

Analysis of the Relationship between Social Sciences and History as a Basis for Social Learning

Yunshalina^{1✉}, Reva Ultri², Khairunnisa³, Rahma Fadhila⁴
^{1,2,3,4}Syiah Kuala University

Correspondence Email: yunshalina@gmail.com✉

Abstract

This article aims to analyze the relationship between Social Sciences (IPS) and history as the basis for social learning and to explain their roles in shaping students' social understanding in a contextual and reflective manner. This study uses a qualitative approach with a library research method through the collection and analysis of various literature sources, such as scientific journals, books, and relevant academic articles. The results of the study indicate that IPS and history have a complementary relationship in social learning. IPS plays a role in understanding various phenomena of social life, while history provides the dimension of time, the process of change, continuity, and cause-and-effect relationships in human development. The integration of both can improve students' critical, analytical, and reflective thinking skills, and contribute to the formation of character, social awareness, tolerance, responsibility, and national identity. The novelty of this article lies in its effort to position history not only as a source of material in IPS, but also as an epistemological foundation and pedagogical strategy that connects historical experiences with contemporary social phenomena. Thus, social learning becomes more meaningful, contextual, and relevant to the needs of 21st-century education.

Keywords: Social Studies, History, Social Studies, Social Awareness, Critical Thinking.

Introduction

Social Studies (IPS) and history are two fields of study closely related to understanding human life and societal dynamics. In the learning process, IPS in schools still emphasizes the delivery of concepts and repetition of material, resulting in students being less able to understand the relationship between IPS material and historical events that underlie various social phenomena in society. In fact, IPS studies various dimensions of social life, such as economics, politics, culture, geography, and social interaction, while history studies various past events that influence the development of social life today. In social studies, history is an important part of IPS because it provides a dimension of time, chronology, and cause-and-effect relationships to the various social phenomena studied by students. According to Buchari Alma (2010), IPS is an educational program that studies humans in their natural and social environments by utilizing various branches of the social sciences, such as history, geography, economics, anthropology, sociology, politics, and psychology. This opinion shows that IPS and history have a strong relationship in shaping students' comprehensive social understanding and their ability to adapt and relate to community life.

According to Ahmadi (1991), Social Studies are selected and adapted social sciences for use in educational programs in schools and other similar learning groups. Meanwhile, Winataputra (2008) explains that Social Studies is a simplification of the social sciences and humanities, as well as basic human activities, organized pedagogically for educational purposes. Both opinions indicate that Social Studies functions not only as a collection of social theories, but also as an educational tool that helps students understand social life in a simpler and more focused manner. In the context of social learning, history is an important element in Social Studies because it provides an understanding of the process of social change that occurs over time. Through learning history, students can understand the background of the emergence of various social phenomena so that Social Studies material is not understood abstractly, but is linked to the realities of social life.

History learning in social studies plays a crucial role in developing students' critical, analytical, and reflective thinking skills regarding various social issues in society. According to Kuntowijoyo (2013), history is a reconstruction of past events for the benefit of the present and the future. Meanwhile, John Tosh (2013) explains that history is a collective memory that helps humans understand social identity and the development of community life. Through simple historical activities, students not only learn about past realities and events but also understand the cause-and-effect relationships of various social issues that persist today. Furthermore, history learning can foster historical awareness, a sense of nationalism, and an appreciation for the nation's struggle.

Many researchers have previously conducted research on the relationship between social studies and history in learning. Aopmonaim et al.'s (2025) study, entitled *History and Social Studies as the Basis for Social Studies Learning*, explains that the integration of history and social studies can shape students' critical understanding of past and present social conditions. The study emphasizes that history plays a role in building historical awareness, while social studies serve as a tool for analyzing the structure and dynamics of society. Furthermore, the study also explains that history-based social studies learning can develop students' critical thinking, reflective thinking, and social empathy. However, this study still focuses on the integration of history and social studies as broad social studies learning content but has not discussed in detail the relationship between social studies and history in social learning as a pedagogical approach in the classroom.

