Rusmaniah

Menulis Artikel Menuliskan Pembelajaran

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Ersis Warmansyah Abbas

Rusmaniah

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Ersis Warmansyah Abbas
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Ersis Warmansyah Abbas
Koodinator Program Studi Pendidikan IPS FKIP ULM

Bismillahirrahmanirrahim.

Pada tahun 2020, setelah melalui serangkaian tes calon dosen ULM, saya sodorkan semacam janji tekad kepada Rusmaniah : Bila diterma menjadi dosen di Program Studi Pendidikan IPS ULM bersedia memperdalam pemahaman Bahasa Inggris dengan kursus kontinyu. Pengalaman saya, karena Bahasa Inggris ala kadarnya banyak hal terganggu. Sebagai akademisi, penguasaan Bahasa Inggris sangat penting.

Rusmaniah berpredikat *Top Leader Jafr*a, bisnis rintisannya sejak mahasiswa, tetapi kewajiban sebagai dosen merupakan hal tidak untuk ditawar-tawar. Saya tekankan : "Saya tidak memintamu menjadi dosen, kamu mendaftar atas kemauan sendiri. Saya tidak meminta satu senpun kepadamu, sebaliknya memberimu peluang agar memantapkan pengetahuan dan keterampilan kedosenan. Saya tidak berutang apapun padamu".

Saya tidak paham apakah dia tersinggung atau tersungging, atau mamaknai esensi ucapan tersebut, dan kalau ya, syukur. Saya ingin siapa saja yang saya tes dan berhasil menjadi dosen bertanggung jawab atas segala kewajiban untuk ditunaikan. Tidak ada tawar-menawar atau alasan ini alasan itu. Menjadi dosen sesungguhnya bagi mereka yang serius dan fokus. Bukan berarti tidak boleh berusaha. Dulu, saya mendosen, sembari menjadi peternak ayam, petambak ikan, dan *owner* media cetak.

Hal paling pasti, dosen menyandang Tri Dharma Perguruan Tinggi. Tidak boleh abai perihal pendidikan, penelitian, dan pengabdian kepada masyarakat. Kewajiban tersebut dipublikasikan bukan saja sebagai tanggung jawab akademisi, akan tetapi dalam kerangka kemanfaatan bagi semua.

Sebagai asisten, Rusmaniah secara proporsional dan profesional ditugaskan sebagaimana dosen-dosen muda. Soal mengeluh atau bahkan memberontak, merupakan hal hajar sampai memahami hekekatnya. Saya gembira dengan performa mereka, sekalipun mengharapkan lebih. Setidaknya Rusmaniah membayar sebagian utang janjinya : Menulis artikel, sendiri dan bersama, dan mempublikasikan di jurnal akademik.

Buku *Menulis Artikel Menulis Pembelajaran* bukti giat positif akademis embanannya. Pada dataran tertentu, bisa jadi membanggakan, belum dua tahun menjadi dosen sudah berani mempublikasikan kumpulan artikel dalam bentuk buku. Keberanian positif bukanlah dikarenakan nekad dengan bekal seadanya. Keberanian adalah perjuangan pengemban amanah.

Selamat atas terbitnya buku *Menulis Artikel Menulis Pembelajaran*. Semoga bermanfaat dan berkah. Aamiin Ya Rabbal Alamin.

Banjarbaru, 27 Agutus 2022

Prof. Dr. Drs. Ersis Warmansyah Abbas, BA, M.Pd.

Pengantar Penulis

Rusmaniah

Alhamdulillah.

Keinginan menerbitkan buku sudah mendamba sejak sebelum saya menjadi dosen di Program Studi Pendidikan IPS FKIP ULM yang tidak terwujud dengan berbagai alasan. Sekalipun saya dosen baru, istilahnya belum 100% Aparat Sipil Negara (ASN), bersama teman-teman dilibatkan gerak kegiatan Program Studi Pendidikan IPS FKIP ULM, terutama menyangkut kegiatan akademis, Tri Dharma Perguruan Tinggi.

Puncaknya, tentu saja sebagaimana kami "rumpikan" dan "nyinyiri", menuliskan kegiatan akademis. Menurut Prof. Dr. Drs. Ersis Warmansyah Abbas, BA, M.Pd., muara kegiatan akademis, diantaranya menulis dan mempublikasikan tulisan. Tulisan dalam bentuk artikel ilmiah terpublikasi di jurnal terindeks menjadi sasaran panah indikasi. Menyandang predikat akademisi, tetapi tanpa tulisan bak makanan tanpa garam.

Sekalipun dalam tahap belajar, membelajarkan diri, sebagai dosen yunior saya beraktif menulis, menulis bersama teman-teman, ditambah artikel dari tesis S2 saya, menjadi buku : *Menulis Artikel Menuliskan Pembelajaran.* Sesuatu yang terbayangkan saja tidak.

Sungguh, saya terkaget-kaget dengan terbitnya buku *Menulis Artikel Menuliskan Pembelajaran.* Prof. EWA meminta saya menulis *Curriculum Vitae* dan kemudian meminta naskah-naskah artikel saya (bersama teman-teman) dikirimkan dan *Sidin* menyeting dan me-layout sehingga menjadi *dummy*. Jadilah buku yang dibaca pembaca ini.

Dummy buku *Menulis Artikel Menuliskan Pembelajaran* dikirimkan kepada saya untuk dikoreksi sebelum dikirim ke percetakan. Tentu saja saya terlongo. Membayangkan pekerjaan rumit tersebut. Bahkan, saya merenung, lalu bagaimana dengan biaya cetak dan sebagainya?

Saya tidak hendak menjawab atau mencari jawab pertanyaan tersebut. Ternyata, teman-teman dosen yunior --- lima orang--- semuanya diperlakukan sama. Kata Prof. EWA : "Saatnya kalian menerbitkan buku sebagai landasan untuk menerbitkan buku selanjutnya".

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Banjarmasin, 27 Agustus 2022

Rusmaniah, S,Pd., M.Pd.

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1. Exploitation of Children as Buskers in Banjarmasin

Muhammad Adhitya Hidayat Putra,
Muhammad Rezky Noor Handy, Rusmaniah, Bambang Subiyakto

ABSTRACT

The phenomenon of children becoming buskers in big cities in Indonesia, such as the phenomenon in the city of Banjarmasin. This study aims to examine social factors and the role of parents in the activities of buskers children in the city of Banjarmasin. The method used is a qualitative approach; observation, interviews, and documentation do data collection. The results showed that the children of buskers in the city of Banjarmasin came from underprivileged families and had deficient education and a low economy. The form of family exploitation of these children makes them buskers who are usually in traffic light areas. The government has also made various efforts to reduce the number of child buskers on the streets of Banjarmasin. Still, the results have not been maximized so far, especially during the increasingly mushrooming covid-19 pandemic.

Keywords: Singer children, exploitation, and government.

PRELIMINARY

Children should have the same rights in the family, but these rights are currently so many violations of children's rights that should be protected and even have the right to go to school like other children. Seen on several roadsides, their own families exploit children to do jobs that they should not do at their age, one of which is being a busker. This can be found inseveral traffic lights in the city of Banjarmasin, even though with this work, they have a very high risk because they have to sing on the sidelines of motorized vehicles passing through the road.

While Law no. 23 of 2002 concerning Child Protection Article 1 paragraph 1 explains that "A child is someone who has not18 years old, including children who are still in the womb." With this, the criteria for minors are children who have not reached the age of 18 years, which is between 0 years and 18 years. The exploitation of children is also a big problem and also the rights of children who are also a threat, so it should be as good parents and as a community that must participate in providing protection to them following the Child Protection Law no. 23 of 2002 Article 20 states "The state, government, community, family, and parents are obliged and responsible for the implementation of child protection". This child protection activity is held with the aim that every anal can develop her potential in various fields and grow up naturally according to her age (Gultom, 2006; Rusmaniah et al., 2021; Rahmah et al., 2021).

The development of child buskers is also a social problem that needs special handling from all parties. Children during their growth period are very vulnerable to getting poor treatment such as exploitation and other criminal acts. Such a situation will harm the child's physical and mental development as well as socially. Meanwhile, according to the Department of Social Welfare, street children are children under 18 who spend 8-24 hours on the streets singing, begging, and vagrancy to earn money to sustain their lives. Areas that usually become a place for children to make money are traffic lights, terminals, traditional markets, and city parks (Setiawan, 2017; Sari et al., 2020).

The phenomenon of child buskers in cities throughout Indonesia, such as Banjarmasin, is a common sight for road users, especially in traffic lights. Every day many child singers do their activities to make money because of the demands of the family. The problem now is that the exploitation of children who are used as buskers is a form of social problem in society. This exploitation negatively impacts children's development in terms of mental, social, and physical. Singer children do not get love from their families. At the same time, they have to spend time on the streets singing. The children's buskers don't only work late at night, and sometimes some sleep in the overhangs of shophouses.

METHOD

The approach used in this study uses a qualitative method, meaning that: to understand the phenomenon of what is experienced by research subjects such as behavior, perception, holistic action (Sugiyono, 2008). The results

of this study are descriptive data regarding studies relating to children's buskers. In addition to qualitative methods, this research uses case study field research methods. The research location is in the city of Banjarmasin. While the focus of this research is the exploitation of children as buskers. Data collection methods used in this study include the methods of observation, interviews, and documentation.

Primary data sources consist of interviews with children buskers and in the city of Banjarmasin. In comparison, secondary data consists of interviews with family members of children buskers and research instruments developed into a data collection tool in the form of interview guidelines, observation sheets, and documentation (Yusuf, 2017). Data collection techniques carried out include conducting in-depth interviews through interview and observation guidelines. In addition, an in-depth interview technique was used to answer questions about the exploitation of children used as buskers. Meanwhile, observations were made on the documentation, both in photos of the activities of children buskers on the street and their daily lives. Finally, the implementation phase of the research was carried out by collecting data, reducing data, and presenting data to concluding (Miles & Huberman, 1992).

RESULTS AND DISCUSSION

The city of Banjarmasin is always crowded with various activities at a busy time from 07.30 to 16.00. the hustle and bustle of the city atmosphere have become a common thing Among those who are indeed users of the streets in Banjarmasin City and street children use the crowd at traffic lights to make money by singing when the traffic light is red. The number of street children in Banjarmasin City, more precisely along S. Parman Street, has eight traffic lights, and each of them has 4 to 5 child buskers. The child singers work on average from 07.00 WITA to 23.00 WITA. While the income obtained from the results of singing earns Rp. 10,000- Rp. 30,000 in one day.

This income is not commensurate with the risks they face on the streets. Traffic accidents always haunt them, from hitting the rearview mirror until their feet are run over by motorcycle or car tires. This is in line with what was conveyed by Amat "*batis ulun kadang- kadang telindas kendaraan, tapi untung kadapapa*" (My leg sometimes gets run over by the motorbike, but luckily it's oka) (Interview in September 2021). This illustrates how dangerous it is when underage children are exploited to work as street singers, with vari-

ous risks always present. The family's economic situation also becomes one of the main factors in choosing to become street singers, even though they are still children. With a poor economic background, the role of parents is also crucial because they ask their children to help the family economy.

Moreover, economic problems have become prolonged polemic (Putra et al., 2021; Werty et al., 2021). In fact, the parents initially forbade their children to carry out singing activities on the streets. Still, gradually the parents also felt helped by the activities carried out by their children so that in the end, they no longer prohibited their children and might tend to ask the children to do it again.

The educational background is indeed not good in terms of parents and children. However, the views of the parents of the surrounding community are not open to education as essential for the survival of the future. Therefore, it is one of the factors that cause children to choose to become street singers. This is in line with the fulcrum on education, namely for the nation's benefit and good citizenship (Abbas, 2013; Putra, 2019).

The concept of child labor can also be distinguished between working children and child labor. Children who work will do a light job wherein their work they still respect their rights as children and only work temporarily and then legally. Meanwhile, child workers who usually do heavy and dangerous work tend to be exploitative in which they work; they no longer care about their rights as noble children, from the right to education to their health and working time exceeds the specified limit and is permanent and illegal. These child buskers are included in child labor. Based on Law No. 20 of 1999 concerning the ratification of the ILO No. 138 regarding the Minimum Age limit to be allowed to work (Waluyo, 2011; Rusmaniah, 2017) is:

"Any activity or work which, by its nature and type, has or can harm the safety, physical or mental health, or moral development of children. Excessive workloads can also cause hazards, physical conditions of work, and work intensity in terms of the duration of working hours, even though the activity or work itself is known to be not dangerous or safe.

Factors that cause children to become buskers, namely the existence of external factors from the child. Sociological factors or environmental factors are also the shapers of personality, where sociological or environmental factors contain understanding as factors that shape a person's personality to be following the behavior or personality of the group or community environment

(Dhodiri et al., 2005). From there, we can see that the factors of social interaction that occur between these children are in their family environment. The family condition of the buskers' children can affect all the activities carried out by the children. According to their narrative, family is one of the important reasons for requiring them to do so to support the survival of themselves and their families. Thus, the children of buskers do not get their rights to get an education in a proper school, their parents' attention. But children are exploited by the family by becoming buskers to help meet their income needs. Therefore, exploitation carried out by families against children by making buskers will harm their development and growth.

First, the physical impact is the impact on the child's body or physique, which is hot on the road every day, causing the child's skin to become black and burnt and the hair to become dull due to continuous exposure to the sun. Another physical impact of singing is the need for careless food and does not see the nutrition so that it will impact the physical growth of the child and become thin and many diseases arise. The second impact is the impact on the psychological development of children. In the community's view, buskers are seen as disturbing the community, disturbing the environment in which the community lives. This is because the stigma that street singers are children is negative, so they are excluded from society (Herman, 2005).

Following article 32, the United Nations Convention on the Rights of the Child, the government has ratified the obligation to protect children from economic exploitation, and any work that may be harmful, interfere with children's education, be harmful to physically and psychologically in children's social development (Republic of Indonesia Government, 2003). However, in practice, it has not been fully implemented in Indonesia. This is evidenced that there are still many children who are exploited as buskers, beggars, scavengers. Based on the theory above, it can be concluded that children's buskers are one of the social problems that need attention from the Banjarmasin City government. The existence of child buskers cannot be eliminated quickly, but the number can be minimized with various efforts carried out in collaboration between the government and NGOs (Non-Governmental Organizations). The City of Banjarmasin has carried out various ceremonies to bring order to the child buskers on the streets with the Office of Social Welfare of the City of Banjarmasin. One of the activities carried out by these parties is carrying out social order operations.

A social order operation is carried out and is very much needed to guard and raid child buskers on the streets. And for the child buskers who were caught by Razia will be secured at the Office of Social Welfare of Banjarmasin City, then the children who are caught are placed in the counseling and coaching section for the children who are netted to be given counseling for one day, with the aim that the children leave the job on the streets as buskers. Therefore, improving the welfare of children buskers needs the participation of the government; in this case, all the people in the city of Banjarmasin should be concerned with carrying out guidance, supervision, and intensive guidance for their existence to get the rights in their lives, Besides that, during the Covid-19 pandemic, the children of buskers or street clowns are increasingly mushrooming, even though the Banjarmasin city government has done its best to handle children, be it buskers or clowns (Putra, 2021).

CONCLUSION

The exploitation of underage child labor, namely child buskers, occurred in the city of Banjarmasin. Social factors become an essential aspect of the cause of child buskers being exploited, starting from family, economic factors. The role of parents in busking activities is an activity where children give some of the money they earn from singing to their parents and for their own lives. For this reason, concern from all parties is needed to overcome the social problems of child buskers, not only from the Banjarmasin City government, but the community is also obliged to participate significantly in reducing these social problems.

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2. Improving Beginning Reading Skills Using Word Card Media for Grade 1 Students at SDN 004 SALO

Devi Lasdya, Putri Hana, Muhammad Syahrul Rizal,
Ersis Warmansyah Abbas, Rusmaniah

ABSTRACT

This research was motivated by the low reading skills of the first graders of SDN 004 Salo. One solution to overcome this problem is to use word card media. Therefore, this study aimed to improve the reading skills of grade I students on the theme of Myself by using word cards as the media. This research method is Classroom Action Research (CAR), carried out in two cycles. Each cycle consists of two meetings and four stages: planning, implementation, observation, reflection, and when the research is carried out from July to September. The subjects of this study were first-grade students, which were 21 people. The collection technique is in the form of documentation, observation, and tests. This study concluded that the student's initial reading skills with the theme Myself in the first cycle were classified as lacking with the percentage of students' mastery with an average value of 61%. Meanwhile, there was a good increase in the second cycle, namely 85% student mastery. Thus, it can be concluded that using word card media can improve the reading skills of first graders at SDN 004 Salo.

Keywords: Word card media, Beginning reading skills, and Basic students.

PRELIMINARY

National Education based on Pancasila and the 1945 Constitution of the Republic of Indonesia functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character (Abbas dkk., 2021).

Healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. To carry out this function, the government organizes a national education system as stated in the UUD N0.20 of 2013 concerning the national education system.

Early reading learning in elementary school is closely related to early writing learning because it aims to make children able to recognize letters, identify, classify letters, and assemble letters into syllables, words, and sentences (Mutiani, Sapriya, dkk., 2021). Skill is the ability or potential to master a skill that is innate from birth or results from training or practice and is used to do something that is realized through one's actions (Abbas dkk., 2019).

Beginning reading is a learning process for reading for early grade elementary school students. Students acquire skills and master reading techniques, and capture reading content well. Therefore, teachers need to design learning well (Agustina, 2016). So that it can grow the habit of reading as something fun, the learning atmosphere must be created through language game activities in learning to read (Mutiani, 2021). Games have an important role in the cognitive and social development of children.

Reading skills are an activity or cognitive process that seeks to find various information contained in writing (Dalman, 2013). This means that reading is a thought process to understand the contents of the text read. Therefore, reading is not just looking at a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourses. Still, more than that, reading is an activity to understand and interpret symbols/signs / meaningful writing so that the message conveyed by the author is acceptable to the reader (Antonius Purwanto, 2021). The word media comes from Latin and is the plural form of the word medium which means "middle," "intermediary," or "introduction." In outline, media are humans, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes (Arsyad, 2011). Therefore, learning media is defined as all objects that become intermediaries in the occurrence of learning.

