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Social studies in Indonesian secondary schools and the preparation of social studies teachers: Perceptions of teacher educators of ten state teacher education institutes (IKIPs)

Esomar, Johannes, Ph.D.
The Ohio State University, 1989
SOCIAL STUDIES IN INDONESIAN SECONDARY SCHOOLS
AND THE PREPARATION OF SOCIAL STUDIES TEACHERS:
PERCEPTIONS OF TEACHER EDUCATORS OF TEN
STATE TEACHER EDUCATION INSTITUTES
(IKIPs)

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Johannes Esomar, B.A., Drs., Ed. M.

The Ohio State University
1989

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CHAPTER I
INTRODUCTION

Introduction

Preparation programs for teachers of secondary schools in Indonesia take place in state and private teacher training institutions. Today, there are ten state institutes of teacher training (Institut Keguruan dan Ilmu Pendidikan = IKIP) and twenty faculties of teacher training (Fakultas Keguruan dan Ilmu Pendidikan or FKIP). The latter are situated in state universities throughout the country. Some private IKIPs and FKIPs also take part in preparing teachers for the nation's secondary schools.

Some issues and problems in teacher education include irrelevancy, ineffectiveness, and obsolescence of the preparation programs, as well as the inability of teacher education institutes to produce an adequate number of graduates to meet national demands (Amidjaja & Sapi'e, 1980; Beeby, 1978). Reforms in teacher education that resulted in the establishment of the 1979 and 1988 teacher education

1 'Secondary school,' or sometimes specified as junior secondary school and senior secondary school, is used in this study to refer to Sekolah Menengah Pertama (SMP) or general junior high school and Sekolah Menengah Atas (SMA) or general senior high school.
curricula represent attempts to address these problems.

A major characteristic of the 1979 and 1986 curricula is that they were designed to accommodate the latest changes in secondary education. The preparation of social studies teachers in the 1979 curriculum reflects the views of social studies adopted in the 1975 secondary social studies curriculum, while the preparation of social studies teachers in the 1986 curriculum accommodates the views held in the 1984 senior secondary curriculum. The extent to which the preparation of social studies teachers in the two curricula has been effectively implemented likely depends in part on the degree to which social studies teacher educators agree on the nature of preparation spelled out in the two curricula and on their perceptions of social studies underlying the two curricula. The purpose of this study was to explore these perceptions with the hope that the results will help in analyzing the consistency between the perceptions of social studies teacher educators and the teacher education reforms.

This chapter describes the problem to be investigated and its setting and includes sections that present: 1) background of the study, 2) statement of the problem, 3) purpose of the study and research questions, 4) significance of the study, 5) definition of terms, and 6) assumptions of the study.
Background of the Study

Social studies, as it is known in the 1975 secondary school curriculum, is relatively new to the Indonesian educational system. It is an interdisciplinary program, known as Ilmu Pengetahuan Sosial (IPS), which aims at promoting citizenship. Like Ilmu Pengetahuan Alam (IPA) or science, IPS is a subject area of curriculum, comprising such subjects as PMP (Pendidikan Moral Pancasila) or Pancasila Moral Education, history, geography, and economics. In a subsequent development PMP was separated from IPS and became an independent subject area. Prior to the establishment of the 1975 curriculum, social studies was taught as separate subjects mainly consisting of civics, history, geography, and economics.

In 1984, the senior secondary schools adopted a new curriculum in which social studies was again taught as separate subjects. The junior secondary schools, which continue to implement the 1975 curriculum, maintain the teaching of social studies as an interdisciplinary program. Also beginning in 1984 some new courses were added to the existing courses in the junior and senior secondary curriculum. At both levels of secondary education, Pendidikan Sejarah Perjuangan Bangsa (PSPB), which teaches

2 Pancasila (read Panca sheela) or the Five Principles is the state philosophy. The principles are: 1) Belief in One Almighty God, 2) Just and civilized humanity, 3) Unity of Indonesia, 4) Democracy led by wisdom of deliberation, and 5) Social justice.
values derived from history of national struggle for independence, was added in accordance with provisions of the 1983 Guidelines of State Policy. At the senior secondary level, Indonesian Government, and Anthropology/Sociology were added in the new curriculum of 1984.

Partly to accommodate these changes in the secondary curriculum, the teacher education curricula of 1979 and 1988 were mandated. The two curricula were part of major reforms in Indonesian teacher education that began in the late 1970s and continues until today.

The 1979 and 1988 curricula are competence-based teacher education programs. Both consisted of four year Sarjana degree programs (S1) and one, two, and three year non-degree or Diploma programs (D1, D2, and D3). The Diploma programs were established in 1979--and in certain departments continue until today--for senior secondary school graduates under an emergency scheme created by the central government to address the problem of teacher shortages in the nation's secondary schools. The Diploma 3 and Sarjana programs are designed to prepare senior secondary school teachers, while the D1 and Diploma 2 programs prepare junior secondary teachers.

It is worth noting that the preparation of social studies teachers takes place in Fakultas Pendidikan Ilmu Pengajaran Sosial (FPIPS) or the faculty of social studies education. Each of the ten IKIPs has one FPIPS composed
mainly of four departments, that is, the departments of Pendidikan Moral Pancasila/Kewarganegara (PMP/KN) or Pancasila Moral Education/Civics, history education, economics education and geography education. (FKIPs of university usually comprise a number of departments, that are included in different faculties of IKIP.)

The departments administer the Sarjana and Diploma 3 programs, while two committees for PMP and IPS administer the Diploma 2 and Diploma 1 programs. Each committee has a chairperson and a secretary appointed from teacher educators affiliated with related departments by Rector of the IKIP. The chairperson and secretary of the Diploma programs of PMP, for example, are selected from teacher educators in the department of PMP.

The departments and the committees train the prospective teachers starting from their first year or semester in college until they graduate. The two bodies are also responsible for teaching courses in the subject matter and the teaching-learning components of teacher education curriculum, the latter including student teaching. This gives the social studies teacher educators responsibility for teaching both subject matter and methods courses. (Note that prior to 1979 social studies teacher educators mainly taught subject matter courses, that is, courses in separate social science disciplines. This in part led many of the teacher educators to view their task as mainly instructors
The social studies teacher educators teach the methods and subject matter courses in both the Sarjana and the Diploma programs. For example, a PHP teacher educator teaches in the Sarjana, and Diploma 3 programs, as well as the Diploma 2, and Diploma 1 programs of PHP, or a history teacher educator teaches in the Sarjana and Diploma 3 programs in history education, as well as the Diploma 2 and Diploma 1 programs in IPS.

An examination of the idea of Cara Belajar Siswa Aktif (CBSA) or student active learning, and some other assumptions that underlie the 1979 and 1986 curricula, suggests that the orientation toward social studies adopted in the existing secondary social studies curricula can also be identified in the two teacher education curricula.

The views can be characterized as social studies taught as citizenship transmission (CT), social studies taught as social science (SS), and social studies taught as reflective inquiry (RI), a model of social studies developed by Barr, Barth, and Shermis (1971, 1977, and 1978).

The view of social studies taught as citizenship transmission (CT) is reflected in the teaching of social studies for the promotion of citizenship based on values derived from Pancasila and the 1845 Constitution. In the 1875 and 1984 secondary curricula, this task is reflected by such courses as PHP, PSPB, and Indonesian History. This is
one of the views underlying the preparation of social studies teachers in both the 1979 and 1986 curricula, particularly in the departments of PMP/KN and history education. In addition, citizenship transmission can be identified in the teaching of such courses as Pancasila, National Resilience (Kewirasen), and PSPB in the general education component of the teacher education curricula.

The view of social studies as social science (SS) is reflected in the teaching of social studies under the 1984 senior secondary curriculum. It is characterized by the teaching of the structure (basic ideas, problems, and methodology) of the social science disciplines, and by developing in students the analytic skills used by social scientists in their disciplines. This orientation toward the teaching of social studies can be clearly identified in the S1 and D3 programs of the 1986 teacher education curriculum.

The reflective inquiry (RI) orientation of social studies, under the 1975 secondary curriculum, calls for the development of critical thinking and problem solving ability. In this case, instruction is interdisciplinary and problem-oriented. Most social studies education programs (the S1 and D programs in economics, geography, and to some extent history) patterned after the 1979 teacher education curriculum accommodate this view of social studies, particularly in the subject matter preparation. An in-depth
examination of the three orientations of social studies as they pertain to the curricula of secondary social studies and teacher education is a focus of Chapter II.

Some have argued that the three orientations of the social studies, that is, social studies as CT, SS, and RI, reflect three separate and distinct philosophical positions regarding the purpose, content, and methods of teaching social studies (Barr, Barth, and Shermis, 1977). Barr, Barth, and Shermis (1978) even contend that teachers who subscribe simultaneously to two or more of the three orientations exhibit confused and inconsistent thinking.

Despite this contention, the three social studies orientations, as previously noted, have been adopted in the existing Indonesian secondary curricula and are reflected in the preparation programs of social studies teachers in the latest two teacher education curricula. In addition, the three orientations seem to reflect two major threads running throughout most statements of national education policy, that is, to develop the 'Pancasila-minded man'—a citizen who possesses the values and beliefs derived from Pancasila and the 1945 Constitution; and the 'development man'—a citizen who possesses thinking and problem solving abilities necessary to help in national development. The statement of aims of national education is included in the Guidelines of State Policy formulated by the People's Consultative Assembly (MPR) in its general sessions conducted shortly
following every general election in the country. The

In its 1983 formulation, the MPR attached importance to
the teaching of values, for example, by making the teaching
of the 1945 spirit and values (PSPB) a compulsory program in
elementary, secondary, and higher education (BP-7, 1983).
The education literature shows that some educators agree
with the MPR and argue for more emphasis on the teaching of
Pancasila (Jusuf, 1980). Others, however, give equal
importance to the two aspects of education (Surakhmad, 1977;
Oyong, 1980; Joni, 1984). Still others argue for more
emphasis on teaching for thinking in the classroom
(Sumaatmadja, 1980, 1983).

The Indonesian education literature, however, does not
distinguish between the mode of reflective thought that
underlies the 1975 social studies curriculum and the mode of
thought of social scientists as identified in the 1984
senior secondary social studies curriculum. Sumaatmadja
(1980), for example, in a review of the three orientations
of social studies in the United States, endorses the RI
position. In a later study he makes a strong case for the
teaching of the structure of a discipline in the senior
secondary social studies (Sumaatmadja, 1983). Interestingly,
in either case the author in the end makes a reference to
"Pancasila minded-man" as the ultimate aim of national
education. The RI—and later the SS—orientation were
endorsed, the author reasons, because it is appropriate for
the development of Pancasila man.

To sum up, first, the three orientations of social studies, that is, social studies as CT, SS, and RI, can be identified in both the secondary curricula as well as the preparation programs for social studies teachers in Indonesia. Increasingly, however, beginning in 1984, the CT orientation has been emphasized. Second, the aims of national education stated in the Guidelines of State Policy reflect two major goals—the development of Indonesian citizens who can value based on the Pancasila and citizens who can think and solve problems. The MPR and the education literature do not distinguish between the mode of thought employed by scientists in their disciplines (e.g., the SS orientation) and the mode of reflective thought (e.g., the RI orientation). Relatedly, some writers in the field of social studies endorse both positions. Third, regardless of a position taken in the literature, usually in the end reference is made to 'Pancasila minded-man' as the ultimate aim of national education.

Statement of the Problem

Social studies is a program in the Indonesian secondary schools considered important for citizenship education. The views or orientations of social studies in the secondary school curricula today underlie some of the basic assumptions of the current preparation programs for
secondary social studies teachers.

Many factors are considered important in implementing these teacher preparation programs. Considerable effort has been devoted to making these programs effective. The ten faculties of social studies education (FPIPS) have produced a large number of graduates. However, follow-up studies to determine the programs' effectiveness have been very limited. Moreover, there is little evidence upon which decisions about the effectiveness of the teacher education curricula can be made.

Teacher educators have been recognized as the key to successful implementation of the new programs (Joni, 1979, 1984, and 1985), and large numbers of them have been involved in inservice training following the establishment of the 1979 and 1986 curricula. However, the extent to which teacher educators have incorporated the new programs in their classrooms remains unknown.

It is believed that the effectiveness of the new programs for prospective social studies teachers depends in large part on the social studies teacher educators who decide whether or not to use new materials, apply new teaching techniques, and adopt new programs. Such a decision would seem to depend on what the social studies teacher educators believe to be the nature of social studies and what they know (as well as what they can do) about the reforms.
One reason for the failure of the New Social Studies in the United States in the 1960s and early 1970s, notes Engle (1986), was that many college professors did not embrace the reforms. As a result teachers were not adequately trained to apply the new approaches.

Would a similar observation apply to Indonesia? The "new" Indonesian social studies has presumably resulted in major changes in teacher education because of the movements' adoption of social studies as CT, social studies as SS, and social studies as RI in the designing of programs. However, given the American experience, it is possible that the proposed changes have not been effectively implemented.

While there has been no comprehensive study of changes in the behavior of secondary social studies teachers, following the implementation of teacher education curricula of 1979 and 1986, limited evidence tends to indicate that after almost ten years of teacher education reforms, there has been little change in the way the secondary social studies teachers carry out their tasks in the classroom. For example, many teachers still rely on textbooks as the main or the only source of knowledge, despite the multiple-sources of instruction required by the curricula; they

3 Including casual observations by this researcher as a secondary school teacher (1972-1982), an instructor in the inservice trainings for secondary social studies teachers (1980-1981), and a social studies teacher educators (Beginning in 1976).
still apply lecture-recitation as the predominant teaching technique, despite the inquiry-oriented teaching required by the curricula; and they still teach for fact-oriented examination, despite the change to teach for thinking required by the curricula (See Azmi, 1985; Sumaatmadja, 1983; and Tempo, 1984 & 1985). The extent to which these observations apply to teachers trained under the 1979 and the 1986 teacher education programs suggests that the reforms have not been effective.

If teachers are not well prepared by their education to implement the reforms, the root of this failure might be with the social studies teacher educators. They might have different views about what the reforms are or what teacher education ought to be, or they might have different beliefs about what the secondary social studies ought to be.

There are several reasons why this might be the case. Consider that the social studies teacher educators' areas of specialization are rooted in separate social science disciplines and that they likely are teaching separate disciplines in their respective departments. Thus, perhaps some likely still perceive themselves as solely instructors in the social sciences rather than instructors of methods courses.

Consider also that for almost ten years since 1979 the social studies teacher educators have been conducting teacher preparation programs (S1 and D programs) developed
and presumably implemented based on inquiry-oriented teaching and learning (See Joni, 1983 and 1984). Thus, some may believe their task is mainly to teach prospective teachers to facilitate the inquiry process.

Bear in mind that the content of some courses taught in departments such as PHP and history education focuses on such concepts as national unity, patriotism, Pancasila and the 1945 Constitution, and the spirit and values of 1945. Thus, some instructors may see themselves as mainly responsible for transmitting knowledge and appreciation of the Indonesian heritage.

Other factors need to be considered as well. For example, the ten state IKIPs with which the social studies teacher educators are affiliated represent relatively distinct social, economic, and cultural environments; there are a variety of degrees and areas of specialization among the teacher educators; there is a range of age, years of teaching, and academic rank among the teacher educators; and, some educators might have become familiar with the three teaching orientations of social studies. As a result of the influence of these factors, social studies teacher educators likely do not agree on one philosophical orientation.

Research Questions

This study explores the possibility that the social
studies teacher educators might not be in agreement in their views of social studies in the secondary schools or in their perceptions of the preparation of social studies teachers in current teacher education programs. Specifically, the study addresses the following research questions:

1) To what extent do social studies teacher educators feel the three social studies orientations, that is, social studies as citizenship transmission (CT), social science (SS), and reflective inquiry (RI), were reflected in the preparation of social studies teachers as prescribed by the teacher education curricula of 1979 and 1986?

2) To what extent do social studies teacher educators believe the three social studies orientations should guide the preparation of social studies teachers?

3) To what extent do social studies teacher educators agree the three social studies orientations should define purpose, method, and content of social studies in the secondary schools?

4) To what degree do the perceptions variables as addressed by Research Question 1, Research Question 2, and Research Question 3 correlate?

5) Which of the variables of IKIP affiliation, department affiliation, age, length of teaching experience, academic position, degree, area of specialization, and exposure to the three social studies orientations significantly contribute to social studies teacher
educators' perceptions addressed in Research Question 1, Research Question 2, and Research Question 3?

Significance of the Study

A number of factors make this study important. First, knowledge derived from this study can help in exploring the degree of consistency between social studies teacher educators' perceptions of the extent that the three social studies orientations were reflected in the preparation of social studies teachers as prescribed by the 1979 and 1988 teacher education curricula or should be reflected in the preparation of social studies teachers and what that preparation actually was.

Second, if the preparation programs of social studies teachers are to be implemented effectively and if instruction is to be improved, it is important to identify the philosophical positions of social studies teacher educators. Knowledge about the educators' teaching orientations will be useful in helping them in planning and implementing their instruction in accordance with the views of social studies as adopted in the secondary school curricula.

Third, this study could serve as a model for inservice needs assessment in terms of the three orientations of social studies. Knowledge derived from the study can be used in designing inservice programs for teacher educators whose
positions are inconsistent with views of social studies underlying the existing curricula of secondary schools and teacher education.

Fourth, this study might contribute to solving the problem of the lag between the implementation of new curricula of secondary schools and teacher education; for example, the lag between the establishment of secondary curriculum of 1975 and teacher education curriculum of 1979. There was an eight year period (between 1975 and 1983—when the first graduates of the Sarjana or S1 programs of the 1978 reform began teaching) in which teacher education programs did not seem to fit the existing secondary curriculum. Note also that just when the first graduates began teaching in 1983 the senior secondary schools were about to implement a new curriculum the next year. A solution to the problem of the lag between the two reforms might be to teach preservice teachers of the ‘outgoing’ programs to implement the new secondary curricula. This can be done without necessarily changing the programs for the preservice teachers. The underlying assumption is that, as Hullfish and Smith (1980) would say, teacher education reform can be made to happen in the classroom with or without a reform in the curriculum, given that teacher educators share the beliefs or assumptions that underlie the reform. A policy based on this assumption would rely on knowledge about teaching orientations of social studies
teacher educators in order to be effective. Knowledge derived from the present study can be useful in determining whether such a policy is possible and if inservice training for teacher educators is necessary.

Fifth, this study can contribute to cross-cultural research in social studies education. Barr, Barth, and Shermis (1978) did not claim that their model of social studies would apply to cultural contexts other than the United States. The model, however, has been studied in several countries, including the United States (Andres, 1982; Barth and Norris, 1976; Bennett, 1980; Bonar, 1977; and White, 1982), Egypt (Barth and Hemeda, 1982), and Nigeria (Barth, 1978 and 1982; Adeyemi, 1985). In most of these studies, a somewhat similar pattern of results emerged. A majority of subjects studied (mainly secondary social studies teachers or prospective teachers) endorsed a CT/SS/RI combination position, or were unclassified, as Barth (1987) calls it; a smaller group endorsed a SS/RI combination position (See, White, 1982; Stanley, 1985). This research can help to determine if this pattern will occur again in the Indonesian context with a rather different set of subjects, social studies teacher educators.

Sixth, this study can contribute to developing a sound rationale for social education in Indonesia. Because it is a new program, both in the nation's schools and in teacher
education, social studies has not established itself as a scholarly field. One major reason is that there are at this time no data available that may be used to determine the level of agreement among the professionals--scholars, teacher educators, and teachers--in the field about the nature and goals of the social studies in the secondary schools.

A rationale for social studies has thus far been a 'given.' It is mandated by the central government, presumably to be accepted or adopted by the professionals in the field. There has been no attempt to study the beliefs or perceptions of social studies professionals against the 'given' rationale, or to describe such beliefs or perceptions. Knowledge derived from the present study might contribute to developing a rationale for social studies, based on what the professionals in the field believe should be the nature and goals of social studies.

Bear in mind that social studies in the United States has had a longer period of development than in Indonesia, but the field is still facing some basic questions raised decades ago by its founders regarding definition, goals, nature and rationale for the social studies (See, for example, Barth and Shermis, 1970; Barr, Barth, and Shermis, 1977, 1978; Haas, 1979; Kraft, 1987; Newman, 1987; Shaver, 1987; Stanley, 1985). In its early stage of development, social education in Indonesia must address such basic
questions to avoid confusion that could hinder the field from growing.

Definition of terms

For the purpose of the study, the following terms will be defined.

Orientation: refers to attitudes, beliefs, thoughts, views, conceptions, or positions held by social studies teacher educators with respect to social studies in the secondary schools. It refers to the following orientations: citizenship transmission (CT), social science (SS), and reflective inquiry (RI).

Citizenship transmission (CT): an orientation that has the following attributes: the purpose of social studies teaching is the inculcation of right values as a framework for making decisions; the method consists of the transmission of concepts and values by such techniques as textbook recitation, lecture, question and answer sessions, and structured problem solving exercises; the content is selected by an authority, interpreted by the teacher and has the function of illustrating the values, beliefs, and attitudes that are deemed desirable (Barr et al., 1977, p. 67).

Social Science Orientation (SS): an orientation that has the following attributes: the purpose of social studies teaching is to promote decision making based on mastery of
social science concepts, processes, and problems; the method consists of discovering and supplying the different social science methods and processes of both the separate and the integrated social science disciplines; the content is the structure, concepts, problems and processes of the social science disciplines (Barr et al., 1977, p. 67).

Reflective Inquiry Orientation (RI): an orientation that has the following attributes: the purpose of social studies teaching is to promote citizenship through teaching a process of inquiry in which content is defined by what citizens need to make decisions and solve problems. The method consists of identifying problems and responding to conflicts by means of testing insights; the content deals essentially with problems for reflection (Barr et al., 1977, p. 67).

Area of Specialization: The major subject in which a social studies teacher educator is well grounded, for example, Pancasila moral education (PMP), history, geography, economics, anthropology, sociology, etc.

Social Studies Teacher Educators: all teacher educators in the ten faculties of social studies education (FPIPS) associated with one of the four departments (PMP/KN, history education, economics education, and geography education).

Secondary Social Studies: a component of the secondary school curriculum. In the 1975 curricula of junior and
senior secondary schools, it includes IPS and PMP. In the 1984 senior secondary school curriculum and the secondary curricula adopted prior to 1975, it includes PMP, PSPB, civics, history, geography, economics, Indonesian government, and anthropology/sociology.

IPS or Ilmu Pengetahuan Sosial: a term used for the first time in the 1975 curriculum to refer to the new program of social studies having an interdisciplinary characteristic. Following the establishment of the curriculum, the use of the term became limited to courses in history, economics and geography.

PMP or Pancasila oral Education: a course in the existing curricula of junior and senior secondary schools that focuses on the development of values derived from Pancasila and the 1945 Constitution.

PSPB or Pendidikan Sejarah Perjuangan Bangsa: a course in the existing junior and senior secondary school curricula that teaches values derived from Indonesian history surrounding the struggle for independence.

Assumptions of the Study

1. Social studies teacher educators participating in the study are representative of social studies teacher educators in the ten state IKIPs.

2. Responses to items in the questionnaire reflect an honest opinion of the respondents based on their
knowledge and experience.

3. Items of the questionnaire, Social Studies Perception Scale of Indonesian Teacher Educators, will accurately elicit the perceptions and information held by the subjects.

4. The views or orientations of social studies adopted in the secondary curricula and reflected in the 1979 and 1986 teacher preparation programs can be characterized as CT, SS, and RI as defined by Barr, Barth, and Shermis (1977, 1978).

Limitations of the Study

Findings of this study must be interpreted with the following limitations in mind.

1. Although relationships between independent and dependent variables were investigated, the design of the study does not have the potential to establish a causal relationship.

2. Subjects participated in this study were a sample of social studies teacher educators in the ten state IKIPs. Results of the study, therefore, may not be generalized beyond that population.

Summary

The preparation of social studies teachers in the 1979
and 1988 curricula have incorporated the views of social studies adopted in the existing curricula of junior and senior secondary schools. These views can be characterized as social studies as citizenship transmission (CT), social science (SS), and reflective inquiry (RI). The effectiveness of the teacher preparation programs depends largely on agreement among the social studies teacher educators in their perceptions of secondary social studies or social studies teacher education in terms of the three teaching orientations, as well as consistency between the perceptions and the curricula being implemented. This study examines the possibility that disagreement might exist among the social studies teacher educators in their views about social studies in the existing curricula of secondary schools and in the teacher preparation programs as a national policy.

This dissertation is organized into five chapters. Chapter I, the introduction, addresses the problem and its setting. Chapter II examines social studies in the secondary curriculum, preparation of social studies teachers, and a review of previous research on the three social studies orientations. Chapter III discusses the methods and procedures of data collection and analysis. Chapter IV presents the findings including description of sample and statistical analysis of data. Chapter V presents a discussion of the findings and implications.
CHAPTER II

REVIEW OF LITERATURE

This chapter is divided into three parts. Part one provides background information expected to help in examining social studies in the secondary schools. It will address a persistent theme in Indonesia’s history, 'Unity in Diversity,' Ki Hadjar Dewantoro’s view on national education, and the aims of national education.

Part two focuses on social studies in the secondary schools prior to 1975, the 1975 junior and senior social studies curriculum, the 1984 social studies curriculum, and the three social studies orientations—citizenship transmission (CT), social science (SS), and reflective inquiry (RI)—as they have impact on the curriculum.

Part three addresses the preparation of secondary social studies teachers. It is divided into an overview of

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The treatment of this chapter is 'history-oriented' attempting to identify the three social studies orientations as reflected in the views and practice of education in Indonesia in the past. To some extent the treatment is patterned after Barr, Barth, and Shermis’ (1977) examination of the three social studies traditions in the United States, and Adeyemi’s (1985) investigation of social studies in the secondary schools in Oyo State of Nigeria.
teacher education; reforms in teacher education; cara belajar siswa aktif (CBSA) or student active learning and subject matter preparation of social studies teachers; and the impact of the three social studies orientations in the preparation of secondary social studies teachers under the curricula of 1979 and 1986.

Part four presents a review of research on the three social studies orientations and a summary of the entire chapter.

Indonesia: Unity in Diversity and Aims of National Education

This study is about social studies, which focuses on promoting citizenship. The idea of good citizenship varies from country to country because differing political systems require that different roles and responsibilities be assumed by their citizens. A young multiethnic nation, Indonesia perhaps needs citizens whose first responsibility is to the nation rather than to their ethnic or local groups. Since proclaiming independence in 1945, the country has made 'unity' its primary goal—a commitment that has influenced education since that time. A centralized system of education is considered to be essential in efforts to develop among the various ethnic groups a sense of nationhood, or an identity as a nation.
The above account suggests that social studies in Indonesian secondary schools might best be examined in light of the persistent theme in the nation's history, 'unity in diversity,' and the aims of national education established at the national level. The following three sections are expected to serve this purpose.

Unity in Diversity

Indonesia's national motto 'Unity in Diversity' is perhaps the best capsule statement that can be made about the diverse nature of the country. Its message evokes a persistent theme in the history of the archipelago, emphasizing a spirit of unity fostered in the face of multiple and often conflicting cultural and religious traditions. It also states the aspirations of modern Indonesia--the development of a sense of nationhood rather than ethnic or regional identification.

Indonesia is a country of 13,687 islands that lie along one-eighth of the equator, forming an intersection connecting the Indian and the Pacific Oceans and the Asian and Australian Continents. The extent of its territory and its archipelagian characteristic have been major obstacles for unity throughout its history. This is compounded by diversity among its peoples created by centuries of isolated development of individual groups (most with a similar origin) due to the natural barriers of sea, mountains, and
tropical rain forests. More than 300 groups consider themselves ethnically and linguistically distinct. They have their own customs, systems of values, religious beliefs, and different ways of adapting to the various ecological environments.

Unity has been sought in the face of diversity in the social and economic patterns of these various ethnic groups. In this conjunction, Beeby (1979) appropriately states that Indonesia's span in time is as great as in space: the social and economic patterns of the country range from a life pattern of tribes in the isolated villages of Irian Jaya that reflects the Neolithic Era, through the Dayaks of Kalimantan, to the aristocrats of the old sultanates and the modern industrialists and sophisticated intellectuals in Jakarta.

With some 90 percent of the population being Moslem, Islam provided a potential basis for unity (as it once did in contributing to the national movement for independence—See Kahin, 1970). However, Islam is itself a divisive factor as evidence in the politically significant split between the santri, the more fundamentalist Muslims, and the abangan, or nominal Moslems, who blend Islam, the Hindu-Buddhist tradition, and animism (Seekins, 1983).

Politically, the archipelago was unified several times before becoming Indonesia. The Buddhist kingdom of Criwijaya and the Hinduist kingdom of Majapahit were two precolonial
empires which at their height governed most or the whole part of archipelago before the Dutch colonial reign. The Dutch colonial empire provided a framework for a unified Indonesia. Welding together peoples of various tongues and cultures into one political unit, the Dutch East Indies government helped join the archipelago's many local patriots together into one all-embracing patriotism (Kahin, 1970). The movement was supported by integrating factors such as religious homogeneity (Islam) and the common language, Bahasa Indonesia. The Dutch reign of three and a half centuries ended following Japan's occupation (1942-1945) but the Dutch attempted to reestablish control during the war of 1945-1949, following the proclamation of independence on August 17, 1945.

Seekins (1983) is not overstating the case in his remarks that the search for national unity has been an arduous and lengthy process. The state ideological basis, Pancasila, the five principles, was developed to create a common ground for the archipelago's diverse social, economic, and religious groupings, but the government of both Sukarno and Soeharto had to work hard to 'sell' the ideology to the people.

Sukarno's Nasakom, an idea that combines the three major ideological groups, Nationalism, Religion, and Communism, was seen as an attempt by the first President of Indonesia to unify the country (Seekins, 1983). It failed,
however, with the attempted coup of 1965 by the communists and the fall of the President himself. The current government, while also relying on a centralized structure of government (Beeby, 1979) has taken additional steps in an attempt to achieve unity. Notable are: Pedoman Penghayatan dan Pengamalan Pancasila (P4) or the Guidance to the Perception and Practice of Pancasila (established by the DPR or People’s Consultative Assembly, in 1978); a 1985 Act to establish Pancasila as the sole principle for social organizations; and the concept of Wawasan Nusantara or the Indonesian Archipelago Outlook. The extent to which these efforts will make for unity remains to be seen.

In addition to the efforts to achieve unity described above both Sukarno and Soeharto relied on the support of the armed forces. It is evident that the military historically has been very influential in the unification process from as early as the war for independence to the abortion of the 1965 coup by the Indonesian Communist Party. With the fall of Sukarno and the rise to power of General Soeharto, the armed forces became the determining factor in the country’s politics and economy.

Given the importance of promoting national unity, it is

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2 According the 1983 Guidelines of State Policy, Wawasan Nusantara was established to guide Indonesian National Development. This outlook regards the people, the nation, and the territory of the archipelago as one entity and inseparable; strengthens a sense of 'familiness' and togetherness in unity; and clarifies the meaning of unity in diversity (Department of Information, 1987).
not surprising that the development of a single, uniform system of education has been stressed. School curriculum, for example, is developed by the central government, in accordance with the national aims of education established by the MPR. The curriculum is to be executed in such a way that it helps the promotion of national unity, in addition to helping with the modernizing of the economy.

**Ki Hadjar Dewantara and National Education**

The legal foundation for a national system of education was established in the 1945 Constitution. Article 31 stipulates that each individual citizen is entitled to an education, and the government is to establish a national system of education.

The idea of national education, however, emerged some time before an independent Indonesia was created. It can be traced back to the thinking of the Javanese nobleman, Ki Hadjar Dewantara, who is considered the founding father of Indonesian national education (see for example, Soeratman, 1981; Sumaatmadja, 1983; Djajasman, 1980; Djumhur and

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The term 'the 1945 Constitution' refers to the nation's first constitution, adopted in 1945, and is used to distinguish it from the two other constitutions adopted in Indonesia. This constitution embraces the ideals of the proclamation of independence. It bears the spirit of revolution and patriotism of 1945 inspired by the spirit of unity, common goal and democracy built on Indonesia's age-old concepts of gotong royong (mutual assistance), deliberation among representatives (musyawarah) and consensus (mufakat) (Department of Information, 1987).
In 1922, Dewantara, who later became the country's first Minister of Education and Culture, founded institutions known as Tamansiswa (literally, garden of learning) schools. The Tamansiswa education was a reaction against the Dutch education system, which was, in the view of Dewantara, too Westernized and materialistic, and therefore inappropriate for Indonesians. He proposed the idea of nationalism as one of his five principles of education, the others being freedom, nature, culture, and humanity (Djunhur & Danasaputra, 1976).

According to Dewantara, education should be used to unite the youth of a nation and to help develop in them a sense of nationhood (Sumaatmadja, 1983). However, in his view, nationalism should grow in accordance with humanity. Moreover, nationalism should manifest humanity in the form and action (Djajusman, 1980). A fully developed human being, Dewantara believed, can develop only when a child is educated about his or her culture as well as the culture of others (Soeratman, 1981). He stresses that to be educated about one's nation means not simply to conserve its culture, but primarily to advance it (Darmodihardjo, 1981; Djumhir & Danasuparta, 1983).

Dewantara believed that the ability to conserve and advance society can be developed through tutwuri handayani, a method which combines the views of the teacher's being
both authoritarian (handayani) and liberal (tutwuri). Using this method requires that the teacher provide democracy and leadership through the teaching and learning process (Soeratman, 1981; Joni, Hadisusanto, Oemar, & Wasis, 1985) by:

1) **Tutwuri handayani**: following the learners from behind to give them freedom as well as correction when needed,

2) **Ing madyo mangun karsa**: being in the middle with the learners to give them spirit and motivation, and

3) **Ing ngarsa sung tulodo**: being in the front to be a model.

The use of this method will, in the view of Dewantara, provide children with the opportunity (freedom) to grow by themselves, to develop good behavior and personalities, to become initiative and creative, and to become autonomous and social.

Dewantara’s thinking on education as being conservative as well as subversive, to borrow the terminology of Postman (1979) and Postman and Weingartner (1969), is shared by many educators in the country today (See for example, Joesoef, 1981; Joni, 1983 & 1984; Dipoyudo, 1979; Santoso, 1980; Soeratman, 1981; & Sumaatmadja, 1983). Also, this view is reflected in most of the statements of aims of national education adopted in Indonesia since the independence in 1945.
Aims of National Education

It has been pointed out that education in Indonesia is centralized. Curriculum is planned by the central government in accordance with the aims of national education stated in the Guidelines of State Policy (Garis-Garis Besar Haluan Negara = GBHN). The Guidelines are established by the MPR in its general sessions held following general elections. The existence of this link connecting curriculum and the aims of national education suggests that an examination of social studies in Indonesian secondary schools must recognize that the aims of national education will likely reflect changes in the political climate or policy orientation of the government.

Between 1945 and 1983 at least seven statements of aims of national education were issued. The aims were usually expressed in brief statements and broad terms. This seems to have provided little direction for what was to occur in schools or in the classrooms. The statements, however, do indicate the major themes of educational goals set forth for all educational institutions in the country, including the secondary schools. The purpose of this section is, therefore, to identify the themes that emerged in the statements and to discuss briefly the corresponding political climate or policy orientation of the government.

In 1946, shortly following the proclamation of independence, the first policy on education was issued. The
aim was to inculcate the spirit of patriotism (Setiadi, et al, 1978). It is not difficult to understand the reason for focusing education on patriotism during this period. From 1945 through 1949 the state necessarily concentrated on the defense and maintenance of the newly-proclaimed independence. Building emotional attachments to the country through education was apparently an important part of the effort. Spring's (1988) statement regarding the political content of school curriculum: "... to instill in citizens such a strong love for their country that they are willing to die in war for its preservation" (p. 31), is probably true in this period more than any other period in Indonesia’s history.

In 1949, Indonesia officially ended the physical struggle against the Dutch, and was internationally recognized as a state. The same year the country adopted a new constitution, the Constitution of the United States of Indonesia. The federal state, however, had little support and was abolished the following year with the establishment of the Unitary State of the Republic of Indonesia through the adoption of the Provisional Constitution of 1950 that replaced the Constitution of the United States of Indonesia.

With this development also came a change in the state's policy on education. An Act on education established in 1950 defines the aim of education as "... the forming of capable persons with high moral character and of democratic citizens
with a sense of responsibility for the welfare of society and the country as a whole" (Setiadi, et al, 1978). Two major themes began to emerge in this statement, that is, subject matter training, reflected in the term 'capable,' and character building, represented by 'moral character,' 'democratic,' and 'responsibility.'

The 1950 formulation of aims of education was maintained until 1965. This occurred despite some major events that took place during this period. For example, a new Act on Education was established in 1954, the first general election for members of the House was held in 1955, the Provisional Constitution was abolished and the 1945 Constitution was reinstated through the Presidential Decree of July 5 of 1959. It should be noted that the periods of 1950-1959 and 1959-1965 were two distinct eras when liberal democracy and guided democracy, respectively, were practiced.

Important events that have occurred since the Decree include: President Sukarno's announcement of Political Manifesto on August 17, 1959 (later sanctioned by the MPR for adoption as the Guidelines of State Policy); the dissolution of the House and appointment by the President of new members selected from three distinct groups within the society, that is, the nationalist, religious, and communist groups; and the deterioration of political parties except for the Indonesian Communist Party which retained some
political influence. These are some instances of the practice of guided democracy indicating a concentrated power in the hand of the President (Department of Information, 1987).

The statement of aims of national education changed when a decree on education was issued by President Sukarno in 1965. The order states that:

The aim of National Education conducted either by the Government or Private sectors, Kindergartner through Higher Education, is to develop Indonesian socialist citizens having good behavior and responsibility for the development of the Indonesian socialist society, which is just and prosperous, spiritual as well as material, and having the spirit of Pancasila (Setiadi, et al, 1976).

This statement reflects the political orientation of the Sukarno government which at that time was under strong influence of the Indonesian Communist Party. The statement was clear for its character training theme. And, its ideological tone represents Sukarno’s idea of Nasakom—attempting to combine the three distinct ideologies, that is, nasional (nationalism), agama (religion), and komunis (communism).

It is worth noting that Nasakom, in the view of the current government, was an abuse of Pancasila. The year that Nasakom emerged, 1965, was a time in the nation’s history when deviations from the constitution and the state philosophy led to the bloody coup by the Indonesian Communist Party on September 30, 1965 (Department of Information, 1987).
Following the coup and the rise of Soeharto to power the following year, the statements of aim of national education reflected major changes. Unlike in the previous years, these changes, in the view of many, were part of the Soeharto government's determination to genuinely and consistently implement the state philosophy, Pancasila, and the 1945 Constitution (Department of Information of the Republic of Indonesia, 1987).

In 1966, the MPR formulated new Guidelines of the State Policy and established the First Five Year Plan (Repelita I) to be launched in 1968. The Guidelines, referring to the aim of education, read "... to form genuine Pancasila man based on the provisions of the 1945 Constitution" (Sekjen MPRS RI, 1966, p. 110). It is also stated that, in order to achieve this aim, attempts must be made to strengthen the moral character and religious beliefs, to develop intelligence and skills, and create strong and healthy physique. Two years later, in 1968, the first secondary curriculum under the new government was established.

MPR also established the first five year plan (1968-1974) under which the first national assessment of education, the National Assessment of Education Project (Proyek Penilaian Nasional Pendidikan = PPNP) was to be conducted in order to provide recommendations for educational planning beginning in the second and subsequent five year plans. The Project was finally conducted in 1970-
1972 (Beeby, 1979), and its findings and recommendations set the tone for the nation's education policy in the years that followed.

The 1973 Guidelines of the State Policy defined the aims of national education as:

the forming of Pancasila development man and Indonesian citizens who are healthy both physically and spiritually, and possessing knowledge and skills, who can develop creativity and responsibility, democratic attitudes and tolerance, intelligence in high degree and high moral character, loving his people and fellow-men in accord with the provisions of the 1945 Constitution (Sekjen MPR, 1973, p. 74).

The term 'Pancasila development man' denotes the two themes previously noted. They seem to be equally emphasized. Character training is reflected in terms such as 'Pancasila,' 'responsibility,' 'democratic attitudes,' 'high moral character,' and 'loving his people and fellow-men.' The term 'Pancasila minded-man' may well represent this goal of education. The second theme, intellectual or subject matter training, is reflected by the terms 'development,' 'knowledge and skills,' 'creativity,' and 'intelligence,' and may be represented in the term 'development man.'

The term 'development man' needs to be qualified. First, it reflects the government's call for making education more relevant to development. The most constant reference was to economic growth, productivity and skilled manpower. The government, however, insisted on viewing development more broadly than this. The goal of educational development is not only to supply trained development
workers but also to affect a transformation towards a more rational and democratic society by developing and utilizing science and technology in harmony with the Indonesian identity. This goal can be achieved through the improvement of the quality of education, by not only raising standards in reading, writing, and arithmetic, but also by emphasizing teaching in thinking, comprehension of concepts, problem solving, practical skills, and creative skills, and by paying greater attention to the relevance of the curriculum (Sekjen MPR RI, 1973).

Note that much of what was said in the 1973 Guidelines, particularly regarding the need for teaching thinking skills and problem solving, did not appear in the previous Guidelines. As it will be seen later, this new provision, which in part gave the nation's schools a new direction to follow, was reflected in the 1975 elementary and secondary curricula to be examined later.

In 1978, a new Guidelines of the State Policy was formulated. The Guidelines state that:

national education is to be based on Pancasila and aims at increasing the fear of God, intelligence, skills, and moral character, strengthening personality and the spirit of nationalism, which enable one to develop by oneself and with others responsible for the development of the nation (Sekjen MPR, 1978, p. 112).

