

## Exploring Floating Cage Fish Cultivation Activities as Creative Learning in Social Studies

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### ABSTRACT

This article aims to provide a description of how creative learning is by integrating contextual social studies learning resources. This matter is based on social studies learning must be able to accommodate students' critical and creative thinking skills. The researcher as a research instrument, conducted structured interviews, non-participatory observations, and documentation. Data analysis using the interactive model of Miles and Huberman reduces interview and documentation data; presentation of data through descriptive narratives; documentation; and drawing conclusions. The results of the study describe the activities of floating net cage fish in Banua Anyar Village. In terms of floating net cage fish farming activities, there are two main activities, namely; production, and consumption. The activity of floating net cage fish in Banua Anyar Village indicates the suitability of the Human, Place, and Environment learning material for class VII semester I. This material is presented in social studies subjects which cover the discussion of Indonesia's natural conditions (physical conditions of the region) which includes the discussion of actions, motives, and economic principles. The relationship between floating net cage fish activities as social studies learning resources provides room for confirmation of contextual examples from students' closest lives. A creative learning formulation can be designed based on floating net cage fish activities as social studies learning resource.

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## 1. INTRODUCTION

Learning is essential to develop the activities and creativity of students through various interactions and experiences. Referring to Jeffrey's (2006) research, to increase students' activity and creativity, teachers can connect the material with examples from community activities. In addition, teachers can describe learning materials by prioritizing a contextual learning approach in each subject (Jeffrey, 2006). To achieve a succession of learning, teachers have job descriptions to help students achieve skills. Learning skills, including the acquisition of knowledge (learning to know), skills in self-development (learning to be), skills in carrying out specific tasks (learning to do), and skills to coexist with others in harmony (learning to live together) (Abbas, Jumriani, Handy, Syaharuddin, & Izmi, 2021). Therefore, achievement of skills can be realized through creative learning. This is not only independent of one subject but can be applied to any subject area.

Creative learning is one of the three elements of creative pedagogy (creative teaching, teaching for creativity, and creative learning). Creative pedagogy positions teachers to stimulate students to bring out creativity, both in the context of creative thinking and in the context of creatively doing something. Creative thinking is an imaginative but rational ability (Abbas, 2020c; Supriatna & Maulidah, 2020). Creative learning practices create a classroom atmosphere that allows students and teachers to feel free to study and explore important curriculum topics (Harris & Hofer, 2011; Supriatna, 2018). In addition, creative learning practices can be integrated into social studies subjects by exploring teaching materials relevant to students' conditions.

The research of Chanchumni and Mangkhang (2021) describes that creative learning implemented in social studies learning is intended to achieve student competence as citizens. It must be supported by planning and material analysis carried out by the teacher (Chanchumni & Mangkhang, 2021). The teacher can relate the material to social problems. However, teachers must continue to prioritize achieving concepts and values in social studies learning. Thus, students have responsibilities as members of society, including communication skills, responsibilities as citizens of the country and the world, and a positive attitude towards values, attitudes, and norms (Jumriani, Rahayu, Abbas, Mutiani, Handy, & Subiyakto, 2021; Mutiani, Supriatna, Wiyanarti, Alfisyah, & Abbas, 2021).

In contrast to the research results above, this article aims to describe how creative learning is by integrating contextual social studies learning resources. This matter is based on social studies learning must be able to accommodate students' critical and creative thinking. So that students can solve the problems of everyday life (Abbas, 2018; Mutiani, Supriatna, Abbas, Rini, & Subiyakto, 2021). Specificity to the research discussion, this article focuses on fish farming activities through floating net cages. Conceptually, fish farming activities through floating net cages are microeconomic activities engaged in by the community in Banua Anyar Village. The community in Banua Anyar Village mobilizes creativity and innovation as a form of interaction between the carrying capacity of the community towards the environment (Mutiani, Noortyani, Tetep, Jumriani, & Widyanti, 2020).