Based on the results of observations on the implementation of the initial reading lesson, which was carried out on Monday, March 02, 2021, class 1 SDN 004 Salo in Indonesian language learning, namely about initial reading, the pronunciation is also not correct, such as the pronunciation of consonant letters that are not precise, for example, permission to read permission, sustenance is read fortune and cannot be spelled (Ahmad, 2020). And in reading, there are

still many students whose intonation is not appropriate in places such as a period (.), comma (,), question mark (?), an exclamation mark (!). Moreover, in fluency, students cannot read aloud because students in reading are still stammering. The results of the pre-action were used as a comparison of social skills before and after using word card media at 1 SDN 004 Salo.

Based on the problems that have been described, a solution is needed to improve early reading skills, one of which is by using word card media. Beginning reading skills The results of early reading learning with the SAS method, the teacher still has shortcomings in teaching, namely in teaching the teacher does not use learning media, the teacher explains only using markers and blackboards so that children tend to get bored more easily in the learning process, so not all fluent students (Nur, 2020). Furthermore, the research results were conducted by Ahmad (2020) with the title: "Improving early reading skills by using word card media on My Body Material. It also revealed that using word card media improved early reading skills (Ahmad, 2020). This can be seen from the results of the study. It can be concluded that improving students' initial reading skills by using word card media on my body material can improve student learning outcomes in Indonesian subjects. This article describes the improvement of Beginning Reading Skills by Using Word Card Media in Grade 1 Students of SDN 004 Salo.

METHOD

The research carried out was classroom action research (CAR). According to Arikunto (2011), classroom action research is an observation of learning activities in the form of an action deliberately raised and occurs in a class action together. The action is given by the teacher, or directions from the teacher are carried out by students. This research was conducted at SDN 004 Salo, Salo sub-district, Kampar district. The subjects in this study were grade I students at SDN 004 Salo city in the 2020/2021 academic year, totaling 21 students, consisting of 10 male students and 11 female students (Hardani dkk., 2020).

Data collection techniques in this study using documentation are used to collect research evidence in photos or videos. In addition, observation is used to collect data about teacher and student activities when the learning process takes place using word cards and short discourse texts of existing competency standards and basic competencies, on the class I syllabus (Ahmadi, 2014).

The data analysis technique collected in this study combines qualitative and quantitative data. Thus the data analysis of this research is the analysis of qualitative descriptions and quantitative descriptions. Qualitative data in the form of observations of teacher activities and student activities carried out in each cycle refers to teaching and learning activities using word card media. The teacher's activities observed included initial, core, and final activities. In contrast, quantitative data were obtained based on tests given to students at the end of each lesson. Therefore, quantitative data analysis was carried out by looking at the completeness of reading after the test was given, both individually and classically.

Student Score = total score×100

Maximum quantity

(Muslich, 2010)

Students are said to be complete if the score is the same as the KKM or KKM is higher, namely 70. Meanwhile, to determine classical completeness, the formula used is:

Classical Completeness = the number of students who completed learning 100×*Total number of students*

(Purwanto, 2011)

If the classical mastery of students has reached 80% of all students, then the classical student learning outcomes have been achieved well. The table of completeness criteria for reading Indonesian language learning can be seen in the following table

Table 1. Criteria for the percentage of reading completeness

Criteria	Score
Very good	90–100
Well	78– 89
Enough	70 – 77
Not enough	60 – 69
Less once	< 60

Source: Pramudyanti (2016).

RESULTS AND DISCUSSION

Pre-cycle

Before taking action using word card media in Indonesian language learning, the researcher analyzed the results of initial observations of learning outcomes before the action to know students' success in reading. The pre-action results are used to compare the learning outcomes before and after using the word card media for class, I SDN 004 Salo. The results of the pre-action can be seen in the table below

Table 2. Pre-Action Data for Beginning Reading Skills in Indonesian Language Learning at SDN 004 Salo

No	Aspect	Amount	Percentage
1	Complete	7 Students	33.33%
2	Not finished	14 Students	66.66%
Total		21 Students	100%

Source: processed data source (2021).

Based on table 2. it is known that the reading mastery of class I students at SDN 004 Salo before the classical action had not yet reached 75% of the predetermined Minimum Mastery Criteria (KKM), which was 70. Indonesian language and literature learning in elementary schools are more directed at students' competence to speak and appreciate literature. In practice, literature and language learning is carried out in an integrated manner. Meanwhile, teaching literature aims to improve students' ability to enjoy, appreciate, and understand literary works. Knowledge of literature is only supported in appreciating.

As for the recommendations for teachers for the implementation of language education practices, among others; 1) the teacher must be able to create a class situation that is calm, clean, not stressful, and very supportive for the implementation of the learning process; 2) teachers must provide opportunities for students to access all materials and sources of information for learning; 3) using a cooperative learning model through discussion in small groups, debates, or demonstrations; 4) linking new information to something already known by students so that it is easy for them to understand; 5) encourage students to do their paper writing assignments by conducting studies and exploring new things in in-depth studies; and 6) the teacher must have records of the progress of all students' learning processes, including their individual and group assignments in the form of discussion questions. In its application, it is described in two cycles as follows;

Cycle 1

After the implementation of the action is completed in the first and second meetings, then a short discourse reading test is carried out to students to determine the success of students in reading in the indicators of pronunciation, intonation, and fluency in the first cycle, which can be seen in the following recapitulation table:

Table 3. Value of Beginning Reading Skills Cycle I . Student

Score	Category	cycle I	
		Complete	Not Complete
90-100	Very well	4 students	—
80-89	Well	4 students	—
70-79	Enough	5 students	—
60-69	Not enough	—	1 student
<60	Very less	—	7 students
Amount		13 students	8 students
Percentage		61, 90%	38.09%
Category		Not enough	Less once

Source: observation results (2021).

Cicle 2

The results of learning to read students in the second cycle of my body material in class I SDN 004 Salo are classified as good with an average of 85 in detail, it can be seen in the table below:

Table 4. Value of Beginning Reading Skills Cycle II students

Score	Category	cycle II	
		Complete	Not Complete
90-100	Very well	9 students	—
80-89	Well	2 students	—
70-79	Enough	7 students	—
60-69	Not enough	—	3 students
<60	Very less	—	-
Amount		18 students	3 students
Percentage		85.71%	14.28%
Category		Well	Less once

Source: observation results (2021).

Based on the results of the preliminary reading of the short discourse test conducted in cycle I and cycle II, it can be concluded that there is an increase in the students' reading learning process in learning Indonesian in my body material, this can be seen from the results of cycles I and II. Comparison of data obtained from cycles I and II can be seen in the following table:

Table 5. Comparison of early reading skills of first graders at SDN 004 Salo in Pre-action, Cycle I, and Cycle II

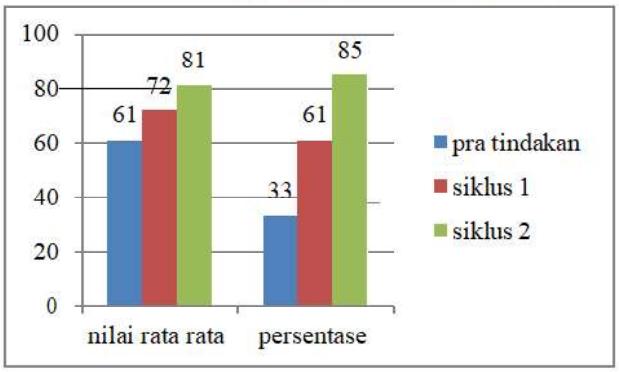
No	Information	Pre-action	Cycle I	Cycle II
1	Average value	61%	72%	81%
2	Classic presentation	33%	61%	85%
3	Category	Not enough	Enough	Very good

Source: observation results (2021).

From table 4.5 above, it can be concluded that there was an increase in the studer

From table 4.5 above, it can be concluded that there was an increase in the student learning process in my body material from before the action, cycle I to cycle II it was known that the average score of students before the action was 61%, in cycle I increased to 72%. Cycle II experienced an increase to 81%. In comparison, the percentage of classical mastery learning before the action was 33%. In the first cycle, it increased to 61%. In the second cycle is increased to 85%, the comparison between the above cycles can be presented in the following graph:

Picture 1. Comparison Graph of Beginning Reading Skill Success



Source: Data Processed (2021).

Based on the graph above, it can be seen that the completion of the thematic learning process from before the action, cycle I and cycle II above, it can be seen that the results of the student learning process in cycle II have exceeded 75% reaching the Minimum Mastery Criteria that have been applied, as for the Minimum Mastery Criteria (KKM) which that has been applied in this study is 70. For that reason, using word cards media can increase learning to read in grade 1 students of SDN 004 Salo.

Based on the results of classroom action research, beginning reading skills using word card media in grade 1. According to Sandman. et al. (2012: 6); media is anything that can be used to channel messages from sender to receiver to stimulate students' thoughts, feelings, interests, and attention so that the learning process occurs. According to (Arsyad, 2011), word cards are small cards that contain pictures, text, or symbols that remind or guide children to something related to the picture, which can train children in spelling and enrich vocabulary (Mutiani dkk., 2022). Based on the research results in cycle 1 of students who completed, there were 13 students. The advantages were that they were diligent in reading at home and knew all letters even though they were still spelling in reading text using word card media. While the students who did not complete in cycle 1 there were 8 students, the drawback was that students did not want to be taught to read while students who did not know letters at all.

The learning process in this study uses word card media, wherein this word card media there are several stages of implementation, there are 4 steps to using letter card media in learning to read students in a class I are as follows: 1) Utilizing letter cards that are around students to be used as a source of student learning in reading. 2) Connecting the reading material with letter cards with concrete objects in the student's environment. 3) Students arrange letter cards based on the names of the concrete objects they find to form words and sentences. 4) Students read/ spell the words or sentences they have found. Based on the implementation results in the first cycle, learning is still relatively low because, at the time of problem orientation to students, the teacher conveys apperception, and students seem less enthusiastic. After that, the teacher explained the learning objectives and provided motivation that still did not attract students' attention.

In cycle 2, 7 students increased to 18 students. The advantages are that they already know the letters have started fluently in reading the teacher's short discourse texts, while 3 students are incomplete. Know, the student is less able to read at home. The results of the acquisition of early reading skills

in cycle II have increased when compared to cycle I. The overall increase in reading skills at the beginning of cycle II is 81%, with a classical amount of 75%.

CONCLUSION

Indonesian in elementary school is one of the subjects that can develop student activities. A language is a communication tool. Learning a language means learning to communicate. Indonesian language learning itself has a goal that is not different from other learning objectives: acquiring knowledge, skills, creativity, and attitudes. Language skills in the school curriculum cover four aspects: listening skills, speaking skills, reading skills, and writing skills. In learning, the most important task of educators is to condition the learning environment to support better behavior change for students. To achieve this, educators can use various learning resources to support changing behavior in students. Based on the results of observations of students' initial reading skills in the first cycle of the first meeting, it was 52%, while at the second meeting, there was an increase to 61%. Likewise, with cycle II, at the first meeting, the percentage of observations was 66% and increased at the second meeting to 85%. The results of this study have increased and have reached the minimum percentage of classical completeness, which is 75%.

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3. Kajian Empirik Pendidikan dalam Latar Peristiwa Masyarakat Tradisional, Modern, dan Era Globalisasi

Mutiani, Jumriani, Herry Porda Nugroho Putro,
Ersis Warmansyah Abbas, Rusmaniah

ABSTRACT

The existence of education is recognized as part of basic human needs. This matter has a contradiction with Maslow's concept of needs. However, with education, humans are able to use their minds and competencies to meet physical and psychological needs, as well as socially. This article aims to describe an empirical study of education in a traditional, modern, and global society. This article was prepared by utilizing a literature study as a writing method. Literature study is interpreted as solving problems by tracing the sources of writings that have been made previously. The results of the discussion described that education should lead to learning that allows students to experience human relations intensively and continuously to avoid conflicts of race, religion, ethnicity, political beliefs, and economic interests. The learning approach is not merely rote but with a learning approach that allows the integration of human values in personality and behavior during the learning process. The realization of the meaning of education and the foundation of learning requires an effective learning process. Although the background of community events is different (traditional, modern, and in the era of globalization) but one learning strategy that pays attention to the development of the potential of students is a strategy of problem- solving skills. Thus, education can be a learning space for students in generating knowledge as a complete understanding in everyday life.

Keywords: education, society, and students.

PENDAHULUAN

Pendidikan menjadi kunci utama keberhasilan suatu bangsa, untuk

menghantarkan kesejahteraan dan kemakmuran masyarakatnya (Salam, 1997). Bangsa yang baik adalah bangsa yang memperhatikan serta membangun sistem pendidikan yang baik pula. Jika suatu Negara belum mampu mengembangkan sistem pendidikan yang baik maka Negara tersebut belum mampu mencapai kesejahteraan yang terjadi pada Negara cerdas, makmur serta sejahtera, seperti; Jepang, Korea Selatan, Inggris, Jerman, Amerika Serikat, Kanada, Australia dan sebagainya (Abbas, 2018). Fungsi pendidikan dalam masyarakat, yaitu; fungsi sosialisasi, seleksi, latihan dan alokasi, inovasi dan perubahan sosial serta fungsi pengembangan pribadi dan sosial (Jumriani, Rahayu, Abbas, Mutiani, Handy, & Subiyakto 2021; Tilaar, 2002).

Pendidikan pada dasarnya merupakan interaksi antara pendidik dan peserta didik untuk mencapai tujuan pendidikan yang berlangsung dalam lingkungan tertentu (Mutiani, Supriatna, Wiyanarti, Alfisyah, & Abbas, 2021).

Masyarakat itu betapapun statisnya, cepat atau lambat pasti mengalami perubahan. Dimaknai bahwa masyarakat itu selalu maju setapak demi setapak. Pendidikan merupakan suatu proses, dimana proses tersebut dapat berlangsung dimana dan kapan saja, tidak hanya dalam lingkungan yang formal seperti di sekolah atau kampus karena pendidikan tidak hanya sekolah atau kuliah. Perkembangan seseorang mulai dari kecil, remaja sampai dewasa, di sekolah, di masyarakat dan di rumah merupakan proses pendidikan yang menyeluruh (Al Muchtar, 2020; Salam, 1997).

Satu perbedaan yang sangat mendasar antara pendidikan dalam masyarakat sederhana dengan masyarakat modern adalah pergeseran dari kebutuhan individu untuk mempelajari sesuatu yang disetujui oleh setiap orang untuk kelangsungan hidupnya baik masa sekarang maupun masa akan datang (Abi, 2017). Semakin besar pengetahuan dan kompleks keterampilan yang akan dipelajari maka semakin lama waktu diperlukan untuk kelangsungan kehidupan bermasyarakat. Tugas pendidikan dalam masyarakat adalah membangkitkan rasa ingin tahu intelektual, yaitu perhatian terhadap pengetahuan yang terpisah dari aplikasi praktisnya (Tilaar, 2002; Wening, 2012). Hal ini sangatlah tidah mudah, karena diperlukan sikap, disiplin dan intelektual yang tidak bersifat pragmatis, instant dan serba cepat.

Adanya perbandingan pendidikan dalam masyarakat ini dieperolah perbandingan yang lebih seimbang kritis mengenai sistem pendidikan kita. Jelas, bahwa dalam pendidikan tidak bias memindahkan praktik yang komplek kedalam kebudayaan yang lebih komplek dan besar dan mengharapkan akan hasil

(Elmubarok, 2008). Sebaliknya suksesi masyarakat sederhana dalam mengurus aspek tertentu dalam mendorong pendidikannya, akan mendorong kita untuk mengatasi masalah pendidikan kita seperti masalah mengintegrasikan anak-anak kedalam komunitas kedalam lingkungannya dan membangkitkan minat, motivasi serta perhatian siswa selama masa pendidikan merupakan permasalahan yang perlu dicarai solusinya dengan prespektif dan optimisme yang lebih besar (Abbas, 2018; Al Muchtar, 2020). Artikel ini bertujuan mendeskripsikan telaah empirik pendidikan dalam latar masyarakat tradisional, modern, dan global.

METODE PENELITIAN

Artikel ini disusun dengan memanfaatkan studi literatur sebagai metode penulisan. Studi literatur dimaknai sebagai pemecahan persoalan dengan menelusuri sumber-sumber tulisan yang pernah dibuat sebelumnya (Honer & Hunt, 2003; Setyosari, 2010). Dengan kata lain, istilah Studi Literatur ini juga sangat familiar dengan sebutan studi pustaka (Zed, 2008). Peneliti memanfaatkan sumber jurnal dan buku terkait praktik pendidikan dalam latar masyarakat tradisional, modern, dan global. Mesin pencarian (*search engine*) digital seperti; google scholar, researchgate, academia.edu menghasilkan 30 literatur yang dimanfaatkan oleh peneliti (Moleong, 2007; Setyosari, 2010).

HASIL DAN PEMBAHASAN PENELITIAN

Bagian ini merupakan bagian utama artikel hasil penelitian dan biasanya merupakan bagian terpanjang dari suatu artikel. Hasil penelitian yang disajikan dalam bagian ini adalah hasil "bersih". Proses analisis data seperti perhitungan statistik dan proses pengujian hipotesis tidak perlu disajikan. Hanya hasil analisis dan hasil pengujian hipotesis saja yang perlu dilaporkan. Tabel dan grafik dapat digunakan untuk memperjelas penyajian hasil penelitian secara verbal. Tabel dan grafik harus diberi komentar atau dibahas.

Pembahasan ini melingkupi secara kseluruhan pendidikan dalam latar peristiwa yang berbeda, yaitu; tradisional, modern, dan era global. Secara umum, tiap bahasan mengemukakan pembeda pada tiap latar peristiwa.

Pertama, pendidikan pada masyarakat tradisional merupakan satu konsep konservatif yang menekankan pentingnya penguasaan bahan pelajaran. Menurut konsep ini rasio ingatanlah yang memegang peranan penting dalam proses belajar di sekolah (Jumardin, 2019). Pendidikan tradisional telah menjadi

sistem yang dominan di tingkat pendidikan dasar dan menengah sejak paruh kedua abak ke-19, dan mewakili puncak pencarian elektik atas satu sistem terbaik (Abbas, 2018).