The two themes previously mentioned also appear in this statement. The terms 'development,' 'intelligence,' and 'skills,' represent intellectual training, while such terms as 'Pancasila,' 'fear of God,' 'moral character,'
'personality,' 'spirit of nationalism,' and 'responsible,' reflect the theme of character training.

An important development that needs to be noted is that the MPR's 1978 Assembly also established P4 and called for the government to begin attempts to apply the MPR decision. In that year, the government began extensive efforts to conserve Pancasila, and to make it part of everyday lives of all citizens. An important part of these efforts was the short term training in the P4 required for all government officials and employees, the armed forces, and civil servants. Later, the training extended to include professionals, employers, employees, and workers in private sectors, and university and secondary school students. The training, which usually ends in a month or less, concludes with the participants' taking an exit test and obtaining a P4 certificate. Today, possessing a P4 certificate is usually required when applying for jobs or schools.

In 1983, the MPR formulated a new Guideline of State Policy which stated that:

The national education is to be based on Pancasila and aims at increasing the fear of One Almighty God, intelligence and skills, strengthening moral character, personality, the spirit of patriotism and a love for the motherland, in order to develop development man who can develop on his/her own and with others are responsible for the national development (BP-7, 1983, p. 101).

As in the previous statements, the themes of intellectual training and character training remain. However, character training is given more emphasis. This
can be inferred from the fact that three more articles were added in the Guidelines to give further details on the teaching of Pancasila and the value transmissions. The first article, that is, Article 2 in the Guidelines' chapter on education, stipulates that "in implementing the national education, it is necessary that efforts toward the perception and practice of Pancasila by all members of the society be expanded and increased" (BP-7, 1983, p. 101).

To implement this provision in schools, Article 3 signifies that:

The Pancasila education, which includes training in the implementation of PA, the Pancasila Moral Education (PME), and efforts to transmit the spirit and values of 1945 to the young generation must be increasingly intensified in the school curricula, Kindergarten through Higher Education, both in the public and private institutions of education, and within the society" (BP-7, 1983, p. 101).

Further emphasis on this theme is shown in Article 4, which introduces a relatively new development for the nation's elementary and secondary education. The article reads:

In order to pass on and develop the spirit and values of 1945 in the young generation, *pandidikan sejarah perjuangan bangsa* (literally, history education focusing on the national struggle for independence) becomes a required course in both public and private schools (BP-7, 1983, p. 101).

Table 1 summarizes the development of the aims of national education discussed above.

From the foregoing discussion, a number of observations can be made. First, the history of educational policy in
Table 1. The Development of Aims of National Education and Corresponding Historical Events

<table>
<thead>
<tr>
<th>Aims of Education</th>
<th>Year</th>
<th>Major Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g., Nationalism</td>
<td>1922</td>
<td>Dewantoro's Tamansiswa</td>
</tr>
<tr>
<td></td>
<td>1945</td>
<td>Independence</td>
</tr>
<tr>
<td>Patriotism</td>
<td>1946</td>
<td>Physical struggle against the Dutch</td>
</tr>
<tr>
<td>Moral, democratic, responsible citizens</td>
<td>1950</td>
<td>Consolidation stage</td>
</tr>
<tr>
<td>Socialist citizens</td>
<td>1965</td>
<td>The September 30 coup</td>
</tr>
<tr>
<td>socialist society</td>
<td>1966</td>
<td>Soeharto Government begun</td>
</tr>
<tr>
<td>Pancasila minded-man</td>
<td>1969</td>
<td>The 1968 Guidelines of the State Policy (GBHN)</td>
</tr>
<tr>
<td>the 1945 Constitution</td>
<td></td>
<td>Beginning of Five Year Plans</td>
</tr>
<tr>
<td>as the basis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pancasila development man</td>
<td>1973</td>
<td>The 1973 Guidelines</td>
</tr>
<tr>
<td>Character building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pancasila as basis</td>
<td>1978</td>
<td>The 1978 Guidelines</td>
</tr>
<tr>
<td>Development man</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character building</td>
<td></td>
<td>P4</td>
</tr>
<tr>
<td>Intellectual training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pancasila as basis</td>
<td>1983</td>
<td>The 1983 Guidelines</td>
</tr>
<tr>
<td>Development man</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual training</td>
<td></td>
<td>P4, PMP, Spirit &amp; values of 1945, PSPB</td>
</tr>
<tr>
<td>1988</td>
<td></td>
<td>The 1988 Guidelines</td>
</tr>
</tbody>
</table>
Table 2. Two Historical Threads of Statements of Aims of Education in Indonesia

<table>
<thead>
<tr>
<th>Year</th>
<th>Theme of Character Building</th>
<th>Theme of Intellectual Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946</td>
<td>Patriotism</td>
<td>-</td>
</tr>
<tr>
<td>1950</td>
<td>Moral, democratic responsible citizens</td>
<td>Capable person</td>
</tr>
<tr>
<td>1965</td>
<td>Socialist citizens</td>
<td>-</td>
</tr>
<tr>
<td>1966</td>
<td>Pancasila man</td>
<td>-</td>
</tr>
<tr>
<td>1973</td>
<td>Pancasila man democratic tolerance moral character love for people and fellow-man</td>
<td>Development man knowledge skills creativity intelligence</td>
</tr>
<tr>
<td>1978</td>
<td>Fear of God moral character personality spirit of nationalism responsibility</td>
<td>Intelligence skills development of oneself and of the nation</td>
</tr>
<tr>
<td>1983</td>
<td>Fear of God moral character personality spirit of patriotism love for motherland responsibility</td>
<td>Intelligence skills development of oneself and of the nation</td>
</tr>
</tbody>
</table>

Pancasila Education
P4, PMP, the 1945 spirit and values (PSPB)
Indonesia reflects the existence of two historical threads of educational goals that run throughout most statements of education policy—that is, character building and subject matter or intellectual training. However, priorities have altered between the two themes and the content of each theme has been modified from time to time (See Table 2).

It can be said that Indonesian education policy in the first twenty-five years since independence in 1945 emphasized character building more than intellectual development. Between 1973 and 1983 the two themes, character building and intellectual training, were given a somewhat equal emphasis. The themes may well be represented in the term 'Pancasila development man,' with 'Pancasila man' indicating the goal of character building and 'development man' denoting intellectual development. Beginning in 1983, emphasis has increasingly been given to character training.

The 'conservative-subversive' nature of Indonesian education, as reflected in the statements of aims, may support Hood's (1988) contention that public school in any democratsociety involves a fundamental paradox, that is:

On the one hand, the public school is expected to devote its energies to socializing children for the status quo. On the other hand, democracy implies the right of citizens to alter that status quo in ways which they see fit (p. 68).

In addition, the altering in emphasis between the two themes supports the contention that education reforms in most countries in the world usually shift from an emphasis
on character training to an emphasis on intellectual training and vise versa (Armstrong & Savage, 1983).

Social Studies in the Secondary School Curriculum

This part consists of four sections addressing social studies in the secondary schools prior to 1975, the 1975 social studies curriculum, the 1984 senior secondary curriculum, and the three social studies orientations in the secondary social studies.

Social Studies in the Secondary Schools Prior to 1975

This section presents a brief description of social studies in the Indonesian secondary schools prior to the adoption of the 1975 curriculum. The absence of documents, particularly curriculum guides, and related literature has made it necessary to make inferences and speculations about goals, methods, and content, of secondary social studies during this period.

Social studies as a field is difficult to define. Even in the United States, where social studies originated, definitions vary from author to author. In countries with a national education policy, like Indonesia, it is possible to have distinct views on social studies in the existing curriculum. One is forewarned of this possibility by looking at the statements of aims examined in the preceding section.
The statements suggest that since 1946 social studies in Indonesian secondary schools has been given the task of promoting patriotism, democratic citizens, socialist citizens, Pancasila minded-man, national unity, and the developing of skills in thinking and problem solving. This means that social studies as a component of the secondary school curriculum has been overburdened by societal goals. This type of situation has presumably led scholars like Wesley (1978) to comment that the field of social studies has long suffered from an overlapping of functions and a confusion of philosophies. However, Barth and Shermis (1971) and Barr, Barth, and Shermis (1977, 1978) indicate that the social studies essentially focuses on promoting citizenship, and its instructional goals could fall within three general, historical, philosophical traditions. These are 1) social studies taught as citizenship transmission, 2) social studies taught as social science, and 3) social studies taught as reflective inquiry. The three traditions are distinct in terms of how each defines purpose, method, and content for teaching the social studies (Barr, Barth, and Shermis (1977, 1978)). Table 3 provides a description of the three traditions.

An examination of Indonesia’s secondary social studies curricula shows that the three social studies orientations can also be identified in that country’s education system. For example, these teaching orientations can be identified
Table 3. Description of Three Social Studies Traditions

<table>
<thead>
<tr>
<th>Social studies Taught as Citizenship Transmission</th>
<th>Social studies Taught as Social Science</th>
<th>Social studies Taught as Reflective Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pur-Pose: Citizenship is best promoted by inculcating rights values as a framework for making decisions.</td>
<td>Citizenship is best promoted by decision making based on mastery of social science concepts, processes and problems.</td>
<td>Citizenship is best promoted through a process of inquiry in which knowledge derived from what citizens need to know to make decisions and to solve problems.</td>
</tr>
<tr>
<td>Method: Transmission:</td>
<td>Discovery: Each of Reflective Inquiry:</td>
<td>Decision making is structured and disciplined through the social sciences has its own method of gathering and verifying knowledge. Students should discover and apply the method that is conflicts by means of testing insights appropriate to each social science</td>
</tr>
<tr>
<td>Content is selected by an authority interpreted by the teacher and has the function of illustrating social science values, beliefs, and attitudes.</td>
<td>Proper content is the structure, concepts, problems, yield needs and interests which form the basis for student self-selection of problems. Problems, therefore, constitute the content for reflection.</td>
<td>Analysis of individual citizen's values yields needs and interests which, in turn, form the basis for student self-selection of problems. Problems, therefore, constitute the content for reflection.</td>
</tr>
</tbody>
</table>

by examining the instructional goals, methods, and content of the social studies subjects such as civics, Indonesian government, PMP (Pancasila Moral Education), PSPB (History of National Struggle), IPS (Ilmu Pengetahuan Sosial), history, economics, geography, anthropology, and sociology.

Historically, some of these subjects, including, history and geography, were taught in the secondary schools in Indonesia during the colonial period. But instruction in these courses, like schooling in that era in general, was modeled after the Dutch education system and was aimed mainly at meeting the political and economic needs and interests of the Dutch East Indies government (Santoso, 1980). Some authors indicate that emphasis was on learning the Western culture through memorization of names of people and places, and dates of events unrelated to the lives of Indonesian children (Santoso, 1980; Sumaatmadja, 1983). Others point out that the education was mainly intellectualistic and provided very little in terms of character building (Indonesian Review, 1951). It can be speculated that, unlike the Dutch schools, Dewantoro’s Taman Siswa schools and a handful of other nationalist schools provided instructions more appropriate for Indonesian children.

For example, Ksatrian Institute in Bandung established by Dr. Douwes Dekker (or Dr. Setyabuddhi) and Kayutanan Institute in West Sumatera founded by Mr. Sjafei.
In the first few years after the proclamation of independence, social studies subjects such as civics, history, and geography, were taught primarily for promoting patriotism and national unity, in accord with the 1846 policy of national education. This implies that social studies teachers were to transmit to students the spirit of revolution, patriotism, and national unity.

However, the new government had limited time, resources, and expertise to write new textbooks and instructional materials, or to train teachers in new teaching methods (Beeby, 1979; Indonesian Review, 1951; Santoso, 1980). This leads to the speculation that instructional practices in many public schools during this period changed little from the practices under the Dutch education system. Three factors support this speculation. First, most teachers, including social studies teachers, were from the former Dutch schools. In the absence of inservice training, they had to rely on knowledge and skills acquired from their training and experience under the Dutch educational system.

Second, the lack of new textbooks forced the teachers to depend on the Dutch published textbooks and instructional materials. As a result, social studies teachers normally taught the way they did in the Dutch schools, focusing on rote memorization of facts of history and geography. It is likely that little of what was taught related to the
promotion of patriotism and national unity.

Third, during this period the government recruited new secondary teachers with little background in teaching methods from the regular academic departments of universities (Beeby, 1979; Indonesian Review, 1951). The underlying assumption was that, as Beeby (1979) put it, "... knowledge of subject-matter was the essential thing and that teaching methods could be picked up in practice" (p. 125). However, since lecture-and-note-taking techniques were predominant in Indonesian universities (Joni, 1984), these teachers likely better acquainted with these teaching techniques, more than any other. In practice, the teachers were apt to begin by applying these techniques and they most likely continued to do so. This tendency may in part be explained by the lack of inservice training in the new methods and the predominant use of lecture-note-taking techniques by many of the senior teachers.

During the 1950s and 1960s several revisions of the secondary curriculum were made, presumably to meet changes in the needs and demands of the society. But in many cases, except for the rewriting of the goals and objectives of instruction to adapt to changes in the political climate, little changed in the content and methods of instruction. This, it appears, was the case with the curriculum revisions of 1950, 1958, 1964, and 1968.

The objectives of the 1964 curriculum were based on
Sukarno's doctrine of guided-democracy. The Soeharto government later altered this politico-ideological character of the curriculum with the 1966 curriculum, which, in accord with the 1966 Guidelines of State Policy, focused on developing the Pancasila-minded man. Little change, however, took place in the content of the curriculum and methods of teaching. Beeby (1979) comments on the content of the 1966 curriculum: "... apart from some small additions and deletions, the changes consisted of a reshuffling and renaming of the old items" (p. 138). He also notes that despite the call for improvement in methods of teaching, little effort was made to train teachers to meet the new demand.

Marked changes in the goals, content, and methods of instruction, occurred when a new curriculum was developed and mandated in 1975. In the social studies, the changes reflected the influence of theories and innovations in the social studies education developed in the United States.

The 1975 Secondary Social Studies Curriculum

 Initially, social studies in the 1975 curriculum was referred to in Indonesian as Ilmu Pengetahuan Sosial (IPS). The term changed meaning when the government, shortly following the implementation of the curriculum, decided to remove the teaching of Pancasila from IPS. Pendidikan Moral Pancasila (PMP) or Pancasila Moral Education has since
become an independent subject.

Some writers use another term *studi sosial* instead of IPS. Still others use both terms interchangeably (See Abidin & Oemar, 1980; Abidin et al, 1984; Djahiri, 1980a; Kumpul, 1985; Mertodihardjo & Tjandra, 1980; Oemar & Waney, 1980; Sanusi, 1971; Tjandra, Talut & Abduh, 1984; a discussion on this topic appears in Sunaatnadja, 1980). Most of these writers use the two terms, studi sosial and IPS, to refer to what might be called the 'IPS-minus-PHP.'

As it was originally intended, IPS was a 'subject area' of curriculum which includes the following subjects: 1) PHP, history, economics/cooperation, and geography/population, in the junior secondary schools, and 2) PHP, history, geography dan population, cultural anthropology, economics and cooperation, and bookkeeping, in the senior secondary schools. (Compare with the subject area of IPA—*Ilmu Pengetahuan Alam*, i.e., science, which combines physics, biology, chemistry, and earth and space science.)

IPS (*Ilmu Pengetahuan Sosial*) was defined in the 1975 curriculum as "... a subject area that studies man in his social and physical environment" (Departemen P & K, 1980, p. 46). The major goal of IPS was the development of the Indonesian citizen 1) who possesses the values and outlook of life derived from Pancasila and the 1945 Constitution, and 2) who is open-minded, reasonable, able to think critically and solve social problems (Departemen P & K,
This goal, as shown in the curriculum guide, was elaborated into statements of instructional objectives which define the content of the curriculum.

An interdisciplinary approach was used in organizing the curriculum into such subjects as PHP, history, geography, anthropology and economics (Departemen Pendidikan dan Kebudayaan, 1980; Djahiri, 1980). In addition, teachers were required to apply this approach in teaching (Departemen Pendidikan dan Kebudayaan, 1983). Some authors suggest that a topic or problem selected for instruction could have roots in any of the courses mentioned above but, it should be investigated using necessary data and information from various sources, including social science disciplines and humanities (See Djahiri, 1980; Nasution, 1974; Sanusi, 1971; Sumaatmadja, 1980). Regarding the use of interdisciplinary approach in instruction, the curriculum states that:

...students need to learn that society is a unit (system) the problems of which are interrelated and must be approached in an interdisciplinary way involving political science, history, anthropology, etc. Concepts and facts from these various disciplines are learned as needed to solve social problems. ... The goal is not to develop young historians, young economists, young politicians, etc., but the forming of attitudes toward life in accord with the provisions of Pancasila and the 1945 Constitution" (Departemen Pendidikan dan Kebudayaan, 1983, p. 46-47).

Major factors that must be considered in planning and teaching include the needs, interests, readiness, and motivation of students, physical and social environment of the classroom, and process-oriented learning that emphasized
inquiry and student active learning\(^5\) (Departemen Pendidikan dan Kebudayaan, 1980).

Teachers were asked to avoid 'textbook teaching' and 'ground covering technique,' and were urged to apply various techniques including lecture, questioning, discussion (panel, small group, and class), socio-dramas, role playing, simulations, field-trips, etc. This way, teachers would be able to help students to develop their inquiry and problem solving skills and to make rational decisions (Departemen Pendidikan dan Kebudayaan, 1980).

New textbooks were written and published by the central government and were distributed nationwide to both public and private schools, nationwide. Non-government published textbooks were also recommended for many social studies subjects. In addition, teachers were encouraged to develop multi-sources (and multi-media) of instruction for their social studies classrooms.

A multi-source (different sources with different ideas about the problem in question) of instruction may not be entirely appreciated in a PHP classroom since instruction in the PHP instruction is based on the government-published (and approved) textbook. One reason might be related to the government's attempt to prevent the schools from exposure to

\(^{5}\)The concept of student active learning or cara belajar siswa aktif (CBSA) will be discussed later in connection with teacher education curricula of 1979 and 1986.
political or ideological biases in interpreting the state philosophy and the constitution—a possibility considered not in the best interests of the country.

In the situation described above, the intent of the PHP teacher was to inculcate in students the outlooks, behaviors, and values derived from the 'correct' interpretation of Pancasila and the 1945 Constitution deemed necessary for the survival of the nation. The teacher was to transmit the right knowledge, attitudes, and values by use of lecture, recitation, question and answer, and even inquiry-oriented sessions, centered on information presented in the PHP textbook. The inquiry process, in this respect, must uphold the truth presented in the textbook. What students were to learn in the PHP classroom is described by Barr, Barth, and Shermis (1978), that is, "... a body of 'accepted' information about ... (Pancasila and the 1945

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6 For example, both the Soeharto and Sukarno governments adhere to Pancasila but they differ significantly in their interpretation of the state philosophy. In viewing the economic system, for example, the Sukarno government identified Pancasila with socialism (Abdulgani, 1965) and tended to adopt Marx's accusation of capitalism (Wilhelm, 1980). The current government, however, embraces a mixed economy allowing foreign investment under carefully drawn conditions while maintaining most of the large public sector created under the Sukarno government. Deterioration in the nation's economy (as well as in politics and national security), which culminated in 1965, for the Soeharto government, resulted from the practice of government that deviated from Pancasila and the 1945 Constitution (Department of Information, 1987), or in the words of others, was an outgrowth of the uncritically-adopted socialist concepts of economy by the Sukarno government (Wilhelm, 1980).
Constitution), a correct interpretation of the content and from both what is usually assumed to be enduring values" (p. 48).

Some believe that the teaching and learning of social studies, as presented above, provides little opportunity for critical analysis of issues. Even if there is opportunity for students to do inquiry and problem solving, the inquiry process would have to be made within the framework (reads: the accepted information, the correct interpretation, and the enduring values) of Pancasila and the 1945 Constitution.

At this point it is necessary to turn to two cases which indicate uncertainty on the part of the government regarding the nature and goals of social studies. The cases involve separation of PHP and PSPB from IPS.

IPS, like IPA or science, was a subject area grouped in the academic component of the 1975 curriculum. Shortly following the implementation of the curriculum, PHP was removed from IPS and became a new subject area in the basic education requirement component of the curriculum. The reason for this separation appears in the following statement:

7 A national study at the elementary level revealed that contrary to expectation, PHP had a higher correlation with the rational and critical thinking than its correlation with attitudes related to cooperation and social disciplines; also, PHP has a lower correlation than science with the goal of nationalism, responsibility, cooperation, and social disciplines (Soedijarto, 1981). The extent that the findings may be applied to the level of secondary school is unknown and needs investigation.
Since Pancasila is the foundation of society and the state, the teaching of social studies must be directed toward the development of an outlook of life based on Pancasila, including the development of Pancasila moral character. For this reason, there must be a separation between the training in the Pancasila moral character and the training in the critical thinking and social problem solving. The one is in the area of ethics and morals, while the other is in the field of scientific enterprise (Departemen Pendidikan dan Kebudayaan, 1980, p. 47).

It should be noted that this statement was made in the same curriculum guide (See, for example, Kurikulum SMA 1975, Buku III A 1. Pedoman Khusus published in 1980) in which PHP was listed as one of the IPS subjects.

With this separation, IPS has 'evolved' in a very short time from a subject area centering on promotion of national values and ideals, critical thinking, and problem solving, to one that focuses solely on the latter. This change leads one to wonder if the term 'IPS' can still represent 'social studies' as originally intended in the 1975 curriculum.

The second case centers on an increase in the teaching of the 1945 spirit and values as called for by the 1983 Guidelines of State Policy. This demand presumably had led Professor Nugroho Noto...
their nation's history and to take lesson from it. Indonesian history should promote nationalism (Kompas, 1983; Tempo, 1984 & 1985).

Others agree. National history should promote one's pride of the nation, says Professor Harsja W. Bachtiair, currently the Director of the Office of Research and Development in Education (Tempo, 1985).

To meet this demand, a new course, Pendidikan Sejarah Perjuangan Bangsa (PSPB) or history of national struggle, was established and mandated for both elementary and secondary students beginning in July 1983. Like PHP, this course was separate from IPS. But unlike PHP, its inclusion in the curriculum has been followed by a number of problems, rooted perhaps in the lack of clarity over the nature and goals of IPS—or social studies for that matter.

With the creation of PHP and PSPB and their separation from IPS, it appears that the concept of IPS as used in the 1975 secondary curriculum has become oriented toward the

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Initially, the problems centered on lack of PSPB textbooks (non-government published textbooks in the market were prohibited while the government unable to produce one) but later becoming complicated as questions were extended to 'substance' of Indonesian history textbooks being used. But, perhaps the real problem was an overlapping of what was taught in Indonesian history, PSPB, and PHP. Tempo (1985) reported that the problem which was acknowledged by the central government in a statement by the Minister of Education and Culture, in fact has caused confusion for teachers (and students as well) ever since PSPB was included in the curriculum. In a later development, a group of 40 experts in the nation's history was asked to reexamine the issue and to evaluate the existing textbooks and curriculum of PSPB, Indonesian history, as well as Pancasila.
social studies aimed at developing students' thinking and problem solving ability through inquiry into issues and problems. This interpretation is supported by the fact that in the 1984 discipline-oriented senior secondary curriculum, the term 'IPS' disappeared. This suggests that the orientation toward social studies reflected in IPS might no longer exist in the new curriculum, and different orientations might be adopted. It remains unknown how social studies professionals, particularly those at IKIPS's and FKIPs, view IPS following the establishment of the 1984 senior secondary social studies curriculum.

To sum up, two major goals of social studies in the 1975 curriculum defined the content and methods of teaching consistent with the curriculum. The first goal was to develop citizens who possess the values and outlook on life growing out of Pancasila and the 1945 Constitution. Teachers were to pass on these accepted values and beliefs to students through techniques ranging from lecture to structured problem solving. This way of teaching social studies is often referred to as citizenship transmission (Barr, Barth, & Shermis, 1971, 1977, 1978; Franzosa, 1988).

The second goal was to develop citizens who can think

Although papers on social studies presented at the inservice training for social studies teacher educators under the Second Indonesia-IBRD Teacher Training Project (Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan or P2LPTK) maintained the term 'IPS,' little reference was made to the 1984 senior secondary curriculum (See, for example, Abidin et al, 1984 and Kumpul, 1985).
critically, solve problems, and make rational decisions. Students were to develop these abilities through studying the inquiry process and by seeking solutions to problems selected for instruction. While the problems could be rooted in the particular subject being taught, they could be investigated by using data from various sources. The nature of problem determines the type of data required while searching for and supporting one's solutions. In some ways this view of social studies purpose, method, and content of social studies can be characterized as reflective inquiry (Barth, & Shermis, 1971; Barr, Barth & Shermis, 1977, 1978).

In 1983, the Minister of Education and Culture (Departemen Pendidikan dan Kebudayaan, 1983) decided to evaluate all of the existing curricula of Indonesian elementary and secondary schools and to make necessary changes. One of the results was the revision of the 1975 senior secondary curriculum which led to the establishment of a new senior secondary curriculum in 1984.

The 1984 Senior Secondary Social Studies Curriculum

The 1984 senior secondary curriculum, as noted above, is a revised version of the 1975 senior secondary curriculum. Some of the major changes include the regrouping of subjects into core and elective programs, the addition of some new courses, and the use of a disciplinary approach in organizing the curriculum and instruction. Meanwhile the
tern IPS, like IPA, disappeared. Some of the social studies subjects were grouped into the core program, others were placed in the elective programs, while still others were included in both.

In the compulsory core program, the social studies courses were: PMP, PSPB, Indonesian and world history, economics, and geography. Other courses in the core included religion, Indonesian language and literature, health and physical education, arts, vocational education, mathematics, biology, physics, chemistry, and English.

There were five elective programs, including the programs of physical sciences, biological sciences, social sciences, humanities, and religion studies. Social studies subjects were included in the social sciences and humanities programs. In the social sciences programs the social studies courses were: economics, sociology and anthropology, and Indonesian government. In the humanities program they were: history of culture and civilization, and sociology/anthropology. The above lists of social studies subjects include two new courses that did not appear in the 1975 social studies curriculum—Indonesian government, and sociology/anthropology.

The statements of instructional objectives of all social studies courses listed in the 1984 senior secondary curriculum identify two major goals of social studies. The first goal was to promote citizenship based on values and
beliefs derived from Pancasila and the 1945 Constitution, and the 'spirit and values of 1945'.10 (See Departemen Pendidikan dan Kebudayaan, 1987). The second was to promote the development of critical and creative thinking through the study of man and his relationship with the environment (See, for example, Departemen Pendidikan dan Kebudayaan, Geography GBPP, 1987, p. v).

Compared with the 1975 curriculum, the 1984 version increased the teaching of values. This was evident in the addition of 'spirit and values of 1945' in the statement of goals above. This emphasis on character building reflected the 1983 Guidelines of State Policy and, as previously noted, became the focus of PSPB.

The second goal was the development of thinking ability. Unlike in the 1975 curriculum, this goal of developing thinking ability assumed that the best way to do so was through the teaching of social studies content "... in accord with the systematic (structure) of the discipline" (Departemen Pendidikan dan Kebudayaan, 1987 Ekonomi, p. 7).

The social studies literature indicates that the term structure consists of two components--basic concepts and generalizations of the discipline and the mode of inquiry used by the scholars in the discipline (Barr, Barth, & Shermis, 1977, 1978; Gross et al, 1978).

10 This phrase is used to indicate the focus of PSPB.
In the 1984 curriculum, geography, for example, was organized around six basic concepts of geography—region, resources (natural and human), interaction, inter-regional cooperation, universe, and conservation of living environment (Departemen Pendidikan dan Kebudayaan, 1987). A related generalization stated that "... regional differences necessitate regional cooperation" (Departemen Pendidikan dan Kebudayaan, 1987, p. vii). A basic concept drawn from economics was scarcity with an associated generalization dealing with the unlimited wants of man against the limited resources of nature (Departemen Pendidikan dan Kebudayaan, 1987, p. 1).

The mode of social science inquiry, the second component of structure, is implicit in curriculum statements designed to guide the teaching and learning process. The Curriculum Guide for Geography (Departemen Pendidikan dan Kebudayaan, 1987x), for example, gives the following statements: 1) teaching and learning process should help students to learn how to learn or to learn about the process, 2) teaching and learning "... should aim at developing one's ability to acquire (knowledge), apply, evaluate, and communicate what one has acquired ..." (p. 10), 3) steps to be followed in the teaching and learning process should include: observation, interpretation of data, prediction, concept application, hypotheses formulation, research implementation, and communication of research
findings (pp. 10-12), and 4) teachers should adopt a 'skill process approach,' which emphasizes the development of skills used in learning or in acquiring knowledge.

The curriculum also stated that the inquiry process, as applied to a particular subject should be in accordance with the characteristics of that subject (Departemen Pendidikan dan Kebudayaan, 1987). This assumes that since each social science discipline has a unique mode of gaining knowledge, teachers should adapt their teaching to the unique techniques of the discipline being studied.

The underlying assumption is, as Barr, Barth and Shermis (1978) put it, that students can learn to think critically by applying the inquiry process of social scientists. This, in turn, will enable them to "... analyze the workings, structure, and the problems of the society which they will soon inherit" (p. 25). The purpose of social studies, therefore, is to produce citizens who have learned the thinking patterns of social scientists.

In sum, two major goals of social studies in the 1984 senior secondary curriculum defined content and methods of teaching consistent with the curriculum. The first goal was to develop citizens who possess knowledge, outlook, and values derived from Pancasila, the 1945 Constitution, and the spirit and values of 1945. The role of the teacher was to transmit these ideals and beliefs to students through lecture recitation, and question and answer sessions, as
well as through structured problem solving.

The second goal was to educate citizens who possess knowledge and the inquiry skills used by social scientists. The teacher uses the inquiry process of social sciences disciplines to teach concepts, generalizations, and the inquiry skills to students. Barr, Barth, and Shermis (1977 & 1978) described this orientation toward the teaching of social studies as social science.

Taken as a whole, the foregoing discussion on social studies in the Indonesian secondary schools suggests that the orientations toward the field are threefold. They are social studies as citizenship transmission, social studies as social science, and social studies as reflective inquiry.

Social Studies Taught as Citizenship Transmission, Social Science, and Reflective Inquiry

Barr, Barth and Shermis (1977 & 1978) indicate that citizenship transmission, social science, and reflective inquiry represent three distinct philosophical positions into social studies. The authors contend that a social studies teacher who subscribes to two or more of the three teaching orientations shows inconsistent and confused thinking. To what extent this statement can be applied to the Indonesian context is unknown. One thing, however, seems certain. It is evident from the foregoing discussion that the three traditions can be identified in Indonesian
secondary curricula.

The three orientations grow out of two historical threads—character training and intellectual development—that run across most statements of aims of education. Prior to independence from the Dutch, the practice of cultural transmission had begun in the private education institutions, for example, Dewantoro's Taman Siswa schools. It shall be recalled that these schools, which were established as a reaction against the Dutch education system, were used to nurture a sense of nationhood among the Indonesian children.

Character training in the Indonesian public schools, which began following independence, was an attempt to transmit to the young Indonesians behaviors, knowledge, outlooks, attitudes, and values deemed important for the development of a sense of nationhood. The nature of the transmission for the past twenty years can best be capsuled in 'the development of Pancasila-minded man.' Differences appearing from one statement of aims to another simply reflect different aspects of 'Pancasila-minded man' being emphasized at a particular time in the nation's history. The Pancasila-minded man at a given time might refer to citizens who possess ideals and values associated with patriotism or nationalism. At another time the reference might be to persons having good moral character, or love for motherland. At yet another time a Pancasila-minded man could be one who
possesses all of these characteristics.

As viewed by the government, conserving Pancasila and the 1945 Constitution is essential for the unity and survival of the nation (Department of Information, 1968). This goal is widely shared by educators throughout the country (See for example, Sumaatmadja, 1983, 1980; Krissantono, 1976; Joni, 1983, 1984, 1985; Joesoef, 1980; Dipoyudo, 1979; Bahan-Bahan Penataran P4, 1978). All of these educators agree that a major function of national education should be to facilitate national unity and to conserve national values and ideals.

It can be speculated that the primary intention of some social studies teachers is to transmit to the students the national ideals and values. Some of these teachers are among those who teach PMP and PSPB. They would teach, according to Barr, Barth, and Shermis (1978), "... in such a way that ... (they intend) for students to emerge holding certain beliefs, values, and convictions" (p. 22).

The social science and reflective inquiry orientations reflect the goal of intellectual training. Unlike reflective inquiry, the social science orientation is an old conception of curriculum in Indonesia's secondary schools. History and geography, for example, were considered essential in the Dutch educational system. Since independence, the teaching of history, geography, economics, cultural anthropology, and sociology, has become an important component of the
secondary curriculum.

Prior to 1875, however, social studies teaching was subject matter oriented, with an emphasis on knowledge and the understanding of facts and concepts from the social sciences. Bear in mind two factors: 1) in the first few years of independence new teachers with no knowledge or skills in pedagogy were recruited from purely academic departments of university (Beeby, 1979), and 2) teacher education institutions, since they were founded in the early 1950s, have been more interested in content of academic disciplines than in methods of teaching (Beeby, 1979; Tempo, 1985). These two factors may support the speculation that social studies teachers essentially pass on to students what they learned from their social science instructors during their years of training. Beeby (1979) reported that some teachers even used their own notes from college years at IKIP or university in their teaching. The social science orientation, during this period, can be compared with the social science tradition in the United States prior to the 1960s in which "... teachers essentially transmitted what they had learned from their social science professors ... " (Barr, Barth, & Shermis, 1978, p. 81).

The teaching of social studies as recommended in the 1984 senior secondary curriculum was based on the assumption that the best way to prepare citizens is to teach them not only concepts and generalizations developed by
social scientists but also their ways of knowing. In brief, learning the structure of social science disciplines is the best way of promoting citizenship. Social science orientation, as reflected in the 1984 curriculum, testifies to the influence of the New social studies, which emerged in the 1960s in the United States. In turn, the orientation was influenced by the writings of Harvard psychologist, Jerome Bruner.

The reflective inquiry position is relatively new in Indonesia's secondary social studies. The preceding discussion suggests its presence in the 1975 social studies curriculum. This characterization is based mainly on the views about the nature and goal of IPS as prescribed by the curriculum. The overriding goal is the development of critical thinking and problem solving. This goal is expected to be achieved by having students identify problems and seek solutions using, data from history, the social sciences, and humanities.

The extent of support in Indonesia for either this orientation or the social science orientation in the education literature is not clear. The literature points out the need to teach thinking and problem solving in the secondary schools (See Joesoef, 1978; Joni, 1985; Oyong, 1979; Soedijarto, 1981; Ssumaatmadja, 1980; Surakhmad, 1977). However, little about reflective thinking or the social science modes of thinking has been written.
Soedijarto (1981) holds that the educated man as intended by the 1945 Constitution possesses thinking and problem solving abilities. Soedijarto (1981) maintains that since the highest form of thinking is scientific inquiry, this should be applied in teaching and learning. Sumaatmadja (1980), in reviewing the three social studies traditions in the United States, notes that teaching social studies through reflective inquiry should help students to develop their ability in critical thinking, problem solving, and decision making. For this reason he believes that reflective inquiry would be very appropriate in creating

"... Indonesian Man, that is, the Pancasila development intellectual" (Sumanatmadja, 1980, p. 32). In a later study, the same author (Sumanatmadja, 1983) made a strong argument for the teaching of structure of social science disciplines in the secondary schools.

Similarly, writings related to inquiry in social studies, or IPS for that matter, by the social studies 'reformers' in the 1970s and early 1980s make little distinction between the reflective and social science modes of thinking.

It is worth noting that the central theme of education reforms in Indonesia since the 1970s has been the

11 That is, teachers, curriculum developers, and teacher educators who were involved in the development of the 1975 social studies curriculum, the 1979 social studies teacher education, and the inservice training for secondary social studies teachers and social studies teacher educators.
improvement of quality of teaching and learning (Joni, 1985). Improved teaching and learning is reflected in a classroom in which students are actively involved, intellectually and emotionally, in the process. (The catchy phrase is CBSA = cara belajar siswa aktif or student active learning.) Inquiry, because it is assumed to have the highest degree of CBSA (See Joni, 1984) and can help students develop their skills in thinking and problem solving, attracted the reformers (See Oemar & Haney, 1980) and was considered to be an essential part of one's teaching repertoire. Partly for this reason, the above authors (Joni, 1984; Oemar & Haney, 1980) emphasize inquiry as one of the 'methods' that should be used in a social studies classroom.

Preparation of Secondary Social Studies Teachers

This part focuses on the preparation of secondary social studies teachers. It consists of four sections including a brief historical overview of teacher education in Indonesia; reforms in teacher education; the notion of cara belajar siswa aktif (CBSA) or student active learning; and the three social studies traditions in the preparation of social studies teachers.

Teacher Education: An Overview

IKIPs (and FKIPs) are the major institutions
responsible for educating teachers for the nation's secondary schools. Since 1979, all state IKIPs (and FKIPs) began implementing a national competency-based curriculum. A revision was mandated in 1986, and later that year a new curriculum was established. Prior to 1979, teacher education institutions were autonomous in determining their curriculum.

IKIPs (and FKIPs), as they are known today, were created in 1954 under the name Perguruan Tinggi Pendidikan Guru (PTPG), or higher institutes for teacher preparation. They were created to give bachelor's (3 years) and master's (2 years) degrees, for junior and senior secondary teachers, respectively. It is worth remembering that initially the government recruited secondary teachers from university graduates with purely academic background and no skills in methodology (Beeby, 1979).

Several years following their establishment, PTPGs were attached to universities as faculties of education under the title of FKIP. Problems arose, notes Bachtiar (Tempo, 1985), when the Ministry of Teaching, Education, and Culture, known today as the Department of Education and Culture, was to be divided into two ministries, i.e., the Ministry of Elementary and Secondary Education, and the Ministry of Higher Education and Science. With which ministry should FKIPs be affiliated? Finally through President Sukarno's decree in 1964, it was decided that FKIPs were to be
affiliated with the Ministry of Higher Education and Science. Some of them became separate institutes or IKIPs.

In subsequent developments, IKIPs (and FKIPs) proved insufficient, not producing enough teachers to meet the demands (Beeby, 1979; Retmono, 1985; and Winarno & Thomas, 1977), and the graduates lacked the skills to teach (Beeby, 1979; and Retmono, 1985). Many students dropped out early in their program or did not graduate as expected—causing congestion at the final year (Beeby, 1979). In addition, many graduates decided not to pursue a teaching career (Beeby, 1979; Tempo, 1985).

The reasons for IKIPs (and FKIPs) producing inadequate secondary teachers in both quantity and quality were complex. Beeby (1979) pointed to several factors that were revealed in the National Assessment of Education (1970-1972):

drop-outs due to financial stringency; the poor preparation of students at their primary and secondary schools . . .; the inability to attract the brightest students to teaching; courses not very relevant to future teachers' interests and needs; failure to complete dissertations; and the demand by both the Department and the professors for standards that are unrealistic for a great many of the students (p. 126).

Some critics blamed low teacher quality mainly on teacher education curriculum. In the 1970s, according to Ruseffendi (1986), IKIPs were criticized for over emphasizing subject matter preparation and for being oriented toward the university rather than toward secondary schools. The critics pointed out that IKIPs were organized
into faculties (colleges) and departments based on academic disciplines similar to how university is organized (Tempo, 1985) and that IKIPs became increasingly interested in content of the disciplines rather than in the methods of teaching (Beeby, 1979).

According the critics, these are a fundamental mistake which have been with IKIPs following their becoming independent institutes (Tempo, 1985). Beeby (1979) agrees by noting that increasing interest in IKIPs in academic disciplines grew out of IKIPs' short stay with university prior to separation. The reason, Bachtiar (Tempo, 1985) speculates, was because IKIPs attempted to gain academic recognition and an emphasis (in teaching and research) on subject matter courses was considered important for this purpose.

Beeby (1979) recommends that IKIPs should orient toward secondary schools rather than toward the university and that they should adopt a curriculum designed to equip secondary teachers with the skills they need to teach. Presumably, the curriculum would increase the amount of preparation in professional education.

Criticisms of the teacher education curriculum reemerged in the mid 1980s, following a drop in the nation's senior secondary graduates' scores on college entrance examinations (Tempo, 1985). This time, however, IKIPs were criticized for adopting the 1979 curriculum—
considered by some to be too professionally oriented and providing inadequate preparation in subject matter (Ruseffendi, 1986). As a result teacher graduates lacked competence in and appreciation for the subject matter that undergirded their teaching specialty (Ranuwihardjo, 1986).

The secondary teachers presumably were unqualified to teach because they lacked subject matter competence. IKIPs, in turn, presumably would have to change their curriculum by placing greater emphasis on subject matter preparation. A guideline issued by the Director General of Higher Education in 1986 mandated that subject matter courses in teacher preparation programs be increased to 70-75 percent of the curriculum (Ranuwihardjo, 1986):

The comments and criticisms referred to above seem to agree in at least one important aspect, which is, as Gage (1978) puts it, "... part of the logic of teacher education" (p. 58). They all viewed student achievement as related to teacher behavior or teacher quality, which was in turn connected to teacher education. The linear relationship among the three factors is visually presented in Figure 1. Because of these connections, preferably causal, it was assumed that changes in teacher education (Factor A) would result in improvement in teacher quality (Factor B) which would, in turn, improve student achievement (Factor C).

Teacher education, however, is a complex variable (Dunkin & Biddle, 1974; Cruiscshank, 1979). Its curriculum is
connected with other components, such as, instruction, teaching staff, and learning facilities. Reforms in teacher education in Indonesia that began in 1977 addressed the curriculum, teaching staff, and learning facilities. All three were considered essential in improving the preparation of secondary teachers (Joni, 1985; Joni, La Sulo & Waridja, 1985; Retmono, 1985).

