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Analysis of the Suitability of Scarcity Material as an Economic Problem and Human Needs with Basic Competencies in Social Studies Student Books Grade VII

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Abstract

Basic competencies are the knowledge, skills, and attitudes that students must have. Basic competence is an indicator that students can master the predetermined competency standards. This article aims to describe how the material scarcity fits into an economic problem and human needs with basic competencies (KD). The research design used in this research is literature study. The data search strategy use books, google scholar, and ebooks with selected keywords. The study result describe that scarcity material as an economic problem and human needs is in accordance with basic competencies (KD). However, the scope of the material contained in the class VII social studies student book does not contain complete material, does not contain picture examples, and does not contain contextual examples in the environment of students.

Keywords: Basic Competencies, Literature Study, Scarcity, and Human Needs.

Abstrak

Kompetensi dasar merupakan pengetahuan, keterampilan, serta sikap yang harus dimiliki peserta didik. Kompetensi dasar merupakan indikator bahwa peserta didik dapat menguasai standar kompetensi yang telah ditetapkan. Tujuan penulisan artikel ini untuk mendeskripsikan bagaimana kesesuaian materi kelangkaan sebagai permasalahan ekonomi dan kebutuhan manusia dengan kompetensi dasar (KD). Desain penelitian yang digunakan pada penelitian ini adalah studi literatur. Strategi pencarian literatur melalui buku, google scholar, serta ebook dengan kata kunci yang sudah dipilih. Hasil penelitian mendeskripsikan bahwa materi kelangkaan sebagai permasalahan ekonomi dan kebutuhan manusia telah sesuai dengan kompetensi dasar (KD). Namun pada cakupan materi yang termuat dalam buku siswa IPS kelas VII ini kurang memuat materi secara lengkap, kurang memuat contoh-contoh gambar, serta kurang memuat contoh kontekstual pada lingkungan peserta didik.

Kata Kunci: *Kompetensi Dasar, Studi Literatur, Kelangkaan dan Kebutuhan Manusia.*

PRELIMINARY

Social studies education in the form of social studies subjects is given at the elementary education level (elementary and junior high school) using social sciences as a reference (Maulana et al., 2023). Social studies teachers are required to have adequate knowledge of social sciences so that they are able to prepare learning materials that are contextual to the surrounding environment, recognize the source of learning materials from various sources such as the surrounding environment that can be used as learning resources, choose lesson materials that are in accordance with the conditions in the environment and arrange them into learning materials that can support the teaching and learning process (Abbas, 2014).

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Textbooks or textbooks are books used by students to support learning activities that contain descriptions of material that have been arranged sequentially, systematically, and have goals in the learning process (Rahmawati, 2016). According to the Regulation of the Minister of National Education Number 2 of 2008, it is explained that textbooks at the elementary school (SD), junior high school (SMP), high school/vocational school, and higher education levels are the main guidelines to be used in learning in achieving increased faith, piety, and science which are compiled based on national education standards in Indonesia (*Regulation of the Minister of National Education Number 2*, 2008).

The participant's book is contained in the 2013 curriculum. The 2013 curriculum is designed to strengthen students' competencies in the realm of knowledge, skills, and attitudes. The implementation of the 2013 curriculum in social studies subjects, the material developed must refer to the Core Competencies (KI) (Mutiani et al., 2024). Core Competencies (KI) are then narrowed down to Basic Competencies (KD). The content of social studies learning in class VII contains many social science disciplines (Ilhami et al., 2024). Social studies content comes from geography, sociology, history, and economics. One of these social disciplines is economics (Ahmad, 2018). The economic content in this class VII book contains material on scarcity as an economic problem and human needs. The researcher wants to analyze, and describe the results of the analysis of the content of the socio-economic discipline material, namely scarcity material as an economic problem and human needs with Basic Competencies (KD) (Kiranti et al., 2023).

METHOD

The design of this research is a literature review. Literature review is a method used to collect data or sources related to a certain topic that can be obtained from various sources such as journals, books, the internet, and other libraries. The author began to search the internet with certain keywords related to the problem in his research, theories that have been used or have been produced by others and then paraphrased by the author in his scientific writings (Marzali, 2016). The data used in this study used other research data. The data obtained is secondary data which means that the researcher does not make direct observations in the field but the researcher uses previous research data through journals or books that have been published. This secondary data source is journals and books searched through google scholar. Contains search results from google scholar with a literature study method using keywords according to this article. This literature study is synthesized using a narrative method by grouping similar extraction results according to the measured results to answer the objective.