In addition, the activity of floating net cage fish farming aims to increase production to get maximum profit. By analyzing floating net cage fish farming activities, Social Studies teachers provide additional information to students. The information relates to how the achievement of production goals is supported by farmers' ability to manage, care for, and distribute a commodity. By examining a community activity and linking it to social studies learning, the teacher has tried to provide learning oriented to students' needs (Abbas, 2018; Supriatna & Maulidah, 2020). One learning need that puts forward the principle of student center learning. Therefore, social studies learning taught in schools becomes contextual and meaningful.

## 2. METHODS

A qualitative approach is used to describe the condition of objects related to floating net cage fish activities in Banua Anyar Village. Banua Anyar is the name of a village in East Banjarmasin District, Banjarmasin City, South Kalimantan Province. Banua Anyar Village is also known as a Culinary

Tourism Area. Based on the eligibility of Banua Anyar Village as Banjar Village referring to Banjarmasin Mayor Regulation Number 39 of 2019. Banua Anyar Village is fed by the Martapura River so that people take advantage of the existence of the river as a potential for improving the community's economy. Some of the activities of the Banjarmasin community in the Banua Anyar village is utilizing the river by carrying out floating net cage fish farming activities. The research discussion, the collection of documentation in the form of literature sources related to creative learning. It is intended to analyze the suitability of floating net cage fish activities as a social studies learning resource. As the characteristics of qualitative research, the researcher, as a research instrument, conducts structured interviews, non-participatory observations, and documentation (Bansal, Smith, & Vaara, 2018). The research was carried out in Banua Anyar Village from September 29 to October 27, 2021. The research subjects included three groups: cultivators, people in Banua Anyar Village, and educators (Moleong, 2007; Sugiyono, 2017) The data analysis technique using the interactive model of Miles and Huberman reduces interview and documentation data; presentation of data through descriptive narratives and documentation of floating net cage fish farming activities; and concluding floating net cage fish farming activities in Banua Anyar Village (Aspers & Corte, 2019).

### 3. FINDINGS AND DISCUSSION

The description of the findings is divided into two parts. The first part describes a description of how the activities of floating net cages in Banua Anyar Village are described. In the following discussion, it is described how the integration of activities and their relevance as social studies learning resources will be described. **First**, based on observations, the activities of floating net cages in Banua Anyar are located on Rt 03, 04, and 05. Floating net cages are the main livelihood of the community. Therefore, many residents depend on the family's economy for the survival of floating net cages. The description of data related to floating net cage fish cultivators per RT is as follows;

**Table 1. Floating Cage Fish Cultivator per RT**

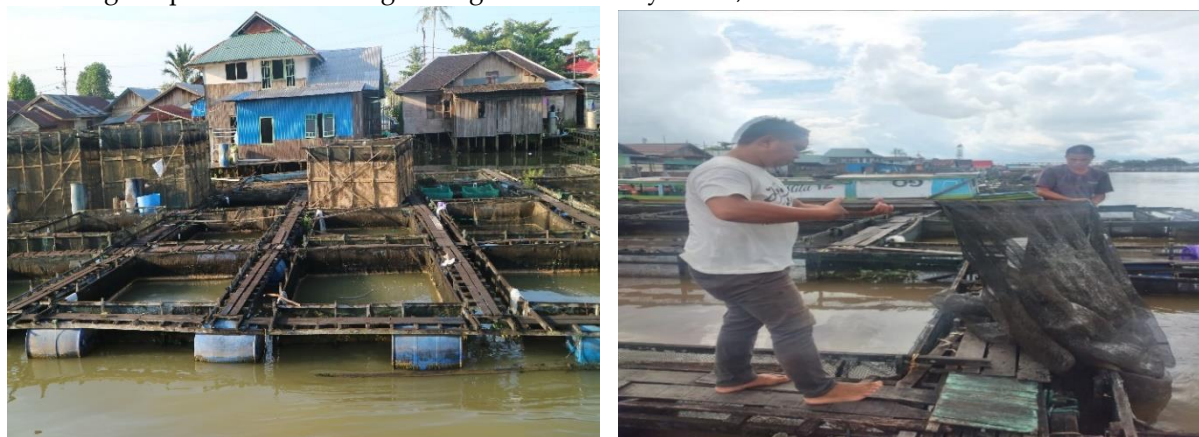
Total / Person	KJA area (m2)	Commodity	Description
9	640	Bawal	RT 03
4	530	Bawal and Patin	RT 04
3	186	Bawal	Rt 05

