Spectrum Of Social Science Education: Reconstruction of Social Science Competencies Based on Vygotsky's Social Reconstruction Formula in Primary School 1I. Wayan Lasmawan, 2Ni Desak Made Sri Adnyawati, 2I. Dewa Ayu Made Budhyani, 3I. Nyoman Sila, 4I. Made Sundayana and 5I Wayan Suwendra 1 Department of Primary School Teacher Education, Universitas Pendidikan Ganesha, Singaraja, Indonesia 2Department of Technical and Vocational Education, Universitas Pendidikan Ganesha, Singaraja, Indonesia 3Department of Arts Education, Universitas Pendidikan Ganesha, Singaraja, Indonesia 4Department of Evaluation in Education, STIKES Buleleng, Singaraja, Indonesia 5Department of Hinduism Education, STKIP Agama Hindu Singaraja, Indonesia Abstract: In General, this research aimed to develop new formula of ideas and hypotheses of social science education curriculum of primary school.

The Development was done through the integration of the principles of social reconstruction and constructivism of Vygotsky in interactional construction. This research used the design of development research, conducted in Bali Province by involving education experts, principals, teachers, and primary school students as research samples determined by purposive-randomization.

The data instruments of this research consisted of observation sheets, interview guides, questionnaires, and test of learning outcomes. The whole research data was analyzed qualitatively with an interactive cycle model and CAR (contextuality-accuracy-relevancy) model, combined with quantitative analysis to comparatively graded the advantage of social reconstruction design with conventional learning design in social science education of primary school.

The result of the study indicated that: (1) the social science competency which allowed

for students of primary school in accordance with the social constructivism design of Vygostky consisted of : personal competence, sociocultural, and intellectual competence, (2) the relevant social science material structure to develop was when systematically organized as real pedagogical learning experiences, sociocultural, psychologycal by relied on the principle of "a student's as a psychological, sociocultural, and intellectual horizons reconstructions -based", and (3) social science classroom environment was a psychological and sociocultural context that should be laid out and directed at efforts of : (a) dynamization of student position from natural position to sociocultural position; (b) provide facility and personal and sociocultural mediation to students in their endeavors to reconstruct the contents, functions, and operations contained within their personalities structure.

INTRODUCTION While the world is faced with the irrelevance of social-moral mechanics, it is only education that persist with the ethical and moral decency of humanity. To make the educational activity "good" and "meaningful" is not an easy work "moreover to make it a meaningless game", because through the magical hands of education the world-quality human beings are born or the otherwise (Lasmawan, 2016).

Ideal education are always "anticipatory" and "prepatorist", always ready for the future, and always prepare the younger generation for a much better, better, and clearer life (Farisi, 1997). However, the results of Dantes' reflective and critical reflection (2014), on the thinking and practice of education in Indonesia, such ideal education, has lost its momentum, because education is still limited to transfer of knowledge and does not build the character of the students.

The curriculum, believed to be the vital and strategic component of the entire educational system, also pays an effective instrument for the realization of an ideal national education, because the curriculum is "content oriented" based on science. This is due to the fact that primary schools are still very strong with the "essentialism" paradigm by ignoring open constructivism.

The indication can be seen from the definition of "social knowledge" and the environmental meaning for student enlargement in the current concept. Emphazied by Lasmawan (2016) on the accuracy of social science known as "the simplification of social science or the social science that is taught in schools, is a definition developed from an essentialist viewpoint", which emphasize the mastery of the "basic competencies in science" ignoring students' socio-cultural interesent and existence.

From the student perspective, the major weakness of the essentialist curriculum lies on the view that students are only portrayed as passive recipients of reality and truth which are ontologically outside of themselves. This condition triggers the emergence of apahy and less passionate students in studying social science education. Most soscial science education experts believe that such essentialistic curricular necessities can inhibit the development of academic modalities and student social modalities, and distort their "genuine concepts" or "indigenous science" of the universe build and developed from the daily social and cultural experience (Bruner, 1968; Dewey, 1964).

This condition can also distort or destroy student self-concept which is an essential factor for the formation of student identity or character itself. In line with the change of social science learning paradigm, which began in the 1980s, from the "mainstream academic knowledge" paradigm to the "transformative academic knowledge" paradigm (Banks, 1995), social science learning experts and developers agreed to reconstruct the

rationale of social science curriculum in line with the development of a cutting-edge educational paradigm, the theory of social reconstruction (NCSS, 2016).