Despite its similarities in discussing the relationship between social studies and history, this article offers innovations compared to previous research. This article not only discusses history as part of the social studies material, but also analyzes the relationship between social studies and history in social learning in a more contextual manner. This article's innovation lies in its discussion of how the relationship between social studies and history can be used as a social learning approach that connects historical experiences with current social phenomena. Furthermore, this article also emphasizes the implementation of the relationship between social studies and history as a pedagogical strategy to develop critical, logical, and reflective thinking skills in students and to shape social and historical awareness in community life. Thus, this article seeks to clarify the role of history in social

studies learning not only as a source of knowledge but also as an important part of social learning relevant to the needs of modern education. Based on this description, this article aims to analyze the relationship between social studies and history in social learning and explain its role in improving students' critical thinking skills and social awareness.

Theoretical review

Social science

According to Setiawan (2015, in Toni Nasution & Maulana Arafat Lubis, 2018), the development of social sciences in education ultimately gave birth to a study known as social studies or Social Sciences (IPS) in Indonesia. In England, social studies learning began to be implemented at Rugby schools in 1827, approximately ten years after the industrial revolution, namely in the 18th century. Meanwhile, in the United States, the implementation of social studies had a different goal, namely to build national integration. After the outbreak of the American Civil War, people from various races and social backgrounds experienced difficulties in forming unity as one nation. The quite striking social and economic disparities also contributed to widening these divisions. To overcome this condition, education became a means to instill a sense of nationalism, one of which was through the introduction of social studies subjects into the school curriculum in Wisconsin in 1892. The development of social studies then had an influence on the education system in various countries, including Indonesia.

In Indonesia, Social Sciences began to be known since the 1970s as a result of an agreement between the academic community of community education and was formally used in the national education system through the 1975 Curriculum. In this curriculum document, Social Sciences was designated as one of the subjects at the elementary and secondary levels of education. Social Sciences itself is an integrated study that combines various social science and humanities disciplines to understand human life in its social environment. Social Sciences studies various aspects related to the relationship between humans, society, and various social phenomena in everyday life. In its learning, Social Sciences includes various branches of science such as history, geography, economics, sociology, anthropology, law, politics, philosophy, psychology, and other humanities studies that are arranged systematically and coordinated. Thus, Social Sciences not only functions as a subject in school, but also as a means to help students understand social life as a whole.

In line with these developments, according to Nu'man Somantri (2001, in Musyarofah, Ahmad & Suma, 2021), social studies education in schools is the result of the development and adaptation of various aspects of science and humanitarian studies, as well as basic human activities, which are scientifically structured and delivered according to pedagogical and psychological approaches for educational purposes. These adjustments are made so that the material provided is appropriate to the level of thinking ability, needs, and interests of students. Meanwhile, Duffy (1986) views social studies as a learning process that helps individuals understand how to live and interact with others in society. Therefore, social

studies emphasizes not only social knowledge but also the development of students' social attitudes and abilities. Therefore, social studies learning plays a crucial role in shaping students who are able to understand their social environment and possess good social attitudes and skills in community life.

History

History, as a social science, focuses on the study of human experience and life over a specific period of time. Unlike the exact sciences and technical professions, such as medicine, which require certification or specific qualifications to practice, history has no such limitations (Mahmudi & Suryadi, 2024). Therefore, anyone can study history as long as they have an interest, analytical skills, and a willingness to critically understand events. The process of studying history does not stop at memorizing the sequence of events or memorizing past facts. More importantly, it is understanding how historians think in analyzing sources, interpreting evidence, identifying connections between facts, and constructing understandings appropriate to the context of their time. With this approach, history emerges as an inclusive discipline, accessible to a wide range of audiences, and not confined to a specific group.

According to Sunal & Haas (2011, in Mifthakhuddin & Anwar Senen, 2021), history is a science that examines various past events sequentially and provides interpretations through the use of systematic research methods to uncover existing realities. Therefore, not all events can be historical, but only those that have social influence or relevance. Abdullah (1978) explains that an event becomes an event in the historical sense not because of its inherent nature, but because of the meaning contained within it. In Indonesia, examples of history as an event are the Proclamation of Independence on August 17, 1945, and the surrender of Japan to the Allies on August 14, 1945.

Kuntowijoyo (2013) History is a reconstruction of the past that is not actually aimed at the interests of the past itself, but the reconstruction is intended only for improvements in the future. History reconstructs everything that has been thought, said, done, felt, and experienced by each person. In line with that, Madjid & Johan (2014) the past or History is a series of events that have occurred in the past. However, the past cannot be considered as something that is final, stopped, and completely closed, but remains open and interconnected. History is a link between past events and conditions in the present, as well as being a basis for designing a better life in the future. History can be used as capital to act in the present and become a reference for planning in the future.

