

# 3. Turnitin The Utilization of Environment on Kambang Island as a Learning Resource on Social Studies

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## The Utilization of Environment on Kambang Island as a Learning Resource on Social Studies: A Literature Study

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### Abstrak

Pemanfaatan lingkungan sebagai bagian dari Pembelajaran IPS saat ini menjadi tajuk utama penyampaian materi ajar di kelas, Pulau Kambang sebagai salah satu bentuk lingkungan yang menjadi wilayah wisata alam yang unik dengan flora dan faunanya, oleh sebab itu tujuan penulisan artikel ini adalah untuk mendeskripsikan Pulau Kambang sebagai Sumber Belajar IPS. Penelitian merupakan studi kepustakaan dengan mengkaji naskah dan buku-buku mengenai Pulau Kambang sebagai Sumber Belajar IPS, melalui tahapan pengumpulan data, mengkonseptualisasi, Analisa dan pengambilan kesimpulan. Pulau Kambang memiliki keunikan flora dan fauna yang menjadi ciri khas dari wilayah Sungai Barito, yang berpacu pada tema materi ajar IPS kelas VII yaitu Manusia, Tempat dan Lingkungan khususnya dengan sumber belajar IPS berbasis lingkungan Pulau Kambang menggambarkan ataupun memberikan penyampaian kepada peserta didik dengan menggunakan berbagai media pembelajaran baik berupa visual ataupun audio-visual yang dibawa ke dalam kelas saat pembelajaran sesuai dengan rancangan pembelajaran yang disusun oleh Guru.

**Kata Kunci:** Pulau Kambang, Lingkungan dan Sumber Belajar IPS

### Abstract

Utilization of the environment as part of social studies learning is currently the main topic for delivering teaching material in class. Kambang Island is a form of environment which is a unique natural tourist area with its flora and fauna. Therefore, the purpose of writing this article is to describe Kambang Island as a Social Sciences Learning Resources. The research is a literature study by examining manuscripts and books about Kambang Island as a social studies learning resource, through the stages of data collection, conceptualization, analysis and drawing conclusions. Kambang Island has unique flora and fauna which are characteristic of the Barito River region, which is based on the theme of class VII social studies teaching materials, namely People, Places and Environment, especially with environmental-based social studies learning resources. Kambang Island illustrates or delivers information to students

using various learning media, whether in the form of visuals or audio-visuals, are brought into the classroom during learning in accordance with the learning plan prepared by the teacher.

**Keywords:** Kambang Island; environment; Learning Resources on Social Studies.

### PRELIMINARY

Banjarmasin is a city known as the City of a Thousand Rivers. As one of the regions in Indonesia that has many rivers, Banjarmasin is also known as a city with attractive river tourist destinations. Those river tourism potentials are tourism assets for the city of Banjarmasin. One of the potentials is river tourism, several river tourist destinations in the city of Banjarmasin, such as Siring Martapura Park and Siring Viewing Tower, Proboscis Monkey Mascot Monument, Anno 1925 House, Floating Market, Kambang Island and Bakut Island. River tourism in the city of Banjarmasin is currently becoming busy again after the Covid-19 pandemic, visited by many tourists both local and foreign, one of which is Kambang Island tourism which is located in the Barito River delta. (Hafidha & Farida, 2019; Puji Rhamadani, 2019).

Pulau Kembang is a delta that forms naturally in the middle of the Barito River and is a tourism forest located in Alalak District, Barito Kuala Regency, South Kalimantan. Kambang Island is a unique island which is the habitat of the Long-tailed Monkey (*Macaca fascicularis*) or known by the Banjar people as Warik, this fauna inhabits the habitat on Kambang Island and is also the main attraction when visiting Kambang Island, and Kambang Island has become one of the Natural Tourism Park managed by BKSDA of South Kalimantan Province (BKSDA South Kalimantan Province, 2021; Tobari, 2017). The environment of the Kambang Island Nature Tourism Park itself has great potential to be part of introducing students to the environment through learning, especially social studies education, so that the use of the surrounding environment as a learning resource is very beneficial for the learning process, this is because the learning resources are close to the students, so that it is easier for students to understand the learning resources (Puji Rhamadani, 2019).

