

Social Studies Material Design Based on Cultural Literacy as a Systemic Program for Developing Social Skills Competencies

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ABSTRACT

The 21st century life skills are seen as urgent in connection with globalization that brings change and paradox that demands students' competencies to be equipped with a number of social skills so that they can be competitive in the global era. To meet these competencies, it is necessary to designed the 21st century social skills systemic programs in the scope of higher education. This study aims to design social studies based cultural literacy material to develop student social skills competencies. The research method used is the R&D method by following the Borg & Gall procedures. The research subjects involved: lecturers of courses; students as subjects for limited group trials; and four experts who have social studies expert criteria. The instrument used was the Social Studies learning material design questionnaire which was validated by experts and analyzed using the average percentage of scores. Data analysis was also carried out on the results of observations related to student social skills competencies through qualitative descriptive analysis techniques. Observation of student competencies is carried out both during the learning process takes place in the classroom and in project activities outside the classroom. The results showed that the design of social studies learning material based on cultural literacy was declared valid and suitable for use. The results also show that learning material designs can develop student social skills competencies which include aspects: Social interaction skills, effective communication skills, skills in building teams, and skills in problem solving.

KEYWORDS

Social Studies; cultural literacy; social skills

INTRODUCTION

Globalization, stamped by the improvement of data and innovation, has had a changing effect on all perspectives of life, counting changes and requests within the world of instruction. 21st century instruction does not as it were preparing graduates with conceptual information, but more than that requires the possession of a number of aptitudes in applying the information they have (Ananiadou & Claro, 2019: 41). This condition has an effect on the request for learning advancement to be more arranged towards creating the capacity to apply concepts with different 21st century aptitudes (Griffin, 2012), counting social abilities such as: interaction aptitudes, communication abilities, team/group building aptitudes, and issue tackling abilities (Kurniati, 2016:9). The ownership of these social aptitudes is exceptionally critical particularly in this worldwide time which is full of alter, which has given rise to numerous social issues that were never envisioned some time recently. Related

to this, instructive teach ought to have a stake in creating a number of social aptitudes as one of the competencies that graduates must have in arrange to exist in their lives within the 21st century (Inayatul & Musyarofah, 2020: 73).

But shockingly within the setting of instruction, the application of 21st century learning in Indonesia has not delivered ideal comes about (Chairunnisak, 2019). The comes about of the ponder (Mardhiyah, 2021), appear that the learning framework has not completely prepared a number of students' aptitudes for 21st century life abilities. This condition causes students' aptitudes in utilizing information to overcome life's issues to be still moo (Novili, 2016; Yuningsih, 2019). The comes about of this experimental think about require attention from instructive educate to recreate learning in an inventive way. Particularly within the worldwide period which has brought a number of changes to all viewpoints of life, counting its effect on socio-cultural perspectives, 21st century learning should be outlined to create graduates who have life abilities with a number of social abilities, such as: interaction abilities, communication aptitudes, group building abilities, and problem-solving aptitudes (Umami & Musyarofah, 2020: 73-88). Ownership of these social aptitudes is seen as imperative as one of the competencies of understudies, particularly in building a caring state of mind, understanding and capacity to take part in understanding social issues within the worldwide time which is full of alter and instability.

Based on the issues over, and the significance of social aptitudes in 21st century life for understudies for their future, the Workforce of Social Sciences, Medan State College has outlined 21st century learning for staff subject bunches. Through past inquire about, the plan of Social Sciences Learning has really been planned, specifically Social Sciences learning that does not fair coordinated fabric from geology, history, financial matters and humanism in a coordinate's way, but Social Sciences learning with fabric substance through the utilization of angles of human life within the social sciences measurement. space-time-values with the point of preparing 21st century life aptitudes (Setiawan, 2022). In this manner, in this year's investigate, based on the learning plans that have been created, the inquire about is more centered on creating the plan of Social Science learning materials based on social education and citizenship utilizing Web of Things (IoT) innovation, as a vehicle for preparing students' social aptitudes. This plan was created with the point that understudies as educator candidates are able to create learning in an inventive way, whereas at the same time preparing understudies with a number of social aptitude competencies so that they are willing and able to unravel genuine socio-cultural issues that are valuable for themselves, their community and society. The utilize of IoT in learning Social Sciences based on social proficiency and citizenship, is outlined to create students' social aptitude competencies in an era of worldwide life that's impacting and affecting the differing qualities of Indonesian society with all the contrasts in its differing qualities.

Be that as it may, the truths on the ground based on perceptions, learning Social Sciences in tertiary educate by and large tend to be overwhelming in displaying conceptual information (Ulfiana & Tenriawaru, 2018). Indeed learning Social Sciences that ought to be given in an coordinates way is still conveyed independently in hone (Sulistyo, 2012: 2). This condition has an affect on the inadequate competence of understudies, particularly within the domain of abilities to prepare capacities in understanding social issues (Setiawan, 2017). Learning issues like this have been going on for a long time. For this reason, it is deemed essential to reproduce the learning of Social Sciences which is additionally a staff subject, in arrange to meet understudy competencies in understanding with desires and requests of the times. Hence, this investigate proposes the thought of planning social science learning materials based on IoT-integrated social proficiency and citizenship to create students' social abilities competencies.

