

The Integration of Local Content on Action Materials-Economic Principles Related to Human Needs

Rahmah

rahmah.aka@gmail.com

Social Studies Education Department, FKIP Lambung Mangkurat University

Mahmudah Hasanah

mahmudahhasanah@ulm.ac.id

Economics Education Department, FKIP Lambung Mangkurat University

Mutiani

mutiani@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

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Abstrak

Integrasi muatan lokal dalam pembelajaran membantu peserta didik untuk memahami contoh-contoh pembelajaran secara kontekstual. Perihal ini juga direspon oleh mata pelajaran IPS, dimana pembelajaran kontekstual dapat membantu peserta didik untuk menguatkan, memperluas, dan menerapkan pengetahuan dan keterampilan yang dimilikinya dalam penyelesaian masalah yang ada di lingkungannya. Materi tindakan, motif dan prinsip ekonomi dalam memenuhi kebutuhan yang disajikan dalam buku teks sudah memenuhi standar isi namun, masih minim akan muatan lokal. Artikel ini bertujuan untuk mendeskripsikan pengembangan materi dengan memasukkan muatan lokal. Telaah literatur dilakukan dengan memanfaatkan sumber dari jurnal, buku ataupun ebook dan tugas akhir yang sesuai dengan masalah yang dimuat. Penelusuran data dilakukan dengan menggunakan google scholar dan pdfdrive dengan menggunakan kata kunci. Hasil analisis dilakukan dengan menarik kesimpulan dari data yang diperoleh serta memberikan pemahaman dan penjelasan secukupnya. Hasil penulisan artikel pada materi tindakan, motif dan prinsip ekonomi dalam memenuhi kebutuhan hidup memiliki cakupan materi yang cukup dan kurang mendalam serta masih minim akan muatan lokal, sehingga perlu adanya penambahan materi oleh guru dengan menggunakan buku referensi atau literatur lain yang berkaitan dengan materi agar dapat menambah wawasan pengetahuan peserta didik. Melalui pendekatan kontekstual dapat membantu peserta didik dalam memahami materi secara langsung karena dihadapkan dengan permasalahan disekitar peserta didik.

Kata Kunci: Materi, Muatan Lokal, dan Peserta Didik.

Abstract

Integration of local content in learning helps students to understand examples of learning contextually. Social studies subjects also responded to this matter, where contextual learning can help students strengthen, expand, and apply the knowledge and skills they have to solve problems in their environment. The material for action, motives, and economic principles in fulfilling the textbook's needs has met the content standard. However, it still lacks local content. This article aims to describe the development of materials by incorporating local content. The literature review is carried out by utilizing sources from journals, books, or ebooks and the final project according to the issues contained. Data retrieval was carried out using google scholar and pdfdrive using keywords. The analysis results are carried out by drawing conclusions from the data obtained and providing sufficient understanding and explanation. The results of writing articles on action material, economic motives, and principles in meeting the needs of life have sufficient material coverage and are not in depth and still lack local content, so it is necessary to add material by the teacher using reference books or other literature related to the material to add insight into the knowledge of students. Through a contextual approach, it can help students understand the material directly because they are faced with problems around students.

Keywords: Material, Local Content, and Students.

PRELIMINARY

Social studies learning as learning that is integrated with selected concepts from various kinds of social sciences and humanities is intended to understand the concept thoroughly and optimally (Syaharuddin & Mutiani, 2020). The primary key of social studies learning is how to foster students' social intelligence who can think critically, analytically, creatively, innovatively, have noble character and personality, be scientific in how to view, analyze and examine the real-life they face (Badan Standar Nasional Pendidikan, 2006). Referring to the implementation of learning activities, students are more directed to developing thinking skills, learning abilities, curiosity, developing a caring and responsible attitude towards their environment.

