
Activities at the Banjarbaru Tomato Creation House as a Social Studies Learning Resource

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Abstract

These UMKM have economic activities, namely production, distribution and consumption. Economic activities can be used as a learning resource. This study aims to determine the activities at the Banjarbaru Tomato Creation House as a social science learning resource. This study uses a qualitative approach, collecting data through observation, interviews, and documentation. Data analysis used data reduction, data presentation, and data verification. Test the validity of triangulation data (time, technique, and source), member checks, and extension of observations. The results of this study indicate that the Tomato Creative House is a UMKM that was established in 2017. This Micro, Small and Medium Enterprise is engaged in the culinary sector which distributes to several modern retailers and souvenir shops. The products are tomato syrup, tomato candy and candied tomato. This business can improve the economy and welfare of families and communities around the business location. Activities at the Banjarbaru Tomato Creation House include economic activities, namely production, distribution, and consumption. The production activities at the Banjarbaru Tomato Creation House are producing processed foods with the basic ingredients of tomatoes, products such as tomato candy, tomato syrup, and tomato sweets. These processed products are distributed through online such as Instagram and shopee, gift shops, wholesalers, and participate in bazaars in various events. The UMKM produces processed food that can be consumed directly. The activity of the Banjarbaru Tomato Creation House is used as a social science learning resource which can be seen from the basic competencies with the suitability of the material. Its activities are production, distribution and consumption. These economic activities are included in the social studies material for class VII semester 2.

Keywords: Activities, Activity Economic, Social Studies Learning Resources

Abstrak

Rumah Kreasi Tomat Banjarbaru terklasifikasi sebagai UMKM yang dapat dijadikan tempat edukasi. UMKM tersebut terdapat aktivitas ekonomi yaitu produksi, distribusi dan konsumsi. Aktivitas ekonomi dapat dimanfaatkan sebagai sumber belajar. Penelitian ini bertujuan untuk, mengetahui aktivitas di Rumah Kreasi Tomat Banjarbaru sebagai sumber belajar IPS. Penelitian ini menggunakan Pendekatan kualitatif, mengumpulkan data melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan reduksi data, penyajian data, dan verifikasi data. Uji keabsahan data triangulasi (waktu, teknik, dan sumber), member cek, dan perpanjangan pengamatan. Hasil penelitian ini bahwa Rumah Kreasi Tomat merupakan UMKM yang berdiri pada tahun 2017. Usaha Mikro Kecil Menengah ini bergerak di bidang kuliner yang mendistribusikan ke beberapa ritel modern dan toko oleh-oleh. Produknya sirup tomat, permen tomat dan manisan tomat. Usaha tersebut dapat meningkatkan ekonomi dan kesejahteraan keluarga serta masyarakat yang ada di sekitar lokasi usaha. Aktivitas di Rumah Kreasi Tomat Banjarbaru terdapat aktivitas ekonomi yaitu produksi, distribusi, dan konsumsi. Kegiatan produksi yang ada di Rumah Kreasi Tomat Banjarbaru yaitu memproduksi olahan makanan yang bahan dasarnya tomat, produknya seperti permen tomat, sirup tomat, dan manisan tomat. Produk olahan tersebut didistribusikan melalui online seperti instagram dan shopee, toko oleh-oleh, indogrosir, serta mengikuti bazar dalam berbagai acara. UMKM

tersebut memproduksi olahan makanan yang dapat dikonsumsi secara langsung. Aktivitas Rumah Kreasi Tomat Banjarbaru dimanfaatkan sebagai sumber belajar IPS dapat dilihat dari kompetensi dasar dengan kesesuaian materi. Aktivitasnya yaitu produksi, distribusi, dan konsumsi. Kegiatan ekonomi tersebut ada dalam materi IPS kelas VII semester 2
Kata Kunci: *Aktivitas, Kegiatan Ekonomi, Sumber Belajar IPS.*

PRELIMINARY

Social studies learning in schools (SMP) has a systematic, comprehensive and integrated nature. The goal is to provide meaning to students about the subject so that the environment can be organized and adjusted to the needs of the characteristics of each student. All of this is expected so that students have social studies learning dimensions such as mastering knowledge, skills, attitudes and values, and being able to act (Sapriya, 2009). Basically, social studies learning emphasizes the "education" aspect rather than concept transfer because in social studies learning students are expected to have an understanding of a number of concepts and development as well as train their attitudes, values, morals and skills based on the concepts they already have (Syaharuddin & Mutiani, 2020).