Learning Social Sciences based on social proficiency and citizenship is outlined in connection to the factuality of multicultural Indonesia. Differences in terms of ethnicity, dialect, culture, traditions and propensities, indeed religions and convictions that exist in Indonesia, has presently gotten to be portion of the worldwide world, which gets social impacts from different nations as a result of the agreeable relations that are built. As a result, the existing differing qualities brought by each ethnic bunch in Indonesia has gotten to be progressively complex with the consideration of worldwide impacts. The capacity to get it the differing qualities and duties of citizens as portion of a country could be an ability that each person ought to have in this 21st century. Social education is the capacity to get it and carry on towards Indonesian culture as a national personality. In the interim, civic proficiency is the capacity to get it rights and commitments as citizens. Hence, social and civic proficiency is the capacity of people and communities to act towards their social environment as portion of a culture and country (National Proficiency Development Group, 2017).

Cultural literacy and citizenship are vital things to master within the 21st century. A few even clashes that have happened within the post-reform country, are suspected as a result of the moo level of social proficiency of Indonesian citizens in understanding contrasts from existing differences, counting too in understanding progressively complex socio-cultural marvels and issues within the worldwide period. A few considers have appeared that proficiency programs, especially cultural education and citizenship, have not touched relevant substance in culture and citizenship, so that it has an effect on understudies who don't get it culture and citizenship in their claim environment (Arditama & Lestari, 2020). Indeed, the comes about of a overview conducted by Central Connecticut State College, expressed that proficiency in Indonesia was positioned the moment least out of the 61 nations considered (Yukaristia, 2019). In this manner, it is deemed fundamental in arrange to meet the requests and needs of the times as well as advancements in data and innovation within the advanced time, learning Social Sciences at the tertiary level ought to be planned based on social education and citizenship with the coordinates Web of Things (IoT). Through this plan, learning Social Sciences is actualized by creating social education and citizenship, with the point of building students' capacities to get it and behave towards Indonesian culture as a national character, as well as building capabilities in working out their rights and commitments as citizens. Learning Social Sciences is additionally planned to integrate IoT, which suggests utilizing the internet as a medium for learning as well as being utilized as a vehicle for training students' social abilities. A few inquire about comes about appear that the utilize of IoT within the classroom can increment the adequacy of instructing and learning (Rahardjo, et al.: 2019), and can indeed progress understudy education aptitudes (Sutrisna, 2018).

LITERATURE REVIEW

Design of Social Science Learning Materials Based on Cultural Literacy and Citizenship Integrated with the Internet of Things

In Higher Instruction, Social Sciences may be a course that coordinating fabric from different branches of the social sciences and humanities, such as human science, history, geology, financial matters, legislative issues, law, and culture. Social Science is defined on the basis of reality and social marvels which within the learning handle employments an intrigue approach by combining angles from the branches of social science (Susanto, 2016: 6). As emphasized by Akbar and Sriwiyana (2010: 75), Social Sciences is the embodiment of an interdisciplinary approach from various social science concepts which are combined and

simplified for teaching purposes. This explanation suggests, Social Sciences Instruction is basically an instructive program that coordinating a number of social science disciplines that are methodologically orchestrated, specifically and disentangled for instructive purposes. This instructive program is outlined with the point of preparing understudies to be able to get it the marvels of social life, have a caring state of mind and be gifted in partaking in understanding social issues that exist around their environment. Specifically in this research, the program study focused on the design of social science learning materials based on cultural literacy and citizenship. Through cultural literacy, students are trained to develop the ability to understand and behave towards Indonesian culture as a national identity and build the identity of the Indonesian nation in the global community. Meanwhile, through civic literacy, students are trained to develop abilities in implementing their rights and obligations as citizens and are able to act in their social environment as part of culture and the state (Ahsani & Azizah, 2021; Pratiwi & Asyarotin, 2019).

In order to achieve effective learning outcomes, social science learning based on cultural literacy and citizenship is implemented by applying the Internet of Things (IoT) as a means of supporting learning. Study rooms with IoT technology can provide added value for students. Through the use of an internet connection, students learn from various sources and references obtained from the internet, collect information and data, associate or process information and data, and make decisions about the social problems they solve. In this case, of course an educator is required to creatively and innovatively manage learning through IoT applications to create learning more efficiently, so that learning and assessment can be carried out systematically, accountably and reliably (Saputra & Hertanto, 2018; Oker, Pecune & Declercq, 2020).

IoT-integrated social science learning in this research is implemented by utilizing the Google Classroom application as a vehicle for online mixed learning applications that can be used for free and can be accessed by students anywhere. The IoT based on the Google Classroom application in this research was developed by containing study guides, stages of the learning process, materials and content, cultural and civic literacy, student worksheets and practice questions, which were then entered into an application that could be accessed online by students and students. lecturer. This application can be accessed via computer or via smartphone (Android), making it easier for students and lecturers to apply it. The use of the Google Classroom-based IoT application in social studies learning based on cultural literacy and citizenship, designed systematically, contextually and effectively, can also be used as a vehicle for training a number of students' social skills.

