

Kuranji KB Village in Increasing the Effectiveness of Family Planning Program as a Learning Resource on Social Studies

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Abstrak

Kuantitas penduduk yang besar, dengan pertumbuhannya yang cepat serta diiringi dengan kualitas rendah hanya akan mempersulit tercapainya tujuan pembangunan sehingga menjadi masalah yang biasa dihadapi oleh negara berkembang seperti Indonesia. Peran pemerintah diantaranya adalah program Keluarga Berencana (KB) yang direalisasikan diantaranya adanya Kampung KB Kuranji Landasan Ulin dengan tujuan mewujudkan kualitas dan kesejahteraan keluarga kecil. Kampung KB Kuranji tersebut dapat dijadikan tempat edukasi dengan mengintegrasikannya dalam IPS materi Dinamika Kependudukan Indonesia kelas VII semester 1. Tujuan penulisan artikel ini adalah bagaimana keterkaitan Kampung KB Kuranji sebagai Sumber belajar IPS. Penelitian menggunakan pendekatan kualitatif dan metode deskriptif. Data yang sudah terkumpul di lapangan didapat melalui observasi, wawancara, dan dokumentasi. Kemudian dilakukan reduksi data, penyajian data, dan verifikasi data. Peneliti kemudian melakukan uji keabsahan data triangulasi (waktu, teknik, dan sumber), member check, dan perpanjangan pengamatan. Berdasarkan hasil penelitian bahwa : 1) Kampung KB Kuranji Kelurahan Guntung Manggis Kecamatan Landasan Ulin Kota Banjarbaru provinsi Kalimantan Selatan salah satu dari Kampung KB yang terintegrasi dengan beberapa kegiatan program KKBPK, diantaranya Bina Keluarga Balita, Bina keluarga Remaja, Bina Keluarga Lansia, dan Usaha Peningkatan Pendapatan Keluarga Sejahtera. 2) Bentuk aktivitas masyarakat Kampung KB Kuranji kelurahan Guntung Manggis kecamatan Landasan Ulin adanya Paud Handayani, Bina Keluarga Balita, Bina Keluarga Remaja, Bina Keluarga Lansia dan Usaha Peningkatan Keluarga Sejahtera. 3) Aktivitas yang ada di Kampung KB Kuranji Banjarbaru dapat dimanfaatkan sebagai sumber belajar IPS ke dalam materi Dinamika Kependudukan serta interaksi sosial pada kelas VII.

Kata Kunci: Kampung KB Kuranji, Program KB, dan Sumber Belajar IPS.

Abstract

With its rapid growth and low quality, the large population quantity will make it difficult to achieve development goals. It has become a problem commonly faced by developing countries such as Indonesia. The government's role includes the Family Planning (KB) program, which is realized, including the existence of the Kuranji Platform Ulin KB Village to realize the quality and welfare of small families. The Kuranji KB village can be used as a place of education by integrating it in social studies material for Indonesian Population Dynamics class VII semester 1. This article aims to write how the KB Kuranji village is related as a learning resource on social studies. The research used a qualitative approach and a descriptive method. The data that has been collected in the field is obtained

through observation, interviews, and documentation. Then data reduction, data presentation, and data verification were carried out. The researcher then tested the validity of the triangulation data (time, technique, and source), member check, and extended observations. Based on the results of the research that: 1) Kuranji KB Village, Guntung Manggis Village, Landasan Ulin Subdistrict, Banjarbaru City, South Kalimantan Province, one of the KB Villages that is integrated with several KKBPK program activities, including Development of Toddler Families, Youth Family Development, Elderly Family Development, and Efforts to Improve Prosperous Family Income. 2) The form of community activities in the Kuranji KB Village, Guntung Manggis sub-district, Landasan Ulin sub-district, includes Early Childhood Education, Toddler Family Development, Youth Family Development, Elderly Family Development, and Efforts to Improve Prosperous Families. 3) Activities in KB Kuranji Village Banjarbaru can be used as a source of social studies learning material for Population Dynamics and social interaction in class VII.

