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## Utilization of the Lamdikada Campground in Sungai Ulin Banjarbaru as a Social Studies Learning Resource

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### Abstract

The campground has a series of events, as it does at Bumi Perkemahan Lamdikada Sungai Ulin Banjarbaru. Activities on the campsite can be used as a learning resource. This study aims to describe the activities does at Bumi Perkemahan Lamdikada Sungai Ulin Banjarbaru. This study used a qualitative approach, namely collecting data through observation, interviews and documentation. Data analysis used data reduction, data presentation, and verification. The validity of the data through triangulation (source, technique, and time), extension of observations, using reference materials, and conducting member checks. Activities of the Bumi Perkemahan Lamdikada Sungai Ulin Banjarbaru can be used as a learning resource contextual Thus, teacher can be take advantage or learning resource that come from the environment so that student feel more about the meaning of the learning resource.

**Keywords:** Activities, Camp, Social Studies Learning Resource

### Abstrak

Perkemahan memiliki serangkaian acara, seperti halnya yang terjadi di Bumi Perkemahan Lamdikada Sungai Ulin Banjarbaru. Aktivitas di bumi perkemahan dapat dimanfaatkan sebagai sumber belajar. Penelitian ini bertujuan untuk mendeskripsikan aktivitas Bumi Perkemahan Lamdikada Sungai Ulin Banjarbaru sebagai sumber belajar IPS. Penelitian ini menggunakan pendekatan kualitatif yaitu mengumpulkan data melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan reduksi data, penyajian data, dan verifikasi. Keabsahan data melalui triangulasi (sumber, teknik, dan waktu), perpanjangan pengamatan, menggunakan bahan referensi, dan mengadakan member cek. Aktivitas Bumi Perkemahan Lamdikada Sungai Ulin Banjarbaru dapat dimanfaatkan sebagai sumber belajar yang bersifat kontekstual. Demikian, guru dapat memanfaatkan sumber belajar yang berasal dari lingkungan, sehingga peserta didik lebih merasakan makna dari proses pembelajaran.

**Kata Kunci:** Aktivitas, Bumi Perkemahan, Sumber Belajar IPS

### PRELIMINARY

Education is all efforts of adults in association with children to lead their physical and spiritual development towards adulthood (Purwanto, 2002). Education is an important aspect for the development of human resources, because education is a vehicle or one of the instruments used not only to free humans from underdevelopment, but also from ignorance and poverty. Education is believed to be able to instill new capacity for everyone to know new knowledge and skills, so that productive human beings can be obtained (Berutu et al., 2023).

The school as one of the places where education takes place, not only functions as a building where teaching and learning takes place but also as a place for social and cultural events. Ideal teaching and learning activities should take place in a variety of interactions and

be assisted by learning aids or learning resources (Rusmaniah et al., 2024). The use of learning resources is very important and relevant considering that the use of these learning resources is very helpful in understanding the material and students' learning interests. Students need new experiences with real objects in everyday life (Isnaini et al., 2023).

Using tourist attractions in the learning process of both physical, social, and artificial environments by students can be used as a benchmark for educational efforts (Handy et al., 2024). Using tourist attractions as a source of social studies learning is the same as using the environment as a learning resource (Ilhami et al., 2024). One of the ways learning techniques can be done through camp activities, such as what happens at the campground where students can be directly taken into the field and carry out the process of direct interaction that occurs outside the classroom (Rusmaniah et al., 2024).

According to Rinaldi (Sunardi, 2009) stated that camping activities vary. Camping activities can be divided based on the type of camp, the length of time they camped, and the place to camp (Mutiani et al., 2024). Camps based on their type are divided into Bhakti camps, scientific camps, recreational camps, and educational camps. Camps based on the length of time they spent camping were divided into one-day camps, two-day camps, and two-day camps (Handy et al., 2024). In addition, camps based on their campsite are divided into settled camps and mobile camps (Rizal et al., 2024).

This type of camp is an educational camp, meaning that there are learning activities in it. It is hoped that students can better understand the learning process expected by the teacher and avoid the learning process where often the teacher is only a lecture that makes students bored, the location of this campground is also located in a strategic place and has a place that is interesting enough to take students directly to the place to feel how the learning atmosphere outside the school is (Rawidafany et al., 2023).

Various types of environments, such as the socio-cultural environment, natural (physical) environment and biological environment, are a number of factors that affect the teaching and learning process. In order for students or students to understand well the concepts in social studies, teachers try to transfer knowledge not only through lectures in class, but students are exposed to the real world or nature. The components of the school environment need to get real attention from teachers, especially those who teach social studies lessons (Maulana et al., 2023). This is based on the idea that students' learning development at a concrete level must be shown with real objects (Kiranti et al., 2023).