The use of the natural environment as a social studies learning resource itself is one form of delivery to students in class through concrete examples around them, so that social studies learning resources based on the use of the environment itself, such as Kambang Island, which has unique flora and fauna, are able to provide an overview to students to serve as an example in teaching materials, as in research conducted by Ersis Warmansyah Abbas et al (2019) entitled "Ecotourism Utilization of the Martapura River in Banjarmasin City as a Social Sciences Learning Resource" which explains the potential of rivers and ecotourism in social studies teaching materials, Apart from that, research from Rusmaniah et al (2023) entitled

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"Implementation of Environmental Education in the Tahura Sultan Adam Orchid Conservation Park" focuses on the conservation and preservation of plants in the Sultan Adam Grand Forest Park, so the aim of writing this article is Kambang Island as a form of environment which is a unique natural tourism park area with its flora and fauna, therefore the purpose of writing this article is to describe Kambang Island as a Source of Social Studies Learning (Abbas et al., 2019; Rusmaniah et al., 2023).

## METHOD

This research uses library research by referring to experts' theories about a problem. This study aims to examine texts, books, and publications on local culture from relevant bibliographical texts raised as problems in this research topic. Sources of data used are relevant data from previous research results. The steps taken include collecting library data, reading, taking notes, and comparing literature then processing it to produce conclusions. The data used are secondary data from textbooks, journals, scientific articles, and literature reviews that contain the concepts being studied, using search engines such as Google Scholar, Researchgate, Academia, DOAJ and others. The keywords in this research for supporting writing the articles such as Pulau Kambang, Learning Resources, Social Studies, River Environment, and Barito Rivers. after that, The results of data collection and conceptualization regarding Kambang Island were analyzed to develop environmentally based social studies learning resources. The final stage is concluding regarding Utilization of the Pulau Kambang Environment as a Learning Resources on Social Studies (Sugiyono, 2019; Zed, 2008, 2012).

## RESULTS AND DISCUSSION

Rivers are one form of ecosystem with great potential to be used as tourist attractions to attract local and foreign tourists to Indonesia. The increase in the river tourism sector itself with river ecosystems that have a very high charm so that the progress and capacity of the tourism sector in Indonesia as a recreation area for families, especially in nature tourism or ecotourism. because tourism is one of the largest contributors to the country's foreign exchange to date, reflecting on how the rivers in the city of Banjarmasin and its surroundings have great potential in their development, so that in education, especially in social studies education by focusing on the natural environment (Abbas et al., 2019, 2022; Soebagyo, 2012).

The Barito River, which ends its flow of water towards the sea, ends in the city of Banjarmasin, has many unique features, especially the islands in the Barito River, which has its own uniqueness as one of the islands in the Barito River with various flora and fauna typical of Kalimantan, including the Island Bakut, Curiak Island and Kambang Island are habitats for

various unique flora and fauna such as Bakantan or Long-tailed Monkeys, as well as typical plants such as Rambai or Narcissus. The island, which is not far from the Floating Market, is inhabited by many monkeys with swampy forest vegetation and many nipa palm trees. On Kembang Island, tourists can enjoy up close the monkey colony, which numbers in the hundreds or even thousands (Anwar, 2020; Handy, Abbas, et al., 2022).

As a tourist destination, the Kembang Island river is a tourist attraction that prioritizes the environment, both the flora and fauna that exist there. On Kembang Island itself the types of flora that live and grow in it are Rambai (*Sonneratia alba*), Panggang (*Ficus sp*), Guava (*Eugenia sp*), Tancang (*Bruguiera sp*), Rengas (*Gluta renghas*), Nipah (*Nypa fructicans*), Pandan (*Pandanus sp*), Daffodils (*Crinum asiaticum*), Jeruju (*Acanthus ilicifolius*), Dungun (*Heretiera littoralis*), and others, while for the fauna there are the types of fauna typical of Kalimantan that inhabit this area are the Long-tailed Monkeys (*Macaca fascicularis*), Proboscis Monkey (*Nasalis larvatus*), White-bellied Sea Eagle (*Haliaeetus leucogaster*), Bondol Eagle (*Haliastur indus*), Black Eagle (*Ictinaetus malayensis*), Rat Eagle (*Elanus caeruleus*), Eagle (*Spilornis sheela*) and others (BKSDA of South Kalimantan Province, 2021; Sukmah, 2021).

The forest of Kembang Island itself is overgrown with various rich plants typical of Kalimantan, as well as being home to long-tailed monkeys and birds which are animals that are characteristic of Kembang Island. In fact, according to the story, in the middle of the island there is a king of a herd of large monkeys who often hides in the forest. Several groups of monkeys themselves inhabit the northern part of the island and some in the southern region (Adelin, 2017; Tobari, 2017).