21st Century Social Skills

Globalization which is as of now bringing a number of changes to all perspectives of life, counting changes within the instructive perspective, demands 21st century learning that's planned to create graduate competencies that have life aptitudes with a number of abilities, such as interaction abilities, communication abilities, team/group building aptitudes, and issue fathoming aptitudes. This is as expressed by Maryani (Inayatul & Musyarofah, 2020), that social skills can be grouped into four parts, namely: (1) basic skills of interaction: trying to get to know each other, making contact, sharing information or material; (2) communication skills: learn to listen and speak well, argue and convince people to be able to express opinions; (3) team or group building skills: accommodating people's opinions, working together, helping each other, and caring for each other; and (4) problem solving skills: self-control, empathy, thinking of others, obeying agreements, finding solutions by discussing, respecting different opinions. From this opinion, it can be concluded that social skills are behaviors related to oneself, others, and the surrounding environment, to demands

and obligations which include skills for living and working with others, communication skills and self-control, the ability to build teams and the ability to related to problem solving.

The first 21st century social skills are interaction skills. This form of skill is very important for students to have in connection with the factual diversity of ethnicity, culture, ethnicity, religion, race, and group as well as all the differences that exist. Through interaction skills, students practice to be able to understand, behave and adapt, as well as be skilled in accepting all differences in diversity (the politics of recognition). Kurniati (2016: 9) states that interaction skills are very important to be able to foster interpersonal relationships in various environments and different social groups, as well as in maintaining positive social relations with family, peers, community and association in a wider environment. The emergence of social problems such as brawls, bullying, drugs, pornography and pornography to radicalism among the younger generation is a form of weakening of social skills in the sphere of individuals, families and society.

The second, moment social expertise is communication aptitude, which is portrayed as the capacity to handle the transmission of data, thoughts, feelings, and aptitudes utilizing images, words, pictures, illustrations and numbers. This ability within the learning handle is appeared by the capacity of understudies to get it, oversee, and make viable communication in different shapes both orally, in composing and interactive media. This frame of expertise is required to live (life abilities) in a multicultural society, majority rule society and a worldwide society which is full of competition and challenges (Widoyoko, 2011: 213-214).

The third social expertise is team/group building aptitudes, which are portrayed as students' capacities within the learning handle as shown by their ability to work in conjunction with one another to assist each other, and total assignments concurring to foreordained objectives, have compassion and the capacity to compromise with other individuals or diverse bunches. The comes about of Finita's inquire about (2015: 16) appear that one imperative marker of social abilities is the capacity to work viably and regard the differing qualities of groups.

Meanwhile, the fourth social skill is problem-solving skills, which are described as the ability to solve problems encountered through intellectual, logical and systematic methods to find the most appropriate solution and in accordance with conditions (Christiyoda, 2016: 74). The development of problem-solving skills is important for students to be able to improve critical thinking skills and develop ideas through problem solving. Problem solving abilities in the learning process need to be designed, bearing in mind that problem solving is the first step for students to develop ideas in building new knowledge and developing the skills they have.

The four social skill competencies above are very important to be trained through an innovative learning process that is developed systemically. Therefore, these four skills need to be developed into social studies learning based on cultural literacy and citizenship by developing indicators that will be implemented, as shown in the following table:

Table 1. 21st Century Social Skills

<i>Interaction Skill</i>	<i>Communication Skill</i>	<i>Building skill team</i>	<i>Problem-soling skill</i>
1. Make contact 2. Responsive 3. Adaptive 4. Interpersonal Relations 5. Build a network	1. Effective communication 2. Listening ability 3. Oral and written skills 4. Delivery of messages 5. Accommodation of opinions	1. Collaboration 2. Responsibility 3. Build trust 4. Mutual cooperation 5. Build commitment	1. Think critically 2. Creative idea 3. Collection of information/data 4. Associating information/data 5. Ability to conclude

Modification from: Inayatul & Musyarofah (2020)

Background Study

A few of the comes about of past investigate that are important to this investigate think about incorporate inquire about comes about from Mardhiyah (2021), which appears the significance of 21st century learning in giving basic considering aptitudes, issue fathoming, metacognition, communication, collaboration, advancement, imagination, and data proficiency. In planning 21st century learning, future teachers are required who can plan understudies to be able to confront the substances of 21st century life with a number of aptitudes which incorporate substance: communication, collaboration, basic considering and issue fathoming, imagination and development (Prayogi & Estetika, 2019). Indeed unequivocally, Inayatul and Musyarofah (2020), state aptitudes such as: interaction aptitudes, communication abilities, team/group building abilities and problem-solving abilities, are a frame of expertise that's exceptionally vital for understudies in practicing social aptitudes.

