perception of PGSD students regarding the benefits obtained when developing social studies material in elementary school is described in the following table.

Table 6. The benefits of technology in the development of social studies materials in elementary school

No	Sub-Answer	Correlation
1.	Technology can improve students ' digital skills and insights	Technology is able to improve digital skills, insights, interests, and motivation of learners in social studies learning .
2.	Technology able to increase the interest and motivation of students in learning social studies	

From Table 6, it was found that elementary school teacher education students have the perception that the benefits of technology in the development of social studies material in elementary school is that technology is able to improve digital skills, insights, interests, and motivation of learners in learning Social Sciences . Next, the perception of Elementary School Teacher Education students regarding technology-based Social Science Learning in the future is described in the following table.

Table 7 technology-based Social Science Learning in the future

No	Sub-Answer	Correlation
1.	Impacting on higher insights to adapt in the scope of local and global society	Impact on higher insights to adapt in the scope of local and global society.

From Table 7, it was found that elementary school teacher education students have a perception of technology-based Social Science Learning in the future that has an impact on higher insight to adapt in the scope of local and global society.

Learning Social Sciences in elementary school

Based on the findings, the thing that will be discussed in this article is about the perception of Elementary School Teacher Education students about Social Science Learning in elementary school. Related to this, as a prefix, it will be discussed first about the understanding of Elementary School Teacher Education students regarding Social Science Learning in elementary schools. They are of the view that Social Science is a learning content that comes from the community in order to develop the abilities and attitudes of learners through educational and psychological approaches.

Social science education is essentially a collection of several simplified Social Sciences. The Sapriya (Widodo et al., 2020) stated that the simplification of social science especially in schools is carried out with the aim of Education. The sciences included in the family of social sciences are History, Economics, Sociology, and geography. These sciences have many benefits for learners. From sociology, students learn about the social order and how to relate to society that is good and right. From the science of history, learners learn about the good and bad things from the past as a handle to behave or do in the future. From social studies learning, learners can become human resources with character, civilized, and cultured (Ridwan, 2014).

The idea of Social Science in Indonesia is not a little adapted from some Social Studies thoughts that come from abroad, especially NCSS which has a great influence in advancing social studies to curriculum policies in schools (Parni, 2020). Broadly speaking, Social Science as a subject has three traditions, including Citizenship transmitter, social science position, and reflective inquires. First, citizen transmitters means that Social Science Learning is based on knowledge to behave well or more inclined to the affective dimension. Second, social science position is the science aimed at creating individuals who have character in the future. Third, reflective inquires, meaning that learners can develop rational, correct thinking in decision - making based on knowledge (Anshori, 2014).

Technology in the development of social studies learning materials

Currently, technology cannot be released in the world of education, especially in Social Science Learning. Indirectly, the integration of Social Science Learning with technology has represented learning innovation in the digital era (Farisi, 2016). Technology is one of many solutions in order to increase the motivation to learn students in Social Science subjects (Heafner, 2004). The statement implies the need for innovation so that Social Science Learning is designed as attractive as possible, one of which is by utilizing technology. (Mason et al., 2000) also emphasized that social science teachers should be effective in integrating technology in learning activities appropriately. The use of technology, social science teachers

can develop social science materials according to their abilities and develop them as deeply and widely as possible, especially education such as elementary schools must be able to adapt to changes and challenges in the 21st century (Ridwan, 2014).

Learning by integrating technology has an impact on better results compared to learning that is carried out conventionally. This is because with the integration of Technology, students can freely access various learning resources via the internet. As for students, it can be easier to determine the study time as desired so that learning seems relaxed and practical (Pratiwi et al., 2022).

The presence of educational technology is slowly eliminating traditional teaching patterns where in traditional teaching, the source of knowledge lies only in teachers or books (Kristanto, 2016). The emergence of information and communication technology with the various programs it offers has changed millions of people in this world. There are various benefits and positive aspects derived from the variety of applications offered by ICT. Many things that were previously unimaginable, are now present and enrich the colors of life. In fact, human life is now advancing very rapidly due to the influence of information and Communication Technology.

On the other hand, educational technology makes the role of teachers reduced, although not entirely educational technology is able to replace teachers (Kristanto, 2016). With the use of educational technology, learners can learn from sources other than teachers. For example, from learning videos available on various platforms, one of which is youtube. With this phenomenon, teachers no longer become central in learning. Research conducted by Ozdamli shows that prospective teachers are more confident when teaching using instructional media sourced from the internet (Ajizah, 2021). That is, over time and as generations change, it can be said that it is natural that there is a shift in the role of teachers, which had tended to be a single primary source, to not be a single primary source.