Social Learning

Social learning is a learning process that focuses on improving students' ability to understand social life and create positive social interactions with their surroundings. This learning not only emphasizes mastery of academic material, but also teaches students how to interact, cooperate, appreciate differences, and actively participate in social life. In the world of education, social learning is an important part because it helps students understand the

social values needed in everyday life. Through social learning, students are encouraged to recognize various forms of social interaction, understand the rules and norms of society, and develop attitudes of responsibility and concern for others. Social learning theory was first introduced by Albert Bandura (1977). According to him, social learning theory is a development of cognitive learning theory. Essentially, social learning theory focuses on how people learn through the process of observing and modeling the behavior of others. According to this theory, students no longer learn through personal experience, but also through observing others and the results they obtain through their actions.

Method

This study uses a qualitative approach with a library research method because the focus of the study is theoretical and conceptual, namely analyzing the relationship between Social Sciences (IPS) as an integrated field of study with history as one of its main supporting disciplines. Nazir (2013) states that library research is a method of obtaining data through analysis of various book sources, scientific references, notes, and reports related to the problems in the research to obtain a theoretical basis and relevant written opinions. In line with that, Sugiyono (2017) states that library research is related to theoretical studies and various references related to values, culture, and norms that develop in the social situation being studied. Thus, this method was chosen to produce a study that has a strong conceptual and academic basis.

The research and writing of this article were conducted from May 2, 2026, to May 20, 2026. During this time, the author carried out various research stages in a gradual and systematic manner to ensure that the results obtained were in accordance with the research objectives. The initial stage was carried out by collecting various relevant literature sources, such as scientific journals, books, and articles related to the relationship between Social Sciences (IPS) and history in social learning. After the data collection process, the author continued the activity by reading, understanding, and analyzing the contents of the references to obtain information that supports the research discussion. Next, the author compiled the results of the analysis into a structured scientific paper in accordance with academic writing rules. This research process was carried out carefully so that each piece of information used was related to the topic discussed, resulting in a more systematic, in-depth discussion that was in accordance with the established research objectives.

RESULTS AND DISCUSSION

Based on data analysis conducted through literature review, it was found that history holds a very important position in Social Sciences (IPS). History not only serves as a learning material, but also serves as an epistemological foundation that shapes how to understand various social phenomena. The results of the synthesis of various literatures show that IPS and history have a close and complementary relationship in social learning. This relationship is fundamental because both examine humans as the main object, both in the context of social life, societal change, and the dynamics that occur in the dimensions of space and time. Thus,

history becomes an important instrument in helping students understand social reality more comprehensively, critically, and contextually. To present the findings systematically, the reconstructed data are grouped into three main finding matrices based on the following discussion:

Integration of History and Social Studies in Understanding Social Reality

Based on an analysis of various relevant literature, this study found that history and social sciences (IPS) have a complementary relationship in understanding various phenomena that occur in social life as a whole. Social science serves as a field of study that involves various social fields to explain societal phenomena, while history provides a temporal dimension through the study of the process of change and development of human life. The integration of the two makes social learning more contextual because students can connect current social phenomena with the historical experiences that underlie them.

Table 1. Integration of History and Social Studies in Understanding Social Reality

Aspect	IPS (Social Sciences (IPS))	History	Integration in Social Learning
Object of study	Phenomena and social life of society	Past events and development of society	Both study human life in society
Perspective	Emphasizing current social conditions	Explains the process and past developments	Connecting the past with present social integrity
Focus of analysis	Social structure and dynamics	Chronology, change, and cause and effect relationships	Understanding social phenomena contextually
Learning contribution	Providing understanding of social problems	Provides a time dimension to social understanding	Helping students understand social phenomena as a whole

Based on Table 1, it appears that social studies and history share the same object of study, namely human life in society, but are viewed from different perspectives. Social studies focuses on analyzing contemporary social phenomena, while history explains how these phenomena were formed through historical processes. This finding suggests that social studies learning will be more meaningful if students not only understand social facts in isolation but also explore the historical roots behind them. Thus, the integration of history and social studies enables students to gain a deeper, more contextual, and more relevant understanding of social issues.