Keywords: Kuranji Family Planning Village, Family Planning Program, and Learning Resources on Social Studies.

PRELIMINARY

Education is an effort that seeks to improve humans in all fields in a person. Of course, every space or place inhabited by humans requires education, what's more, the progress of the times and the pattern of life that forces him to become a qualified person and follow the development of conditions and time that continues to roll. Therefore, education has a significant role in forming individuals' behavior, character, and other aspects (Hamzah, 2011).

Learning in K13 is developed based on learning principles. Learning focuses on students, increasing creativity, building a fun and challenging learning environment, learning has value content (ethics, aesthetics, logic, and kinesthetics). When notified, students will seek to know and create variations in the learning experience by using various strategies and methods. Learning is fun, contextual, efficient, effective, and meaningful (Putro, 2013; Abbas, 2013; Syaharuddin and Mutiani, 2020). Learning based on its essence is learning structured in a systematic, comprehensive, and integrated manner intended to become meaningful learning with content or material following the needs of students and the environment that surrounds it (Sapriya, 2009). Social studies education is about delivery in the classroom and is more complex with natural learning anywhere and anytime. The environment of students and their social patterns also support the speed level of social studies learning that can be mastered by students (Abbas, 2014)

The purpose of social studies subjects includes providing insight into concepts in social life in their environment. Equip with the ability to think logically, critically, inquiry, and problem-solve to be skilled in social life. It made students committed and aware of social and human values so that they have collaborative, communicative abilities and can compete in a multifaceted life from small to large scale or global (Sapriya, 2009). The integration of social studies education is also closely related to efforts to build environmental awareness from its integration with environmental education. This is done by utilizing the existing settings,

approaches, and resources in the surrounding environment to provide practical activities that can provide a hands-on experience (Syaharuddin and Mutiani, 2020; Pebriana et al., 2021).

The existence of the environment is one of the learning resources that have an essential value in supporting learning. The environment in question is a social environment with a wealth of social science and humanity that can provide a learning stimulus for students. Furthermore, the natural environment contains natural phenomena that will provide awareness concern and give birth to participation in preserving nature as an expectation from the learning achieved. In addition, the complex social and natural environment can be adapted by involving resource persons to provide certain materials in class. Environments that can be used as learning resources include the Kampung Keluarga Berencana (Family Plans Village) located in Guntung Manggis Village, Landasan Ulin sub-district, Banjarbaru City, South Kalimantan Province.

Kampung KB is a vehicle for empowering the community as part of the BKKBN program to improve the quality of small families. This KB village is intended as a form of government attention to control the population improves the welfare of the people living in the suburbs. Judging from establishing the KB Village, of course, it has a relationship with population dynamics. There are also population dynamics in the social studies material for junior high schools. In the social studies junior high school syllabus, there is also a match if the KB village is used as a reference for student learning resources, including population growth rates, population distribution, population density levels of an area, etc. With this, educators are expected to make Kampung KB a reference for learning resources, so this article aims for the activities of Kuranji KB Village.

METHODS

The approach in this study is to use a qualitative descriptive method. It describes the fundamental nature of the phenomenon under study, namely the Family Planning Village (KB) Kuranji Banjarbaru as a Social Studies Learning Resource. Researchers obtain data through direct observation to observe every Kampung KB Kuranji. Interviews with informants to complete the data. Documentation in photos and field notes during the observation of activities in Kampung KB Kuranji.

Analysis of the data used through the stages of data reduction in the form of notes briefly to write the main things related to the observations in the study, in the form of a profile of the Kuranji KB Village, the results of interviews obtained in the field was selected based on interests and according to the interview guide reference that had been made. Then, presentation of data in the form of a description of the activities in Kampung KB Kuranji, photos of activities, the results of the description are then developed into three sub-discussions, namely,

how is the profile of Kuranji KB Village, community activities of Kuranji KB Village, and how Kuranji KB Village is a learning resource on social studies. Finally, conclusion drawing, After all the data regarding the Kuranji Banjarbaru Family Planning Village as a Social Studies Learning Resource are collected, summarized, and presented, conclusions will then be drawn based on the results of interviews from the findings relating to the formulation of the problem that has been made.