Humans and the environment are central themes in implementing social studies education in elementary to high school, which aims to recognize concepts related to people's lives and their environment. They have the essential ability to think logically, critically, curiosity, inquiry, solve problems, and skills in social life (Kemendikbud, 2014). Social, economic, and human cultural behavior in society in time and space has changed into the scope of social studies, where society is the primary source of social studies learning itself (Khuriyah et al., 2017). Social studies education is responsible for helping students develop the knowledge, skills, and values needed to participate in community life at local, national, and global levels. Cultivation of knowledge, skills, and attitudes that grow simultaneously are the focus of social studies education to prepare citizens (Mutiani, 2017). There are several ways to design a lesson that can prepare you to become a citizen by utilizing a contextual approach (Towaf, 2014).

A contextual approach in social studies learning is needed to accommodate the objectives and scope of social studies related to the use of the environment around students (Baharudin et al., 2017). Contextual learning is a learning approach by linking the material being studied with students' real lives to create meaning in learning (Komalasari, 2010). Social studies learning with a contextual approach provides space for students to construct knowledge, develop abilities, and learn more meaningfully (Wismawati et al., 2014).

The contextual approach is integrated into action material, economic motives and principles, and material human needs by containing economic problems in students' environment. Students' importance of active material, economic motives and principles, and material human needs are studied so that students can act in economic activities using appropriate principles and reasons to meet diverse needs with limited resources (Putra, 2013). However, this material is still minimal regarding examples. When learning in the classroom,

the teacher is expected to present learning and material with concrete examples following the context of students' environment (Khuriyah et al., 2017).

Teachers can develop social studies learning by using themes taken from problems in the students' environment, which are then taught using approaches from relevant social sciences (Maulidiyah et al., 2020). An excellent educational process is to provide knowledge in the form of local sources that can be used as examples in life problems and the world of education (Mutiani, 2019). This article aims to reference teachers in developing material by incorporating local content in the material presented in learning.

METHOD

This article is prepared with a review analysis of the literature. The literature review collects library data with the object of study being excavated based on library information (books/digital). The literature review focuses on finding various theories, laws, propositions, principles, or ideas used to analyze and solve the problems formulated (Sukmadinata, 2005)). Data retrieval was carried out using google scholar and pdf drive using keywords. The keywords used were textbooks, social studies learning, contextual learning, economic action, economic motives, economic principles, and local content, totaling 22 journals, five books, three theses, and two documents.

The literature review results were analyzed by drawing conclusions on the data obtained and providing adequate understanding and explanation. The data obtained from various literature were analyzed using descriptive analysis methods. The descriptive analysis method is carried out by describing the facts, followed by analysis, not only describing but also providing sufficient understanding and explanation (Habsy, 2017).

RESULTS AND DISCUSSION

Social studies learning using a contextual approach can help teachers develop material by linking the material to be taught with students' real-world conditions and encouraging them to connect their knowledge and application in their lives as family and community members (Robiah, 2020). The seventh-grade textbook's learning material is divided into two sub-chapters: 1) Action, Economic Motives, and Principles, 2) Human Needs. The learning objectives are to explain the relationship between actions, economic motives, and principles and mention the types of human needs (Kemdikbud, 2017). Social studies learning can help students learn the social world in which they live, face social realities, develop knowledge, attitudes, and values and the range of skills needed to enlighten humanity (Towaf & Malikhah, 2014).

The material on economic activity presented in the textbook only contains the meaning and purpose of economic activity; there is no more explanation related to this material. In the material, a more in-depth explanation is needed to explore the depth of the material's content so that students can have more knowledge (Prihantoro et al., 2017). Economic action material is directly related to students' daily lives; therefore, teachers can exemplify it with economic activities around students, such as the Lok Baintan floating market in South Kalimantan. An example of economic activity in the Lok Baintan floating market is bargaining activities carried out by sellers and buyers to determine an agreement on the price of goods. This bargaining activity is an example of economic activity because both parties benefit and meet needs (Risnawati, 2020). From this example, it can be understood that economic action is an action taken by humans by considering the sacrifices and making the right choice (Lestari & Putra, 2019).

The material on economic motives contains sufficient material content such as understanding economic motives and the kinds of economic motives and their examples. Even though it has sufficient material coverage, it is still necessary to add additional descriptions to the material by exploring the depth of the material so that students not only learn what is in the textbook but can take advantage of other reference books as an enhancer of knowledge insight (Masita & Wulandari, 2018). The relationship with economic activities in the surrounding or local environment can be exemplified by farmers in Banjar Regency who grow rice and produce rice as a form of fulfillment of needs, and this is an example of an economic motive (Sari et al., 2020).