The Role of History and Social Studies in Developing Analytical Skills

The literature review also shows that social studies learning that integrates history and social studies contributes to the development of students' critical, analytical, and reflective thinking skills. History trains students to understand the cause-and-effect relationships of events, while social studies helps them analyze various social issues through a multidisciplinary approach.

Table 2. The Role of History and Social Studies in Developing Analytical Skills

Aspect	The Role of Social Sciences	The Role of History	Impact on Analytical skills
Way of thinking	Analytical and multidisciplinary	Chronological and reflective	Forming a systematic mindset
Problem analysis	Identifying and examining social problems	Tracing the historical roots of a problem	Develop critical thinking skills
Solution to problem	Offering alternative social solutions	Providing Lessons from understanding the past	Improve problem solving skills
Decision-making	Based on the analysis of social phenomena	Based on the understanding of historical cause and effect	Forming rational considerations

Based on Table 2, it can be understood that the connection between social studies and history not only enriches learning materials but also fosters students' critical and analytical thinking skills. The integration of the two enables students to analyze social issues critically, not simply by memorizing concepts or events. Through social studies, students can examine issues such as social conflict, economic inequality, cultural change, and globalization by examining the relationship between past experiences and current conditions. Therefore, a teaching and learning process that integrates history and social studies can shape students into more reflective, rational, and problem-solving individuals.

Social Learning as a Means of Building Social Awareness

In addition to enhancing analytical skills, the integration of history and social studies also plays a crucial role in shaping students' social awareness and character. Social studies focuses not only on cognitive aspects but also on instilling values necessary for social life.

Table 3. Social Learning as a Means of Forming Social Awareness

Aspect	IPS Contribution	Historical Contributions	Social learning outcomes
Social values	Responsibility, cooperation, tolerance	Unity, patriotism, nationalism	Students social awareness increases
Self-integrity	Understanding the role of individuals in society	Understanding national identity through historical experience	Social and national identity is formed
Attitudes towards diversity	Respecting social and cultural differences	Learning from past conflicts and integration	Growing tolerant and inclusive attitudes
Social concern	Sensitive to community problems	Recognizing the impact of human actions in history	Increase social empathy
Characters that are formed	Social responsibility and participation	Nationalism and appreciation for the nation's struggle	Forming the character of a good citizen

Table 3 shows that social studies and history provide complementary contributions to the development of students' social awareness. Social studies fosters social values such as responsibility, tolerance, and concern for others, while history strengthens national identity through an understanding of the nation's collective struggles and experiences. Social learning that integrates these two fields can help students understand the importance of coexisting in diversity and encourages them to actively participate in community life. Thus, the integration of history and social studies not only produces students who are intellectually intelligent but also possess character, social empathy, and an awareness of being responsible citizens.

This article differs from the research of Zulham Siregar (2022), Nana Supriatna (2012), and Miftakhuddin and Senen (2020). Zulham Siregar (2022) examined the contribution of historical materials in building students' sense of identity and citizenship in social studies learning. Nana Supriatna (2012) emphasized the use of social science concepts to construct critical history learning oriented towards contemporary issues. Meanwhile, Miftakhuddin and Senen (2020) examined basic historical concepts as an introduction to understanding social studies learning from a theoretical and philosophical perspective. In contrast to these studies, this article analyzes the relationship between Social Sciences (IPS) and history as the basis for contextual social learning. The integration of the two is emphasized to develop students' critical and reflective thinking skills and social awareness in understanding various phenomena of social life in a more comprehensive, meaningful, and relevant manner to contemporary social realities.

This article aligns with Susilaweti's (2022) research entitled "The Relationship between History and Social Sciences and Its Relevance in Madrasah Institutions" and Aopmonaim et al.'s (2025) research entitled "History and Social Sciences as the Basis for Social Studies Learning." Susilaweti's (2022) research explains that history and social sciences have a close relationship because they both study human life and the development of society over time. Meanwhile, Aopmonaim et al. (2025) state that the integration of history and social sciences in social studies learning can facilitate students' critical, reflective, and contextual study of social phenomena. The similarity between these two studies and this article lies in the view that history and social sciences complement each other in shaping students' understanding of social life. However, this article has a more specific focus, namely analyzing the relationship between social studies and history in social studies learning as a pedagogical approach that connects historical experiences with contemporary social phenomena so that learning becomes more meaningful and relevant.

