Critically Dismantling the Myths of Social Studies Education

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ABSTRACT
As time goes by, misunderstandings arise about what social sciences are and how social sciences (IPS) are applied in the world outside the classroom. This misunderstanding is so deeply rooted that it has become a myth. Myths have no basis in truth. Furthermore, myths serve not only to deceive but also to frustrate the beliefs of the founders of the progress of the human mind. Myths are generally associated with deceptive and dangerous illusions or discourses, which in reality have powerful and widespread power. Considering the dangers of myths (especially in Social Sciences Education) which can destroy the foundations of Social Sciences Education, this needs to be dismantled immediately. Critical reflective thinking is one of the best tools to start with. The aim of this study is: Identifying myths that develop in social studies education and dismantling selected social studies education myths through critical thinking/reflection. This research method is a literature review. The study was carried out based on 5 selected sources and analyzed with critical reflection. This research succeeded in identifying 17 things which were then summarized into 10 dangerous myths about social studies education using critical reflection. The implication is the need to provide socialization and implementation of new concepts related to Social Sciences Education to all stakeholders with the aim of forming new attitudes and positive support for Social Sciences Education. In particular, it is important to follow up on new ways of assessing social studies education, forming positive and productive attitudes and behavior in improving the quality of social studies education in the future.

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INTRODUCTION

Social science is a broad field of study of humans, and can include a variety of topics such as psychology, behavior, or political science. As time goes by, misunderstandings emerge about what social sciences are and how social sciences are applied in the world outside the classroom (Jones, 2022). This misunderstanding is so deeply rooted that it has become a myth. Misconceptions can develop into myths, where the origin of the truth is no longer even questioned (Zsolt, 2020)

The word "myth" is also used to refer to a belief or idea that is widely believed but is false. This use of the word "myth" is based on the idea that myths are stories that are not necessarily based on reality, and are often used to explain or justify certain beliefs or practices. In this sense, the word "myth" is used to describe something that is not true or not supported by evidence. The use of this word is different from its original meaning, which refers to traditional stories intended to explain the beliefs, customs or natural phenomena of a particular culture (Slameto, 2022).

One undeniable aspect of myths is that they are ubiquitous in all countries and cultures. Each society has its own form of myth and what is interesting is that often these different myths are retellings of key archetypal stories slightly altered to suit different cultures and experiences. The popularity of myths and the way they are read and studied to date shows very strongly that myths are more than just stories, and that myths serve an important purpose in today's world. Myths can be described as the popularity and the way they are read and studied to date shows very strong that myths are more than just stories (Slameto, 2022).

A widely acknowledged but false idea is one of the commonly used dictionary definitions of myth. Myths play a central role as metaphors in many world religions, myths originate from dreams and, therefore, people all over the world. have the same dream. This is a profound and still controversial insight into religion, psychology, and human culture. "Because the great enemy of truth is often not lies - deliberate, contrived, and dishonest, but persistent, persuasive, and unrealistic myths (Hart, 2012). Myths have no basis in truth, or that do not function as metaphors for religious truth. The most dangerous myths create devils where there are none, devils are anyone who disagrees with (the creator of) the myth. Meanwhile, however, they serve not only to deceive but also to frustrate the beliefs of the founders of the progress of the human mind.

Social myth means a myth that is believed by people in a society. It could be that it has been passed down from generation to generation and is accepted by most people in that society (Bouchard, 2017). Myths are generally associated with deceptive and dangerous illusions or discourses, which in reality are powerful and widespread forces.

Considering the dangers of myths (especially in Social Sciences Education) which can destroy the foundations of Social Sciences Education, this needs to be dismantled immediately. Critical reflective thinking is one of the best tools to start with. What tools and methods are most effective for overcoming learning myths. Practicing critical thinking (thinking about one's own thoughts) is one of the most underrated yet powerful tools one can have (Zsolt, 2020).

Critical Reflection is the process of identifying, questioning, and assessing deeply held assumptions about knowledge, ways of viewing events and problems, beliefs, feelings, and actions. When reflecting critically, you can use lecture material, readings, discussions, etc. To test for bias, compare theory with current actions, look for causes and triggers, and identify the problem at its core. The goal of critical reflection is to change thinking about a subject, and thereby change behavior (Akarslan, 2020).

Based on the problems previously stated, the objectives of this study are as follows.

1. Identify the myths that develop in social studies education.
2. Dismantling the myths of selected social studies education through critical thinking/reflection.

