

Utilization of Social Community as Learning Resources on Social Studies

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UTILIZATION OF SOCIAL COMMUNITY AS LEARNING RESOURCES ON SOCIAL STUDIES

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Abstract

Kondisi sosial budaya masyarakat Banjar memiliki potensi terhadap pengembangan bahan ajar dalam pembelajaran IPS. Kondisi ini belum sepenuhnya dimanfaatkan oleh guru IPS di sekolah. Tujuan penelitian ini adalah untuk mendeskripsikan perencanaan guru IPS dalam mendesain pembelajaran IPS dengan memanfaatkan lingkungan sosial budaya. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik Pengumpulan data diperoleh melalui wawancara, observasi dan dokumentasi. Analisis data dilakukan dengan mengacu pada model Milles dan Huberman, yaitu reduksi data, penyajian data dan verifikasi. Uji keabsahan data dilakukan melalui triangulasi teknik. Hasil penelitian menunjukkan bahwa proses perencanaan pembelajaran IPS dengan memanfaatkan lingkungan sosial dan budaya sebagai sumber belajar dimulai dengan menyiapkan silabus terlebih dahulu sebagai acuan dalam penyusunan. Selanjutnya menentukan tujuan pembelajaran yang dapat diukur dengan kata kerja operasional. Kemudian mengidentifikasi lingkungan sosial dan budaya sebagai sumber belajar yang sesuai dengan materi pembelajaran. Pemanfaatan lingkungan sosial budaya ke dalam perencanaan pembelajaran IPS menyajikan berbagai hal yang dapat memperkaya pengetahuan peserta didik dan tidak terbatas oleh dinding kelas.

Keywords: Planning, socio-cultural environment, learning resources on social studies.

PRELIMINARY

The essence of education is not just a transfer of knowledge from the teacher to the learner but also involves the role of the learner. Teachers as facilitators should make learning more active, creative and independent. Law No. 14 of 2005 on teachers and lecturers that teachers should have four, namely pedagogic competence, expertise, social and professional. Pedagogical competence describes the competence of teachers in organizing learning. Pedagogic competence mastery optimal effect on learning. Pedagogic ability to manage the learning as a basic understanding of education, understanding the learners, develop curriculum/syllabus, lesson plans, educational learning, assessment and learning outcomes, the development potential of learners (Akhmad Munaya Rahman, Mutiani, & Adhitya, 2019).

Preparation of lesson plan (RPP) as a reference and instructional guidance is the duty of teachers. The quality of learning depends on the quality of the RPP compiled. Teachers in preparing lesson plans should pay attention to the social environment and local culture because the current curriculum (Curriculum 2013) was developed to build a human that is not missing

from their cultural roots and is able to play an active role in their communities. Teachers can develop the material by utilizing the social and cultural environment as a learning resource (Sa'bani, 2017).

Banjarmasin has a rich social and cultural environment that can be explored and exploited in learning. The social and cultural environment that can be used as a learning resource as Zam-Zam Jafri Market, Kampung Sasirangan, Jingah River Village Office, Saleh Jahri Animal Park, the Dome Surgi Mufti, and House Maritime. SMP Negeri 17 Banjarmasin which is located at Jalan Jahri Saleh RT 06 No. 311 district. North Banjarmasin Banjarmasin can utilize the existing social and cultural environment as a source of learning in social studies learning. However, the reality has been the utilization of social and cultural environments in the city of Banjarmasin not fully utilized by the teacher in social studies.

SMPN 17 Banjarmasin fact that most social studies teachers did not optimally utilize the existing social and cultural environment in Banjarmasin. That is because the teachers are afraid of learning objectives are not achieved. Bringing students to learn outside the classroom to observe the social and cultural environment needs careful planning, so that teachers could use the existing books and pictures as a learning resource to support learning social studies in SMP Negeri 17 Banjarmasin.

Social studies learning problems by Nila (2013: 2) was when the teacher in planning only to use the lecture method in teaching without the use of methods, media, and other learning resources. Learning is dominated by the teacher while the role of learners just follows the direction of teachers. That condition is contrary to the nature of Curriculum 2013 in which the implementation of learning should have centered on the learner so that the role of learners in learning more dominant.