Source; Document of Floating Net Cages Business Group, Banua Anyar Village 2021

Based on the results of observations processed into tables, there are 14 residents whose livelihoods are supported by floating net cage fish farming activities. There are two main activities in floating net cage fish farming activities, namely, production and consumption. First, production activities are interpreted as creating or adding value to an item to meet needs. Increasing the usability of an object without changing its shape is called the production of services. In contrast, increasing the usability of an object by changing its nature and shape is called the production of goods (Ali, 2013). Floating net cage fish farming activities are carried out every day. This activity is an activity that is passed down from generation to generation. The activities of floating net cage fish farming have been carried out for a long time, aiming to fulfill the needs of family life. This matter was conveyed by the Head of RT 02, Sapril, in an interview on October 25, 2021. In addition, based on the results of an interview with R1 (30 years old), he revealed;

"The background for the formation of floating net cage cultivation activities in the Banua Anyar Village refers to the condition of the Banua Anyar Village, which is on the banks of the Martapura River. It is made easier is made fish. In addition, in 1996, I was the first person to have cages in this village. At the time, the mayor, Mr. Joko, gave me seeds to manage the cages, and I distributed the seeds to local residents. In the past, many local people used to do gardening; after trying to cultivate cages, they moved to take over their jobs because of the yield from Ther. And it turns out that until now there are still many who survive, and those who survive are people with strong capital and skills".

Floating net cages are growing in production and the number of people with floating net cages. In this statement, cultivators' role has benefits for everyday life, both in terms of profit and loss in the income of their production. For fish feed, the majority of cultivators feed their fish. Farmers buy fish feed in the market, such as fish lunches, using used rice sacks with a weight of 50 Kg, adjusted to the number of plots that the farmers have. Feeding fish is usually only once a day, which is during the day at 14.30 WITA. The following is a picture of a floating net cage in Banua Anyar Exit;



**Figure 1. Floating Net Cages in Banua Anyar Kelurahan Village**

Source; Personal Documentation (October 2021)

The picture above illustrates the cultivation of floating net cages in Banua Anyar Village. In the next picture, the cultivators take the fish from the cultivation of floating net cages. The existence of the river is a vital aspect that is used by the community because the river is the main breeding ground for the community. However, the activity of floating net cage fish farming in Banua Anyar Village requires several supporting equipment, such as;

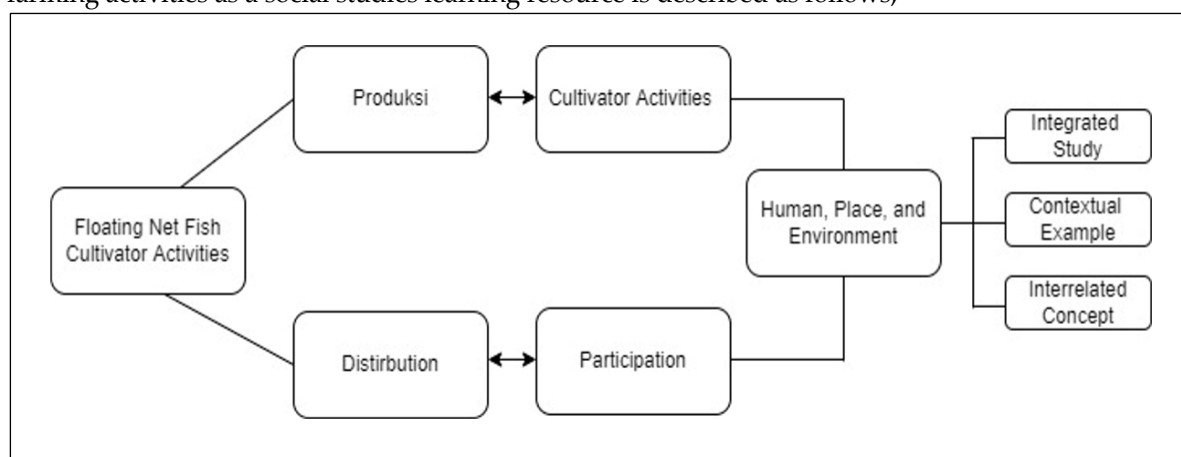
- 1) The pedestrian bridge the cage used by farmers to get to the cage is 2-3 meters long or more, according to the distance between the house and the cage.
- 2) Nets (turol) as the primary complementary tool in cultivating floating net cages. The net has a critical function because it keeps fish from leaving the cage.
- 3) A scoop is used to catch fish.
- 4) Plastic drums used in floating net cage fish culture are located on each side of the cage. The plastic drum acts as an afloat.