The importance of 21st century social skills raised from the three studies above, is also supported by the results of Nugroho's research (2016) by developing integrated learning of Social Sciences through a contextual approach that links material to real life, so that the value obtained in learning Social Sciences describes achievement of competency knowledge, attitudes and skills that can significantly improve learning outcomes (Heldiana, 2018). In order to achieve learning outcomes in the global era that is bringing change, many experts and researchers suggest the need to implement cultural literacy and citizenship to develop social skills. Cultural and civic literacy is the ability of individuals and communities to act on their social environment as part of culture and the state (Ahsani & Azizah, 2021; Pratiwi & Asyarotin, 2019). The ability to know the diversity and obligations as a citizen of a nation is a dexterity that every individual deserves to master in the modernization era. For this reason, cultural literacy and citizenship are very important in learning to protect and develop national and local culture, while at the same time forming the individuality of Indonesian citizens and the nation in society in preserving and advancing culture and nation (Sari & Supriyadi, 2021).

Based on the study of the relevant research above, the researchers were inspired to develop social science learning based on cultural literacy and integrated citizenship on the Internet of Things (IoT) at the tertiary level. The design of this study is different from several previous studies, because the development of Social Science material based on cultural literacy and citizenship is designed by integrating IoT based on the Google Classroom

application which can be used as a medium and vehicle for developing student social skills competencies.

RESEARCH METHODS

Area and Time of Inquire About

This investigate was conducted at the Workforce of Social Sciences, Medan State College which is found at Jalan Williem Iskandar Pasar V Medan-Estate Medan. In its execution, this investigate included the Affiliation of Indonesian Social Science Think about Programs (APRIPSI), particularly the inclusion of specialists concurring to the participation assention between the Staff of Social Sciences, Medan State College and APRIPSI. The time of the inquire about was carried out from January to December 2023.

Inquire About Subjects

The investigate subjects included: (1) a speaker within the Social Sciences course as a faculty/self-identity course, Staff of Social Sciences, Medan State College; (2) understudies as a constrained trial gather; and (3) four specialists in Social Sciences.

Inquire About Demonstrate

Borg & Irritate in Sukmadinata (2017), clarifies that the R&D method is investigate that's purposely and efficiently coordinated to discover discoveries, define, create, deliver, test the adequacy of certain items that are prevalent, unused, successful, effective, profitable and significant. In this ponder, the execution of R&D investigates strategies taken after the strategy created by Sugiyono (2017):

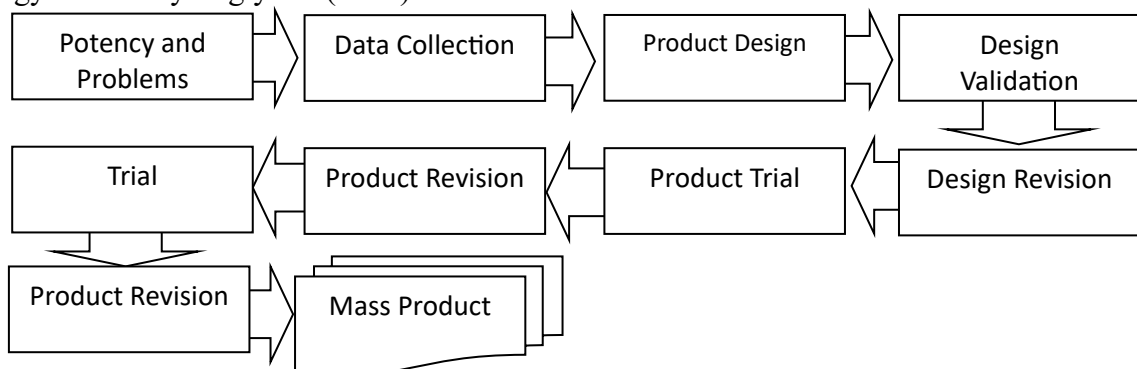


Figure 1. Research and Development Steps (Sugiyono, 2017)

The advancement strategy embraced to deliver an item within the shape of a Social Science learning plan based on social proficiency and coordinates citizenship on the Web of Things is carried out through four stages, to be specific: (1) conducting preparatory investigate, (2) making a plan, (3) investigating, testing items and item modifications, as well as (4) item viability testing.

