

Jumriani

Kajian-Kajian Lokal Kalimantan Selatan



Editor :
Ersis Warmansyah Abbas



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Kalimantan Selatan**

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Pengantar Editor

Ersis Warmansyah Abbas

Alhamdulillah. Pada awal tahun 2023, saya mendapat “tugas” sebagaimana tahun 2022, mengeditori buku Jumriani, *Kajian-Kajian Lokal Kalimantan Selatan*. Sesungguhnya buku ini bukan menjadi secara spektakular atau tiba-tiba, muncul dari ide dan semangat menggebu-gebu, lalu *digawi* dan jadilah buku. Bukan. Buku ini menjadi melalui proses berkelanjutan tersebut buku ini secara teoritis *by design*.

Kebijakan Program Studi Pendidikan IPS mewajibkan keaktifan dosen-dosen bukan saja mengajar, melainkan tidak kalah penting meneliti dan melakukan pengabdian kepada masyarakat. Giat tersebut “wajib” ditulis sehingga menulis melengket dengan aktivitas menulis. Tulisan-tulisan tersebut dikumpulkan dan jadilah buku, diantaranya : *Kajian-Kajian Lokal Kalimantan Selatan*.

Pada tahun 2022 seluruh dosen-dosen di Program Studi Pendidikan IPS ULM, khususnya dosen-dosen muda, difasilitasi menulis buku atas namanya, dari tulisan bersama dan tahun 2023 Jumriani dan Mutiani menerbitkan dua buku, plus buku yang diterbitkan bersama. Maknanya, menulis untuk presentasi seminar atau publikasi jurnal dipadukan dengan membukukan tulisan-tulisan tersebut. Intinya, menyatukan tulisan berserak.

Sebagai Koordinator Program Studi Pendidikan IPS ULM, saya gembira dan mengapresiasi terbitnya buku ini, bukan saja sebagai bukti menulis bersama bermuatan kemanfaatan yang bukan saja dipetik oleh penulis, melainkan juga bagi berbagai pihak. Ya, mari membangun kemampuan menulis, mengurangi *berceloteh*, *omong doang*, latih diri mengistiqamahkan menulis. Menulis menampakkan diri.

Pengantar Editor

Selamat Jumrini atas terbitnya buku *Kajian-Kajian Lokal Kalimantan Selatan* semoga menjadi penyambung buku-buku berikutnya. Menulis dan membukukan tulisan nikmat dan menikmati.

Salam menulis, salam istiqamah menulis.

Banjarbaru, 7 April 2023

Prof. Datuk HC. Dr. Drs. **Ersis Warmansyah Abbas**, BA. M.Pd.

Pengantar Penulis

Jumriani

Puji syukur kehadiran Allah Yang Maha Esa atas limpahan rahmat-Nya buku *Kajian-Kajian Lokal Kalimantan Selatan* dapat diselesaikan. Ketertarikan penulis melanjurkan tulisan terhadap kajian-kajian lokal Kalimantan Selatan dimulai ketika berjuang menyelesaikan tesis di Program Studi Magister Pendidikan IPS, Universitas Lambung Mangkurat dengan studi akademik Kampung Sasirangan yang dieksplorasi sebagai sumber belajar IPS. Melakukan kajian tentang Kampung Sasirangan, memicu dan memacu ketertarikan penulis atas kajian-kajian lokal Kalimantan Selatan.

Kajian lokal Kalimantan Selatan tentunya tidak hanya terbatas pada bahasan dalam konteks budaya, akan tetapi juga dengan berbagai bidang, konteks dan perspektif, seperti: pendidikan, pariwisata, ekonomi dan sebagainya. Penulis dan teman-teman bersyukur, di Program Studi Pendidikan IPS FKIP ULM ketertarikan tersebut difasilitasi sehingga menjadi tulisan akademis yang dipresentasikan pada berbagai seminar dan dipublikasi pada berbagai jurnal sehingga bermanfaat untuk berbagai hal. Tulisan-tulisan bersama tersebut dibukukan menjadi *Kajian-Kajian Lokal Kalimantan Selatan*.