Masyarakat tradisional mempunyai pengetahuan yang kurang terspesialisasi dan sedikit keterampilan yang diajarkan membuat mereka tiada keperluan rasanya untuk menciptakan institusi yang terpisah bagi pendidikan seperti sekolah (Mutiani, Supriatna, Abbas, Rini, & Subiyakto, 2021). Sebagai gantinya anak-anak memperoleh warisan budaya dengan mengamati dan meniru orang dewasa dalam berbagai kegiatan seperti upacara, berburu, pertanian dan panen. Dalam kebudayaan masyarakat sederhana agen pendidikan yang formal termasuk di dalamnya kelauarga dan kerabat. Sedangkan sekolah muncul relatif terlambat dalam lingkungan masyarakat sederhana. Adapun beberapa kondisi yang mendorong timbulnya lembaga pendidikan (sekolah) dalam masyarakat sederhana, antara lain; 1) Perkembangan agama dan kebutuhan untuk mendidik para calon ulama, pendeta; 2) Pertumbuhan dari dalam (lingkungan masyarakat itu sendiri) atau pengaruh dari luar; 3) Pembagian kerja dalam masyarakat yang menuntut keterampilan dan dan teknik khusus; dan 4) Konflik dalam masyarakat yang mengancam nilai tradisional dan akhirnya menuntut pendidikan untuk menguatkan penerimaan nilai warisan budaya (Mudyahardjo, 2002; Siswoyo, Sulistyono, & Dardiri, 2007).

Kedua, pendidikan pada masyarakat modern terikat pada entitas masyarakat itu sendiri. Masyarakat modern adalah masyarakat yang sebagian besar warganya mempunyai orientasi nilai budaya yang terarah ke kehidupan dalam peradaban dunia masa kini. Masyarakat modern relatif bebas dari kekuasaan adat-istiadat lama (Abi, 2017; Salam, 1997). Karena mengalami perubahan dalam perkembangan zaman dewasa ini. Perubahan terjadi sebagai akibat masuknya pengaruh kebudayaan dari luar yang membawa kemajuan terutama dalam bidang ilmu pengetahuan dan teknologi. Dalam mencapai kemajuan itu masyarakat modern berusaha agar mereka mempunyai pendidikan yang cukup tinggi dan berusaha agar mereka selalu mengikuti perkembangan ilmu pengetahuan dan teknologi. Kemajuan di bidang ilmu pengetahuan dan teknologi seimbang dengan kemajuan di bidang lainnya seperti ekonomi, politik, hukum, dan sebagainya (Normina, 2016; Suharto, 2005)

Bagi negara-negara sedang berkembang seperti halnya Indonesia. Pada umumnya masyarakat modern ini disebut juga masyarakat perkotaan atau masyarakat kota. Pengertian kota secara sosiologi terletak pada sifat dan ciri

kehidupannya dan bukan ditentukan oleh menetapnya sejumlah penduduk di suatu wilayah perkotaan. Dari pengertian di atas, dapat diartikan bahwa tidak semua warga masyarakat kota dapat disebut masyarakat modern, sebab banyak orang kota yang tidak mempunyai orientasi nilai budaya yang terarah ke kehidupan peradaban dunia masa kini, misalnya gelandangan atau orang yang tidak jelas pekerjaan dan tempat tinggal.

Dalam masyarakat modern, pendidikan memegang peranan sangat penting dalam hal meningkatkan kecerdasan dan keterampilan (Abbas, 2018). Dengan pengetahuan yang cukup tinggi, masyarakat akan mempunyai pandangan yang cukup luas, mampu mengantisipasi kehidupan masa mendatang dan melakukan perbaikan kehidupan dengan memperkenalkan norma sosial yang baru yang dapat menjawab tantangan masa mendatang (Mutiani, Supriatna, Wiyanarti, Alfisyah, & Abbas, 2021). Jadi pengetahuanlah yang menjadi modal utama bagi masyarakat modern untuk tetap eksis dalam situasi dan kondisi peradaban modern (Wahyudin, 2021).

Tujuan tersebut mereka menyediakan fasilitas pendidikan formal mulai dari tingkat yang rendah hingga yang tinggi disamping pendidikan keterampilan khusus lainnya. Kelangsungan pendidikan ini diatur oleh pranata sosial baik pendidikan yang diselenggarakan pemerintah maupun oleh swasta (Ramdhani, 2017). Karena peranan pendidikan ini sangat vital dalam menentukan kehidupan masa mendatang, maka penyelenggaraannya sangat terpelihara dan mendapat dukungan masyarakat (Tilaar, 2002; Wening, 2012). Masyarakat modern umumnya menikmati pendidikan sekolah mulai dari tingkat dasar, menengah maupun tinggi. Peranan pendidikan keluarga tetap terpelihara dengan baik khususnya dalam membentuk kepribadian seseorang sedangkan pengembangan pengetahuan dan keterampilannya, peranan pendidikan sekolahlah yang makin berperan. Adapun indikator dari pendidikan pada masyarakat modern, antara lain; 1) Guru sebagai fasilitator; 2) Peserta didik juga pelaku pendidikan; 3) Memanfaatkan perkembangan media pembelajaran; 4) Tidak melakukan hukuman fisik; dan 5) Tempat pembelajaran bisa dimana saja (Abbas, 2018; Suharto, 2005; Tilaar, 2002).

Dalam masyarakat modern pendidikan memisahkan anak dari orang tuanya untuk memperoleh ketampilan (ilmu pengetahuan dan teknologi) serta akan membutuhkan waktu yang lebih panjang dari pada masyarakat sederhana. Dengan didirikannya lemabaga-lembaga formal (sekolah) membuat mereka lebih banyak terpisah dengan lingkungan masyarakat nmereka sendiri (Ainiyah,

2017; Soeprapto, 2013). Hal ini mengakibatkan anak-anak dalam masyarakat meodern akan terasing dengan lingkungan masyarakatnya yang pada akhirnya akan mengurangi kepedulian diantara mereka.

Dalam masyarakat modern pengetahuan yang akan diajarkan akan membutuhkan seorang tenaga pengajar yang professional. Hal ini berimplikasi dengan cara pandang mereka bawah mereka akan dapat memetik keuntungan ataupun kerugian dari spesialisasi, pengetahuan dan keahlian yang telah mereka kuasai. Dengan adanya tenaga-tenega professional, lembaga formal, serta sarana-dan parsaran yang memadai akan melahirkan masyarakat modern yang juga akan memiliki kaulifikasi atau kompetensi sesuai dengan apa yang telah digariskan dalam perencanaan pembelajaran (Yuristia, 2017).

Akan tetapi kebanyakan tenaga pengejar (guru) dalam masyarakat modern cenderung mangajarkan sesuatu kepada muridnya jauh dengan realita yang ada. Sebagai contoh seorang guru bidang ekonomi yang mengajarkan cara menjadi manager keuangan, tidak akan terlibat langsung menjadi manager keuangan. Hal ini berimplikasi kepada jauhnya sesuatu apa yang mereka pelajari dari diri dan lingkungan mereka sendiri. Anak-anak dalam masyarakat modern cenderung berada dibawah tekanan yang besar dari orang tua dan guru- gurunya untuk menguasai pelajaran yang ditentukan dan dalam waktu yang telah ditentukan (Al Muchtar, 2020; Normina, 2016). Gejala ini akan berpotensi menimbulkan gejala kelainan mental jika hasil yang akan dicapai terlalau berat dibandingkan dengan kemampuan anak.

Pendidikan juga diharapkan untuk memupuk rasa takwa kepada Tuhan Yang Maha Esa, meningkatkan kemajuan-kemajuan dan pembangunan politik, ekonomi, sosial dan pertahanan keamanan (Elmubarok, 2008; Pidarta, 2004). Pendek kata pendidikan dapat diharapkan untuk mengembangkan wawasan anak terhadap ideologi, politik, ekonomi, sosial, budaya dan pertahanan keamanan secara tepat dan benar, sehingga membawa kemajuan pada individu masyarakat dan negara untuk mencapai tujuan pembangunan nasional (Pidarta, 2004; Yuristia, 2017).

Ketiga, pendidikan pada latar masyarakat di era globalisasi. Era globalisasi dalam arti terminologi adalah sebuah perubahan sosial, berupa bertambahnya keterkaitan diantara masyarakat dan elemen-elemen yang terjadi akibat transkulturasi dan perkembangan teknologi dibidang transportasi dan komunikasi yang memfasilitasi pertukaran budaya dan ekonomi internasional (Al Muchtar, 2020). Globalisasi juga dimaknai dengan gerakan mendunia, yaitu suatu perkembangan pembentukan sistem dan nilai-nilai kehidupan yang bersifat

global. Era globalisasi memberikan perubahan besar pada tatanan dunia secara menyeluruh dan perubahan itu dihadapi bersama sebagai suatu perubahan yang wajar (Latifah, 2015). Sebab mau tidak mau, siap tidak siap perubahan itu akan terjadi. Era ini di tandai dengan proses kehidupan mendunia, kemajuan ilmu pengetahuan dan teknologi, terutama dalam bidang tranformasi dan komunikasi serta terjadinya lintas budaya (Abbas, 2018).

Istilah globalisasi yang memberikan batasan bahwa globalisasi pada prinsipnya mengacu pada perkembangan yang cepat didalam teknologi komunikasi, transformasi, informasi yang bisa membawa bagian-bagian dunia yang jauh (menjadi hal-hal) yang bisa dijangkau dengan mudah. Globalisasi adalah bagian dari perubahan ruang, gerak dan waktu dari nilai-nilai manusia secara universal menuju sebuah spectrum keluarga besar masyarakat dunia (*Global Citizen*) (Al Muchtar, 2020). Pengembangan potensi peserta didik merupakan proses yang disengaja dan sistematis dalam membiasakan/ mengkondisikan peserta didik agar memiliki kecakapan dan keterampilan hidup. Kecakapan dan keterampilan yang dimaksud berarti luas, baik kecakapan personal (*personal skill*) yang mencakup; kecakapan mengenali diri sendiri (*self awareness*) dan kecakapan berpikir rasional (*thinking skill*), kecakapan sosial (s*ocial skill*), kecakapan akademik (a*cademic skill*), maupun kecakapan vokasional (*vocational skill*) (Jumardin, 2019; Pidarta, 2004). Kegiatan pendidikan pada tahap melatih lebih mengarah pada konsep pengembangan kemampuan motorik peserta didik. Terkait dengan proses melatih ini, perlu dilakukan pembiasaan dan pengkondisian anak dalam berpikir secara kritis, strategis dan taktis dalam proses pembelajaran (Nurdiana & Harsoyo, 2021). Peserta dilatih memahami, merumuskan, memilih cara pemecahan dan memahami proses pemecahan "*masalah*" (Nasikin & Khojir, 2021).

Sejalan dengan pencapaian tujuan pendidikan, perlu diupayakan suatu sistem pendidikan yang mampu membentuk kepribadian dan ketrampilan peserta didik yang unggul, yakni beriman dan bertaqwa kepada Tuhan Yang Maha Esa, manusia yang kreatif, cakap, terampil, jujur, dapat dipercaya, disiplin, bertanggung jawab dan memiliki solidaritas sosial yang tinggi (Agung, 2011; Tilaar, 2002). Untuk mewujudkan manusia yang unggul perlu diberikan landsan pendidikan yang kokoh**.** Bangsa kita sebenarnya telah memiliki pilar pendidikan yang sangat fundamental, yang disampaikan oleh Ki Hajar Dewantoro, *Ing Ngarso Sun Tulodho, Ing Madyo Mbangun Karso, Tut Wuri Handayani,* walaupun dalma praktik pilar pendidikan ini belum sepenuhnya memenuhi pembelajaran di kelas

(Yanuarti, 2021). Namun, pilar pendidikan di era global di arahkan pada empat muara, yaitu; 1) *Learning to Know* (belajar untuk tahu); 2) *Learning to Do* (Belajar untuk melakukan); 3) *Learning to be* (Belajar untuk menjadi diri sendiri); dan 4) *Learning to Live Together (*Belajar untuk Hidup Bersama*)* (Fitria, Kristiawan, & Rasyid, 2019; Hmelo-Silver, 2004).

Pilar tersebut didasari oleh pergeseran orientasi pendidikan. Pada masyarakat tradisional orientasi pendidikan menekankan pada pemindahan informasi yang dimiliki kepada peserta didik (bersifat kognitif). Namun hal ini bergeser pada pemhaman bahwa pendidikan adalah investasi jangka panjang sumber daya manusia. Oleh karena itu, pendidikan pada masyarakat era globalisasi mengedepankan model perencanaan pendidikan (partisipatif) yang berdasarkan pada *need assessment* dan karakteristik masyarakat (Abbas, 2018; Husni, 2020). Partisipasi masyarakat dalam perencanaan pendidikan merupakan tuntutan yang harus dipenuhi. Keberadaan pemerintah bukan sebagai penggerak, penentu dan penguasa dalam pendidikan, namun pemerintah hendaknya berperan sebagai katalisator, fasilitator dan pemberdaya masyarakat.

Di samping itu, penguatan fokus pendidikan, yaitu fokus pendidikan diarahkan pada pemenuhan kebutuhan masyarakat, kebutuhan *stakeholders*, kebutuhan pasar dan persaingan global. Pemanfaatan sumber luar (*out sourcing*), memanfaatkan berbagai potensi sumber daya (belajar) yang ada, lembaga-lembaga pendidikan yang ada, pranata kemasyarakatan, perusahaan/industri, dan lembaga lain yang sangat peduli pada pendidikan. Pemerintah dan masyarakat saling kolaborasi sebagai jaringan kemitraan (Abi, 2017; Superka, 1973). Hal ini memungkinkan adanya *check and balancing* dalam praktik pendidikan. Dengan demikian, pendidikan tidak lagi sebagai aktivitas hampa transfer pengetahuan, tetapi menjadi poros transformasi sumber daya manusia yang berguna untuk memperkuat eksistensi negara di tataran global (Rahmawati, Ruslan, & Bandarsyah, 2021).

SIMPULAN

Tanpa mengesampingkan perbedaan antara pendidikan pada masyarakat tradisional, modern dan era globalisasi. Pendidikan harus mengarah pada pembelajaran yang memungkinkan peserta didik menghayati hubungan antar manusia secara intensif dan terus menerus untuk menghindarkan pertentangan ras/etnis, agama, suku, keyakinan politik, dan kepentingan ekonomi. Peningkatan pendidikan nilai kemanusiaan, moral, dan agama yang

melandasi hubungan antar manusia. Pendekatan pembelajaran tidak semata-mata bersifat hafalan melainkan dengan pendekatan pembelajaran yang memungkinkan terintegrasikannya nilai-nilai kemanusiaan dalam kepribadian dan perilaku selama proses pembelajaran. Pembelajaran mempunyai jangkauan tidak hanya membantu peserta didik belajar isi akademik dan ketrampilan semata, namun juga melatih peserta didik dalam meraih tujuan-tujuan hubungan sosial dan kemanusiaan. Model pembelajaran ditandai dengan adanya struktur tugas yang bersifat kontekstual, struktur tujuan, dan struktur penghargaan (*reward*).

Dalam mewujudkan makna pendidikan dan fondasi pembelajaran tersebut diperlukan proses pembelajaran yang efektif. Keefektifan pembelajaran merupakan pencerminan dalam mencapai tujuan pembelajaran tepat yang sesuai dengan tujuan pembelajaran yang telah ditetapkan. Keefektifan proses pembelajaran berkenaan dengan jalan, upaya, teknik dan strategi yang digunakan dalam mencapai tujuan pembelajaran secara optimal, tepat dan cepat. Sekolah tidak hanya berkewajiban untuk memelihara nilai-nilai masyarakat, namun juga harus memberikan keaktifan kepada peserta didik dan secara kritis dalam menghadapi masalah-masalah sosial, dan harus mengadakan usaha pemecahan masalah.

Satu faktor yang mempengaruhi keefektifan pembelajaran antara lain kemampuan guru dalam menggunakan strategi. Penerapan strategi pembelajaran dipengaruhi oleh faktor tujuan, peserta didik, situasi, fasilitas dan pembelajaran itu sendiri. Dengan menerapkan metode yang tepat, proses pembelajaran berlangsung lebih efektif sehingga hasil pembelajaran akan lebih baik dan mantap. Salah satu startegi pembelajaran yang memberikan perhatian pengembangan potensi peserta didik adalah strategi keterampilan proses pemecahan masalah. Upaya mengembangkan disiplin intelektual dan keterampilan yang dibutuhkan peserta didik untuk membantu memecahkan masalah dalam kehidupannya dengan memberikan pertanyaan dan kasus yang memperoleh jawaban atas dasar rasa ingin tahu. Keterlibatan aktif peserta didik secara mental dalam kegiatan pembelajaran membawa dirinya kepada kegiatan belajar yang bermakna. Secara kooperatif akan memperkaya cara berpikir peserta didik dan menolong mereka belajar tentang hakekat timbulnya pengetahuan yang tentatif dan berusaha menghargai penjelasan.

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4. Social Services Based on Institutional for Youth Discontinued School

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ABSTRACT

The increasing number of teenagers dropping out of school indirectly contributes to the problem of decreasing the quality of human resources. This is because adolescents are a state asset in the future. Related to these problems, social services are needed to improve quality. In particular, the article aims to describe institution-based social services for teenagers who drop out of school. Social services are not only limited to increasing cognitive abilities but also skills and morality. Literature studies are used to describe this article comprehensively. Thus, it is necessary to search for literature and in-depth analysis of the problems being studied. The results described in this article regarding institution-based social services are a form of synergy between society and government. Social services aim to restore the social role of the beneficiaries to carry out their life tasks according to their roles, as for institution- based social services for school dropouts, initiated by the government, namely the Youth Development Social Service (PSBR). The social services provided by the PSBR are intended to provide morality development and work skills. Thus, adolescents have the ability and independence. The social services provided by the PSBR are intended to provide morality development and work skills. Thus, adolescents have the ability and independence. The social services provided by the PSBR are intended to provide morality development and work skills. Thus, adolescents have the ability and independence.

Keywords: Teenagers Dropping Out of School, Social Services, and Youth Development Social Services (PSBR).

PRELIMINARY

The problem of dropping out of school is the red report card for Indonesian education. Based on data reported by The Ministry of National Development Planning / National Development Planning Agency (PPN / Bappenas), data on the number of children dropping out of school in Indonesia in 2019 as many as 4.3 million children at various levels. This figure reaches 6% of the total age of school children, namely 53 million. The data was released in mid-2020. Regarding the exposure to the high total number of children dropping out of school, the most significant potential for dropping out of school is at the age of 15-16 years (youth category) (www.medcom.id, accessed on 02 March 2021). Participants in this age range have just graduated from junior high school and will continue to high school.

Although dropping out of school for adolescents is a real thing and cannot be avoided. Education is needed to foster and develop the younger generation's potential, interests, and talents (Abbas, 2020; Sarbaini et al., 2019; Syaharuddin & Mutiani, 2020). Adolescents certainly need special attention in education and participation in society to develop creativity and self-potential. The implementation of education for adolescents becomes a vehicle for achieving opportunities to become successful individuals in the future (Rahman, 2002; Tilaar & Mukhlis, 1999).