Teacher Education                      Education Outcomes

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<tr>
<th>Factor</th>
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<tr>
<td>Curriculum</td>
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<td>Instruction</td>
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Figure 1. Relationship between Teacher Education and Student Outcomes
Reforms in Teacher Education

This section describes briefly the reforms in teacher education that began in 1977 when the government with the help of the World Bank launched Provek Pengembangan Pendidikan Guru (P3G), First Indonesia-IBRD Teacher Training Project. The prime mission of P3G or the 1977 Project (both terms will be used interchangably throughout this chapter) was to improve the quality of, what Gage (1985) calls, the central process of educational enterprise: teaching (and learning experience of the prospective teachers) through: 1) increasing the professional competence of teacher educators, 2) revision of curriculum, and 3) improvement in learning facility, particularly for micro-teaching (Joni, 1985; Retmono, 1985). By improving the learning experience of prospective teachers, it was expected that teacher education graduates would be better prepared to teach in the secondary schools (Joni, 1984).

The 1977 Project ended in 1982. It succeeded in: 1) establishing a Learning Resource Center equipped with laboratories, classrooms, and micro teaching facilities in most of the teacher training institutions, 2) developing the first competency-based teacher education curriculum.

12 Note that P3G involved two components--IKIPs/FKIPs and Teacher Training Schools, preparing elementary teachers.

13 The 1979 curriculum included the following subject areas: Indonesian language, English, science, mathematics, and social studies.
mandated nationally by the Minister of Education and Culture in 1979, and 3) conducting inservice training for teacher educators.

The P3G’s mission was continued in 1982 by Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan (P2LPTK) or the Second Indonesia-IBRD Teacher Training Project when P3G ended. P2LPTK was expected to improve instruction in teacher education classrooms through improvement of physical facilities, laboratories, and libraries; advanced training (in-country and abroad) for the teaching staff; and inservice training (in-country and abroad). P2LPTK is expected to complete its work in 1989.

Meanwhile, another development occurred in 1986, with the revision of the 1979 teacher education curriculum. It was another development, in the sense that curriculum reform was not part of the tasks of P2LPTK, and the order for revision was given not to P2LPTK but directly to each state IKIPs and FKIPs, as previously noted.

It has been pointed out that the 1986 curriculum increased subject matter preparation of teachers. Except for this change, the 1986 curriculum maintained many essential aspects of the 1979 curriculum. For example, the curriculum remains a CBTE program. Like the previous curriculum, it was based on a set of assumptions about the nature of man, society, education, the learner, the teacher, teaching and learning, and teacher education institution.
It is worth noting that one assumption notes the relevance between teacher education and the needs of society (Appendix H). This suggests that the teacher education curriculum should be in accordance with the latest changes in secondary education. Given this interpretation, it can be assumed that the 1986 teacher education curriculum was developed and presumably was applied, in part, based on the discipline-oriented 1984 senior secondary curriculum.

A key question is, 'To what extent have the reforms put forth by P3G and P2LPTK led to improving teaching and learning in teacher education classrooms?' This question is difficult to answer because little is known about how teaching and learning has occurred in IKIP and FKIP classrooms since the reforms. In addition, follow-up studies on teacher education graduates to determine the effectiveness of the 1979 and 1986 curricula have been very limited.

Writing on CBSA and its implications for instruction in teacher education, Joni (1985) remarks that the lecture method "... appears to hold a dominant position..." (p. 10) and has been "... so widely practiced that it has generated a culture: a lecturing culture, which does not provide opportunity for the development of one’s ability and habits of critical and creative thoughts" (p. 21). Joni’s (1985) observations on the widely use of lecture and its implications must be interpreted historically. Joni’s (1979)
comments were made at a time when the reforms were just beginning, and we can only speculate that the observations might still be applied today.

If the heavy reliance on lecture is still common today among social studies teacher educators, there is reason to believe that instruction in their classrooms has not improved significantly—despite continuing efforts to improve the professional competence of social studies teacher educators under P3G and P2LPTK.

This, in turn, suggests that social studies teachers have not been adequately prepared to implement the social studies in the secondary schools. There are indications that this might be the case.

There have been no comprehensive studies of changes in the behavior of secondary social studies teachers under the new curricula; however, there are indications that there has been little change in the way the secondary social studies teachers carry out their tasks in their classrooms.

Iskandar Wiryokusumo, in a survey of the secondary schools in three cities of East Jawa, as quoted by Tempo (1884), found that a majority of the teachers still believed that they can teach without adequate preparation for instruction. This attitude is contrary to the belief that planning for instruction is as important as the act of teaching itself (Hass, 1883). As far as the 1879 and 1886 teacher education curricula are concerned, planning for
instruction is part of the professional competence (See Appendix N) of the secondary teachers. Indeed, the existing curricula of secondary schools emphasize the need for planning (Departemen Pendidikan dan Kebudayaan, 1980). It is difficult to imagine a social studies teacher's attempting to use inquiry in the classroom without specifically preparing for the process. It can be speculated that teachers who hold the belief revealed in the Wiryokusumo study probably would not prepare adequately. One can likely assume that these teachers are practicing methods commonly used by the majority of the nation's secondary teachers, as reported in the National Assessment of Education, 1970-1972 (Beeby, 1979). Without specific preparation it is doubtful if these teachers will teach differently from what Beeby (1978) describes as:

The teacher talks and usually puts written notes on the blackboard (this takes up half the average lesson); the students listen passively; there is a very short time for questions and answers; and the questions are routine and recapitulatory; the students then record notes from dictation or from the blackboard. Sometimes, where textbooks are in especially short supply, teachers simply begin by dictating notes, and, if any time is left at the end, give a few explanations (p. 78).

The Wiryokusumo finding and the Beeby report may shed light on one result of a national survey of elementary and secondary teachers conducted by Tempo (1984). Tempo (1984) found that most teachers felt it easier to teach students to memorize factual information than to help them to think or to understand content through discussion or other means. The,
extent to which this perception reflected the teachers' classroom practices was not revealed. However, since a majority of the secondary teachers in the Tempo survey reported having a second job (reads: part-time teaching in another school), they may have had little time to do the necessary preparation for instruction. Rather, they perhaps tended to adopt an easy way to teach, such as, the chalk-talk technique described by Beeby (1979).

Azmi (1985), in an inservice-needs assessment survey of the junior secondary social studies teachers in West Sumatera, found that most teachers strongly agreed on the need to improve their teaching competence. It can be assumed that teachers' perceived need for inservice training relates to their professional needs.

Sumaatmadja (1983), in a study of a sample of senior high school geography teachers of West Java found that a majority of teachers were familiar with and applied techniques aimed at inculcating attitudes and values, and smaller numbers knew and used techniques aimed at developing inquiry skills, understanding of concepts, and the ability to develop generalization. Sumaatmadja (1983) comments, however, that there is no guarantee that the survey reflects classroom reality or the teachers' familiarity with and use of particular teaching methods.

Recognizing that lecture was predominant in the senior secondary schools, despite being low on CBSA, Sumaatmadja
(1983) asked the teachers sampled to identify the techniques they tended to use to complement lectures. In order of preference the techniques were: 1) question-answer, 2) discussion, 3) recitation, and 4) field-trip. Note that field-trip was the least used (by more than 6 percent of the sampled teachers), despite its being named by the researcher as being very appropriate for outdoor geography teaching. Question and answer sessions, on the other hand, were the most favored (by 45 percent of the sampled teachers).

The drop in senior secondary school graduates' scores on college entrance examinations in the past few years (Tempo, 1985; Ranuwihardjo, 1986) suggests that secondary teachers, including social studies teachers, have changed little in their classroom practice. It appears that they are not teaching as called for in the curriculum. Rather, as the findings and observations made above seem to indicate, they still emphasize rote memorization of factual information, and judging from statements issued by the Minister of Education and Culture Tempo, 1985), the Minister seems to recognize this phenomenon.

Considering these findings and observations it appears safe to assume that these teachers were not well trained

14 The study did not reveal the nature of question and answer sessions referred to by the teachers. It is reasonable to assume that the technique preferred by these teachers is no different from question and answer sessions that often occur at the end or prior to a lesson, as described by Beeby (1979), in which the recall of factual information is emphasized.
under the 1979 and 1986 curricula. The root of the problem may well be with the social studies teacher educators, who, for a variety of reasons, might not be teaching (read: conduct teaching and learning process) as intended by P3G and P2LPTK reforms and the two teacher education curricula.

One is tempted to ask 'What teaching approaches are teacher educators expected to apply in their classrooms?' To what degree are prospective teachers adopting and applying the teaching approaches being modeled by their instructors?' Two basic questions arise: 'How should a social studies teacher educator teach under the 1979 or the 1984 curriculum, and in accordance with the reforms adopted by P3G and P2LPTK? What is likely to occur in the prospective teachers under such circumstance?' These questions are addressed in the next section.

CBSA and Subject Matter Preparation of Social Studies Teacher.

As stated above, the central mission of the teacher education reforms led by P3G and P2LPTK is to improve instruction in teacher education classrooms. With this improvement, it was expected that the prospective teachers would be better prepared to teach in secondary classrooms. The approach to teaching that both teacher educators and prospective teachers are expected to apply in their respective classrooms is built on the concept of CBSA
(student active learning) frequently mentioned above.

According to Professor T. Raka Joni (1979, 1984 & 1985), currently the Director of the Second Indonesia-IBRD Teacher Training Project, CBSA is an old concept that is difficult to define. Its main characteristics are:

the intellectual and emotional involvement of the learner in the teaching and learning process: cognitive assimilation and accommodation in knowledge acquisition; acting and direct experience of feedback in skill (motoric, cognitive, and social) development; and perception and internalization of values in attitude and value development. In other words, active in terms of CBSA is a psychological state although it requires student involvement in various physical activities (1984, p. 1).

CBSA assumes that the ends of teaching are inseparable from the means (Joni, 1985). By analogy, the products of learning—knowledge, understanding, skills, attitudes and values—are inseparable from the process of acquiring them.

Among the main indicators of the degree to which CBSA affects instruction are: the initiative students assume in their classroom; student intellectual and emotional involvement in learning; the teacher's role as facilitator; the nurturing of learning through experience; the use of multi-method and multi-media approaches; and the quality of student-student interaction (Joni, 1985).

The rationale for CBSA, according to Joni (1984), is rooted in the view of education as the development of men (individuals) who not only can live in the society, but more than that, can improve it. As stated above this conception of education as a conserving and subverting activity has
prevailed in Indonesia for some time.

Joni (1984), like others (Surakhmad, 1977; Sumaatmadja, 1983) views the goal of education within the context of one's ability to live in today's constantly changing environment—an environment in which advancements in science and technology make obsolete what was once taken for granted becomes. In Joni's view, in order to be able to live effectively in this constantly changing world, individuals must be able to think critically, be able and willing to learn continuously, and, with other members of the society, work toward common goals.

This view of education as life-long learning, Joni (1985) continues, emphasizes the importance of shifting the responsibility for learning toward the learner. This suggests that the teacher's authority and the learner's sovereignty must be balanced in planning for and implementing learning. This type of 'setting' reflects Dewantoro's tutwuri handavani method (Joni, Hadisusanto, Oemar, and Wasisi (1985), and is believed to provide the best opportunity for helping learners to become intellectually autonomous individuals (Joni, 1985). Joni (1985) believes (as other reformers can be assumed to believe) that CBSA is a basic concept essential in efforts to educate (reads: to intellectualize) the nation\textsuperscript{15}.

\begin{footnotesize}
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\item[\textsuperscript{15}] The statement: 'to educate the nation' or mencerdaskan kehidusan bangsa must be interpreted in its (continued...)
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These statements on the nature and goals of education reflect the position taken by both P3G and P2LPTK. They also provide a rationale for CBSA (Joni, 1985), which underlies the teacher education reforms and the 1979 and 1986 teacher education curricula. Teacher education graduates are expected to embrace this view of education and to assume responsibility for helping their students achieve the goals through CBSA.

This discussion implies that a competent teacher can be viewed as one who teaches students to learn and think critically through a process that involves the students both intellectually and emotionally. The competent teacher must be able to facilitate the learning of students through the use of appropriate methods and media. To prepare a competent teacher, teacher educators are expected to embrace this conception of education and to apply CBSA (Joni, 1984a, 1984b & 1985). This has several implications for social studies teacher educators and their prospective teachers as well.

For example, it is implied that social studies teacher educators should teach subject matter courses through an inquiry oriented process. There are a number of reasons for this. First, inquiry oriented teaching—as it was defined

...continued
context. It is embedded in the Preamble of the 1945 Constitution, and serves as the 'ideal' foundation, as compared to the 'constitutional' foundation—Article 31 of the 1945 Constitution—of Indonesian national education.
by the P3G reformers (See Oemar & Waney, 1981)—has been recognized as having the highest degree of CBSA (Joni, 1984), and it allows for the use of various teaching techniques (lecture, discussion, question and answer, simulation, role playing, etc.) called for by CBSA.

Second, both the 1975 and 1984 secondary social studies curricula called for the use of inquiry oriented teaching in helping students to think critically and to solve problems. By using inquiry in the teaching of subject matter courses, the social studies teacher educators would model teaching behaviors that the prospective teachers are expected to perform in teaching secondary school students. It is worth noting that such modeling is one of the assumptions underlying the 1979 and 1986 teacher education curricula (See Joni, 1985; also, Appendix H).

Implications for prospective social studies teachers are worth noting. First, the power of learning through modeling has been extensively documented cross-culturally (See Bandura, 1980; Gentile, 1984). However, modeling may be more evident in some cultures than in others. In Indonesia, for example, according to the country's leading anthropologist, Koentjaraningrat (1972), there is a strong 'upward mental attitude.' In other words, there is a tendency for subordinates, or in the classroom, the students, to model the behavior of the superiors, or the teacher. Consider the old saying in Indonesia that 'Kalau
guru kencing berialan, murid kencing berlari' (literally, if the teacher urinates while walking, the student will do so while running). No wonder Dewantoro urged his fellow teachers to 'ing ngarmo sung tulodo', that is, be a model while in front. No wonder Joni (1979, 1984, & 1985) believes in the vicious cycle of the lecture method. That is:

... teachers tend to teach the way they were taught during their preparation; it is highly possible that the secondary teachers who are lecturing were mainly lectured during their training years; and the teacher educators lecture because that is the mode of teaching they are most familiar with and this is of no surprise because they were mainly lectured in their formal education before becoming instructors in teacher education (Joni, 1985, p. 10).

Since the manner in which prospective teachers have been taught strongly influences the way in which they will teach their students, Joni (1984) stressed the importance of CBSA during their training (Joni, 1984). In Joni's view, it is somewhat unrealistic to expect teachers to apply CBSA automatically or to implement the various teaching techniques called for without being exposed the exemplary teaching during their preservice preparation.

In addition to being exposed to instructors modeling desired teaching behaviors, social studies teachers-in-training should also have the opportunity to learn to make critical use of content they expect to teach. This, in turn, should help them to improve their thinking and inquiry skills.

The assumption that teachers should be taught in the
manner we expect them to teach is supported by the work of Alan Griffin (1942) of the Ohio State University. Griffin (1942), whose writing was strongly influenced by Dewey's (1933) theory of reflective thinking, proposed that: "... subject-matter which teachers expect to use in promoting reflection should have been learned through reflection" (p. 189). Griffin (1942) believed that "Until students have learned to make conscious use of subject-matter materials in constructing their own points of view, they are not ready to begin learning to help others do so" (p. 208). (It can be argued that Griffin's proposition is more promising in Indonesia than in the United States, in that, social studies teacher educators in IKIPs and FKIPs are both the subject matter and methods course instructors.)

Bruner (1963), who provides empirical evidence for some of Dewey's (1938) educational theories, argues that: "It is doubtful that anyone ever improves in the art and technique of inquiry by any other means than engaging in inquiry, or problem solving" (p. 27). This statement reflects what Dewey (1938) has urged classroom teachers to do since the turn of the century; that is, to have students learn by experience. Dewey (1938), Bruner (1963), and Griffin (1942) help to explain why prospective social studies teachers need to learn inquiry skills by learning content through CBSA—or the inquiry process.

In addition to the arguments presented above, another
reason for prospective teachers to learn to become critical is perhaps more evident in Indonesia than in the United States. This is rooted in a paradox in the society; that is, although teachers are urged to teach for critical thinking, society does not seem to appreciate the result of that endeavor (Surakhmad, 1977). Even in the classroom student questioning may be considered offensive by some teachers. The opposite could also be true. Students might feel it impolite to question their teacher in the classroom, or they might even be afraid to do so.

If student questioning and thinking are not appreciated in society and classrooms, as observed above, and if teaching for rote memorization is predominant in the education system, it can be speculated that prospective social studies teachers had little opportunity to develop thinking skills during their elementary and secondary school years. The need for teachers to develop these skills during their training years is, therefore, of paramount importance.

Joni (1985) points out that a major implication of CBSA for teacher education is the need to integrate subject matter and professional preparation of teachers. As

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16 Joni (1985) spoke of situation prior to the establishment of the 1979 curriculum, when teacher educators were divided into subject matter instructors, who had little interest in methods course, and methods course instructors, most of whom came from the Faculty of Educational Studies with little background and interest in subject matter. Having teacher educators improve their knowledge and sharpen their skills in order to teach subject matter and
demonstrated in the preceding paragraphs, the integration called for is inherent in using CBSA in teaching subject matter courses. To the extent that social studies teacher educators apply CBSA in their instruction, they will contribute significantly to their students' developing both subject matter and professional competence.

The above account of CBSA and its implications for the preparation of social studies teachers should help in the following discussion of the three social studies orientations—social studies as citizenship transmission, social science, and reflective inquiry—and the ways they relate to the 1979 and 1986 social studies teacher education curricula.

The Three Social Studies Orientations and the Preparation of Social Studies Teachers in the 1979 and 1986 Curricula

This section seeks to identify the three social studies orientations, that is, social studies as citizenship transmission, social studies as social science, and social studies as reflective inquiry in the 1979 and 1986 curricula of teacher education. Assumptions underlying teacher education, specifically as related to the task of preserving societal values, the relevance of teacher education...
programs, the teaching and learning process (CBSA), and teacher educator as providing models, provide bases for characterizing the preparation of social studies teachers in the 1979 and 1986 curricula.

Citizenship Transmission: IKIP, like other higher education institutions in Indonesia, was established to conduct teaching, research, and community service, in conjunction with the preparation of secondary school teachers. Each of the three functions is carried out in accordance with the national policy of education as stated in the Guidelines of State Policy. As previously discussed, a major goal of national education is the development of Pancasila minded-men, that is, citizens who possess the values and outlook on life based on Pancasila and the 1945 Constitution.

Accordingly, the IKIP curriculum assumes responsibility for 1) the transmission of those beliefs and values to the prospective teachers, who would "... play the role as a leader and supporter of the societal values" (Joni, 1984, p. 21), and 2) the development in teachers the competence to teach the beliefs and values to secondary school students. The two goals, in some way, have defined content of the 1979 and 1986 IKIP curricula and can be identified in general education and subject matter components of the two curricula.

The general education component, for example, specifies
a number of courses that focus on the teaching of Pancasila, the 1945 Constitution, and the spirit and values of 1945. The courses include Pancasila, National Resilience (Kewiraan), and PSPB. These courses aim at developing citizens who possess these national ideals and values.

In the subject matter component, the teaching of these values becomes part of the S1 dan the Diploma (D1, D2, and D3) programs of the department of PHP and history education. The primary goal of teaching Pancasila, the 1945 Constitution, and the 1945 spirit and values has been to help prospective teachers become competent to teach such courses as PHP and PSPB to secondary school students.

Though different in their specific goals, instruction in the two components of curriculum may be assumed to carry the same task of transmitting "... a body of 'accepted' information about (Pancasila, the 1945 Constitution, and the 1945 spirit and values), a correct interpretation of the content, and from both what is usually assumed to be enduring values' (Barr, Barth & Shermis, 1978). The depth and breadth of study of a particular topic of instruction may provide a more accurate distinction between teaching these values and beliefs in the two components of curriculum.

As far as CBSA is concerned, inquiry oriented teaching should be used (with various techniques) in inculcating the national values and beliefs to the prospective teachers and
helping them become competent in teaching the values and beliefs to secondary students. These values and beliefs, at the same time, constitute the framework for the inquiry process.

It can be summed up that citizenship transmission as an orientation toward the teaching of social studies can be identified in the preparation of social studies teachers under the curricula of 1979 and 1986. However, whether teacher educators, who teach the courses embrace and apply the citizenship transmission is unknown. This, therefore, warrants investigation.

Social Science: The preparation of secondary social studies teachers in Indonesia, except for the preparation programs under the 1979 curriculum, is essentially social science-oriented. IKIPs, as previously noted, have been organized since their establishment into faculties and departments based on academic disciplines, similar to university organization. The faculties of social studies education, known in the past as faculties of teaching social sciences (Fakultas Keguruan Ilmu Sosial), formerly were organized into departments such as civics, geography, history, economics, sociology, anthropology, etc. Throughout the years, changes in the IKIP organization have occurred, mainly in terms of abandoning some of the existing departments, and creating new or renaming old ones. Today, the faculties of social studies education consist of five
departments, that is, PHP/KN, history education, economics education, geography education, and general education. These changes do not alter the nature of IKIP organization based on the academic disciplines.

Probably more important than the IKIP organization is the nature of subject matter preparation of social studies teachers under the 1986 curriculum and the curricula adopted prior to 1979. Take as an example the subject matter preparation for geography teachers in the 1977 Curriculum of IKIP Manado. (Note that prior to 1979 each of the ten IKIPs established its own curriculum.) The program includes courses like: Introduction to Geography, Human/Economic Geography, Geography of Industry, Geography of Development, Urban Geography, etc.; Physical Geography, General Geology, Climatology, Geomorphology, etc.; Regional Geography of the World, Geography of Indonesia, Geography of America, etc. (IKIP Manado, 1977).

These courses represent three major branches of geography, that is, human geography, physical geography, and regional geography, which constitute the discipline of geography (See, for example, James, 1983). Their inclusion was based on the view that prospective teachers of geography

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17 The department of general education was recently created to assume responsibility for teaching courses (e.g., Religion Studies, Pancasila, National Resilience, PSPB, and Basic Social Science) in the general education component of curriculum. Since the department does not prepare secondary social studies teachers in the sense the other departments do, it is not included in this study.
have to master the components (branches or sub-branches) of the parent discipline (Retmono, 1985); in this case, geography. It was not considered whether the courses were relevant to the needs of secondary education. This discipline-oriented teacher education curriculum (Retmono, 1985) differs from the CBTE curriculum of 1986. In the latter, curriculum was assumed to be social science-oriented because of the nature of content of subject matter courses and the manner in which the courses were expected to be taught.

First, let us consider the nature of content of subject matter courses. The assumption of relevance of curriculum necessitates that subject matter preparation be discipline-oriented—as the secondary curriculum is discipline-oriented. It must also be discipline-oriented because the guideline for revision (Ranuwihardjo, 1986) states that teacher subject matter competence should be equal to the mastery of the same discipline by a university student in the first six semesters in the academic department. (Indonesian universities, like IKIPs, admit senior secondary school graduates directly to departments.)

The social science orientation in the 1986 curriculum is particularly evident in the subject matter preparation programs for senior secondary teachers (the four-year Sarjana or S1 degree and the three-year Diploma or D3) of economics, geography, anthropology, and, to some extent,
Second, let us consider instruction in subject matter courses. These courses are expected to be taught through discovery—the mode of inquiry by which scholars in the discipline gain new knowledge. The reasons for this are:

1) The discovery method allows for active student involvement in the teaching and learning process (Bruner, 1960). In the language of the teacher education reforms, it has a high degree of CBSA.

2) Discovery method focuses on the process, in addition to the product of teaching and learning—which is in accordance with CBSA.

3) The use of the discovery method in teaching subject matter courses conforms to one of the assumptions underlying the secondary teacher preparation since 1979; that is, "(t)he forming of professional competence requires the integration of theory and practice, and content and methodology" (Joni, 1984, p. 22).

4) Discovery method is required in the social studies classrooms under the 1984 senior secondary curriculum.

It suffices to say that the view of social studies as

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Prospective teachers are expected to learn basic ideas, problems, and methodologies of social sciences considered essential for effective teaching of social science disciplines to secondary school students. In accordance with the guidelines for revision of curriculum (Ranuwihardjo, 1986) noted above, most of the subject matter courses taught under teacher education curricula adopted prior 1979 may be expected to be included again in the 1986 curriculum.
social science can be identified in the existing senior secondary curriculum and in some of the preparation programs. This is particularly true in the preparation for teachers of economics, geography, and to some extent history, in the 1986 teacher education curriculum and the teacher education programs adopted prior to 1979.

The need to adapt the approach to the preparation of social studies teachers in the 1986 curriculum to the 1984 senior secondary curriculum and to base the programs on the idea of CBSA and other assumptions, has resulted in a preparation program that reflects an orientation toward the teaching of social studies as social science.

**Reflective Inquiry:** Unlike the other two orientations of social studies, reflective inquiry appears mainly in the preparation of social studies teachers in the 1979 curriculum. Its inclusion was part of the attempt to make the teacher education curriculum more relevant to the 1975 secondary social studies curriculum being implemented. Some of the courses in the general education component of curriculum taught since the early 1970s, for example, *Ilmu Sosial Dasar* (ISD) or Basic Social Science, were interdisciplinary and problem-oriented (Waney, 1988). The teaching of these courses might be assumed to be inquiry-oriented.

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19 Preparation programs for history teachers can be considered both, social science and citizenship transmission.
The goal of ISD, like some other courses in the general component of curriculum, is to help develop what might be called personal and social competence of teachers (See Waney, 1988), in accordance with the aims of national education stated in the Guidelines of State Policy. The goal here is the development of intellectual ability (thinking and problem solving skills).

In the subject matter component of the 1979 curriculum, the goal was to develop teachers' competence to teach social studies subjects under the 1975 interdisciplinary-based curriculum of secondary schools. In addition to courses in the social science disciplines, the 1979 curriculum specified a number of social studies courses known as Kor Ilmu Pengajaran Sosial (Kor IPS) or "social studies core" required for all prospective social studies teachers regardless of their major (department).

The existence of the social studies core can be related to the need to apply inquiry and problem solving, and an interdisciplinary approach in the teaching of secondary social studies in the 1975 curriculum (See also Makalah P3G, 1979 & 1982). These courses center on such topics as history and the development of social studies in the United States and in Indonesia, theories of social studies, and the application of the theories and conceptions of social studies in the secondary classrooms. The courses were directed in part toward helping prospective teachers gain
knowledge and understanding of the interdisciplinary approach, the inquiry process, and the nature and goals of social studies being implemented in the secondary schools.

Subject matter courses were expected to be taught in a manner conforming to the notion of CBSA. For example, the methods were to allow for active participation of the learners; focus on the process, in addition to the product of learning; and encourage the integration of theory and practice, and content and methodology (Joni, 1984). In addition, the methods were to allow prospective teachers to experience how to use data and information from various sources, particularly the social science disciplines, in seeking solutions to the problem(s) under investigation (Departemen Pendidikan dan Kebudayaan, 1980). Apparently, inquiry-oriented teaching was to be used.

It may be said that the teaching of social studies as reflective inquiry can be identified in the preparation of social studies as set forth in 1979 teacher education curriculum. This characterization is based on the assumptions underlying the 1979 teacher education curriculum--particularly those regarding relevance of teacher education, teaching and learning process (CBSA), and teacher educator modeling teaching behavior.
Related Research and Summary

The last part of this chapter presents a review of research based on Barr, Barth, and Shermis' conception of social studies. The studies used a survey questionnaire developed by Barth and Shermis—the Barth/Shermis Social Studies Preference Scale—to describe social studies perceptions or teaching orientations of social studies teachers. A final section provides a summary of the discussions within the whole chapter.

Research on the Three Social Studies Orientations

Since Barth and Shermis (1971) proposed the three social studies orientations almost two decades ago, a number of studies on this social studies rationale have been reported. The studies were conducted using the Barth/Shermis Social Studies Preference Scale or the Social Studies Preference (SSP) Scale, to identify teachers' orientations toward the teaching of social studies as citizenship transmission (CT), social science (SS), and reflective inquiry (RI). The subjects in the studies were mainly secondary social studies teachers and preservice teachers in three different cultural settings, that is, the United States, Egypt, and Nigeria. A review of these studies is in order.

Barth and Norris (1976), in a study of a group of
Midwestern preservice teachers, reported that 50 percent of the subjects favored RI, 36 percent favored a combination of RI and SS (RI/SS), 3 percent adhered to SS, and 7 percent were unclassified.

Barth and Norris (1976a) also reported on a study of fifty-five preservice teachers at Ahmadu Bello University, Nigeria, conducted by Professor Darrell DuBey in 1975. It was revealed that 57 percent of the subjects were unclassified and 7 percent subscribed to CT. The rest were divided equally into SS, RI, CT/SS, and SS/RI, that is, 9 percent each.

Barth and Norris (1976b) compared the DuBey data with data from eighty-four teacher candidates at Purdue University. It was revealed that a sizable majority, 81 percent, of the American students endorsed RI, while only 6 percent felt the three positions were of equal value.

Barth (1986) reported on a replication of the DuBey study by Craig Kissook in 1981 on twenty-seven preservice social studies teachers at Ahmadu Bello University. The report indicated that 27 percent of the subjects were unclassified, 7 percent favored CT, 7 percent SS, 18 percent RI, 4 percent CT/SS, 7 percent CT/RI, and 30 percent SS/RI. These results show a marked difference from the data from the 1975 study. For example, while less than a half, 43 percent, could be classified in 1975 (including CT = 7 percent, SS = 9 percent, RI = 9 percent, CT/SS = 9 percent,
SS/RI = 9 percent), 73 percent could be classified in 1981 (including, CT = 7 percent, SS = 7 percent, RI = 18 percent, CT/SS = 4 percent, CT/RI = 7 percent, SS/RI = 30 percent). Also, there was a significant increase in the percentage of subjects who favored RI, up from 9 percent in 1975 to 30 percent in 1981. Barth (1986) comments that these changes resulted from a number of factors, including Nigeria's policy on education which "... emphasized the role of social studies as a citizenship course dedicated to inquiry and nation building ..." (p. 28), the use of textbooks and activity books, and the adoption of social studies methods courses at the Ahmadu Bello University since 1975, which emphasized the importance of reflective inquiry.

Barth (1986) also reported on a study of 96 prospective teachers from Mansoura University, Egypt, conducted in 1982. The distribution of subjects among the three orientations was as follows: 2 percent favored CT, 3 percent SS, 9 percent RI, 7 percent CT/SS, 4 percent CT/RI, 27 percent SS/RI, and 48 percent were unclassified. In comparing the Egyptian data with the Nigerian data collected by DuBey in 1975, Barth (1986) noted a similarity in the high number of unclassified subjects, that is, 57 percent in Nigeria and 48 percent in Egypt. In comparing the Egyptian data with the Nigerian data collected by Kissook in 1981, Barth (1986) discovered a larger percentage of classified subjects, 73 percent, in the Nigerian study compared with 52 percent of
classified subject in the Egyptian study.

Bennett (1980), studying the teaching orientations of social studies supervisors and college educators in Virginia, reported that most subjects endorsed all three traditions. Similar results were reported by Bonar (1977) on a sample of social studies teachers in West Virginia, and White (1982) on a sample of secondary social studies teachers in six Midwest and New England school districts.

Andres (1982) investigated the relationships between the teaching orientations and certain demographic and professional variables of a group of Indiana secondary social studies teachers. Andres found the following: a majority of teachers in the sample endorsed a combination of the three orientations or were unclassified; CT was positively correlated with teachers' age and length of teaching experience; no relationship existed between the two variables and either SS or RI; professional variables were the most important predictors of social studies orientations, with attitude toward education being the most positive indicators and level of education attainment being the least useful indicator; finally, teachers with traditional educational attitudes were likely to endorse CT, while those with progressive educational attitude were likely to prefer RI.

Adeyemi (1985) investigated a group of 211 secondary social studies teachers in Oyo State of Nigeria to determine
teachers' teaching orientations and relationships of the teaching orientations to certain demographic variables. It was revealed that the subjects endorsed all three philosophical orientations. Also, while no significant difference was found, RI was preferred most, followed by SS, and CT. In addition, no significant relationships were found between the demographic variables being studied (academic background, teaching experience, location of schools, age, teaching credentials, and areas of specialization) and the social studies teachers' overall perceptions of social studies, or perceptions of each social studies orientation.

Summary

Indonesia can be considered a meeting ground of cultural forces. Its history must be interpreted in terms of the influence of ideas and philosophies of Hinduism, Buddhism, Islam, and the West. But the complexity of modern Indonesian society can best be understood in light of both indigenous foundations and foreign influences. The belief in the importance of harmony and consensus, and the values of maintaining man and nature in equilibrium, embedded in the state philosophy of Pancasila, help to explain the country's ability to absorb outside influences without being absorbed. Science and technology of the West are adapted to promote national development while attempts are made to increase national unity.
'Unity in Diversity' capsulates both the diversified nature of Indonesia and an aspiration of modern Indonesia. The development of a sense of nationhood rather than ethnic or local loyalty has been a major goal of the government of both Sukarno and Soeharto. Education is considered very important in achieving this goal.

The legal foundation of the national system of education was established in the 1945 Constitution; however, the idea of national education had previously emerged in the thinking of Ki Hadjar Dewantoro more than three decades before independence. Education in both Dewantoro's and the nation's schools is expected to maintain the societal ideals, values, and beliefs, and to advance the society. During the past two decades, the teaching of values, beliefs, and outlooks derived from Pancasila, the 1945 Constitution, the 1945 spirit and values is expected to promote national identity. In addition, intellectual training, not simply in the basic skills of reading, writing, and arithmetics, but specifically in critical and creative thinking, is expected to assist with the modernizing of economy.

The teaching of social studies in the secondary schools prior to 1975 and as encouraged in the 1975 and 1984 curricula reflects both character building and intellectual training. The teaching of Pancasila, the 1945 Constitution and the 1945 spirit and values has become the focus of PHP
and PSPB, while the development of critical thinking and problem solving has been the focus of such subjects as IPS, history, economics, geography, anthropology. The goals, methods, and content of social studies, particularly in the 1975 and 1984 curricula, contain elements of citizenship transmission, social science, and reflective inquiry. Despite these goals, teaching for rote memorization has remained a predominant mode in the secondary social studies classrooms.

Reforms led by P3G and P2LPTK have aimed at improving teacher education through revision of curriculum and the improvement of facilities and professional competence of teacher educators. It is expected that improved teacher education would have a positive influence on the quality of teaching in secondary classrooms. The concept of CBSA has been used to describe the nature of the intended teaching and learning process.

An examination of CBSA as a basis for the preparation of social studies teachers under the 1979 and 1986 curricula reveals that elements of the three social studies orientations—citizenship transmission, social science, and reflective inquiry—exist in the two curricula. However, the extent to which social studies teacher educators agree with the three orientations is unknown. Other evidence indicates that after more than ten years of teacher education reforms, instruction in secondary social studies classrooms has
changed little. This suggests that teacher education programs have not been effectively implemented. The root of the problem might lie with social studies teacher educators who for a variety of reasons might not embrace and apply the views that underlie the curriculum being implemented.

Previous studies of the three social studies orientations have revealed that a majority of social studies teachers favor an eclectic position embracing all three orientations. Smaller numbers of teachers preferred either one or a combination of two orientations. These studies have not established the existence of relations between teachers' social studies orientations and demographic or professional variables.

The studies have used the same survey questionnaire—the Social Studies Preference (SSP) Scale developed by Barth and Shermis (1978)—but the results cannot be generalized beyond the intended populations. In addition, the studies were conducted in different cultural settings—the United States, Nigeria, and Egypt—with subjects who were mainly secondary social studies teachers or preservice service teachers. An analysis of the orientations of Indonesian social studies teacher educators appears to be warranted.

Moreover, as indicated, the three social studies orientations were accommodated in the preparation of social studies teachers under the 1879 and 1886 teacher education curricula. This inclusion was expected to improve the
quality of teacher education graduates. However, there was little evidence of improvement in instruction in secondary social studies classrooms. The root of the problem might be with social studies teacher educators. They might have different perceptions of the extent to which the three social studies orientations were reflected in the 1979 and 1986 curricula. They might also have different beliefs of the extent to which the three orientations should be reflected in the preparation of social studies teachers.

In order to investigate these concerns, the SSP Scale was used in addition to two self-developed perceptions scales. The first scale, the 1979/1986 Scale, addresses social studies teacher educators' perceptions of the extent to which the three social studies orientations were reflected in the 1979 and 1986 curricula. The second scale, the Social Studies Teacher Education Preference (SSTEP) Scale, focuses on social studies teacher educators' perceptions of extent to which the three orientations should be reflected in the preparation of social studies teachers. The 1979/1986 Scale, the SSTEP Scale, and the SSP Scale made up the survey questionnaire, Social Studies Perceptions of Indonesian Teacher Educators, used in this study.
CHAPTER III
METHODOLOGY

Introduction

This study examined perceptions of social studies teacher educators in the ten state IKIPs regarding the extent to which the three social studies orientations—citizenship transmission (CT), social science (SS), and reflective inquiry (RI): 1) were reflected in the preparation of social studies teachers under the 1979 and 1986 curricula; 2) should guide the preparation of social studies teachers; and 3) should define purpose, methods, and content of secondary social studies. This chapter describes how the study was conducted. It includes sections that address 1) population and sample, 2) research variables, 3) instrument, 4) validity and reliability of the instrument, 5) procedure for data collection, and 6) data analysis.

Population and Sample

Population in question was all social studies teacher educators—a total of 1486 subjects when this study was conducted—affiliated with four departments of faculty of
social studies education (FPIPS) of the ten state IKIPs in Indonesia. The four departments are the department of Pancasila Moral Education/Civics Education (PMKP/KN), History Education, Economics Education, and Geography Education. The ten IKIPs are IKIP Bandung, IKIP Jakarta, IKIP Malang, IKIP Manado, IKIP Medan, IKIP Padang, IKIP Semarang, IKIP Surabaya, IKIP Ujung Pandang, and IKIP Yogyakarta.

This study defines confidence interval as .85 and alpha as .05. By applying the tolerated error of 5 percent and confidence level of 95 percent to a table developed by Backstrom and Hursh-Cesar (1981, p. 75), the total sample size of this study was determined to be 384. Since the response rate was expected to be 75 percent, it was considered that a total of 384 could be obtained by increasing the number of respondents at least 25 percent larger than 384. The total number of individuals to be sampled in the study was determined to be 512.

A stratified proportionate random sampling technique was used to select 512 respondents from a master list formed based on ten separate lists of social studies teacher educators obtained from the ten IKIPs. The stratification was based on IKIP and department affiliation.

Table 4 presents the proportion of samples drawn according to IKIP and department.
Table 4.
Distribution of Sample by IKIP and Department

<table>
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<th>IKIP</th>
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<th>History Pop Samp</th>
<th>Economics Pop Samp</th>
<th>Geography Pop Samp</th>
<th>Total Pop Samp</th>
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<td>(14.0)</td>
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Note:
* Row percentage
** Column percentage

Research Variables

Eight independent variables and three sets of dependent variables were selected for this study. The independent variables include IKIP affiliation, department affiliation, degree, area of specialization, academic position, years of teaching, age, and exposure to the Barr, Barth, and Shermis' three orientations of social studies. The reason for their inclusion might be described as follows.

**IKIP affiliation.** The ten state IKIPs are located in ten major cities in Indonesia. These cities differ from one another in many respects, including social, economic, and cultural background. These differences might affect the
views, beliefs, and attitudes of social studies educators towards the goal of education and how they might go about working towards that goal. IKIP Yogyakarta, for example, is located in the city of Jogyakarta. This city has been one of the centers of the Javanese culture. It continues to maintain some of its traditions including the sultanate of Jogyakarta. The city is also known for its key role in the fights for independence. It is one of the largest center for education in Indonesia, hosting the oldest and perhaps the largest university and research center in the country, the University of Gajah Mada. All of these might result in some educators, including social studies teacher educators, viewing education or specifically social studies teaching as mainly an attempt to maintain their traditional culture. Others might want to maintain some aspects of the culture but also want to change some aspects of the culture as they see necessary. Thus, some social studies teacher educators affiliated with IKIP Yogyakarta might prefer citizenship transmission (CT) orientation, some others social science (SS) orientation, and still others reflective inquiry (RI) orientation. This, in a way, is different from social studies teacher educators affiliated with IKIPs located in other cities. IKIP Jakarta, another example, is located in the capital city of Jakarta. This is the largest and perhaps the most rapidly growing city in Indonesia. The rapid population growth due in part to a large urban migration
has created the problem of overpopulation and all its consequences for the city. It is also the largest industrial center, and the center of politics and economy of the country. All of these has resulted in social, economic, and cultural characteristics quite different from that of Yogyakarta or many other cities. Perhaps, because of these characteristics, individuals living in this city, including social studies teacher educators, might prefer an education that tend to equip individuals with the ability to solve problems or make decisions. For social studies teacher educators, this might mean that they would like teachers to base social studies instruction on purpose, method, and content as defined by RI orientation, or perhaps SS orientation rather than CT orientation. This might also mean that they would prefer to emphasize the preparation of social studies teachers on RI or SS rather than CT orientation.