Whereas the material on economic principles already contains in-depth material coverage, such as several definitions of economic principles, examples of economic principles, and the application of economic principles in economic activities (production, distribution, and consumption). In connection with local activities, it can be exemplified by fishermen in Tambakrejo village who get a lot of fish catches. They are processed into salted fish because the fish's nature will not last long and must be processed immediately (Widyastuti et al., 2016). The activity of processing fish into salted fish is an example of economic principles. In addition to the salted fish being saved by the salted fish fishermen, they can also be sold and increase the fishermen's income.

Through examples related to the locality, it can provide direct understanding to students, this is as if social studies learning is not required to master specific sciences, but by utilizing sciences such as social sciences and humanities, students can understand and overcome the problems that exist in his life both personally and in the community, as well as

preparing himself as a good citizen (Abbas, 2013, 2020a). Through local examples given in social studies, learning can make students understand the problems in their daily lives and make students have awareness and a sense of care for the surrounding environment (Muhaimin, 2015).

The material for human needs in textbooks has sufficient material such as an understanding of needs, factors that affect needs, and various needs and examples. Economic studies in textbooks cover human needs, which always have a limited nature of fulfillment (Utomo, 2018). Through this economic material, students can understand and apply economic concepts to improve welfare. In this material, concept developments still need, such as linking with theories but by providing simple examples and dealing directly with students so that they are easy to understand. The development of material needs in textbooks can be related to the theory put forward by Abraham Maslow, which consists of biological needs, a sense of security (Abbas, 2020b).

Material development is carried out by providing local examples through this theory to understand it easily. First, biological needs can be like the need for housing. This is exemplified by the rapid population growth in the city of Semarang, which causes demand for residential houses, thus encouraging housing developments (Primananda & Sugiarto, 2010). Second, the need for a sense of security can be exemplified by the presence of workplace security provided by companies, such as security and protection from the dangers of work accidents. Third, the need for love, this is exemplified in PT Madubaru that the need for love, such as motivating employees by superiors, maintains good interactions between fellow employees, conducted by the employer, the establishment of good interaction among fellow employees, and mutual respect and the respect of co-workers (Sari & Dwiarti, 2018).

Fourth, the need for self-esteem is an appreciation of yourself and a sense of wanting to be appreciated by others (Hikma, 2017). This can be exemplified by the self-esteem that occurs in adolescents. If adolescents have positive self-esteem, they will accept themselves as they are, be confident, and be satisfied with their abilities. Meanwhile, adolescents who have low self-esteem will feel useless and often think about things that are not good (Hidayati, 2016). Fifth, self-actualization is an example of an employee having good work performance if the employee's self-actualization needs can be met. If the employee has low self-actualization, it can affect the work he is doing (Adhani, 2013).

Lack of local material content in textbooks requires teachers who teach to add material using literature and add local examples related to the material being taught so that students can add deeper and more in-depth insight into the knowledge and build students' character. As with

social studies learning, it is expected to build students' character to understand that they are part of citizens who must be sensitive to other people in their lives (Subiyakto & Mutiani, 2019). Social studies teaching in schools aim to develop students' self where this knowledge can be utilized for their interests and society and show thought and behavior that respects the public interest (Hasanah et al., 2017).

CONCLUSION

Based on the discussion results, it can be concluded that the action material, economic motives and principles, and human needs presented in the social studies textbook contain only a few concepts and a lack of local examples. The material presented in the textbook is still not explained in-depth, and there are minimal local examples that are directly related to students, so it is necessary to develop material by integrating local content so that students not only get knowledge but also know and are sensitive to their environment. The content of the material that comes from the environment can facilitate students' understanding because students are faced directly with the problems around them and can make students directly involved in solving these problems, not avoiding them. The existence of local content in social studies learning can make learning more meaningful and has high relevance to students' real-life empowerment, based on the realities they face.

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