The problem of teenagers dropping out of school is a serious problem. This problem is not just helplessness in continuing to school but can also have a domino effect. One impact that arises from the problem of dropping out of school is the reduction and decline in the quality of human resources. The supporting factors for teenagers dropping out of school include the family economy, the lack of ability and interest in adolescents in attending school, the conditions where adolescents live, the community's views on education, customs, and certain teachings (Widodo, 2012). With these conditions, many teenagers drop out of school who are forced to work to the best of their ability to help the family economy. However, over time, the phenomenon of working children.

The existence of school dropouts needs the attention of various parties. Teens who have dropped out of school need guidance to prepare them to enter the world of work or continue their studies (Abbas, 2020; Widodo, 2012). Approaches that community institutions can consider are directing vocational education so that they acquire the basic skills required for a large number of jobs and guarantees to be able to continue their education, employment, or training, especially those related to guidance programs (Santrock, 2002, 2003; Sukmadinata, 2019). This form of education is intended for cognitive strengthening and intended to provide youth morality development.

Based on the results of research conducted by Novia (2013) entitled "Moral Development for Out-of-School Adolescents at the Ungaran Social Rehabilitation Center (Wira Adhi Karya)." This study describes a concern that the morality of teenagers who drop out of school will experience degradation. Teenagers no longer own the lack of daily supervision and guidance. Therefore, special attention is needed by providing social services for teenagers who drop out of school. Social services are meant to provide scheduled coaching. Social services intended to provide behavioral rehabilitation and social psychological rehabilitation, including moral development in relation to God, fellow humans (social), self, and the environment (nature) (Itariyani, 2013). In line with this study's results, this article aims to describe Institutional-based social services for teenagers who drop out of school. Thus, it is hoped that the social services provided by the community through institutions for school dropouts can achieve national goals as stated in the preamble to the 1945 Constitution, namely advancing public welfare, as well as the intellectual life of the nation (Mutiani et al., 2020; Sudirman, 1987).

METHOD

This article was written using a literature study. A literature study is understood as a series of activities related to methods of collecting library data, reading and taking notes, and processing research materials (Azwar, 2007). A literature study is known by another term which is a literature review. Literature studies are carried out with the main objective of finding a foundation or foundation for obtaining and building a theoretical foundation, a framework of thought (Nasution, 2003). Thus, the authors classify, allocate, organize, and use various libraries in their fields. By conducting a literature study, researchers have a broader and deeper experience of the problems described (Nazir, 2003; Zuriah, 2006). Literature document collection is done using search engines such as; google scholar, researchgate, OSF, to visiting websites related to institution-based social services for teenagers who drop out of school.

RESULTS AND DISCUSSION

Adolescence comes from the word Adolescere which means growing towards maturity (Santrock, 2003). Maturity means physical maturity and social psychological maturity (Hurlock et al., 1990). The broad meaning of the term adolescent today includes mental, emotional, social, and physical maturity.

Psychologically, adolescence is the age where individuals integrate with adult society, the age at which children no longer feel below the level of older people but are on the same level, at least in rights matters. Integration in (adult) society has many affective aspects, more or less related to puberty. This includes a striking intellectual change (Cole, 1936).

The typical intellectual change of mass thinking makes it possible to achieve integration in adult social relations. As for such integration, it became a characteristic feature of this period of development. The age limit for adolescents, in general, is between 13 and 21 years (Dariyo, 2004). While the actual age limit for adolescents, namely adolescents marked by changes in attitudes and behavior or adolescents in the final phase, is between 18 and 21 years (Hurlock et al., 1990).

Adolescence is a period of transition to adulthood. At this time, many things seem ambiguous. Many new things provide new insights and insights into life and the social world. For adolescents, the world is no longer the family's world, but more widely, as if their eyes are wide open to see many new things. Thus, causing anxiety and confusion (Ihromi, 1999). This matter indirectly intersects with the development of technology, information, communication which makes the transition of information faster. Adolescents, who are still emotionally unstable, are isolated from life's complexities that give rise to problems. One problem faced is dropping out of school for adolescents.

Dropping out of school is the process of forcibly stopping a student from an educational institution where he studies. This means the abandonment of a child from a formal educational institution is caused by various factors, one of which is the family's inadequate economic condition (Murni, 2017). Teenagers dropping out of school is a social problem whose impact is not only felt by themselves but also by the community (Suyanto, 2010). As previously stated, teenagers dropping out of school can lead to unemployment, crime, poverty, and juvenile delinquency. Efforts are needed to deal with teenagers dropping out of school to reduce the negative impact they cause.

1. Supervise work experiences through cooperative education, internships, practical work, pre-employment training, and companies run by youth.
2. Community and environmental services, including voluntary services and youth counseling services.
3. Redirecting vocational education, where the principle should not be to prepare youth to do specific jobs, but rather towards acquiring the necessary skills needed in many jobs.

4. Guarantees can continue education, employment, or training, especially those related to mentoring programs (Santrock, 2002, 2003).

The four approaches above are accommodated in one social service. Social service is interpreted as the right effort to improve social functioning, particularly fostering morality for teenagers who drop out of school. Social services are defined broadly as services intended to improve human social welfare. The welfare that is meant is not only material but also non- material. However, it is a service provided to part of the community who are less fortunate or disadvantaged (Sukoco, 1991). Social services for out-of-school adolescents are activities or interventions on the problem of teenagers dropping out of school and are carried out directly and in an organized manner. The implementation of social services is intended to help teenagers who drop out of school to be able to meet their needs (Arsani, 2019). The goal of social services for school dropouts is to help neglected drop-out teenagers achieve their goals and solve the problems they face to improve their living conditions independently.

The implementation of social services for school dropouts is a service process to restore the beneficiaries' social roles to carry out their life tasks according to their roles (Saing, 2017). Institution-based social services or often known as social services in orphanages. Institution- based forms of social services are identified as follows;

1. Physical guidance, including; sports activities, health care.
2. Mental guidance, including fulfilling the need for privacy, providing opportunities to make choices according to the beneficiaries' talents and interests, and providing intelligence education services.
3. Social guidance, including playing, recreation, and use of leisure time, artistic activities, maintaining the beneficiaries' dignity, fostering relationships and closeness, and providing opportunities for beneficiary participation in expressing their feelings.
4. Work skills guidance, including; craft training according to the interests and talents possessed (Murni, 2018).

Institution-based social services are efforts made by the government to deal with teenagers who drop out of school. The synergy of the roles of the two elements (government and society) is essential. At the community level, government initiation is urgently needed to stimulate running institutions formed in the community. A concrete form of institution-based social service is establishing the Youth Development Social Service (PSBR) (Murni, 2017).

Every province in Indonesia has a PSBR which is under the auspices of the Provincial Social Service. PSBR is expected to provide social services and guidance as well as skills according to their interests. With the hope that it can increase the lack of knowledge or knowledge from formal schools. How does PSBR guide teenagers who drop out of school so that they have quality and can adapt to their environment and be able to overcome their problems.

In the PSBR Social Service Standard Book published by the Directorate of Child Social Services (2008), it is said that the PSBR has a role or duty, namely providing social protection, services, and rehabilitation for people with social welfare problems for neglected school dropouts (Murni, 2018). The purpose of social services at PSBR is to improve school dropouts' social functioning so that later they can meet their needs and their families without having to depend on other people.

Emphasis on social functioning refers to the meaning that adolescents invest in human resources equipped with intellectual and moral guidance. The importance of youth moral development is to make the young generation as the nation's next-generation know their roles and responsibilities, so they are not selfish, act wisely, and become the spearhead of the nation's successful state (Arsani, 2019; Saing, 2017). From the aspect of regeneration, the issue of youth development becomes more important. As the next generation of the ideals of the nation's struggle, adolescents should be more directed and prepared so that they truly are a guarantee for the survival of the nation and state and have noble religious values (Itariyani, 2013). It is hoped that adolescents' intellectual and moral balance will be able to prepare teenagers who drop out of school to enter the world of work so that they can meet their needs independently without depending on others. Also, with the existence of social services for school dropouts, it is hoped that it can help reduce Indonesia's unemployment rate.

CONCLUSIONS

The problem of teenagers dropping out of school is a shared responsibility. One factor that causes adolescents to drop out of school is the family's financial ability to meet school needs. Also, it is undeniable that environmental factors and self-motivation also influence teenagers' problems dropping out of school. Thus, synergy between components is needed, such as; community and government, to provide social services for teenagers who drop out of school. Social services aim to restore the social role of the beneficiaries

so that they can carry out their life tasks according to their roles. To support the implementation of social services for school dropouts, the government then initiated an institution, namely the Youth Development Social Service (PSBR). The social services provided by the PSBR are intended to provide morality development and work skills. Thus, adolescents have the ability and independence and can't function socially properly in society to be skilled and actively participate in development.

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5. Portrait of Tourism Based on River Tourism in Banjarmasin

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ABSTRACK

River tourism-based tourism on the riverbanks of Banjarmasin continues to be developed. The tour is designed in such a way that it becomes a series of tourist trips. This study aims to identify a portrait of river tourism-based tourism on the riverbanks of the city of Banjarmasin. A qualitative approach with descriptive method is used in this study. Data collection techniques were carried out through observation, interviews and documentation. Data analysis was carried out by data reduction, presentation and conclusion drawing. Data analysis was carried out by triangulating techniques, sources and time. The results of the study describe that tourism based on river tourism on the riverbanks of the city of Banjarmasin is packaged in the form of a riverbank with the focal point of the tour starting at Siring Tendean. There are 24 attractions that can be visited by tourists and are divided into several aspects, namely religion, history, culture and culinary. These various tourism objects are an illustration of the development of tourism in the city of Banjarmasin based on river tourism.

Keywords: Tourism, River Tourism, and Banjarmasin.

PRELIMINARY

Regional potential must be utilized optimally by implementing tourism, which can increase national income and even make a sizeable contribution to the economy. Tourism plays a role in national development because it can function as a foreign exchange earner. Tourism can also be said as an industry closely related to the production, marketing, and development of a service to meet the needs of individuals and groups when they travel (Zhang et al., 2021). The tourism sector owned by each region in Indonesia varies according to the tourist attraction (Ajidayanti & Abbas, 2019; Noerkhalishah et al., 2020).

The current tourism development is not only aimed at improving the regional economy. However, at the same time, the tourism activities carried out can positively contribute to the environment and the surrounding nature. Therefore, a tourist destination must be managed and appropriately developed to cope with the impacts or even vice versa; the tourism activities carried out can support the beauty of the environment for the sustainability of the environmental ecosystem in the future (Handy & Maulana, 2021; Subiyakto et al., 2021).

The tourism development of an area can be adapted to the local government by taking into account the potential and uniqueness of each (Lestari & Abbas, 2021). In Banjarmasin, the tourism sector has become an aspect that the government continuously develops. As written in the Mayor's Regulation Banjarmasin, Number 25 of 2016, one tourism sector developed in Banjarmasin City is river-based tourism. In the tourism concept, it is called river tourism. Banjarmasin City is a tourist destination in South Kalimantan.

The riverside area is an area that is very vulnerable to environmental damage and garbage because most of the population has a habit of throwing garbage into the river. In addition, the riverbank is a strategic area for the community to live (Husain, 2020; Mutiani et al., 2020). The existence of demands for the fulfillment of city facilities and the high needs of the population and limited urban land has led to many people in urban areas, especially in the city of Banjarmasin, who have built buildings/lived on the banks of the river (Syahrin et al., 2020; Handy & Maulana, 2021; Putra & Subiyakto, 2021).

An alternative to creating awareness and concern for the surrounding community for the environment around the riverbanks that have been carried out by the Banjarmasin city government through a riverbank arrangement program as a tourism object, so that the riverbank area in Banjarmasin city can be used as a tourist attraction or recreation for tourists. As for the tourism objects in Banjarmasin, Abbas and Jumriani (2020) have done it, entitled Culinary Identification in the Banua Anyar Culinary Tourism Area; a Contribution for Tourism in Banjarmasin City. The study results describe that the culinary area of Banua Anyar consists of staple foods, side dishes, and traditional cakes. These various types of culinary are available at 14 culinary business stands in the Banua Anyar culinary area to support tourism development in Banjarmasin City. Another study was also conducted by Putro and Jumriani (2020) with the title Impact of Tourism for Economic Activities of Riverbank Communities in the Jingah River District, Banjarmasin City. The study results describe three main economic activities that take place in Sungai Jingah District from tourism

in the City of Banjarmasin, namely the Sasirangan cloth industry, transportation trips, and the sale of traditional food and cakes.

In contrast to the two studies, this research focuses on tourism in the city of Banjarmasin which is packaged with river tourism-based tourism. The purpose of the research is to identify how the tourism portrait is seen from the tourism aspect. The tourism portrait includes several aspects including profiles and tourist objects available on the riverbanks of Banjarmasin City. Through this information, this research is expected to become information material about portraits and available tourist objects. This is expected to be information and evaluation material for tourism development on the riverbanks of Banjarmasin City.

METHOD

This study uses a qualitative approach. The study aims to describe portraits tourism based on river tourism between the rivers of Banjarmasin City in the research approach uses a qualitative descriptive method. The research was conducted in the city of Banjarmasin, South Kalimantan, Indonesia. Data collection is done by interview, observation, and documentation. Interviews, observations, and documentation were carried out on research activities to obtain data relevant to the research (Bungin, 2011; Sugiyono, 2010). The informants of this research are as follows:

Table 1. Informant List

No	Name	Age
1	Muliawan	38 years
2	Muhammad Shaleh	45 years
3	Hatmawati	30 years
4	Supmawati	40 Years
5	Nasrullah	50 years
6	M. Rosidi	53 years
7	Ahmad Tholib	27 years
8	Armawati	32 years
9	Sapnah	51 years
10	Yandi Gunawan	41 years
11	Hj. Mursida	49 years
12	Karimullah	35 years
13	Muhammad	45 years
14	Sukmawati	40 Years

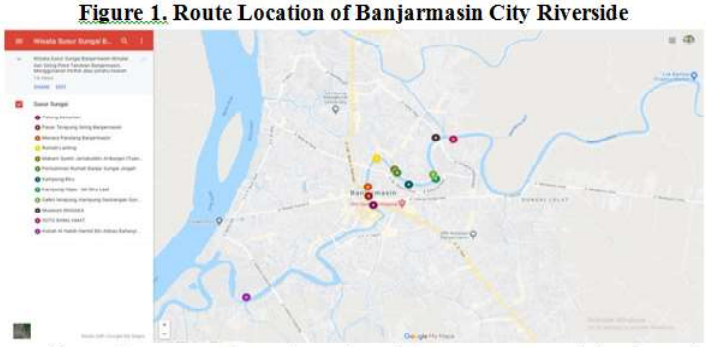
Source: Data processed, 2021

Secondary data was obtained from several literature studies and information relevant to the research, namely data related to tourism on the banks of the river, river tourism, and tourism objects in Banjarmasin. The data analysis technique carried out follows the pattern of Miles and Huberman, which begins with data reduction, data presentation, then verification (Moleong, 2015).In analyzing the data, it is done by selecting data relevant to the research focus, and then the data is presented in a narrative form to get a conclusion. In analyzing the data until it reaches the verification stage, the researcher also continues to test the validity of the data. In this study, researchers used extended observations and triangulation of sources, techniques, and time to test the validity of the data. Source triangulation is carried out by utilizing informants from several parties including tourists, tourism managers and the government. Technical triangulation is done by checking the data with different techniques, namely interviews, observation and documentation. While time triangulation is done by using the morning, afternoon and evening in conducting research.

RESULTS AND DISCUSSION

In the perspective of tourism, Banjarmasin continues to be developed in every area by utilizing the potential of nature, culture, and human resources that are packaged into one tourist attraction that tourists can enjoy. As the city of Banjarmasin is known as the city of a thousand rivers. Banjarmasin is a tourist destination in Indonesia. In this city, to support the tourism sector, the city government has formed river crossing tours (Abbas, 2021; Ramadhanti et al., 2020). This is considering the number of tourists in Banjarmasin City in the last three years has continued to increase, namely in 2016 as many as 681,752 people, in 2017 as many as 733,816 people, in 2018 as many as 783,837 people, and in 2019 as many as 840,587 people (Data from the Banjarmasin City Culture and Tourism Office, 2020).

Figure 1. Route Location of Banjarmasin City Riverside



Source: dihttps://www.google.com/maps/search/rute+susur+sungai+banjarmasin/@-3.3182264,114.5908357,17z, 2021.

With such empowerment and utilization, rivers can create independent communities, improve the economy and community welfare, and preserve rivers (Dianawati, 2021; Abbas, 2020; Juliana, 2019; Handy et al., 2021; Ahya et al., 2020). Genuine efforts What the Banjarmasin City government has done in realizing the benefits of the river towards an independent and prosperous society is by issuing various legal products such as policies on river management and management as outlined in Regional Regulation (Perda) Number 5 of 2016 concerning Efforts to Improve River Management. The aim is to utilize the river's potential optimally for welfare, prosperity, and environmental sustainability.

Meanwhile, legal products that focus on the use of rivers for tourism development are outlined in a policy in the form of Mayor Regulation (Perwali) Number 25 of 2016 concerning Management and Development of River-Based Tourism. The issuance of the Perwali indicates that the Banjarmasin City Government has a solid commitment to exploit the river's potential for the tourism sector. Moreover, river tourism destinations (river ridges) are one of the characteristics of the City of Banjarmasin, which has been developed in the last 3 (three) years (Jumriani et al., 2019; Putri et al., 2021). Therefore, the basis and purpose of the issuance of Perwali Number 25 of 2016 concerning the Management and Development of River-Based Tourism is none other than to determine the direction and policy of managing and developing river-based tourism in the City of Banjarmasin (Handy et al., 2021).

Another form that indicates the seriousness of the Banjarmasin City government towards river or river management as a tourist destination is listed in the vision and mission of the City of Banjarmasin and the RPJMD Banjarmasin City in 2016-2021, which in strategy 4 reads revitalization for people's lives. The arrangement and management of the river as a tourism base is nothing but a manifestation of the promise of the current government leaders during the 2014 regional head election (Mayor) (Putro et al., 2021)

Specifically, the development of river tourism-based tourism in the Banjarmasin City Riverbanks is as follows:

Table 2. Tourist Attractions on the Riverbanks of Banjarmasin City

No	Aspect	Tourism site
1	Religion	Sultan Suriansyah Mosque
		Tomb of Sultan Suriansyah
		Sabilal Muhtadin Great Mosque
		Tomb of Habib Basirih
		Tomb of Surgi Mufti
		Soetji Conscience Temple
		Po An Kiong Temple
2	History and Culture	Anno's house 1925
		Banjar Kuin Village
		Jingah River Banjar Village
		Wasaka Museum
		Tomb of Prince Antasari
		Sasirangan Village
		Quinn floating market
		Siring Tendean floating market
		Tower of view
		Ketupat Village
		Blue Village
		Siring 0 KM
		Green Village
		Bromo island
3	Culinary	Banua Anyar Culinary
		Mawarung Baimbai
		Siring Tendean floating market

Source: Researcher Identification, October 25, 2021.