Differences as described above as applied to different IKIPs might result in differences in social studies teacher educators perceptions toward the three social studies orientations. For the purpose of analysis IKIP affiliation with 10 levels were dummy-coded with IKIP Yogyakarta as the reference group (1 = IKIPs of the following order: Bandung, Jakarta, Malang, Manado, Medan, Padang, Semarang, Surabaya, and Ujung Pandang; 0 = the reference group, IKIP Yogyakarta).
Department affiliation. The four departments (PHP/KN, history education, economics education, and geography education) each was considered to be different from the others. The primary reason was because each is responsible for the preparation of teachers to teach different social studies subjects. For example, PHP, Indonesian government, and Civics, for PHP teachers; Indonesian history, world history, history of civilization, and PSPB for history teachers; economics and accounting for economics teachers; and geography of Indonesia, world regional geography, and geology, for geography teachers. These differences in subjects taught to prospective teachers might result in differences in social studies teacher educators' perceptions toward the three social studies orientations in guiding secondary social studies or the preparation of social studies teachers. The PHP teacher educators, for example, might prefer CT orientation rather than SS or RI orientation, while economics or geography teacher educators might prefer SS or RI orientation more than CT orientation. Some history teacher educators might prefer CT orientation because of their involvement in preparing teachers to teach PSPB, while others might prefer SS or RI orientation or both. For the purpose of analysis, department affiliation which has 4 levels was dummy-coded with the department of history education as the reference group (1 = PHP/KN, economics education and geography education in that order; 0
Degree. Three levels of degree (Sarjana, Master's, and Doctorate) were considered to have an effect on social studies teacher educators' perceptions. For example, those with a higher degree, for example, a doctorate degree, due to the nature of education they received, might prefer a secondary social studies curriculum that emphasizes the goal and method of RI orientation more than the goal and method of CT or SS orientation. They might also prefer this orientation to guide the preparation of social studies teachers. Those holding a lower degree, for example, a Sarjana degree, might prefer SS orientation as they were essentially trained under social science oriented teacher education curricula established prior to the establishment of the 1979 and 1986 curricula.

Degree with 3 levels was treated as ordinal and was coded: 1 = sarjana, 2 = master's, and 3 = doctorate.

Area of specialization. Area of specialization refers to the major subject that constitutes the teaching specialty of teacher educators. Some are the social studies subjects, such as civics, political science, PMP, history, economics, sociology, anthropology, and geography. Other subjects might include English, literature, mathematics, physics, etc. Differences in the area of specialization might result in differences in perceptions toward the three social studies orientations.
Area of specialization was dichotomous and coded:  
1 = social studies majors; 0 = non social studies majors.

Age. Age was treated as a continuous variable and included to substantiate the findings from previous studies. For example, Andres (1982) found age to have a positive correlation with CT orientation and no significant correlation with either SS or RI orientation. Also, Adeyemi's (1985) study indicated age to have positive association with CT orientation but not SS or RI orientation. This study explored the possibility for such a relationship.

Length of teaching experience. Social studies teacher educators' length of experience in teaching, treated as a continuous variable, was found in the past to be positively correlated with CT orientation and no relationship with either SS or RI orientation (Andres, 1982; Adeyemi, 1985). The present study sought to substantiate these findings.

Academic position. Teacher educators, like other higher education faculties, are recognized for their professional achievement through their promotion to a higher academic position. As many as nine levels of academic position might be obtained by an educator. A newly recruited faculty member usually begins at level one. In order to be promoted to a higher level of academic position, one has to demonstrated knowledge and expertise related to teaching, research, and service in one's area of specialization. It is possible that
differences in academic positions of social studies teacher educators might result in differences in their preference toward the three social studies orientations in either guiding secondary social studies or the preparation of social studies teachers. For example, those holding a higher academic position might tend toward reflective inquiry compared with those holding a lower academic position.

Academic position with 8 levels was treated as ordinal and coded: 1 = Level I—the lowest, 2 = Level 2, 3 = Level III, 4 = Level IV, 5 = Level V, 6 = Level VI, 7 = Level VII, and 8 = Level VIII—the highest.

Exposure to Barr, Barth, and Shermis' three orientations. Barth and Shermis (1983) and Barth (1986) indicated that exposure to the three social studies orientations may result in one's choosing a distinct social studies orientation. To examine this proposition, exposure to Barr, Barth, and Shermis's three orientations was included as an independent variable. Exposure to the Barr, Barth, and Shermis three social studies orientations was dichotomous and dummy-coded: 1 = exposed; 0 = not exposed.

Three sets of dependent variables. Of the three sets of dependent variables, the first set focuses on social studies teacher educators' perceptions of the extent that the three social studies orientations—citizenship transmission (CT), social science (SS), and reflective inquiry (RI)—were reflected in the preparation of social studies teachers
under the 1979 and 1986 curricula. The second set centers on the teacher educators' perceptions of the extent that CT, SS, and RI should be reflected in the preparation of social studies teachers. The third set addresses their perceptions of the extent that CT, SS, and RI should define purpose, method, and content of secondary social studies. Each set consists of three variables reflecting the educators' perceptions related to citizenship transmission (CT), social science (SS), and reflective inquiry (RI). In effect, there is a total of nine dependent variables in this study.

Three perceptions scales (one developed by Barth and Shermis1 (Barr, Barth & Shermis, 1978), two were self-developed) addressed the dependent variables. A check-list addressed the independent variables. Altogether they made up the questionnaire used in this study.

The independent and dependent variables and their relationships constitute a conceptual framework that this study attempts to examine. A linear description of the conceptual framework is visually shown in Figure1.

1 The version of the Barth/Shermis Social Studies Preference Scale used in this study appears in Barth and DuBey’s (1980) Social Studies: The Inquiry Method Approach. It was also used by Adeyemi (1985) in his study in Oyo State of Nigeria.

Also, perceptions as identified by the Barth/Shermis Preference Scale is also referred to in this study as social studies preference or position.
INDEPENDENT VARIABLES

Social studies teacher educators:

- IKIP Affiliation
- Department Affiliation
- Degree
- Area of Specialization
- Academic Position
- Years of Teaching
- Age

- Exposure to the Three Social Studies Orientations

DEPENDENT VARIABLES

Social studies teacher educators' perceptions of:

- Social Studies T. Education of 1979 and 1986
- Social Studies Teacher Education Reform
- Social Studies in the Secondary Schools

*Figure 2. Conceptual Framework of the Study*
Hypotheses

The following hypotheses were formulated to be tested at the 0.05 level of significance:

1. There will be statistically significant difference in social studies teacher educators' perceptions of the importance of citizenship transmission (CT), social science (SS), and reflective inquiry (RI) orientation in each of the following:
   a. the preparation of social studies teachers under the 1979 and 1986 curricula;
      \[ H_{01} : CT_1 = SS_1 = RI_1, \quad H_{A1} : CT_1 = SS_1 = RI_1 \]
   b. the preparation of social studies teachers;
      \[ H_{02} : CT_2 = SS_2 = RI_2, \quad H_{A2} : CT_2 = SS_2 = RI_2 \]
   c. the secondary social studies;
      \[ H_{03} : CT_3 = SS_3 = RI_3, \quad H_{A3} : CT_3 = SS_3 = RI_3 \]

2. Correlations among social studies teacher educators' perceptions of the importance of CT, SS, and RI in the preparation of social studies teachers under the 1979 and 1986 curricula, their preference for the three orientations to guide the preparation of social studies teachers, and their preference for the three orientations to guide secondary social studies will be significant;
   \[ H_0 : \text{All correlation coefficients equal zero}, \]
   \[ H_A : \text{All correlation coefficients differ from zero}. \]

3. Social studies teacher educators' perceptions of the extent to which CT (or SS or RI) was reflected in the
preparation of social studies teachers under the 1979 and 1986 curricula (addressed by the 1979/1988 Scale) will depend on a linear combination of SS and RI (or CT and RI, or CT and SS) and a set of background variables specified in the following three simultaneous equation model (Model 1):

Model 1:

\[ Y_1 = Y_2 + Y_3 + X_{(0-7)} + X_{(8-9)} + X_{(10-18)} + E_1 \]  
\[ Y_2 = Y_1 + Y_3 + X_{(0-6)} + X_{7} + X_{(8-18)} + E_2 \]  
\[ Y_3 = Y_1 + Y_2 + X_{(0-6)} + X_{7} + X_{(8-18)} + E_3 \]

where \( Y = CT \), \( Y_2 = SS \), \( Y_3 = RI \), \( X_0 = \) constant, \( X_1 = \) age, \( X_2 = \) degree, \( X_3 = \) area of specialization, \( X_4 = \) length of teaching experience, \( X_5 = \) academic position, \( X_6 = \) exposure to the three social studies orientations, \( X_7 \) through \( X_9 = \) the three department levels, PHP/KN, economics, and geography, respectively, \( X_{10} \) through \( X_{18} = \) the nine levels of IKIPs, i.e., Bandung, Jakarta, Malang, Manado, Medan, Padang, Semarang, Surabaya, and Ujung Pandang, respectively, and \( E = \) error term.

4. Social studies teacher educators' preference for CT (or SS or RI) to guide the preparation of social studies teachers will depend on a linear combination of SS and RI (or CT and RI or CT and SS) and a set of background variables specified in the following three simultaneous equation model (Model 2):
Model 2:

\[ Y_1 = -Y_2 - Y_3 + X_{(0-1)} - X_2 + X_{(3-7)} - X_{(8-9)} + X_{(10-18)} + E_1 \]  \hspace{1cm} (Eq 4)

\[ Y_2 = -Y_1 + Y_3 + X_{(0-6)} - X_7 + X_{(8-18)} + E_2 \]  \hspace{1cm} (Eq 5)

\[ Y_3 = -Y_1 + Y_2 + X_{(0-6)} - X_7 + X_{(8-18)} + E_3 \]  \hspace{1cm} (Eq 6)

where

\[ Y_1 = \text{CT}, \; Y_2 = \text{SS}, \; Y_3 = \text{RI}, \; X_0 = \text{constant}, \; X_1 \text{ through } X_{18} = \text{the background variables}, \text{ and } E = \text{Error terms}. \]

5. Social studies teacher educators' preference for CT (or SS or RI) to guide the secondary social studies will depend, on a linear combination of SS and RI (or CT and RI, or CT and SS) and a set of background variables specified in the following simultaneous equation model (Model 3):

Model 3:

\[ Y_1 = -Y_2 - Y_3 + X_{(0-1)} - X_2 + X_{(3-7)} - X_{(8-9)} + X_{(10-18)} + E_1 \]  \hspace{1cm} (Eq 7)

\[ Y_2 = -Y_1 + Y_3 + X_{(0-6)} - X_7 + X_{(8-18)} + E_2 \]  \hspace{1cm} (Eq 8)

\[ Y_3 = -Y_1 + Y_2 + X_{(0-6)} - X_7 + X_{(8-18)} + E_3 \]  \hspace{1cm} (Eq 9)

where

\[ Y_1 = \text{CT}, \; Y_2 = \text{SS}, \; Y_3 = \text{RI}, \; X_0 = \text{constant}, \; X_1 \text{ through } X_{18} = \text{the background variables}, \text{ and } E = \text{Error terms}. \]

**Instrument**

The questionnaire, *Social Studies Perceptions Scale of Indonesian Teacher Educators* (Appendix A), used in this study consists of four parts. Part A, the Social Studies
Preference Scale (the SSP Scale), addresses the teaching orientations of social studies teacher educators. The SSP Scale consists of forty-five items of the Barth/Shermis Preference Scale. Each item is a statement that reflects a position in terms of purpose, content, and method of social studies. The social studies teacher educators were asked to respond by indicating the degree of their agreement or disagreement with each statement on a five point Likert-type scale.

The forty-five items were arranged into three subsections of fifteen items, representing purpose, method, and content of social studies. Each of the three orientations—CT, SS, and RI—is represented in each subsection by a discrete set of five items randomly intermingled with other items. A set of fifteen items of the SSP Scale, therefore, represents one of the three orientations. (Table 3 in Chapter II provides a description of the three dimensions according to Barr, Barth, and Shermis.)

Part B, the Social Studies Teacher Education Perception Scale (the SSTEP Scale), focuses on social studies teacher educators' perceptions of the extent that CT, SS, and RI should be reflected in the preparation of social studies teachers. The SSTEP Scale covers eighteen statements numbered forty-six through sixty-three. Six items (item 46 through item 51) address CT, six items (item 52 through item 57)
focus on RI, and six (item 58 through item 63) center on SS.

Part C, the 1979 and 1986 Teacher Education Scale (the 1979/1986 Scale), covers the teacher educators' perceptions of the extent that CT, SS, and RI were reflected in the preparation of social studies teachers as prescribed by the 1979 and 1986 curricula. The 1979/1986 Scale includes fifteen items numbered sixty-four through seventy-eight. Five items (item 64 through item 68) address CT in connection with the preparation of social studies teachers in the 1979 and 1986 curricula. Five items (item 69 through item 73) center on RI in relation to the preparation of social studies teachers under the 1979 curriculum. Five items (item 74 through item 78) focus on SS in relation to the preparation of social studies teachers under the 1986 curriculum. The structure of the three scales showing the item numbers within each dimension or subscale (CT, SS, RI) is presented in Table 5.

Part D consists of nine items designed to obtain information about age, gender, IKIP and department affiliation, area of specialization, highest degree obtained, year and place of graduation, years of teaching, rank of teaching position, and exposure to the three orientations of social studies. The entire questionnaire consists of eighty-seven items.
Table 5.

Item Structure and Item Numbers of the Percepting Scale

<table>
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<th>Reflective Inquiry (RI)</th>
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<td>8 12</td>
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<td>19 22 23</td>
</tr>
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<td>31 35 38</td>
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<td>40 43</td>
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<tr>
<td>46 47 48</td>
<td>58 59 60</td>
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<td>61 62 63</td>
<td>55 58 57</td>
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<td>(6)</td>
<td>(6)</td>
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</tr>
<tr>
<td>Part C: The 1979/1986 Scale</td>
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<td></td>
</tr>
<tr>
<td>64 65 66</td>
<td>74 75 76</td>
<td>80 70 71</td>
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<td>72 73</td>
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<tr>
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</table>
| Total                         | (26)                | (26)                    | (28)
Validity

The following steps were taken to ensure validity of the questionnaire in the Indonesian setting. As a first step, six Indonesian teacher educators studying at The Ohio State University were asked for reaction, input, and evaluation in terms of clarity of the first draft of an Indonesian version of the questionnaire. The reviewers responded to the draft as a whole, to each section of it, and to each individual item. Based on this review, a second draft was made and mailed with a content validity instrument, "Questionnaire Evaluation Sheet" (Appendix D), to a panel of nine Indonesian social studies scholars who are senior lecturers in the ten state IKIPs. Some were members of the group of teacher educators involved in the First Indonesian-IBRD Teacher Training Project (Proyek Pengembangan Pendidikan Guru = PSG), which developed the 1979 curriculum for social studies teacher education. Other members were instructors in the inservice training for social studies teacher educators conducted following the implementation of the 1979 curriculum. The panel was requested to comment on, rewrite, eliminate, or add items to the questionnaire. In addition, they rated the items of the questionnaire on a 5-point Likert-type scale.

The scale includes seven items. Item 1 addresses the

2 This section of the 'Questionnaire Evaluation Sheet' was patterned after a scale used by Adeyemi (1985) to validate the Barth and Shermis Preference Scale in his study
extent that items of the questionnaire represent all possible items dealing with teacher educators' perceptions of CT, SS, and RI in relation to: a) secondary social studies, b) social studies teacher education, and c) social studies teacher education in the 1979 and 1986 curricula. Item 2 relates to the extent that items of the SSP Scale are relevant to the purpose of the study. Item 3 is about the extent that items of the SSTEP Scale are relevant to the purpose of the study. Item 4 focuses on the extent that items of the 1979/1986 Scale are relevant to the purpose of the study. Item 5 states the importance of the questionnaire in measuring the perceptions of social studies teacher educators. Item 6 addresses clarity of the items for the target population. Item 7 is about applicability of the questionnaire in further studies. In addition to the scale, the Questionnaire Evaluation Sheet also includes a description of the three social studies orientations and the purpose of the study.

Of the nine evaluation sheets, seven or 77 percent were returned and analyzed. The mean ratings were 4.531 for representativeness of overall questionnaire, 4.303 for relevance of the 1979/1986 Scale, 4.582 for relevance of the SSTEP Scale, 4.745 for relevance of the SSP Scale, 4.388 for importance of the questionnaire, 4.435 for clarity, and

of a group of Nigerian social studies teachers. The Adeyemi scale was modified to accommodate the needs of this study.
4.212 for applicability. Overall mean rating was 4.453.

The panel helped clarify and rewrite a number of items. Four panel members noted at least nine items for double-barreled—including item 1, 2, 4, 9, 13, 38, 52, 54, and 57—and suggested that the items be broken down into two or more items. However, no changes were made for the following reasons. Each of the nine items, like all other items of the questionnaire, states one 'single' opinion. Each part of an item statement can in no way be separated from the other parts. Take item 1, for example, which reflects the goal of social studies defined by reflective inquiry orientation—to help identify, analyze, and solve student perceived problems. Thus, the goal of social studies, according to reflective inquiry orientation, is not simply to identify, or to analyze, or to solve student perceived problems. It is the whole process of problem identification, analysis, and solution. Information regarding one's agreement or disagreement with, say, 'problem solution' alone is an insufficient basis for considering one's position toward the goal of reflective inquiry. The same explanation applies for all other items mentioned above.

Second, the problem—double-barreled—was not 'culture specific,' that is, it was not about whether the nine items were appropriate in the Indonesian context. To maintain the nine items as they were originally formulated, therefore, would in no way invalidate the nine items or the
questionnaire as a whole. For these reasons, no changes--related to the above problem--were made in the final draft of the questionnaire.

In addition, the same four panel members noted above suggested that item number 17—"As students gain in maturity, they should also gain in sophistication and understanding of social science methods"—be eliminated. The reason was because the nature of the item, according to the panel members, differs from all other items in the methods section of the SSP Scale. After a review of the Indonesian version of the item, it was considered that the 'problem' resulted from how the item was written in Indonesian rather than the nature statement. Based on this consideration, item 17 was rewritten and maintained in the final draft of the questionnaire.

Reliability

Since the questionnaire includes one section derived from Barth and Shermis' Social Studies Preference Scale, it seems advisable to consider the Barth/Shermis Preference Scale before reporting the reliability of the questionnaire as a whole.

It was reported in Chapter II that the Barth/Shermis Preference Scale has been used in a number of studies (Andres, 1982; Barth & Norris, 1976; Bonar, 1977; Bennett, 1980; and White, 1982—in the United States, Barth & Hemedo,
in Egypt, and Adeyemi, 1985; Barth, 1976, 1982; Barth, 1986— in Nigeria). The Cronbach alpha coefficients of internal consistency reliability were reported in the study by White (1982) and Andres (1982). White (1982) reported alpha coefficient of 0.81 for citizenship transmission, 0.78 for social science, and 0.77 for reflective inquiry, while Andres (1982) found a coefficient of 0.83, 0.76, and 0.82 for the three dimensions respectively, and 0.89 for the entire scale.

In the present study, reliability of the Barth/Shermis Preference Scale, which makes up Part A of the questionnaire, was measured as part of the reliability check for the entire questionnaire. A description of the procedure used is in order.

First, upon validation, a revised version of the questionnaire was made and pilot tested with a group of 40 social studies teacher educators in two IKIPs—IKIP Jogyakarta and IKIP Padang—representing two distinct locations of IKIPs, that is, Java (IKIP Jogyakarta) and out of Java (IKIP Padang). Five subjects were selected from each department (that is, department of PHP/KN, history education, geography education, and economics education). Copies of the questionnaire and a cover letter describing the purpose of the pilot study were handed in person to two research coordinators (Dr. Sukardi from IKIP Yogyakarta and Dr. Agamuddin from IKIP Padang, who graduated from The Ohio
State University in the Summer of 1988, upon their leaving for Indonesia) for pilot study in the two sites—IKIP Yogyakarta and IKIP Padang.

Due to an unexpected delay in the pilot study in IKIP Yogyakarta, only data from IKIP Padang were received in time for analysis. The following reliability coefficients, therefore, were calculated only on the basis of seventeen questionnaire returns from IKIP Padang.

The Chronbach's alpha internal consistency coefficient for the entire questionnaire was found to be 0.914. For the SSP Scale or the Barth/Shermis Preference Scale, the alpha coefficient was found to be 0.913. It was also found that alpha coefficient for citizenship transmission was 0.813, for social science was 0.811, and for reflective inquiry was 0.822. Alpha coefficient for the SSTE Scale was 0.808, while for the 1979/1986 Scale it was .544.

The low alpha coefficient of the 1979/1986 Scale was considered a result of the relatively small number of items—twelve items, which constitute this scale. It was, therefore, decided that each dimension (CT, SS, and RI) of the scale was given at least one additional item in order to increase the reliability of the scale. A separate reliability check of the 1979/1986 Scale using data from the survey indicates an increase in the alpha coefficient to 0.815. Reliability coefficients for each item of the questionnaire are presented in Appendix K.
Procedure for Data Collection

In preparing for data collection, a letter was written to one of the developers of the Barth/Shermis Preference Scale, Professor James L. Barth of Purdue University, seeking permission to use the instrument in the study in Indonesia (Appendix E). In addition, another letter was written to Professor T. Raka Joni, Director of the Second Indonesian-IBRD Teacher Training Project (Proyek Pengembangan Lembaga Pendidikan Tenaga Kerendikan = P2LPTK) in Jakarta seeking assistance in obtaining permission from Rectors of the ten IKIPs for the pilot study and the field survey.

A letter of approval from Professor Barth (Appendix F) was received on August 30, 1988 prior to validation and pilot study. Professor Raka Joni's letter to the Rectors (Appendix G) was sent on September 29, 1988 and permission was granted to each research coordinator (A list of the ten Research Coordinators appears in Appendix J) prior to the administration of the questionnaire.

Originally it was proposed that questionnaires be mailed in ten separate packages by special delivery to the ten research coordinators. Having administered and collected the questionnaires, the research coordinators would mail them to this researcher. Changes were made, however, after Professor Raka Joni, in a telephone conversation on October 1, 1988, offered assistance by coordinating the field work
from the office of P2LPTK in Jakarta. In the new procedure, this researcher would mail a copy of the questionnaire to P2LPTK, which would make copies of it and mail them to the research coordinators in the ten IKIPs. Having administered and collected the questionnaire, the research coordinators would mail them back to P2LPTK. P2LPTK would then mail the questionnaires by special delivery to this researcher.

On October 6, 1988, 512 cover letters to each respondent (informing the study, seeking cooperation, and assuring confidentiality of responses--See Appendix A), and letters to Rectors of the ten IKIPs (Appendix H) and Deans of the ten FPIPSs (Appendix I) informing the field survey, were sent to P2LPTK. Because of the delay in the pilot study, the final draft of the questionnaire was made and mailed to P2LPTK a month later.

Five hundred and twelve copies of the questionnaire were made by P2LPTK and mailed in ten separate packages to the research coordinators. Attached to each copy of the questionnaire were a cover letter and a letter from Professor Raka Joni (Appendix C) which aimed at increasing the response rate. The questionnaire was administered between December 12, 1988 and January 15, 1989. During this period a number of telephone calls were made to P2LPTK in Jakarta and some of the research coordinators to speed up the process of data collection.
Data Analysis

Work on analysis began by recording and coding the collected responses on a prepared sheet for input and computer analysis. The SPSSx and SAS subprograms available at The Ohio State University's computer facilities were used for this purpose. There was a verification procedure for each of the recording and coding steps. Analysis included both descriptive and inferential statistics. Descriptive statistics such as frequency distribution, percentage, mean, and standard deviation were used to summarize the data. Basically, the use of inferential statistics depends on the nature of the hypotheses being tested and the type of measurement applied. For example, if the hypotheses are concerned with the relationship or correlation between the independent and dependent variables, and both variables are measured in interval or ratio scales, then the appropriate method for testing the hypotheses is correlation and regression analysis (Blalock, 1978).

In this study the independent or predictor variables were measured on ordinal scale or were dummy-coded. The nine dependent variables that correspond to the total scores on each subscale (the CT, SS, and RI subscales) of the SSP Scale, the SSTEP Scale, and the 1978/1986 Scale, were recorded as interval scale as follows: Strongly Agree (SA) = 5, Agree (A) = 4, Uncertain (U) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1. In effect, this means that the
higher the scores on any item the more the respondent is in favor of that item.

Bearing the above in mind, the data analysis of this study proceeded as summarized in Table 6.

Table 6. Outline of Analysis

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Variables</th>
<th>Analysis</th>
<th>Null Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The 1979/1986 Scale (3 Sub-scales)</td>
<td>Percentage, Frequency distribution, Bar-chart, for each subscale or dimension (CT, SS, RI)</td>
<td>Mean, standard deviation, etc. Grouping respondents (SA, A, U, D, SD) based on total score on each subscale</td>
<td>Three hypotheses: distribution of total scores equals probability distribution</td>
</tr>
<tr>
<td>2 The SSTEP Scale (3 Subscales)</td>
<td>Percentage, Frequency distribution, Bar-chart, for each subscale or dimension (CT, SS, RI)</td>
<td>Mean, standard deviation, etc. Grouping respondents (SA, A, U, D, SD) based on total score on each subscale</td>
<td>One hypothesis: No difference between means (CT, SS, RI)</td>
</tr>
<tr>
<td>3 The SSP Scale (3 Subscales)</td>
<td>Percentage, Frequency distribution, Bar-chart for each sub-</td>
<td></td>
<td>Three null hypotheses: distribution of total scores equals probability distribution</td>
</tr>
</tbody>
</table>

Table 6 (Continued)

<table>
<thead>
<tr>
<th>Research Variables</th>
<th>Analysis</th>
<th>Null Hypotheses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>scale or dimension (CT, SS, RI)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean, standard deviation, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grouping (SA, A, U, D, SD) based on total scores on each subscale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K-S tests, GLM procedure.</td>
</tr>
</tbody>
</table>

4  Nine variables: Pearson product moment correlation
CT, SS, RI of the 1979/1986 Scale,
CT, SS, RI of the SSTBP Scale, CT,
SS, RI of the SSP Scale.

5  Three sets of regressors:
1) Independent/exogenous variables:
   IKIP Affiliation
   Department Affil. Degree
   Area of Special.
   Academic Position
   Years of Teaching
   Age
   Exposure to the Three Orientations

   Multiple Regression Analysis:
   Three sets of three simultaneous equations
   Three-stage least square (3SLS) to estimate
   the parameters in the simultaneous equations
   Hypotheses related to coefficients
   para-
Table 6 (Continued)

<table>
<thead>
<tr>
<th>Research Variables Analysis</th>
<th>Null Hypotheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hull Hypotheses of Social Studies meters</td>
<td></td>
</tr>
</tbody>
</table>

2) 'Additional' exogenous variables derived from the other 2 sets of dependent variables

3) Endogenous variables

Nine dependent variables:

CT, SS, RI of the 1979/1986 Scale,
CT, SS, RI of the SSTEP Scale,
and CT, SS, RI of the SSP Scale

Summary

This chapter has described the methodology of the study. A sample was drawn from a list of social studies teacher educators obtained from the ten state IKIPs, using a proportionate stratified random sampling technique. The Barth/Shermis Preference Scale, two self-developed questionnaire scales and a check list make up an instrument that was used in the study. Validity of the instrument was
assessed based on data from a panel of experts. Reliability was checked by performing Cronbach's alpha internal consistency test on data from a pilot study. Descriptive statistics were used to summarize data and to answer Research Question 1, Research Question 2, and Research Question 3. The Kolmogorov-Smirnov subtest of normal distribution was used to examine the pattern of responses on the nine perception subscales. The general linear model (GLM) repeated measures analysis of variance was used to test difference between mean values of total scores. Pearson correlation coefficients were examined to answer Research Question 4. Factor analyses procedures were used to estimate the correlation structure of the nine dependent variables—the basis for solution to the identification problem. Three-stages least squares (3SLS) method was used to answer Research Question 5.
CHAPTER IV
FINDINGS

Introduction

This chapter is devoted to answering the five research questions posed in this study. It includes seven sections that address: first, description of the sample; second, perceptions of the extent to which the three social studies orientations—citizenship transmission (CT), social science (SS), and reflective inquiry (RI)—were reflected in the preparation of social studies teachers under the 1979 and 1986 curricula; third, perceptions of the extent to which the three orientations should guide the preparation of social studies teachers; fourth, perceptions of the extent to which the three orientations should define secondary social studies; fifth, correlations of nine perceptions variables; sixth, three stages least square (3SLS) analysis of three models of perceptions; and seventh, summary.

Description of sample

This section presents a description of the sample in terms of the distribution of respondents by IKIP affiliation, department affiliation, area of specialization,
degree, length of teaching experience, academic position, gender, age, and exposure to the three traditions of social studies.

**IKIP affiliation.** As was described in Chapter III, this study used a stratified random sampling technique based on IKIP and department affiliation. Table 7 presents the

Table 7.

**Distribution of Respondents by IKIP**

<table>
<thead>
<tr>
<th>IKIP</th>
<th>Response</th>
<th>Non Response</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Bandung</td>
<td>50</td>
<td>74.8</td>
<td>17</td>
</tr>
<tr>
<td>Jakarta</td>
<td>18</td>
<td>30.7</td>
<td>36</td>
</tr>
<tr>
<td>Malang</td>
<td>45</td>
<td>90.0</td>
<td>5</td>
</tr>
<tr>
<td>Manado</td>
<td>53</td>
<td>80.0</td>
<td>13</td>
</tr>
<tr>
<td>Medan</td>
<td>80</td>
<td>81.0</td>
<td>14</td>
</tr>
<tr>
<td>Padang</td>
<td>35</td>
<td>83.0</td>
<td>7</td>
</tr>
<tr>
<td>Semarang</td>
<td>48</td>
<td>97.8</td>
<td>1</td>
</tr>
<tr>
<td>Surabaya</td>
<td>34</td>
<td>87.0</td>
<td>5</td>
</tr>
<tr>
<td>Ujung P</td>
<td>24</td>
<td>61.5</td>
<td>15</td>
</tr>
<tr>
<td>Yogyakarta</td>
<td>16</td>
<td>44.4</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>378</td>
<td>74.0</td>
<td>133</td>
</tr>
</tbody>
</table>
number and proportion of respondents by IKIP affiliation. Of the total 512 respondents, 379 or 74 percent returned the questionnaire. The overall response rate of 74 percent was slightly below the expected rate of 75 percent. The 379 respondents, however, made up 98.6 percent of the desired sample size of 384.

Response rates from IKIP Jakarta, IKIP Yogyakarta, and IKIP Ujung Pandang were considerably below 75 percent. The rates were 30 percent, 44 percent, and 61 percent respectively. Based on the projected sample size of 384, the response rate for IKIP Ujung Pandang became 82 percent. However, the rates for IKIP Yogyakarta and IKIP Jakarta increased only to 42 percent and 59 percent respectively.

**Department affiliation.** Table 8 presents a description

Table 8.
**Distribution of Respondents by Department Affiliation**

<table>
<thead>
<tr>
<th>Department</th>
<th>Response</th>
<th>Non Response</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>PHP/KN</td>
<td>85</td>
<td>83.3</td>
<td>17</td>
</tr>
<tr>
<td>History Edu.</td>
<td>67</td>
<td>72.8</td>
<td>25</td>
</tr>
<tr>
<td>Economics Edu.</td>
<td>154</td>
<td>67.0</td>
<td>78</td>
</tr>
<tr>
<td>Geography Edu.</td>
<td>73</td>
<td>82.9</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>379</strong></td>
<td><strong>74.0</strong></td>
<td><strong>133</strong></td>
</tr>
<tr>
<td></td>
<td><strong>512</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>
of sample by department affiliation. Response rate of departments of history education and economics education were below 75 percent, that is, 72.8 percent and 67 percent respectively. However, the response rate of the two departments became 87 percent and 88.5 percent, respectively, of the expected sample size of 384.

Age. Table 9 shows the distribution of respondents by four different age groups: under 30 years, 30-38 years, 40-48 years, and above 48 years. Of the total 378 respondents, 63 or 16.6 percent were of the age of 28 or less, 112 or 29.6 percent were of the age of 30 to 38, 90 or 23.7 percent were of the age of 40 to 49, and 114 or 30.1 percent were of

Table 9.

<table>
<thead>
<tr>
<th>Age Categories</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 or less</td>
<td>63</td>
<td>16.6</td>
</tr>
<tr>
<td>30 - 39</td>
<td>112</td>
<td>29.6</td>
</tr>
<tr>
<td>40 - 49</td>
<td>90</td>
<td>23.7</td>
</tr>
<tr>
<td>50 or more</td>
<td>114</td>
<td>30.1</td>
</tr>
<tr>
<td>Total</td>
<td>378</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean = 41.408  Standard Deviation = 10.208
Median = 41.000  Variance = 104.210
Mode = 50.000  Skewness = -0.017
the age of 50 or more. The minimum age of respondents was 22 and the maximum was 64 giving a range of 44. All statistics are reported in Table 9.

Gender. Table 10 indicates that a majority of respondents were male. The male respondents made up 289 or 76.5 percent of the total of 378 respondents. Female respondents were 89 or 23.5 percent.

Table 10.

Distribution of Respondents by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>289</td>
<td>76.5</td>
</tr>
<tr>
<td>Female</td>
<td>89</td>
<td>23.5</td>
</tr>
<tr>
<td>Total</td>
<td>378</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: Missing cases: 1

Area of Specialization. For the purpose of this study, respondents were asked to identify their major area of specialization. This information was used to classify respondents into two groups. The first group includes respondents who reported having a specialization in the teaching of social studies subjects, such as PMP, history, economics, anthropology, and geography. Respondents who
reported having a specialization other than the above (for example, the teaching of English or mathematics) were included in the second group.

Table 11 shows that of the total 369 respondents, 354 or 95.9 percent had a specialization in social studies. The rest, that is, 15 or 4.1 percent were considered as specializing in an area other than social studies.

Table 11.
Distribution of Respondents by Area of Specialization

<table>
<thead>
<tr>
<th>Area of Specialization</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social studies</td>
<td>354</td>
<td>95.9</td>
</tr>
<tr>
<td>Non social studies</td>
<td>15</td>
<td>4.1</td>
</tr>
<tr>
<td>Total</td>
<td>369</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note:
Missing cases: 10

Degree. Table 12 shows the distribution of respondents by degree. Three types of degree were reported, including the sarjana, master's, and doctorate degree. Of the total

1 The term 'sarjana' is used to denote the faculty members who hold a highest degree other than master's or doctorate. A cross tabulation procedure of degree by year of graduation indicates that a large majority (252 out of 323 or 78 percent) of the sarjana degree holders graduated from IKIP or FKIP before 1983. It can be assumed that most of
Table 12.

Description of Respondents by Degree

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarjana</td>
<td>323</td>
<td>90.2</td>
</tr>
<tr>
<td>Master's</td>
<td>24</td>
<td>6.7</td>
</tr>
<tr>
<td>Doctorate</td>
<td>11</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td>358</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: Number of missing cases = 21

358 subjects who responded, 323 or 90.2 percent reported holding a sarjana degree, 24 or 6.7 percent a master's degree, and 11 or 3.1 percent a doctorate degree.

Length of teaching experience. Table 13 presents a description of respondents according to length of teaching experience. Respondents were divided into four groups with 10 years or less, 11-20 years, 21-30 years, 31 years or more of teaching experience. Of the total 379 respondents, 149 or 39.3 percent had 10 years or less, 88 or 23.2 percent had 11 to 20 years, 105 or 27.7 percent had 21 to 30 years, and 37

them were trained under the previous three/two-year teacher education programs--three years of bachelor degree and additional two years of doctorandus (Drs) degree. A smaller number (71 out of 323 or 22 percent) obtained the sarjana degree in 1983 or after under the 4-year teacher training beginning in 1978.
or 9.8 percent had 31 years or more in their teaching experience. The mean length of teaching experience was 16.309 and standard deviation was 10.468. The minimum length of teaching experience was 1 and the maximum was 44, providing a range of 43. Other statistics are presented in Table 13.

Table 13.

Distribution of Respondents by Length of Teaching Experience

<table>
<thead>
<tr>
<th>Length of Teaching</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Years or Less</td>
<td>149</td>
<td>39.3</td>
</tr>
<tr>
<td>11 to 20 Years</td>
<td>88</td>
<td>23.2</td>
</tr>
<tr>
<td>21 to 30 Years</td>
<td>105</td>
<td>27.7</td>
</tr>
<tr>
<td>31 or more</td>
<td>37</td>
<td>9.8</td>
</tr>
<tr>
<td>Total</td>
<td>379</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean = 16.309        SD = 10.468
Median = 15.000      Variance = 109.589
Mode = 8.000         Skewness = 0.304

Academic position. Table 14 shows the levels of academic position held by respondents. Level I through Level
VIII correspond to eight levels of academic positions reported by respondents, of which Level I is the lowest and Level VIII is the highest. A newly recruited faculty member begins his or her career from Level I. Knowledge and expertise demonstrated during a tenure of at least two years

Table 14.

Distribution of Respondents by Academic Position

<table>
<thead>
<tr>
<th>Academic Position</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level VIII</td>
<td>5</td>
<td>1.3</td>
</tr>
<tr>
<td>Level VII</td>
<td>38</td>
<td>10.2</td>
</tr>
<tr>
<td>Level VI</td>
<td>49</td>
<td>13.2</td>
</tr>
<tr>
<td>Level V</td>
<td>71</td>
<td>18.1</td>
</tr>
<tr>
<td>Level IV</td>
<td>44</td>
<td>11.9</td>
</tr>
<tr>
<td>Level III</td>
<td>48</td>
<td>12.4</td>
</tr>
<tr>
<td>Level II</td>
<td>41</td>
<td>11.1</td>
</tr>
<tr>
<td>Level I</td>
<td>77</td>
<td>20.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>371</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Note: Number of missing cases = 8.

2 Respondents reported the following eight levels of academic positions: IVd (the highest), IVc, IVb, IVa, IIId, IIIc, IIIb, and IIIa (the lowest). For the purpose of this study the terms 'Level I' through 'Level VIII' are used instead. Level I denotes IIIa, and Level VIII IVd. No respondents reported holding the position beyond IVd, i.e., VId. Professorship used to be associated with IVd and IVe. In recent years, however, changes were made to allow for the promotion of faculty members of lower positions to obtain professorship.
in teaching, research, and service related to one's specialty provide the basis for promotion to a higher level of academic position.

Table 14 indicates that respondents tend to accumulate in Level I, i.e., 77 or 20.8 percent and Level V, i.e., 71 or 19.1 percent, creating a bimodal distribution. The rest are distributed as follows: 41 or 11.1 percent were at Level II, 46 or 12.4 were at Level III, 44 or 11.8 were at Level IV, 49 or 13.2 percent were at Level VI, 38 or 10.2 were at Level VII, and 5 or 1.3 percent were at Level VIII.

Exposure to the Three Social Studies Orientations. It was indicated in Chapter III that exposure to the three social studies orientations may result in one's choosing a distinct social studies orientation (Barth & Shermis, 1983; Table 15.

**Distribution of Response by Exposure to the Three Orientations**

<table>
<thead>
<tr>
<th>Exposure</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>309</td>
<td>83.3</td>
</tr>
<tr>
<td>No</td>
<td>62</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>371</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: Missing cases: 8
Barth, 1986). To examine this contention, respondents were asked to indicate whether or not they have knowledge of the three social studies orientations. Table 15 shows that of the 371 respondents, 309 or 83.3 percent reported having knowledge of the three social studies orientations, while 62 or 16.7 percent reported not having such knowledge. Various means through which respondents came to know the three traditions include a formal education, inservice training, attending professional meetings, and readings related to the three orientations.

**Perceptions of the Extent to Which the Three Social Studies Orientations Were Reflected in Teacher Education Curricula of 1979 and 1986**

This section reports findings related to Research Question 1: 'To what extent do social studies teacher educators feel the three social studies orientations—social studies as citizenship transmission (CT), social science (SS), and reflective inquiry (RI)—were reflected in the preparation of social studies teachers as prescribed by the teacher education curricula of 1979 and 1986?' This question was addressed by the 1979/1986 Scale (Part C) of the questionnaire. The scale is made up of fifteen items which were grouped into three sets or subscales of five items. The first subscale addresses the extent that CT was reflected in the teacher education curricula of 1979 and
The second subscale states the extent that RI was reflected in the 1979 teacher education curriculum. The third subscale focuses on the extent that SS was reflected in the 1986 curriculum.

Respondents were asked to state their agreement or disagreement with the idea addressed in each item on a 5-point Likert type scale: Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. For the purpose of analysis, responses were recorded as follows: Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2, Strongly Disagree = 1. The same procedure holds for recording of responses to items in the Social Studies Preference Scale (the SSP Scale) and the Social Studies Teacher Education Perception Scale (the SSTEP Scale). Appendix L presents frequency of responses to all 78 items of the questionnaire.

For each subscale of the 1979/1986 Scale, a total score for a respondent would range from a minimum of five (5x1) to a maximum of 25 (5x5). The total score was viewed as representing the respondent perceptions addressed by that particular subscale. Table 16 presents a summary of statistics of total scores on each subscale. Table 17 shows the frequency distribution of responses along five response groups. The grouping was based on total scores as follows: group 1: 5-7, group 2: 8-13, group 3: 14-17, group 4: 18-22, and group 5: 23-25. The five groups were considered to represent the degree of agreement among respondents as
follows: strongly disagree (group 1), disagree (group 2), uncertain (group 3), agree (group 4), and strongly agree (group 5). A visual presentation of the distribution of responses along the five response groups for each subscale is provided in Figures 3, 4, and 5.

Table 16.
Summary of Statistics of Total Scores on The 1979/1986 Scale

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>CT</td>
<td>20.718</td>
</tr>
<tr>
<td>SS</td>
<td>19.673</td>
</tr>
<tr>
<td>RI</td>
<td>19.884</td>
</tr>
</tbody>
</table>

Note: The potential range of means was: 5.000 - 25.000; the obtained ranges were: 11.000 - 25.000 for CT, 5.000 - 25.000 for SS, and 5.000 - 25.000 for RI.
Table 17.