METHOD

This research is a literature study research. A literature review involves researching, reading, analyzing, evaluating, and summarizing scientific literature (usually journals and articles) on a specific topic. The results of a literature review can be an entire report or article - it can be part of an article, thesis, dissertation, or grant proposal (Auraria, 2022). Furthermore, literature reviews help authors identify research gaps and problems. The steps & elements of a literature review are:

1. Problem formulation: Determine the topic and its components by asking questions.
2. Research Step: find literature related to the topic to identify gaps that can be addressed.
3. Reading: reading articles or other sources of information.
4. Analyze: assess findings for relevance.
5. Evaluate: determine how the article is relevant to the research and what the key findings are.
6. Synthesis: write about the main findings and how they are relevant to the research.

Furthermore, this research will modify the six research steps of a literature review that have been disclosed into only five research steps as follows.

1. Summarize the subject, problem or theory under consideration, along with the purpose of the review.
2. Divide the works under review into categories (e.g. those that support a particular position, those that oppose it, those that offer an entirely alternative theory).
3. Explain how each work is similar and how it differs from the others.
4. Conclude which pieces are best considered in their argument, their most convincing opinions.
5. Make the greatest contribution to the understanding and development of the field under study.

After obtaining data regarding social studies education myths from the literature review, critical reflection was then carried out. Critical reflection is a reasoning process to make sense of an experience. Critical reflection is descriptive, analytical, and critical, and can be articulated in several ways such as in written, oral, or as artistic expression. In short, this process adds depth and breadth to the experience and builds a connection between content and experience. The simplest critical reflection is designed with three steps (Morris, 2023):

1. Experience analysis: Identify and describe events/activities/observations. This could be practical observation, event simulation, or participation in an activity.
2. Evaluation of learning: Interpret the experience from different perspectives, theoretical perspectives, models and frameworks of the assignment, ethical and practical considerations.

3. Plan future action: Identify the implications of this reflection on understanding, thinking, beliefs, and perspectives and how this informs future actions and responses to the practice undertaken.

FINDING AND DISCUSSION

This research began with collecting literature regarding social science education myths. The search was carried out using the Google Scholar search engine, using the keywords "myth about Social Science" and "myth about Social education". After conducting a search, a number of literature was obtained which after selection consisted of 5 sources as follows.

1. Freitag (2011), 10 Myths About Social Science.
2. Fangonilo (2020), 5 Online Learning Myths You Need to Leave Behind in 2020.
3. Jones (2022), Five Common Myths of Social Science.
4. Bouchard (2017), Social myths and collective imaginaries.
5. Pappas (2016), The Truth Behind 5 Social Learning Myths

The five sources show the myths that exist in social studies and social sciences education. Based on the identification results from these 5 sources, 17 myths about Social Sciences Education were obtained as follows.

1. There is not much money to be made by people studying social sciences.
2. One must have a bachelor's or doctorate degree to be able to do things in social sciences.
3. By having a degree in social sciences, a person must be a practitioner.
4. Social science is not real science.
5. Social science is not a science.
6. Social science is not driven by hypotheses.
7. Social science has no laws.
8. Social science is not objective.
9. Anti-social social scientists.
10. Social scientists hide the fact that they have nothing to say in impenetrable jargon.
11. Primary social science literature never contains any data.
12. Social learning is ineffective.
13. Social learning should not be taken seriously because it lacks structure.
14. Psychology and sociology are the same.
15. All social science data is anecdotal.
16. The findings of social science can be reduced to the explanations of natural science.
17. Nothing in social science is real.

Of these 17 myths, there are similarities and differences between one another. Therefore, in accordance with the research methods that have been proposed, an analysis of these myths was carried out. From the results of the analysis, it can be concluded that there are only 10 myths. The following are the results of the analysis of the 10 myths discussed as follows.

Ineffective Social Learning.

This is actually a pseudo-myth. Social learning has the power to build skills, knowledge and understanding when structured well. To do this, you must have clear learning goals and objectives, as well as a comprehensive plan. Social media, forums and blogs are just one piece of the puzzle. Learners also need complementary activities, such as scenarios, simulations, and serious games that expand their understanding. Social learning will be effective if it is based on a solid foundation and is well organized.

Social Scientists Must Have a Bachelor's or Doctoral Degree to Do Anything.