Tourism on the banks of the Banjarmasin river contains three aspects from a tourism perspective, including religious history and culture, as well as culinary. These various tourism objects are a series of river tours in Banjarmasin which can be accessed via river transportation. Based on the results of observations of researchers in the field, river tours in Banjarmasin can be reached for 130 minutes, with the focal point at Siring Piere Tendean. The details are as follows:

1. Travel from Siring Piere Tendean to Lanting House (6 Minutes)
2. Travel from Lanting House toTomb of Sheikh Jamaluddin Al-Banjari Tuan Guru Surgi Mufti (4 Minutes)
3. A journey from the grave of Sheikh Jamaluddin Al-Banjari Tuan Guru Surgi Mufti to the Banjar Village of Sungai Jingah (2 Minutes)

4. Travel from Banjar Sungai Jingah Village to Kampung Biru (3 Minutes)
5. Travel from Kampung Biru to Kampung Hijau (6 Minutes)
6. Travel from Kampung Hijau to Sungai Jingah Sasirangan Craftsman (3 Minutes)
7. Travel from Sungai Jingah Sasirangan Craftsmen to Wasaka Museum (8 Minutes)
8. Travel from Wasaka Museum to Soto Bang Amat (5 Minutes)
9. Travel from Soto Bang Amat to Habib Basirih's Tomb (57 Minutes)
10. Travel from Habib Basirih to Siring Piere Tendean (36 Minutes)

From an institutional perspective, the steps of the Banjarmasin City government to manage and organize rivers or streams as tourist destinations is a significant breakthrough. The river that surrounds the city of Banjarmasin has artistic value and uniqueness (Abbas et al., 2020, 2021; Putro et al., 2021). The culture is quite interesting, which not all cities have the contours and culture of Banjarmasin. The city government carries out various strategies to develop this potential. On the Martapura River, in addition to the Siring Pierre Tendean destination, the Old Harbor, located in front of the Banjarmasin Mayor's Office, was developed as a city tourist destination by completing various park facilities as a relaxing and diverse place. When looking at the future, tourists can enjoy the splendor of the City Hall Office (Mutiani et al., 2020).

CONCLUSION

River tourism-based tourism on the riverbanks of the City of Banjarmasin through river crossing activities continues to be developed. The river has functioned and encompassed all transportation activities, the center of the public tourism area, the point of communication, economic activity, and political practice. Tourism on the riverbanks of Banjarmasin City, which is packaged in the form of a riverbank, offers various tourism objects that contain aspects of religion, cultural history, and culinary. The tour is designed so that it becomes a series of tourist trips with the initial focal point of the trip being at siring 0 KM. Thus, a series of tourist trips that can be done on the banks of the river in the city of Banjarmasin can make these destinations a place to travel.

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6. Business Development Strategies for Micro, Small and Medium Enterprises (UMKM) in Kampung Purun

Herry Porda Nugroho Putro, Rusmaniah, Jumriani, Muhammad Rezky Noor Handy, Mutiani

ABSTRACT

Micro, Small, and Medium Enterprises (UMKM) have an essential role in a country's economy, including Indonesia. One of the UMKM in South Kalimantan that still survives is the purun craft UMKM in Purun Village. In order for UMKM to continue to survive and thrive, a strategy for business development is needed. This research was conducted to provide an overview of the development strategy of micro, small, and medium enterprises in the village of purun. The approach used is qualitative. They are collecting data through in-depth interviews, observation, and documentation. Data analysis went through the stages of reduction, presentation, and conclusion drawing and verification. The results show that the business development strategies carried out by the craftsmen include 1) Improving the quality of human resources and production, 2) making nameplates, 3) marketing through local, national and international exhibitions 4) utilizing technology to do online marketing to expand the market 5) establishing cooperation.

Keywords: Development strategy, Purun Village, and Purun crafts UMKM.

PRELIMINARY

Law of the Republic of Indonesia No. 20 of 2008 concerning UMKM Article 1 of the Act states that micro-enterprises are productive businesses owned by individuals and/or individual business entities that have the criteria for micro-enterprises as regulated in the Act. Thus, micro-enterprises are independent, productive economic businesses that are run by individuals or business entities that are not subsidiaries or branches of companies that are

owned, controlled, or become part of either directly or indirectly, of micro-enterprises, small- scale businesses, or large businesses that meet micro-enterprise criteria as referred to in the Act. As stated in Article 6, UMKM are the net worth or asset value excluding land and buildings for business premises or annual sales proceeds (Government of the Republic of Indonesia, 2008; Hasanah et al., 2021).

UMKM have an essential role in the economy of a country, including Indonesia. Indonesia is a developing country that should make UMKM as a means in the economic aspect to have good performance in the form of high productivity and live in the midst of other big businesses. The role of UMKM in the economy is marked by their ability to support large businesses such as providers of raw materials or raw materials (Subiyakto & Mutiani, 2019; Mutiani, 2020; Hasanah et al., 2021).

Indonesia has experienced a crisis in the economy, causing a decline in the national economy. Many large businesses in various sectors stagnated until they stopped operating in 1998. However, Micro, Small, and Medium Enterprises (UMKM) could survive and support the Indonesian economy during the monetary crisis. UMKM are one of the fields that develop consistently in the national economy. UMKM become providers of productive employment. UMKM are also labor-intensive businesses that do not require specific requirements such as education or expertise. UMKM use relatively small capital and use simple technology. Until now, UMKM still have an essential role in the Indonesian economy both in terms of the number of businesses, employment opportunities, and national economic growth, which is calculated based on the gross domestic product (Ananda & Susilowati, 2017; Amelia et al., 2021; Putro et al., 2021; Rahmah et al., 2021).

There are many micro, small and medium enterprises (UMKM) in South Kalimantan, such as selling Banjar *wadai* (cakes); business of processing tomatoes into various forms of food such as candy, juice, jam and others; furthermore there is also a business of making herbal plants into herbal medicine which is sold to the broader community to other businesses; In addition, from the city of Banjarbaru or Banjarmasin, there has also been an increase in the economy from the government with themes in the villages that are their characteristics, such as the purun village in Banjarbaru, the ketupat village in Banjarmasin and others; or also supported by tourism-based economic activities such as Floating Market tours in Siring Tendean

Banjarmasin, Kuin Floating Market or Lok Baintan Floating Market (Abbas & Jumriani; 2020; Arisanty et al., 2020; Abbas et al., 2020; Delima et al., 2020; Hapijah et al., 2020; Fitriyani et al., 2021; Fatimah et al., 2021; Nazmi et al., 2021; Abbas et al.,; 2021; Syaharuddin et al., 2021; Arisanty et al., 2021; Subiyakto et al., 2021).

One of the UMKM in South Kalimantan is the purun purun craft business, both purun craftsmen in the Barito River area, Barito Kuala Regency, purun craftsmen from Amuntai, North Hulu Sungai Regency or in Purun Village located in Cempaka District, Banjarbaru City. So this research will focus on purun craftsmen in Banjarbaru City (Mutiani et al., 2021; Lestari et al., 2019; Lestari et al., 2021). Considering the importance of the role of UMKM in the economy in Indonesia, this study aims to find out how the strategy for developing micro, small and medium enterprises in purun crafts in Purun Village. Therefore, the purpose of this article is to describe how the strategies carried out in developing UMKM are expected to maintain the existence of UMKM in Indonesia, primarily focusing on Purun Village, Cempaka District Banjarbaru City.

METHOD

This study uses a qualitative approach. First, qualitative research was chosen to understand the economic conditions of purun crafts UMKM in Purun Village to describe in detail and depth the actual conditions of Purun Village in the field. Then it is constructed in a theme to be better understood and more meaningful (Sugiyono, 2018). The source of data comes from informants, namely weavers. The data collection technique was through direct observation in July 2021, interviews with craftsmen in Purun Village, and documentation from other sources relevant to the research.

The data analysis used in this study is the interactive model of Miles and Huberman, consisting of 3 steps of analysis, including data reduction, data presentation, and data verification (Nugrahani, 2014). First, data is reduced by copying the interviews' results from the recorded form into written form, then reduced according to the required data about the development strategy of UMKM in Purun Village. Next, the data presentation stage is carried out with narrative texts and the MSME development strategy descriptions. Finally, the next stage is concluding (verification) to answer the problem regarding the MSME development strategy in Purun Village.

RESULTS AND DISCUSSION

In Purun Village, there are UMKM engaged in the creative economy industry, namely purun purun handicrafts. The purun obtained comes from the purun plant that grows in Purun Village, namely in ex-mining excavations. There are 4 groups of craftsmen in Purun Village, namely Galoeh Cempaka, Al-Firdaus, Galoeh Banjar, Pelangi Firdaus. Therefore, craft UMKM in Purun Village have an essential role in the country's economy (Lestari et al., 2020; Lestari et al., 2021; Mutiani, 2020).

Micro, Small, and Medium Enterprises (UMKM) are informal in which management is generally carried out. The UMKM businesses are managed individually or in groups. The Purun handicraft business in Purun Village uses surrounding resources with workers in the surrounding environment such as family, neighbors, and close relatives. One of the problems of UMKM is human resources related to the ability and expertise of the business actors themselves, or their productivity is still low, so a strategy is needed for business continuity. The strategies carried out by UMKM handicrafts in Purun Village include:

1) Improving the quality of human resources and production

Business continuity is determined by the quality of human resources and products produced. The strategy carried out by purun craftsmen to improve human resources, and product quality is by participating in training held by the government to manage UMKM. By participating in the training, the craftsman's ability is increasing in increasing productivity and improving product quality. In addition, the purun products produced are strived to be neater and more varied, namely by diversifying products. Previously, purun products made only baskets and mats; now, they are more diverse, such as bags, drink holders, placemats, multipurpose boxes, and more purun patterns. This is done to increase customer interest.

Management in human resources is a set of methods ranging from planning, organizing, coordinating, implementing, and supervising the development, procurement, maintenance, remuneration, and separating the workforce to achieve goals in an organization (Sadeli, 2019). In addition, human resource management is a way to manage and utilize existing resources in individuals. Human resource management is developed in work to achieve group goals and individual development (Mulyana, 2020; Qustolani, 2017).

2) Installing a group name sign

Development is inseparable from the economic system in Indonesia. Developments in a business are influenced by marketing. Every business actor has their way of running their business. Likewise, for the Purun Craftsmen, each crafter has their way of doing marketing. Some craftsmen market their handicrafts only at the place of business, namely by waiting for customers to come, others by marketing outside the place of business. The way of marketing the craftsmen in their place of business is by making a signpost so that the place of business is more visible, then by forming a group where each group has a gallery to display every product made by its members (Haudi et al., 2021).

Picture 1. Sign of the name of the Al-Firdaus Purun Craftsmen Group

Source: Personal documentation, 2021

3) Participate in local, national, and international exhibitions

They introduced products and places of business the way craftsmen do by participating in local, national, and international exhibitions. The exhibition that was followed was inseparable from the government's support to promote UMKM in Kampong Purun. Promotional strategies are essential in marketing, not only for producers but also for consumers. Thus, the promotion strategy has developed into communicating goods or services (Gurmilang, 2015).

The method and the ability to convey information about goods and services to consumers affect the success of a marketing objective, namely

to form the image of a company brand (Ayuni, 2019). Goods or services produced by a company will not be able to find its customers, so development is needed that plays a vital role in the sustainability of a business to continue to grow and develop (Kurniawati et al., 2019). Therefore, marketing must convey information in the form of a clear and directed picture of what is given by a company or business actor (Susanti et al., 2018).

4) Marketing via online

Marketing by purun craftsmen can be done directly to consumers and distribute goods without having to have an intermediary in marketing. Direct marketing is through online marketing. Based on an interview with Maimunah (45 years old) stated "Sales are often done online such as WhatsApps, Facebook and also Instagram, and if shopee doesn't know yet, it's because my sister is working on social media. For sales this month, there are orders for 700 types of mini bags with color motifs in great demand; for original color motifs, there are also many enthusiasts because the buyer will add creations in the form of beads and various motifs of sasirangan fabric. Orders are also sent to other provinces such as Palangkaraya, Semarang and ordered because I saw a post on Instagram. This group of craftsmen also often participates in exhibitions invited by the local government" (interview, 11 July 2021). With the development of increasingly sophisticated technology, marketing has become more accessible. Through promotion technology, the craftsmen are carried out online by using social media. Business actors can distribute product offers to consumers individually or in groups, often called co-clients (Islami & Nahartyo, 2019).

Through online marketing, the market that purun craftsmen can reach is getting wider, both within the region and outside the region. Through online media, marketing is getting more outward so that it can increase purun sales volume. In addition, online media is also straightforward to use at a relatively low cost because it can be done directly by craftsmen without intermediaries. Sales volume will increase with an excellent promotional strategy. Consumers will become more familiar with the product until they buy a product from a good promotion (Roring et al., 2015; Irawan, 2019).

Since the advent of the internet until now, its users have continued to grow. Internet users are increasing in various sectors, one of which is the economic sector. The internet used as a business medium is increasing in the information age, including the purun craftsmen whose orders are increasing

every year; this makes the people in Purun Village more and more engaged in becoming craftsmen from what they used to be farmers and odd jobs. This can also be seen from the group of craftsmen who initially only had 1 group; now, it has grown to 4 groups. Promotion through the internet has made Kampung Purun increasingly known not only for customers buying its products but also for many academics who do research.

Activities in conveying information in this context are promotions known as promotion mix, which include means of advertising, sales promotion, personal selling, and publicity (Kotler et al., 2018). In determining the promotional advice used, it must be coordinated effectively and carefully to the target, namely consumers, both old customers, and new customers, considering the strengths of business actors or competitors. Promotion is significant because this element is part of an effort to introduce a product, laying a persuasive foundation, so prospective buyers decide to buy without hesitation.

5) Establish cooperation to expand the marketing network

Another strategy used by craftsmen is to collaborate. Based on an interview with Masliani (43 years old), marketing is done using social media and has a collaboration with PLN for purun craftsmen to develop their business (interview 11 July 2021). Humans are social creatures who need the help of others; therefore, cooperation is needed.

The objectives of the cooperation carried out in business, among others:

1. The partnership aims to optimize operations by focusing on core competencies and activities. Competencies and activities that are not included in the core business are given to partners. This kind of partnership is called outsourcing or outsourcing.
2. Partnerships aim to acquire non-owned resources such as consumer databases, technology, strong brands.
3. Partnerships aim to gain knowledge organizationally. Organizations in business need knowledge in carrying out their operations, but partners own that knowledge. This form of partnership is called a joint operation.
4. Partnerships aim to acquire markets, either to open new markets or to develop existing ones. This form of partnership is like a joint venture. Significantly for partnerships to develop markets, partner organizations work together, but they still compete in sales (PPM, 2012; Umar et al., 2018).

In cooperation, there will be mutually beneficial agreements. However, businesses that are built require the role of other people to continue to grow. There is no successful entrepreneur who does it himself without the involvement of others. Therefore, the key to successful cooperation is to facilitate the development of the purun business, namely to expand the network (Mutiani, 2020; Hasanah et al., 2021).

IVCONCLUSION

The role of UMKM in the economy is marked by their ability to support large businesses such as suppliers of raw materials or raw materials. One of the UMKM that still survive in South Kalimantan is the purun handicraft UMKM in Purun Village. Their production raw materials are obtained from the purun plant that grows in the surrounding environment. Purun craft UMKM have 4 business groups, namely Galoeh Cempaka, Al-firdaus, Galoeh Banjar, Pelangi Firdaus. The strategy in developing a purun business is necessary to continue maintaining the business's existence so that it is better known by the wider community and can increase sales volume. The business development strategies carried out by craftsmen include 1) Improving the quality of human resources and production, 2) making name signs, 3) conducting marketing through local, national and international exhibitions, 4) utilizing technology to conduct online marketing to expand the market 5) establishing cooperation.

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7. Training in Making Learning Media in The Form of Attractive Photos for Teachers to Increase Student Learning Motivation At SMPN 7 Banjarmasin

Ersis Warmansyah Abbas, Rusmaniah Rusmaniah, Muhammad Rival, Yusup Yusup, Muhammad Maulana.

ABSTRACK

The sudden Covid-19 pandemic requires educational elements to maintain online learning. For optimal learning activities, it should be supported by the use of learning media that can increase student learning motivation. One of them is by displaying attractive photos as learning media. Teachers can edit photos trough the application of smartphone. This article aims to explain how the implications of training in making learning media in the form of attractive photos for teachers at SMPN 7 Banjarmasin. To sharpen the results obtained from service activities, the authors conducted a relevant literature study. The result of this article described that the training done can provide soft skill to teachers in editing photo draw as media learning that attract by use application smartphone.

Keywords: Learning Media, Learning Motivation, and Interesting Photos.

PRELIMINARY

The world community is currently being hit by a disaster, namely the spread of the Covid-19 virus, which has caused many deaths. This makes the world community worried about doing activities outside the home for fear of being exposed to the Covid-19 virus, including Indonesia. Therefore, the government issued a policy for people to stay at home and comply with all health protocols made by the government. COVID-19 or Corona Virus Diseases began to endemic in Wuhan, China, in December 2019. Its spread became more massive to several countries in early 2020 and entered Indonesia in March 2020. On March 11, 2020, WHO declared this outbreak a global pandemic. Until now, globally, the death toll has reached 316,860 people, and in Indonesia, it has reached 1,192 people, from data as of May 18, 2020 (Syaharuddin, 2020).

The impact of COVID-19 has caused the economy in Indonesia to decline, dropping the rupiah exchange rate, increasing the price of goods, especially medical equipment. Extreme countermeasures such as the Lockdown of an area and even a country are carried out to minimize the spread of the disease (Zahrotunni'mah, 2020). According to Hongyue and Rajib, the impact of the pandemic on the economy, social, security, and politics will affect psychological conditions and behavioral changes that are broader in the longer term. These behavioral changes include healthy living behavior, using technology, education, social media, consumptive behavior, work behavior, and socio-religious behavior (Ginting, 2020). According to Roycnhansyah (2020), People's behavior during the pandemic has changed, including WFH, everything virtual, transport mode choice, to control access. The use of technology to support secondary work or even recreation has turned into the main work facility. This also has an impact on the education system in Indonesia.

