

The Development Of Social Studies Learning And Assessment Materials Based On Local Potential For Secondary School

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Abstract:

This research aimed to analyze student needs in social studies classroom in purpose to design learning model using local potential in Banjarmasin area. This research used qualitative approach. Data collected through literature analysis, observation, and interviews through focus group discussion and focused on 7th grade materials. Data analyzed with qualitative method. The result showed that those are seven basic competences on 7th grade that can be developed for social studies learning with the using of local potential. Learning process can be applied through direct and indirect methods, interactive learning, independent learning, field observation, and discussion. It required supplement books based on local potential, the increasing of MGMP's empowerment for social studies teachers, teachers' training on learning planning, process, and evaluation based on local potential, and the developing of learning media through film documentary with local potential contents. In term of curriculum changing, to increase teachers' competence in assessment it required training about authentic assessment, classroom assessment, character based assessment, and competence based assessment. It is necessary to create local potential roadmap as guidance for social studies learning material in Banjarmasin as the implementation of local excellence and character education for social studies learning.

Keywords: Social Studies Learning, Local Potential, Character Education

INTRODUCTION

Related to the renewal of education curriculum in Indonesia, the transformation of vision, mission, and purpose of social studies education also already happened. The goal of this process is to increase the quality of education that already slowly getting down. The reforms especially on social studies learning purpose are include knowledge, attitudes, and skills that divide into social skill, study skill and work habits, group work skill, and intellectual skill (Udin S. Winataputra, 2013).

The tendency of the learning paradigm conversion requires creative step from teachers as facilitators of learning. Social studies aims to make the students have the basic ability to know the concepts related to people's lives and the environment, to think logically and critically, curiosity, inquiry, problem solving, and skills in social life, commitment and awareness the social values and humanity,

and the ability to communicate, cooperate and compete in a pluralistic society, locally, nationally, and globally. Teachers as facilitators must provide the way to help student reach all this basic abilities through social studies learning(I. N. Sari, 2017).

As an integral part of educational programs and teaching, the curriculum implementation is expected to include all subjects in school in accordance with the applicable rules. Social studies cannot be separated from the implementation of this curriculum. This means that social studies must implement the new curriculum in the implementation of its educational programs and teaching(Muh Barid Nizarudin Wajdi, 2017).

NCSS (2010) explains that the powerful social studies has five principles in its application that may have implications for what teachers should know, what to do, and what should be its disposition. The fifth principle is to learn and learning social studies should be meaningful, integrative, value-based, challenging, and active learning (NCSS, 2010), Nowadays, the curriculum of social studies already meet the requirements of the development of powerful learning(Mursidi, 2015).

Social studies learning can be categorized as meaningful learning when students can integrate all the knowledge, beliefs, values, attitudes, and social skills and citizenship as the direct benefit for themselves, their life in society, in the nation, and for the sake of continuing education to a higher level. (Dahar.RatnaWilis, 1988).Therefore, social studies learning should emphasize into the development of important ideas in a range of topics that are essential in learning these important ideas, so as to improve the understanding, appreciation, and the student's ability to apply it in life (DwiAtmono, 2014). Its significance will depends also on how content the lessons learned by the student and how the student activity can be improved. This is not necessary for the artificial material, but quite meaningful essential material needed more. Teachers need to reflect on an ongoing basis to plan, implement, and assess learning and learning social studies. (Dwi Atmono, 2013)

The integrative learning social studies accomplished when the learning process can be done through the topics with multidiscipline, interdisciplinary, and crossdisciplineapproach by integrating the knowledge, beliefs, values and attitudes, and social skills into action competence. Social studies material also includes material across time, across space, across values or norms, and across the curriculum (Nurhadi, 2005).

Social studies with value-based will draw attention to the potential for learning in the social policy implications thus train students to think critically and make decisions on some social issues. It also means that the social studies learning does not have to teach the beliefs or views personal, political, or a particular sect, but may sensitize students on the complex and dilemmas value on the issue, considering the advantages and costs that may occur in individuals or groups of potential in taking actions, and develop a reasoned consideration, consistent with the values of social democratic politics. Teachers should encourage the recognition of the existence of the views of the opposition, respect for the rational views with the support of sufficient data, sensitive to cultural similarities and differences, and a commitment to social responsibility (DwiAtmono, 2015).

Teaching and learning social studies will be challenging when students provoked curiosity to achieve learning goals both individual, group, and classical; teachers exemplify the spirit to achieve the learning objectives and broad-minded in conducting the inquiry process. Teachers also use learning strategies that can motivate students to demonstrate the same qualities as a teacher, and teachers must show interest and respect for the students' thinking and asking the students reasoned arguments and full commitment.

Social studies learning should be able to make students learning actively where the process of reflective thinking in decision-making is exist. Students develop a new understanding through active knowledge construction where interactive discourse happened that facilitates the construction of meaning that necessary to develop an important social understanding, and gradually the teacher can modify the role from to give an example, explain, and provide information into cooperative learning, participatory, and self-contained role so that students can learn authentically. (Jarolimek (1993).