Utilizing a variety of situations, approaches and learning resources in the student environment. Through environmental education, it is able to involve strong pressure on activities that are practical in nature and provide direct experience (Mutiani, 2015). The environment is needed as a learning resource in every learning, in order to make it easier for students to succeed in learning activities that require thinking skills (Putro, 2013). One of the surrounding environments that can be used as a learning resource for students is the Banjarbaru Tomato Creation House which is located on Jl. R.O Ulin, forestry housing complex II No.14 South Loktabat Banjarbaru (Maulana et al., 2023).

Rumah Kreasi Tomat is a creative economy, which is based on creative assets where tomatoes are created into various processed foods. The activities at the Banjarbaru Tomato Creation House are producing processed foods made from tomatoes such as tomato candy, tomato syrup and candied tomatoes. The creative economy is an activity to create economic added value that is creative based on individual ideas, skills and talents (Sari, 2020). According to the *United Nations Conference on Trade and Development (UNCTAD)*, the creative economy is a creative asset that has the potential to create rapid economic growth and development.

The relationship between the Banjarbaru tomato creation house and education, namely, the use or use as a reference for learning resources used by teachers for students in junior high school grade 7 semester 2 on economic activity materials. The Banjarbaru tomato creation house can be used as a socialstudies learning resource because in the Banjarbaru tomato creation house there are economic activities, namely production, distribution and consumption

activities. This is in line with the results of Jumriani (2018) research which shows that production and distribution activities in Sasirangan village can be used as a source of social studies learning. In this article, the researcher focuses on the activities at the Banjarbaru Tomato Creation House as a social studies learning resource.

METHOD

The approach in this study uses a qualitative approach with a descriptive method. This is used to describe the activities at the Banjarbaru tomato creation house. The researcher obtained data through direct observation to observe every activity in the tomato creation house. Interviews with informants to complete the data. Documentation in the form of photos, and field notes during the observation of activities to make and distribute processed tomato products.

Table of Names of Resource Persons

Not	Name	Age	Work	Description Information
1	Dhianita Prawitri	35 Years	Manager of the Banjarbaru tomato creation house	Workforce Production Activities Distribution Activities Consumption activities Social interaction
2	Fuah	27 Years	Employees at Rumah Kreasi Tomat Banjarbaru	Workforce
4	Rini	33 Years	Banjarmasin Office	Consumption activities Social interaction
7	Daryanta, S.Pd, MM	47 Years	Teacher of SMPN 5 Banjarbaru	Social Studies Learning Resources
8	Gugu Permadi S.Pd	43 Years	Teacher of SMPN 5 Banjarbaru	Social Studies Learning Resources

Source: Processed Data (June 15, 2020)

Data analysis is divided by Sugiyono into three stages in qualitative research, namely through reduction, presentation and drawing conclusions (Sugiyono, 2016). Data reduction is in the form of short notes to write down main things related to the results of observations in the research, in the form of activities at the tomato creation house, the results of interviews obtained in the field are selected based on interests and according to the reference of the interview guidelines that have been made. The presentation of data in the form of a description of the activities at the Banjarbaru Tomato Creation House is complemented by photos of the activity, the description results are about how the activities at the Tomato Creation House become a social studies learning resource. Drawing conclusions, after all data regarding activities at the Banjarbaru Tomato Creation House as a Social Studies Learning Resource are collected,

summarized and presented, then conclusions will be drawn based on the results of interviews from findings related to problem formulation.