Frequency Distribution of Responses on the 1979/1986 Scale Along Five Response Groups

<table>
<thead>
<tr>
<th>Sub-scale</th>
<th>Strongly Disagree (5-7)</th>
<th>Disagree (8-12)</th>
<th>Uncertain (13-17)</th>
<th>Agree (18-22)</th>
<th>Strongly Agree (23-25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>CT</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>0.3</td>
<td>27</td>
</tr>
<tr>
<td>SS</td>
<td>1</td>
<td>0.3</td>
<td>6</td>
<td>1.6</td>
<td>54</td>
</tr>
<tr>
<td>RI</td>
<td>1</td>
<td>0.3</td>
<td>1</td>
<td>0.3</td>
<td>49</td>
</tr>
</tbody>
</table>

Note: Total responses = 379.

Figure 3. Agreement on the CT Dimension of the 1979/1986 Scale
Figure 4. Agreement on the SS Dimension of the 1979/1986 Scale

Figure 5. Agreement on the RI Dimension of the 1979/1986 Scale
Overall Perceptions. Table 16 shows that the mean total scores for the three subscales are considerably high. Of the three, CT exhibited the highest mean ($M = 20.718$, $SD = 2.426$), followed by RI ($M = 19.884$, $SD = 2.538$), and SS ($M = 19.673$, and $SD = 2.658$). Also, as indicated in Table 17, Figures 3, 4, and 5, each subscale has large numbers of respondents in group 4 (total scores between 18 and 22) and group 5 (total scores of 23 or above). Of the three subscales, CT has the largest number of respondents in groups 4 and 5 combined (351 of 379 respondents or 92.7 percent), followed by RI (328 of 379 respondents or 86.5 percent), and SS (318 of 379 respondents or 83.9 percent). CT also has more respondents in group 5 alone (87 of 379 respondents or 23 percent), compared with RI (54 of 379 respondents or 14.2 percent) and SS (48 of 379 respondents or 12.7 percent).

CT orientation. The extent that citizenship transmission orientation was reflected in the 1979 and 1986 curricula was addressed in the CT subscale. Items in this subscale reflect in some way the views about purpose, method, and content of social studies as defined by citizenship transmission orientation. The items were stated with reference to either the 1979 curriculum, the 1986 curriculum, or both. The five items were rated as follows:

1) item 66 ($M = 4.237$, $SD = 0.708$) about the preparation of teachers of history under the 1986 curriculum to teach PSPB
(Pendidikan Sejarah Perjuangan Bangsa or PSPB)---the values
and spirit of 1945 (this is also the highest rated item in
the 1979/1986 Scale); 2) item 64 (M = 4.177, SD = 0.715)
about the 1986 curriculum assuming the transmission of
citizenship as a major task for all social studies teachers
(also rated second in the 1979/1986 Scale); 3) item 67 (M =
4.168, SD = 0.680) about student recognition and acceptance
of the societal values as an underlying assumption of the
1986 curriculum (also rated third in the 1979/1986 Scale);
4) item 65 (M = 4.133, SD = 0.721) about emphasis in both
the 1979 and 1986 curricula on competence of PHP teachers to
transmit the national values and outlook on life; and, 5)
item 68 (M = 4.081, SD = 0.734) about the 1986 curriculum
emphasizing competence of PHP and history teachers to teach
the national values and ideals more than the 1979
curriculum. All of these scores made up a grand mean of
4.143.

The scores referred to above suggest that a large
majority of respondents agreed with the ideas reflected in
each item. They felt that the preparation of social studies
teachers as prescribed by the 1979 and 1986 teacher
education curricula assumed a major goal for social studies
to be the transmission of knowledge, values, and beliefs
considered important to the Indonesian society. They also
agreed that both curricula viewed competence of PHP and
history teachers to teach PHP and PSPB respectively as being
important. However, they felt that the 1986 curriculum increased this emphasis, and assumed the transmission of citizenship to be a major responsibility for all social studies teachers.

Taken as a whole it can be interpreted that, as perceived by a majority respondents, the preparation of social studies teachers as prescribed by both the 1979 and the 1986 curricula did reflect citizenship transmission orientation. This high rating might be a result of a number of factors. For example, character training has always been a major goal of national education in Indonesia. In the past twenty years, this training has centered on Pancasila and the 1945 Constitution. The PHP course grew out of this development. Recently, the teaching of the spirit and values of 1945 was included in the training. This resulted in the establishment of PSPB in the curriculum from elementary through higher education. All of this development has had a major impact on the preservice preparation of teachers. (Teacher education institutions—IKIPs and FKIPs—are responsible only for the preservice training of teachers.) Perhaps a large majority of respondents were knowledgeable of such development, and this has contributed to their agreement with the five statements presented in the CT subscale.

**SS orientation.** The extent that social science orientation was reflected in the preparation of social
studies teachers under the 1986 curriculum was addressed by the SS subscale. Each item in this subscale states a view about purpose, method, and content of social studies as defined by social science orientation and considered to be underlying the 1986 curriculum. The extent of agreement with each item was as follows: 1) item 75 (M = 4.103, SD = 0.698) about student's acquiring the inquiry skills of social scientists; 2) item 78 (M = 4.077, SD = 0.707) about discipline developed as one learns social science concepts and methods; 3) item 77 (M = 3.844, SD = 0.713) about loyalty to the analytic and objective processes of social science; 4) item 76 (M = 3.907, SD = 0.760) about student evaluation based on the ability to apply concepts and methods of social sciences; 5) item 74 (M = 3.703, SD = 0.935) about teachers trained to teach concepts and methods of social sciences. The rating of these ideas made up a grand mean of 3.934.

The scores listed above are taken to mean that a majority of respondents felt that the curriculum being implemented today, the 1986 curriculum, assumed that social studies should help students acquire the thinking skills of social scientists. They agreed that for this reason the curriculum prescribed a preparation program that focused on teacher competence to teach the basic concepts and methods of social science disciplines. Overall agreement with these ideas is taken to mean that according to a majority of
respondents the 1986 curriculum did reflect a social science orientation.

RI orientation. The RI subscale was developed to indicate social studies teacher educators' opinion of the extent that reflective inquiry orientation was reflected in the preparation of social studies teachers under the 1979 curriculum. The five items of this subscale reflect the views about purpose, method, and content of social studies as defined by reflective inquiry orientation and considered to guide the development and implementation of the 1979 curriculum. The extent of agreement with each item was as follows: 1) item 69 (M = 4.146, SD = 0.719) about the goal of developing students' thinking and problem solving ability; 2) item 73 (M = 3.978, SD = 0.744) about the development of intellectually autonomous individuals; 3) item 71 (M = 3.971, SD = 0.682) about reflective inquiry underlying teacher education reform conducted by Proyek Pengembangan Pendidikan Guru (P3G)—the First Indonesia-IBRD Teacher Training Project; 4) item 72 (M = 3.947, SD = 0.745) about an interdisciplinary approach to the teaching of social studies; and, 5) item 70 (M = 3.939, SD = 0.809) about CBSA (cara belajar siswa aktif) or student active learning underlying instruction in teacher education classrooms. The grand mean value of the five items was 3.977.

It might be stated that a majority of respondents
believed that the 1979 curriculum and the reform that led to its development assumed that social studies should help students to become intellectually autonomous individuals possessing the skills necessary to do inquiry, solve problems, and make decisions. They believed this curriculum holds that to achieve this goal instruction in the social studies, social studies teacher preparation should be interdisciplinary and 'CBSA oriented.' The moderately high agreement with these ideas is taken to mean that a majority of respondents did believe that the reflective inquiry orientation was reflected in the preparation of social studies teachers as prescribed by the 1979 curriculum. The degree of agreement exhibited by the above scores might also suggest that despite the fact that this curriculum is no longer in place, a majority of respondents were still knowledgeable of the assumptions that underlie the preparation of social studies teachers under the 1979 curriculum. The reason might be related to inservice training for teacher educators conducted following the implementation of this curriculum. A majority of respondents may have attended the training and were introduced to the ideas that underlie the reform, such as CBSA, inquiry, and an interdisciplinary approach to social studies. (Some others who earned a sarjana degree in 1983 or the years after were in fact trained under the 1979 curriculum.) Perhaps, what they learned from the inservice
training (or their formal training) contributed to their agreement with the five statements in this subscale.

**Significance tests for the difference between the means and the distribution of responses.** To determine if there is a significant difference in the mean values between the three subscales (CT: $M = 20.718$, $SD = 2.428$; SS: $M = 19.673$, $SD = 2.856$; RI: $M = 19.684$, $SD = 2.536$), the repeated measures analysis of variance of the general linear models (the GLM repeated measures ANOVA) procedure was employed. The results (see Appendix Q) indicate the three means to be significantly different ($F = 30.320$, $p < 0.0001$). The higher mean value for CT is significantly different from the mean value for RI, the latter in turn significantly different from the mean value for SS.

In addition, the three mean values were also tested to see if the distribution of scores on each subscale differs from normal distribution. Using the normal distribution subtest of Kolmogorov-Smirnov goodness of fit test (K-S normal distribution test), significant result was found for each subscale with CT ($K-S Z = 2.487$, 2-tailed $p = 0.000$), SS ($K-S Z = 3.384$, 2-tailed $p = 0.000$), and RI ($K-S Z = 2.408$, 2-tailed $p = 0.000$). It can be stated that a negatively skewed pattern of responses was present for CT subscale (Skewness = -0.308), SS subscale (Skewness = -0.951), and RI subscale (Skewness = -0.700). A majority of social studies teacher educators in the ten state IKIPs
agreed that: 1) citizenship transmission orientation was reflected in the preparation of social studies teachers under the 1979 and 1986 curricula; 2) social science orientation was reflected in the social studies teacher preparation under the 1986 curriculum; and 3) reflective inquiry orientation was reflected in the social studies teacher preparation under the 1979 curriculum.

Perceptions of the Extent to Which the Three Social Studies Orientations Should Be Reflected in the Preparation of Social Studies Teachers

This section attempts to answer Research Question 2: 'To what extent do social studies teacher educators believe the three social studies orientations ought to guide the preparation of social studies teachers?' A similar procedure used to answer Research Question 1 was followed including the computation of total scores and statistics using data from the three subscales of the SSTEP Scale.

With six items per one subscale, a total score on a subscale would range from a minimum of six (6x1) to a maximum of 30 (6x5). Table 18 presents descriptive statistics of total scores on the SSTEP Scale. Table 19 shows frequency distribution of responses along five response groups. The grouping was based on total scores as follows: group 1: 6-10, group 2: 11-15, group 3: 16-21, group 4: 22-27, and group 5: 27-30. The five groups were
considered to represent the degree of agreement as follows: strongly disagree (group 1), disagree (group 2), uncertain (group 3), agree (group 4), and strongly agree (group 5). Figures 6, 7, and 8 provide visual presentations of distribution of responses along the five response groups for each subscale.

Table 18.

Summary of Statistics of Responses on the SSTEP Scale

<table>
<thead>
<tr>
<th>Sub-scale</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>SD</th>
<th>Variance</th>
<th>Skewness</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT</td>
<td>26.219</td>
<td>26.000</td>
<td>28.000</td>
<td>2.594</td>
<td>6.727</td>
<td>-1.038</td>
</tr>
<tr>
<td>SS</td>
<td>23.897</td>
<td>24.000</td>
<td>24.000</td>
<td>2.977</td>
<td>8.884</td>
<td>-0.426</td>
</tr>
<tr>
<td>RI</td>
<td>25.888</td>
<td>26.000</td>
<td>25.000</td>
<td>2.719</td>
<td>7.381</td>
<td>-0.769</td>
</tr>
</tbody>
</table>

Note: The potential range of means was: 8.000 - 30.000; the obtained ranges of means were: 10.000 - 30.000 for CT, 11.000 - 30.000 for SS, and 13.000 - 30.000 for RI.
Table 19.

Frequency Distribution of Total Scores on the subscales of the SSTEP Scale

<table>
<thead>
<tr>
<th>Sub-scale</th>
<th>Strongly Disagree (6-9)</th>
<th>Disagree (10-15)</th>
<th>Uncertain (16-21)</th>
<th>Agree (22-27)</th>
<th>Strongly Agree (28-30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT</td>
<td>0</td>
<td>1</td>
<td>15</td>
<td>227</td>
<td>136</td>
</tr>
<tr>
<td>SS</td>
<td>0</td>
<td>4.1</td>
<td>72</td>
<td>266</td>
<td>37</td>
</tr>
<tr>
<td>RI</td>
<td>0</td>
<td>1</td>
<td>16</td>
<td>242</td>
<td>120</td>
</tr>
</tbody>
</table>

Note:
Total responses = 379

Figure 6. Agreement on CT Dimension of the SSTEP Scale
Figure 7. Degree of Agreement on SS Dimension of the SSTEP

Figure 8. Agreement on RI Dimension of the SSTEP Scale
Overall Perceptions. Table 18, Table 19, Figures 6, 7, and 8, all show that the SSTEP Scale resembled the 1979/1986 Scale in the rating. Both exhibited high mean values of total scores and large numbers of respondents present in group 4 (agree) and group 5 (strongly agree) for each subscale. Of the three subscales, CT was the most highly rated ($M = 26.219$, $SD = 2.584$), followed by RI ($M = 25.988$, $SD = 2.719$), and SS ($M = 23.697$, and $SD = 2.977$). Table 19, Figures 6, 7, and 8 indicate that most responses were in group 4 (total scores between 22 and 27) and group 5 (total scores between 28 and 30). CT has the largest number of respondents in group 4 and 5 combined (383 of a total of 379 respondents or 95.8 percent), followed by RI (362 of the 379 respondents or 95.8 percent, and SS (303 of the 379 respondents or 80.0 percent). When considering group 5 alone, CT again has the largest number of respondents (136 of the 379 respondents or 35.9 percent), RI was second (120 of 379 respondents or 31.7 percent) and SS was a distant third (with only 37 of the 379 respondents or 9.8 percent).

CT orientation. The CT subscale was designed to indicate social studies teacher educators' perceptions of the extent that citizenship transmission orientation should guide the preparation of social studies teachers. Each item statement in this subscale reflects in some way a view about purpose, method, or content of social studies as defined by citizenship transmission orientation and considered to
underlie the preparation (or reform in the preparation) of social studies teachers. The degree of agreement with each statement in the CT subscale was as follows: 1) item 46 (M = 4.712, SD = 0.549) about the teaching of the national ideals and values due to Indonesia’s political history and diverse characteristics—this is the highest rated item in the SSTEP Scale and in the entire survey questionnaire; 2) item 47 (M = 4.475, SD = 0.648) about preparing teachers to teach the national values and ideals as demanded by the secondary schools; 3) item 51 (M = 4.406, SD = 0.625) about teacher competence in selecting content for citizenship transmission; 4) item 50 (M = 4.288, SD = 0.588) about learning how to transmit values to students; 5) item 48 (M = 4.267, SD = 0.699) about Pancasila and the 1945 Constitution providing the framework for inquiry; 6) item 49 (M = 4.130, SD = 0.806) about social studies emphasizing loyalty and patriotism. The six items in this subscale elicited a grand mean of M = 4.380.

These scores might be interpreted to mean that a large majority of respondents would like social studies teachers to be prepared to teach the ideals and beliefs which are fundamental to the Indonesian society and to promote loyalty and patriotism. They agreed that because of their country’s political history and diverse characteristics, the transmission of the values and beliefs particularly derived from Pancasila, the 1945 Constitution, and the spirit and
values of 1945 was of great importance. For this reason they felt that teacher preparation should emphasize competence to teach these values and beliefs as called for with the establishment of courses like PMP and PSPB in the secondary schools.

By design the above ideas represent in some way the view of social studies as defined by citizenship transmission orientation and how this view might be incorporated in the preparation of social studies teachers. Again, these ideas were highly rated (grand mean = 4.396). This is taken to mean that there was a strong preference among respondents to base the preparation of social studies teachers on citizenship transmission orientation.

SS orientation. The SS subscale was used to indicate social studies teacher educators' perception of the extent that social science orientation should be reflected in the preparation of secondary social studies teachers. Items in this subscale in some way address purpose, method, and content of social studies as defined by social science orientation and considered to underlie the preparation (or reform in the preparation) of social studies teachers. The six items in the SS subscale were rated as follows: 1) item 61 (M = 4.116, SD = 0.765) about direct involvement in the inquiry process as the best way to inquiry; 2) item 63 (M = 4.034, SD = 0.808) about teachers' task of clarifying generalizations and processes of social sciences; 3) item 62
(M = 3.976, SD = 0.805) about the use of students' ideas to generate social science inquiry; 4) item 60 (M = 3.844, SD = 0.720) about relevance of teacher preparation through training in social science concepts and methods; 5) item 58 (M = 3.858, SD = 0.823) about the need to acquire social science inquiry skills; 6) item 59 (M = 3.831, SD = 0.810) about social science orientation underlying the 1984 senior secondary social studies curriculum. The six items of this subscale exhibited a grand mean of M = 3.980.

These scores suggest a moderately high rating for the ideas reflected in this subscale. This is interpreted to mean that a majority of respondents, for example, believed that the complex problems facing the society today can best be addressed by citizens who are equipped with the thinking and inquiry skills used by social scientists in their disciplines. They agreed that this is an assumption that underlies the 1984 curriculum of social studies in the senior secondary schools. As such, prospective teachers should be prepared to teach students the basic ideas (the structure) and the process (the method of discovery) of social science disciplines. For example, respondents would like prospective teachers to learn to involve students directly in the analysis and interpretation of scientific data, or to use student ideas to formulate and conduct research based on the organization and procedures of social sciences. These, they felt, are the best ways to promote the
above goal.

Overall it might be stated that a majority of respondents would like to base the preparation of social studies teachers on the view of social studies as defined by social science orientation.

RI orientation. Respondents' perceptions of the extent that reflective inquiry orientation should be reflected in the preparation of social studies teachers was pursued by the RI subscale. The six items in the RI subscale in some way address purpose, method, and content of social studies as defined by reflective inquiry orientation. They were designed to reflect some of the assumptions that might underlie the preparation (or reform in the preparation) of social studies teachers. These items were rated as follows:

1) item 54 (M = 4.585, SD = 0.554) about teacher competence to develop thinking skills in students;
2) item 52 (M = 4.449, SD = 0.720) about the role of thinking individuals in national development;
3) item 55 (M = 4.354, SD = 0.656) about prospective teachers regularly engaging in reflection on their own problems;
4) item 56 (M = 4.280, SD = 0.635) about student evaluation based on their ability to use inquiry;
5) item 53 (M = 4.274, SD = 0.788) about man of intelligence and skills as defined by the 1983 State Policy Guidance;
6) item 57 (M = 4.040, SD = 0.894) about prospective teachers learning to help students criticize their personal beliefs. The six items of this subscale
indicated a grand mean of $M = 4.328$.

The above scores might mean that for most respondents Indonesia's national development would be best supported by intellectually autonomous individuals who can think and use the reflective process to solve their problems and the problems in the society. For this reason, they believed that teacher preparation should be directed toward developing teachers who can think and use this process and can help their students to do so. Again, these ideas were highly rated and the above grand mean ($46.328$) was slightly below the grand mean of items in the CT subscale. This is interpreted to mean that a large majority of respondents would like to base the preparation of social studies teachers on the view of social studies as defined by reflective inquiry orientation.

**Significance test for the difference between the mean values and normal distribution of responses.** The GLM repeated measures procedure performed on the three means ($M = 26.219$, $SD = 2.594$ for CT; $M = 23.687$, $SD = 2.997$ for SS; and $M = 25.968$, $SD = 2.719$ for RI) indicates the three means to be significantly different ($F = 178.940$, $p < 0.0001$). The CT mean is higher than the RI mean, the latter having a higher mean than SS. The K-S normal distribution test indicates the following results. CT subscale was significant ($K-S Z = 2.194$, 2-tailed $p = 0.000$); SS was significant ($K-S Z = 2.608$, 2-tailed, $p = 0.000$); and, RI was significant
(K-S Z = 1.825, 2-tailed p = 0.003). The results indicate that a negatively skewed pattern of responses for each subscale (CT: Skewness = -1.038, SS: Skewness = -0.426, and RI: Skewness = -0.769) is present in the population. This gives an indication that most of social studies teacher educators in the ten state IKIPs tend to agree with all three social studies orientations in guiding the preparation of social studies teachers.

Perceptions of the Extent to Which the Three Social Studies Orientations Should Guide the Secondary Social Studies

This section attempts to answer Research Question 3: 'To what extent do social studies teacher educators believe the three social studies orientations ought to guide purpose, methods, and content of social studies in the secondary schools?' This question is addressed by the SSP Scale (Part A) of the questionnaire. The Scale consists of 45 items each reflecting a position toward purpose, method, or content of social studies as defined by CT, SS, or RI. A set of 15 items of the SSP Scale makes up a subscale—CT, SS, or RI. A similar procedure used to describe respondents' perceptions addressed by the 1979/1986 Scale and the SSTEP Scale, was followed.

Table 20 presents a summary of statistics for each subscale. Table 21 provides a summary of statistics for each subscale according to purpose, method, and content. Table 22
presents the distribution of responses for each subscale along five response groups. The grouping was based on total scores with the lowest possible of 15 (15x1) and the highest possible of 75 (15x5) in each subscale. With this possibility the total scores were grouped as follows: group 1: total scores of 15 through 26, group 2: 27 through 38, group 3: 39 through 50, group 4: 51 through 62, and group 5: 63 through 75. Figures 9, 10, and 11 visually present the distribution of scores along the five response groups.

Table 20.

Summary of Statistics of Responses on The SSP Scale

<table>
<thead>
<tr>
<th>Sub-scale</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>SD</th>
<th>Variance</th>
<th>Skewness</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT</td>
<td>59.807</td>
<td>60.000</td>
<td>57.000</td>
<td>5.647</td>
<td>31.886</td>
<td>-0.256</td>
</tr>
<tr>
<td>SS</td>
<td>60.873</td>
<td>61.000</td>
<td>60.000</td>
<td>5.889</td>
<td>34.876</td>
<td>-0.618</td>
</tr>
<tr>
<td>RI</td>
<td>57.871</td>
<td>58.000</td>
<td>60.000</td>
<td>6.238</td>
<td>38.912</td>
<td>-0.524</td>
</tr>
</tbody>
</table>

Note: The potential range of means was: 15.000 - 75.000; the obtained ranges of means were: 38.000 - 74.000 for CT, 35.000 - 75.000 for SS, and 28.000 - 73.000 for RI.
Table 21.

Summary of Statistics of Responses by Purpose, Method, and Content

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>SD</th>
<th>Variance</th>
<th>Skewness</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT Purpose</td>
<td>21.008</td>
<td>21.000</td>
<td>22.000</td>
<td>2.433</td>
<td>5.918</td>
<td>-0.941</td>
</tr>
<tr>
<td>Method</td>
<td>18.079</td>
<td>18.000</td>
<td>19.000</td>
<td>2.773</td>
<td>7.692</td>
<td>-0.238</td>
</tr>
<tr>
<td>Content</td>
<td>20.720</td>
<td>21.000</td>
<td>20.000</td>
<td>2.191</td>
<td>4.800</td>
<td>-0.752</td>
</tr>
<tr>
<td>SS Purpose</td>
<td>20.232</td>
<td>20.000</td>
<td>20.000</td>
<td>2.476</td>
<td>6.131</td>
<td>-0.782</td>
</tr>
<tr>
<td>Method</td>
<td>20.409</td>
<td>20.000</td>
<td>20.000</td>
<td>2.330</td>
<td>5.428</td>
<td>-0.522</td>
</tr>
<tr>
<td>Content</td>
<td>20.032</td>
<td>20.000</td>
<td>20.000</td>
<td>2.531</td>
<td>8.406</td>
<td>-0.803</td>
</tr>
<tr>
<td>RI Purpose</td>
<td>21.110</td>
<td>21.000</td>
<td>21.000</td>
<td>2.440</td>
<td>5.951</td>
<td>-0.808</td>
</tr>
<tr>
<td>Method</td>
<td>19.551</td>
<td>20.000</td>
<td>20.000</td>
<td>2.741</td>
<td>7.507</td>
<td>-0.743</td>
</tr>
<tr>
<td>Content</td>
<td>17.201</td>
<td>17.000</td>
<td>16.000</td>
<td>3.115</td>
<td>9.700</td>
<td>-0.180</td>
</tr>
</tbody>
</table>

Table 22.

Frequency of Agreement on CT, SS, and RI of the SSP Scale

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Strongly Disagree (15-26)</th>
<th>Disagree (27-38)</th>
<th>Uncertain (39-50)</th>
<th>Agree (51-62)</th>
<th>Strongly Agree (63-75)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>CT</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>16</td>
</tr>
<tr>
<td>SS</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>0.5</td>
<td>15</td>
</tr>
<tr>
<td>RI</td>
<td>1</td>
<td>0.3</td>
<td>2</td>
<td>0.5</td>
<td>40</td>
</tr>
</tbody>
</table>

Note: Total responses = 379
Figure 9. Degree of Agreement on CT Dimension of the SSP Scale

Figure 10. Agreement on SS Dimension of the SSP Scale
Overall Perceptions. The above statistics suggest that the rating of the SSP Scale resembled that of the other two scales. For example, Table 20 shows that like in the 1979/1986 Scale and the SSTEP Scale, the three subscales of the SSP Scale exhibited mean values of total scores which were considerably high. Of the three, SS has the highest mean ($M = 60.673$, $SD = 5.889$), followed by CT ($M = 59.807$, $SD = 5.647$), and RI ($M = 57.871$, $SD = 6.238$). Table 22, Figures 9, 10, and 11 indicate that each subscale also has a large number of respondents in group 4 (total scores of 51 through 62) and group 5 (total scores of 63 through 75). CT and SS almost have the same number of respondents in group 4 and 5 combined (respectively, the number of respondents were
363 or 95.8 percent and 362 or 95.5 percent of a total of 379), followed by RI (338 of 379 total respondents or 88.8 percent). When considering group 5 alone, SS was first (142 of 379 total respondents or 37.5 percent), followed by CT (114 of 379 respondents or 30.1 percent) and RI (88 of 379 respondents or 23.2 percent).

With respect to purpose, method, and content, Table 21 indicates the following. In terms of purpose, RI has the highest mean (M = 21.119, SD = 2.440), followed closely by CT (M = 21.008, SD = 2.439) and SS (M = 20.232, SD = 2.478). Regarding method, SS has the highest mean (M = 20.409, SD = 2.330), followed by RI (M = 19.551, SD = 2.740) and CT (M = 18.079, SD = 2.773). Concerning content, CT has the highest mean (M = 20.720, SD = 2.181), followed by SS (M = 20.030, SD = 2.531) and RI (M = 17.201, SD = 3.115).

CT orientation. Respondents’ perception of the extent that citizenship transmission orientation should define purpose, method, and content of secondary social studies was addressed by the CT subscale. Of the fifteen items that make up this subscale, some were highly rated while others were low in the rating. The three most rated were: 1) item 41 (M = 4.556, SD = 0.666) about content: the need to instruct students in good habits; 2) item 20 (M = 4.354, SD = 0.615) about method: transmission of the fundamental ideas about the worth and value of man; 3) item 12 (M = 4.332, SD = 0.742) about purpose: loyalty, patriotism, and active
participation in the political system. The three items were also among the five most highly rated in the SSP Scale.

Two additional items will be noted here for their low ratings. The two items were: 1) item 24 (M = 2.886, SD = 1.128) about method: the use of lecture-recitation with students apathetic towards social studies, and 2) item 16 (M = 3.040, SD = 1.157) also about method: transmission of knowledge of the past as the main task of social studies teachers. These two items were also among the five least highly rated in the SSP Scale. The fifteen items that make up this subscale exhibited a grand mean of M = 3.887.

The findings are taken to mean that a majority of respondents felt that the secondary social studies should be defined by citizenship transmission orientation. The high mean values exhibited by items that addressed purpose (grand mean of 4.202) and content (grand mean of 4.144) of social studies are interpreted to mean that the respondents would like teachers to instruct students in good habits, to transmit fundamental ideas about man, and to promote loyalty and patriotism. However, they were less likely, compared with purpose and content, to believe in instructional methods as defined by this orientation. The grand mean of the five items addressing methods of citizenship transmission was 3.618. Also, of the five, two (item 24: M = 2.886 and item 16: M = 3.040) were among the five lowest rated items in the entire questionnaire. Perhaps some
respondents were less likely to believe that lecture-recitation technique is appropriate for social studies, or that transmitting knowledge from the past should be the main task of social studies teachers. If the higher mean values of items addressing methods as defined by social science orientation (grand mean of 4.082) or reflective inquiry orientation (grand mean of 3.910) provide any indication, the respondents may be among educators who would like teachers to use what Barr, Barth, and Shermis (1978) call the inquiry-oriented transmission.

SS orientation. Respondents' perception of the extent that social science orientation should define purpose, method, and content of secondary social studies was pursued in the SS subscale. While some items were rated higher than the others, overall, the fifteen items of the SS subscale tended to be close to one another in the rating. The three most highly rated were: 1) item 21 (M = 4.353, SD = .877) about method: effective problem solving process supported by knowledge of social science; 2) item 6 (M = 4.304, SD = .668) about purpose: objective and analytical thinking skills of social scientists; 3) item 10 (M = 4.182, SD = .777) about purpose: a social science framework for students' inquiry. Meanwhile the lowest rated item--item 11 about the goal of developing citizens with a general understanding of social science--depicted a mean of 3.718 and standard deviation of 1.012. The fifteen items of this
subscale elicited a grand mean of $M = 4.045$. This was the highest among the three subscales. The three sets of five items that addressed purpose, methods, and content as defined by social science orientation were moderately high in rating with the average mean values of 4.065 for purpose, 4.082 for method, and 4.008 for content.

The above scores are taken to mean that a majority of respondents would like to base secondary social studies on social science orientation. They would like teachers to develop in students the objective and analytical thinking skills of social scientists (purpose). This, they believed, can be achieved through the inquiry and problem solving processes (method/content) that involve student knowledge and understanding of the basic ideas that form the framework of each social science discipline (content).

**RI orientation.** Social studies teacher educators' perceptions of the extent that reflective inquiry orientation should define purpose, method, and content of secondary social studies was the focus of the RI subscale. The pattern of agreement with the fifteen item statements in this subscale appeared to be similar with respondents' ratings of the fifteen items in the CT subscale. Some items were rated highly but others were very low. The three most highly rated items were all about purpose as follows: 1) item 14 ($M = 4.383, SD = .633$): to have students perceive their problems and relate the problems to a wider social
context; 2) item 1 ($M = 4.349$, $SD = .698$): to help students identify, analyze, and solve their perceived problems; 3) item 13 ($M = 4.296$, $SD = .722$): to teach students how to use information effectively. RI also hosts three of the five least highly rated item in the SSP Scale and the entire questionnaire.

The three least highly rated items were all about content. Of the three, two were about student needs and interests. They were item 32 ($M = 2.952$, $SD = 1.118$) and item 40 ($M = 3.122$, $SD = 1.031$). The third was item 43 ($M = 3.394$, $SD = 1.048$) about civic competence development based on student perceived problems. The fifteen items that make up this subscale indicated a grand mean of $M = 3.858$.

With the above grand mean, overall, reflective inquiry orientation was the least highly rated. However, its purpose was rated higher (though perhaps not significantly so, $M = 4.224$) than the rating of purpose of citizenship transmission orientation ($M = 4.202$) and social science orientation ($M = 4.065$). It might be interpreted that social studies teacher educators would like teachers to help students identify, analyze, and solve their perceived problems and to relate these problems to a wider social context. Also, they would like teachers to help students learn to use information effectively in this process.

The low rating for content ($M = 3.440$) particularly the three items previously noted (items 32: $M = 2.952$, 40: $M = 
3.122, and 43: \( M = 3.394 \) is taken to mean that, compared with their views about purpose and method as defined by this orientation, a majority of respondents felt that content as defined by reflective inquiry is less appropriate for social studies. For example, they were less likely to believe that civic competence should be developed based on student perceived problems, or that student needs and interests should be the most important content for social studies.

It might be speculated that perhaps many respondents perceived the difficulty and the amount of time involved in attempting to identify student needs and interests and to base instruction on them. As such, they might think it would be unrealistic to expect classroom teachers to do so, especially since the secondary curriculum is nationally mandated, and instruction based on student needs and interests might not be in accordance with content prescribed by the curriculum or the goal established at the national level. Or, perhaps they might think that such instruction is inappropriate for students who are expected to pass a national exam in order to graduate.

Significance tests for the difference between the means and for normal distribution of scores. The result of the GLM repeated measures procedure indicates the three means (\( M = 60.673, SD = 5.889 \) for SS; \( M = 59.807, SD = 5.647 \) for CT; and \( M = 57.581, SD = 6.238 \) for RI) to be significantly different (\( F = 50.880, p < 0.0001 \)). The result of the K-S
normal distribution test for each subscale was as follows. For CT subscale the test result was not significant (K-S Z = 1.095, 2-tailed, p = 0.182). For SS subscale the result was significant (K-S Z = 1.857; 2-tailed p = 0.002). For the result was not significant (K-S = 1.163; 2-tailed p = 0.134). It can be stated that for the CT subscale (Skewness = -0.258) and the RI subscale (Skewness = -0.524) the response pattern for each was not different from normal distribution. For the SS subscale, the result indicates the presence of a negatively skewed pattern of responses in the population (Skewness = -0.618).

Correlations of Nine Perceptions Variables

This section attempts to answer Research Question 4: 'To what extent do the perceptions variables addressed in Research Question 1, Research Question 2, and Research Question 3 correlate?' Perceptions variables were formed based on total scores on each subscale of the 1979/1986 Scale, the SSTEP Scale, and the SSP Scale. This resulted in a total of nine perceptions variables as follows:

1) perception of the extent that citizenship transmission orientation was reflected in the preparation of social studies teachers under the 1979 and 1986 curricula (CURCT)—addressed by the CT subscale of the 1979/1986 Scale,

2) perception of the extent that social science
orientation was reflected in the preparation of social studies teachers as prescribed by the 1986 curriculum (CURSS)—addressed by the SS subscale of the 1979/1986 Scale,

3) perception of the extent that reflective inquiry orientation was reflected in the preparation of social studies teachers as prescribed by the 1979 curriculum (CURRI)—addressed by the RI subscale of the 1979/1986 Scale,

4) perception of the extent that citizenship transmission orientation should guide the preparation of social studies teachers (SSTCT)—addressed by the CT subscale of the SSTEP Scale,

5) perception of the extent that social science orientation should guide the preparation of social studies teachers (SSTSS)—addressed by the SS subscale of the SSTEP Scale,

6) perception of the extent that reflective inquiry orientation should guide the preparation of social studies teachers (SSTRI)—addressed by the RI subscale of the SSTEP Scale,

7) perception of the extent that citizenship transmission orientation should define the secondary social studies (SSPCT)—addressed by the CT subscale of the SSP Scale,

8) perception of the extent that social science orientation should define secondary social studies
addressed by the SS subscale of the SSP Scale, and

9) perception of the extent that reflective inquiry orientation should define secondary social studies (SSPRI)—addressed by the RI subscale of the SSP Scale.

In the discussion that follows CURCT, SSTCT, and SSPCT are also be referred to as CT variables; CURSS, SSTSS, and SSPSS as SS variables; and CURRI, SSTRI, and SSPRI as RI variables.

Table 23 contains the correlation matrix of the nine perceptions variables. Pearson correlation coefficients are presented for each pair of variables. Both significance level and directionality were considered for each correlation coefficient.

Overall, the structure of correlations given in Table 23 exhibits the following pattern:

1) Correlations among the variables within each perception scale tended to be higher than the correlations among the variables across the scales giving an early indication of possible interdependence among the three variables within the scale; for example, within the SSP
Table 23.

**Pearson Correlation Coefficients of Nine Perceptions Variables**

<table>
<thead>
<tr>
<th></th>
<th>CURCT</th>
<th>CURSS</th>
<th>CURRI</th>
<th>SSTCT</th>
<th>SSTSS</th>
<th>SSTR</th>
<th>SSPCT</th>
<th>SSPSS</th>
<th>SSTRP</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURCT</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURSS</td>
<td>0.345</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRI</td>
<td>0.387</td>
<td>0.493</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSTCT</td>
<td>0.477</td>
<td>0.349</td>
<td>0.367</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSTSS</td>
<td>0.441</td>
<td>0.507</td>
<td>0.387</td>
<td>0.498</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSTR</td>
<td>0.334</td>
<td>0.274</td>
<td>0.358</td>
<td>0.443</td>
<td>0.482</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSPCT</td>
<td>0.412</td>
<td>0.408</td>
<td>0.498</td>
<td>0.519</td>
<td>0.548</td>
<td>0.389</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSPSS</td>
<td>0.340</td>
<td>0.426</td>
<td>0.286</td>
<td>0.414</td>
<td>0.524</td>
<td>0.402</td>
<td>0.572</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>SSTRP</td>
<td>0.307</td>
<td>0.355</td>
<td>0.337</td>
<td>0.350</td>
<td>0.514</td>
<td>0.413</td>
<td>0.633</td>
<td>0.494</td>
<td>1.000</td>
</tr>
</tbody>
</table>

Note: All correlation coefficients are significant at \( p < 0.0001 \)

Scale, the SSPRI/SSPSS correlation \( (r = 0.494) \) and the SSPRI/SSPCT correlation \( (r = 0.633) \) are generally higher than all other correlations involved with SSPRI (they appear in the last row of Table 23).

2) Correlations between the variables of the SSP Scale and the SSTEP Scale (the values of \( r \) ranging from \( r = 0.349 \) between SSPRI and SSTCT to \( r = 0.548 \) between SSPCT and SSTSS) tended to be higher than the correlations between the SSP Scale variables and the 1979/1986 Scale variables \( (r \)
ranging from $r = 0.286$ between SSPSS and CURRI to $r = 0.438$ between SSPCT and CURRI) and between the SSTEP Scale variables and the 1979/1986 Scale variables ($r$ ranging from $r = 0.274$ between SSTRI and CURSS to $r = 0.507$ between SSTSS and CURSS).

3) Across the scales, correlations of variables that denote the same social studies orientation (CT variables, SS variables, or RI variables) tended to be higher than the correlations between variables from different orientations. For example, the CURCT/SSTCT correlation ($r = 0.477$) is higher than the CURCT/SSTSS correlation ($r = 0.441$) and the CURCT/SSTRI correlation ($r = 0.333$).

In addition, the following correlations are noted.

Within the scales:

1) The 1979/1988 Scale: the CURRI/CURSS correlation ($r = 0.493$) tended to be higher than the CURSS/CURCT ($r = 0.345$) and CURSS/CURCT ($r = 0.396$) correlations.

2) The SSTEP Scale: the SSTCT and SSTSS correlation $r = 0.488$ tended to be higher than the SSTSS/SSTRI ($r = 0.482$) and SSTCT/SSTRI ($r = 0.443$) correlations.

3) The SSP Scale: the SSPCT/SSPRI correlation ($r = 0.633$) --the highest of all pairs-- was much higher than the SSPCT/SSPSS ($r = 0.572$) and the SSPRI/SSPSS ($r = 0.484$) correlations.

Across the scales:

4) CT variables: Of the three CT variables, SSTCT and
SSPCT were highly correlated. This correlation \( r = 0.519 \) was higher than the correlation between SSTCT and CURCT \( r = 0.477 \) and between SSPCT and CURCT \( r = 0.412 \).

5) SS variables: Of the three SS variables, SSTSS and SSPSS tended to be more correlated \( r = 0.524 \) compared with the correlation between SSTSS and CURSS \( r = 0.507 \) and between SSPSS and CURSS \( r = 0.428 \).

6) RI variables: The correlations among the three RI variables tended to be moderate. The highest correlation was between SSTRI and SSPRI \( r = 0.413 \), followed by the correlation between SSTRI and CURRI \( r = 0.358 \) and between SSPRI and CURRI \( r = 0.337 \).

Also, of the correlation coefficients computed for the nine perceptions variables, the lowest correlation was that across the scales and between two variables addressing different social studies orientations. This is the correlation between CURSS and SSTRI \( r = 0.274 \). Meanwhile the highest correlation was that within the SSP Scale between SSPCT and SSPRI \( r = 0.633 \).

Three-Stage Least Squares (3SLS) Estimate of Three 3-Simultaneous Equations Models of Perceptions

This section addresses Research Question 5: 'To what extent do a set of independent variables (IKIP affiliation, department affiliation, age, degree, area of specialization,
year of teaching experience, academic position, and exposure
to the Barr, Barth and Shermis social studies orientations) 
have an influence on the perceptions addressed by Research
Question 1, Research Question 2, and Research Question 3?

Involved in the analysis were nine dependent variables
discussed in the previous section, and eight independent
variables discussed in Chapter III: IKIP affiliation,
department affiliation, age, degree, area of specialization,
length of teaching experience, academic position, exposure
to the Barr, Barth, and Shermis three social studies
orientations.

For the purpose of analysis, Research Question 5 was
restated in three 3-simultaneous equation models that
postulate (see Hypotheses 3, 4, and 5 in Chapter III) the
relationships between the dependent (perceptions) variables
and between the dependent and independent variables.