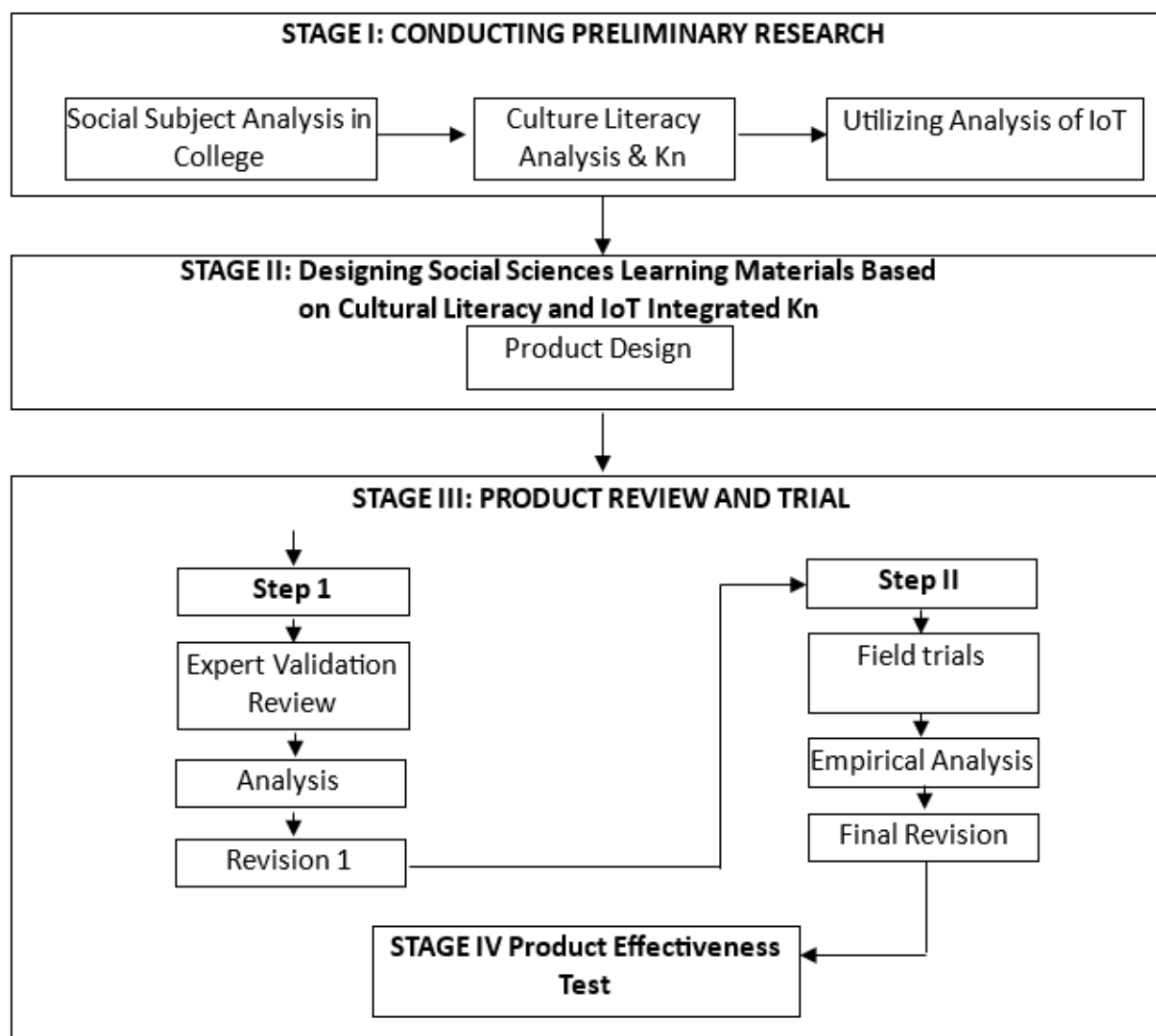


Figure 2. Product Development Procedure of Blended Learning Model Borg & Gall and Dick & Carey

Research Instruments

The disobedient utilized in this think about are: master approval survey. The master approval survey instrument employs a Likert scale which was altered by the analyst to a scale of 4. The evaluation criteria are classified into four levels with the taking after evaluations: (1) Not great, (2) Decently great, (3) Great, (4) Exceptionally great, (Sudjana, 2016). The master approval survey network for social considers learning plan based on social proficiency and IoT coordinates citizenship is displayed within the taking after table:

Tabel 2. Expert Validation Questionnaire Grid for Products

No	Component	Sub-Component
I	Appropriateness of Cultural and Civic Literacy Content	a. Conformity of content with learning outcomes b. Content accuracy c. Contextual d. Content updates



No	Component	Sub-Component
II	Presentation eligibility	a. Serving technique b. Learning supporter c. Coherence d. Confusion of thought flow
III	Language eligibility	a. Good & correct language b. Accurate c. Communicative d. suitability
IV	Feasibility of IoT	a. Innovative b. Flexible c. Efficiency d. Usefulness

Meanwhile, regarding student social skills learning outcomes, the instrument used was an observation sheet. The observation grid for learning outcomes related to social skills is designed as in the following table:

Table 3. Observation Grid of Learning Process on Students' Social Skills

N o	Interaction Skill	H O	Communication Skill	H O	Team Building Skill	H O	Problem- solving Skill	H O
1	Make contact	...	Effective communication	...	Collaboration	...	Critical thinking	...
2	responsive	...	Listening ability	...	Responsibility	...	Creative idea	...
3	Adaptive	...	Oral and written skills	...	Build trust	...	Information/data collector	...
4	Interpersonal Relations	...	Delivery of messages	...	Mutual cooperation	...	Associating information/data	...
5	Build a network	...	Accommodation of opinions	...	Build commitment	...	Ability to conclude	...
K								

Information:

HO = Observation Results

*SN = Already visible, if the majority of respondents (> 50%) have shown the indicator

*BN = Not yet visible, if the majority of respondents (> 50%) have not yet shown the indicator