Education is a process in the formation of culture and an effort to sustain tradition in society. Thus, education is a process through which culture controls a group of people (Subiyakto & Mutiani, 2019). Therefore, education must continue even though the COVID-19 pandemic is in turmoil. For example, in the education sector, teachers and students will be accustomed to interacting with distance learning for all elements of education, namely students, teachers, and parents, considering that during the pandemic, time, location, and distance are a big problem today (Kusuma & Hamidah, 2020). So that distance learning is a solution to overcome obstacles in carrying out face-to-face learning.

The sudden COVID-19 pandemic requires educational elements to maintain online learning. Current conditions are urgent for innovation and adaptation related to available technology to support the learning process. The practice requires educators and students to interact and transfer knowledge online. Online learning can take advantage of platforms in the form of applications, websites, social networks, and learning management systems (Gunawan et al., 2020). These various platforms can be used to support knowledge transfer supported by various techniques.

In essence, the teaching and learning process is a communication process, namely conveying messages from the source of the message through certain media to the recipient of the message. While the message communicated is the content or teachings or education that has been arranged in such a way as a curriculum. This message is then conveyed in communication in verbal symbols, namely in words, verbally, and in writing. Nor is the form of non-verbal or visual symbols (Nurhikmah & Haling 2020).

For optimal learning activities, it should be supported by learning media that can be applied correctly and adequately. So that students can easily understand the subject matter well too. Teachers can also efficiently deliver material and evaluate learning outcomes that have been carried out. So that in the end, the process and results will be more effective and efficient. Therefore, in learning to continue to increase student motivation in learning. One of them is through the display of attractive photos as learning media.

According to Safitri & Kabiba (2020), learning media in the form of pictures are tools that teachers can use in the learning process to form meaningful learning for students. So the role of a teacher who has the expertise, accuracy, and ability in using the media is very influential in students' formation of learning motivation. Therefore, based on previous research (Hasanaini, 2020) related to increasing students' learning motivation at SMPN 7 Banjarmasin. this community service will be held at the school, namely by providing training to make learning media in the form of interesting photos for teachers to increase student learning motivation at SMPN 7 Banjarmasin. Because of that, this article aims to explain how the implications of training in making learning media in the form of attractive photos for teachers at SMPN 7 Banjarmasin.

METHOD

This article is the result of community service. The activity was carried out in SMPN 7 Banjarmasin, Banjarmasin City. The implementation time is on September 6, 2021, with a full- day implementation design. The implementation is carried out for teachers at SMPN 7 Banjarmasin which was attended by 20 teachers, using the direct instruction or direct instruction model. To sharpen the results obtained from service activities, the authors conducted a relevant literature study. A literature study is used to collect data or sources related to specific topics from various sources such as journals, books, and other libraries (Snyder, 2019). In addition, in writing this article also uses the author's empirical approach. Based on that, it is hoped that the series of activities can complete the writing of the service results scientifically and rationally because they are described based on experience and theoretical reviews.

RESULT AND DISCUSSION

This community service activity was carried out by the Social Sciences Education Study Program FKIP ULM in collaboration with SMPN 7 Banjarmasin,

carried out with various activities to develop soft skills for SMPN 7 Banjarmasin teachers in using photo editing applications on smartphones as interesting learning media for students. In this community service activity, there are several agendas in its implementation as follows:

They are learning media training activities for SMPN 7 Banjarmasin teachers as participants in improving their ability to make learning media in photo editing using applications that can be downloaded on smartphones. This activity was carried out by Lecturers of the Social Sciences Education Study Program FKIP ULM and several students by prioritizing health protocols such as wearing masks, washing hands, using hand sanitizers, and maintaining distance considering the Covid-19 pandemic that is still hitting.

This activity began with an opening which Mr. Kabul M.Pd opened as the head of SMPN 7 Banjarmasin. Then the activity continued with socialization about how to use photo editing applications found on smartphones that can be used as interesting learning media for students at SMPN 7 Banjarmasin so that interactions between teachers and students can be well established so that it can increase learning motivation and material acceptance is more understandable by students even though learning is currently being carried out online. In addition, the use of practical applications can also make it easier for teachers to produce effective and efficient teaching materials.

Figure 1. Opening of community service activities by the head of SMPN 7 Banjarmasin

Source: Activity documentation, September 2021.

In the socialization activity, the participants were very enthusiastic in participating in providing material on how to edit photos as a learning tool given by Mrs. Rusmaniah, M.Pd. as a presenter. In this activity, we comply with health protocols to prevent and suppress the spread of the Covid-19 virus pandemic (Corona Virus Diseases 2019). It is hoped that this activity can provide and improve soft skills for teachers in making learning media.

Figure 2. Submission of material on how to edit photos using a smartphone

Source: Activity Documentation, September 2020.

The Social Studies Education Study Program collaborates with SMPN 7 Banjarmasin in conducting community service activities to improve soft teacher skills in making interesting learning media for students to increase motivation in learning. The involvement of insiders who collaborate in community service activities in carrying out socialization and training of teacher skills in making learning media through smartphones at SMPN 7 Banjarmasin, East Banjarmasin, South Kalimantan, Lambung Mangkurat University (ULM), then there are practical activities in running photo editing applications on The participant's smartphone, which Mrs. Rusmaniah, M.Pd, directed, played a significant role in this activity and collaborated with the school so that through this training activity, they can provide knowledge and skills in using electronic media as learning materials during the Covid-19 virus pandemic which still has not found

a bright spot, and can be developed based on the creativity of teachers in applying it. Online learning is considered the best solution in teaching and learning activities during the Covid-19 pandemic (Abbas & Erlyani, 2020).

Figure 3. The teachers practice using the features of the photo editing application

Source: Activity documentation, September 2021.

In this activity, a photo editing competition was also held using an application that has been determined as an interesting learning medium and can make participants more enthusiastic in participating in activities and trying to make the results as attractive as possible. With this competition, of course, there are prizes given to participants with the most interesting results. In addition, the three participants with the best results will get prizes in the form of gifts that the committee has provided to appreciate the work that has been made.

Figure 4. Winner of the best photo editing work

Source: Activity documentation, September 2021.

Figure 5. Prizegiving for the winners

Source: Activity documentation, September 2021.

The activities carried out by the Social Studies Education Study Program in optimizing the use of smartphones in making learning media in the form of photos as innovative teaching materials to make it easier for teachers to deliver learning materials and can provide understanding by students, especially visually will understand more about the illustrations presented, so that in the results will be more effective and efficient in the teaching and learning process. Furthermore, visual learning media makes it possible for students to get rid of boredom compared to mere verbal learning, making it easier for students to receive lessons (Budiman, 2016).

CONCLUSION

Overall, the implementation of service activities followed what was planned in the proposed 2021 proposal to the Faculty of Teacher Training and Education, Lambung Mangkurat University. Each stage that is passed provides a learning process for both the implementing team and the training participants. The community service "Training on Making Learning Media in the Form of Attractive Photos for Teachers to Increase Students' Learning Motivation at SMPN 7 Banjarmasin" can to provide soft skills to teachers on how to create interesting learning media by utilizing smartphone applications. Smartphone applications aim to make it easier for teachers to design accessible and interesting learning media. Learning media received visually to students is expected to increase students' learning motivation and understanding of the material presented. In addition, digital learning media is essential in implementing learning activities carried out online during the covid19 pandemic.

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8. Culinary Distribution in Minggu Raya Banjarbaru as a Learning Resource on Social Studies

Linda Sari, Herry Porda Nugroho Putro,
Muhammad Adhitya Hidayat Putra, Syaharuddin, Rusmaniah

ABSTRACT

Social studies learning is identical to rote learning because students lack understanding of the material presented. This is due to the lack of linking the examples given to everyday life or related to the environment of students. So that learning resources are needed from the environment around students. One of the environments that can be used as a learning resource is the Minggu Raya area, especially in culinary distribution activities. This study aims to describe distribution activities on culinary at Minggu Raya Banjarbaru as a source of social studies learning. The method used in this research is the qualitative method. It is collecting data through in-depth interviews, observation, and documentation. Data analysis went through the reduction, presentation, and conclusion stages and was finally verified. Research results explain that the distribution of the sale and purchase of culinary at Minggu Raya Banjarbaru can be used as a source of social studies learning for class VII on distribution of economic activities. With contextual learning resources, it is hoped that students will more easily understand social studies learning materials. This is because the examples given by the teacher are more concrete and can be seen directly by students.

Keywords: Culinary Distribution, Minggu Raya, and Learning Resources on Social Studies.

PRELIMINARY

Economic activities involve the production, distribution, and consumption of food, goods, and services among all the actions of society. According to Cambridge, Economic activity is the production, purchase, or sale of a product

or service. Economic activity is a series of actions that produce, trade, sell or distribute goods, food, and services. Economic activities group similar businesses that provide food or materials for consumption (Budiarta et al., 2020; Nazmi et al., 2021). Economic activities consist of production, distribution, and consumption (Ihwanudin et al., 2020). One of the most important economic activities is distribution. Distribution is all activities aimed at distributing goods and services from producers to consumers (users). In this process, the goods produced by the producer are then distributed through distribution until the goods reach the hands of consumers (Ahmadi, 2003).

Culinary distribution on Minggu Raya Banjarbaru has a 24-hour sales operation. Sales of goods are carried out in the form of food, both heavy food, snacks, beverages, coffee, fruit juices, tea, and so on. Economic activities, especially in this case, are elementary to find, for example, distribution activities in Culinary at Minggu Raya, Komet sub-district, Banjarbaru city, in culinary business on Minggu Raya Banjarbaru there are distribution activities, namely buying and selling food, drinks, and so on. Distribution activities at the Minggu Raya culinary center can be used as social studies learning resource because distribution activities are included in one of the sub-materials in social studies learning.

Based on Rahmawati's research (2018) shows that social studies learning is identical to rote learning because of students' lack of understanding of the material presented. This is due to the lack of linking the examples given to everyday life or related to the environment of students. Therefore, in learning, teachers or teaching staff should further develop innovation in using learning resources so that learning is fixated on books and fixated on the surrounding environment to make it easier for students to understand the subject matter. Learning resources are materials used to equip students with information. Learning and various skills. These learning resources can be words, pictures, photos, resource persons, natural objects, and cultural products (Yunanto, 2004). This learning resource allows us to move from not knowing to know, from not understanding to understanding, and from inexperienced to experienced (Abbas, 2014).

One of the environments that can be used as a learning resource is the Minggu Raya area, especially in culinary distribution activities culinary on Minggu Raya Banjarbaru is a business that serves various types of food and drinks such as fried rice, meatballs, fried noodles, soup, for sale which is an economic activity in the form of distribution carried out by culinary owners on Minggu Raya Banjarbaru. Therefore, this article will describe how the distribution of culinary trading on Minggu Raya is a learning resource on social studies.

METHOD

This study uses a qualitative method. Qualitative methods are used so that researchers can describe and understand social situations and economic activities as a whole and in a holistic manner in-depth and find patterns of interaction and economic activities found in the culinary delights of Minggu Raya Banjarbaru. The data source comes from the informant, namely the owner of the shop on Minggu Raya. Primary data was obtained through in-depth interviews by being recorded and then recorded. Other primary sources are observation and documentation.

This study uses data analysis techniques that refer to the concept of Miles and Huberman. Miles and Huberman (Sugiyono, 2016). Reduction of data by copying the results of interviews from the recorded form into written form to be reduced according to the required data, namely about the distribution of culinary trading on Minggu Raya Banjarbaru as a source of social studies learning. Then the data obtained are presented in the form of sentences and are equipped with pictures and tables of the relevance of the suitability between distribution activities with KD and social studies material. After the data is summarized and presented, then verification/drawing of conclusions is carried out according to the formulation, and research objectives validity of the data was tested by triangulation of sources by asking the same thing to several different informants, and triangulation of methods was carried out using interview, observation, and documentation techniques regarding the validity of the data, distribution of culinary trading on Minggu Raya Banjarbaru as a source of social studies lessons

RESULTS AND DISCUSSION

Komet village is one of the villages in the city of Banjarbaru where in this village is a place for building a culinary place on Minggu Raya Banjarbaru given in March 2016, culinary at Minggu Raya Banjarbaru is a government initiative in building a culinary place as well as a culinary tourism place that has its characteristics, namely open 24 hours which is right in the middle of Banjarbaru city. The primary purpose of opening a culinary feast on Minggu in the middle of the city is to help open jobs such as selling and be used as a tourist spot because this place has various entertainments at night. There are sales, food, drinks, drinks, perfumes, etc.

Picture 1. The Gate of Minggu Raya on Banjarbaru City

Source: Personal Document (Photo taken 03 June 2020).

The comet village is surrounded by several buildings, such as a park in the middle of the city, Taman Van der Vill, a fountain garden, culinary delights at Banjarbaru Minggu Raya, the mayor's office, which is located in the center of Banjarbaru City. Culinary at Minggu Raya Banjarbaru is progressing and developing well in terms of the facilities used by the seller for the buyer, and the cleanliness of the food is maintained. The shop owner depends on the economy through sales made on Sundays.

The economy is an important part that cannot be separated from human life. No exception anyone, from any ethnicity, nation, or religion, will not be separated from this one aspect. Even since humans are born, they already have many needs to be met. In general, economic activities can be divided into three types, namely production, distribution, and consumption. In the modern world, it is also known the existence of intermediation and government policies. In addition, all of this also depends on labor, natural resources, management, etc. These things form a complex system commonly referred to as economic activity. This system has one main goal: human welfare (Fadilah and Asy'ari, 2017; Najmi).

Economic activities that occur in culinary activities on Minggu Raya Banjarbaru are carried out almost every day and are the busiest every night of

the week. One of the economic activities that are no less important is distribution activities, in which goods from producers can be channeled into the hands of consumers. There is a culinary distribution on Minggu Raya Banjarbaru, namely traders selling goods from producers to buyers through the sale of foods such as fried rice, meatballs, fried noodles, and beverages such as coffee and tea syrup, and so on. Merchants only sell from other people's production, then resold by traders. Culinary sold at the Minggu Raya Banjarbaru culinary center is food and drinks made by other people thatare resold by adding value to goods such as raw noodles, which then go through a frying process first to be sold in ready-to-consumer form.

Culinary buying and selling distribution activities on Minggu Raya Banjarbaru can be used as a source of social studies learning, seen from the related social studies subject matter, namely economic activities in the distribution element. Learning resources are everything that can be used to support and make it easier for students to understand the subject matter. It is also essential to develop innovations in social studies learning. This can be done by exploring social studies learning resources by using the local potential to provide contextual examples that facilitate students' understanding of the subject matter. The potential of the surrounding environment, such as culinary delights on Minggu Raya, can be utilized by teachers or teaching staff as a learning resource so that students can more easily understand learning. The following are essential competencies, primary materials.

Table 1. Relevance of essential competencies and basic materials related to the distribution activities of buying and selling culinary in Minggu Raya Banjarbaru

Basic competencies	Subject matter	Sub material and sub material
3.3 analyze the concept of interaction between humans and space to produce various economic activities (production, distribution, consumption, supply, and demand) and interactions between spaces for the sustainability of Indonesia's economic, social and cultural life	Economic activities (production, distribution, consumption) are related to the development of science and technology.	Distribution economic activities

(Source: Data processed, 2021)

Based on the relevance table of the syllabus analysis according to KD, material, and sub-materials above in the Social Sciences lesson for class VII related to distribution activities for culinary at Minggu Raya Banjarbaru. Minggu Raya culinary's sale and purchase distribution activities can be used as a source of social studies learning on contextual economic activity material, namely on distribution economic activity material for even semester VII class. This is because Culinary on Minggu Raya Banjarbaru is a trading place where culinary stall owners carry out distribution activities. Culinary shop owner selling food and drinks.

The distribution process carried out by culinary stall sellers on Minggu Raya Banjarbaru is selling food products ready to be consumed by customers. In this process, the owner of a culinary stall on Minggu Raya Banjarbaru uses the distribution of buying and selling so that this can be used as an example to students that distribution is an activity to add new use values that can have a higher selling value, for example buying and selling food such as meatballs, fried rice, noodles—fried foods and beverages such as fruit juices and syrups that are ready to be consumed. The contextual example of this distribution activity can be used as a learning resource on social studies concerning social studies learning material.

Using learning resources that follow the material can help students understand concepts well and are proven to be faster in understanding the material. Next, using the surrounding environment as a learning resource makes it easier for students to understand the material because students experience direct interaction with the objects they are studying. In this case, the Minggu Raya area is an environment around students that can be seen and felt directly related to the object being studied. Finally, students must be introduced to the potential of the surrounding environment to be accustomed to using systems of thinking and adaptive behavior. Environmental potential, which is then used as a learning resource, is categorized in contextual learning resources (Fauzina, 2018; Nugroho, 20018; Irwandi et al., 2019; Pebriana et al., 2021; Mariati et al., 2021).

Utilizing the surrounding environment as a learning resource facilitates students to connect their experiences with new information. Learning in the environment is not only focused on the teacher's explanation but also the interaction with the object of the lesson to achieve learning objectives. As a result, participants' thinking skills will increase, and they can avoid conceptual errors in learning (Irwandi & Fajeriadi, 2020; Nazmi et al., 2021). All of this is insepa-

rable from the positive interest in student learning during the learning process so that it also has a positive impact on cognitive learning outcomes. With contextual learning resources, it is hoped that students will more easily understand social studies learning materials. This is because the examples given by the teacher are more concrete and can be seen directly by students. In addition, through this research, it is hoped that teachers will be more innovative in finding learning resources to develop more.

CONCLUSION

Culinary on Minggu Raya located in Komet Village, Banjarbaru City is a place that sells various types of food such as fried rice, Soto, meatballs, fried noodles, and various types of drinks such as tea, coffee syrup, and fruit juices in culinary places on Minggu Raya Banjarbaru then sold to buyers are consumed by consumers. This is a distribution activity carried out by the shop owner. Culinary buying and selling distribution activities on Minggu Raya Banjarbaru can be used as social studies learning resources so that the material presented by the teacher is more accessible for students to understand. The distribution of culinary trading at Banjarbaru Minggu Raya can be used as a learning resource for Social Studies class VII on distribution economic activities. Furthermore, with contextual learning resources, it is hoped that students will more easily understand social studies learning materials. This is because the examples given by the teacher are more concrete and can be seen directly by students.