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Dalam pada itu, penulis terbuka atas segala masukan dan kritik konstruktif demi penyempurnaan karya ini dan karya berikutnya. Semogalah kampanye menggerakkan daya juang menulis, khususnya di Program Studi Pendidikan IPS FKIP ULM, lebih khusus menulis dan berkarya bersama, semakin memapan.

Semoga bermanfaat adanya. Aamiin YRA.

Banjarmasin, 7 April 2023

Jumriani, S,Pd., M.Pd.

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1. Education of Social Regulation Through Social Institution Materials in Social Studies

Jumriani¹, Bambang Subiyakto², Sutarto Hadi³, Mutiani⁴,
Muhammad Ridha Ilhami⁵

ABSTRACT

Society has elements that are interrelated with one another. These elements work together to build a stable and harmonious social order. However, if only one element does not function properly, it can cause social disorder. In the end, this disorder creates a form of the social problem. This condition is still felt today, which is marked by the existence of social problems that can disrupt the harmony of society. In response to this, schools with all the subjects in them can educate knowledge, attitudes, and skills to support the creation of social order. This can also be responded to through the sub-material of social institutions in social studies subjects. This article aims to identify material for social institutions in social studies subjects as material for educating social order for the community. The research was conducted using a literature study. First, a literature study was conducted to collect appropriate data and information; then, a narrative discussion was conducted. The results of the identification and description that the material content of social institutions in social studies subjects includes material on the definition, characteristics, functions, and types of social institutions. This material can be used as educational material to understand the importance of social order as social institutions are closely related to guidelines for attitude and behavior in dealing with problems that arise or develop in the community.

Keywords: Social Institutions, Social Order, and Social Studies.

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INTRODUCTION

In essence, humans are social creatures because humans cannot live alone but cannot be separated from the help of other individuals to survive. As social beings, humans are influenced by two factors, namely heredity and the environment. Hereditary factors are factors that individuals have since birth and are genetic factors that cannot be changed. Meanwhile, environmental factors outside of heredity can influence an individual to become a social being to live and follow the rules that apply in society. (Indriyani et al., 2021; Jumriani, Handy, et al., 2021; Lasdya et al., 2021).

In social life, an individual certainly wants to live in conditions of peace and harmony. This can be realized if every individual can apply for social order to create harmony in the social environment. Social order is a description of the state of society that is nurtured in an orderly manner due to social relations that are in line with applicable values and norms (Wahyuni et al., 2021). Therefore, conditions of calm and peace indicate creating social order. Nevertheless, the current facts prove that social disorder still occurs in society. One of them is that there are still many conflicts in the community. As recorded by the Central Statistics Agency (2021), the percentage of conflicts in Indonesia is recorded as shown in the following table:

Table 1. Number of Deaths Due to Conflict in Indonesia in 2015-2020

No	Year	Number of Deaths
1	2015	704
2	2016	619
3	2017	497
4	2018	568
5	2019	487
6	2020	481

Source: Statistics Indonesia (2021).

Based on these data, from 2015 to 2020, there are still data on victims due to conflicts in the community. On this basis, it can be identified that the occurrence of conflict is an indication that social order has not yet been created as a whole in the community. Conflict as a form of disorder can certainly be caused by differences between individuals, cultural differences, dif-

ferences in interests, or social changes that are too fast.