The validity of the data is in the form of triangulation (source, technique and time), *Membercheck* and extension of observation. Triangulation of sources after obtaining data from informants, then data is described based on different or the same variants of answers, triangulation of techniques when obtaining data based on activities at the Tomato Creation House, will be checked again by making direct observations related to the state of the Tomato Creation House, as well as confirming the results of observations through an interview with Mrs. Dhianita (35), triangulation of time to ask the same question again at different times regarding the state of the Tomato Creation House to the resource person at that time a direct interview with Mrs. Dhianita Prawitri (owner). *Membercheck* to double-check the informant's statement as a data giver that has been done at the time of the interview, to find out how far the data obtained is in accordance with what the informant did to be written down. The extension of observation was carried out, namely repeatedly visiting the research site and observing activities at the Banjarbaru Tomato Creation House, initially the research was carried out from February 22, 2020 to April 08, 2020, but because there was still a lack of research, the researcher extended the observation from April 24, 2020 to July 20, 2020. The focus of this research is economic activities at the Banjarbaru Tomato Creation House as a social studies learning resource. The research was conducted at the Tomato Creation House on Jl. R.O Ulin Forestry Housing Complex II No 14, South Loktabat, Banjarbaru.

RESULTS AND DISCUSSION

Rumah Kreasi Tomat is an MSME, including the creative economy in Banjarbaru. Established in 2017 by Mrs. Dhianita Prawitri. This business was built against the background of a fairly good market potential, raw materials that are easy to get, to improve the economic welfare of families and communities around the business location. Creativity is often defined as the ability to create completely new things, new combinations of existing things to produce something new, or to make something less meaningful so that it is more meaningful (Hasanah, 2017). At the Banjarbaru Tomato Creation House, there are economic activities that produce processed foods based on tomatoes, where tomatoes are created into various food preparations that can last a long time such as tomato candy, tomato syrup, and candied tomatoes. The creative economy production process can provide added value because it uses intellect, experience, and creativity to produce goods and services (Firdausy, 2017). Furthermore, the creative economy is a concept that relies on information and creativity in the new era so that

ideas and knowledge are needed because the most important factor of production is human resources (Purnomo, 2016).

1. Production

The production activities at the Banjarbaru Tomato Creation House are producing processed foods based on tomatoes, products such as tomato candy, tomato syrup, and candied tomatoes produced by Mrs. Dhianita Prawitri.

"The initial inspiration was when I saw tomatoes being harvested and the price was sold very cheaply, only Rp 2,000/kg. Then I tried to make food creations made from tomatoes. Initially, the tomato creation house only made sweets from tomatoes after getting product motivation at the tomato creation house to innovate to remove new products from the tomato production chain so that the raw materials for tomatoes that were wasted then came the idea to make tomato candy and tomato syrup".

Figure 1. Products from Tomato Creation House



Source: Personal Documentation 2020

As Mrs. Dhian (35) said above, the initial inspiration of the business owner in establishing the Tomato Creation House was when he saw a lot of tomatoes being harvested with a low selling price of only 2000/kg, then he was inspired to try to produce processed foods whose basic ingredients are tomatoes. Initially, Rumah Kreasi Tomat only produced candied tomatoes with over time the business owner got inspiration to release new products, in making the candied tomatoes there were still tomato contents and tomato tips, so Mrs. Dhian innovated to make tomato candy and tomato syrup to continue the tomato production chain so that raw materials were not wasted. This is in accordance with the theory of Production, which is a human activity that creates goods or services to meet daily needs (Ilmiyanor et al., 2023).

The way of production of processed food made from tomatoes from candied tomatoes is to weigh tomatoes weighing 1 kg, cut the ends of tomatoes, take the tomato seeds or the