In addition, the essence of social studies includes studying human interaction with other humans, so it is very appropriate to learn social studies by utilizing the environment as a

learning resource, because abstract subject matter can be more concrete. This will make it easier for students to grasp the material taught by the teacher, as well as the dialogical atmosphere between students, as well as students and teachers can be created in the form of a more active and interactive atmosphere relevant to the paradigm of the developing learning system, namely teachers position themselves as moderators and facilitators in teaching and learning activities.

## **METHOD**

The approach in this study is to use qualitative. Researchers obtained data through observation, interviews, and documentation. Researchers collect, classify, and analyze data. The data was analyzed descriptively, namely by describing activities at the Lamdikada Campground, Sungai Ulin Banjarbaru, as a social studies learning resource. Qualitative research is research that examines the condition of natural objects, where the researcher is the key instrument, the data results are inductive, and the results of qualitative research emphasize meaning rather than generalization (Moleong, 2011).

This research obtained data sources through interviews with officers and visitors at the Lamdikada Campground in Sungai Ulin Banjarbaru, social studies lecturers and social studies teachers. Furthermore, documents, photos, and field notes during the observation of activities that visitors undergo during a series of camping events. The focus of this research is activities at the Lamdikada Campground, Sungai Ulin Banjarbaru, which can be used as a social studies learning resource. The research is located at the Lamdikada Campground on Jln. P. H.M Noor, RT 24, Sungai Ulin Village, Banjarbaru City, South Kalimantan.

## **RESULTS AND DISCUSSION**

A campground is a plot of land in the open where tents can be erected as a shelter to be able to carry out various activities and camping purposes. This campground is also a special place for camping that is within the Nature Protection and Conservation area or in a forest cover area (Sakawanabhakti, 1989).

Based on the results of an interview with Mr. Zainal (43 years old) as the Secretary of Kwarda he said:

"Actually, this campground is still a dispute, because the ownership status is still unclear. For example, the land is used by local residents to build a brick factory, a lime factory, and land for gardening. Therefore, we are still fighting for it. We run all matters and financing ourselves without help from the government."

Furthermore, the results of the interview with Ida (40 years old) as a Kwarda staff he said:

"This land dispute is not an easy matter, we have to face the surrounding community, because there are indeed many who claim ownership of the land. The difficulty is that there is no certificate, so our plans to carry out development are hampered."

The Lamdikada Sungan Ulin Banjarbaru Campground is a land that was originally loaned by the TNI to Kwarda to be used as a place for scouting activities. The right to borrow for 20 years since its inception was established in 1973. After the loan period expired, Kwarda did not extend the loan, but wanted to fight for it to become his property. This is based on the fact that there have been many costs incurred for various developments on the land such as buildings, ponds, fields, and many more.

Actually, the land ownership rights are also unclear, because many claim and many have used the land for personal interests such as business purposes. That is what makes the Lamdikada Sungan Ulin Banjarbaru Campground has not been developed. In fact, Kwarda already has a development project plan for the campground and will be realized if the land ownership status is already held by the South Kalimantan Scout Movement.

Bumi Perkemahan Lamdikada Sungai Ulin Banjarbaru termasuk klasifikasi *Central camps* karena merupakan markas besar dengan berbagai fasilitas berkemah bagi sejumlah orang yang akan berkemah. Selanjutnya arena ini termasuk ke dalam jenis bumi perkemahan lengkap karena memiliki ciri pengelolaan intensif yaitu memiliki luas lebih dari 2 Ha. Modifikasi sumber daya secukupnya, fasilitas yang tersedia meliputi sarana akomodasi, areal perkemahan, areal api unggun, areal ketangkasan, sarana sanitasi, persediaan air, jalan setapak, jalan mobil, areal parkir, pintu gerbang, dapur umum, pusat informasi, pondok jaga, dan pusat pertolongan pertama pada kecelakaan.

Bumi Perkemahan Lamdikada Sungai Ulin Banjarbaru juga memenuhi prinsip perkemahan yaitu mampu memberikan perlindungan dan keamanan yang cukup terhadap areal bumi perkemahan. Selain itu fasilitas dan akomodasi yang memadai juga dimiliki guna memberikan kepuasan bagi pengguna areal bumi perkemahan.