K = Category

*Very Good, if it includes 5 indicators

*Good, if it includes 4 indicators

*Good enough, if it includes 3 indicators

*Not good, if it includes 2 indicators

*Not Good, if it includes 1 indicator

*Very Bad, if it does not cover all indicators

Analysis Techniques

The analysis was carried out to validate the design of Social Sciences learning materials based on cultural literacy and citizenship integrated with the Internet of Things to develop students' social skills competencies. To analyze the results of assessments given by experts regarding product quality and suitability, the following Percentage Average Score (PRS) formula is used:

$$PRS = \frac{\text{Score Total}}{\text{Score Maximal}} \times 100\% \text{ (Sudjana, 2016:129)}$$

With criteria:

90% ≤ PRS ≤ 100% = Very Good (SB)

80% ≤ PRS ≤ 90% = Good (B)

70% ≤ PRS ≤ 80% = Sufficient (C)

60% ≤ PRS ≤ 70% = Less (K)

0% ≤ PRS ≤ 60% = Very Poor (SK)

Meanwhile, data analysis related to students' social skills was carried out using qualitative descriptive analysis techniques on the results of observations during observations during the learning process both in the classroom and during projects outside the classroom.

RESULTS AND DISCUSSION

This investigate was arranged based on the improvement strategies taken to create items within the frame of social science learning fabric plans based on social proficiency and citizenship coordinates with the Web of Things. The improvement strategy is carried out through 4 stages, to be specific: (1) conducting preparatory investigate, (2) planning Social Sciences learning materials, (3) investigating and testing, and (4) testing item adequacy.

First Stage: Preliminary Research

Based on interviews with teachers in charge of the Social Sciences course gather as a workforce subject at the Workforce of Social Sciences, Medan State College, data was gotten that this course bunch makes an imperative commitment to the arrangement of graduate profiles and learning results which incorporate competencies: demeanors, information, abilities common and particular aptitudes. In any case, from the comes about of perceptions it was found that Social Sciences learning had not been executed ideally. Typically, since: 1) the Social Sciences learning handle, which ought to include three components, to be specific: knowledge, attitudes and aptitudes, has not been carried out at the same time. Realities within the field appear that social science learning is still prevailing within the information component with conceptual introduction; 2) Social Sciences learning plan has not been particularly outlined to progress students' social abilities competencies, counting in this case aptitudes in social interaction, viable communication, building work groups and capacity to fathom issues. Hence, it is vital to create an coordinates plan of Social Sciences learning materials as a commonsense vehicle for understudies to make strides their social aptitudes. Imaginative activity was carried out by overhauling Social Sciences learning materials based on social proficiency and citizenship coordinates with the Web of Things as a program to reinforce understudy competency in carrying out a number of social abilities, such as: social interaction abilities, viable communication aptitudes, aptitudes in building work groups and capacities in unravel the issue.

Second Stage: Product Design

Item plan is done by creating the definition of learning results that have been planned, as displayed within the taking after table.

Tabel 4. Learning Outcomes of Social Science Learning

Material	Learning Outcomes
The Nature of Social Science Education	Students can demonstrate the ability to analyze, determine attitudes and actions while studying the material of the Essence of Social Sciences Education, by covering the concepts of: 1. Definition and Definition of Social Science Education 2. Social Science Education Objectives 3. Scope of Social Sciences Education
Learning Social Sciences in the Global Era	Students can demonstrate the ability to analyze, determine attitudes and actions while studying Social Science Learning material in the Global Era, including the concepts: 1. Utilization of the Dimensions of Human Life in Learning Social Sciences 2. Interdisciplinary Approach
Design of Social Science Learning Materials Based on Cultural Literacy	Students can demonstrate the ability to analyze, determine attitudes and actions while studying the Design of Cultural Literacy-Based Social Science Learning Materials, by covering the concepts of: 1. Utilization of Cultural Literacy 2. Application of Cultural Literacy in Learning Social Sciences
Social Science Learning Material Design Based on Citizenship Literacy	Students can demonstrate the ability to analyze, determine attitudes and actions while studying Civic Literacy-Based Social Science Material Design, which includes the concepts of: 1. Utilization of Civic Literacy 2. Application of Citizenship Literacy in Learning Social Sciences
Internet of Things Integrated Social Science Learning	Students can demonstrate the ability to analyze, determine attitudes and actions while studying Internet of Things Integrated Social Sciences Learning material, which includes the concepts: 1. Utilization of the Internet of Things in Learning Social Sciences 2. Content and Assignment

Stage Three: Product Development Evaluation

The third arrange is the item improvement assessment step. This organize comprises of assessments from validators, specifically Social Science learning fabric specialists, and little bunch understudies.