The novelty of this article lies in its attempt to present a more comprehensive analysis of the relationship between Social Sciences (IPS) and history as a foundation for social learning. This article not only positions history as a source of material in IPS, but also as a perspective that provides a time dimension, causal context, and an understanding of the dynamics of social change. The integration of the two is seen as capable of bridging historical experience with contemporary social reality so that students can understand various societal phenomena more comprehensively. Through this perspective, learning is directed to develop critical, reflective, and analytical thinking skills, as well as increase social awareness in addressing various life issues. Furthermore, this article offers an understanding that the relationship between IPS and history can be a contextual, transformative, and meaningful pedagogical approach, so that learning does not stop at mastering concepts, but also encourages students to assess, make decisions, and respond to social issues responsibly.

Conclusion

Based on the study results, it can be concluded that Social Sciences (IPS) and history have a close relationship in building a comprehensive and meaningful social learning. History not only serves as a source of information about past events, but also provides a time dimension, causal context, and an understanding of the process of social change that serves as the foundation for IPS studies. Meanwhile, IPS plays a role in integrating various social science perspectives to help students understand the phenomena of social life comprehensively. The relationship between the two allows students to develop critical, analytical, and reflective thinking skills in interpreting contemporary social issues. Therefore, strengthening the integration of IPS and history is important to realize contextual, relevant learning that can shape students' social awareness and responsibility.

BIBLIOGRAPHY

- Akuba, M. (2023). The concept of instilling social attitudes in students through social studies learning in elementary schools. *Journal of Education and Teaching Learning*, 1(1), 21-26.
- Aopmonaim, NH, Sisi, L., Iye, R., & Sukma, S. (2025). History and Social Sciences as the Basis for Social Studies Learning. *Journal of Multidisciplinary Education*, 1(2), 107-114.<https://doi.org/10.54297/jpmd.v1.i.2.1266>.
- Endayani, H. (2017). Development of social science teaching materials. *Journal of the Social Sciences Education Study Program*, 1(1), 92-110.<http://jurnal.uinsu.ac.id/index.php/ijtimateyah/article/viewFile/1158/922>.
- Kuntowijoyo. (2013). Introduction to the science of history. Yogyakarta: Tiara discourse
- Kuntowijoyo. (2003). Historical Methodology 2nd edition. Jogjakarta: Tiara discourse
- Lesilolo, HJ (2018). Application of Albert Bandura's social learning theory in the teaching and learning process at school. *KENOSIS: Journal of Theological Studies*, 4(2), 186-202.<https://doi.org/10.37196/kenosis.v4i2.67>.
- Mahmudi, AR, & Suryadi, A. (2024). Instilling Heroic Values in History Learning. *Kaganga: Journal of History Education and Social Humanities Research*, 7(1), 480-496.<https://doi.org/10.31539/kaganga.v7i1.9290>.
- Madjid, MD, & Wahyudhi, J. (2014). Historical Science: An Introduction. Kencana.
- Martha, Y., Sa'diyah, D., Maulana, H., & Warty, W. (2023). Basic concepts of history: Their implementation in learning. *Bersatu: Jurnal Pendidikan Bhinneka Tunggal Ika*, 1(4), 164-176.<https://doi.org/10.51903/bersatu.v1i4.285>.
- Miftakhuddin, AS (2020). Basic concepts of history: An introduction to social studies learning. *Scientific Journal*, 1(1).<https://10.31234/osf/y68pr>.
- Burke, P. (2015). History and social theory. Yayasan Pustaka Obor Indonesia.
- Supriatna, N. (2012). The Use of Social Science Concepts in the Construction of Critical History Learning. *Paramita: Historical Studies Journal*, 22(1).<https://doi.org/10.15294/paramita.v22i1.1877>.
- Susanti, E., & Endayani, H. (2018). Basic Concepts of Social Sciences. CV. Widya Puspita, 5-8.
- Susilawati. (2022). Educenter: Scientific Journal of Education. The relationship between history and social sciences and its relevance in Madrasah Institutions. 1(7).<https://jurnal.arkainstitute.co.id/index.php/educenter/index>.

Warini, S., Hidayat, YN, & Ilmi, D. (2023). Social learning theory in learning. ANTHOR: Education and Learning Journal, 2(4), 566-576.<https://doi.org/10.37196/kenosis.v4i2.67>.