It is necessary to note that due to the need to meet certain
requirements in the analysis, the three models were restated
with the inclusion of additional exogenous variables as
follows:

Model 1:

\[
Y_1 = Y_2 + Y_3 + X(0-7) - X(8-9) + \\
X(10-20) + E_1 \quad (Eq 10)
\]

\[
Y_2 = Y_1 + Y_3 + X(0-6) - X'7 + X(8-19) + \\
X(21-22) + E_2 \quad (Eq 11)
\]
\[ Y_3 = Y_1 + Y_2 + X(0-6) - X_7 + X(8-19) + X(23-24) + E_3 \]  
(Eq 12)

where \( Y_1 = \text{CURCT}, Y_2 = \text{CURSS}, Y_3 = \text{CURRI}, X_0 = \text{CONSTANT}, X_1 = \text{AGE}, X_2 = \text{DEGREE}, X_3 = \text{MAJOR}, X_4 = \text{YRTEACH} \) (length of teaching experience), \( X_5 = \text{ACPOS} \) (academic position), \( X_6 = \text{EXPOSE} \) (exposure to the three social studies orientations), \( X_7 \) through \( X_9 \) = the three department levels, PNP/KN, economics, and geography, respectively, \( X_{10} \) through \( X_{18} \) = the nine levels of IKIPs, i.e., Bandung, Jakarta, Malang, Manado, Medan, Padang, Semarang, Surabaya, and Ujung Pandang, respectively, \( X_{19} = \text{SSTCT}, X_{20} = \text{SSPCT}, X_{21} = \text{SSTSS}, X_{22} = \text{SSPSS}, X_{23} = \text{SSTRI}, X = \text{SSPRI}, \) and \( E = \text{error term} \). The new variables in the model were \( X_{19} \) through \( X_{24} \).

Model 2:

\[ Y_{t} = - Y_2 - Y_3 + X(0-1) - X_2 + X(3-7) - X(8-9) + X(10-20) + E_{t} \]  
(Eq 13)

\[ Y_{2} = - Y_{t} + Y_{3} + X(0-6) - X_7 + X(8-18) + X(21-22) + E_{2} \]  
(Eq 14)

\[ Y_{3} = - Y_{t} + Y_{2} + X(0-6) - X_7 + X(8-18) + X(23-24) + E_{3} \]  
(Eq 15)

where

\( Y_{t} = \text{SSTCT}, Y_{2} = \text{SSTSS}, Y_{3} = \text{SSTRI}, X_0 = \text{CONSTANT}, X_1 \) through \( X_{18} \) = the background variables, \( X_{19} = \text{CURCT}, X_{20} = \text{SSPCT}, X_{21} = \text{CURSS}, X_{22} = \text{SSPSS}, X_{23} = \text{CURRI}, X_{24} = \text{SSPRI}, \) and \( E = \text{Error terms} \). The new variables were \( X_{10} \) through \( X_{24} \).
Model 3:

\[ Y_1 = -Y_2 - Y_3 + X(0-1) - X_2 + X(3-7) - X(8-9) + X:(10-20) + E_1 \]  
(Eq 18)

\[ Y_2 = -Y_1 + Y_3 + X(0-6) - X_7 + X(8-18) + X(21-22) + E_2 \]  
(Eq 17)

\[ Y_3 = -Y_1 - Y_2 + X(0-6) - X_7 + X(8-18) + X:(23-24) + E_3 \]  
(Eq 18)

where

\[ Y_1 = SSPCT, \; Y_2 = SSPSS, \; Y_3 = SSPRI, \; X_0 = CONSTANT, \; X_1 \]  
through \( X_{18} \) = the background variables, \( X_{19} = CURCT, \; X_{20} = SSTCT, \; X_{21} = CURSS, \; X_{22} = SSTSS, \; X_{23} = CURRI, \; X_{24} = SSTRI, \)  
and \( E = \) Error terms. The new variables were \( X_{19} \) through \( X_{24} \).

Briefly stated, within each equation the expected value of the dependent variable equals a linear combination of the other two dependent variables (the endogenous regressors) and all independent variables (the exogenous regressors). To estimate the parameters in the above equations, it is important to note the existence of simultaneous relationships within each system of equations. Since such relationships lead to an error term in an equation correlated with the endogenous regressors, the use of ordinary least squares (OLS) procedures may produce biased and inconsistent estimates of the parameters. The three stage least squares (3SLS) method has been considered an alternative approach to solve this estimation problem.

However, the use of 3SLS estimation procedures requires that all of the equations must be exactly identified or overidentified. That is, one has to impose enough prior constraints on the equations that make up the model. The literature indicates that the decision to exclude an exogenous variable from an equation to solve the identification problem must be based on a priori theoretical consideration and should not be done arbitrarily for the purposes of identification (see, for example, Johnston, 1984; Walstad, 1987). Since such theoretical ground was limited in the present study, it was decided that specification for each equation within a system (Model) is to be made by including additional exogenous variables taken from the endogenous variables of the other two systems.³ This decision involves a consideration of both the order and rank conditions. The basis for such a decision would be the estimated correlation matrix with the eight independent variables as common factors (assuming that they are non-random and non-observable quantities which varied from individual to individual). This consideration led to the use of factor analysis procedures to assess the matrices of factor loadings and uniqueness and, therefore, the

³ This and procedures for solving the identification problem that followed were based on recommendations provided by Dr. Soong Wen-Cheng working under coordination of Dr. John Klein of the Statistical Consulting Service at The Ohio State University.
correlation structure of all nine dependent variables (see Recommendations by Statistical Consulting Service, Appendix P).

Based on the estimated correlation structure, it was decided that specification for each equation in a system was made (attempted) by including variables from the other two equation systems exhibiting high correlations with the dependent variable in the equation under consideration. In effect, when an entire system of three equations is considered, there would be variables excluded from an equation that would make this equation identifiable. This procedure should continue until at least the order condition for identification is met.

Table 24 contains the correlation structure of the nine dependent variables yielded by the factor analysis procedures. Overall, the pattern of correlations given in

4 This is different from the one recommended by the Statistical Consultant (See Appendix P).

5 It is worth noting that the inclusion of variables into an equation does not itself solve the identification problem. It is the result of this inclusion for the other two equations within the system that is important to consider. That is, by including, say, X21 exogenous regressor, in Eq 17, one in effect is said to exclude X21 from Eq 16 and Eq 18. X21 would be counted toward the identification of either Eq 16 or Eq 18 or probably both equations, but not Eq 17.

6 The order condition is met when "... the number of predetermined or exogenous variables excluded from the equation (is) greater than or equal to the number of endogenous variables included in the equation less one" (Walstad, 1987, p. 120).
Table 24.  
Estimated Correlation Matrix of the Nine Perceptions  
Variables Assuming Eight Independent Variables as Common  
Factors

<table>
<thead>
<tr>
<th></th>
<th>CURCT</th>
<th>CURSS</th>
<th>CURRI</th>
<th>SSTCT</th>
<th>SSTSS</th>
<th>SSTRI</th>
<th>SSPCT</th>
<th>SSPSS</th>
<th>SSPRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURCT</td>
<td>1.000</td>
<td>0.345</td>
<td>0.386</td>
<td>0.485</td>
<td>0.441</td>
<td>0.335</td>
<td>0.442</td>
<td>0.345</td>
<td>0.282</td>
</tr>
<tr>
<td>CURSS</td>
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<td>1.000</td>
<td>0.515</td>
<td>0.389</td>
<td>0.511</td>
<td>0.266</td>
<td>0.405</td>
<td>0.444</td>
<td>0.358</td>
</tr>
<tr>
<td>CURRI</td>
<td></td>
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<td>0.360</td>
<td>0.392</td>
<td>0.384</td>
<td>0.540</td>
<td>0.279</td>
<td>0.315</td>
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<tr>
<td>SSTCT</td>
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<td></td>
<td>1.000</td>
<td>0.498</td>
<td>0.471</td>
<td>0.637</td>
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</tr>
<tr>
<td>SSTSS</td>
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<td></td>
<td>1.000</td>
<td>0.489</td>
<td>0.604</td>
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<td>SSTRI</td>
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<td>1.000</td>
<td>0.372</td>
<td>0.427</td>
<td>0.472</td>
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<td>SSPCT</td>
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<td>0.841</td>
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<td></td>
<td>1.000</td>
<td>0.516</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.000</td>
</tr>
</tbody>
</table>

Table 24 resembles the correlation structure presented in Table 23. For the current purpose, it is important to note the correlations across the perceptions scales between the variables that address the same social studies orientations. The tendency of these variables to be more correlated than their correlations with other variables (addressing different orientations) made them the prime candidates for inclusion in the equations in which one of them becomes the dependent variable. This consideration led to the inclusion
into each equation in a system of two variables addressing the same orientations in the other two equation systems. For example, in Model 1, Eq 10 with CURCT as dependent variable includes SSTCT from Model 2 and SSPCT from Model 3, or Eq 11 with CURSS as dependent variable includes SSTSS from Model 2 and SSPSS from Model 3. In effect, four variables are 'excluded' from Eq 12. The number of variables 'excluded' from Eq 12 is greater than the number of endogenous variables in Model 1 less one (4 > 3-1). Eq 12 is overidentified. The results of this procedure are presented in Tables 25, 26, and 27. Following a procedure used by Maddala (1977) the three tables shows that the rank condition was also met by each model (see Walstad, 1987, pp 120-121).
### Table 25. Model 1 Identification

<table>
<thead>
<tr>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>X4</th>
<th>X5</th>
<th>X6</th>
<th>X7</th>
<th>X8</th>
<th>CT2</th>
<th>SS2</th>
<th>RI2</th>
<th>CT3</th>
<th>SS3</th>
<th>RI3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 * * * * * * * * * * * * 0 0 * * 0 0</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2 * * * * * * * * * * * * 0 * 0 0 * 0</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3 * * * * * * * * * * * * 0 0 * 0 0 *</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Note:** * Indicates a variable is included in the equation. 0 Indicates the variable is 'excluded' from the equation.  

*Excluded* variables:  
Equation 1 (Y1 = CURCT): SS2 (SSTSS), RI2 (SSTRI), SS3 (SSPSS) and RI3 (SSPRI)  
Equation 2 (Y2 = CURSS): CT2 (SSTCT), RI2 (SSTRI), CT3 (SSPCT) and RI3 (SSPRI)  
Equation 3 (Y3 = CURRI): CT2 (SSTCT), SS2 (SSTSS), CT3 (SSPCT) and SS3 (SSPRI)

### Table 26. Model 2 Identification

<table>
<thead>
<tr>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>X4</th>
<th>X5</th>
<th>X6</th>
<th>X7</th>
<th>X8</th>
<th>CT1</th>
<th>SS1</th>
<th>RI1</th>
<th>CT3</th>
<th>SS3</th>
<th>RI3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 * * * * * * * * * * * * 0 0 * * 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>2 * * * * * * * * * * * * 0 * 0 0 * 0</td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** * Indicates the variable is included in the equation. 0 Indicates the variable is 'excluded' from the equation.  

*Excluded* variables:  
Equation 1 (Y1 = SSTCT): SS1 (CURSS), RI1 (CURRI), SS3 (SSPSS) and RI3 (SSPRI)  
Equation 2 (Y2 = SSTSS): CT1 (CURCT), RI1 (CURRI), CT3 (SSPCT) and RI3 (SSPRI)  
Equation 3 (Y3 = SSTRI): CT1 (CURCT), SS1 (CURSS), CT3 (SSPCT) and SS3 (SSPRI)
Table 27.

Model 3 Identification

<table>
<thead>
<tr>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>X4</th>
<th>X5</th>
<th>X6</th>
<th>X7</th>
<th>X8</th>
<th>CT1</th>
<th>SS1</th>
<th>RI1</th>
<th>CT2</th>
<th>SS2</th>
<th>RI2</th>
</tr>
</thead>
<tbody>
<tr>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<td>0</td>
<td>0</td>
<td>*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>*</td>
</tr>
</tbody>
</table>

Note: * Indicates the variable is included in the equation
0 Indicates the variable is 'excluded' from the equation

'Excluded' variables:
Equation 1 (Y1 = SSPCT): SS1 (CURSS), RI1 (CURRI), SS2 (SSTSS) and RI2 (SSTRI)
Equation 2 (Y2 = SSPSS): CT1 (CURCT), RI1 (CURRI), CT2 (SSTCT) and RI2 (SSTRI)
Equation 3 (Y3 = SSPRI): CT1 (CURCT), SS1 (CURSS), CT2 (SSTCT) and SS2 (SSTSS)

Using the above procedures each equation was overidentified. All the equations and the models met both the order and rank conditions and the 3SLS method was followed to estimate the parameters in the equations. Tables 26, 29, and 30 present the results of 3SLS estimates for the three 3-simultaneous equation systems. A complete result of the analysis for each model appears in Model 1. Results of 3SLS estimation of this model shows all three structural equations to be significant at $p < 0.0001$. The CURCT equation was significant with $F = 7.383$ and the adjusted $R^2$ of 0.272 indicates that 27 percent of the variance in CURCT is explained by the equation. The
Table 28.

**Multiple R² and 3SLS Parameter Estimates of Model 1**

<table>
<thead>
<tr>
<th>Regressors</th>
<th>CURCT</th>
<th>CURSS</th>
<th>CURRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>-0.189</td>
<td>2.438</td>
<td>1.676</td>
</tr>
<tr>
<td>Endogenous:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURCT</td>
<td>n.a.</td>
<td>0.545 (1.608)</td>
<td>0.869 (2.788)**</td>
</tr>
<tr>
<td>CURSS</td>
<td>0.212 (1.288)</td>
<td>n.a.</td>
<td>-0.089 (-0.248)</td>
</tr>
<tr>
<td>CURRI</td>
<td>0.648 (2.624)**</td>
<td>-0.171 (-0.645)</td>
<td>n.a.</td>
</tr>
<tr>
<td>Exogenous:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGE</td>
<td>-0.030 (-1.717)</td>
<td>0.043 (2.463)*</td>
<td>0.285 (1.088)</td>
</tr>
<tr>
<td>DEGREE</td>
<td>0.171 (0.557)</td>
<td>-0.722 (-2.614)**</td>
<td>-0.130 (-0.357)</td>
</tr>
<tr>
<td>MAJOR</td>
<td>1.157 (2.388)*</td>
<td>-0.159 (-0.284)</td>
<td>-1.005 (-1.483)</td>
</tr>
<tr>
<td>YRTEACH</td>
<td>0.014 (0.620)</td>
<td>-0.041 (-2.032)**</td>
<td>-0.007 (-0.248)</td>
</tr>
<tr>
<td>ACPOS</td>
<td>0.117 (1.195)</td>
<td>-0.071 (-0.728)</td>
<td>-0.133 (-1.193)</td>
</tr>
<tr>
<td>EXPOSE</td>
<td>-0.004 (-0.013)</td>
<td>-0.147 (-0.514)</td>
<td>-0.045 (-0.132)</td>
</tr>
<tr>
<td>PHP</td>
<td>0.948 (2.238)*</td>
<td>0.343 (-0.683)</td>
<td>-1.125 (-2.393)*</td>
</tr>
<tr>
<td>ECON</td>
<td>0.026 (0.061)</td>
<td>0.246 (0.683)</td>
<td>-0.449 (-1.018)</td>
</tr>
<tr>
<td>GEOG</td>
<td>-0.101 (-0.219)</td>
<td>0.470 (1.173)</td>
<td>-0.260 (-0.507)</td>
</tr>
<tr>
<td>BAN</td>
<td>-1.052 (-1.372)</td>
<td>0.002 (0.002)</td>
<td>1.586 (2.128)*</td>
</tr>
<tr>
<td>JAK</td>
<td>0.201 (0.245)</td>
<td>-1.079 (-1.377)</td>
<td>0.020 (0.022)</td>
</tr>
<tr>
<td>MAL</td>
<td>0.248 (0.363)</td>
<td>-0.688 (-1.089)</td>
<td>0.037 (0.048)</td>
</tr>
<tr>
<td>MAN</td>
<td>-0.045 (-0.083)</td>
<td>-0.688 (-1.086)</td>
<td>0.593 (0.771)</td>
</tr>
<tr>
<td>MED</td>
<td>-0.882 (-1.334)</td>
<td>0.364 (0.528)</td>
<td>1.161 (1.583)</td>
</tr>
<tr>
<td>PAD</td>
<td>-1.291 (-1.585)</td>
<td>-0.158 (-0.185)</td>
<td>1.802 (2.286)*</td>
</tr>
<tr>
<td>SEM</td>
<td>-0.152 (-0.221)</td>
<td>-0.582 (-0.888)</td>
<td>0.491 (0.652)</td>
</tr>
<tr>
<td>SUR</td>
<td>-0.748 (-0.981)</td>
<td>0.119 (0.182)</td>
<td>1.213 (1.547)</td>
</tr>
<tr>
<td>UP</td>
<td>0.508 (0.876)</td>
<td>0.241 (0.336)</td>
<td>-0.359 (-0.430)</td>
</tr>
<tr>
<td>SSTCT</td>
<td>0.074 (1.351)</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>SSPCT</td>
<td>0.028 (0.836)</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>SSTSS</td>
<td>n.a.</td>
<td>0.257 (3.849)****</td>
<td>n.a.</td>
</tr>
<tr>
<td>SSPSS</td>
<td>n.a.</td>
<td>0.058 (2.607)**</td>
<td>n.a.</td>
</tr>
<tr>
<td>SSTRI</td>
<td>n.a.</td>
<td>n.a.</td>
<td>0.051 (0.899)</td>
</tr>
<tr>
<td>SSPRI</td>
<td>n.a.</td>
<td>n.a.</td>
<td>0.011 (0.715)</td>
</tr>
<tr>
<td>Ad. R</td>
<td>0.272</td>
<td>0.331</td>
<td>0.195</td>
</tr>
<tr>
<td>F</td>
<td>7.383****</td>
<td>9.453****</td>
<td>5.140****</td>
</tr>
</tbody>
</table>

**Note:**
- t-statistic is in parentheses
- * Significant at p < 0.05
- ** Significant at p < 0.01
- *** Significant at p < 0.001
- **** Significant at p < 0.0001
The 3SLS procedures show that of the three endogenous regressors in the model, two had positive significant relationships as postulated. CURRI had a significant effect on CURCT ($\beta = 0.646, t = 2.624, p < 0.01$), and in turn it was significantly affected by CURCT ($\beta = 0.869, t = 2.788, p < 0.01$), creating a reciprocal relationship between the two. Neither variables had significant relationships with CURSS.

Of all relationships between exogenous regressors in the system and the dependent variables, ten were found to be significant.

MAJOR or area of specialization had significant relationship with CURCT ($\beta = 1.157, t = 2.386, p < 0.05$) indicating more agreement among those who specialized in social studies education (coded 1) than those who specialized in other areas (coded 0) that citizenship transmission was reflected in the two teacher education curricula.

As expected, PMF or the department of PMF/KN was found to have a positive significant association with CURCT ($\beta = 0.949, t = 2.238, p < 0.05$) and a negative significant
relationship with CURRI ($\beta = -1.125, t = -2.393, p < 0.05$). Its association with CURCT suggests that a greater agreement appeared among teacher educators affiliated with the department of PHP/KH (coded 1) compared with the reference group—teacher educators affiliated with the department of history (coded 0)—that citizenship transmission was important in the preparation of social studies teachers as prescribed by the 1979 and 1986 curricula. On the other hand, PHP's negative association with CURRI indicates that, compared with history teacher educators, PHP teacher educators perceived reflective inquiry as being less important in the 1979 curriculum. The relationship between PHP and CURSS was negative as postulated but not significant.

AGE was found to be significantly associated though very little with CURSS ($\beta = 0.043, t = 2.463, p < 0.05$) indicating that the older the person the more likely he or she agreed about an emphasis on social science orientation in the preparation of social studies teachers under the 1986 curriculum.

DEGREE was negatively related to CURSS ($\beta = -0.722, t = -2.614, p < 0.01$) indicating that the higher the degree held by a person, the less likely he or she considered social science orientation as being important in the 1986 curriculum.

YRTEACH or length of teaching experience was also
negatively associated ($\beta = 0.041$, $t = -2.032$, $p < 0.01$) though very little with CURSS suggesting the longer the teaching experience one had the less likely he or she felt that social science orientation was emphasized in the 1986 curriculum.

SSTSS had a very significant effect on CURSS ($\beta = 0.257$, $t = 3.949$, $p < 0.0001$). This indicates an influence of one's preference for social science orientation to guide the preparation of social studies teachers on one's perception of the importance of this same orientation in the preparation of social studies under the 1986 curriculum.

SSPSS was also significantly associated though very little with CURRI ($\beta = 0.058$, $t = 2.607$, $p < 0.01$) indicating that an effect of one's preference for social science orientation on one's perception of the importance of this orientation in the preparation of social studies teachers under the 1986 curriculum.

BAN or IKIP Bandung was found to have a significant effect on CURRI ($\beta = 1.586$, $t = 2.128$, $p < 0.05$). Also PAD or IKIP Padang had a significant association with CURRI ($\beta = 1.802$, $t = 2.296$, $p < 0.05$). The positive associations between these two IKIPs and CURRI indicate that compared with the reference group, that is, IKIP Yogyakarta (coded 0), social studies teacher educators associated with the two IKIPs had more agreement about reflective inquiry as an underlying assumption of the preparation of social studies
teachers under the 1979 curriculum.

The established relationships of this model are shown in Figure 12.

![Diagram of Relationships of Perceptions Model 1](image)

**Key:** 

- = significant 

--- = non significant

**Figure 12.** Diagram of Relationships of Perceptions Model 1.

**Model 2.** Table 29 presents the results of 3SLS analysis of the three simultaneous equations in this model. The estimate shows all three structural equations in the model to be significant at $p < 0.0001$. For the SSTCT equation ($F = 11.987$), the adjusted $R^2$ of 0.377 indicates that about 38
Table 29.

Multiple $R^2$ and 3SLS Parameter Estimates of Model 2

<table>
<thead>
<tr>
<th>Regressors</th>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SSTCT</td>
</tr>
<tr>
<td>(Constant)</td>
<td>7.430</td>
</tr>
<tr>
<td>Endogenous:</td>
<td></td>
</tr>
<tr>
<td>SSTCT</td>
<td>n.a.</td>
</tr>
<tr>
<td>SSTSS</td>
<td>0.313 (1.908)</td>
</tr>
<tr>
<td>SSTRi</td>
<td>0.008 (0.037)</td>
</tr>
<tr>
<td>Exogenous:</td>
<td></td>
</tr>
<tr>
<td>AGE</td>
<td>0.003 (0.172)</td>
</tr>
<tr>
<td>DEGREE</td>
<td>-0.240 (-0.937)</td>
</tr>
<tr>
<td>MAJOR</td>
<td>0.364 (0.776)</td>
</tr>
<tr>
<td>YRTEACH</td>
<td>0.017 (0.889)</td>
</tr>
<tr>
<td>ACPOS</td>
<td>0.048 (0.538)</td>
</tr>
<tr>
<td>EXPOSE</td>
<td>0.565 (2.057)*</td>
</tr>
<tr>
<td>PHP</td>
<td>0.168 (0.464)</td>
</tr>
<tr>
<td>ECON</td>
<td>-0.126 (-0.388)</td>
</tr>
<tr>
<td>GEOG</td>
<td>-0.306 (-0.785)</td>
</tr>
<tr>
<td>BAN</td>
<td>-0.500 (-0.817)</td>
</tr>
<tr>
<td>JAK</td>
<td>-1.568 (-2.043)*</td>
</tr>
<tr>
<td>MAL</td>
<td>-0.712 (-1.180)</td>
</tr>
<tr>
<td>MAN</td>
<td>-0.653 (-0.981)</td>
</tr>
<tr>
<td>MED</td>
<td>-0.794 (-1.351)</td>
</tr>
<tr>
<td>PAD</td>
<td>-0.205 (-0.314)</td>
</tr>
<tr>
<td>SEM</td>
<td>-0.666 (-1.043)</td>
</tr>
<tr>
<td>SUR</td>
<td>-0.746 (-1.128)</td>
</tr>
<tr>
<td>UP</td>
<td>-1.393 (-2.014)*</td>
</tr>
<tr>
<td>CURCT</td>
<td>0.245 (4.244)****</td>
</tr>
<tr>
<td>SSPCT</td>
<td>0.085 (3.409)***</td>
</tr>
<tr>
<td>CURSS</td>
<td>n.a.</td>
</tr>
<tr>
<td>SSPSS</td>
<td>n.a.</td>
</tr>
<tr>
<td>CURRI</td>
<td>n.a.</td>
</tr>
<tr>
<td>SSPRI</td>
<td>n.a.</td>
</tr>
<tr>
<td>Adj. $R^2$</td>
<td>0.377</td>
</tr>
<tr>
<td>F</td>
<td>11.887****</td>
</tr>
</tbody>
</table>

Note:

- $t$-statistic is in parentheses
- * Significant at $p < 0.05$
- ** Significant at $p < 0.01$
- *** Significant at $p < 0.001$
- **** Significant at $p < 0.0001$
percent of the variance in SSTCT is explained by the equation. For the SSTSS equation \((F = 7.662)\) the adjusted \(R^2\) of 0.281 indicates that 28 percent of the variance in the SSTSS variable is explained by the equation. For the SSTRI equation \((F = 7.662)\), the adjusted \(R^2\) of 0.281 indicates that 28 percent of the variance in the dependent variable SSTRI is explained by the equation.

Within the system of endogenous variables, the 3SLS estimate indicates that only one of the expected relationship was significant. SSTRI had a positive significant effect on SSTSS \((\beta = 0.725, t = 3.295, p < 0.01)\). No other relationships were found to be significant at the specified alpha level of 0.05. In addition, there was no indication of possible negative effect of either SSTSS or SSTRI on SSTCT as postulated.

Of all expected relationships between the exogenous regressors and the three dependent variables within the system, eleven were found to be significant. Five involved the dependent variable SSTCT and EXPOSE or exposure to the Barr, Barth, and Shermis three orientations model \((\beta = 0.565, t = 2.057, p < 0.05)\), JAK or IKIP Jakarta \((\beta = -1.588, t = -2.043, p < 0.05)\), UP or IKIP Ujung Pandang \((\beta = -1.393, t = -2.014, p < 0.05)\), CURCT \((a = 0.245, t = 4.244, p < 0.0001)\), and SSPCT \((\beta = 0.095, t = 3.409, p < 0.001)\).

The positive association between EXPOSE and SSTCT suggests that those who reported having known the Barr, Barth, and
Shermis' three social studies orientations (coded: 1) were more likely to adopt citizenship transmission orientation to guide the preparation of social studies teachers than those who reported not having such knowledge (coded: 0). The negative relationships between SSTCT and JAK and UP suggest that social studies teacher educators affiliated with IKIPs Jakarta and Ujung Pandang had less preference for citizenship transmission to guide the preparation of social studies teachers compared with the reference group (coded 0), their counterparts from IKIP Yogyakarta. The positive association between CURCT and SSTCT indicates a tendency of one's perception of the importance of citizenship transmission in the preparation of social studies teachers under the 1979 and 1986 curricula to have an effect on one's preference for this orientation in guiding the preparation of social studies teachers. Similarly, the positive significant effect of SSPCT on SSTCT suggests that one's preference for citizenship transmission orientation to guide secondary social studies is likely to affect though very little his or her preference for this orientation to guide the preparation of social studies teachers. The negative sign of association between SSTCT and DEGREE, ECON, and GEOG was as expected but not significant. Interestingly, compared with the reference group (IKIP Yogyakarta) all nine IKIPs had negative effect on SSTCT, though only the effect of JAK and UP (IKIPs Jakarta and Ujung Pandang) were significant.
The SSTSS dependent variable was found to have significant association with five exogenous regressors including JAK or IKIP Jakarta ($\beta = 1.986$, $t = 2.022$, $p < 0.05$), MAN or IKIP Manado ($\beta = 1.873$, $t = 2.434$, $p < 0.05$), SEM or IKIP Semarang ($\beta = 1.631$, $t = 2.182$, $p < 0.05$), CURSS ($\beta = 0.170$, $t = 2.848$, $p < 0.01$), and SSPSS ($\beta = 0.067$, $t = 2.557$, $p < 0.01$). The positive associations between SSTSS and IKIPs Jakarta, Manado and Semarang suggest the presence of a stronger preference for social science orientation to guide the preparation of social studies teachers among social studies teacher educators affiliated with the three IKIPs compared with their counterparts from IKIP Yogyakarta (the reference group). Worth noting is the positive sign of relationship between all nine IKIPs and SSTSS, as opposed to their negative association with SSTCT. The positive association between SSTSS and CURSS indicates the tendency of one's agreement about the importance of social science in the 1986 curriculum to have an effect on one's preference for this same orientation to guide the preparation of social studies teachers. Similarly, the positive relationship though very little between SSTSS and SSPSS suggest one's preference for social science orientation to guide secondary social studies to have an effect on one's preference for this orientation to guide the preparation of social studies teachers.

The last significant relationships established in this
system was that between the dependent variable SSTRI and DEGREE ($\beta = 0.722$, $t = 2.344$, $p < 0.05$). As postulated the effect was positive indicating that those holding a higher degree were more likely to favor reflective inquiry orientation in guiding the preparation of social studies teachers. As previously noted, DEGREE's association with SSTCT (though insignificant) was negative as expected but its negative association with SSTSS (despite it was insignificant) was contrary to the expectation.

The relationship of SSTRI and the other two dependent variables in the system, SSTCT ($\beta = -0.317$, $t = -1.157$, $p = 0.248$) and SSTSS ($\beta = 0.085$, $t = 0.252$, $p = 0.801$), were found to be insignificant at the specified alpha level ($p < 0.05$).

The established relationships of the model are visually presented in Figure 13.
Figure 15. Diagram of Relationship of Perception Model 2.

Model 3. Table 30 presents the results of 3SLS analysis of the three simultaneous equations in this model. The estimate indicates all three structural equations to be significant at $p < 0.0001$. For SSPCT ($F = 8.164$), the adjusted $R^2$ of 0.295 indicates that 29 percent of variance in this variable is accounted for by the equation. For SSPSS ($F = 9.394$), the adjusted $R^2$ of 0.329 indicates that about 33 percent of variance in this variable is explained by the equation. For
Table 30.

Multiple $R^2$ and the 3SLS Estimates of Parameters in Model 3

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>SSPCT</th>
<th>SSPSS</th>
<th>SSPRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>13.142</td>
<td>7.863</td>
<td>-7.083</td>
</tr>
<tr>
<td>Endogenous:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSPCT</td>
<td>n.a.</td>
<td>0.087 (0.465)</td>
<td>-0.074 (-0.185)</td>
</tr>
<tr>
<td>SSPSS</td>
<td>-1.029 (-2.468)*</td>
<td>n.a</td>
<td>1.146 (2.931)**</td>
</tr>
<tr>
<td>SSPRI</td>
<td>1.539</td>
<td>0.782 (2.976)**</td>
<td>n.a.</td>
</tr>
<tr>
<td>(Constant)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exogenous:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGE</td>
<td>0.049 (1.147)</td>
<td>0.025 (0.853)</td>
<td>-0.034 (-0.737)</td>
</tr>
<tr>
<td>DEGREE</td>
<td>-0.477 (-0.876)*</td>
<td>-0.189 (-0.284)</td>
<td>0.204 (0.280)</td>
</tr>
<tr>
<td>MAJOR</td>
<td>-0.281 (-0.230)</td>
<td>0.280 (0.237)</td>
<td>-0.554 (-0.427)</td>
</tr>
<tr>
<td>YRTEACH</td>
<td>0.041 (0.773)</td>
<td>-0.008 (-0.112)</td>
<td>0.003 (0.049)</td>
</tr>
<tr>
<td>ACFS</td>
<td>-0.742 (-2.881)**</td>
<td>-0.258 (-1.078)</td>
<td>0.337 (1.280)</td>
</tr>
<tr>
<td>EXPOS</td>
<td>-0.382 (-0.463)</td>
<td>-0.581 (-0.820)</td>
<td>0.704 (0.784)</td>
</tr>
<tr>
<td>PMP</td>
<td>-1.871 (-1.810)</td>
<td>-0.952 (-1.101)</td>
<td>1.180 (1.124)</td>
</tr>
<tr>
<td>ECON</td>
<td>0.342 (0.394)</td>
<td>0.593 (0.801)</td>
<td>-0.628 (-0.654)</td>
</tr>
<tr>
<td>GEOG</td>
<td>-2.182 (-1.884)*</td>
<td>-1.502 (-1.704)</td>
<td>1.772 (1.613)</td>
</tr>
<tr>
<td>BAN</td>
<td>0.137 (0.085)</td>
<td>-0.821 (-0.423)</td>
<td>0.564 (0.315)</td>
</tr>
<tr>
<td>JAK</td>
<td>2.407 (1.136)</td>
<td>1.544 (0.856)</td>
<td>-1.842 (-0.827)</td>
</tr>
<tr>
<td>MAL</td>
<td>-1.044 (-0.847)</td>
<td>-0.359 (-0.245)</td>
<td>0.340 (0.191)</td>
</tr>
<tr>
<td>MAN</td>
<td>2.880 (1.671)</td>
<td>1.577 (1.038)</td>
<td>-2.166 (-1.230)</td>
</tr>
<tr>
<td>MED</td>
<td>3.762 (2.220)*</td>
<td>1.450 (0.837)</td>
<td>-1.952 (-1.147)</td>
</tr>
<tr>
<td>FAD</td>
<td>2.303 (1.315)</td>
<td>1.224 (0.741)</td>
<td>-1.876 (-0.889)</td>
</tr>
<tr>
<td>SEM</td>
<td>4.540 (2.840)**</td>
<td>1.447 (0.811)</td>
<td>-2.014 (-1.100)</td>
</tr>
<tr>
<td>SUR</td>
<td>2.650 (1.487)</td>
<td>1.221 (0.751)</td>
<td>-1.874 (-0.889)</td>
</tr>
<tr>
<td>UP</td>
<td>3.977 (2.101)*</td>
<td>1.367 (0.732)</td>
<td>-1.928 (-0.977)</td>
</tr>
<tr>
<td>CURCT</td>
<td>0.211 (1.856)</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>SSTCT</td>
<td>0.585 (3.283)**</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>CURSS</td>
<td>n.a.</td>
<td>0.041 (0.365)</td>
<td>n.a.</td>
</tr>
<tr>
<td>SSTSS</td>
<td>n.a.</td>
<td>0.040 (0.218)</td>
<td>n.a.</td>
</tr>
<tr>
<td>CURRI</td>
<td>n.a.</td>
<td>n.a.</td>
<td>0.058 (0.385)</td>
</tr>
<tr>
<td>SSTRI</td>
<td>n.a.</td>
<td>n.a.</td>
<td>-0.028 (-0.222)</td>
</tr>
<tr>
<td>Adj. $R^2$</td>
<td>0.295</td>
<td>0.329</td>
<td>0.247</td>
</tr>
<tr>
<td>$F$</td>
<td>8.164****</td>
<td>9.384****</td>
<td>6.834****</td>
</tr>
</tbody>
</table>

Note:

* t-statistic is in parentheses

* Significant at $p < 0.05$

** Significant at $p < 0.01$

*** Significant at $p < 0.001$

**** Significant at $p < 0.0001$
SSPRI \((F = 6.634)\), the adjusted \(R^2\) of 0.247 indicates that about 25 percent of variance in SSPRI is explained by the equation.

Within the endogenous system, the 3SLS analysis indicates the following relationships to be significant. As postulated, SSPSS had a negative significant effect on SSPCT \((\beta = -1.029, t = -2.468, p < 0.05)\) and positive significant relationship with SSPRI \((\beta = 1.148, t = 2.931, p < 0.01)\). The directions of relationship between SSPSS and these two variables suggests that one's preference for social science orientation is likely to result in more preference for reflective inquiry but less preference for citizenship transmission. Meanwhile, SSPRI had positive significant relationship with SSPSS \((\beta = 0.792, t = 2.972, p < 0.01)\), but its positive association with SSPCT \((\beta = 1.539, t = 4.778, p < 0.0001)\) was contrary to expectation. These associations suggest a tendency of ones' preference for reflective inquiry to have a positive effect on (to increase) ones' preference for both citizenship transmission and social science orientation. SSPRI's association with SSPCT appears to exhibit a larger coefficient and much smaller alpha level compared with its association with SSPSS. The effect of SSPCT on either SSPSS or SSPRI was found to be insignificant. This structure of relationship shows that only one of the postulated reciprocal relationships between the three endogenous variables was
significant. This was the interrelationship between SSPSS and SSPRI. Viewing either way, an increase in a preference for one is likely to increase a preference for the other. This structure of relationship also shows that while SSPSS and SSPRI are positively affecting one another, each has a direct effect the third variable, SSPCT, in an opposite direction. Each also has an indirect effect on SSPCT in the direction opposite to each one's direct effect.

The 3SLS estimation indicates that except for SSPCT no significant effects of exogenous variables on either SSPSS or SSPRI were found. Seven relationships which involved SSPCT were established. These include the relationships between SSPCT and DEGREE (β = -0.477, t = -0.676, p < 0.05), ACPOS or academic position (β = -0.742, t = -2.881, p < 0.01), GEOG or the department of geography education (β = -2.182, t = -1.964, p < 0.05), MED or IKIP Medan (a = 3.782, t = 2.220, p < 0.05), SEM or IKIP Semarang (β = 4.540, t = 2.60, p < 0.01), UP or IKIP Ujung Pandang (β = 3.877, t = 2.101, p < 0.05), and SSTCT (β = 0.585, t = 3.283, p < 0.01).

DEGREE and ACPOS each had a negative effect on SSPCT indicating a tendency of those who hold a higher degree or a higher academic position to have less preference for citizenship transmission orientation. GEOG was also negatively associated with SSPCT suggesting that social studies teacher educators affiliated with the department of
geography education less favored citizenship transmission compared with teacher educators affiliated with the department of history education (the reference group). DEGREE and GEOG each consistently had a negative effect (though not all was significant) on CT variables, DEGREE with SSTCT and SSPCT and GEOG with CURCT, SSTCT, and SSPCT. PHP and ECON behaved contrary to the expectation with respect to SSPCT and SSPRI. Although insignificant, PHP was associated negatively with SSPCT and positively with SSPRI, while ECON was positively associated with SSPCT and negatively with SSPRI. MED, SEM, and UP each were positively associated with SSPCT suggesting that social studies teacher educators affiliated with IKIPs Medan, Semarang, and Ujung Pandang had more preference for citizenship transmission compared with their counterparts from IKIP Yogyakarta (the reference group).

The established positive relationship between SSPCT and SSTCT indicates the tendency of one's preference for citizenship transmission to guide the preparation of social studies teachers to have a positive effect on one's endorsement of this same orientation to guide the secondary social studies.

Figure 14 presents a visual presentation of the relationships of Model 3.
Summary

In order to summarize the findings presented in the proceeding sections, it is useful to recall that the five research questions posed in this study deal with:

First, social studies teacher educators' perceptions of the extent that the three social studies orientations: a) were reflected in the preparation of social studies teachers under the 1979 and 1986 curricula (Research Question 1); b) should guide the preparation of social studies teachers (Research Question 2); c) should define secondary social studies (Research Question 2).

Second, the extent that the nine perceptions variables
are correlated (Research Question 4), and the extent that a set of background variables (age, IKIP affiliation, department affiliation, major, degree, length of teaching experience, academic position, and exposure to the Barr, Barth, and Shermis social studies orientations) account for the perceptions addressed by the nine dependent variables (Research Question 5).

It is also useful to state that the analyses of data involved a series of tests of null hypotheses. The null hypotheses are as follows:

1) Nine null hypotheses that the distributions of total scores in each subscale is not different from normal distribution.

2) Three null hypotheses of no significant differences between the means of total scores on subscales of the 1979/1986 Scale, the SSTEP Scale, and the SSP Scale.

3) Thirty six null hypotheses of no significant relationships among the nine perceptions variables.

4) Nine null hypotheses that the linear relationship between the exogenous regressors and the dependent variable is zero in the population.

5) Eighteen null hypotheses of no relationships between the endogenous regressors and the dependent variable in each structural equation.

6) Twenty null hypotheses of no effects of the exogenous regressors on each dependent variable (a total of
The findings are summarized as follows:

1) The K-S subtests for normal distribution resulted in the rejection of seven of the nine null hypotheses about distributions of total scores in the nine subscales. Except for the distribution of total scores on the CT and RI subscales of the SSP Scale, the tests indicated that a negatively skewed pattern of responses to each of the other seven subscales was present in the population.

2) The general linear models repeated measures ANOVA indicates significant differences between the means of CT, SS, and RI for the 1978/1986 Scale, the SSTEP Scale, and the SSP Scale. The three null hypotheses of no differences between the CT, SS, and RI means for the three scales were rejected.

3) Pearson correlation coefficients of all thirty-six correlation coefficients were found to be significantly different from zero.

4) F tests resulted in the rejection of \( H_0: R^4 = 0 \) for each structural equation. The nine structural equations, estimated by the 3SLS method, accounted for a significant proportion of variance in each of the nine dependent variables.

5) The t-test procedures on the coefficients of each endogenous regressor in the nine structural equations within the three systems of simultaneous equations resulted in the
rejection of seven hypotheses. Two of the rejected hypotheses were about relationships within the first system of equations (Model 1). CURRI and CURCT each had a positive significant effect on the other. One hypothesis was about significant effect of SSTRI on SSTSS in the second system of equations (Model 2). The remaining four hypotheses were about relationships within the third system of equations (Model 3). SSPRI and SSPSS each had significant effect on SSPCT with the effect of the latter was indicated to be negative. SSPRI also had significant effect on SSPSS and in turn it was significantly affected by SSPSS.

6) The t-test procedures on the effects of exogenous variables within each of the nine structural equations resulted in the rejection of 28 null hypotheses. Ten of the rejected hypotheses were about the relationships within the first system of equations (Model 1). Eleven hypotheses were about the effects of exogenous regressors on the dependent variables within the second system of equation (Model 2). The rest, seven hypotheses, were about the relationships between exogenous regressors and the dependent variable, SSPCT, in the third system of equation (Model 3).
CHAPTER V
DISCUSSION

The purpose of this chapter is threefold: 1) to discuss the results of the data analyses in relationship to the study's rationale and the research questions originally set forth; 2) to relate the findings on the Barth/Shermis Social Studies Preference Scale to some previous studies; and, 3) to survey the implications of this study's findings both for practice and future research.