The validity of the data is in the form of triangulation (source, technique, and time), Member check, and extension of observations. Source triangulation After getting data from the informant, then the data is described based on different or the same answer variants, triangulation techniques when getting data based on documents, namely about the profile of Kampung KB Kuranji Banjarbaru, will be rechecked by making direct observations related to the situation in Kampung KB Kuranji, as well as confirming the results of observations through interviews with the KB Village Manager Kuranji Banjarbaru, triangulation when asking questions again at a different time regarding the condition of the Kuranji Banjarbaru KB Village to the informant at that time a direct interview with Mrs. Isna (the manager). Member check is to recheck the informant's statement as a data provider carried out at the time of the interview, to find out how far the data obtained is following what was done by the informant and then written down. February 22, 2020 - April 8, 2020, but some researchers are still not extending observations from April 24, 2020 - July 20, 2020.

RESULTS AND DISCUSSION

The KB village, which is located on Jalan Kuranji, Guntung Manggis Village, Landasan Ulin Subdistrict, Banjarbaru City, South Kalimantan Province, is one of the KB Villages that is integrated with several KKBPK program activities, including the Development of Toddler Families, Youth Family Development, Elderly Family Development, and Efforts to Increase Prosperous Family Income. Various cross-sectors have synergized with the Kuranji KB village, including the Banjarbaru City Education Office with PAUD, the Social Service with the Kuranji Teaching and Learning Activity Center (PKBM), the Health Office with the Toddler and Elderly Posyandu, the Manpower Office with the Course and Training Place, Department of Agriculture, Fisheries,

In general, establishing the Kuranji KB Village aims to improve the quality of life of the people in the village and the inclusion of other sector developments to realize quality for small families. The specific objective is to realize the role of the government, non-government, and private sector in pursuing the implementation of the KKBPK program and other aspects of development and raising awareness in the context of population development.

1. PAUD

There are educational activities in the Kuranji KB village, namely the Handayani Early Childhood Education; the Handayani Early Childhood Education was established on February 9, 2008, which established the PAUD itself, namely Eva (35 years old) herself as the head of the PKBM (Community Learning Activity Center) in Kuranji KB Village.

Based on the results of an interview with Mrs. Sulastris (33 years old) as the Principal of the Early Childhood Education, early childhood education itself is still private. Early childhood itself is still in the form of an institution under the auspices of the Education Office. It has an operational permit and is still not a foundation, so it is still private property. It also gets government assistance from BOP (Paud Operational Assistance per year can be money but spent on goods).

Indeed, in principle, the Handayani Early Childhood Education was established. However, after about a year, the area was called Kuranji KB Village, so Handayani Early Childhood Education was included in the KB Village program. Most of the early childhood students were from the community around KB Kuranji Village, but there were some, at least a few, outside the Kuranji KB Village.

2. Toddler Posyandu

Posyandu is an effort to continue and deliver services from the puskesmas to accommodate services and monitor health in an integrated manner, with the aim of by and for the community. Posyandu strived to provide basic needs, health, human quality, and equitable distribution of health services. These activities include immunization, nutrition education, and maternal and child health examination services (Ministry of Health, 1999).

Based on the results of the interview with the Early Childhood Midwife (35 years old), it can be seen that the Posyandu activities for toddlers, which are routinely held once a month on the first Thursday in the KB Kuranji village, Guntung Manggis village, who participate in the Posyandu for toddlers are indeed mostly the people of the Kuranji KB village itself. Although some people are outside the KB village, the only difference is their household. The community's enthusiasm for the existence of this posyandu is outstanding. It can be seen from the many people who come to join the posyandu.)