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9. Pembinaan Moral Remaja Putus Sekolah Pada PSBR Budi Satria Provinsi Kalimantan Selatan

Rusmaniah

ABSTRACT

Trackling the problem and children drop out of school is the responsibility of the state and public. One of the solution is through Bina Remaja Sosial Institution Budi Satria South Kalimantan Province.To accusedof coaching froam Bina Remaja Sosial Institution Budi Satria South Kalimantan Province, researchers focused matter as the following. (1) factors teenagers dropping out of school (2) the implementation guidance moral (3) by factors in support and factors barrier for developing moral. This research designed with descriptive qualitative design and using a list of queations as instrument interview in data collection. Based on the result of this research found that (1) tha process of servise training at Bina Remaja Sosial Institution Budi Satria South Kalimantan Province namely planning stages, the approach of early stage, stage services for panti, stage of the distribution, guidance advanced stage, termination. (2) the factors causing the teenager drop out of school namely economic factors, drop out , and family that lacking a harmonious.(3) by factors in support the implementation of the guidance among other people around, learning environment conducive, funding from the regional government, cooperation with outside , and cooperation among employees. (4) factors obstacles in the implementation of the guidance among other habits ugly beneficiaries who carried away into an environment panti, the son of princess promiscuity, background beneficiares different, a lack of facilities and infrastructure, and lack of the number of instructors.

Keywords:Guidance, social institution, teenager, dropping out of school.

PENDAHULUAN

Undang – Undang No.20 Tahun 2003 Tentang Sistem Pendidikan Nasional mendefinisikan pendidikan adalah usaha sadar dan terencana unutk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan Negara.

Sistem pendidikan gratis dengan perkataan lain pendidikan cuma – cuma, sebagian pihak mengatakan pendidikan tidak dapat diperoleh secara cuma – cuma , apalagi ketika biaya pendidikan menjadi kian mahal.Pada kenyataanya banyak sekali remaja yang mengalami putus sekolah dikarenakan berbagai faktor.

Sebenarnya saat ini masyarakat Indonesia telah membayar biaya pendidikan bagi anak bangsa melalui pajak yang dipungut oleh negara. Dana tersebut dikelola oleh pemerintah. Oleh karena itu, sekarang menjadi kewajiban pemerintah untuk menyediakan pendidikan bagi anak bangsa tanpa memungut biaya lagi. (Besari, 2008 : 279 - 280)

Pendidikan anak bangsa adalah tanggung jawab masyarakatnya, artinya bahwa masyarakat harus melaksanakan serta mendanai pendidikan tersebut. Hal ini tidak berarti bahwa masyarakat harus terlibat langsung dalam melakukan kegiatan pendidikan, namum masyarakat bertanggung jawab atas terlaksananya pendidikan yang dibutuhkannya, terutama dari aspek pembiayaannya. Dalam sistem demokratis biaya tersebut merupakan dana publik yang dipungut dari rakyat melalui sistem perpajakan, termasuk bea dan cukai. Demikian juga seharusnya indonesia. Sebenarnya saat ini masyarakat Indonesia telah membayar biaya pendidikan bagi anak bangsa melalui pajak yang dipungut oleh negara. Dana tersebut dikelola oleh pemerintah. Oleh karena itu, sekarang menjadi kewajiban pemerintah untuk menyediakan pendidikan bagi anak bangsa tanpa memungut biaya lagi. (Besari, 2008 : 279 - 280)

Undang – Undang Dasar 1945 Pasal 34 ayat 1 menyebutkan bahwa fakir miskin dan anak – anak terlantar dipelihara oleh Negara. Berdasarkan dasar hukum ini maka pemerintah memiliki kewajiban untuk dapat menyelenggarakan pendidikan seperti menyediakan sarana dan prasarana penunjang pendidikan maupun menyiapkan beasiswa bagi anak-anak putus sekolah ataupun pelatihan Permasalahan dan penanggulangan anak-anak putus sekolah merupakan tanggung jawab negara dan masyarakat, untuk itu diperlukan

suatu solusi untuk membentuk, membangun dan mengarahkan mereka agar memiliki keperibadian yang kuat, cerdas dan bertanggung jawab terhadap kehidupan mereka sendiri dalam hidup berbangsa, bernegara dan bermasyarakat.

Pemerintah melalui Dinas Sosial Provinsi Kalimantan Selatan membentuk suatu lembaga rehabilitasi sosial yang mampu menampung dan memberikan pembinaan moral bagi remaja putus sekolah dalam bentuk pembinaan di balai rehabilitasi sosial khusus untuk remaja putus sekolah.

Panti Sosial Bina Remaja Budi Satria menerima remaja putus sekolah dari berbagai wilayah di Provinsi Kalimantan Selatan.Dipilihnya Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan sebagai objek penelitian, karena panti sosial ini merupakan panti sosial yang berada di bawah naungan Dinas Sosial Provinsi Kalimantan Selatan yang khusus diperuntukkan bagi remaja putus sekolah di wilayah Provinsi Kalimantan Selatan.

Dari pengamatan sementara penulis terhadap pembinaan moral pada remaja putus sekolah di Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan, masih mengalami banyak kekurangan dan belum berjalan dengan baik.Hal ini yang menjadikan ketertarikan penulis untuk melakukan penelitian lebih mendalam tentang Pembinaan Moral Pada Remaja Putus Sekolah Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan.

METODE PENELITIAN

Metode yang dipilih dalam penelitian ini adalah metode penelitian kualitatif.Metode penelitian kualitatif dikarenakan untuk meneliti kondisi/peristiwa yang terjadi dalam suatu situasi sosial untuk mencari keterangan yang seobjektif mungkin dari responden maupun informan sehingga diperoleh data yang benar-benar valid, penilaian validitas melalui pengecekan silang atas sumber informasi/ data yang diperoleh. Penelitian kualitatif dilakukan bertujuan untuk memahami apa yang tersembunyi di balik fenomena yang kadang kala merupakan sesuatu yang sulit untuk diketahui atau dipahami (Basrowi dan Suwandi, 2008 : 35).Penelitian Ini menganalisis secara lebih teliti mengenai pembinaan moral remaja putus sekolah Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan yang beralamat di Jl. A.Yani Km 18 Banjarbaru, Kalimantan Selatan. Teknik pengumpulan data menggunakan teknik observasi, wawancara, dokumentasi, dan trianggulasi.

Teknik analisis data pada penelitian ini mengacu pada model Milles dan Huberman. Dikemukakan bahwa aktivitas dalam analisis data kualitatif

dilakukan secara interaktif dan terus menerus hingga didapatkan data yang berulang-ulang sama atau jenuh. Analisis data dilakukan pada saat pengumpulan data berlangsung dan setelah selesai pengumpulan data dalam periode tertentu, saat wawancara dilakukan analisis terhadap jawaban yang diwawancarai. Bila jawaban yang diwawancarai belum memuaskan, pertanyaan akan dilanjutkan lagi, sampai diperoleh data yang dianggap kredibel. (Milles and Huberman dalam Sugiyono, 2009: 338). Uji keabsahan data dalam penelitian ini meliputi uji credibility (validitas internal), transferability (validitas eksternal), dependability (reliabilitas), dan confirmability (obyektivitas) Hal ini dapat digambarkan berikut ini.

HASIL PENELITIAN DAN PEMBAHASAN

A. Hasil Penelitian

1. Kondisi Umum dan PSBR Budi Satria

Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan mempunyai tanah seluas 22.070,93 m^2 dan luas bangunan 6.344 m^2 dengan jenis bangunan terdiri dari : gedung kantor, aula, lokal keterampilan, lokal pendidikan, ruang pamer, lokal poliklinik, rumah petugas, dapur, pos jaga, garasi, perpustakaan, asrama, wisma, kantin koperasi, gudang ruang makan, menara air, tempat cuci dan lapangan olahraga (basket ball, voli, sepak bola, bulu tangkis, tennis meja, dan lain – lain)

2. Pembinaan yang Diperoleh Penerima Manfaat

Pelakasanaan pembinaan bagi remaja dilaksanakan berdasarkan rencana program sebelumnya. Pembinaan yang ditujukan bagi remaja mulai dari bangun tidur 04.30 hingga tidur lagi pukul 20.30 (Sumber : jadwal kegiatan PSBR, terlampir). Penerima Manfaat dibangunkan dengan bunyi alarm di masing – masing wisma kemudian mandi sekaligus mencuci baju secara bergiliran untuk persiapan shalat subuh. Shalat subuh di laksanakan di mushola pukul 05.00 dengan adzan yang dikumandangkan oleh pak Zakaria selaku Staf Pembinaan bidang keagamaan dan bergantian dengan Penerima Manfaat sekaligus mengajarkan mereka untuk dapat mengamalkan ilmu yang diberikan.

Kegiatan dilanjutkan dengan apel pagi dan operasi semut yaitu kerja bakti oleh penerima manfaat sekitar panti hingga pukul 07.30 di sekitar panti dan wisma masing – masing. Setiap akhir bulan wisma terbaik yaitu dalam hal kebesihan akan diberikan reward oleh petugas panti. Setelah kerja bakti

dilanjutkan makan pagi yang diambil di dapur umum panti secara kolektif perwisma dengan 2 orang perwakilan sesuai jadwal untuk mengambil, sebagian lainya bertugas membersihkan tempat makan dan peralatan makan. Selesai makan peralatan di kembalikan ke dapur umum.

Pukul 08.00 dilakukan upacara bendera penerima manfaat bersama petugas panti di lapangan dengan Penerima Manfaat sebagai petugas upacara secara bergiliran, hal ini ditujukan agar Penerima Manfaat disiplin dan bertanggung jawab dengan tugasnya masing – masing. Kemudian dilanjutkan bimbingan sosial pukul 08.15 di ruang kelas umum untuk seluruh Penerima Manfaat dan dibimbing oleh pekerja sosial. Seusai Bimbingan Sosial pukul 09.00 Penerima Manfaat istirhat di wisma masing – masing dan dibagikan snack.

Pukul 09.30 dimulai bimbingan keterampilan di kelas jurusan masing – masing dengan didampingi pekerja sosial dan dilatih oleh instruktur. Instruktur berasal dari orang– orang yang memang bekerja sesuai keahliannya di lapangan, misalnya yang melatih tata rias adalah orang yang bekerjanya sebagai perias. Saat waktu zuhur pukul Penerima Manfaat menuju mushola untuk melaksanakan shalat zuhur berjamaah. Selesai shalat zuhur pukul 13.00 makan siang dengan mngambil makanan di dapur umum dan pembagian tugas seperti saat makan pagi. Pukul 13.30 bimbingan keterampilan kembali dilanjutkan hingga pukul 16.00 dan kemudian dilaksankan shalat ashar berjamaah di mushola.

Bimbingan mental keagamaan dilaksanakan seusai shalat ashar dengan pembelajaran Al Quran/Tajwid secara bergantian antara laki – laki dan perempuan. Kemudian Penerima Manfaat kembali ke wisma untuk istirahat dan membereskan pekerjaan di wisma seperti menyetrika, melipat pakaian, dan lain – lain. Pukul 18.30 dilaksanakan shalat magrib berjamaah dilanjutkan dengan shalat sunnah, shalat isya dan materi bimbingan keagamaan sesuai jadwal setiap harinya. Materi disampaikan oleh pak Zakaria selaku Staf Pembinaan bidang keagamaan yang juga tinggal di rumah dinas PSBR Budi Satria. Pukul 20.30 bimbingan diakhiri dan Penerima Manfaat kembali ke wisma masing – masing dan istirahat tidur kembali untuk melanjutkan kegiatan pada besok hari.

Jenis – jenis bimbingan dalam setiap pembinaan antara lain :

a. Bimbingan Sosial

Bimbingan sosial yaitu dibimbing oleh pekerja sosial dengan tujuan agar penerima manfaat dapat bersosialisasi dan menghargasi orang lain. Bimbingan sosial dilakukan sesuai jadwal yang sudah ditentukan namun di luar jadwal

bimbingan sosial juga diberikan oleh pengasuh maupun psikolog.

b. Bimbingan fisik

Bimbingan fisik dilakukan pada awal masuk masuk PSBR seperti permildas untuk melatih kedisplinan dan mental Penerima Manfaat. Kegiatan pada bimbingan fisik lainnya yaitu olahraga yang dilakukan setiap hari Jumat diadakan senam dari pukul 08.00 sampai 09.00 WITA kemudian bebas untuk olahraga apa saja di lingkungan PSBR.

c. Bimbingan keterampilan

Bimbingan keterampilan dilakukan sesuai dengan minat Penerima Manfaat yang dilatih oleh instruktur yang sudah berpengalaman dan dilaksanakan setiap hari kecuali Jumat dan Minggu , pukul 09.00 sampai 15.00 WITA.

d. Bimbingan kesehatan

Bimbingan kesehatan dilakukan dengan bekerja sama dengan pihak kesehatan dalam memberikan penyuluhan dengan jadwal yang terprogram. Materi yang di sampaikan tetang pengetahuan sistem reproduksi, narkotika, dan HIV AIDS.

e. Bimbingan mental keagamaan

Bimbingan mental keagamaan dilakukan setiap hari mulai pukul 05.00 WITA hingga 22.00 WITA di luar waktu bimbingan lain, yaitu dengan kegiatan shalat 5 waktu , membaca Al Quran, ceramah, dan lain – lain.

3. Pemenuhan Kebutuhan setiap Penerima Manfaat, antara lain :

a. Pemenuhan kebutuhan papan dan sandang

Jangka waktu layanan penyantunan Penerima Manfaat diberikan selama di Panti Sosial Bina Remaja Budi Satria adalahbulan Januari s/d Juni dan bulan Juli s/d Desember. Pengasramaan dilaksanakan dengan sistem wisma, sejumlah 9 (sembilan) wisma dengan penghuni rata-rata 13-15 orang untuk setiap wisma. 1 wisma memiliki 1 pengasuh sebagai pembimbing atau orang tua mereka selama berada di Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan. Setiap Penerima Manfaat diberikan kebutuhan sandang berupa 1 stel pakaian olahraga, kemeja batik 1 buah serta seragam kerja untuk pelatihan keterampilan.

b. Pemenuhan kebutuhan pangan dan perbaikan gizi

Kebutuhan makan sehari-hari dilayani dengan menggunakan sistem dapur umum yang menunya sesuai dengan standar kesehatan. Untuk memenuhi gizi pada anak diberikan tambahan menu sebagai berikut: snack 2 kali setiap

hari , bubur kacang ijo seminggu 2 kali, susu murni 2 kali dalam 10 hari.

c. Pemenuhan kebutuhan kesehatan

Kegiatan ini dilaksanakan dengan menyediakan obat-obatan ringan, sedangkan pemeriksaan kesehatan dilaksanakan:

1) Setiap hari Selasa, Rabu, Kamis, dan Sabtu Dokter dari PuskesmasGuntung Payung datang ke Panti Sosial Bina Remaja Budi Satri.

2) Puskesmas Guntung Payung apabila sewaktu-waktu penerima manfaat menderita sakit termasuk rawat inap.

3) Rumah Sakit Umum Banjarbaru apabila pelayanan kesehatan di Puskesmas tidak memadai penyakit Penerima Manfaat.

4) Pemenuhan pemeliharaan kebersihan

4. Layanan yang diperoleh

Berikut adalah tahapan – tahapan pelayanan di Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan (Sumber : Buku Panduan Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan) :

a. Tahap Perencanaan

1) Pengungkapan dan Pemahaman Masalah

Pengungkapan dan pemahman masalah adalah proses untuk menilai situasi dan kondisi, kebutuhan dan permasalahan Penerima Manfaat, serta situasi dan kondisi objektif dan keluarga dan lingkungan sosialnya untuk dijadikan dasara dalam penyusunan rencana pelayanan yang akan diberikan kepada remaja.

2) Perencanaan Program Bimbingan

Penyususnan dan penetapan alternatif – alternatif pemecahan masalah, pelaksana program, dan penjadwalan sesuai hasil / rekomendasi asesmen.

Kegiatan yang dilakukan pada tahap perencanaan yaitu :

a) Perencanaan lokasi kegiatan.

b) Pembuatan surat pemberitahuan.

c) Rapat petugas.

d) Surat tugas.

e) Persiapan – persiapan lainnya.

b. Tahap Pendekatan Awal

Tahap Pendekatan awal adalah tahap persiapan dalam keseluruhan

kegiatan pelayanan sosial dalam panti yang dilakukan melalui penjajagan awal, konsultasi dan surat menyurat kepada instansi terkait dan tokoh masyarakat yang berpengaruh dan bersinggungan langsung dengan masalah maupun penyandang masalah. Kegiatan pada tahapan ini antara lain :

1) Sosialisasi

2) Konsultasi

3) Sharing prgram sosialisasi

4) Identifikasi

5) Motivasi

6) Seleksi

c. Tahap Pelayanan dalam Panti

Pelaksanaan pelayanan bagi remaja dilaksanakan berdasarkan rencana program pelayanan yang sudah ditetapkan sebelumnya. Pelayanan dalam tahapan ini anatara lain :

1) Penerimaan

2) Penempatan program

3) Bimbingan

d. Tahap Penyaluran

Tahap penyaluran yaitu menyalurkan Penerima Manfaat untuk magang bekerja di beberapa tempat kemudian kembali ke daerah. Adapun kegiatan pada tahapan ini antara lain :

1) Pemberitahuan ke Dinsos/Kab/Kota

2) Pemberitahuan kepada penerima kerja

3) Persiapan paket keterampilan

4) Magang

5) Penyerahan bantuan paket stimulan

6) Penyaluran

Pada tahap ini Petugas panti memberitahu kepada instansi terkait untuk menyalurkan Penerima Manfaat dalam pengaplikasian ilmu atau keterampilan yang didapatkan selama mengikuti pembinaan. Petugas mencari perusahaan, usaha swasta, perkantoran yang dapat dimasuki tenaga magang dari panti. Selain petugas yang meminta, sebagian juga permintaan dari penerima kerja.

Waktu magang pada umumnya selama 1 bulan namun bisa menjadi 2 bulan jika penerima kerja meminta perpanjangan waktu magang untuk penerima manfaat. Magang yang dilaksanakan dibagi menjadi 2 kloter. Magang dilakukan pada bulan kelima, sebagian penerima Manfaat magang di bulan kelima, sedangkan peneima manfaat yang masuk pada kloter kedua magang pada bulan keenam.