These kinds of learning process demand the interaction of student and their surrounding environment. The using of localexcellence in their environment will help teachers to make meaningful learning for social studies classroom. Local advantage is the potential of an area to be a product or service of value and income generating areas and is unique and has a competitive advantage (Ahmadi, Amri and Elisah, 2012). Local potential must be developed from the potential of each region. The concept of the developing of local potential include the potential for natural resources, human resources, geographical, cultural and historical potential (Santoso, AM, 2010).

The problem of learning process that facing by our school is the lack utilization of local potential by teachers. It gives impact on the less knowing of student about local potential that have multiplier effect on the less developing of local potential for life. Typical potential with a competitive advantage not well explored. According to Asmani (2012), one of the ways to become a developed country is the utilization of resources, natural resources and its own culture, so as to achieve self-reliance and self-confidence. Therefore, now the government announced a local excellence educational to be implemented in learning process. Education of local excellence is education that utilizes local potential in the aspects of economy, culture, language, information technology, communications, ecology and others that are beneficial to the development of student competence. (Kuslrawan (2011)

Based on the results of the previous research about the utilization of local potential for learning founded that: 1) The strengthening social studies learning by using the local potential was not optimal, 2) there are still shortcomings in the implementation of social studies assessment, 3) the attitude of teachers towards the use of local potential is still weak with the lack of teaching materials as the main reason(D. E. Sari & Wajdi, 2017).

The purpose of this research is to analyze student needs in social studies classroom in purpose to design learning model using local potential in Banjarmasin area. The local potential mentioned include culture, entrepreneurship, environmental education and phenomena that exist on the social studies learning process in the classroom. It also analyzed about social

studies teacher readiness to using local potential with character based for the implementation of the latest curriculum applied (Muh. Barid Nizaruddin Wajdi, 2015).

METHODS

This research used qualitative approach. Data collected through literature analysis, observation, and interviews. Literature analysis done through related documents that consist of cultural potential data, entrepreneurship potential data, and environmental education data from related government department sources such as education and tourism department. Literature analysis also includes some data from Middle Term Development Plan of Banjarmasin City 2004 – 2019 and the mapping of area and local potential in Banjarmasin. Observation done through direct observation into few secondary school in Banjarmasin that focused on social studies learning process at 7th grade and local potential around the school that can be used as learning materials. Interviews through focus group discussion involve social studies teacher at 7th grade. Data analyzed with qualitative method with descriptive techniques.

RESULTS AND DISCUSSION

Social studies intended that students will have the following competences: to know the concepts related to people's lives and the environment, having the basic ability to think logically and critically, curiosity, inquiry, problem solving, and social skills in life, having the commitment and awareness of social values and humanity, and having the ability to communicate, cooperate and compete in a pluralistic society, locally, nationally, and globally. The scope of social studies covering some aspects such as Man, Place, and Environment, Time, Sustainability and Change, Social and Cultural Systems, also Economic Behavior and Welfare. All these competences taught to student through some themes above in social studies classroom with different level in every grade at secondary school.

Geographically, Banjarmasin city area lies in the lowland and marshy area around 0.16 meters above the sea. Alluvial soil is predominantly clay structure is a type of soil that dominates the area of Banjarmasin. It also cleaved by Martapura River and is influenced by the tide of Java Sea that contributes to the city's drainage and provides distinctive characteristics on people's lives, especially the use of the river as a water transport infrastructure, tourism, fisheries and trading. Few local potential of Banjarmasin include service, industry, trade and tourism potential.

The land utilization in Banjarmasin is generally for trading, offices, and tourism activities. The trading center is located in Pasar Baru, Pasar Antasari, and Pasar Sudimampir which are all located in the city center. The office center is located in Lambung Mangkurat, Pangeran Samudra, Ahmad Yani, and other areas that have access from and to out of the town area. The land for agricultural activities is located in the suburbs such as in East Banjarmasin in Sungai Lulut and South Banjarmasin in Kelayan and Pamurus Regions. This utilization affects to the shape of community settlement pattern in Banjarmasin City. Generally, there are three forms of settlement patterns in Banjarmasin include linear, clustered, and open settlement patterns.

According to Kemendikbud (2013), Competence Standards that must be mastered for social studies subject at secondary school is the understanding of the human effort to fulfill the needs. There are two competence standards that can be described into seven basic competencies:

1. Describe the pattern of economic activity and land utilization (first basic competence).
2. Describe the pattern of settlements based on the physical condition of the earth's surface (first basic competency one).
3. Describe the consumption as the main economic activities (second basic competence).
4. Describe the production as the main economic activities (second basic competence).
5. Describe the distribution of goods and services as the main economic activities (second basic competence).
6. Describe the role of business entities including cooperatives, as a place of production process and their relationship with economic actors.
7. Express creative ideas in economic action to achieve autonomy and prosperity.