The condition of social order basically cannot occur by itself. Still, it must be continuously cultivated by every citizen by creating self-awareness to maintain harmonious conditions with one another and uphold the prevailing values and norms. Even in Indonesia, it is closely related to a multicultural society consisting of various ethnic groups, languages, religions, and other cultural elements. Of course, in such a heterogeneous society, education of tolerance for diversity in society is needed (Jumriani, Ilmiyannor, et al., 2021). Irregular conditions that still occur today can be overcome by changing the perspective and behavior of humans towards their social environment. One of the ways to change behavior is through education. School is a major component in the lives of future generations apart from their families and the environment around them (Subiyakto et al., 2017). In general, a school is a place where a child is stimulated to learn under the supervision of a teacher (Jumriani, Syaharuddin, et al., 2021). Efforts to cultivate concern for creating social order in the school environment need to be carried out from an early age to form a sense of respect and mutual respect in community life for students as future generations. Through the teaching and learning process that contains material related to social order to support the direction of awakening, directing and guiding students towards the formation of attitudes and behavior to realize social order (Jumriani, Syaharuddin, et al., 2021).

Education about social order can certainly be integrated into subjects at the school level. One of these subjects is Social Sciences (IPS) (Jumriani, J., Mutiani (2021) (Abbas, Jumriani, & Mutiani, 2021). The existence of social studies subjects in Indonesia is found in primary and secondary schools. In particular, social studies subjects in secondary schools are used to respond to social irregularities through the sub-material of social institutions in grade VII. This sub-material explains that social institutions grow because of the community's need to get regular life together. There are various kinds of social institutions in people's lives, including educational institutions, family institutions, political institutions, economic institutions, and others (Sapriya & Nurdin, 2006; Sukmadinata, 2010). However, the relationship between various social institu-

tions in society is not always harmonious as Social Sciences are subjects and disciplines with several foundations. One of them is the ideological basis that becomes the system of fundamental ideas to give consideration and answer questions: (1) how is the relationship between *das sein* Social Sciences (IPS) as an educational discipline and *das sollen* Social Sciences; and (2) how is the relationship between educational theories with the nature and practice of ethics, morals, politics and behavioral norms in building and developing Social Sciences (Sapriya, 2009). Based on this, it is clear that social studies have an important role in building the character of the community, especially teenagers (Mariati et al., 2021; Numan, 2001; Somantri et al., 2001).

The relationship between social studies subjects as a forum for educating students regarding social attitudes and behavior was written in research by Jumriani (2021), which concluded that social studies learning were not a subject that only prioritized memorization. However, Social Studies subjects aim to provide knowledge and understanding of facts and materials that must be remembered and implemented to foster a sense of responsibility in society, nation, and state. Therefore, the success of the implementation of social studies learning in schools must pay attention to the various components described in planning, implementing, and evaluating social studies learning. This is intended so that social studies learning can create good citizens and think critically and solve problems. In this regard, This article will identify the relevance of social studies subjects to the sub-material of social institutions to provide knowledge, habituation of attitudes, and social skills to create a social order in society. The analysis results in this article are expected to educate the importance of understanding related to social order through social studies subjects in the sub-material of social institutions. Furthermore, it can be implemented in the planning, implementation, and evaluation of social studies learning by education providers in schools. The analysis results in this article are expected to educate the importance of understanding related to social order through social studies subjects in the sub-material of social institutions. Furthermore, it can be implemented in the planning, implementation, and evaluation of social studies learning by education providers in schools. The analysis results in this article are expected to educate

the importance of understanding related to social order through social studies subjects in the sub-material of social institutions. Furthermore, it can be implemented in the planning, implementation, and evaluation of social studies learning by education providers in schools.

METHODOLOGY

This research uses a qualitative approach by collecting and studying various literature and literature studies. Literature studies are carried out by collecting data or sources following predetermined topics through journals, books, and other libraries (Snyder, 2019). Data collection techniques are carried out by collecting secondary data as a reference source and reports from research bodies that are accurate and relevant to the concept of social institutions, learning materials, and social studies subjects. The data or information obtained is then compiled based on the purpose of writing to be accounted for. The data analysis in the article consists of two stages, namely, the process of data reduction and data presentation. Data reduction is made easier for the author to choose data from various sources. In contrast, the presentation of the data is done in the form of a narrative. The results of the discussion and conclusions in this article are the results of the analysis of various relevant scientific sources to discuss social order education through social institution material in social studies subjects