Posyandu activities for toddlers are directly handled by one midwife in charge of checking and giving immunizations to toddlers, one nutritionist who provides various vitamins to toddlers. There is also a team of officers from the community who have been prepared to help in the toddler posyandu, starting from measuring the head circumference, measuring height, and recording the toddler's weight. And people who

want to install contraceptives can also be paired as long as they bring their contraceptives because the health team does not provide them.

3. Youth Posyandu

Youth Posyandu is one of the Community-Based Health Efforts (UKBM) services aimed at adolescents developing the health sector to have healthy and healthy skills in life. According to the Regulation of the Minister of Health Number 25 of 2014 are the age group from 10 years to 18 years.

The function of the youth posyandu itself is:

- 1) as a forum for community empowerment in the transfer of information and healthy abilities in adolescent life
- 2) Introducing and socializing health services as a promotive and preventive role related to healthy living skills, adolescent reproductive health, prevention of drug abuse, nutrition, physical activity, prevention of non-communicable diseases (NCD), and prevention of violence in adolescents
- 3) as surveillance and monitoring of adolescent health in the surrounding area

The following are the benefits of having youth posyandu activities, namely:

- 1) for adolescents, namely the existence of knowledge and life skills at adolescence both about adolescent reproduction, mental health, provisions to avoid drug abuse, improving nutrition, physical activity, and protecting themselves from Non-Communicable Diseases (NCD) as protecting themselves from violence in adolescents.
- 2) For health workers, the role is to help solve health problems experienced by adolescents.
- 3) For families and communities, it is a means to maintain and instill clean and healthy living behaviors and protect from drug abuse and unhealthy behavior to become a quality generation.

KB Kuranji village, Guntung Manggis sub-district also has a youth posyandu program which also has the goal that the teenagers there become teenagers who live healthy lives, and live in a healthy environment with good social skills so that they become a quality generation.

However, very few youths want to join this youth posyandu, and no one is even interested in participating, so the youth posyandu program cannot run or cannot be run because the surrounding community may not understand the benefits of this youth posyandu, thereby reducing the interest of the surrounding community to participate in youth posyandu. And the thoughts of the people of Kampung KB themselves feel that there is no benefit because they are still healthy, still strong, and feel that they have become qualified human resources. Hence, they assume that they do not need to participate in the Youth Posyandu activities.

3. Elderly Posyandu

The Elderly Posyandu is a family planning and health service center organized by and for the community from the technical support of health workers to realize the Small Happy Prosperous Family Norm (NKKBS) achievement (Effendy, 1998). The category of posyandu for the elderly is the implementation and management of the posyandu. Health cadres carry out the implementation from the guidance of the Puskesmas. At the same time, the managers are administrators formed by the RT chairman from PKK cadres, formal and informal community members, and health cadres in the Kuranji Landasan Ulin village area, Guntung Manggis Village. The general purpose of the Elderly Posyandu is to improve the physical and psychological well-being of the elderly from the existence of independent elderly Posyandu in the community. While the specific objectives are

1. Provide awareness to the elderly to maintain their physical and psychological health.
 2. Improving the ability and role of the family in maintaining the health of the elderly.
 3. Increase the type and reach of health services for the elderly.
 4. Improving the quality of health services for the elderly.
- The benefits of posyandu for the elderly. Among others:
1. Maintaining the physical health of the elderly so that they are always in shape.
 2. Maintaining the psychological health of the elderly. When attending posyandu, the elderly will meet their peers, communicate and interact with each other. It will be a cure for their loneliness and sadness.

Based on the results of an interview with Ms. Isna (30 years), it can be seen that Elderly Family Development or BKL is an activity carried out in groups to increase knowledge and skills for families who have parents or elderly. This knowledge includes patterns of care, parenting, and empowerment of the elderly to increase their welfare. The elderly family development held by the Kuranji KB Village includes physical development. Therefore, physical coaching for the elderly referred to here is coaching for the elderly according to the physical condition of their age, for example, doing light sports such as gymnastics for the elderly.