Figure 1. Lamdikada Campground Sungai Ulin Banjarbaru



Source: Personal Documentation (2020)

Activity in a broad sense can be interpreted as a person's effort to carry out a job that involves a person's physical and mental health (Yunginger, 2008). Camping activities have various activities with a variety of activities that of course involve the physical and mental participants involved, because they immediately come and undergo activities in the place.

Camping activities, of course, there are several series of activities that are carried out to carry out the camping activities. After conducting research, the author found several results regarding what activities are contained in the Lamikada camp of Sungai Ulin Banjarbaru. According to Ida (40 years old):

*"If the activities of the camp are carried out, it depends on the event itself. There are a lot of people who are interested in gardening, some are interested in nature gardening. What is clear is that every activity must be far from the smell of tents, campfires, art performances, night fights (if the activities of people who are camping, it depends on the event itself. Some are scout camping events, some are rich from nature lovers. What is clear is that every activity must not be far from making or erecting tents, campfires, art performances, and night jurit)."*

Based on the results of the interview with Ida (40 years old), according to her, activities related to camping can be seen from the activities of the event itself. Some of the camping activities are from scouting, there are also camps that are from nature lovers' activities. However, whatever the type of event is, in general, camping activities are never separated from activities such as setting up tents, campfire events, art performances and night jurit activities.

In line with the interview conducted with Syahrani (35 years old) as the Scout Coach of SMP Muhammadiyah 1 Banjarmasin said:

"Scouting activities are always carried out in the open air. It aims to bring scout members closer to nature, with them being close and expected to be able to protect and care for nature. Furthermore, the event was to set up tents, campfires, art performances, and night jurit.

These activities are carried out together. This is to hone their sense of solidarity. In addition, it can also hone skills and strengthen mentally."

Some of the activities above are human interaction with the natural environment can foster love for nature, awareness to maintain and maintain environmental sustainability, contribute to overcoming environmental damage and pollution, and strive to preserve natural resources for human survival (Widiastuti, 2017).

The activities of the Sungai Ulin Banjarbaru Campground can be used as a social studies learning resource which can be included in the material of social interaction activities in grade VII. As the results of an interview with Mrs. Nurhayati, S.Pd (33 years old) as a social studies teacher at SMP Muhammadiyah 1 Banjarmasin, she said:

"I use learning resources in the form of textbooks and the surrounding environment. In accordance with the existing curriculum, utilizing the surrounding environment as a learning resource that is contextual in nature while the teacher is only a vasilitator, in my opinion by bringing students directly into the field is very effective because they can see directly and can increase students' knowledge, not just knowing the material and theory".

Students' activities while participating in a series of activities at the Campground can be used in the learning process, so that the learning process is more meaningful. Meaningful learning occurs when new experiences are related to what the learner already knows. Meaningful learning occurs when learners are actively engaged in meaningful engagement (Kean & Kwe 2014). Learning resources with local content will be more meaningful for students, because students are directly confronted with the real reality (Ikhsan et al., 2017).

He further added:

"Before being taken to the field, let alone camping, we usually check the place first to ensure safety, supplies of places to eat, beds, and others. If the activity must be liked by their children, they are also waiting to be taken to learn outside like that. Actually, before this virus, we did have the intention to go there, only if the covid season like this is a bit difficult. So when the conditions are stable, it can be realized again."

The use of the Campground activity above illustrates the usefulness of learning resources from the environment, namely causing enthusiasm for learning, direct interaction between students and the environment, providing opportunities for students to search, allowing students to learn independently according to their level of ability, and eliminating interpretation chaos (Adipurnomo, 2006).

Furthermore, the researcher conducted an interview with Mrs. Jumriani, M.Pd (25 years old) as a social studies lecturer at FKIP Lambung Mangkurat University, she said:

"The most important activity that you want to use as a source of learning is to understand the concept first, because there are various types of activities. Such as social activities, economic activities, religious activities, and others. Campgrounds that are used as social studies learning resources must be seen as activities in which there is a social studies concept. For example, if campground activities have a mutual relationship between humans, then they can be included in social interaction material. Another example of activities in the campground is scout members, so it can be included in the material of social institutions".

Based on the interview above, it is illustrated that the Lamdikada Banjarbaru Campground can not only be used in social interaction materials but also in social institution materials. This is because of the activities carried out by scouting organizations. Scouts are social institutions and are included in educational institutions. In addition, communities and organizations also visited the Lamdikada Banjarbaru Campground to carry out camping activities. They visit, apart from educational purposes, also have the goal of fostering awareness to protect nature.