contents of tomatoes by dredging, wash the tomatoes, tomatoes that are clean, put the tomatoes in the pan and give sugar according to the measurement, cook over low heat until boiling for approximately 1 hour, Use gloves to arrange the cooled tomatoes into a dish or container, open for 2 days using an aluminum oven and a yellow light, and packaging. The way to produce tomato candy is to weigh tomatoes weighing 1/2 kg, wash tomatoes with clean water, cut tomatoes into 2 parts, separate tomato seeds by dredging, put the tomato meat in a blender, put 300 ml of water, blend tomatoes until smooth, strain to separate tomato pulp with tomato water, weigh sugar as much as 1 kg, put sugar in tomato water, boil tomato water mixed with granulated sugar and 1/4 tablespoon sodium benzoate, stir continuously until it forms caramel, add 2 packs of white Swallow globe jelly, stir until boiling, pour into the mold let stand until frozen, oven for 3 days, and packaging weighing 108 gr. The way to produce tomato syrup is to weigh tomatoes weighing 1/2 kg, wash tomatoes with clean water, cut tomatoes into 2 parts, separate tomato seeds or tomato fruit fillings by dredging, put the tomato flesh into a blender, put 300 ml of water, blend tomatoes until smooth, strain to separate tomato pulp with tomato water, weigh sugar as much as 1 kg, Put sugar in tomato water, boil tomato water that has been mixed with granulated sugar and 1/4 tablespoon of sodium benzoate, stir continuously until it forms caramel, filter back the tomato syrup that has formed caramel, let the tomato syrup sit until it is completely cold and after it cools put it in the package. In production activities, the factors needed such as natural resources, labor, capital and entrepreneurial skills (Suprayitno, 2008).

Regarding the workforce that works at the Banjarbaru Tomato Creation House, it currently still has three workers, including the manager himself. The workers there see and directly practice in the production of processed foods made from tomatoes, so there is no special training for them. Their task is to help with production, starting from cleaning fresh tomatoes, weighing tomatoes, cutting tomatoes, to packaging, but in cooking sweets, tomato candies and tomato syrup is still done by Mrs. Dhian herself as the manager. As Ibu Dhian (35) said:

"3 workers, namely Nene Naza and Ms. Fuah and including me, in education I don't determine as long as she wants to, the education is there are elementary and S1 graduates, namely Ms. Fuah whose husband works with my husband rather than he is at home to help clean tomatoes, cut tomatoes, weigh and package if cooking is still me. I just want to empower the surrounding environment, because I can still fulfill myself unless there is a lot of processing, I just call them, there is no system training, just believe it, it's just the neighbors around, they are immediately invited to practice, there is no special training".

The above opinion is also strengthened by Ms. Fuah (27) regarding expertise in the production of processed foods made from tomatoes:

"Previously I did not have any expertise and no special training for me to produce this tomato-based food preparation, because I am a neighbor with Mrs. Dhian, I often walk here to see the process of making products here, so I can help here, my task is to clean tomatoes, weigh tomatoes, separate tomatoes from fruits and packaging".

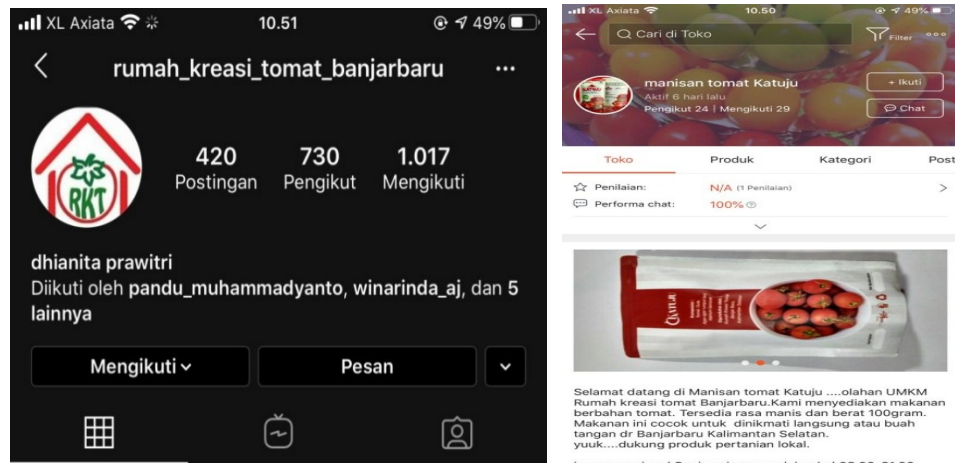
In the Tomato Creation House, there is an interaction between the business owner and two employees, then there is an interaction between the business owner and the workforce such as the business owner asking to produce one of the products. Social interaction is a relationship that affects each other between individuals and groups (Andayani et al, 2020).