The theory of reconstruction is also predicted to be on of the pillars of social science learning of the 21st century, and shift the habbit of behaviorism (Bruner, 1969). Nevertheless, the commitment to make social reconstruction theory a new paradigm of social science in Indonesia has not been supported by the result of contextual research. Some research that have been done have not reached other dimensions of social science curriculum yet.

Based on that preposition, what kind of purpose, content and social science learning that should be developed based on the paradigm of social reconstruction theory?, What kind of organization pattern and content structure of social science curriculum that should be developed?, and what kind of classroom environment that have to be developed so that social science learning refers to the application of social reconstruction theory? Departing from those set of problems, the purpose of this research is to: "find" and "reconstruct" curriculum ideas of social science learning based on the perspective of social reconstruction theory, as the basis of thinking about the social science curriculum that have "new perspective" or "alternative perspective"; has a philosophical and theoretical basis estabilished firmly and strongly above the view of the student as subject; so it is more meaningful, more humane, and more grounded because of the prevalence of the way and context of student learning and in building understanding, understanding others, value, attitude, and acknowledging that students are integral and equal in the overal building of the social science system.

These efforts are seen as a necessity, along with the sharpening of social distortion developed in the society, as a result of the advancement of science and technology. The condition must be anticipated optimally and comprehensively in social science learning as a synthetic discipline. RESEARCH METHODOLOGY Methodically, this research is categorized into research development resign, by reconstructing the competency of social science in primary school as the focus of study.

This research was conducted in Bali province, involving teachers, principle, and primary school students from class I to class VI, determined by purposive random sampling. For this first year, the sample size consisted of 18 principals, 54 senior teacher of social science, and 2.160 students. Research data was collected and mapped with several instruments, they are: observation sheet, interview guide, questionnaire, interrater validity, and focus group discussion.

The overall research data is analyzed using qualitative analysis technique of interactive

cycle model, and quantitative analysis technique, that is analysis of two-lane variant.
RESULTS AND DISCUSSION Results Reconstruction of the rationale of social science competence The reconstruction of social science competence in this research was developed based on the perspective of Vygotsky's theory of social reconstruction on the "ontological nature of students", not from the broad range of subjects in the curriculum, as is commonly done.

Therefore, social science competence in this research is a reflection of "student character" as a personal, sociocultural, and intellectual being. In terms of KBK (competency based curriculum) and KTSP (education unit level curriculum), it means "Character Based Curriculum", compared with "Competency Based Curriculum".

The typologically identified "basic" or "standard" of social science competence includes three dimensions of development, they are: (1) personal competence; (2) social competence, and (3) intellectual competence. Personal competence is a basic ability related to the formation and development of the student's self-identity as a personal or individual being which is their personal rights and responsibilities; a responsibility that has been marginalized in social science education.

The basic orientation of estabilishment and development of personal competence is focused on introducing students, and building students' self-awareness as personal beings with uniqueness and personal integrity that will continue to grow (Budiningsih, 2003). Some of the personal competencies of social science that are formulated in this research are: (1) the formation of concepts and self-understanding; (2) an objective attitude toward oneself; (3) self-actualization; (4) self-creativity; and (5) appreciation of religious values and attitudes in private and sociocultural life.

Social competence is a basic ability related to the formation and development of students' "awareness" and "personality" as social and cultural beings. The establishment and development of these social competencies is adjusted to the social and cultural demands of present and future Indonesian society, including the demands of the global community.

Some basic socio-cultural competencies that have been successfully formulated in this research are: (1) understanding and awareness of the nature of self as a member or part of society; (2) understanding and awareness of politeness in the society; (3) communication skills; (4) interaction skills; (5) ability to cooperate with others; (6) pro-social attitudes or altruism; (7) the ability of social participation; and (8) understanding and awareness of diversity and equality.

Intellectual Competence, is the ability to think based on the existence of awareness or belief in something good that is physical, social, psychological (sensory or non-sensory), and has a good meaning for himself and others. This basic intellectual ability is related to the estabilishment and development of a student's character or identity as a thinking creature, using the ability or reasoning power to receive, process, and build knowledge, values, attitudes, and actions both in his personal and social life.