The function of the institution is to prepare its members when they blend into the community. Developing the talent of interdependence for personal satisfaction and the interests of the community. Preserving the culture of the community through teaching the diversity of Indonesian culture. As well as instilling the necessary skills to participate in democracy.

The use of the Campground activities above illustrates the advantages of using the environment in the learning process, namely learning activities that are not boring, situations and circumstances that are natural, the truth is more real, the activities carried out are more comprehensive (able to accept well), make students love the environment and form a person who is familiar with the surrounding life, so as to make him appreciate and understand about everything in life related to the environment (Adipurnomo, 2006).

**Table 1. Activities of the Sungai Ulin Camp Matrix as a social studies learning resource**

| Basic Competencies                                | Learning Materials | Activities of the Ulin River Campground as a social studies learning resource      |
|---------------------------------------------------|--------------------|------------------------------------------------------------------------------------|
| 3.2Analyze social interactions in space and their | Social Interaction | 1. Setting up a tent<br>Setting up a tent, we can know how important it is to work |

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influence on  
social, economic  
and cultural life in  
values and norms  
as well as social  
institutions.

together from this small thing in a  
team, everyone must have an attitude  
of responsibility. The activity can see  
the cohesiveness and cooperation  
between friends, from there it can be  
seen how ready each individual is to  
achieve the desired goals.

## 2. Bonfire event

This activity involves all  
participants who take part in the  
activity in this event they are gathered  
to surround the campfire in addition  
to just to surround the campfire. Then  
there is a game in this activity, the  
benefit is that it can add friends  
because the game is carried out  
requires participants to gather with  
people who do not know each other,  
with this activity, they can get to  
know each other.

## 3. Art performance events

This event requires them to  
display their abilities. This activity is  
also expected so that they can work  
together in displaying interesting art  
performances Furthermore, they are  
given the freedom to display their  
abilities but in it can certainly  
entertain other participants and this  
activity is also to educate them to  
dare to perform in front of the crowd  
because a success must have courage.

## 4. Night jurit activities

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This activity is to hone their courage. In addition, they also have to solve a problem in a short time. The cohesiveness of a team here is very much required in order to solve a problem and here it can also be seen how serious the participants are in participating in camp activities. |                     |                                                                                                                                                                           |
| 3.2Analyze social interactions in space and their influence on social, economic and cultural life in values and norms as well as social institutions.                                                                                                                                        | Social Institutions | Banjarbaru Campground is visited by several organizations such as scouts and nature lovers. The place also enforces rules that must be obeyed by members who are camping. |

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(Source: Personal, 2020)

Human interaction with the social environment can train individuals how to speak, how to behave, give positive and negative responses and others (Widiastuti, 2017). Campground activities can provide students with an understanding of the meaning and process of social interaction. Students at the Campground undergo social contact, communication, and cooperation.

The above material can be used as a learning resource for social studies, because social studies is an integration of the disciplines of social sciences and humanities, while in schools, social studies is an educational program whose material is selected from the disciplines of history, geography, economics, sociology, anthropology, archaeology, psychology, politics, philosophy, religion and law (Abbas, 2014).

The activity of setting up a tent is very important because besides the tent is a place to shelter and rest from the process of setting up a tent, we can know how important it is to work together from this small thing in a team, everyone must have an attitude of mutual responsibility. The campfire activity involves all participants who take part in the activity in this event, they are gathered to surround the campfire, in addition to just to surround the

campfire, in it there is a game in this activity, the benefits of this activity can add friends, because the games carried out require that they be played by participants who do not know each other, with this activity, they can get to know each other.

The art performance in this activity resulted in all camp participants to display an art, they could display individually or in groups here they were given the freedom to display their abilities in this activity hoping that they could work together to display an interesting art performance. The night jurit activities require them to be brave but they also have to solve a very brief problem. The cohesiveness of a team here is very much required in order to solve a problem and here it can also be seen how serious the participants are in participating in camp activities.

The above is expected to be able to achieve the goal of social studies, namely so that the learning taught to students can provide an understanding of the realities in society with various symptoms and social problems. Meanwhile, the solution cannot be done with just one discipline, but students are required to be able to connect several fields of social science according to the symptoms and problems they are studying (Abbas, 2014).

## **CONCLUSION**

Activities at the Lamdikada Campground in Sungai Ulin Banjarbaru can be used as a social studies learning resource and are relevant to learning with social interaction and institutional interaction materials in grade VII. Students are enthusiastic about learning because the learning resources used are contextual so that teachers are easier to explain the material and students are easier to understand. Thus, teachers can use the surrounding environment as a source of social studies learning, so that students can feel the meaning of the learning process at school.

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