KB Village also holds an Elderly Posyandu; after the elderly have finished their exercise, they can also take part in the Posbindu (integrated coaching post) to check things like blood pressure, blood sugar, uric acid, and cholesterol. Usually held on the 3rd Thursday, the same as the Posyandu for toddlers, the elderly posyandu also only serves the examination as written above, does not serve other complaints, usually, if there are complaints of other or more severe illnesses, they are immediately referred or recommended to do a direct examination to the puskesmas closest.

4. Extension Activities

Kuranji KB village also has a family planning program. It has the same goal of suppressing population growth to create quality families and prosperous families by holding outreach activities to increase further public understanding of the importance of using contraceptives for family welfare.

The target of the family planning program can be classified into two, namely the direct target, Couples of Childbearing Age (PUS), to suppress the increase in the birth rate by using contraceptives. Meanwhile, the indirect target is implementing and managing family planning to reduce the birth rate wisely to achieve the general goals of family planning. Counseling on family planning was carried out simultaneously with the activities of the Posyandu for toddlers. However, some were also visited at home directly to understand people who still do not want to carry out the family planning program. Prosperous family and avoid social problems.

Not infrequently, there are still many people who do not want to use contraception and still adhere to the principle of many children, lots of sustenance, even though we should think about the worst impact of this principle on the emergence of social problems, so with this family planning counseling. So it is constructive to open people's minds about the critical use of this contraceptive.

5. Efforts to Increase Prosperous Family

Likewise, with Handayani Early Childhood Education, efforts to increase the welfare of families in Kuranji KB Village also stood side by side with Early Childhood Education, so before it was called KB Village, there was already a Prosperous Family Improvement Business activity, so that's because the area has already fulfilled the requirements to become a Family Planning Village. After all, there have been several programs. Which runs following the family planning program, then the area is inaugurated a year after the program before being called the KB village was run. Then the Effort to Improve the Prosperous Family became the Kuranji KB Village program. As said by Isna's mother (30 years):

“Efforts to increase the welfare of families in Kampung KB Jalan Kuranji include mushroom cultivation and culinary arts. Mushroom cultivation itself is the owner of Ms. Eva as the chairman of the pkbm itself. Usually, those who take part in mushroom cultivation and culinary training, in particular, are mothers who are waiting for their children to study at early childhood education, so while waiting for their children, mothers are also trained such as sewing and while being supervised by several people who have become their duties in the field itself.”

Activities in Kuranji KB Village, the KB Village program includes the teaching and learning process at Handayani Early Childhood Education, Toddler Posyandu, Youth Posyandu, Elderly Posyandu, and Efforts to Improve Prosperous Families. Prosperous and of good quality, the purpose of the family planning program is to suppress population growth and avoid the occurrence of social problems that the population explosion will cause. Activities in KB Village The Kuranji can be used as a source for learning social studies in junior high school on the subject of Indonesian Population Dynamics in class VII semester 1 Using the Kuranji KB village to utilize the environment as a social study learning resource and in line with the educational curriculum, utilizing the environment as a contextual learning resource.

Learning resources are all things, be it people, forms or tools, or specific data used for learning, separately or integrated to provide easy influence in achieving learning objectives (Sitepu, 2014; Pebriana et al., 2021). Social studies at the primary and secondary education levels provide insight into social life. The role of teachers in learning in schools is significant to achieving learning objectives. One of the supporting components to achieve learning success is learning resources. The learning resources are used to follow the material being studied. For example, teachers can use the Population Dynamics material regarding explosion residents to use the KB village as a learning resource. They present the environment as a learning resource before presenting material or concepts to connect and provide guidelines for students to learn from the environment.