2. Distribution

The tomato creation house distributes its processed products such as tomato candy, tomato syrup, and candied tomatoes, through *online* such as *Instagram* and *Shopee*, participating in bazaars at an event both in Banjarbaru and in Banjarmasin, Transmart, souvenir shops and Indomaret, Every delivery once a week or twice a week to Indogrosir as many as 300 pcs of candied tomato products. In addition, Mrs. Dhian also often brings the production from the tomato creation house to every activity she participates in (Berutu et al., 2023). Mrs. Dhian brings her products to promote to new friends or colleagues as well as guests at each event. This is so that the products of the Tomato Creation House are known by the public which is distributed by Mrs. Dhianita Prawitri, as said by Mrs. Dhian (35):

"I promote it through online such as Instagram and Shopee, participating in bazaars in Banjarbaru and Banjarmasin, to modern retailers such as transmart, indomaret and souvenir shops in Banjarmasin and Banjarbaru, to be in indogrosir every week or twice a week every delivery of 300 pcs of candied tomatoes and also every activity I attend I always bring products from the tomato creation house to promote to my friends or my new colleagues and guests at the event."

Figure 2. Distribution Channel Images Tomato Creation House



Source : Personal Documentation (2020)

The distribution was carried out to market processed food products from the Tomato Creation House to various groups, both children and adults, from various regions both within South Kalimantan and outside South Kalimantan (Rusmaniah et al., 2024). As stated by this theory, the distribution channel is an organizational participant to distribute goods/services from sellers to buyers (Veronica, 2019). In line with other theories, distribution activities are an activity to distribute goods/services from producers to consumers (Iwan et al., 2016).

Tomato Creation House products are also offered to fellow Micro, Small and Medium Enterprises (MSMEs). These activities have interactions between Micro, Small and Medium Enterprises (MSMEs), namely interactions in the form of cooperation in a Micro, Small and Medium Enterprises (MSMEs), income, what products are made, how funding problems are, and providing motivation between MSMEs and other MSMEs (Isnaini et al., 2023). Gathering with MSME entrepreneurs can add the latest information about entrepreneurship. In addition, it can also provide input if there are problems that are being faced. Help each other in terms of funding and product innovation to stay competitive in business. Furthermore, it can also expand market share and establish cooperation in terms of promotion. As stated by Andayani, social interaction is dynamic social relations (Andayani et al., 2020). The social relationship in question can be in the form of a relationship between one individual and another, between one group and another, or between groups and individuals.

3. Konsumsi

Tomato Creation House produces processed foods that can be consumed directly with tomato as a base ingredient such as candied tomatoes, tomato candy, and tomato syrup. A very popular product is candied tomatoes, most of them are still experimenting because people are still confused about processed foods made from tomatoes, because in the minds of many people

tomatoes are only as a complement to vegetables or used as chili sauce, so people who buy most of them try it (Handy et al., 2024). The 3 products in the tomato creation house that sell the most are candied tomatoes that have been marketed at Indomaret in Banjarbaru and Banjarmasin.

"Most people buy it for trial and error, of the 3 best-selling products, namely candied tomatoes. This may be because candied tomatoes are rarely sold, so it makes them curious, so many people want to buy them."

The above opinion was also confirmed by Mrs. Rini (33) as a buyer and tester of tomato syrup.

"I bought this for a new time, I bought tomato candy to try, I have tried the syrup and it turns out to be very sweet like there is a mixture of honey if the tomatoes are not too tasty anymore, I think it tastes really good."

Figure 3. Consumer images Tomato Creation House



Source : Personal Documentation (2020)

In line with the theory of consumption, it is a direct or indirect activity in meeting human needs as a satisfaction in the act of using or even consuming goods or services (Winarno, 2007). In line with other opinions, consumption is an activity that is carried out at once or in a gradual way to use or consume the usefulness of an item (Iwan et al., 2016).