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RESULTS AND DISCUSSION

Basic competencies are the ability of students which refer to three aspects, namely knowledge, skills, and attitudes (Handy et al., 2024). This basic competence is the basis for assessing students as well as the foundation for the teaching and learning process (Nazar, 2019). Basic competencies refer to core competencies. The core competencies are divided into four, namely 1). Core Competencies (KI) spiritual attitudes, 2). Core Competencies (KI) social attitudes, 3). Core Competency (KI) knowledge (understanding concepts), and 4). Core Competency (KI) skills (Isnaini et al., 2023). The basic competencies are then made referring to the core competencies. The description in the basic competencies in the learning process aims to achieve knowledge, skills, and attitudes (Rusmaniah et al., 2024). Through core competencies, it is emphasized in learning that it does not only emphasize the aspect of students' knowledge but also contains learning that can form skills and attitudes (Setiawan et al., 2016).

There are two components in the assessment criteria for student textbooks from BSNP (National Education Standards Agency), namely the feasibility of the content of the material in the student book and the feasibility of its presentation. The feasibility of this content refers to the Basic Competencies (KD) whether the material is in accordance with the description of the material mentioned in the Basic Competencies (KD).

Table 1. The following is a table of KI (Core Competencies), KD (Basic Competencies), and a description of the material.

Core Competencies	Basic Competencies	Material
KI. 3 Understanding knowledge (factual, and conceptual) based on his curiosity about science, technology, art, culture, related to visible phenomena and events.	3.3 Analyze the concept of interaction between humans and space so as to produce various economic activities (production, distribution, consumption, supply, and demand) and interaction between spaces for the sustainability of economic, social, and cultural life.	The material of scarcity and human needs is described, namely: 1. Scarcity as an economic problem 2. Types of human needs

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KI. 4 Trying, processing, and presenting in the concrete realm (using, deciphering , assembling, modifying, and creating) and the abstract realm (writing, reading, calculating, drawing, and composing) according to what is learned in school and other similar sources from a theoretical point of view.	4.3 Present the results of the analysis of the concept of interaction between humans and space so as to produce various economic activities (production, distribution, consumption, supply, and demand) and interaction between spaces for the sustainability of economic, social, and cultural life.	

There are two sub-chapters in chapter III of the class VII student book in the second semester that are examined whether the material is in accordance with the Basic Competencies (KD), namely:

1. Scarcity as a human economic problem

The material on scarcity as a human economic problem is found in the 2nd semester class VII student book. The analysis of scarcity material as a human economic problem with basic competencies (KD) uses the 2017 revised edition of the VII grade VII student book entitled "Social Sciences" and the 2013 revised edition of the class VII book entitled "Social Sciences" revised edition of the 2013 curriculum. The learning objective of scarcity material as an economic problem is that students are expected to be able to explain scarcity as a human economic problem (Isnaini et al., 2023).

The results of the analysis on scarcity material as a human economic problem are that the material contained in the grade VII student book published by the Ministry of Education and Culture is in accordance with the basic competencies (KD). However, it is incomplete in the presentation of the material. The book only explains and describes the meaning of scarcity and explains the differences in resources that exist in each region in Indonesia that are different so that they cause scarcity. It should be in the book published by the Ministry of Education and Culture in the 2017 revision that it can add material on the types of scarcity, the factors that cause scarcity, and how to overcome scarcity (Berutu et al., 2023). The 2017 revised book published by the Ministry of Education and Culture should provide an overview of scarcity, followed by the types of resource scarcity that can cause scarcity (Abbas et al., 2023). Then continued with an explanation that the resources available in each region are different, and the

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last one includes material on ways to overcome scarcity. In the material on scarcity as a human economic problem, there is also no example of a scarcity image that can make it easier for students to understand this material. However, educators can add contextual examples in the environment around students so that students understand examples of scarcity problems found in the environment around the school and where students live (Hijratullah et al., 2024).