Selesai magang dibulan terakhir, Penerima Manfaat diberikan bantuan berupa paket perlengkapan sesuai jurusan dengan harapan agar Penerima Manfaat dapat memanfaatkannya untuk membuka usaha sendiri. Paket yang diberikan merupakan bantuan dari dinas sosial kabupaten masing – masing, seperti jurusan tata rias akan mendapatkan perlatan make up, jurusan menjahit akan mendapatkan mesin jahit, dan jurusan lainnya sesuai alat yang diperlukan.

Di akhir pembinaan penerima manfaat akan menerima rapot dari hasil pemantauan selama di PSBR Budi Satria yang diakumulasikan oleh petugas, nilai dari pengasuh, instriktur juga dari staf bidang pembinaan yang nantinya 3 nilai tertinggi akan mendapatkan reward berupa hadiah. Nilai yang didapatkan selama pembinaan terdiri dari nilai sikap, keterampilan dan keagamaan,

e. Tahap Pembinaan Lanjut

Kegiatan yang dilakukan dalam bimbingan dan motivasi kepada Penerima Manfaat, serta evaluasi dan monitoring terhadap perkembangan Penerima Manfaat. Pembinaan lanjut dilakukan untuk memperkuat stabilitas perubahan dan peranan Penerima Manfaat baik dalam melaksanakan fungsi sosialnya maupun dalam hal manfaat keterampilan dan pengembangan usaha yang ditekuni di daerhanya masing – masing.

Kegiatan dalam tahap pembinaan lanjut antara lain :

1) Memantau perkembangan lapangan
2) Penyelenggaraan pembinaan
3) Motivasi bagi Penerima Manfaat yang belum bekerja
4) Memberikan bantuan Stimulan kepada Penerima Manfaat yang sedang bekerja.

f. Terminasi

Terminasi merupakan proses akhir dari seluruh rangkaian kegiatan interverensi. Terminasi dilakukan apabila keluarga maupun lingkungan sosialnya mampu memberikan dukungan bagi eks Penerima Manfaat. Kegiatan ini

dilakukan sewaktu – waktu sesuai dengan hasil monitoring yang dilakukan oleh petugas.

Pemantauan atau monitoring yang dilakukan pada tahap pembinaan lanjut, dilakuakn setiap 2 tahun sekali secara bertahap untuk menjangkau beberapa kabupaten yang perlu anggaran dana untuk didatangi seperti daerah kabupaten yang jauh dari daerah Banjarbaru.

5. Mekanisme Rekrutmen Penerima Manfaat Panti Sosial Bina Remaja Provinsi Kalimantan Selatan

a. Pejajagan awal

Penjajagan awal adalah kegiatan pendahuluan untuk menyampaikan informasi program pelayanan Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan kepada instansi terkait dan tokoh masyarakat seperti Dinas sosial kabupaten, kelurahan, RT, dan RW. Setelah informasi disampaikan, dari instansi terkait menyebarluaskan luaskan kepada masyarakat seperti melalui pengumuman di mushola juga da rekomendasi langsung dari RT untuk mengajak remaja putus sekolah mendaftar di PSBR Budi Satria.

b. Sosialisasi

Sosialisasi adalah kegiatam penyampaian informasi tentang program pelayanan sosial dalam panti , meliputi : jenis pelayanan yang diberikan, kriteria peserta, jadwal kegiatan, kepada pihak – pihak terlibat agar terdapat kesamaan persepsi dan tindakan dalam pelayanan sosial remaja bermasalah sosial dan anak berhadapan masalah hukum.

Penerimaan Penerima Manfaat memiliki beberapa persyaratan yang harus dipenuhi, persyaratan tersebut antara lain :

1) warga Negara Republik Indonesia,
2) putus Sekolah,
3) usia 15 sampai 20 tahun,
4) belum menikah,
5) sehat jasmani dan rohani,
6) belum bekerja/ tidak bekerja
7) berkelakuan baik,
8) berasal dari keluarga tidak mampu

9) membawa surat pengantar dari Dinas Sosial atau bagian kesra Kabupaten/Kota.

c. Identifikasi

Identifikasi adalah kegiatan pengumpulan data penyandang masalah, permasalahan, jumlah dan lokasi para penyandang maslaah sehingga rekrutmen anak terlantar putus sekolah tidak menyimpang dari apa yang diharapkan. Identifikasi dilakukan dari berkas persyaratan yang dikumpulkan calon Penerima Manfaat saat mendaftar.

d. Seleksi

Seleksi yang dimaksud adalah melihat dan memilih calon peserta yang memiliki kesesuaian karakteristik dengan kriteria sasaran garapan yang telah ditetapkan. Berkas persyaratan diperiksa dan calon Penerima Manfaat di wawancara saat dilakukan seleksi oleh petugas PSBR Budi Satria yang turun langsung ke Dinas Sosial 13 Kabupaten di Kalimantan Selatan sesuai dengan jadwal seleksi yang telah ditentukan.

e. Penerimaan

Penerimaan adalah proses penyerahan wewenang, tugas, dan tanggung jawab dari calon Penerima Manfaat, keluarga Penerima Manfaat atau pihak – pihak lain kepada PSBR Budi Satria Provinsi Kalimantan Selatan. Pembinaan yang dilakukan disesuaikan sengan minat khususnya dalam pembinaan keterampilan. Penentuan minat atau jurusan Penerima Manfaat ada pada saat mereka seleksi di Dinas Kabupaten kemudian menyesuaikan dengan kuota yang ada setiap jurusan.

6. Gambaran Subjek Penelitian

Subjek dalam penelitian ini terdiri dari informan, yaitu beberapa remaja Penerima Manfaat (Sintia, Yanti, Mardiana, Muhammad, Ismail, Zulkifli), Kepala Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan (Drs. H. Asmullah), pekerja sosial / Staf Pembinaan & Resosialisasi (Drs.Puji Riawanto, Zakaria, A.Md), pengasuh (Ibu Naning dan Ibu ana).

7. Faktor - faktor Penyebab Remaja di Panti Sosial Bina Remaja Provinsi KalimantanSelatan Mengalami Putus Sekolah

Remaja yang mengalami putus sekolah memiliki berbagai faktor penyebab, diantaranya kondisi ekonomi, drop out , juga kondisi keluarga yang kurang harmonis.

B. Pembahasan Penelitian

1. Proses Pelaksanaan dan Pembinaan yang Diperoleh Penerima Manfaat di Panti Sosial Bina Remaja Provinsi Kalimantan Selatan

Pelaksanaan pelayananan sosial yang dilakukan di Panti Sosial Bina Remaja Budi Satria dilakukan sesuai dengan tahapan – tahapan palayanan sosial pada umumnya. Namun, dalam hal penentuan minat belum sepenuhnya sesuai dengan permintaan Penerima Manfaat di awal penentuan minat karena menyesuaikan kuota kelas pada setiap jurusan sehingga Penerima Manfaat harus memiliki 2 pilihan dan kemudian disesuaikan dengan kuota yang ada. Selain itu, dalam penerimaan terdapat satu poin yang tidak sesuai dalam persyaratan yang diminta yaitu dalam usia Penerima Manfaat yang seharusnya remaja memiliki rentang usia antara 15 – 21 tahun.

Menurut Papalia (2008: 117), masa remaja adalah masa transisi perkembangan antara masa kanak-kanak dan masa dewasa yang pada umumnya dimulai pada usia 12 atau 13 tahun dan berakhir pada usia akhir belasan tahun atau awal dua puluhan tahun. Salah satu persyaratan dalam penerimaan Penerima Manfaat yaitu usia remaja (15 – 21 tahun) sedangkan kenyataannya dilapangan Penerima Manfaat juga ada yang berusia 22 tahun atau diluar dari usia pada persyaratan. Menurut keterangan dari beberapa informan saat diwawancara hal ini dikarenakan melihat pada masalah sosialnya kembali. Menurut peneliti, dalam hal persyaratan mengenai usia seharusnya tetap disesuaikan berdasarkan syarat yang sudah ditentukan untuk menyaring Penerima Manfaat yang benar – benar berada pada usia remaja.

Perananan Panti Sosial Bina Remaja Budi Satria adalah memberikan pelayanan berupa pemenuhan kebutuhan sandang, pangan, papan, dan juga pembinaan fisik, sosial, keagamaan, keterampilan serta kesehatan. Semua pelayanan yang didapatkan Penerima Manfaat sangat memenuhi kebutuhan. Berdasarkan pengamatan langsung oleh peneliti, semua sarana dan prasarana yang menunjang kebutuhan baik sandang, pangan, dan papan dapat dikatakan lebih dari cukup karena dalam hal standar gizi makanan terpenuhi, pakaian untuk setiap pembinaan dan tempat tinggal berupa wisma dengan tempat tidur masing – masing walaupun dalam satu kamar memiliki 2 atau 3 tempat tidur. Pembinaan fisik, sosial, keagamaan, keterampilan dan kesehatan sudah sesuai dengan jadwal yang ditetapkan di Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan.

Berdasarkan pengamatan langsung oleh peneliti, semua sarana dan

prasarana yang menunjang kebutuhan baik sandang, pangan, dan papan dapat dikatakan lebih dari cukup.Materi yang disampaikan dalam setiap pembinaan sudah terjadwal sesuai dengan jenis pembinaan. Metode dan Media yang digunakan dalam setiap pembinaan beragam sesuai dengan tempat pelaksanaan dan materi yang diberikan. Hal ini ditujukan untuk menunjang keberhasilan pembinaan. Metode yang digunakan antara lain : diskusi, tanya jawab, dan ceramah. Media yang digunakan antara lain : LCD dan alat penunjang pelatihan masing – masing jurusan.

2. Perkembangan Moral Penerima Manfaat

Kolberg membagi menjadi 3 tingat perkembangan moral. Tingkat 1 (Pra- Konvensional) yaituorientasi kepatuhan, hukuman dan minat pribadi. Tingkat 2 (Konvensional) yaitu orientasi moralitas hukum dan aturan. pada Tingkat 3 (Pasca- Konvensional) yaituorientasi kontrak sosial dan prinsip etika universal (Slavin, E. Robert, 2011: 35).

Melalui pembinaan moral remaja putus sekolah di Panti Sosial Bina Remaja Budi Satria Banjarbaru selama 6 bulan dengan tujuan mengubah moral remaja yang sebelumnya masih kurang baik menjadi lebih baik. Menurut hasil observasi peneliti, penerima manfaat sebagian besar telah mengerti dan menanamkan moral sehari – hari.

Penerima manfaat memiliki kemauan dalam mentaati peraturan dan melaksanakannya, selain itu mereka juga memperhatikan perintah dalam setiap pelatihan yang diberikan instruktur. Tahapan ini merupakan perkembangan moral pada tingkat pertama yaitu pra- konvensional.

Sifat individualis mereka juga berkurang dan peduli terhadap sesama. Selain itu, penerima manfaat juga saling tolong menolong, menghargai pendapat orang lain yang hubunganya dengan keserasian norma interpersonal. Penerima manfaat juga sangat memperhatikan pemeliharaan aturan sosial yaitu dalam melakukan setiap perintah instruktur dalam bimbingan keterampilan juga dalam kewajiban mengikuti setiap kegiatan di panti. Pada tahapan ini berarti remaja sudah memasuki tingkat perkembangan moral kedua yaitu tahap konvensional

Orientasi kontak sosial dan prinsip etika penerima manfaat juga lebih baik yang kaitannya dengan prinsip. Pada tahap ini remaja berarti memasuki tingkat perkembangan moral ketiga yaitu pasca-konvensional namun tidak semua bisa konsisten pada prinsip etika. memasuki tingkat ketiga namun tidak sepenuhnya remaja

kosisten pada pada prinsip etika yang berkaitan dengan merasakan setiap permasalahan orang lain dengan memposisikan diri sebagai orang tersebut.

Berdasarkan data di atas dapat disimpulkan bahwa perkembangan moral remaja putus sekolah di Panti Sosial Bina Remaja Budi Satria Banjarbaru mengalami peningkatan dari tingkat 1 pra kovensional, tingkat 2 konvensional hingga tingkat 3 pasca konvensional.Penerima Manfaat sebagian besar sudah bisa membedakan mana yang benar dan yang salah, mana yang baik dan yang buruk.Adanya peraturan membuat Penerima Manfaat lebih disiplin dan lebih berkepribadian menjadi lebih baik.

3. Faktor – Faktor Penyebab Remaja Mengalami Putus Sekolah

Berdasarkan data penelitian yang dilakukan dari 6 orang informan, 4 diantaranya putus sekolah dikarenakan tidak ada biaya, 1 orang karena faktor keluarga yang kurang harmonis dan 1 orang lainnya karena dropout.

4. Faktor Pendukung pelaksanaan Pembinaan di Panti Sosial Bina Remaja Provinsi Kalimantan Selatan

a. Masyarakat sekitar

Masyarakat sekitar tidak pernah masuk ataupun mengganggu dalam setiap pelaksaannya. Sehingga proses pelaksanaan pembinaan berjalan lancar.

b. Lingkungan belajar yang kondusif

Letak Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan yang berada jauh dari keramaian juga membuat lingkungan belajar menjadi lebih nyaman dan kondusif.

c. Pendanaan dari Pemerintah Daerah

Di Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan semua dana dan biaya diberikan oleh Pemerintah Daerah Kalimantan Selatan sehingga tidak ada pungutan apapun kepada Penerima Manfaat.

d. Kerjasama dengan pihak luar

Kerjasama dilakukan dengan pihak luar yang didatangkan untuk memberikan pelatihan, penyuluhan maupun pembinaan sehingga Penerima Manfaat tidak hanya mendapatkan keterampilan tetapi juga pengetahuan.

e. Kerjasama antar pegawai

Kerjasama pegawai panti juga menjadi pendukung baik dalam kegiatan juga dalam hal memberi motivasi kepada Penerima Manfaat agar Penerima Manfaat selalu bersemangat dalam mengikuti setiap bimbingan

5. Faktor Penghambat pelaksanaan Pembinaan di Panti Sosial Bina Remaja Provinsi Kalimantan Selatan

a. Kebiasaan jelek Penerima Manfaat terbawa ke lingkungan panti.

Penerima Manfaat yang membawa kebiasaan jelek maka bukan hal yang tidak mungkin jika kebiasaan itu terus menerus dibawa akan mempengaruhi Penerima Manfaat lain dan Penerima Manfaat itu sendiripun akan sulit untuk mengubah sikapnya menjadi lebih baik.

b. Pergaulan putra putri

Jiwa remaja yang labil dan perubahan biologis ini membuat saling ketertarikan antar lawan jenis. Sehingga dari pihak panti merasa terhambat dalam pembinaan jika pergaulan putra putri ini tidak dibatasi dan harus terus menerus di pantau.

c. Latar belakang Penerima Manfaat berbeda – beda

Penerima Manfaat yang ada di Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan memiliki latar belakang yang berbeda selain dari asal daerah yang berbeda juga memiliki latar belakang pendidikan yang berbeda, sedangkan pembinaan yang diberikan tidak membedakan latar belakang sehingga hal ini menjadi kendala dalam proses pembinaan.

d. Kurangnya sarana dan prasarana

Beberapa alat yang digunakan untuk pembinaan masih kurang dan juga ada yang rusak seperti mesin injeksi untuk kendaraan roda empat.

e. Kurangnya jumlah instruktur

Selain itu banyaknya jumlah Penerima Manfaat tidak berbanding lurus dengan jumlah instruktur sebagai guru atau pelatih dalam bimbingan keterampilan sehingga pembinaan menjadi kurang maksimal.

SIMPULAN

Faktor penyebab remaja di Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan mengalami putus sekolah yaitu karena faktor ekonomi, drop out, dan keluarga yang kurang harmonis. Faktor penyebab yang paling banyak menyebabkan remaja putus sekolah yaitu faktor ekonomi.Pelaksanaan pembinaan di Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan terdiri dari beberapa tahap yaitu tahap perencanaan, tahap pendekatan awal, tahap pelayanan dalam panti, tahap penyaluran, tahap

pembinaan lanjut, terminasi. Pembinaan yang didapatkan oleh Penerima Manfaat yaitu bimbingan sosial, bimbingan fisik, bimbingan keterampilan, bimbingan kesehatan, bimbingan mental keagamaan. Faktor pendukung pelaksanaan pembinaan di Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan, antara lain:1) Masyarakat sekitar, 2) Lingkungan belajar yang kondusif, 3) Pendanaan dari Pemerintah Daerah, 4) Kerjasama dengan pihak luar, 5) Kerjasama antar pegawai.

SARAN

Penelitian ini diharapkan mampu membantu memberikan informasi dan mendorong remaja putus sekolah untuk mendaftar dan mengikuti pembinaan di Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan.Bagi peneliti lain, dapat dilakukan penelitian lain di Panti Sosial Bina Remaja Budi Satria Provinsi Kalimantan Selatan yang berkaitan dengan pembinaan moral remaja putus sekolah.

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Penulis

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Rusmaniah

Menulis Artikel Menuliskan Pembelajaran

Keinginan menerbitkan buku sudah mendamba sejak sebelum saya menjadi dosen di Program Studi Pendidikan IPS FKIP ULM yang tidak terwujud dengan berbagai alasan. Sekalipun saya dosen baru, istilahnya belum 100% Aparat Sipil Negara (ASN), bersama teman-teman dilibatkan gerak kegiatan Program Studi Pendidikan IPS FKIP ULM, terutama menyangkut kegiatan akademis, Tri Dharma Perguruan Tinggi.

Puncaknya, tentu saja sebagaimana kami “rumpikan” dan “nyinyiri”, menuliskan kegiatan akademis. Menurut Prof. Dr. Drs. Ersis Warmansyah Abbas, BA, M.Pd., muara kegiatan akademis, diantaranya menulis dan mempublikasikan tulisan. Tulisan dalam bentuk artikel ilmiah terpublikasi di jurnal terindeks menjadi sasaran panah indikasi. Menyandang predikat akademisi, tetapi tanpa tulisan bak makanan tanpa garam.

Sekalipun dalam tahap belajar, membelajarkan diri, sebagai dosen yunior saya beraktif menulis, menulis bersama teman-teman, ditambah artikel dari tesis S2 saya, menjadi buku : Menulis Artikel Menuliskan Pembelajaran.

Sesuatu yang terbayangkan saja tidak. Sungguh, saya terkaget-kaget dengan terbitnya buku Menulis Artikel Menuliskan Pembelajaran. Prof. EWA meminta saya menulis Curriculum Vitae dan kemudian meminta naskah-naskah artikel saya (bersama temanteman) dikirimkan dan Sidin menyeting dan me-layout sehingga menjadi dummy. Jadilah buku yang dibaca pembaca ini.

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