Intellectual competence includes "standard or natural" or "scientific" thinking. Standard / natural thinking (indigenous thinking) is the ability to think or "ways of thinking" that are "standard" for every student who is formed and evolved in their daily lives, to meet the needs of their development of life, both psychologically, socially and culturally in the future now and these standard ways of thinking are not necessarily related to the ways of thinking of a particular discipline.

Scientific thinking (scientific thinking) is the ability to think, or "ways of thinking" based on the way, criteria or scientific procedures. Some basic intellectual competencies that can be formulated in this research are: (1) critical-reflective thinking; (2) Contextual thinking; (3) pragmatic thinking; (4) spatial capability; (5) understanding ability and awareness of time; (6) logic-mathematical ability; and (7) the ability of historical understanding and awareness.

Diagrammatically, the relationship of competence to social science can be described on Figure 1.

_ Fig. 1: The Relationship of Competence to Social Science

Basic Reconstruction of Organizational Pattern of Social Science Material Based on the analysis on various views of students, teachers, and experts revealed through several instruments, can be formulated a number of basic ideas that can be used as basic principles of reconstruction of social sciences material organizational patterns, they are: (1) related and there are benefits for everyday life , (2) providing an understanding of nature or the environment; (3) easy, easy to understand, and focused; (4) increased desire to expand or increase knowledge and experience; (5) interesting and fun; and (6) accompanied by many easy-to-understand examples and as far as possible from the familiar surroundings of the students.

Based on this basic idea, what needs to be considered in the future related to the effort of primary schools social science formulation competency is how to facilitate "understanding"of social science to students, also teachers. Based on these findings, the basic reconstruction of social sicence material organizing can be described on Figure 2.

Fig.

2: The Basic Reconstruction of Social Sicence Material Organizing

In line with the ideas above, the reconstruction of organizational patterns and the material structure of social science should stand on the context of the personal context, including: (a) construction of students' old knowlegde; (b) the student experience domain; (c) a network of knowledge structures or also called "conceptual ecologies"; (d) the students' personal cultural identity; and (e) the student' psychology domain.

This context provides the principle that the organizational pattern of social science curriculum content must be assimilative, accommodative, and adaptive with individualally defined mechanisms (Banks, 1995). Inter-personal/sociocultural students' context, is the condition or sociocultural environment as "psychological tools" that created and used by the teacher for showing and facilitating between student internal function (cognitive, affective, and motoric) with student precondition act, in relation with the dialectical between student in the learning process (Vygotsky in Lasmawan, 2016).

This context provide a principle that organization pattern and Social science curriculum's structure "must become a natural psychological function as perception, memory, and attention transformed for generating new cultural forms of psychological function", and "their nature becoming culturally and socially informed and organized" (Kozulin in Lasmawan, 2016: 27).

Social context, cultural, and historycal community is social aspect, culture, and historical which become the student's daily life background. This context provide a principle that organization pattern and social curriculum's structure must referring to the principle of "a socially, culturally, and historically relevant excellence) (Bruner in Lasmawan, 2016).

Based on the formulation above, reconstruction organization pattern and social science material structure in school must be directed to application of principles "a competency-based student's psychological, socio-cultural, and intellectual horizons reconstructions". On the other side, organization and structure of social science must: (1) understandable, explainable, and defineable individually, in a way of assimilative, accommodative, and adaptive with mechanism and student internal function; (2) is a sociocultural "psychological tools" that can transform to mediation and bridge for student to do modification and transformation of structure, and internal function (cognitive, affective, and motoric) when learning interaction and communication happen (a sociocultural learning mediated); (3) have a high relevancy and significantly in social, cultural, and historical (a socially, culturally, and historically relevant excellence); (4) is a meaningful relation that related between one subject matter and other subject matters, become one subject matter; (5) following the pattern "circular", "spiral", or "cycle-tiered" with wider coverage of material, rich, variative, and plated; (6) the student has the possibility to do reconstruction to knowledge construction, experience domain, and

knowledge structure network (factual, declarative/conceptual, procedural, metacognitive, and normative/affective) that exist, become something new, and much better.

In order for reconstruction to occur, the contents of the curriculum must be challenging and full of problems that can stimulate and require students to be actively, critically and reflectively engaged in finding solutions (7) based on and aims to develop personal, social, and intellectual competencies, as a basis for students to perform reconstructions of knowledge, values, attitudes, and actions independently within the context of personal and social life; and (8) able to sustain, strengthen, and extend the natural and sociocultural structure of existing and formed students in their daily lives in society.