Content Expert Evaluation of Social Science Learning Materials

The learning material experts in this study were social science learning material content experts. The four experts were able to assess the resulting product, namely the design of social science learning materials based on cultural literacy and citizenship integrated with the Internet of Things. This validation was carried out in May 2023. The product test was carried out by material experts and development through a questionnaire. The questionnaire consists of several assessment components, namely: text, content (material/content), supporting literature and users. The results of content validation are presented in the following table:

Tabel 5. Material Content Expert Validation Results

No	Component	Indicator	Score	Category
1	Texts	Correct font selection and font size for easy reading	5	Very Good
		Correct text color	5	Very Good
		easy to read	4	Good
		Language compatibility with EYD	4	Good
		Communicative	5	Very Good
Score Total of Texts Component			23	
Average			4,6	Good
2	Content	Material, tables and pictures are clearly visible	5	Very Good
		Material, tables and pictures are easy to understand	5	Very Good
		The material contains elements of cultural and civic substance	5	Very Good
		Rigid material in discussing cultural and civic values	4	Good
		Suitability of material to course learning outcomes	5	Very Good
		The material is presented clearly and sequentially	5	Very Good
		Material accuracy	4	Good
		Material update	3	Good Enough
		Material depth	4	Good
		Material breadth	4	Very Good
		The accuracy of selecting case examples with material	5	Very Good
		The accuracy of the selection of supporting literature with material	4	Good Enough
		The material encourages curiosity	5	Very Good
		Suitability of material to student character	4	Good
Score Total of Component Content			62	
Average			4,3	Good
3	Support Literature	Ease of accessing supporting literature	4	Good
		Composition of supporting literature	4	Good
Scores Total of navigation component			8	
Average			4	Good
4	User	IoT design according to user characteristics	5	Very Good
		Flexibility	5	Very Good

Score Total of User Component	10	
Average	5	Good
Total of Assessment Score	104	
Average	4,5	Good

Based on table 5, the substance of Social Sciences learning materials based on social writing and citizenship coordinates with the Web of Things created, gotten an normal score of 4.5 with subtle elements: 4.6 for the content component; 4.3 for substance components; 4 for supporting writing components; and 5 for client components. The full normal score for all components come to 4.5 or was within the "Great" category. Hence, the learning fabric plan created is reasonable for testing without having to form modifications. On the off chance that the evaluation is expressed in rate, at that point the esteem gotten comes to 90% or the conclusion is substantial.

The information over was gotten from the approval comes about of four fabric specialists on content components, substance, supporting writing and clients which appears:

Table 6. Expert Validation Test

Validator	Validation	Criteria
Validator 1	91%	Valid/ no Revision
Validator 2	90%	Valid/ no Revision
Validator 3	89%	Valid/ no Revision
Validator 4	90%	Valid/ no Revision
Average	90%	Valid

Small Group Evaluation/Trial (Small Group)

This assessment was carried out by testing on 8 understudies from semester II understudies of the Workforce of Social Sciences, Medan State College who took the Social Sciences Instruction subject bunch. The eight understudies were haphazardly chosen based on their learning capacities, counting tall, medium and moo capacities. The eight understudies were inquired to evaluate the plan of social science learning materials based on social writing and coordinates citizenship on the Web of Things by filling out a due perseverance survey. The survey contains three viewpoints of appraisal, to be specific introduction of fabric, learning and dialect. The information gotten from this arrange of testing is displayed within the taking after table:

Tabel 7. User Test Results

No	Aspect	No. Item	Indicator	Score Average	Category
1	Material	1	Textbook material is easy to understand	5	Very Good

		2	The material presented is clear and orderly	5	Very Good
		3	The material presented is useful in lectures	5	Very Good
		4	The material is discussed in depth	4,75	Good
		5	The source or literature is clear and easily accessible	4,75	Good
Score Average of Material Aspect				4,9	Good
2	Learning with Iot	6	The developed IoT encourages curiosity	5	Very Good
		7	The developed IoT increases interest in learning	5	Very Good
Score Average of Learning Aspect				5	Good
3	Language	8	Communicative	4,6	Good
		9	Language compatibility with EYD	4,6	Good
Score Average of Language Aspect				4,6	Good
Score Average				4,83	Good

Table 7 appears that the normal score for fabric perspectives comes to 4.9 or is within the "Good" category. The normal score for the learning perspective reaches 5 or is within the "Exceptionally Great" category; and the normal score for the dialect angle comes to 4.6 or is within the "Good" category. Based on these comes about, no crucial insufficiencies were found within the item that required to be progressed, both in terms of fabric, learning and dialect. Hence, the plan of Social Sciences learning materials based on social education and citizenship coordinates with the Internet of Things, is substantial and reasonable for use as a learning asset for understudies within the Social Sciences Instruction subject bunch, particularly within the Staff of Social Sciences, Universitas Negeri Medan.

Stage Four: Test Product Effectiveness

After the results of expert validation show that the design of Social Science learning materials based on Cultural Literacy and Citizenship integrated with the Internet of Things is valid and suitable for use, the next stage is to test the effectiveness of the product. The product effectiveness test was carried out by implementing the learning material design for second semester students in the Social Sciences Education subject group. The product effectiveness test results are presented in the following figure:

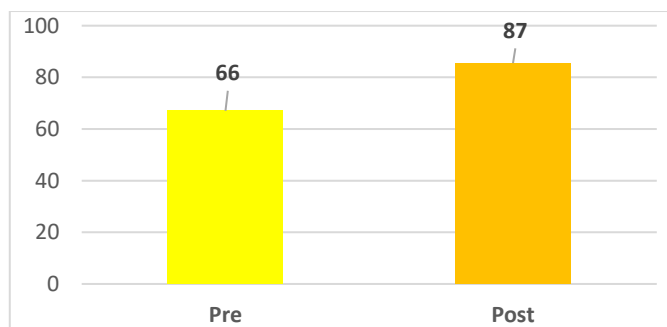


Figure 3. Product Effectiveness Test Results

The information over appears an increment within the normal esteem of learning results, some time recently and after completing learning. The comes about of the pretest or the normal esteem of learning results at the starting of learning is 66%, whereas the comes about of the posttest or the normal esteem after completing learning is 87%. Based on Figure 5.1.4, it can be seen that there has been an increment in understudy learning results by 21%, so it can be concluded that the inquire about item within the frame of learning fabric plan is viable in moving forward understudy learning results. In understanding with the plan of this consider, understudy learning results are planned to be able to create understudy social aptitudes competencies. Based on the results of perceptions made through perceptions amid treatment within the learning handle in lesson and ventures exterior the classroom, it appears that the plan of social science learning materials based on social proficiency and coordinates citizenship of the Web of Things that's outlined can contribute to students' capacities to hone social aptitudes. as displayed within the taking after table:

Table 8. Observation Results of Learning Practices on Student Social Skills

N o	Interaction Skill	H O	Communicatio n Skills	H O	Team/Grou p Building Skills	H O	Problem Solving Skills	H O
1	Make contact	SN	Effective communication	SN	Collaboration	SN	Critical thinking	SN
2	responsive	SN	Listening ability	SN	Responsibilit y	SN	Creative idea	SN
3	Adaptive	SN	Oral and written skills	BN	Build trust	SN	Information/dat a collector	SN
4	Interpersona l Relations	SN	Message delivery	SN	Mutual cooperation	SN	Associating information/dat a	BN
5	Build a network	SN	Opinion accommodation	SN	Build commitment	BN	Ability to conclude	SN
K	VERY GOOD		GOOD		GOOD		GOOD	

The table over appears that the perspective of social aptitudes that's most appeared by understudies is interaction skills which are within the "exceptionally great" category. This information is appeared by the appearance of pointers: students' capacity to create contact, responsiveness, flexibility, capacity in interpersonal relations, and capacity to construct systems. Whereas the other three angles of social skills, to be specific: communication aptitudes, team/group building abilities, and problem-solving aptitudes, are within the

"great" category. Angles of communication skills, indicated by the appearance of pointers: students' capacity to communicate viably, capacity to tune in, capacity to communicate messages, and capacity to oblige suppositions. Viewpoints of team/group building abilities, shown by the appearance of pointers: collaboration, obligation, capacity to construct believe, and shared participation. In the meantime, viewpoints of problem-solving skills are shown by the appearance of markers: basic considering abilities, the capacity to create inventive thoughts, the capacity to gather information and information, and the capacity to draw conclusions.

The comes about of this consider contribute to the significance of creating social aptitudes competencies within the 21st century, in connection to life in a worldwide time that requests possession of competitiveness. In this case Widoyoko (2011: 213-214) clarifies, social abilities are aptitudes required to live in a multicultural society, a law-based society and a worldwide society which is full of competition and challenges. Social aptitudes as a competency are exceptionally vital for students to have. Through this competence, understudies can make it conceivable to select different sorts of behavior that are in agreement with the anticipated setting, and are able to preserve positive connections with other people in several circumstances and at diverse times (Schulte and Barrera, 2010). For this reason, within the setting of instruction, social abilities within the worldwide time have to be prepared through imaginative learning. In this case, Social Sciences learning materials are planned to be based on social literacy and citizenship by utilizing the Web of Things (IoT) as a learning medium for understudies to hone social aptitudes in a valuable way. The execution of social proficiency and citizenship in learning is centered on being able to create various aspects of social abilities, specifically how understudies learn to adjust to a culture and how to memorize to carry out their rights and commitments as citizens (Santi, 2019). While IoT as a frame of utilizing web innovation in learning (Raharjo, et al., 2019) is coordinates as an elective arrangement in expanding understudy proficiency (Sutrisna, 2018) conjointly in creating social abilities competencies. There are numerous social aptitudes that understudies have to have in planning themselves as youthful individuals within the worldwide period. In any case, the most 21st century social abilities to have incorporate: interaction abilities, communication abilities, team/group building abilities, and issue fathoming aptitudes (Enis, 1993; Prayogi & Estetika, 2019; Septikasari & Frasandy, 2018; Umami & Musyarofah, 2020).

CONCLUSION

Based on the comes about of information handling and discourse, the comes about of this investigate can be concluded: 1) the plan of Social Sciences learning materials based on social education and citizenship coordinates with the Web of Things (IoT), is pronounced substantial and appropriate for utilize as a understudy learning asset within the Science Instruction subject gather Social; 2) The investigate comes about moreover appear that fabric plan and the utilize of IoT can create students' capacities in practicing social aptitudes, which incorporate viewpoints: interaction aptitudes, communication aptitudes, team/group building aptitudes, and issue tackling aptitudes.

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