Activities at the Tomato Creation House can be used as a social studies learning resource which can be included in economic activity materials, namely production activities, distribution activities and consumption activities in class VII semester 2. As the results of the interview with Mr. Daryanta, S.Pd, MM and Mr. Gugu Permadi S.Pd, as social studies teachers at SMPN 5 Banjarbaru:

"I use learning resources in the form of textbooks and the environment around me, for example, such as production activities, I take my students to one of the productions in Banjarbaru. In accordance with the existing curriculum, the surrounding environment can

be used as a learning resource that is contextual while educators are only facilitators, in my opinion by bringing students directly to the field it is very effective because they can see directly and can increase students' knowledge, not just knowing the material and theory. In my opinion, this Tomato Creation House can be included in the material of economic activities in class VII semester 2".

Figure 4. Interview Picture of Social Studies Teacher of SMPN 5 Banjarbaru



Source: Personal Documentation (2020)

The above opinion was also corroborated by Mr. Gugu Permadi S.Pd, as a social studies teacher at SMPN 5 Banjarbaru.

"I use learning resources in the form of textbooks, playbooks and the environment, the learning resources I use depend on what the material is, for example, material about technology I use learning resources in the form of mobile phones, if the creative economy material yesterday I assigned students to *interview* UKM in Banjarbaru. Before going into the field, I gave the students material first, after the visit the students gave a report on what they got from learning directly in the field. In my opinion, this Tomato Creation House can be included in the material of grade 9 creative economy in the even semester and grade 7 economic activities in the even semester. Thus, teachers can develop materials using tomato creation houses as a learning resource in economic activity materials or in creative economy materials".

Learning resources are everything that is used to support the learning process so that the activities are more effective (Rohani, 2004). It can be in the form of an environment or experience that can make it easier for teachers and students to achieve learning goals. Another opinion also says that learning resources are everything in the form of people, forms and certain data when used by students for learning activities, whether it is a partial or integrated process, so that it will make it easier for students to achieve learning goals (Sitepu, 2014).

Social studies is one of the subjects given in primary and secondary education by providing insight into social life. Social studies education involves the study of humans as social beings, who interact with others and with the natural environment and the social environment, in various places throughout time (Putro, 2020). The role of teachers in learning in schools is very It is important to achieve learning goals, one of which is the use of learning

resources. This learning resource is not limited to teachers and textbooks only. The environment around the school can be used as a learning resource. Learning resources used in accordance with the material studied Before making the environment a learning resource, teachers can provide material first to students so that students have guidelines for the field later (Ilhami et al., 2024). The component of environmental learning resources can be used as social studies learning resources, As explained by Abbas, that social studies learning resources at the level of social studies learning are combined with character education, personality education is not education in the sense of gaining knowledge only (Abbas, 2014).

Learning resources are something that can be used by students to learn them, and learning resources have a broad meaning in learning, not only focused on textbooks (Putro, 2020). Learning is not only carried out in the classroom, but can also be outside the classroom so that the learning situation becomes more enjoyable. The Tomato Creation House allows students to see firsthand the activities in the Tomato Creation House, making it easier for students to understand the material they are learning (Mutiani et al., 2024).

The benefits of learning resources are that students get concrete experiences because they are directly involved, concretize something that cannot or are difficult to visit directly, make the presentations in the classroom increase so that they can expand horizons, the knowledge obtained is accurate and up-to-date, helps solve problems in education, generates motivation, and as a stimulus for further development in thinking and acting (Spiritual, 2004).