The four types of equipment above are components that cannot be left behind in production activities. Judging from the type of cage, the floating net cage is in the form of a box. This type of cage is suitable for freshwater media. The grid shape allows the farmer to keep different types of fish in other cage blocks. However, it is different from the floating net cage in Banua Anyar Village, which is dominated by pomfret and catfish only. Based on the results of an interview with R2 (39 years old), the cultivation of only two types of fish is influenced by the high market demand, such as Pomfret (Bawal) and Patin are excellent side dishes in restaurants around Banjarmasin.

Distribution activity on floating net fish farming in Banua Anyar Village. Based on the definition, distribution means moving goods from producers through intermediaries to reach consumers. The existence of distribution makes it easier for producers so that products are quickly spread evenly (Abbas, 2020a; Eisenhauer, 2008; Gavil, 2004). In line with the definition, based on the results of an interview with Habibi on October 22, 2021, as distributor sells fish products at 03.00 in the morning. Habibi took fish in one place, but several places such as one of them was the floating net fish cage owned by Aklian Noor, Mustika, Rahmat Hidayat. It can be up to 200 Kg for one take. For 1 Kg, cultivators sell around Rp. 18.000/Kg, and the profit earned by the distributor takes a profit of Rp. 2,000/Kg. If calculated, the average profit earned as a distributor is  $\text{Rp. } 2,000/\text{Kg} \times 200 \text{ Kg} = \text{Rp. } 400,000/\text{Kg}$ .

In distribution activities, distributors prioritize the principle of participation. The involvement of distributors is limited to purchasing transactions for pomfret and catfish commodities. However, it includes participation in the succession of fish farming through floating net cages. At the beginning of the development of floating net fish farming in Banua Anyar Village, distributors moved to provide socialization and share information participation to provide information related to cultivation mechanisms. The formation of this floating net cage fish farming activity stems from changing the profession of its citizens, who used to be farming and gardening. Distributors see an ample opportunity in the fish farming business. It is prompted them to dialogue with the mayor of Banjarmasin in 1996 to provide seeds to the residents. After months of dialogue, the Mayor of Banjarmasin, Colonel Inf. Sadjoko then assisted with fish seeds to residents and regular assistance. Changes in people's work patterns directly increase income. Thus, residents continue to play their roles as cultivators and distributors to meet the financial needs of their families.

**Second**, floating net cages in Banua Anyar Village indicate the suitability of the learning materials for Human, Place, and Environment class VII semester I. This material is presented in social studies subjects which cover the discussion of Indonesia's natural conditions (physical conditions of the region). In addition, in the following material, namely Human Activities in Meeting Needs, which covers the discussion of Actions, motives, and economic principles, confirmation is required regarding contextual examples of production, distribution, and consumption activities. The relationship between floating net cage fish farming activities as social studies learning resources provides room for confirmation of contextual examples from students' closest lives. The flow of linkages between floating net cage fish farming activities as a social studies learning resource is described as follows;



**Figure 2 linkage flow between floating net cage fish farming activities as social studies learning resource**

Source; Researcher Analysis (2021)

The illustration above illustrates how the formulation of creative learning can be designed based on floating net cage fish farming activities as social studies learning resource. The essence of creative learning refers to the possibility of thinking of students (Lin, 2011). The activity of floating net cage fish farming is a routine activity of the community in Banua Anyar Village to meet the family's financial needs. This matter can be strengthened by students' thinking so that learning becomes active (Supriatna & Maulidah, 2020). Bringing up the concepts of people, places, and the environment in the discussion of production and distribution focuses students' curiosity on how producers and distributors are involved. This embedded understanding initiates original solutions to all problems around students that can strengthen education as a synthetic discipline.