As for other shifts with the use of technology, especially ICT in learning, namely: learning from the classroom to wherever and whenever. The role of Information Technology in social studies learning as part of learning, information technology has several roles, namely as a supplement, complement, and substitution. First, the additional role (supplement) is said to function as a supplement or supplement, if learners have the freedom to choose, whether to take advantage of learning materials through information technology or not. In this case, there is no obligation or necessity for learners to access learning materials through information technology. Even if it is only optional, learners who use it will certainly have additional knowledge or insight. Although learning materials through Information Technology Act as supplements, teachers will certainly always encourage, inspire, or encourage their students to access learning materials through information technology that has been provided.

Next is the role of complement or complement. If the learning materials through information technology are arranged to complement the learning materials received by students in the classroom. As a complement, it means that learning materials with information technology are arranged to be materials that are strengthening and enriching, or remedial for students especially those who follow conventional learning.

The role of substitution or the role of substitution is a role that emphasizes the learning process that was centered on the teacher to be centered on the student where the teacher only acts as a learning designer, facilitator, and learning manager. The goal is to make it easier for learners to manage learning activities so that students can adjust the time and other activities with learning activities. Therefore, teachers need to design learning in accordance with the new paradigm by integrating technology and information.

The benefits of technology in the development of social studies material in elementary school

The use of technology during learning also helps improve the mastery of technology as one of the provisions in meeting the competencies needed today (Pratiwi et al., 2022). With good utilization can facilitate the learning process, help elementary school students in understanding the subject matter, can attract the attention of elementary school students and can improve the quality of learning. Utilization of technology can be used by teachers in communicating with parents of students. Apart from being a learning tool for students and a communication tool, the use of information technology is also useful for teachers in the teaching process. Teachers can be an example or roll model in the use and utilization of technology properly and how to use it correctly. By utilizing technology early on in elementary school age children, students will get used to learning to use technology and also students will learn how to take advantage of technological developments in a positive direction (Achyanadia, 2016) .

In addition, the learning evaluation process conducted by schools and teachers can be done effectively and efficiently. Such as value data processing. Value data processing can be done by teachers with web-based academic value processing applications. Susanti's research resulted in the application being effectively used by teachers in an effort to facilitate the work of teachers when processing values and students also easily know their value (Susanti et al., 2017).

In general, technology can be used at all levels of education, one that distinguishes Elementary School from the level above is located on the teacher. Unlike junior and senior high school teachers, elementary school teachers are class teachers who must handle all subjects (except religion and health care) (Andri, 2017). In terms of technology utilization, it resulted in elementary school teachers must be more creative in innovating information technology, because the characteristics of each subject vary. It is well known that learning in elementary school tends to be abstract, especially in low grades (grades 1, 2, and 3), so that visualization and various learning animations resulting from technology can improve student understanding. Class teacher is a term for elementary school teachers, because the majority of the learning process in elementary school is managed by a class teacher, the class teacher has an important role in integrating technology. Classroom teachers can be a direct example for the use of technological devices in elementary school (Elihami & Saharuddin, 2018)

Technology can be used to support the learning process as according to Moore which is related to the development of education in the form of computers, videos, audio, or text that integrates software as a guide in producing learning tasks (Sirrate & Yaumi, 2017). Further, the role of technology in the development of learning can be described as follows::

1. Organizing teaching materials in the form of video, audio, text, and exercises in the learning program.
2. Computer program-assisted solution of exercises and tasks.
3. Independent use of computers to access teaching materials and exercises.

With the development of this very fast technology, it is undeniable that the possibility of the contents of elementary school students ' bags will also switch to carrying notebooks or tablets with internet access, smart watches, smartphones, musical instruments, sports equipment, and not forgetting lunch. So, the teacher must first introduce the use of these objects in learning appropriately and correctly. Teachers can use laptops, LCD projectors (liquid-crystal display), PPT, DVD (digital versatile disc) learning, email, and the internet in preparing and conducting the learning process (Widiyono & Millati, 2021).

Technology in preparation for learning can be used as a teacher's reference in finding teaching materials and teaching methods are good. In the learning process, information technology can be used as a learning resource and Learning media. Learning resources are the presentation of materials or materials from teachers, while learning media are tools used to make it easier for teachers to convey material. The source of learning can be in the form of searching for material independently based online or by using e-learning (Salsabila et al., 2021).