Reconstruction of the basic structure of social sciences curriculum material Based on the results of literature study and conclusion of the result of empirical study, it can be formulated prototype of social science material structure that categorically should include: (1) substantive structure, (2) synthetic/procedural structure, and (3) normative/affective structure, related to build a united material structure.

Substantive structures, are interrelated and meaningful interconnections of intercultural materials between different dimensions of knowledge (factual, conceptual/declarative, metacognitive) that provide a "same, clear, and whole conceptual" framework to students in: (1) formulate questions, (2) find appropriate ways to acquire and interpret data, (3) think, behave, and act, and (4) build on its meanings, values, attitudes, and actions, on various realities, phenomena, and/ or cases encountered in their personal and social life.

The social science substantive structure is eclectically organized from: (a) "functional knowledge" or "spontaneous/daily" knowledge, "indigenous science", or "genuine concept" which students construct from reality and/or socio-cultural experiences in people's lives (Dewey, 1964 and Dantes, 2014); and (b) "non-functional knowledge" or "scientific knowledge" of the discipline of the sciences as far as the degree of relevance to the student's knowledge structure, and may support the creation of a unified theme of the study.

Syntactic structures, are inter-related links or interrelated curriculum materials that are meaningfully interrelated among the various types of procedural, which can facilitate students in terms of: (a) approaches, strategies, ways, techniques, skills, processes, and/or procedures in review, test, extend, and build on their understanding, values, attitudes, and actions; (b) the principles and criteria to be adhered to when applying such approaches, strategies, ways, techniques, skills, processes, and/ or procedures to

review, test, interpret and develop meaning, values, attitudes, and his actions.

The eclectic syntactic structure of social science should be developed on the basis of: (1) the daily syntactic structure that students have and practiced in the realities of everyday life, especially in their ways: (a) "linking" knowledge, values, skills and attitudes which is already within theirselves with new experiences they have gained; and (b) "build" the knowledge, values, skills, and attitudes of their daily experience; and (2) the syntactical structure of scholarship (social and non-social), keeping in mind its relevance to the students' syntactic structure; based on consideration of possible application by students; according to social science studies field characteristics; and has been adapted, modified, specifically for the purposes of social science learning in the schools.

As the substance of the social science curriculum, the use of such scientific syntactic structures is not intended to train students toward mastery of approaches, strategies, methods, techniques, skills, processes, procedures, and/or scientific principles and criteria; but rather to strengthen and expand the basic "operations" within the structure or organization of student actions, they are: (1) cognitive operations, or commonly called "cognitive processes", or "skills intellectual"; (2) meta-cognitive operations, "cognitive strategies", or also commonly called "metacognitive strategies, executive functions or control structures"; "Self-management capabilities" and/or "matemagenic activity"; (3) affective operations; and (4) physicomotor operations (physical skills).

Diagrammatically, the relationship of basic reconstruction of social science material structure in the context of schooling can be described on Figure 3.

_ Fig. 3: The Relationship of Basic Reconstruction of Social Science Material Structure in the Context of Schooling

Normative/affective structures or "affective schemes", are intended to be intercurrent links or interrelated curricular materials between the various normative or affective charges.

This normative/ affective structure gives students a frame of thinking, and acting in accordance with their values, norms and attitudes based on their worth in terms of ethical, cultural, moral, religious, scientific, or aesthetic standards. This normative/ eclectic structure is eclectically developed based on values, norms, and attitudes contained in religion, culture, law, morals, science, ethics and aesthetics that: (1) be general or collective agreements among the wider society and social science community; and (2) owned and become a personal reference of students in thinking, acting, and acting in their personal and sociocultural background.

The two types of normative/affective structure charge should synergistically support, strengthen, expand, and/or reconstruct the normative/affective structure within the student. With regard to the controversial normative/affective structure of content in the "taboo area", there is no agreement among social science experts in Indonesia, nor has there been any research done and supported its significance.

Therefore, in this study it is deemed not to be included in the reconstruction of the social sciences curriculum content structure. Organizing the contents of social science curriculum as a systemic whole of meaningful learning experiences for students, which is eclectically developed in line with the principle of continuity and interaction between students' natural experiences constructed from various personal and sociocultural backgrounds daily with scientific experiences built from the background of class or school life.