Utilization of local potential is very effective to be used in social studies learning activity because all of the competence have real example in various condition and activity of Banjarmasin society. As an illustration, the various forms of settlement patterns and community land use activities as described earlier, affect the pattern of economic activities in Banjarmasin. The typical activities of the local community in the form of various production activities such as furniture production, purun craft, chips craftsmen, sellers of sotobanjar, sasirangan home industries, rubber industry, fishery industry around martapura river, and timber industry are few local potential that relevant for social studies learning. Buying and selling activities in floating markets and other traditional markets, the use of seas and rivers for goods distribution, and various food processing industries from agricultural, plantation and fisheries are another form of local potential that can be used in learning activities. Not only as learning resources but this diversity can be directed as a form of life skills learning for students in the future.

Related to life skills and the utilization of local potentials, the results of interviews with social studies teachers indicate that they already applied it all in learning activities. Learning applications have been implemented with various methods including classroom learning with various methods either directly or indirectly, field observation, interactive learning with direct involvement of students with a number of economic activities, independent study through assignment, and discussion in class and outside the classroom along classroom field trip. Various activities have been done such as introducing student to local natural resources and the utilization of waste such as coal and timber (sawdust), trip to Sultan Suriansyah Mosque and local heroes' graveyard from South Kalimantan, five business day activities at school, and environmental management around school for student entrepreneurship activities.

Social studies teachers in Banjarmasin also introduced various activities related to academic skills. Academic skills are a support in the development of student competence (DwiAtmono, 2005). The various skills that support academic skills include the skill to describe the rules in accordance with the field he studied, the skills to seek information about natural phenomena, religion and social culture through a predetermined source of reading, introducing the type, function and also how to use the measuring instrument with the right and safe principles in accordance with the type of skills learned. In pre-vocational skills, the teacher introduces the type of works related with their career expectations, introduces various skills areas, identifies attitudes of an entrepreneur, introduces entrepreneurship planning steps, and chooses and uses the tools that necessary to create the product.

In addition to the development of life skills, the indicators of successful development of potential local utilization in social studies learning also includes the integration of values and character (DwiAtmono, 2011). The characters that developed in the learning process include 18 character values along with indicators at the level of the Secondary School that described by the Curriculum Center (2010), including Religiosity, Honesty, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, the Spirit of Nationality, Patriotism, Appreciate The Achievement, Friendship/Communicative, Love Peace, Love Reading, Environmental Awareness, and Social and Responsibility Awareness. The integration of values and character formation by social studies teachers has been done in the learning process in accordance with the direction specified by the applicable curriculum subjects. Social teachers in Banjarmasin stated that the integration of value becomes an important factor in addition to the mastery of scientific competence for students. Some forms of activities that reflect the value integration include habituate students with a polite, honest, respectful and responsible.

Some obstacles that faced by teachers in the utilization of local potential for learning include the lack of technology mastery to handle time and learning resources constraints. Teachers still feel the lack of time to introduce students in more detail about the various local potentials that can be used for social studies learning activities. Supporting books are mostly national-minded while local potential integration is limited. Teachers also still face a number of obstacles such as integrating local potential utilization in planning, process, and learning evaluation. The ability of teacher assessments is also limited. They have not fully understood the appropriate assessment pattern especially when utilizing local potential for classroom learning.

These conditions indicate the need for improvement on several aspects to strengthen the utilization of local potentials in social studies learning, especially in Banjarmasin. It is necessary to prepare supporting books that focus more on the utilization of local potentials, especially for social studies lessons that mapped the types and their use in relation to social studies learning materials in secondary school. Communication between teachers also needs to be incentivized through the strengthening of the MGMP. This needs to be done so that teachers can implement brainstorming activities to enrich their experience in engaging students with the

utilization of local potential. Increased teacher competence through training related to planning, implementation, and assessment (authentic assessment, classroom assessment, character-based assessment, and competence-based assessment) should be implemented sustainably. The introduction and mastery of various learning methods, instructional media, and the utilization of technology should also be given to social studies teachers in order to facilitate them to integrate local potentials in their learning activities.

CONCLUSION

Those are seven basic competences on 7th grade that can be developed for social studies learning with the using of local potential. Learning process can be applied through direct and indirect methods, interactive learning, independent learning, field observation, and discussion. It required supplement books based on local potential, the increasing of MGMP's empowerment for social studies teachers, teachers' training on learning planning, process, and evaluation based on local potential, and the developing of learning media through film documentary with local potential contents. In term of curriculum changing, to increase teachers' competence in assessment it required training about authentic assessment, classroom assessment, character based assessment, and competence based assessment. It is necessary to create local potential roadmap as guidance for social studies learning material in Banjarmasin as the implementation of local excellence and character education for social studies learning.

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