RESULTS AND DISCUSSION

Humans will have social relations with each other, ranging from family to society, both at the local, national, regional, and even global scope. As revealed by (Jumriani, Mutiani, et al., 2021), every person from birth is inseparable from other human beings. Furthermore, in physical growth and spiritual development following increasing age, one's introduction and experience of community life in the surrounding environment is growing and expanding. In this regard, in social studies, learning is a subject presented following real-life context in the community (Syaharuddin et al., 2021). Therefore, materials or materials are taken from personal experience, peers, the natural environment, and

the surrounding community. In this way, it is hoped that the material will be easier to understand because it has greater meaning for students than abstract learning materials (Siska, 2016). The material for social institutions is a sub-material taught in social studies subjects in class VII semester 1. The description of the material for social institutions in social studies subjects is as follows:

Picture 1. Identification of Social Institution Materials in Social Studies Subjects for Junior High School



Source: Researcher identification (2022).

First is the definition of social institution. A social institution is a forum that functions to regulate which there is also a norm that the goals and activities carried out someone is considered urgent and considered as human habits and behavior with structured (composed). A social institution is system behavior and relationships that rely on social activities to meet very complex special needs people's lives. It can be concluded that an institution is a group, values, norms, rules, and social roles in a community group. So, institutions have a cultural aspect in the form of norms and values, and there is also a cultural aspect in the form of various social roles (Jumriani, Rahayu, et al., 2021).

These two aspects are closely related to each other. Institutions have a goal to adjust the relationships built to meet human needs. This institution involves forms of activity that are born from a social perspective to meet human needs and form organizations. So, the role of social institutions includes the form of behavior that must be carried out by a person or society under certain conditions following its function as a social structure that guides and carries out various activities to meet human needs.

Second, the characteristics of social institutions. Social institutions are organizations realized through community activities. Social institutions consist of customs, behavior, habits, and other cultural elements which are directly or indirectly incorporated into one functional unit; Having a certain level of trust is a characteristic of all social systems. Beliefs and actions will only be part of the social system for a relatively long time; Social institutions have several specific purposes; The symbol or symbol is usually a sign of a social institution, which symbolically describes the purpose and function of the institution. Social institutions have a tradition, both written and unwritten, which determines the institution's purpose—for example, applicable laws and regulations.in the institution (Indriyani et al., 2021; Rusmaniah et al., 2021).

The third is the function of social institutions. Social institution's function, among others, namely: Guiding community members on the procedures for behaving or behaving in dealing with social problems, especially regarding basic needs in society; can maintain integrity in the community and can provide direction to the community to form a social control system, which means a system of supervision from the community on behavior members (Haryanto, 2011). For the relationship between humans in society to be realized as expected, it is necessary to have norms with binding power; namely, way refers to a form of action. Norms can also be implemented because of a habit which is an action that is carried out repeatedly in the same form. Social norms are also implemented through codes of conduct (more), which are considered habits as ways of behaving according to norms (rules). Customs (costumes) are also a requirement for realizing social norms in society; these customs also contain traditions, eternal beliefs, bound, and integrated with other forms of behavior. In society. If customs are violated, then the sanctions are in the form of suffering for the violators, such as punishment (Indriyani et al., 2021).

Fourth is the type of social institution. Social institutions can be classified from several perspectives. According to Gillintype-type social institutions include: In terms of development, social institutions have two institutions, among others, first, institutions that are accidentally formed from community customs or are called Crescive Institutions, such as marriage, religion, and so on. The

two institutions that were deliberately established to fulfill a common goal in society is called Enacted Institutions for example, debt institutions, trade institutions, and educational institutions (Indriyani et al., 2021).