Based on these explanations, the purpose of this study was to describe the planning social studies teacher at SMPN 17 Banjarmasin by utilizing the social and cultural environment Banjar community as a source of social studies.

RESEARCH METHODS

The approach used in this study is a qualitative descriptive method. The qualitative approach to uncover the social situation to describe reality correctly strung together by sentence based on techniques of data collection and analysis of data obtained from a natural state (Satori & Aan Komariah THIS NOTE, 2013). This study aimed to describe the role of social studies teachers in planning lessons by utilizing the social and cultural environment as a learning

resource. Data collection techniques with interviews, observation and document study. Interview data were obtained from a social studies teacher (Ardaniah), principals (Harno), and the students of class VII E (Nurfaridah, M. Arif Hidayatullah, and Janatul Ramadania). Observations made during the implementation of learning. The collection of documents such as lesson plans and syllabi of social studies teacher at SMPN 17 Banjarmasin. Test validity through triangulation. Triangulation is used is triangulation source. Triangulation is to check the data obtained by multiple sources (Sugiyono

Research conducted at SMPN 17 Banjarmasin. The reasons for selecting the research place for it is essentially a learning resource selection criteria must consider the allocation of time and distance, therefore SMPN 17 Banjarmasin been a place of research based on the criteria for selecting learning resources. Vision, mission, and goals of SMPN 17 Banjarmasin have a purpose that is consistent with research being conducted that wants to realize the learners who care about the environment, the school that is conducive to the social and cultural environment and preserving the environment.

RESEARCH RESULTS AND DISCUSSION

The role of the teacher as the planner will determine the direction of learning. Quality planning will produce process and results are also qualified. The results of the interview (January 23, 2019) on teachers plan to learn by utilizing the social and cultural environment in SMPN 17 Banjarmasin, the teacher said that before implementing learning teachers make an annual program, create a semester program, preparing syllabi, create lesson plans, analyze the results of learning, remedial and assignments. Following the identification of social studies lesson plans in a social environment utilizing SOCIAL STUDIES material culture of economic activity:

Table 1 Identification of Learning Implementation Plan (RPP) by Leveraging Social and Cultural Environment

No.	Basic competencies	Learning objectives	Learning materials	Learning Resources
	KD KD 3.3 and 4.4: Understanding the concepts and results of the analysis of interactions between people and space to produce a variety of economic activities (production, distribution, consumption, demand, and supply) and the interaction between	<ol style="list-style-type: none"> 1. Explaining Production Activities 2. Explaining the Distribution Activity 3. Explain consumption activities 	1. Economic Activity	<ol style="list-style-type: none"> 1. Social Studies Books for Students and teachers in grade VII 2. Pasar Jafri Zam-Zam

rooms for the sustainability of the economic, social, and culture of Indonesia.

4. Analyzing Economic Activities in the school environment.

Source: Data processing (2019)

Based on identification lesson plan teachers to take advantage of social and cultural environment on Monday, the 4th of economic activity with instructional materials, teachers use a socio-cultural environment, the Zam-Zam Jafri market as a source of social studies. Preparation of lesson plan (RPP) to take advantage of the social and cultural environment, teachers prepare the syllabus in advance as a reference in the preparation of the RPP. Teachers determine the learning objectives with operational verbs that can be measured and then identify the social and cultural environment in accordance with the material of economic activity (production, distribution, and consumption). The selected learning resources to support teachers in teaching social studies in addition to textbooks is the social environment, the market Jafri Zam-Zam.effectiveness learning as a learning resource selection criteria.

In the initial activity of the lesson plan, the teacher invites students to pray before the study, and then check the attendance of learners. The teacher asks students to sang Garuda Pancasila. Teachers do apperception by asking what items are required of students every day, then linking to learning today. The teacher writes the learning objectives and then dividing the students into six groups. Before learners to Zam-Zam Jafri Market teacher asks students to read the material on economic activity. The teacher paste images relating to economic activity. The teacher writes the learning objectives and then dividing the students into six groups. Before learners to Zam-Zam Jafri Market teacher asks students to read the material on economic activity. The teacher paste images relating to economic activity.