The results of the analysis of scarcity material using the book published by bumi aksara the 2013 curriculum revision edition is the material contained in this class VII student book starting with a discussion of the factors that cause scarcity. The book published by bumi aksara in the 2013 curriculum revision edition only explains the factors causing the scarcity and does not contain complete material. Comparing with books published by the Ministry of Education and Culture, both are incomplete in terms of material content. It is hoped that in the future, social studies student package books published by the Ministry of Education and Culture and published by Bumi Aksara will contain complete scarcity material. Moreover, books published by the Ministry of Education and Culture are books that are often used for junior high school as a social studies learning resource (Rosalini et al., 2024).

In the material analysis of scarcity material as an economic problem, it can add contextual examples of scarcity in each region. An example of scarcity in South Kalimantan is the scarcity of foodstuffs. The flood disaster in South Kalimantan in January 2021 caused food shortages. The difficulty of access to flood evacuation sites has led to a shortage of food for residents affected by the flood. This can be a contextual example for students in understanding the scarcity that exists in the area where students are located.

2. Human needs

The material on human needs is found in the 2nd semester VII student book. The analysis of human needs with basic competencies (KD) using the 2017 revised edition of the VII grade VII student book entitled "Social Sciences" and the 2013 revised edition of the class VII book entitled "Social Sciences" revised edition of the 2013 curriculum. The purpose of learning in human needs material is that students are expected to be able to mention the types of human needs.

The results of the analysis on human needs material are that the material contained in the grade VII student book published by the Ministry of Education and Culture is in accordance with the basic competencies (KD). The presentation of the material is complete and describes the types of human needs according to their intensity, according to the nature of their fulfillment, according to the time of use, and according to the subject. The material on human needs in the grade VII student book published by the Ministry of Education and Culture does

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not only explain the types of human needs. After the types of human needs, this book explains the factors that cause different human needs and contains material on the classification of human needs to satisfy human needs. The shortcomings in this material of human needs are the lack of examples of pictures, there are only a few pictures in the material of human needs. In fact, the existence of examples of pictures will make it easier for students to understand the material of human needs. Educators can also add contextual examples in the environment around students to make it easier for students to understand the material of human needs in the environment where they live.

The results of the analysis on human needs material are that the material contained in the grade VII student book published by this script earth is in accordance with basic competencies (KD). There is a difference between the book published by the Ministry of Education and Culture and the book published by the Bumi Aksara is that in this book published by Bumi Aksara, the material for human needs is first published and then the material for scarcity. Meanwhile, the book published by the Ministry of Education and Culture contains materials on scarcity followed by material on human needs. The presentation of human needs material in the book published by Bumi Aksara is the same as the book published by the Ministry of Education and Culture which starts from the material on the types of human needs, the factors that cause different human needs, and the classification of tools to satisfy human needs. Just like the book published by the Ministry of Education and Culture, this book published by the earth of the script has its drawbacks, namely examples of pictures, with pictures can make it easier for students to understand the material.

In the material analysis of human needs, it can add contextual examples of scarcity in each region. An example in South Kalimantan is that the residential environment is a factor causing differences in human needs. People who live in villages, for example, in the Satui Sungai Danau area, they live in the village, of course, also need goods produced in the city. Urban humans produce various types of human needs such as gasoline fuel and LPG gas which of course will be distributed to the village so that the village community can also meet their needs. People living in urban areas also need goods produced in the village. In the Satui Sungai Danau area, the community has a lot of palm oil which of course will be processed as oil. These raw materials will certainly be needed by urban communities to be used as finished goods that will be processed as cooking oil for use in household activities such as cooking. City and village communities certainly interact like meeting each other's needs.

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CONCLUSION

Basic Competency (KD) is a student's ability that refers to three aspects, namely knowledge, skills, and attitudes. Basic Competencies (KD) are the basis for assessing students and the foundation for the teaching and learning process. The result of the analysis of scarcity material as an economic problem is that this material is contained in books published by the Ministry of Education and Culture and the earth of scripts is incomplete in the content of the material. The results of the analysis of human needs materials are the materials contained in the books published by the Ministry of Education and Culture and the Bumi Aksara have contained complete material. Second, scarcity material as an economic problem and human needs is in accordance with basic competencies (KD). The shortcomings of this scarcity and need material do not contain examples of images that can make it easier for students to understand these two materials.

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