In terms of system the values accepted by the community, social institutions also have two forms: institutions to maintain order in society called Basic Institutionalism, for example, family and school. Second, institutions considered merely activities to fill spare time are called Subsidiary Institutions such as recreation. Third, in terms of public acceptance, social institutions have two forms, namely: The two institutions that are rejected by the community, although the community sometimes does not succeed in eradicating them, these institutions are called Unsanctioned Institutions For example, groups of criminals, extortionists, thieves and so on (Indriyani et al., 2021).

In terms of distribution, social institutions have two forms. First, General Institutions are a common institution, and almost all of the world's people know it. In terms of its function, social institutions have two forms: first, Operative Institutions, which function as institutions that collect patterns or procedures needed for the institution concerned. Second, Restricted Regulation aims to control traditions, customs, or behavior that become a definite structure in the social institution (Indriyani et al., 2021). Social institutions intend to gather and unite their members to create integration in society. If there is no longer any behavior of community members following existing values in a social institution, then it can be said that disintegration has occurred. Therefore, social institutions regulate various community activities to realize a harmonious or harmonious life. Provide guidelines for the community to establish a social control system.

Material for social institutions in social studies subjects as education for social order

The scope of social studies material includes humans' social, economic, and cultural behavior in society. The community is the main source of IPS. Aspects of social life are related to the space where they live. Therefore, whatever they study, whether social, economic, cultural, psychological,

historical, geographical, or political relations, the source is society. As explained by (Mutiani, Supriatna, et al., 2021) that the vision of social studies education as an educational program that focuses on the development of individual learners as "social actors" who can make reasonable decisions and as "citizens" who are intelligent, committed (Abbas, Jumriani, Handy, et al., 2021; Maryati, 2020).

In connection with the previous, on the one hand, social order is a condition in which social relations between members of the community occur in harmony, harmony, and harmony following the values and norms prevailing in society. On the other hand, the socialization of values and norms to children in this family is expected to provide understanding to children in obeying the values and norms that apply outside the family to form a social order (Abbas, Jumriani, Handy, et al., 2021). In addition to the family as the first and main agent of socialization in children who can encourage children's behavior to be following applicable values and norms so that if implemented thoroughly and sustainably, social order will be created. In this condition, schools are included as secondary socialization agents, although in practice, they both have an important role in the formation and habituation of children's behavior (Jumriani, Rahayu, et al., 2021).

These social irregularities can be prevented through education by instilling awareness in students through social institution materials in social studies learning. The achievements of this material are written in core competence 3.2 identifying social interactions in space and their effects on social, economic, and cultural life in values and norms and socio-cultural institutions. Meanwhile, in the aspect of competence skills that cover the sub-material of social institutions, namely the basic competencies 4.2 Presenting the results of identification of social interactions in space and their influence on social, economic, and cultural life in values and norms as well as socio-cultural institutions (Nasution & Lubis, 2018; Nuryadi & Setiana, 2020). The process of internalizing the values and norms that apply in society through the material of social institutions in social studies subjects into the individual is called education. The educational process is an accommodation process in which the individual restrains and changes the impulses within himself and adopts his community's way of life or culture. In the educational process, individuals learn the values, norms, attitudes, and behavior

in the community, compiled and developed to realize a social order in society (Mutiani, Sapriya, et al., 2021; Rahayu et al., 2021).

CONCLUSION

Social studies as a subject aim to produce citizens who have knowledge and understanding of society and their nation and have social and even emotional skills and skills to contribute to the development of their social and cultural life. Therefore, social studies subjects can be an appropriate means to address the conditions of social disorder that still occur today. As the condition of social order basically cannot happen by itself but must be continuously cultivated by every citizen. On this basis, the existence of sub-materials of social institutions in social studies subjects in SMP class VII semester one can be material for future generations on the importance of managing attitudes and behavior in people's lives. Copper is a container that provides guidelines on how to behave or behave in community members. With this, it is hoped that the material for social institutions can be packaged properly so that it can be conveyed to students with all planning and implementation following the demands of the curriculum.

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