Table of Relevance of Banjarbaru Tomato Creation House Activities as a Learning Resource for Social Studies Class VII Semester 2 on Economic Activity Materials

Basic Competencies	Learning Materials	Activities at the Banjarbaru Tomato Creation House as a source of Social Studies Learning
3.3 Understand the concept of interaction between humans and space so as to produce various economic activities (production, distribution, consumption, demand and supply) and interaction between spaces for economic, social and cultural survival in Indonesia. 4.3 Explain the results of the analysis of the concept of interaction between humans and space so as to produce various economic activities (production, distribution, consumption, demand and	Economic Activities	1. In the production activities at the Banjarbaru Tomato Creation House, namely producing processed foods made from tomatoes such as candied tomatoes, tomato candy and tomato syrup. These activities have interaction between business owners and workers. 2. Production activities for distributing goods are through social media (Instagram, shopee), through indomaret, bazaars, and souvenir shops. The activity has interaction between Micro, Small and Medium Enterprises (MSMEs) and other Micro, Small

supply) and interaction between spaces for the sustainability of economic, social and cultural life in Indonesia.		and Medium Enterprises (MSMEs). 3. Consumption activities are when people eat processed products from the Banjarbaru Tomato Creation House. Whether it's buying it or just tasting the testers that are often provided. The activity has interaction between sellers and buyers.
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(Source: Data processed, 2020)

The production activities at the Banjarbaru Tomato Creation House are producing processed foods that are based on tomatoes such as tomato candy, tomato syrup, and candied tomatoes. This Micro, Small and Medium Enterprises (MSMEs) process raw materials into finished materials that are immediately ready for consumption by consumers. Carry out the production process itself without the help of advanced machines. The purpose of production is to add value to tomatoes. Initially it was only used in the market to complement dishes and its shelf life could not be long (Kiranti et al., 2023).

Rumah Kreasi Tomat distributes its products through *online* such as *Instagram* and *Shopee*, participating in bazaars at events, both in Banjarbaru and Banjarmasin, souvenir shops and Indomaret and Transmart. Initially, the owner made direct distribution, namely offering it to the closest friends (Jumriani et al., 2024). Innovation in product packaging from Rumah Kreasi Tomat makes its products marketable to modern retail. Rumah Kreasi Tomat produces processed foods that can be consumed directly with tomato as a base ingredient such as candied tomatoes, tomato candy, and tomato syrup. Buyers are not only from Banjarbaru, but there are those from Banjarmasin, Sungai Danau and even some from outside South Kalimantan, namely Java, Jakarta, and Sumatra (Syarifuddin et al., 2024).

Based on the explanation of economic activities above, according to Mr. Daryanta, S.Pd, MM (47) and Mr. Gugu Permadi S.Pd (43) as social studies teachers at SMPN 5 Banjarbaru. Rumah Kreasi Tomat can be used as a Social Studies Learning Resource, with Basic Competencies Understanding the concept of interaction between humans and space so as to produce various economic activities (production, distribution, consumption, demand and supply) and interaction between spaces for economic, social and cultural survival in Indonesia, with learning materials, namely economic activities of production, distribution, and consumption. The result is that it can be included in social studies materials for economic activities in grade VII. This is because all activities at the Banjarbaru Tomato Creation House are illustrated by economic activities of production, distribution, and consumption that can be

seen and practiced by students directly. In addition, the material provided by business owners is also additional information to students about economic and entrepreneurial activities (Munawarah et al., 2024).

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. 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 that are being studied (Abbas, 2014).

CONCLUSION

Activities at Rumah Kreasi Tomat Banjarbaru are production, distribution, and consumption. The production activities at the Banjarbaru Tomato Creation House are producing processed foods based on tomatoes, products such as tomato candy, tomato syrup, and candied tomatoes. These processed products are distributed online such as *Instagram* and *Shopee*, souvenir shops, Indogrosir, and participate in bazaars in various events. These MSMEs produce processed food that can be consumed directly. In addition, there are social activities in the form of social interactions, namely interactions between business owners and workers, interactions between sellers and buyers, and interactions between Micro, Small and Medium Enterprises (MSMEs) and other Micro, Small and Medium Enterprises (MSMEs). Activities at Rumah Kreasi Tomato Banjarbaru are the production of processed food made from tomatoes, the distribution of Rumah Kreasi Tomato products, and consumption activities from Rumah Kreasi Tomato products. So that the activities at the Tomato Creation House can be used as a social studies learning resource into the learning material for economic activities in class VII semester 2.

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