When someone is in high school and thinking about the future, it is easy for them to focus on the next step which is getting a four-year college degree. If someone expresses interest in a job in the social sciences, then they may have heard someone mention the need to go to school after those four years. Today, a person needs a bachelor's degree to become a licensed practitioner, thought counselor, social worker, lawyer, etc. But that doesn't mean that one needs a college degree to get any job in the social sciences. Some related positions that can be held with a bachelor's degree in social sciences could be HR manager, market researcher, emotional behavioral technician, or organizational consultant, to name a few.

A Person Studying Social Sciences Will Not Earn Any Money.

This myth is more common because social science is considered a helpful and academic field, and it is not uncommon for individuals in this field to earn average or below incomes. However, social sciences is a rapidly growing field and the US Bureau of Labor Statistics estimates an 8% increase in employment over the next decade, creating approximately 113,000 new jobs. In the job market of 2022, psychologists and sociologists will prove invaluable. As a result, increasing support for individuals' emotional health and increasing application of social sciences is causing average salaries to increase (Jones, 2022).

Social Science Isn't Real Science.

This myth usually arises because social sciences tracks rarely focus on advanced biology or chemistry classes like traditional physical sciences courses. This does not take into account the fact that the social sciences place great emphasis on the importance of the scientific method, including observation, experimentation, and practice. Social scientists do all these things, simply through relational relationships with people (which is better and less scary) rather than studying lab rats.

Social science is not a 'science'.

Perhaps the number one myth of all, this myth has real funding consequences for individual researchers and even entire funding agencies. There are many misconceptions about the rigor of qualitative approaches, objectivity, and the use of scientific methods that exclude the social sciences from the scientific community. The social sciences always seem to be on the defensive given time in basic education, a place in scientific institutions and

organizations, and respect as researchers. Hopefully this will change as society becomes more familiar with social science approaches.

Social sciences do not have 'laws'.

Darwin had not yet reached the social sciences, nor was evolution a law. In all seriousness, there are general principles adopted by the social sciences that can be called "Grand Theories". All of that is what's earned us the reputation of constantly spouting jargon. Marx, Durkheim, and Weber were the founding fathers of sociology and based much of today's social scientific thinking in the form of laws that can be created. However, these theories are similar to evolution and considering that society is moving to places unprecedented in history, it is likely that there will be some changes in the future. Analogous to finding DNA for the theory of evolution.

Social science is not objective.

There is no objective science. This may sound revolutionary, but now the recognition that researchers are human is gaining increasing support. With this recognition comes the fact that science cannot be objective, but can be influenced by politics, culture, and personal history. This does not mean that someone will measure something differently based on whether they have a personal stake in a scientific issue, but rather on which researchers get funding, how their results are transferred into policy, and how objective measurements are interpreted. Social scientists are only willing to admit that objectivity is impossible and instead follow the protocol of explaining what possible influence the author might have had. All of these things determine the type of data that will be collected. Another group of scientists who openly grapple with this question are physicists, who are arguably "the only real science", as in Quantum Diaries and Must Use Bigger Elephants. It is suspected that others will soon follow.

Social Learning Should Not Be Taken Seriously Because It Is Less Structured

Social learning can be fun and entertaining. But the main goal is always to spread knowledge and build experience. Communicating with peers and sharing feedback is an integral part of social learning strategies. Every activity must have a goal, a learning objective that the learner is pursuing. The myth that social learning should not be taken seriously is likely based on ineffective design. If you are not serious about your goals, your social learning activities will probably reflect this. Therefore, it is important to clearly define the desired outcome and emphasize the importance of staying on topic.

Social science findings can be reduced to natural science explanations.

Exciting interdisciplinary study uses neurobiology to explain human social behavior and decision making. These studies provide advances in neuroscience and the social sciences, but are far from describing the whole of society. Not to mention, even though there are chemical explanations for why it does what it does, the world out there is incredibly complex and it's not certain chemistry will be a satisfactory answer to all the

questions. Humans have control over their body's natural reactions. Chemistry can only answer the question 'how', not necessarily 'why'.

Nothing in social science is 'real'.

There are some social scientists who believe in social constructionism, namely that everything is created in the human mind and is not necessarily physically real. For them, perhaps, nothing is real. But this is far from the reality in the social sciences and requires a philosophical leap of faith.

CONCLUSION

This research succeeded in identifying 17 and dismantling 10 dangerous myths about social studies education using critical reflection. Thus, the implication of these findings is to provide socialization and implementation of new concepts related to Social Sciences Education to all stakeholders with the aim of forming new attitudes and positive support for Social Sciences Education. In particular, it is important to follow up on new ways of assessing social studies education, forming positive and productive attitudes and behavior in improving the quality of social studies education in the future.

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