E-learning is a learning system that is carried out independently by students with flexible time. Technology as a learning medium can be self-made applications or downloads, materials presented in audio, visual, audio-visual, and presentations using power point. This learning Media can be offline or online based depending on the policy of the teacher and the condition of the students. For in elementary school, of course, technology really helps students in building knowledge. Because the stage of development of students in learning is still with concrete things. Technology can bring visualization and animation of certain lesson materials (Gani, 2019).

Currently, the learning process in elementary school will be more qualified by utilizing the use of Information and Communication Technology. With many references obtained by teachers in preparation for learning, making teachers ready to teach with the right method with the characteristics of their students (Rahadian et al., 2019). Utilizing technology in making learning resources and or making Learning media will also make learning goals achieved to the fullest. Moreover, students will also understand better if the material is presented in visualization or animation, because it can attract their attention. For this reason, teachers in elementary schools must be creative and innovative in applying technology to the learning process.

Technology-based learning in the future

In the future, IPS learning is adapted to design 5.0 or refinement of design 4.0, namely understanding computers through the internet, while Society 5.0 is the age when all technology becomes part of humans. In the age of 5.0 the internet not only serves as a medium of exchange of information, but as a medium in life or in other words known as the Internet of things. In relation to learning social studies in elementary school, the internet of things will be a novelty that will be dedicated to increasing human capacity as wide as possible. The purpose of this transformation is to enable people to live a more meaningful life. In addition, society 5.0 is intended as a concept of society that focuses on humans with the use of technology (Ahdar et al., 2022).

To achieve social studies learning based on the internet of things, support is needed from all sectors such as the government by providing learning infrastructure that is evenly distributed throughout Indonesia. This could also be the government's effort to make the nation's life smarter by taking advantage of technological advances. The provision of infrastructure suggestions should also be balanced with the progress of human resources, namely teachers. Without teachers who are competent in learning social studies, of course students will be nothing. Along the way, it is not an easy thing to realize this goal. There are many demands and challenges to instill a good, moral personality and also be able to motivate students to achieve their goals. (Ahdar et al., 2022).

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Based on the results of research on the role of technology in the development of Social Science Materials in elementary schools in terms of student perceptions of Elementary School Teacher Education, namely technology acts as a tool to facilitate interactions that can build meaning and attract students as the basis for the development of Social Science Materials. The use of technology in learning is believed to improve the quality of learning and learners are easier to receive learning materials. Therefore, it is very important to build awareness of all parties, especially educational institutions and government support to maximize the role of technology in the development of Social Science Materials in elementary schools.

In the development of Social Science Materials in elementary school teachers need to utilize technology into learning media in the form of applications or material of viewing in audio, visual, and audio-visual, even e-learning. By utilizing technology from an early age in elementary school children, students will get used to learning to use technology and also students will learn how to take advantage of technological developments in a positive direction. This is fundamental in the use of technology in the future that will use the Internet of things, including in Social Science Learning in elementary school.

Conclusion

The introduction of social science education in Indonesia dates back to 1975. Since then, it has seen significant changes, integrating with both scientific and social studies in the independent curriculum. This transition may result in the eventual elimination of social studies disciplines, as society places greater emphasis on acquiring technological expertise and knowledge rather than developing social competencies. In order to prevent this, educators must adjust to technological advancements and provide instructional resources that include social competencies alongside technological proficiency.

Elementary School Teacher Education students in Indonesia perceive Social Science Learning as a community-oriented educational curriculum that enhances learners' cognitive and affective skills through pedagogical and psychological methods. societal science education encompasses disciplines such as History, Economics, Sociology, and Geography, which offer advantages such as comprehending societal structure, examining historical occurrences, and fostering personal growth and cultural awareness. The Social Science method in Indonesia is shaped by foreign concepts, specifically the National Council for the Social Studies (NCSS), which greatly influences curriculum regulations. Social Science encompasses three distinct traditions: the transmission of citizenship values, the examination of social science positions, and the pursuit of reflective inquiries aimed at fostering rational thinking and decision-making.

Technology plays a pivotal part in the advancement of Social Science Materials in elementary classrooms by enabling interactions, fostering comprehension, and captivating pupils. Utilizing technology in education is widely thought to enhance the caliber of learning and facilitate the accessibility of educational resources for learners. To fully leverage the potential of technology in the creation of Social Science Materials for primary schools, it is crucial to raise awareness among all stakeholders, particularly educational institutions and government entities.

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