The current state of Kembang Island is still very beautiful with typical Kalimantan plants growing as mentioned previously. The atmosphere when you are in this place is completely different from the atmosphere around the Barito River, which tends to be busy with the passing of tankers, Pertamina depots, loading and unloading, coal transport ships, factories, and so on. So that the environment is very influential on the continuity of life and welfare of humans and living creatures, humans will always interact with all elements that exist in the natural environment, their relationships are mutually influencing. Of the various natural elements or components, humans are the dominant component when compared with other living creatures, because humans are gifted with reason and thoughts that can develop and develop. Human domination of the natural environment is greatly influenced by science and technology which is controlled by humans themselves (Arga et al., 2019; Handy, Abdurrahim, et al., 2022; Widiastuti, 2017).

From an educational perspective, utilizing the surrounding environment as part of learning is important. Contextual learning is not only focused on learning in the classroom. Innovation and variation in learning activities is an action that must be carried out by social studies teachers. This innovation can be carried out by utilizing the students' environment in the form of natural, social and cultural conditions which are integrated as content in learning in schools, so that it is important in social studies learning itself that social studies learning is in accordance with the four pillars of learning proposed by UNESCO, namely Learning to know, process learning that allows students to master the technique of finding knowledge and not merely acquiring knowledge. Learning to do, empowering students to be able to take action to enrich their learning experiences, increase interaction with the physical, social and cultural environment, so that students are able to build understanding and knowledge of the world around them. Learning to live together by providing the ability for other people who are different with tolerance and mutual understanding. Learning to be is the success achieved from the three pillars of learning above (Abbas, 2013; Abbas et al., 2022; Abbas & Mutiani, 2021).

Reflecting on the Kambang Island environment which is used as a social studies learning resource itself is based on the theme of People, Places and Environment found in class VII, especially by describing or giving presentations to students using various learning media in the form of visuals or audio-visuals that are brought into the class during learning, so that in planning the lesson regarding the material "Human Natural Resource Potential" which focuses on the sub-material "Indonesian Natural Conservation Areas", emphasizing the following explanation. A natural conservation area is a forest area that has unique characteristics and functions. The main thing is to provide protection for life support systems, preserve the diversity of plant and animal species, and utilize biological resources and ecosystems sustainably. The nature conservation area is divided into three parts, namely national parks, natural tourism parks and grand forest parks. So the Kambang Island Nature Tourism Park area itself, which has unique characteristics in its flora and fauna, is an area that has a strong meaning for students to have concern for the surrounding environment, especially the area around them which is a place to live and habitat for both flora and fauna (Arga et al., 2019; Nababan et al., 2021; Nur'saban et al., 2021; Syaharuddin & Mutiani, 2020).

Teaching materials provide a new atmosphere for learning because students in the control class are introduced to Kambang Island by utilization by the teacher because its learning resources are truly available and can be easily utilized in social studies teaching materials. Long-tailed monkeys (*Macaca fascicularis*) and proboscis monkeys (*Nasalis larvatus*) live in

this mangrove forest ecosystem, such as Rambai (*Baccaurea motleyana*) in the mangrove forest ecosystem at some many islands on Barito Rivers primarily in this article explained at Kambang Island. Utilization as media and learning resources has the potential to be implemented in schools near the Barito Rivers areas. An integrated model of some subjects allows teachers to mobilize students to the field because of the small number of students involved. The learning process also becomes more focused because the students are equipped with knowledge in the classroom before the trip to the field and a worksheet at the time in the field. The Indicators, sub-theme, and subject output, So the students will understand more quickly explanations are offered more often because they can identify flaws in the environment and give examples that are relevant to their learning environment (Arga et al., 2019; Arga & Rahayu, 2019; Handy, Abbas, et al., 2022; Purwasih et al., 2022; Restu et al., 2016; Rusmaniah et al., 2023).

## CONCLUSION

Reflecting on the Kambang Island environment which is used as a social studies learning resource, it is based on the theme of social studies teaching material for class VII, namely People, Places and the Environment, especially by describing or providing presentations to students using various learning media in the form of visuals or audio-visuals that are brought into the class during learning, especially regarding the environment of Kambang Island which contains flora and fauna typical of South Kalimantan, so that in planning the lesson regarding the material "Human Natural Resource Potential" which focuses on the sub-material "Indonesian Natural Conservation Areas", emphasizing the following explanation A nature conservation area is a forest area that has unique characteristics with the main function of providing protection for life support systems, preserving the diversity of plant and animal species, as well as utilizing biological resources and their ecosystems in a sustainable manner.

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