The significance of the social science education curriculum content can be achieved ideally, if: (a) is organized and developed on the basis principle of therapeutic and tactical integrity between the substantive, syntactic, and normative structures into a totality or unity of curricular content; (b) is positioned as mediation and facilitation for students to perform "functional links" and "internal reconstructions" of their natural ecological and sociocultural structures; and not as a collection of discrete information units that students must master for purely scientific purposes.

The structure of the social scienec curriculum content is intrinsically constructed based on the principle of a student's psychological, sociocultural, and intellectual horizons reconstructions character-based, and eclectically comprises the charges contained in: (a) the student's "natural and sociocultural structure" b) the "socio-cultural-historical structures" of society, and (c) the "scientific structure".

Excessively strong or excessive scientific approaches in organizing the contents of social science curriculum contain the dangers of material which are: (a) very abstract, verbalistic, academic, and sterile against the passion and interest of natural and sociocultural students to better understand and make sense of themselves and society; (b) may undermine the student's "natural and sociocultural structure"; (c) weaken the student's "academic self-concept", and (d) release students from its sociocultural reality into the context of its formation and implementation. d.

Reconstruction of the rationale pattern of social Science class Based on the perspective of social reconstruction theory, the class of learning should be able to function effectively as a "psychological context", and the "sociocultural context" for each student to create personal and sociocultural meanings, as the creation of psychological and sociocultural environments that can stimulate students' interaction or linkage between content and substantive, syntactic, and normative structures organized systemically in the curriculum with the content and substantive, syntactic, and normative structures that the student has.

In other words, the essence of creating a social science class learning climate is not limited to the creation of a class that is psychologically interesting, fun, or edifying; or sociocultural interactive, communicative, and transactional for students. To create such learning classroom environment, the pattern of setting is focused on creating classes that can help and enable students to dynamically and flexibly shift their positions from "natural position" to sociocultural position, vice versa, and facilitate and mediate students in order for the construction process to occur and the reconstruction of the "content", "operations" and "functions" (organization and adaptation) contained within its internal structure through the experiences, activities, and materials they studies.

In the perspective of social reconstruction theory, each theoretical perspective of social reconstruction gives different attention. The psychological/ personal social reconstruction theory perspective focuses on the importance of "delivery systems", "packaging of teaching materials", and "the creation of learning conditions" according to the characteristics of learning objectives.

The perspective of social interpersonal/sociocultural reconstruction theory focuses on the importance of "mediation agents" namely: "teachers, material tools and psychological tools" in the process of interaction, transactions, and communications of subjective or intersubjective meanings as a prerequisite for their work "psychological functions" of the student.

The sociological sociological reconstruction sociology perspective focuses on the importance of "socio-cultural classes" that allow students to perform various forms and qualities of interaction and transactions of subjective or subjective meanings. Diagrammatically, the pattern of social science class that corresponds with the spirit of social reconstruction theory can be described as Figure 4.

_ Fig.

4: The Pattern of Social Science Class that Corresponds with the Spirit of Social Reconstruction Theory

In the overall pattern of social science classroom setting, teacher factor is very contributive. Based on the perspective of social reconstruction theory, there are two reasons that can be put forward: (1) however the presence of teachers is still needed in instructional activities, no matter how small the role will be played, because the teacher is a recognized leader or not Dewey said as a person "wider and deeper knowledge and matured experience"; (2) even though the student is acknowledged to have internal abilities within himself, but a student also has certain weaknesses and limitations which do not allow all things to be done and solved on their own, through its internal functions and operations.

That every student according to Vygotsky, has a "zone of proximal development", a region that distinguishes between what the student can do (potential development zone), with what students can do with the help of others (actual development zone). The role of teachers in this connection is as: mediator, curricular transformer, decision maker, reflective reformer, and cooperative participant in student learning activities.

Based on observations and interviews, it can be formulated that the paradigmatic prepositions, teachers, learning strategies, learning materials and media serve as mediators of student learning activities, because: (1) moderately provides "intellectual linkages" between the curriculum load structure and the internal structure students; (2) enable students to be able to perform reconstructions of the contents, functions, and operations within their internal structure; and (3) facilitating and bridging students to be able to cross the limits of their potential capabilities to the limits of actual capabilities.