Discussion of Results

The preparation of secondary social studies teachers in Indonesia has undergone major changes in the past ten years, especially with the establishment of a national curriculum for teacher education in 1979 and a new curriculum that replaced it in 1986. These two curricula grew out of the reforms in teacher education in Indonesia that began in the 1970s and continue until today. The primary goal of the reforms has been to improve teaching and learning in teacher education classrooms through revisions of curriculum and improvement of teaching staff and learning facilities. It was expected that improvement in instruction in teacher
education would result in improvement in the quality of teacher education graduates who would in turn improve the quality of secondary education.

It was pointed out that while there have been no comprehensive studies on changes in teacher behavior, limited evidence suggests that after more than ten years of teacher education reforms secondary teachers continue to teach the way they used to. It was believed that the extent to which this failure applies to social studies teachers trained under the 1979 and 1986 curricula suggests that the two curricula have not been effectively implemented. The reason might lie with social studies teacher educators who might disagree or have different perceptions about some of the underlying assumptions of the two curricula. Of interest were the assumptions derived from the views about purpose, methods, and content of social studies adopted in the secondary curricula established in 1975 and 1984. These views toward the teaching of social studies can be characterized as citizenship transmission (CT), social science (SS), and reflective inquiry (RI) orientations. They reflect two major goals of national education in Indonesia—to develop Pancasila-minded man and development-man. Citizenship transmission was believed to reflect the former, while social science and reflective inquiry the latter. An examination of the 1979 and 1986 curricula indicates the presence of CT orientation in the preparation of social
studies teachers as prescribed by both the 1979 and 1986 curricula, SS orientation in the 1986 curriculum, and RI orientation in the 1979 curriculum.

It was believed that social studies teacher educators might disagree or have different perceptions of the extent to which the three orientations were reflected in the 1979 and 1986 curricula. They might also disagree about the extent to which the three orientations should guide the preparation of social studies teachers or should define secondary social studies. The reason might be because of differences among teacher educators in their IKIP affiliation, department affiliation, the degree they earned, area of specialization, length of teaching experience, age, academic position, and their exposure to the three social studies orientations.

The five research questions posed in this study aimed at providing some light on whether agreement or disagreement exists. A survey questionnaire made up of the Barth/Shermis Social Studies Preference Scale and two self-developed perceptions scales were administered to a sample of social studies teacher educators affiliated with the ten state IKIPs in Indonesia. Data were analyzed, hypotheses were tested, and the results were interpreted.

It was revealed that an agreement does exist among social studies teacher educators affiliated with the ten state IKIPs that the preparation of social studies teachers
as prescribed by the 1979 and 1986 curricula did accommodate the view about the teaching of social studies which can be characterized as citizenship transmission (CT) orientation. In addition, most social studies teacher educators reported a belief that the preparation of social studies teachers under the 1986 curriculum did reflect the view about purpose, method, and content of social studies as defined by social science (SS) orientation. Finally, there is also a reported agreement among many social studies teacher educators that the preparation under the 1979 curriculum did adopt the view about social studies as defined by reflective inquiry (RI) orientation. These findings do not support the beliefs stated above. The findings provide an indication that the three social studies orientations might in fact underlie the preparation of social studies teachers as prescribed by the two curricula. This in turn lends support to the analysis presented early in the study (see Chapter II) that the views about purpose, methods, and content of social studies adopted in the 1979 and 1986 curricula can be characterized as citizenship transmission, social science, and reflective inquiry.

It was also believed that social studies teacher educators might not agree on one philosophical orientation in guiding the preparation of social studies teachers. The findings partly support this belief. Social studies teacher educators in the ten state IKIPs, as a group, tend to favor
all three orientations to guide the preparation of social studies teachers. However, they appear to have a greater preference for CT orientation, followed by a preference for RI orientation in the second place, and SS orientation in the third place.

Analyses performed on the mean values of responses to each orientation in the 1979/1986 Scale (CURCT, CURSS, and CURRI) and the SSTEP Scale (SSTCT, SSTSS, and SSTRI) indicate that, in both perceptions scales, CT orientation (CURCT and SSTCT) tended to be the most highly rated followed by RI orientation (CURRI and SSTRI) in the second place and SS orientation (CURSS and SSTSS) in the third (the mean differences in both scales were significant at p < 0.0001). In addition, correlational analyses indicate a tendency for the CURCT/SSTCT, CURSS/SSTSS, and CURRI/SSTRI pairs to be more correlated than correlation of each with a different orientation (e.g., CURCT and SSTSS). The 3SLS estimates indicate only the effect of SSTSS (as exogenous regressor) on CURSS to be significant (a = 257, p < 0.0001). On the other hand, CURSS (as exogenous regressor) also had a significant effect on SSTSS (a = 0.170, p < 0.01) and CURCT (as exogenous regressor) had significant effect on SSTCT (a = 0.245, p < 0.0001). It appears therefore that social studies teacher educators' preference for the three orientations to guide the preparation of social studies teachers is consistent with their perceptions regarding the
importance of three orientations in the 1978 and 1986 curricula. The effect of the former on the latter, however, was present only for perceptions regarding SS, while the effect of the latter on the former was significant for SS and CT.

It was also believed that social studies teacher educators might not agree on one philosophical position in guiding secondary social studies. Evidence is inconclusive to either support or reject this belief. The K-S subtest of normal distribution and the GLM repeated measures procedure indicate that social studies teacher educators tend to favor social science orientation. However, the sample data suggest the following: first, although the means of the three orientations were significantly different ($p < 0.0001$), their values tend to be close to one another with social science orientation ($M = 60.673$ and grand mean $= 4.045$) slightly higher than citizenship transmission ($M = 59.807$ and grand mean $= 3.987$) and reflective inquiry ($M = 57.871$ and grand mean $= 3.858$)—an absolute value difference of 0.866 for $M$ and 0.058 for grand mean between SS and CT, and an absolute value difference of 1.936 for $M$ and 0.129 for grand mean between CT and RI; second, SS was found to have a positive moderately high correlation with both CT ($r = 0.572, p < 0.0001$) and RI ($r = 0.484, p < 0.0001$). The small mean differences and substantial correlations between CT, SS, and RI, indeed, do not refute the result of the K-S test
result. They do give an insight into the respondents' attitude toward the other two orientations (CT and RI). It is therefore surmised that social studies teacher educators of the ten state IKIPs tend to favor social science orientation, but this tendency does not reflect a distinct philosophical position of the teacher educators. Social studies education appears to this group of educators in Indonesia to be a 'social science plus' proposition. This somewhat eclectic pattern possibly reflects the thinking of teacher educators who would like to accommodate in their teaching the two major goals of national education in Indonesia. The first is to preserve the societal values and national ideals and beliefs reflected in the term 'Pancasila-minded man' (citizenship transmission orientation) and the second is to advance the society reflected in the term 'development-man' (social science and reflective inquiry orientations). It is also possible to conclude that the somewhat eclectic pattern of teaching orientation of social studies teacher educators does not match with the three teaching orientations as theoretically conceived by Barr, Barth, and Shermis. This pattern is somewhat less consistent with the findings from previous studies either (Adeyemi, 1985; Andres, 1982; Barth and Norris, 1976; Barth, 1982; Bonar, 1977; and White, 1982). Note that this study did not employ the grouping procedure of responses to the Barth/Shermis Social Studies Preference Scale followed by Barr, Barth, and Shermis (1978).
Using Table 31, a general interpretation of the above findings might be made as follows. First, social studies teacher educators of the ten state IKIPs, as a group, generally support SS orientation to guide secondary social studies. However, they prefer a greater emphasis in the preparation of social studies teachers on CT orientation and

Table 31. Synthesis of Findings (Means and Grandmeans) on the Three Perceptions Scales.

<table>
<thead>
<tr>
<th>Scale</th>
<th>CT</th>
<th>SS</th>
<th>RI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.143**</td>
<td>3.934</td>
<td>3.977</td>
</tr>
<tr>
<td>The SSTEP Scale</td>
<td>26.219</td>
<td>23.697</td>
<td>25.868</td>
</tr>
<tr>
<td></td>
<td>4.380</td>
<td>3.960</td>
<td>4.328</td>
</tr>
<tr>
<td>The SSP Scale</td>
<td>59.871</td>
<td>60.673</td>
<td>57.871</td>
</tr>
<tr>
<td></td>
<td>3.887</td>
<td>4.045</td>
<td>3.858</td>
</tr>
<tr>
<td>Purpose</td>
<td>21.008</td>
<td>20.232</td>
<td>21.119</td>
</tr>
<tr>
<td></td>
<td>4.202</td>
<td>4.065</td>
<td>4.224</td>
</tr>
<tr>
<td>Method</td>
<td>18.078</td>
<td>20.409</td>
<td>19.551</td>
</tr>
<tr>
<td></td>
<td>3.618</td>
<td>4.082</td>
<td>3.810</td>
</tr>
<tr>
<td>Content</td>
<td>20.720</td>
<td>20.032</td>
<td>17.201</td>
</tr>
<tr>
<td></td>
<td>4.144</td>
<td>4.006</td>
<td>3.440</td>
</tr>
</tbody>
</table>

Note:
* Mean of total scores
** Grand mean

and most previous studies using this scale. The above suggestion must be accepted with this difference in mind.
have more agreement about the importance of this orientation in the 1979 and 1986 curricula than agreement about either SS orientation in the 1986 curriculum or RI orientation in the 1979 curriculum. Second, in addition to their support for SS orientation to guide secondary social studies, the teacher educators would also like teachers to base instruction on purpose and content as defined by CT orientation and the goal and method of RI orientation. They are less likely to favor social studies instruction based on content as defined by RI orientation or method of CT orientation. Thus, secondary social studies teaching based on the 'social science plus' proposition favored by social studies teacher educators of the ten state IKIPs might be considered to be based on purpose as defined by RI, CT, and SS, method defined by SS and RI, and content defined by CT and SS. Third, in addition to a greater preference for CT in the preparation of social studies teachers, social studies teacher educators would like to base the teacher preparation on RI orientation. The educators' greater support for CT and RI orientations to guide the preparation of teachers appears to be in accordance with their preference for some aspects of CT and RI orientations over SS orientation (although the differences in the mean values might not be significant) to guide the secondary social studies. It might be speculated, therefore, that despite their general support for SS orientation, social studies
teacher educators are more concerned with preparing teachers who would base their instruction on some aspects of CT, and RI, in addition to those of SS orientation, all of which they believe should define the secondary social studies.

This study also explored the relationships between a set of independent variables and social studies teacher educators’ perceptions and the nature of relationships among the perceptions variables. It has tentatively established some of these variables and some of the relationships among the perceptions variables. In Model 1, the variables include age, degree, area of specialization, department affiliation, and IKIP affiliation. In Model 2, the variables are degree, exposure to Barr, Barth, and Shermis’ three traditions, and IKIP affiliation. In Model 3, they are degree, academic position of teacher educators, department affiliation, and IKIP affiliation.

Of all the established variables, IKIP affiliation appears to be a good predictor as this variable appears in all three models and significantly accounts for a proportion of variance in some of the dependent variables in each model. Another variable is department affiliation. The effect of PMP on most of the dependent variables compared with the reference group was as expected. These include its positive effect on CURCT and negative on CURSS and CURRI (Model 1), its positive effect on SSTCT and negative effect on SSTSS and SSTRI (Model 2) and its negative effect on
SSPSS (Model 3). However, only two of the postulated effects (that is, PMP on CURCT and CURRI) were found to be significant. Interestingly, PMP behaved contrary to expectation in Model 3, as, though not significant, it has negative effect on SSPCT and positive effect on SSPRI. These findings remind one of the Soedijarto finding (1981) of higher correlation between student learning in PMP and critical thinking than the correlation between the PMP learning and attitude dimensions such as responsibility and social discipline. For teacher educators' affiliation with departments of geography and economics education, however, the direction of ten of the eighteen relationships were as expected one of which was found to be significant. That was the negative effect of affiliation with the department of geography education on SSPCT in Model 3. Of all the established variables, degree appears to be the most consistent predictor in Models 2 and 3. As expected, degree has negative significant effect on the CT variables, SSTCT (Model 2) and SSPCT (Model 3), and positive though insignificant effect on RI variables, SSTRI (Model 2) and SSPRI (Model 3). Although its negative associations with SSTSS (Model 2) and SSPSS (Model 3) were not as expected, the direction of the relationship was maintained in the two models. Length of teaching experience appears to be another consistent predictor in Models 2 and 3. None of its effects, however, was found to be significant at the specified alpha
level.

With respect to Model 3, the 3SLS estimates of the relationship of age and CT orientation and length of teaching experience and CT orientation were not significant (p = 0.461 for age and p = 0.448 for length of teaching experience), and, therefore, do not support the findings of the previous studies of positive correlations between the two variables and CT orientation (Andres, 1982).

This study assumed all of the independent variables to be equally important in explaining social studies teacher educators' perceptions with respect to the three orientations. This resulted in the inclusion of all eight independent variables in the three models. The above findings may provide the basis for model remodification. A priori specification might be based on the established relationships, and identification might include, following Mason and Halter (1985), excluding the exogenous regressors found in the present study to have little t values in an equation, in addition to including new variables into the model. Continuous efforts to test and remodify the models would serve for a better understanding of CT, SS, and RI and their relationships and provide a better ground for recommendations for practical purposes compared with what is known from the present study.
Relationships of the Three Social Studies Orientations

This section is devoted to relating the findings based on the Barth/Shermis Social Studies Preference Scale (the SSP Scale) to previous research. This Preference Scale has been used in many studies in different cultural contexts. In most of the studies a somewhat consistent pattern of result was reported. To a large extent the findings do not conform to the theoretical proposition underlying the Preference Scale that citizenship transmission, social science, and reflective inquiry traditions reflect three distinct philosophical positions. Findings of the present study raise some possible discussion about the nature of the relationships between CT, SS, and RI, viewed from the perspective of social studies teacher educators of the ten state IKIPs in Indonesia.

The nature of Model 3, like that of Models 1 and 2, implies an assumption that the three perceptions variables (or CT, SS, and RI) are interdependent. The nature of interdependence as implied in the theoretical proposition of the Barth/Shermis Preference Scale is best described by the phrase 'trichotomous,' as White (1982) uses it. This way, it is possible to view the direction of effect of each variable on the other (in the regression sense) in a positive and negative sign. That is an increase in one's preference toward one orientation would result in a decrease, or at least no increase in one's preference for
the other. It appears that attempts have been made to examine this type of association through correlational analyses, for example, in the study by White (1982). The present study postulate the CT/SS/RI relationships partly based on the theoretical proposition and partly based on the empirical findings on the three orientations. In addition to studying the CT/SS/RI correlations, the postulated relationships specified in Hypothesis 5 (Model 5) were examined within a simultaneous equation system. By employing the 3SLS method, it was possible to trace some possible causal-effects that might reflect the nature of the relationships between CT, SS, and RI beyond that revealed in the correlational analyses.

The results of correlation analyses in the present study tend to support White's (1982) findings of positive and moderately high correlations between CT, SS, and RI. The White study reported the following order of relationships: SS and RI had the highest correlation \( r = 0.580, p < 0.001 \), followed by CT and SS \( r = 0.380, p < 0.001 \) in the second place, and CT and RI in the third \( r = 0.210, p < 0.05 \). Using factor analysis, White also found a possibility for a two-factor solution with CT as one and a combination of SS and RI as the other rather than three factors. The results of correlational analysis and factor analysis tend

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2 This term is used strictly in its relation to the analysis of causal models (See, for example, Cohen and Cohen, 1983, pp. 13-15).
to match and led White to speculate that a two-tradition view of social studies is more relevant to teachers in the classroom.

To some extent the present study tends to confirm this possibility. First, the correlations between CT, SS, and RI are considerably higher than the White findings and the order is reversed with CT and RI having the highest correlation \( r = 0.633, p < 0.0001 \), followed by CT and SS \( r = 0.572, p < 0.0001 \) and SS and RI \( r = 0.494, p < 0.0001 \). The 3SLS estimates indicate, however, that despite the substantial positive correlations between the three, only SS and RI each was found to have a positive significant effect on the other (SS on RI: \( a = 1.148, p < 0.01 \) and RI on SS: \( a = 0.782, p < 0.01 \)). Meanwhile SS and RI behave differently toward CT. While neither was significantly affected by CT, RI had positive significant effect on CT \( (a = 1.539, p < 0.0001) \). SS on the other hand had a negative significant effect on CT \( (a = -1.029, p < 0.05) \), reflecting the direction of association implied in the three tradition formulation. In addition, the use of 3SLS method also made it possible to trace the chain of effects beyond the direct effect of one on the other. Thus, RI had a positive direct effect on CT but a negative indirect effect on CT through its association with SS, while SS had a negative direct effect on CT but a positive indirect effect on CT through RI.
The character of relationships above raises some possibilities. First, the positive reciprocal relationship between SS and RI do not reflect the type of relationship implied in the three tradition formulation. This relationship tends to confirm White's finding on the association between the two and supports the proposition that the two probably constitute one idea. The moderately high correlation between SS and RI may lend additional support to this possibility. However, the nature of relationships SS and RI each has with CT—as indicated in the results of correlational analyses and 3SLS method—tend to be different from some of the White findings and raise the possibility that perhaps, in the view of the Indonesian teacher educators, RI and CT have more elements in common than CT has with SS. This proposition, however, must be accepted as beyond the limit of this study. Further studies in both cultures attempting to examine the directionality of the CT/SS/RI relationships might be necessary in order to provide the ground for such comparison.

Overall, this study lends additional support to the notion that social studies education, in the view of respondents (in the present study, social studies teacher educators of the ten state IKIPs in Indonesia), is perhaps a combination of social science and reflective inquiry on one hand, and citizenship transmission on the other hand.
Implications

Within the context of its limitations, this study has a number of implications both for practice and future research.

Future research. The existence of a common perception about the nature of the preparation of secondary social studies teachers has an immediate implication for further research to empirically establish knowledge about the nature of the preparation as prescribed by the 1978 and 1986 curricula and to examine the extent to which this common perception is consistent with the nature of the preparation programs.

The assumption of relevancy of teacher education (see Appendix H) bears with it the need to know whether or not the common perception among teacher educators about purpose, methods, and content of secondary social studies is in accordance with the nature of social studies as prescribed by the curricula being implemented in the secondary schools. Further studies need to establish knowledge about the nature of social studies as prescribed by the secondary curricula and to investigate the extent to which such knowledge is accommodated by the perception held by teacher educators as revealed in the current study.

Future studies should involve a wider range of subjects. These include social studies teacher educators affiliated with IKIPs and FKIPs (colleges of education in
universities) both private and state sponsored, nationwide. Such studies need to substantiate knowledge established in the present study about the teaching orientations of social studies teacher educators or the perceptions of teacher educators about their field, their perceptions about the preparation of social studies teachers, and the preparation programs under the 1979 and 1986 curricula. Within the context of causal models employed in the present study, a more rigorous examination of predetermined variables to make up the model is essential. The established relationships between CT, SS, and RI (the three endogenous variables in Models 1, 2, and 3) and between each and the exogenous regressors in the present study provide the possibility to begin such studies. Specifically it is suggested that future studies test the hypotheses about the negative effect of SS on CT, the positive effect of RI and the positive reciprocal relationship of SS and RI established in Model 3. These findings on the Barth/Shermis Social Studies Preference Scale in the present study suggest, though indirectly, the need to further test the three traditions model in terms of the CT/SS/RI interrelationships. The results would expand our understanding of the theoretical proposition of Barr, Barth, and Shermis beyond what we currently have.

This study revealed that social studies teacher educators tend to have a common perception of the importance of CT, SS, and RI orientations in the teacher
preparation under the 1979 and 1986 curricula, and in the preparation of social studies teachers and in the secondary social studies. Given this knowledge, it might be speculated that the root of failure of secondary teachers trained under the 1979 and 1986, as noted in some previous discussions, might be with factors other than the perceptions or beliefs of social studies teacher educators. It is possible that the educators have not accommodated the beliefs into their classroom practices simply because they are not equipped with the skills necessary to do so. As a result, while they believe that prospective teachers should learn to use inquiry in social studies, they do not use this process in the classroom. In turn, their instruction might not help prospective teachers to learn this competence which is expected to be used in the secondary classroom. Future studies should examine the possibility that the teacher educators might not accommodate their beliefs into classroom practices and the reasons that this might be the case.

**Recommendation.** Given that the failure of social studies teachers trained under the 1979 and 1986 curricula might lie with the ability of teacher educators to use the appropriate teaching and learning process in their classroom; and, that what teacher educators believe agrees with the nature of the teacher preparation they are conducting, it is recommended that attempts be made to help them to accommodate this belief into their classroom
practice. The focus should be to enable social studies teacher educators to use the inquiry oriented process particularly for instruction in the subject matter courses. It is also recommended that such attempts assume that teacher educators like social studies teachers should have experienced\(^3\) the inquiry process before they begin to use this process in the classroom. This is, in some way, to say to teacher educators what Professor Alan Griffin says to prospective social studies teachers: "Until (they) have learned to make conscious use of subject-matter materials in constructing their own points of view, they are not ready to begin learning to help others to do so" (1942, p. 209).

It is therefore deemed that inservice training for social studies teacher educators is necessary. The training should emphasize (read: should apply) a set of ideas originally intended for the preparation of social studies teachers. These include the notion of CBSA and Griffin's theory of subject matter preparation of social studies teachers. The nature of the training should reflect but not be limited to the following steps. It should begin with having participants go through an (real not pretended) inquiry oriented process. This might take one session, one morning, one day or more. The process should be planned in such a way that various teaching techniques that might

\(^3\) The term 'experience' as used here is intended to reflect what Dewey (1938) refers to as the educative process.
accommodate the inquiry process (and emphasized by the notion of CBSA), such as, educational games, social simulations, and role playing, can be applied. This step serves a twofold purpose: 1) to have participants learn the inquiry process by direct involvement in the process, and 2) to have them learn how to teach through inquiry by observing the instructor modeling the behavior. An essential part of this step is a question and answer session following the inquiry process. It is first a debriefing session for participants. Following debriefing the focus might include such issues as how to create skepticism, doubt or inconsistency in students; or, more specific, alternative ways of launching inquiry from the curriculum prescribed content of subject matter courses; how to evaluate students in an inquiry oriented instruction; how to balance the need to 'inquire' and the demand to 'cover' the content of textbooks, etc. Discussions might be extended to how similar problems might be faced by secondary social studies teachers and prospective teachers and how they might solve the problems. Occasionally discussion might include theoretical issues about the field of social studies. The whole experience in the first step is essential and provides the foundation for the second step, that is, to have the participants develop content and instructional materials relevant to the teaching and learning of inquiry-related topics and issues for their own courses. For this purpose
snail groups might be necessary and should be made up of participants teaching similar courses in their respective IKIPs. Attention should be directed to both the products (the instructional plan and materials to be developed) and the process (the thinking process) that led to the product development. This is followed by the third step, to apply or more appropriately to practice a unit of their instruction either to their peers or in an actual classroom (with their peers as observers). The final step, which should be done immediately after practice, is to have each participant reflect on the whole process of teaching just conducted. The experience gained in this final step is especially useful to methods course instructors who would use a similar process with student teachers prior to field experience.

Carefully planned and conducted (involving, as a condition, social studies experts from abroad), the training would result in teacher educators being in a better position to prepare social studies teachers for the nation's secondary schools. Social studies teacher educators may also, as a result of the training, be in a better position to develop the inquiry oriented instructional materials badly needed by the secondary schools. The wide commitment for an inquiry-oriented social studies instruction revealed in this study should make these a possibility.

Now that we know what social studies teacher educators believe should be the nature of social studies and the
preparation of social studies teachers, it is time we should act on this knowledge. The central mission of the teacher education reforms led by the First and Second IBRD-Indonesia Teacher Training Project (P3G and P2LPTK) was to improve teaching and learning in teacher education classrooms. This study and the above recommendation were made with that goal in mind.
APPENDICES
APPENDIX A

QUESTIONNAIRE
Dear social studies teacher educators:

I am a graduate student at the Ohio State University, Columbus, U.S.A., majoring in social studies education. I am conducting a study of the perceptions of social studies teacher educators in the ten state IKIPs with respect to the social studies in the secondary schools.

I need your cooperation to conduct this research. You have been selected by a statistical sampling technique, thus your responses are crucial to the validity of the results. On the following pages, you will find a questionnaire. Please answer all the questions as accurately as possible and return the questionnaire to our colleague, Mr.________________________, research coordinator in your institute on or before October 15, 1988. I assure you that all responses will be held confidential. The individual questionnaires will be destroyed upon tabulation of the data. Your prompt responses will be greatly appreciated.

I thank you for your time and cooperation.

Sincerely,

Johannes Esomar
THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL THEORY AND PRACTICE
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

QUESTIONNAIRE

SOCIAL STUDIES PERCEPTIONS
OF INDONESIAN TEACHER EDUCATORS

Researcher:
Johannes Esomar

ALL INFORMATION YOU GIVE WILL BE STRICTLY CONFIDENTIAL
1988
PART A

Instructions: The following statements are designed to provide information on how you feel regarding social studies education. You may agree with some of the statements, disagree with others, or be uncertain about others still.

There are no right or wrong answers to these statements. Rather, your response simply indicates how you feel about each statement. Remember, your response to any statement should indicate how you usually feel.

Your response to each statement can range from strongly agree to strongly disagree as follows:

SA = Strongly Agree;  A = Agree;  U = Uncertain;  D = Disagree;  SD = Strongly Disagree.

Circle your response that most nearly represents your usual feeling.

1. A main goal of social studies curriculum should be to identify, analyze, and develop solutions for students' perceived problems.

2. The aim of social studies ought to be to develop citizens who understand, respect, and obey basic social traditions.

3. To teach students to think critically they ought to be involved in the critical analysis of democratic values.

4. Social science knowledge is inherently interesting and absorbing, and is therefore valuable.

5. The objectives or purposes of social studies should be consistent with the beliefs, norms, and values of democratic values.

6. One of the most useful goals for students is to acquire the objectives, and analytical thinking skills as practiced by the social scientists.
7. It is more important for the students to become competent at making their own decisions than it is for them to imitate decisions made by experts.

8. The objective of social studies is to help strengthen one's allegiance by inculcating certain values which have an historical tradition within our society.

9. The most important purpose of social studies is citizenship which means learning how to identify one's interest, value consequences, and make decisions.

10. The purpose of social studies is to provide a social science framework in which to consider specific events and developments.

11. The purpose of social studies is citizenship which means that a good citizen one who ought to have a general understanding of social science.

12. The purpose of social studies should be citizen education which emphasizes loyalty, patriotism, and active participation in the political system.

13. The goal of social studies ought to be to teach students how to use information, interpret it according to certain criteria, determine consequences, and decide upon a course of action.

14. The dual purpose of social studies is to get students to perceive their problems and relate these problems to a wider social context.
15. The purpose of social studies is to help students acquire a social science framework for distinguishing essential from irrelevant information.

16. After all is said and done a social studies teacher's job is to transmit knowledge from the past so that students will know their heritage.

17. As students gain in maturity, they should also gain in sophistication and understanding of social science methods.

18. Since it is too time-consuming and complex for students to identify problems for themselves, the teacher should determine the proper mode of inquiry from the social science.

19. The method of inquiry is essentially a self-directed search for solutions that are seen to in one's own self-interest.

20. Social studies teachers ought to transmit the fundamental ideas about the worth and value of man.

21. Students need to know the basic ideas which form the framework of each social science discipline in order to use the problem-solving process effectively.

22. Inquiry, where the students identify the problems rather than being presented with the problems, is the most appropriate method for teaching social studies.

23. The most appropriate method for teaching social studies is an inquiry mode emphasizing students' identified problems analysis, and decision making.
24. The best method to use with students who are apathetic towards social studies is a recitation, rhetorical approach.

25. The best way a student can learn to develop a sensitivity for recognizing the causes underlying a social problem is by using the analytical tool of a social scientist.

26. The best teaching methodology is based upon the problem-solving or inquiry process in which the student 'owns the problem' and is responsible for carrying out the steps of the process.

27. A social studies teacher should draw out the values, pertinent to human condition, that emerged from good history and literature so that students will understand themselves.

28. Students should be encouraged to follow the process of inquiry which means discovering the fundamental ideas identified in the social sciences.

29. The best discipline results when students apply the inquiry process to their own problems.

30. History should be taught in such a way that the mistake of the past will not be repeated.

31. Knowing the structure of the social sciences is essential for a student's understanding of the world around him.

32. It is more important to gain knowledge concerning one's own needs and interests than it is to acquire knowledge relating to problems within the social sciences.
33. The content of social studies should be consistent with the beliefs, norms, and values of society.

34. Students who are taught properly should acquire those values which have come to be identified with democracy.

35. Social studies content ought to be developed around the major concepts of either history or the social science disciplines.

36. The needs and interests of students should be considered the proper content in social studies.

37. The goal of inquiry in social studies ought to be the examination of important personal and social values.

38. There are certain basic facts, concepts, and values that all students should learn even though they may not appreciate them at the time.

39. Social studies teachers should transmit to their students the basic idea and the structure of knowledge associated with each social science discipline.

40. The most appropriate social studies content is identified by students who understand their own needs and interests.

41. Social studies teachers need to instruct students in good habits since they do not get much guidance from home or other adults anymore.

42. Students need to become proficient in using the ideas that explain the social process.

43. Content in civic affairs that will help teach civil competence should be based on those problems and issues that students perceive as important.
44. Content is best organized in terms of fundamental ideas which have already been identified by economists, political scientists, anthropologists, social psychologists, and jurists.

45. Social studies teachers have the responsibility of selecting proper classroom materials to ensure that students are exposed to the basic ideas and values which form the foundation of our society.

PART B

Instruction: The following statements are selected to give information on how you feel regarding social studies teacher education. As in Part One, you may agree with some, disagree with others, or be uncertain about others still. Circle SA, A, U, D, or SD that most nearly represents your usual feeling.

46. Indonesia's political history and diverse characteristic demand that the country adopt an education that emphasizes the teaching of values that tend to bind the nation together.

47. The establishment of P4, PHP, and PSPB demands an increase in teaching values to prospective social studies teachers.

48. Social studies teacher education should hold that Pancasila and the 1945 Constitution constitute the framework for students' learning the inquiry skills for effective thinking and research.

49. Teacher education should hold that the primary goal of social studies is citizenship education with an emphasis on loyalty and patriotism.

50. Prospective social studies teachers ought to learn how to transmit the fundamental ideas about the worth and values of man.
51. It is important that prospective social studies teachers be competent in selecting teaching materials to ensure that students are exposed to the basic ideas and values that form the foundation of our society.

52. The national development is best supported by citizens who can think critically, solve problems, and make decisions about matters of personal and public interests.

53. Man of intelligence and skills as defined by the 1983 State Policy Guidelines is an intellectually autonomous citizen.

54. Teacher education reform should focus on teacher competence to teach students to think, solve problems, and make decisions.

55. Prospective social studies teachers should regularly engage in reflection on problems of their own choosing in order to develop their independence in thinking and action as citizens.

56. Prospective social studies teachers should learn how to evaluate students based on students' ability to adapt reflective inquiry approach to their perceived problems.

57. Prospective social studies teachers should learn to aim their questioning strategies at helping students criticize, test, and evaluate their personal beliefs about social issues.

58. The complex issues and problems facing our society today can best be dealt with by citizens who have learned the skills and thinking patterns of social scientists.

59. Social studies in the 1984 senior secondary curriculum assumes that every citizen should master the basic ideas and processes of social science disciplines.
60. The relevance of preparation of social studies teachers to secondary schools should be reflected in the teaching of concepts and methodologies of social sciences to prospective teachers.

61. Teacher education should be based on the assumption that scientific methods can best be learned if students are directly involved in the analysis and interpretation of scientific data.

62. Prospective teachers should learn how to use student ideas to formulate and conduct studies based on the organization and research procedures of social scientists.

63. Teacher education should hold that the central task of social studies teachers is to clarify the generalizations and processes of social sciences.

PART C

Instruction: The following statements are selected to represent opinions about teacher education reforms of 1979 and 1986. As with previous sections, please circle SA, A, U, D, or SD, that most nearly corresponds to your usual feeling.

64. The 1986 curriculum aims at preparing social studies teachers to transmit knowledge, skills and values considered important to society.

65. The 1979 and 1986 curricula emphasize competence of PMP teacher to transmit the national values and outlook on life.

66. The prospective teachers of history under the 1986 curriculum are prepared to transmit the values and spirits of 1945.

67. The 1986 teacher education programs assumes it is important for our society's survival that students learn to recognize and accept those basic principles and values considered essential by society.
68. Compared with the 1979 curriculum, the 1986 curriculum gives more emphasis on the PHP and history teachers' competence in teaching values.

69. The 1979 curriculum assumes that the primary goal of social studies is to develop students' ability to think and solve social problems.

70. CBSA (student active learning) is an idea that underlies the implementation of the 1979 curriculum in the teacher education classrooms.

71. Inquiry as a philosophical position underlies the teacher education reform led by P3G.

72. An interdisciplinary approach to the teaching of social studies underlie the preparation of social studies teachers under the 1979 curriculum.

73. The 1979 curriculum holds that students ought to become intellectually autonomous individuals.

74. Prospective teachers of senior secondary school under the 1986 programs are prepared to teach the basic concepts and methods of social science disciplines.

75. Underlying the 1986 programs for senior secondary school teachers is the view that social studies should help students acquire the thinking skills of social scientists.

76. Under the 1986 curriculum, the prospective social studies teachers are prepared to evaluate students based on the students' ability to apply concepts and methods of social science disciplines.

77. The 1986 curriculum holds that students should be loyal to the analytic and objective process of social sciences.
78. The 1986 curriculum assumes that concepts and methodologies of social sciences can help develop student disciplines.

PART D

Instruction: Please check or fill in the blank!

79. Age: ______years

80. Gender: ______Male
    ______Female

81. IKIP and Department:
    IKIP: ________________
    ______PMP
    ______History Education
    ______Economics Education
    ______Geography Education

82. Highest Degree earned:
    ______Sarjana Huda
    ______Sarjana, S1
    ______Master's, S2
    ______Doctor's, S3
    ______Other (Please specify: __________)

83. Major: _______________________________

84. Year of graduation: __________

University/Institute attended: _______________

85. Years of Teaching Experience: ______Years

86. Teaching/Academic Position (e.g., Asisten Ahli Madya/IIIa): __________
87. Have you had any previous exposure to the views toward the teaching of social studies as: 1) citizenship transmission, 2) social science, and 3) reflective inquiry?

______ Yes
______ No

If your response is 'Yes,' please indicate your source(s) of information:

______ Formal education (Courses taken)
______ Inservice training, Seminars, Workshops,
______ Literature
______ Others (please specify):

THANK YOU
APPENDIX B

QUESTIONNAIRE: THE INDONESIAN VERSION
KUESIONER
PERSEPSI DOSEN FPIPS IKIP TENTANG
STUDI SOSIAL DI SEKOLAH MENENGAH UMUM

PENELITI: JOHANNES ESOMAR

1988

Semua Jawaban Anda Dijamin Kerahasiaannya

Diperbanyak oleh P2LPTK - BD XI di Jakarta
PETUNJUK: Pernyataan-pernyataan berikut dipilih untuk mengungkapkan persepsi Anda tentang studi sosial di sekolah menengah umum (SMP dan SMA). Nyatakan pendapat Anda dengan memberikan (anda silahkan pilih) pada pilihan jawaban yang sesuai.

1. Studi sosial bertujuan untuk membantu murid mengidentifikasi, menganalisis, dan mencari pemecahan atas masalah yang diungkapkan.
2. Studi sosial bertujuan untuk mendidik warga negara yang baik, nilai orang yang memahami, menghargai, dan mentasii tradisi pokok dalam masyarakat.
3. Untuk melahirkan kemampuan berpikir kritis murid perlu dilibatkan dalam menganalisis secerca kritis nilai-nilai demokrasi.
4. Pengetahuan yang bersasat dari limu-limu sosial pada desa-nye menarik dan mengasyikkan, oleh karena itu bermanfaat.
5. Tujuan studi sosial harus konsisten dengan keyakinan, norma, dan nilai-nilai demokrasi.
6. Memperoleh pengetahuan dan kemampuan melakukan inkuiri yang dikelusakan limuwan sosial adalah sangat bermanfaat bagi murid.
7. Murid harus terampil dalam membuat keputusannya sendiri dari pada meniru keputusan yang telah dibuat para ahli.
8. Studi sosial bertujuan membantu menerima loyalites kepada orang yang memiliki tradisi historis dalam masyarakat kita.
9. Tujuan studi sosial adalah mendidik warga negara yang baik nilai orang yang mempam mengidentifikasi kapanHGengan, mengambil konsekuensi dan mengambil keputusan.
10. Studi sosial bertujuan memberikan kerangka limu sosial untuk menelaah perilaku dan perkembangan dalam masyarakat.
11. Tujuan studi sosial adalah mendidik warga negara yang baik yakni orang yang secara umum memahami limu-limu sosial.
12. Tujuan studi sosial adalah mendidik warga negara yang baik nilai orang yang berjuang patriot dan loyal terhadap tanah air.
13. Studi sosial mengajarkan murid bagaimana menggunakan informasi, menginterpretasinya menurut kriteria tertentu, menentukan konsekuensi, dan memutuskan tindakan yang akan diambil.
14. Studi sosial bertujuan ganda, yakni, membantu murid menyelesaikan masalahnya dan membantu mereka menghubungkan masalah tersebut dengan konteks sosial yang lebih luas.

15. Studi sosial membantu murid memperoleh kerangka lama sosial yang digunakan untuk membedakan informasi yang hakiki dari yang tidak relevan.

16. Tugas guru studi sosial adalah meneruskan pengetahuan dari masa lampau agar murid mengetahui warisan mereka.

17. Dengan bertambah matangnya murid, akan bertambah juga pengalaman dan pemahamannya tentang berbagai metode lima-lima sosial.

18. Oleh karena kemampuan murid yang terbatas dipertukarkan bantuan guru dalam menentukan jenis inkuiri lima sosial yang cocok.

19. Metode inkuiri pada hakakatnya adalah mencari pemecahan atas permasalahan sesorang yang dilakukan secara mandiri.

20. Guru studi sosial perlu meneruskan ide-ide dasar yang menggantung nilai dan kebijakan manusia.

21. Murid perlu mengetahui ide-ide dasar yang membentuk kerangka lupa disiplin lima sosial agar dapat menggunakan proses pemecahan masalah secara efektif.

22. Inkuiri dimana masalah didistribusi oleh murid dan bukan disajikan kepada murid adalah metode yang paling sesuai untuk studi sosial.

23. Metode yang paling cocok untuk mengejarakan studi sosial adalah inkuiri yang menekankan analisis dan pengambilan keputusan atas masalah yang didistribusi oleh murid.


25. Murid perlu menggunakan alat analisis limuan sosial untuk mengembangkan kepekaannya terhadap sebab-sebab yang mendasari masalah sosial.

26. Metode mengejar terbaik berdasarkan pada inkuiri atau pemecahan masalah dimana murid "mempunyai masalah" dan bertanggung jawab dalam melaksanakan proses tersebut.

27. Guru studi sosial perlu mengejarakan nilai-nilai yang relevan dengan kondisi masyarakat yang masuk dari sejauh dan sastara sekeliling murid akan memahami dirinya.


29. Disiplin terbaik adalah buah dari proses inkuiri yang dilakukan murid atas masalah mereka sendiri.
30. Sejarah perlu diejerkkan sedemikian rupe sehingga keselahan-keselahan masa tempat tidak terulang lagi.

31. Pengertian tentang struktur ilmu-ilmu sosial adalah hakikiah bagi pemahaman murid atas dunia sekitarnya.

32. Mengetahui kebutuhan dan minat diri sendiri adalah lebih penting dari pada mengetahui masalah yang berasal dari ilmu-ilmu sosial.

33. Konten studi sosial harus konsisten dengan keyakinan, norma, dan nilai-nilai dalam masyarakat.

34. Apabila dididik sebagaimana mestinya murid akan memperoleh nilai-nilai yang bertelahan dengan demokrasi.

35. Konten studi sosial perlu dikembangkan di sekitar konsep-konsep dasar ilmu-ilmu sosial.

36. Kebutuhan dan minat murid sangat sesuai untuk dijadikan konten studi sosial.

37. Tujuan inkullt dalam studi sosial adalah penilaian nilai-nilai yang penting bagi sesorang dan masyarakat.

38. Fakta, konsep, dan nilai tertentu perlu dipelajari murid kembali pada mungkin tidak dibelanjakan pada waktu itu.


40. Konten studi sosial yang sebenarnya adalah yang diidentifikasi oleh murid.

41. Guru studi sosial perlu mengejarkan sikap dan tingkah laku yang baik kepada murid.

42. Sebaiknya murid cakap dalam mengunaken ide-ide yang menjelaskan proses sosial.

43. Pengejaran tentang hal-hal kewarganegaraan perlu didasarkan atas masalah dan tu yang penting dalam pandangan murid.

44. Konten studi sosial sebaiknya diorganisasi menurut konsep-konsep dasar tingkat disiplin ilmu sosial.

45. Guru studi sosial bertanggung jawab dalam memblik materi pelajaran yang menjalin bahwa murid mengenal ide-ide dan nilai-nilai yang melandasi kebudeyen kita.
BAGIAN B

PETUNJUK: Pernyataan-pernyataan berikut dirancang untuk mengidentifikasi si persepsi Anda tentang pembaharuan pendidikan guru studi sosial. Seperli pada bagian terdahulu berikan pendapat Anda dengan memberi tanda *tanda silang (X) pada pilihan jawaban yang sesuai.

46. Sejarah politik negara kita dan ciri pluralistik masyarakat Indonesia manuntut pendidikan yang memandang nilai-nilai yang cenderung mempersatukan bangsa.

