PLAGIARISM SCAN REPORT

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Learning is essentially a human activity to make behavioral changes in individuals; it is a characteristic that distinguishes humans from other creatures. It helps to develop various competencies, skills and attitudes. Learning starts from birth till the end of life. In simple terms learning is an attempt to gain intelligence or knowledge, to change behavior or respond to some experience. Sabatinie, Susilaningsih, and Kurniawan (2019) states that "Learning outcomes are the result of an interaction of learning and teaching actions". Learning and teaching are inseparable concepts. Learning refers to how a student should behave or react as a subject while teaching refers to how a teacher should perform as a teacher. It is always expected that there would be the learning outcomes in accordance with the specific instructional goals set before the learning process. Therefore, tests are conducted periodically to assess the learning outcomes achieved. According to Sahabuddin (2017) the "Learning outcomes are defined as the level of student success in learning subject matter at school which is expressed in scores obtained from the test results to recognize a number of certain subject matter". This leads to the conclusion that learning outcomes do not merely depend on teaching and learning process, but are characterized by changes in behavior, knowledge, skills and abilities of the learners after receiving and carrying out the learning activities. Learning is thus linked with changes in attitudes and life patterns, with new perspectives and abilities. Such changes in behavior occur in knowledge (cognitive), skills (psychomotor), and values and attitudes (affective). Such changes are not temporary but are permanent and can be nurtured and stored. However, these changes do not just happen but must be accomplished with a great effort and by interacting with the environment. In this process, the interaction takes place within the teaching and learning process. Each subject has the expected goals or expects the results (changes) to be achieved in accordance with what has been designed. A study by Cho, Park, and Lee (2021) too, asserts that learning outcomes achieved by students are the results of interactions between various influencing factors, both internal and external. Internal factors come from within students and affect their learning ability. These internal factors include intelligence, interest and attention, learning motivation, persistence, attitudes, study habits, and physical and health conditions. External factors come from outside of students and affect learning outcomes. These external factors include family, school, and society. Family conditions particularly affect student learning outcomes such as family's messy economic situation, husband and wife quarrels, lack of parental attention to children, and poor behavior of parents in everyday life (Artiningsih, Riyanto, & Harmanto, 2019). The Social sciences domain is a combination of various scientific disciplines, such as economics, history, geography, and sociology. All these disciplines are arranged systematically and integrated which then becomes a major discipline that cannot be broken down because of the integration of many sciences. Olubela and Adebanjo (2020) states the "Social Sciences (IPS) is an integration of various branches. It includes sociology, history, geography, economics, politics, law and culture. It is formulated on the basis of social realities and phenomena in society which are manifested in an interdisciplinary approach from these aspects and branches of social sciences". Hartikainen, Rintala, Pylväs, and Nokelainen (2019) observes that the essence of social studies is the hope of fostering a good society where the members truly grow into rational social beings, full of responsibility and social values. Based on these opinions, it can be concluded that Social Science (IPS) is a combination of various social science disciplines that contribute to making good citizens. Gross Darmisal and Nurdin (2020) considers social studies education as preparing students to become good citizens. Another goal of social studies education is to develop students' ability to use reasoning in making decisions to resolve problems they face in life. Teaching models are designed for specific purposes. These models are equipped with teaching information concepts, ways of thinking, study of social values, and so on requiring students to be actively involved in certain cognitive and social tasks. Some models are cantered on teacher delivery while others try to focus on student responses in doing assignments and on students' positions as partners in the learning process. However, one thing is common in all models: each model emphasizes how to help students construct knowledge, which includes learning

from sources that are often considered passive, such as learning from lectures, films, reading assignments, and so on (Fini, Awadallah, Parast, & Abu-Lebdeh, 2018). In the Guided teaching model, the teacher assigns such questions to students that have several possible answers. The objective is to ascertain the thoughts and abilities that students have. The teacher provides a few minutes to answer questions. After all answers are given, the teacher divides students into small groups (categories) based on their answers. Each group is then required to convey their answers by writing them on the board. This helps the students also to categorize their learning from a lesson. The students are guided automatically to react to the study material according to their group behavior and thus make it an interactive lecture. In the end, the teacher can ask students to compare their answers with the points that the teacher conveyed in the lessons. According to the Dengel and Mägdefrau (2018) "Guided Teaching is a change from the direct lecture method and makes it possible to learn what students already know and understand. It helps in making learning points by means of group learning". Furthermore, Gatti, Ulrich, and Seele (2019) also opines that "Guided Teaching is a type of cooperative learning the objectives of which include increasing students' learning motivation, increasing student achievement, fostering mutual respect and cooperation, fostering an attitude of responsibility and solving problems in a better way". Guided Teaching is a strategy to ask students one or two questions to determine the level of understanding of students or to obtain conclusions and then dividing them into categories.