Core activities in the implementation plan learning learners are asked to observe the image and determine the economic activity in the image. Learners can answer asked to come forward to write any economic activity in the image. Once learners know the meaning of economic activity, the teacher brought the students into the market to observe any economic activity in Jafri Market Zam-Zam. Previously, teachers have explained the task of each group to observe, discuss and interviewing sellers in Zam-Zam Market Jafri to answer the question that was the teacher wrote on the board with regard to economic activity. After arriving at the

Zam-Zam Market Jafri students were asked directly dispersed in accordance with the group to observe any economic activity in Jafri Market Zam-Zam.

Lesson plan on closing activity, that is, after all, a group presentation to the class teacher to add an explanation to the findings of learners. The teacher asks the impression of learners after invited to Zam-Zam Jafri Market, then teachers also ask if anyone has not understood learners on economic activity. Furthermore, teachers and learners conclude learning activities on this day. As the task of the teacher asks students to identify what activities are there in the environment of the learners as a measure of achievement of learning objectives.

In the aspect of the assessment, the SMP 17 Banjarmasin using assessment guidelines Assessment in the curriculum, 2013. Curriculum 2013 was divided into the competence of the attitudes, knowledge, and skills. Aspects of knowledge by teachers are seen from the written and oral tests, attitude seen from contributions in the learning and skills seen from the activity in question and answer and discussion. Forms of matter that made the teacher is a description of the problems related to the environment around the learner.

Based on the above lesson plan, there is a fallacy in which the teacher does not write the learning objectives clear learning objectives on core activities while the teacher asks students to observe the process of economic activity in Jafri Market Zam-Zam. The activity asks teachers to share problems we had prepared previously, while the activity asks the teacher to open the widest possible opportunity for students to ask on what has been seen and read. The activity asks learners should be done by either of the activities to formulate questions to seek answers to the question that has been selected is not set up question which is far from the thinking of learners (Kunandar, 2013).

SOCIAL STUDIES learning by utilizing the social and cultural environment makes powerful learning (Supardan, 2015). The use of the social and cultural environment in planning the implementation of learning by Herrera (1998: 36) in Komalasari (2014: 124) can result in learning more meaningful and interesting. The environment provides a variety of things that can be learned for learners. Thus, teachers should maximize the social and cultural environment in the lesson plan for the quality of teaching depends on the lesson plan devised (Komalasari, 2010). Utilizing social and cultural environment in the learning plan is also in line with the objectives of the curriculum in 2013 by Kunandar (2015):

Based on interviews with social studies teacher (Ardaniah), that teachers recognize the utilization of social and cultural environment very effectively used as a learning resource. But the teacher has not utilizing social and cultural environment to the fullest because teachers find material social studies that many, limited time and a lesson plan that is created must be ripe

and the conditions of learners who are not ready to be invited to learn outside the classroom cause a teacher in planning the implementation of learning only using books and diagrams in books alone. Based on the lesson plan can be summed learning that takes place entirely managed by teachers as learners receive knowledge from teachers and books alone.

Based on the above conditions that a teacher must have good management in learning. The management functions tied to all the activities of teachers in planning, organizing, monitoring, and evaluation. Therefore teachers should pursue all its resources to plan for quality learning. Management that will either make plans made in harmony with the implementation process that takes into account the allocation of time and consider the charge of the material presented. When teachers have in teaching management, the barriers to bring the students to learn to overcome the social and cultural environment. Management functions in the planning include the obligation to teachers in the preparation of the annual program, the manufacture of the semester program, syllabus, and learning implementation plan (Mufid, 2017).

CONCLUSION

The teacher's role in education is very important. Teachers must have the ability in planning, implementation, and evaluation. Planning is the starting point of a lesson. The lesson plan (RPP) determines the direction of a lesson. The use of learning resources in the form of social and cultural environments in the lesson plan will make learning more meaningful and varied so it is not boring. This is consistent with the objective of Curriculum 2013 where the use of the socio-cultural environment is intended that the students learn the roots of local culture. The social and cultural environment presents a fascinating and rich knowledge for learners. Social studies teacher at SMPN 17 Banjarmasin using social and cultural environment that is market-Zam Zam Jafri as a learning resource. In the lesson plan, teachers prepare the syllabus as a reference in the preparation. Then, determine the learning objectives with measurable operational verbs, identified according to the socio-cultural environment based on the material presented.

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