47. Dengan adanya P4, PMP, dan P3PB, pendidikan nilai dalam pendidikan guru studi sosial perlu dilingkalkan.

48. Pembaharuan guru studi sosial sebaiknya berdasarkan bahwa Pancasila dan UUD 1945 membentuk kerangka bagi pengembangan kemampuan melakukan inkulturn dan berpikir efektif.

49. Pendidikan guru studi sosial perlu berlandaskan asumsi bahwa pendidikan sosial adalah pendidikan warga negara yang menekankan loyalitas dan patriotisme.

50. Calon guru studi sosial sebaiknya diplepakan untuk meneruskan ide-ide dasar yang menyangkut nilai dan kebaikan manusia.

51. Calon guru studi sosial harus kompeten dalam memilih bahan pelajaran yang menjamin pengetahuan dan nilai-nilai yang menstimulasi kebudayaan kita.

52. Pembangunan nasional memerlukan dukungan warga negara yang mampu berpikir, memecahkan masalah, dan membuat keputusan yang menyangkut kepentingan pribadi dan publik.

53. Sehat satu ciri manusia *cerdas* dan *tangguh* yang dikehandai oleh GBHN (1983) adalah kemampuan secara intelektual.

54. Pembaharuan pendidikan guru perlu ditekankan pada persiapan untuk mengajar murid berpikir, memecahkan masalah, dan mengambil keputusan.

55. Calon guru studi sosial perlu dibatasi secara teratur dalam menelebak masalahnya untuk mengambil kemendiriannya dalam berpikir dan berlandaskan sebagai warga negara.

56. Calon guru studi sosial perlu terampil menganalisis murid berdasarkan kemampuan murid menggunakan proses inkulturn dalam menyelesaikan masalahnya.

57. Lelihah ketramilian berarti calon guru sebaiknya dipusatkan pada strategi untuk membantu murid mengkritik, memper, dan menganalisis kosa-kosaan yang terjadi dalam masyarakat.
58. Isu dan mesalah yang dihadapi masyarakat dapat ditanggulangi dengan belakang warga negara yang memiliki keahlian dan pada kesempatan yang digunakan limu sosial.

59. Pemahaman studi sosial dalam kurikulum SMA 1984 didasarkan antara lain atas asumsi bahwa setiap warga negara perlu memahami konsep dan metode penulisan dan disiplin limu sosial.

60. Relevansi pendidikan guru dan kurikulum SMA terjaga dengan pengembangan pengetahuan konsep dan metode limu-limu sosial pada pembelajaran.

61. Pendidikan guru perlu berdasarkan asumsi bahwa murid dapat memahami metode limu sebenarnya mereka terlibat langsung dalam menganalisis dan menginterpretasii data limu.

62. Calon guru perlu bertaruh menggunakan gagasan murid untuk merancang dan melaksanakan kegiatan pelajar-mengajar berlandaskan organisasi dan prosedur penelitian dari limu sosial.

63. Pendidikan guru melalui berlandaskan asumsi bahwa fokus utama guru studi sosial adalah mengkonsolidasikan konsep, generalisasi dan metodologi limu sosial.

BAGIAN C


64. Semua calon guru studi sosial dalam Kurikulum 1986 didik untuk meneruskan sikap dan nilai budiaya bangsa kita.


69. Kurikulum 1979 berasumsi bahwa salah satu tujuan utama studi berpikir dan memecahkan masalah.

70. CBSA (Cara Belajar Siswa Aktif) merupakan gejala yang mendesak pelaksanaan Kurikulum 1979 oleh dasar di dalam kelas.

71. Sebagai sebuah pendekatan (philosophical position) kependidikan inkuiri pada hakakannya melandasi pembebanan pendidikan guru yang dilaksanakan oleh P36.

72. Komponen bidang studi dari Kurikulum 1979 pada desanya dikembangkan berdasarkan pendekatan interdisiplin.

73. Kurikulum 1979 berlakunya asumsi bahwa murid perlu dididik menjadi manusia mendiri secara intelektual.

74. Celan guru SMK, menurut Kurikulum 1986, ditetapkan untuk mengajarkan konsep dan metode berbagai disiplin ilmu sosial.

75. Kurikulum 1986 berasumsi bahwa studi sosial bertujuan membentuk murid memperoleh kesadaran berpikir analitis dan logis dari ilmu sosial.

76. Dalam Kurikulum 1986 calon guru studi sosial berlatih melihat murid berdasarkan kemampuan murid menggunakan konsep dan metode ilmu-ilmu sosial.

77. Kurikulum 1986 berlakunya asumsi bahwa murid perlu menempatkan loyalitasnya pada proses analitis dan obyektif dari ilmu-ilmu sosial.


BAGIAN D

Mohon dilengkapi dengan mengisi jawaban yang sesuai atau dengan memberi tanda cek (X) pada kolom jawaban yang sesuai.

79. Usia Anda: _____ tahun.

80. Jenis Kelamin: _____ Pria _____ Wanita

81. IKIP dan Jurusan: IKIP _____ Jurusan _____ PMP/KN

_____ PDU

_____ Pend. Sejarah

_____ Pend. Geografi
82. Gelar Tertinggi Yang Diperoleh:

- Drs/Si
- Master’s/S2
- Doctor/S3
- Yang lain (Sebutkan ____________________________)

83. Mayor: ____________________

84. Tahun/Tempat Lulus Pendidikan Terakhir:

- Tahun: ________________
- Tempat: ________________

85. Lamanya Mengajar (Termasuk sebelum menjadi dosen IKIP):

- Tahun: ________________

86. Pangkat/Jabatan sekarang (Misalnya: Assisten Rel/IIta):

____________________________________________________

87. Apakah Anda menserahkan Pandangan tentang Pengajaran Studi Sosial sebegai: 1) Transmisi, 2) Ilmu Sosial, dan 3) Inkuiri Reflektif?

- Ya
- Tidak

Apabila Anda menjawab 'Ya', mohon tunjukkan sumber-sumber informasi Anda

- Pendidikan Formal
- Penerapan, Seminar, Lokakarya
- Membaca
- Lain-Lain (Sebutkan ____________________________)

TERIMA KASIH!
APPENDIX C

LETTER FROM PROFESSOR T. RAKA JONI TO RESPONDENTS
Nomor : 88547/P2LPTK/C/9/1988
Lampiran: -
Hal: Permohonan izin dan bantuan pelaksanaan penelitian disertasi

Kepada
Yth. Bapak Rektor IKIP Manado
Kampus IKIP Manado
Jalan Yusuf Hasiru
Manado

Dengan hormat,

Drs. Johannes Esomar, M.Sc., dosen FPIPS IKIP Manado, adalah karyasiswa program doktor dalam bidang Social Studies Education di The Ohio State University (OSU), Columbus, Ohio, Amerika Serikat. Yang berdasarkan kini tengah menggarap disertasi.

Untuk disertasinya, yang berjudul Social Studies in Indonesian Secondary Schools: Perceptions of Teacher Educators in Ten State IKIPs, yang bersangkutan bermaksud mengadakan penelitian di IKIP Manado, dengan bantuan koordinasi dari Prof. Adolf Nanlohy, staf pengajar FPIPS IKIP di sini.

Sehubungan dengan itu, kami mohon bantuan Bapak agar kiranya karyasiswa kami tersebut dapat melakukan penelitian sikap di lingkungan FPIPS IKIP yang berada di bawah kepemimpinan Bapak.

Atas perhatian dan kerjasama baik Bapak kami sampaikan banyak terima kasih.

Tembusan:
1. Direktur Bimara, sebagai laporan
2. Education Officer UPBT
3. Office Manager UPBT
4. Prof. Adolf Nanlohy
6. Arsip

Jakarta, 16 September 1988
QUESTIONNAIRE EVALUATION SHEET

PURPOSE OF THE STUDY: To explore the perceptions of social studies teacher educators in the ten state IKIPs of the extent that the three social studies--social studies as citizenship transmission (CT), social science (SS), and reflective inquiry (RI)*: 1) were reflected in the preparation of social studies teachers under the 1979 and 1986 curricula, 2) should be reflected in the preparation of social studies teachers, and 3) should define purpose, methods, and content of secondary social studies.

DIRECTIONS: Please read carefully all items on the attached instrument, and comment on, rewrite, eliminate, or add items to the questionnaire. In addition, please rate the items on the rating scales below.

1. To what degree are the items of the questionnaire representative of the total universe of items dealing with teacher educators' perceptions examined in this study?

<table>
<thead>
<tr>
<th>Totally</th>
<th>Somewhat Represents</th>
<th>Well Represents</th>
<th>Highly Represents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2. To what degree are the items of the questionnaire (Part A) relevant to the purpose of the study stated above?

<table>
<thead>
<tr>
<th>Totally</th>
<th>Unimportant/ Irrelevant</th>
<th>Undecided</th>
<th>Important/ Relevant</th>
<th>Important/ Very Relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

3. To what degree are the items of the questionnaire (Part B) relevant to the purpose of the study stated above?

<table>
<thead>
<tr>
<th>Totally</th>
<th>Unimportant/ Irrelevant</th>
<th>Undecided</th>
<th>Important/ Relevant</th>
<th>Important/ Very Relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

* See the attached sheet for a description of the three social studies orientations.
4. To what degree are the items of the questionnaire (Part C) relevant to the purpose of the study stated above?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Unimportant/Irrelevant</td>
<td>Undecided</td>
<td>Important/Relevant</td>
<td>Important/Relevant</td>
<td></td>
</tr>
</tbody>
</table>

5. To what degree are the items of the instrument important in measuring teacher educators' perceptions of secondary social studies and social studies teacher education in terms of the three social studies orientations?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Unimportant/Irrelevant</td>
<td>Undecided</td>
<td>Important/Relevant</td>
<td>Important/Relevant</td>
<td></td>
</tr>
</tbody>
</table>

6. To what degree are the items of the instrument stated for clarity and understanding of the reader?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Somewhat Clear Above Average High Degree Unclear Unclear Clarity of Clarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. To what degree are the items of the instrument usable at another time?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Little Undecided Much Great Utility Utility Utility Utility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU
DESCRIPTION OF THE THREE SOCIAL STUDIES ORIENTATIONS
(CITIZENSHIP TRANSMISSION, SOCIAL SCIENCE, AND
REFLECTIVE INQUIRY)

Citizenship Transmission (CT) is an orientation toward the teaching of social studies that has the following attributes: the purpose of social studies teaching is the inculcation of right values as a framework for making decisions; the method consists of the transmission of concepts and values by such techniques as textbook recitation, lecture, question and answer sessions, and structured problem solving exercises; the content is selected by an authority, interpreted by the teacher and has the function of illustrating the values, beliefs, and attitudes that are deemed desirable.

Social Science (SS) is an orientation toward the teaching of social studies that has the following attributes: the purpose of social studies teaching is to promote decision making based on mastery of social science concepts, processes, and problems; the method consists of discovering and supplying the different social science methods and processes of both the separate and the integrated social science disciplines: the content is the structure, concepts, problems, and processes of the social science disciplines.

Reflective Inquiry (RI) is an orientation toward the teaching of social studies that has the following attributes: the purpose of social studies teaching is to promote citizens through teaching a process of inquiry in which content is defined by what citizens need to make decisions and solve problems. The method consists of identifying problems and responding to conflicts by means of testing insights; the content deals essentially with problems for reflection.
APPENDIX B

LETTER TO PROFESSOR JAMES L. BARTH
OF PURDUE UNIVERSITY
Johannes Esomar  
800 Stark Ct.  
Columbus, Ohio 43210


James L. Barth  
Professor of Education  
Chair, Secondary Education  
Department of Education  
Purdue University  
Lafayette, Indiana 47907

Dear Professor Barth:

I am an Indonesian and a doctoral student in social studies education at The Ohio State University, Columbus. Professor H. Eugene Gilliom has been my advisor since I began my graduate study.

I am currently working on my dissertation. My proposed topic is "Social Studies in the Indonesian Secondary Schools: Perceptions of Teacher Educators in Ten State Teachers Training Institutes." I read with great interest the two books, Defining the Social Studies (1977) and The Nature of Social Studies (1978), you co-authored with Dr. Robert Barr and Dr. Samuel Shermis. I am particularly interested in your instrument termed "Social Studies Preference Scale" (The Nature of Social Studies, pp. 142-152), which seeks information on the perceptions of teachers on the purpose, method, and content of social studies using the dimensions of social studies as citizenship transmission, social studies as social science, and social studies as reflective inquiry.

I shall, therefore, be grateful if you can give me permission to use the instrument for my proposed study in Indonesia. If you have revised the instrument, I would like to obtain a copy of it. Also I need information on whether you have used the instrument in other cultures before, and a report on the validity and reliability of the instrument.

Thank you for your anticipated cooperation.

Sincerely,

Johannes Esomar
APPENDIX F

LETTER OF APPROVAL FROM
PROFESSOR JAMES L. BARTH

275
Johannes Esomar  
600 Stark Ct.  
Columbus, Ohio 43210

Dear Mr. Esomar:

You surely may use the Preference Scale. Also you should be aware that there is a considerable literature on the Barth/Shamis Social Studies Preference Scale (B/SSPS). A number of dissertations have been done using the Scale. The most recently completed is "Secondary School Teachers' Perceptions of the Instructional Goals of Social Studies in Oyo State of Nigeria" by Michael Banidala Adeyemi for Indiana University, May 1985. May I suggest that you get your hands on this dissertation through the inner-library loan, for Dr. Adeyemi did approximately the same study in Nigeria that you are suggesting. Also he cites the appropriate references on the B/SSPS that you ought to read before starting your study. Adeyemi did a validity and reliability as did Bruce Bonar in his dissertation, "An Analysis of Secondary Social Studies Teachers' Professional Positions Regarding the Instructional Goals for Social Studies," for West Virginia University in 1977.

The Scale has been used overseas in Nigeria and Egypt with some success. I am enclosing an article to illustrate how the Scale has been used.

If I can be of further help, please let me know. Please give my best to Professors Dillon and Merryfield.

Sincerely,

James L. Barth  
Professor of Education  
Chair, Secondary Education

WEST LAFAYETTE, IN 47907
APPENDIX G

SAMPLE LETTER FROM PROFESSOR T. RAKA JONI
TO RECTORS OF THE TEN IKIP’S
NOMOR : 09547/P2LPTK.C/11/1988

Jakarta, 23 November 1988

Kepada Yth,

Menindaklanjuti surat—kami—ke Rektor Jakarta nomor 08547/P2LPTK.C/9/1988 tanggal 14 September 1988 (terlampir), dengan ini kami mohon bantuan Saudara untuk menjadi responden penelitian disertasi yang dilaksanakan Dres. Johannes Esomar, MSc., karyasiswa P2LPTK Ditjen Dikti di Ohio State University (OSU), Columbus, Ohio, Amerika Serikat.

Mengetahui keterbatasan waktu, kami mohon diupayakan agar pengiriman kuesioner yang telah disiapkan karyasiswa tersebut tuntas, selambat-lambatnya tanggal 5 Desember 1988 sudah terkumpul pada Koordinator Penelitian, Dr. L.J. Holeong. Selanjutnya Koordinator secepatnya mengirimkan dana ini secara kolektif kepada P2LPTK untuk diteruskan ke Amerika Serikat.

Perhatian dan bantuan Saudara sehingga penelitian ini berjalan lancar sesuai Jadwal sangat kami bantah.

Pemimpin P2LPTK,

Prof. Dr. T. Raka Joli
NIP. 138189764

Tambahan 1
1. Dekan FPIPS IKIP Jakarta
2. Dres. Johannes Esomar, MSc
3. Dr. L.J. Holeong, Koordinator
4. Arsip
DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN

DIRECTORAT JENDERAL PENDIDIKAN TINGGI

PROYEK PENGEMBANGAN LEMBAGA PENDIDIKAN TENAGA KEPENGERIAN

PO Box: 88247/P2LPTK.C/9/1988 Jakarta 12001
Telepon: 62786 P2LPTK. Jakarta 12001
Telefax: 62786 P2LPTK. Jakarta 12001
Email: p2lptk@jakarta.10270

Nomor: 88247/P2LPTK.C/9/1988 Jakarta, 16 September 1988

Lampiran:

Mail: Permohonan izin dan bantuan pelaksanaan uji-coba instrumen dan penelitian disertasi

Kepada

Yth. Bapak Rektor IKIP Padang
Kampus IKIP Air Tawar
Padang

Dengan hormat,

Drs. Johannes Esomar, M.Sc., dosen FPIPS IKIP Manado, adalah karyawati program doktor dalam bidang Social Studies Education di The Ohio State University (OSU), Columbus, Ohio, Amerika Serikat. Yang bersangkutan ini tengan menggarap disertasi.

Untuk disertasinya, yang berjudul Social Studies in Indonesian Secondary Schools: Perceptions of Teacher Educators in Ten State IKIPs, yang bersangkutan bermaksud mengadakan piloli test dan field work di IKIP Padang, dengan bantuan koordinasi dari Dr. Julius Jama dan Dr. Agimuddin, sta pengajar FPPT IKIP sini.

Sehubungan dengan itu, kami mohon bantuan Bapak agar kiraan karyawati kami tersebut dapat melakukan uji-coba instrumen dan mengadakan penelitian sikap di lingkungan FPIPS IKIP yang berada di bawah kepemimpinan Bapak.

Atas perhatian dan kerjasama baik Bapak kami sampaikan banyak terimakasih.

Pemimpin P2LPTK

[Signature]

Prof.Dr. T. Raka Joni
NIP. 138198904

Tambahan:
1. Direktur Binsar, sebagai laporan
2. Rektor IKIP Manado
3. Education Officer UPBT
4. Office Manager UPBT
5. Dr. Julius Jama dan Dr. Agimuddin
7. Arsip
Nomor: 88547/P2LPTK.C/9/1988
Jakarta, 16 September 1988

Lampiran:

Kepada

Yth. Bapak Rektor IKIP Medan
Jl. Herbau No. 38A
Medan

Dengan hormat,

Drs. Johannes Esomar, M.Sc., dosen FPIPS IKIP Manado, adalah karyawan program doktor dalam bidang Social Studies Education di The Ohio State University (OSU), Columbus, Ohio, Amerika Serikat. Yang bersangkutan kini tengah menggara disertasi.


Sehubungan dengan itu, kami mohon bantuan Bapak agar kiranya karyawan kami tersebut dapat melakukan penelitian sikap di lingkungan FPIPS IKIP yang berada di bawah kepemimpinan Bapak.

Atas perhatian dan kerjasama baik Bapak kami sampaikan banyak terimakasih.

Penimpin P2LPTK

Prof. Dr. T. Raka Jorn
NIP. 13818964

Tembusan:
1. Direktur Binsark, sebagai laporan
2. Rektor IKIP Manado
3. Education Officer UPPT
4. Office Manager UPPT
5. Drs. Joeneses Alim, MA
7. Arsip
DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL PENDIDIKAN THIGGI
PROYEK PENGEMBANGAN LEMBAGA PENDIDIKAN TENAGA KEPENDIDIKAN

P.O. Box 68Kbyb
Jakarta 10001
Telepon 1 0211 684554
Teka 1 407499 DEPPK IA
407499 DEPPK IA
Gedung C Lantai XI
Kementerian Pendidikan dan Kebudayaan
Jalan Jenderal Sudirman
Banten, Jakarta 10270

Jakarta, 23 November 1998

Kepada Yth.,

Dengan hormat,

Menindaklanjuti surat kami kepada Rektor IKIP Manado nomor 69347/P2LPTK/C/9/1998 tanggal 16 September 1998 (terlampir), dengan ini kami mohon bantuan Saudara untuk menjadi responden penelitian disertasi yang dilaksanakan Drs. Johannes Escobar, MSc., karyawan P2LPTK Dikti di Ohio State University (OSU), Columbus, Ohio, Amerika Serikat.

Mengingat Keterbatasan waktu, kami mohon diupayakan agar pengisian Kuesioner yang telah disiapkan karyawan tersebut tuntas, sebelum-telatnya tanggal 5 Desember 1998 sudah terkumpul pada Koordinator Penelitian, Prof. Adolf Nanlohy, Belanjanya Koordinator secepatnya mengirimkan bahan ini secara kolektif kepada P2LPTK untuk diteruskan ke Amerika Serikat.

Pernyataan bantuan Saudara sehingga penelitian ini berjalan lancar sesuai Jadwal sangat kami harapkan.

Pemimpin P2LPTK

Prof. Dr. T. Raka Joni
NIP. 136187804

Tambahan 1
1. Dekan FPIPS IKIP Manado
2. Drs. Johannes Escobar, MSc
3. Prof. Adolf Nanlohy
4. Arsip
DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN

Direktoral Jenderal Pendidikan Tinggi

Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan

P. O. Box. 20194
Jakarta 10250
Telepon: 021/323 1812
Telefax: 021/323 1811

Nomor: 08547/P2LPTK.C/9/1988

Jakarta, 16 September 1988

Lampiran:

1. Permohonan izin dan bantuan pelaksanaan uji-coba instrumen dan penelitian disertasi.

Kepada

Yth. Bapak Rektor IKIP Yogyakarta

Kampus IKIP Karangmalang

Yogyakarta

Dengan hormat,

Drs. Johannes Esomar, M.Sc., dosen FPIPS IKIP Manado, adalah karyasiswa program doktor dalam bidang Social Studies Education di The Ohio State University (OSU), Columbus, Ohio, Amerika Serikat. Yang bersangkutan kini tengah menggarap disertasi.

Untuk disertasinya, yang berjudul Social Studies in Indonesian Secondary Schools: Perceptions of Teacher Educators in Ten State IKIPS, yang bersangkutan bermaksud mengadakan pilot test dan field work di IKIP Yogyakarta, dengan bantuan koordinasi dari Dr. Sukardi, staf pengajar FPTK IKIP Yogyakarta.

Sehubungan dengan itu, kami mohon bantuan Bapak agar kiranya karyasiswa kami tersebut dapat melakukan uji-coba instrumen dan mengadakan penelitian sikap di lingkungan FPIPS IKIP yang berada di bawah kepemimpinan Bapak.

Atas perhatian dan kerjasama baik Bapak kami sampaikan banyak terimakasih.

Pemimpin P2LPTK

Prof. Dr. T. Raka Joni

NIP. 130189846

Tembusan:

1. Direktur Binsar, sebagai laporan

2. Rektor IKIP Manado

3. Education Officer UPBT

4. Office Manager UPBT

5. Dr. Sukardi


7. Arsip

UPBT-2818080984
APPENDIX H

SAMPLE LETTER TO RECTORS OF THE TEN IKIP'S
Kepada Yth.:
Bapak Rektor
IKIP ........
.............
Indonesia

Dengan hormat,

Perkenankan saya mengenal diri. Saya, Johannes Esomar, adalah pengajar pada Fakultas Pendidikan Ilmu Pengetahuan Sosial (FPIS) IKIP Manado yang sedang ditugaskan belajar dalam bidang social studies education di the Ohio State University, Columbus, Amerika Serikat.


Untuk maksud tersebut saya memohon kiranya dapat diberi ijin untuk melakukan penelitian di FPIS IKIP ........ Sebuah kuesioner (terlampir) akan diedarkan kepada ... responden dari empat jurusan, yaitu, Jurusan PMP/KN, Jurusan PDU, Jurusan Pendidikan Sejarah, dan Jurusan Pendidikan Geografi di antara 24 Oktober dan 24 Nopember 1988. Pengumpulan data ini akan dilaksanakan dengan bantuan Bapak .................

Atas kesediaan Bapak mengijinkan dilaksanakannya penelitian ini, saya mengucapkan banyak terima kasih.

Hormat saya,

Johannes Esomar

Tembusan: 1. Kepada Yth.: Bapak Direktur P2LPTK-BD XI di Jakarta
2. Kepada Yth.: Bapak Rektor IKIP ........ di .......
APPENDIX I

SAMPLE LETTER TO DEANS OF THE TEN
FACULTY OF SOCIAL STUDIES EDUCATION
(FPIPS)
Perkenankan saya mengenalkan diri. Saya, Johannes Esomar, adalah pengajar pada Fakultas Pendidikan Ilmu Pengetahuan Sosial (FPIPS) IKIP Hanado yang sedang ditugaskan belajar di bidang social studies education di the Ohio State University, Columbus, Amerika Serikat.


Ijinkan saya pada kesempatan ini memohon kiranya Bapak memperkenankan dilaksanakannya penelitian ini di FPIPS IKIP ....... Sebuah kuesioner (terlampir) akan diedarkan dengan bantuan Bapak ......... kepada .... responden di empat jurusan, yaitu, jurusan PMP/KN (10), Pendidikan Sejarah (13), PDU (13), dan Pendidikan Geografi (6), antara 24 Oktober dan 24 Nopember 1988. Sebuah laporan penelitian akan diterbitkan dan dikirim ke sepuluh FPIPS untuk mengkomunikasi hasil studi.

Atas perhatian dan perkenanan Bapak saya mengucapkan banyak terima kasih.

Hormat saya,

Johannes Esomar

Tembusan: 1. Yth.: Direktur P2LPTK-BDXI, Jakarta.
2. Yth.: Bapak ............. (Koordinator)
APPENDIX J

LIST OF RESEARCH COORDINATORS
AT THE TEN STATE IKIP'S
TEACHER EDUCATORS COORDINATING THE SURVEY
IN THE TEN STATE IKIPs

1. IKIP Bandung : Dr. Nursid Sumaatmadja
   FPS IKIP Bandung

2. IKIP Jakarta : Dr. L. Moleong, MA
   FPS IKIP Jakarta

3. IKIP Yogyakarta: Dr. Sukardi MEd, MSc
   FPTK IKIP Yogyakarta

4. IKIP Malang : Drs. Setiaji
   FPIPS IKIP Malang
   Drs. Gustaaf Lasut MA
   FPS IKIP Malang

5. IKIP Manado : Professor Adolf Nanlohy
   FPIPS IKIP Manado

6. IKIP Medan : Drs. M. Joenoes Alim MSc
   FPMIPA IKIP Medan

7. IKIP Padang : Dr. Jalius Jama/Dr. Agamuddin
   FPTK IKIP Padang

8. IKIP Semarang : Sudarno Wiryohandoyo, PhD
   FPIPS IKIP Semarang

9. IKIP Surabaya : Drs. Mandalika
   FIP IKIP Surabaya
   Drs. Gustaaf Lasut MA
   FPS IKIP Malang

10. IKIP U Pandang : Drs. John Latuheru
    FPOK IKIP Ujung Pandang
APPENDIX K

RELIABILITY COEFFICIENTS
OF QUESTIONNAIRE ITEMS
Table 32. Reliability Coefficients of the Social Studies Perceptions Scale of Indonesian Teacher Educators

<table>
<thead>
<tr>
<th>Items No.</th>
<th>Scale Mean</th>
<th>Scale Variance</th>
<th>Corrected Item-total Correlation</th>
<th>Alpha If Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Item Deleted</td>
<td>If Item Deleted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The SSP Scale:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>168.2000</td>
<td>265.6867</td>
<td>.1110</td>
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</tr>
<tr>
<td>2.</td>
<td>167.6800</td>
<td>268.3933</td>
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<td>.9141</td>
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<td>3.</td>
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<td>.9128</td>
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<tr>
<td>4.</td>
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<td>6.</td>
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<td>.9118</td>
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<tr>
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<td>.5208</td>
<td>.9103</td>
</tr>
<tr>
<td>8.</td>
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<td>256.8587</td>
<td>.5367</td>
<td>.9104</td>
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<td>.9106</td>
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<tr>
<td>11.</td>
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<td>248.0400</td>
<td>.5936</td>
<td>.9092</td>
</tr>
<tr>
<td>12.</td>
<td>168.7200</td>
<td>245.0433</td>
<td>.7788</td>
<td>.9087</td>
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<tr>
<td>13.</td>
<td>167.9600</td>
<td>281.7900</td>
<td>.5803</td>
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<tr>
<td>14.</td>
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<td>.6623</td>
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<td>15.</td>
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<td>16.</td>
<td>168.8800</td>
<td>246.0267</td>
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<td>.9092</td>
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<td>.0754</td>
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<td>258.8333</td>
<td>.6693</td>
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<td>.7282</td>
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</tr>
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<td>23.</td>
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<td>250.8433</td>
<td>.7118</td>
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<td>.9117</td>
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<td>.9166</td>
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Table 32 (Continued)

<table>
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<tr>
<th>Item No.</th>
<th>Scale Mean If Item Deleted</th>
<th>Scale Mean Variance If Item Deleted</th>
<th>Corrected Item-total Correlation</th>
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<td>262.4433</td>
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</tr>
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<td>.9180</td>
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</table>

The SSTEP Scale:

<table>
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<th>Item No.</th>
<th>Scale Mean If Item Deleted</th>
<th>Scale Mean Variance If Item Deleted</th>
<th>Corrected Item-total Correlation</th>
<th>Alpha If Item Deleted</th>
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<td>.5897</td>
<td>.7930</td>
</tr>
<tr>
<td>49.</td>
<td>69.2850</td>
<td>33.3767</td>
<td>.2934</td>
<td>.8089</td>
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<td>.5497</td>
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</table>

The 1979/1986 Scale:

<table>
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<th>Scale Mean If Item Deleted</th>
<th>Scale Mean Variance If Item Deleted</th>
<th>Corrected Item-total Correlation</th>
<th>Alpha If Item Deleted</th>
</tr>
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<tbody>
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<td>65.</td>
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<td>10.0587</td>
<td>.8876</td>
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<td>---------------------------------</td>
<td>----------------------</td>
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</table>

Reliability Coefficients:
1) The entire questionnaire (75 items): alpha = .9143
2) The SSP Scale (45 items): alpha = .9133
3) The SSTEP Scale (18 items): alpha = .8080
4) The 1979/1986 Scale (12 items): alpha = .5436
Table 33. Reliability Coefficients of the 1979/1988 Scale
(Items 64-78) after Three Items Were Added

<table>
<thead>
<tr>
<th>Items No.</th>
<th>Scale Mean If Item Deleted</th>
<th>Scale Variance If Item Deleted</th>
<th>Corrected Item-total Correlation</th>
<th>Alpha If Item Deleted</th>
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<td>.4481</td>
<td>.8031</td>
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<td>.3902</td>
<td>.8063</td>
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<td>30.0150</td>
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<td>30.7780</td>
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Reliability coefficients of 15 items:
Alpha = .8150
Standardized item alpha = .8170

Note:
The added items are: Item 68, Item 73, and Item 78.
APPENDIX L

FREQUENCY OF RESPONSES OF SOCIAL STUDIES TEACHER EDUCATORS ON EACH ITEMS OF THE THREE SCALES
Table 34. Frequency of Responses on the Three Perceptions Scales.

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The SSP Scale

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| 49 | 378 120 31.7 | 214 56.6 | 20 5.3 | 21 5.6 | 3  .8 |
| 50 | 379 132 34.8 | 230 60.7 | 11 2.9 | 8 1.8 | 0 0.0 |
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| 54 | 378 231 61.1 | 139 36.8 | 6 1.6 | 2  .5 | 0 0.0 |
| 55 | 379 160 42.2 | 203 53.6 | 8 2.1 | 6 1.6 | 2  .5 |
| 56 | 379 136 35.9 | 221 58.3 | 14 3.7 | 8 2.1 | 0 0.0 |
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The 1979/1986 Scale:

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The 1979/1986 Scale:
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APPENDIX M

ASSUMPTIONS UNDERLYING TEACHER EDUCATION
IN INDONESIA
Teacher preparation in Indonesia is a competence-based teacher education (CBTE). Competencies and the manner in which they are to be developed are based on a set of assumptions, based on empirical evidence, expert judgment, and societal values based on Pancasila.

The assumptions comprise seven areas: the nature of man, society, education, the learner, the teacher, teaching and learning, and the institution.

**THE NATURE OF MAN**

1. Man as God creation has the need to believe in Him.
2. Man needs social environment to grow.
3. Man has potentials that can be developed and material and spiritual needs that must be fulfilled.
4. Man basically can and must be educated, and can educate himself.

**THE NATURE OF SOCIETY**

1. Society is based on religious, social, and cultural value

systems held by its members; some of the values are everlasting, while others continue to change as a result of advancement in science and technology.

2. Societal values give normative direction for education.

3. The quality of life of society increases as individuals succeed in developing themselves through education.

THE NATURE OF EDUCATION

1. Education is a process of human interaction characterized by a balance between sovereignty of the learner and authority of the educator.

2. Education is an effort to prepare individuals to face a world that undergoes constant and rapid change.

3. Education increases the quality of life of individuals and society.

4. Education is a life-long process.

5. Education applies principles of science and technology in developing man as a whole.

THE LEARNER

1. The learner (mubarak didik) is responsible for his or her own education in accordance with the view of education as a life-long process.

2. Learners are different in their potentials, both
physical and mental; therefore, each is a unique human being.

3. They need to be treated as individuals and human being.

4. They are human being actively interacting with the living environment.

THE TEACHER

1. The teacher is an agent of change.

2. He or she plays the role as leader and supporter of societal values.

3. The teacher as facilitator creates the environment conducive to learning.

4. The teacher is responsible for successful learning of the learner.

5. Teacher educator is demanded to be an exemplar for the prospective teachers in conducting teaching.

6. The teacher is responsible for his or her continuing professional development.

7. The teacher upholds ethics of the profession.

THE NATURE OF TEACHING AND LEARNING

1. Teaching and learning occur when the learner is actively interacting with the learning environment arranged by the teacher.
2. Effective teaching and learning process needs appropriate strategy and media/technology of education.

3. The program for teaching and learning is designed and implemented as a system.

4. The process and product of learning are equally important in the implementation of teaching and learning activities.

5. The forming of professional competence requires an integration of theory and practice, and content and methodology.

6. The forming of professional competence requires stages in field experience, beginning with getting familiar with the field, through limited practice of teaching, to fully responsible teaching.

7. The primary criterion of success in the professional education is performance.

8. Content and methodology of teaching continue to develop.

THE NATURE OF INSTITUTION

1. Teacher education institutions (LPTK) are professional institutions which educate teachers and other educators, and develop knowledge and technology of education to improve the quality of human life.

2. LPTK implement programs that are relevant to the needs
of society in both, quantity and quality.

3. LPTK are managed within an integrated system.

4. LPTK have an effective feedback mechanism which is used to continuously improve the quality of its service to society.

5. The pre-service education of teachers is a joint responsibility of LPTK and schools—the consumer of LPTK graduates.
Prospective teachers are expected to be competent in the following ten areas:

1. Subject matter of teaching specialty
2. Teaching methods
3. Classroom management
4. Use of instructional media/sources.
5. Educational foundation
6. Management of classroom interaction
7. Evaluation of student progress for instructional process
8. Guidance and counseling
9. School administration
10. Interpretation and use of research findings for instructional purposes.

APPENDIX O

RESULTS OF GENERAL LINEAR MODEL PROCEDURE
OF REPEATED MEASURES ANOVA
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11:27 THURSDAY, AUGUST 10, 1909
GENERAL LINEAR MODELS PROCEDURE
REPEATED MEASURES ANALYSIS OF VARIANCE
REPEATED MEASURES LEVEL INFORMATION
DEPENDENT VARIABLE CURCT CURRI CURSS
LEVEL OF THT 1 2 3

SAS
11:27 THURSDAY, AUGUST 10, 1909
GENERAL LINEAR MODELS PROCEDURE
UNIVARIATE TESTS OF HYPOTHESES FOR WITHIN SUBJECT EFFECTS
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HUYHN-FELDT EPSILON = 0.9872

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REPEATED MEASURES LEVEL INFORMATION
DEPENDENT VARIABLE S5CT S5TRI S5SSS
LEVEL OF THT 1 2 3

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UNIVARIATE TESTS OF HYPOTHESES FOR WITHIN SUBJECT EFFECTS
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HUYHN-FELDT EPSILON = 1.0000
GENERAL LINEAR MODELS PROCEDURE

REPEATED MEASURES ANALYSIS OF VARIANCE

DEPENDENT VARIABLE:

LEVEL OF TRI: 1 2 3

GENERAL LINEAR MODELS PROCEDURE

UNIVARIATE TESTS OF HYPOTHESES FOR WITHIN SUBJECT EFFECTS

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GREENHOUSE-GEISSER EPSILON = 0.9538

HUYNH-FELDT EPSILON = 0.9560
APPENDIX P

RECOMMENDATIONS FOR SOLVING THE IDENTIFICATION PROBLEM IN THE USE OF THREE-STAGE LEAST SQUARES METHOD

STATISTICAL CONSULTING SERVICE

STATISTICS DEPARTMENT

THE OHIO STATE UNIVERSITY
Statement of problem:
According to the client, recent developments in social studies indicated that teacher education curricula (established in 1979 and 1986) were not effective and the reason might be with the teacher educators' disagreement with CT, SS and RI. The purpose of this study is to identify important factors that can best explain the disagreement.

Data description:
The client has arrived eight independent variables (factors), denoted by $X_k$, $k = 1, ..., 8$, to explain the agreement or disagreement with CT, SS and RI among teacher educators in social studies (see application form for statistical consulting). To measure the agreement or disagreement, each individual participated in the study answered 78 questions in a survey questionnaire (see document #1) with a 5-point scale:
1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree.

There are 379 teacher educators in Indonesia responded the survey.

We should note that the 78 items in the questionnaire were divided into 3 sets, each of which was further divided into 3 subsets according to whether the questions were designed for CT, SS or RI. In each subset, scores of agreement or disagreement of several questions were accumulated to form a dependent variable (see application form for statistical consulting.) The dependent variables will be denoted by $Y_{ij}$, $i, j = 1, 2, 3$.

Description of recommendations and progress to date:
The client and his adviser came in with their own model to fit the data (see document #2.) Basically, in each set of 3 dependent variables, 3 simultaneous equations (one for each dependent variable) were made up in such a fashion that the expected value of every dependent variable equals a linear combination of the other 2 dependent variables within the same set and all 8 independent variables. That is, for the $i^{th}$ set,

$$Y_{i1} = \alpha_{11}Y_{i2} + \alpha_{12}Y_{i3} + \sum_k \beta_{1ki}X_k + \epsilon_{i1},$$

$$Y_{i2} = \alpha_{21}Y_{i1} + \alpha_{22}Y_{i3} + \sum_k \beta_{2ik}X_k + \epsilon_{i2},$$

and

$$Y_{i3} = \alpha_{31}Y_{i1} + \alpha_{32}Y_{i2} + \sum_k \beta_{3ik}X_k + \epsilon_{i3},$$

where the $\epsilon_{ij}$'s are random disturbances.

To estimate the coefficients of the independent variables in the above simultaneous equations, it is immediately seen that the ordinary least square (OLS) method is not an appropriate approach, because of the interrelationship between the dependent variables. It is well-known that the estimators of the coefficients of the independent variables in the above simultaneous equations using OLS method are not consistent and often give misleading results (see e.g. Becker and Walstad 1987.)

A standard approach to handle the estimation problem in the above simultaneous equations is the three-stage least square (3SLS) estimation method, a generalization of two-stage least square (2SLS) method (see Anderson 1984 or Becker and Walstad 1987.) However, before 3SLS method can be applied, it may be necessary to reformulate the model by dropping (or adding) some independent variables from (or to) the original model,
because one has to impose enon constraints on the equations that make up the model. This is known as identification problem in the literature of 2SLS or 3SLS method (see Becker and Walstad 1987.)

It happened that the client's data involves identification problem. To resolve the problem, one must find an appropriate statistical method which can help identifying which independent variables to add or drop. Assuming that the 8 independent variables are non-random and non-observable quantities which varied from individual to individual, we suggest the use of factor analysis procedures to assess the matrices of factor loadings and uniqueness and, hence, the correlation structure between all the 9 dependent variables. Then, for each set of 3 simultaneous equations, we suggest to add into the equations certain dependent variables, from the other 2 sets, which have little correlations with the dependent variables in the current set.

One might ask why not use the sample correlation matrix to estimate the correlation structure of all the 9 dependent variables. The reason is that we want to use the information that all the 9 dependent variables are well explained by the same 8 common factors.

Using the proposed method, the estimated correlation matrix is given as follows.

\[
\begin{pmatrix}
1.000 & 0.396 & 0.345 & 0.485 & 0.335 & 0.441 & 0.442 & 0.345 & 0.282 \\
0.396 & 1.000 & 0.515 & 0.360 & 0.392 & 0.540 & 0.279 & 0.271 \\
0.345 & 0.515 & 1.000 & 0.369 & 0.266 & 0.511 & 0.405 & 0.444 & 0.356 \\
0.485 & 0.360 & 0.369 & 1.000 & 0.471 & 0.498 & 0.637 & 0.402 & 0.315 \\
0.335 & 0.384 & 0.266 & 0.471 & 1.000 & 0.489 & 0.372 & 0.427 & 0.472 \\
0.441 & 0.392 & 0.511 & 0.498 & 0.489 & 1.000 & 0.604 & 0.526 & 0.531 \\
0.442 & 0.540 & 0.405 & 0.637 & 0.372 & 0.604 & 1.000 & 0.687 & 0.841 \\
0.345 & 0.279 & 0.444 & 0.402 & 0.427 & 0.526 & 0.687 & 1.000 & 0.516 \\
0.282 & 0.271 & 0.356 & 0.315 & 0.472 & 0.531 & 0.841 & 0.516 & 1.000
\end{pmatrix}
\]

Generally speaking, the correlations among the dependent variables within the same set are larger than the correlations among the dependent variables across the sets. By careful selection, we are able to resolve at least the identification problem at the second stage. For example, one can add the last, the second last, and the fifth dependent variable to the first, second, and third equation of the first set respectively.

Now, if it can be assumed that the e's within the same set are uncorrelated, then the three-stage least square estimates will be the same as the two-stage least squares estimates. Although the client is willing to assume that there are little correlation on the structural disturbances, we suggest the client to check whether that is the case on the residuals after the second stage fit. It turns out ..................

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