Social studies education is a synthetic discipline that seeks to organize and develop the substance of the social sciences scientifically and psychologically for educational purposes (Somantri, 2001). The meaning of synthetic discipline is that PIPS does not merely synthesize relevant concepts between

educational sciences and social sciences but also correlates social, national, and state issues. The social studies study material is presented by prioritizing the principle of integration or integration from various branches of social science and humanities. It is more meaningful and contextual if the social studies material is designed in an integrated manner. Concepts formed in a multidisciplinary manner, such as multiculturalism, environment, urbanization, peace, and globalization, are derived from traditional disciplinary concepts and become an enrichment for social studies (Supardan, 2014). Types of social studies material in the form of facts, concepts, and generalizations to be related to aspects of cognitive, affective, psychomotor, and spiritual values (Somantri, 2001).

They were learning Social studies as a study of humans and all aspects of the system of people's lives that use it for pedagogical purposes to improve the quality of competence for citizens (Abbas, 2020c; Tabak & Yaylak, 2020). Social studies learning does not aim to be a rote in students' memory with a variety of facts and materials that remembered. Still, social studies learning is intended to foster a sense of awareness of responsibility for their rights and obligations in society, nation, and state (Mutiani, Supriatna, Wiyanarti, Alfisyah, & Abbas, 2021).

Social studies as a simplification of social sciences, there are two main objectives of social studies education: to prepare students to become valuable citizens in a democratic society and assist students in making rational decisions about society and social problems (Somantri, 2001). In addition, the purpose of social studies education is directed at the formation of attitudes and personality formation and increasing the mastery of knowledge and skills possessed by students (Cowgill & Daniel, 2015). Efforts to achieve the goal of social studies learning in recognizing the concept of community life and equipping the essential ability to think logically and productively, the cultivation of floating net cage fish is relevant in terms of the objectives of social studies.

The relevance of floating net cage fish farming activities as social studies learning resources can also be seen from the four social studies objectives related to the activities undertaken. Floating net cage fish farming activities can be grouped as a learning resource and relevant to various materials. It includes human interaction and space (environment), which can be seen from essential competencies and learning materials. Students have studied (Abbas, 2020b; NCSS, 1994). The understanding learned by students regarding social studies learning is essentially an effort to meet the continuous improvement of the quality of the social studies education learning process (Zevin, 2011). To improve the quality and utilize social studies learning resources to help students gain a basic understanding of history, geography, and other social sciences (Somantri, 2001).

#### 4. CONCLUSION

There are two main activities in floating net cage fish farming activities, namely, production and consumption. First, production activities are passed down from generation to generation. The activities of floating net cage fish farming have been carried out for a long time, aiming to fulfill the needs of family life. Second, distribution activities involve distributors by prioritizing the principle of participation. The involvement of distributors is limited to purchasing transactions for pomfret and catfish commodities. However, it includes participation in a succession of fish farming through floating net cages. In addition, distributors move to provide socialization and participation to provide information related to cultivation mechanisms. The formation of this floating net cage fish farming activity stems from changing the profession of its citizens, who used to be farming and gardening. Aquaculture activities in floating net cages in Banua Anyar Village indicate the suitability of the learning materials for Human, Place, and Environment class VII semester I. This material is presented in social studies subjects which cover the discussion of Indonesia's natural conditions (physical conditions of the region). In addition, in the following material, namely Human Activities in Meeting Needs, which covers the discussion of Actions, motives, and economic principles, confirmation is required regarding contextual examples of production, distribution, and consumption activities. The relationship between floating net cage fish farming activities as social studies learning resources provides room for confirmation of contextual examples from students' closest lives. The formulation of

creative learning can be designed based on floating net cage fish farming activities as social studies learning resource. The essence of creative learning refers to the possibility of thinking of students. The activity of floating net cage fish farming is a routine activity of the community in Banua Anyar Village to meet the family's financial needs. This matter can be strengthened by students' thinking so that learning becomes active. As stated in the results and discussion, this study has not explored the production aspect of floating net fish farming activities. Thus, it is hoped that the following research will analyze these aspects and integrate them into social studies learning. It is intended to enrich the contextual content of Social Studies.

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