Discussion Based on contextual findings, reconstruction and research conclusions, it appears that social science education is a pedagogical, sociocultural, and psychological media that aims to facilitate and mediate each student's endeavor to establish its identity; strengthening, expanding, and reconstructing the "natural" and "socio-cultural" constructs built on their daily experience, and used in their interpersonal relationships in society.

Basic competencies of social science are more relevant, meaningful, and have a personal significance for students, if directed to formation and development: concepts and self-understanding; an objective attitude toward oneself; self-actualization; self-creativity; and appreciation of values and religious attitudes in the personal and social life of students.

Basic competencies of social science are more relevant, meaningful, and have a socio-cultural significance for students, if directed to establishment and development: understanding and awareness of the nature of self as a member or part of society;

understanding and awareness of etiquette/courtesy in social life; ability to communicate; social interaction; cooperate with others; prosocial attitude or altruism; social participation; and the ability to understand and aware of students' gender, ethnic, and cultural diversity and equity.

Basic competencies of social science are more relevant, meaningful, and have an intellectual significance for students, if directed to estabilishment and development: the ability of critical-reflective thinking; Contextual thinking; pragmatic thinking; spatial ability (geographic skills); understanding and awareness of time; logic-math skills; and students' historical understanding and awareness; not as a collection of separate intellectual abilities and skills derived from the competencies of the field of scientific study contained in the subject matter of the curriculum.

Social science learning can be a pedagogical, sociocultural, and psychological are media for students, if: (a) students are able to create personal and sociocultural meanings through interaction, dialogue, and negotiation of subjective and intersubjective meanings on an ongoing basis; (b) stimulate students' critical and reflective motivation and awareness to nurture and improve their best natural and sociocultural talents, interests and desires; (b) based on mutual trust, respect for each other, and strong visibility between students and teachers; (c) provide opportunities and challenges for students to express themselves and develop their independence naturally or authentically.

On the other hand, social science learning activities, materials and learning media are more meaningful for students, if interpreted as "learning media" and "communication media, interaction, negotiation, and interpersonal dialogue" that provide "structural and functional links" for students to do reconstructions of their natural and sociocultural structures, more than just "curriculum delivery instruments" for teachers.

CONCLUSIONS Based on the results of contextual and conceptual as well as textual studies as mentioned above, several conceptions can be formulated as conclusions, they are: First, the student competencies developed within social science, ontologically representing the natural and sociocultural character and capacity of the students as personal, social and intellectual beings; epistemologically, built and developed in various personal and socio-cultural life backgrounds as the context of its formation; and axiologically used in building the students' personal and sociocultural awareness, and in building their understanding, values, attitudes, and actions within the society, with their personal and socio-cultural background.

Second, students' competencies in contextual, conceptual, and philosophical contexts

can be formulated to include: (1) personal competence: concepts and self-understanding, objective attitude toward self, self-actualization, self-creativity, and appreciation of values ??and religious attitudes in private and social life; (2) social competence: understanding and awareness of the nature of the self as a member or part of the community, understanding and awareness of manners in community life, communication skills, social interaction ability, ability to cooperate with others, prosocial attitude or altruism, social, and understanding and awareness of diversity and equality (gender, ethnicity and culture); and (3) intellectual competence: critical-reflective thinking, contextual thinking, pragmatic thinking, spatial ability (geographical skills), understanding and awareness of time, logic-mathematical ability, and historical awareness and awareness.

Third, the pattern of organizing the contents of social science curriculum was not developed based on the organizational pattern of disciplinary content, but organized systemically as pedagogical, sociocultural, psychological learning experiences based on the principle of a student's psychological, sociocultural, and intellectual horizons reconstructions character-based, characterized by: (a) contextual-personal and sociocultural; (b) meaningful thematic interconnections between each other as a totality or unity of curriculum content; (c) developing students' personal, social, and intellectual competencies; and (d) allow for reconstruction of the student's internal content, operations and functions, as the essence of the organizing pattern of social science curriculum content of social reconstruction theory.

Fourth, the social science classroom environment is a psychological and sociocultural context should be laid out and directed to efforts: (a) dynamicizing the student's position from a natural position to a sociocultural position; (b) provide facilitation and personal and sociocultural mediation to students in their endeavors to reconstruct the contents, functions, and operations within their internal structure.

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