According to Somantri (2001), understanding social studies involves integrating various subject concepts without overlap. Therefore, components 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 an education that forms character, educating personality is not just the transfer of information or knowledge (Abbas, 2014; Syaharuddin and Mutiani, 2020). An appropriate learning environment that students can see directly will make it more comfortable, fun, and easy to understand. Learning sourced from the environment is very effective in supporting social studies learning outcomes in schools. In the K13 curriculum, students must be more active and contextual-based, while the teacher is only a facilitator. Thus, teachers must be more sensitive in linking contextual-based learning, not just fixating on textbooks. Teachers can develop learning using KB Villages. Learning is done in and outside the classroom to make the learning situation more enjoyable. KB Village allows students to see firsthand the activities in Kuranji KB Village, making it easier for students to understand the material

being studied. Benefits of learning resources according to (Ahmad 2004). Including providing a substantial and authentic learning experience. The presentation of things that cannot be accommodated in the classroom directly. Broaden the horizons of the presentation in the classroom and positively influence learning for the growth and development of learning.

Table 1.1 Matrix of KB Kuranji Banjarbaru Village as Social Studies Learning Resources

Basic competencies	Learning materials	Kuranji Banjarbaru Family Planning Village as a Social Studies Learning Resource
3.1 Understand the concept of space (location, distribution, potential, climate, shape of the earth's surface, geology, flora, and fauna) and the interaction between spaces in Indonesia and their influence on human life in economic and social-cultural, and educational aspects. 4.1 Explaining the Conceptspace (location, distribution, potential, climate, shape of the earth, geology, flora, and fauna) and interactions between spaces in Indonesia and their influence on human life in economic, social, cultural, and educational aspects.	Indonesian Population Dynamics	Activities in Kuranji KB Village, the KB Village program includes the teaching and learning process at Handayani Early Childhood Education, Toddler Posyandu, Youth Posyandu, Elderly Posyandu, and Efforts to Improve Prosperous Families. Prosperous and of good quality, the purpose of the family planning program is to suppress population growth and avoid the occurrence of social problems that the population explosion will cause.
3.2 Analyzing social interaction in space and its influence on social, economic, and cultural life in values , norms, and institutions.	Social interaction	Interactions in each family planning program activity, including the interaction between the head of the Kuranji KB village working group and the Kuranji KB village manager (individual and individual), the Kuranji KB village manager and the community (individual and group), Health Officers, and the community (group and group), teachers Paud Handayani with students and parents (a group with the group).

Source: Processed Data (December 21, 2020).

Kampung KB Kuranji Banjarbaru can be used in the learning process to be more meaningful. Meaningful learning occurs when new experiences are related to what students already know. Meaningful learning occurs when students are actively involved in meaningfulness. Learning resources with local content will be more meaningful for students because students are faced directly with reality (Ikhsan, 2017; Aslamiah). The following use of the Kuranji Banjarbaru KB Village can be used for social interaction materials. Social interaction can be in the form of interaction carried out by the community, awareness of the benefits of education, social mobility, health, and clean living. Human interaction with the social environment can train individuals to speak, behave, give positive and negative responses and others (Aldi et al., 2014; Indriyani et al., 2021). Kampung KB Kuranji Banjarbaru can provide students with an understanding of the meaning and process of social interaction. KB Kuranji Village Banjarbaru undergoes social contact, communication, and cooperation.

The material above can be used as a source of social studies learning because social studies integrate social and humanities disciplines. In contrast, social studies use concepts from other disciplines as content in their learning by relating them to life (Abbas, 2014; Pebriana et al., 2021). Based on the explanation about Kampung KB Kuranji as a learning resource on social studies, according to Mrs. Hj. Erliana Roos, SE (50 years) as a social studies teacher in Class IX and vice-principal at SMPN 1 Simpur, and Mrs. Hj. Ernawati, S.Pd (54 years old) as a Social Studies teacher for Class VII and VIII at SMPN 1 Simpur. Kampung KB Kuranji can be used as a learning resource on social studies, with essential competencies to understand the concept of space and inter-space interactions in Indonesia and their impact on human life, both economic, social, cultural, and educational. With the learning materials, namely: Indonesian Population Dynamics, the result is that it can be included in the material for Indonesian Population Dynamics in class VII, this is because all activities in the Kuranji KB Village are illustrated by the activities of the Toddler Posyandu, Youth Posyandu, Elder Posyandu, and the others activities. The above is expected to achieve the goal of social studies, namely so that the learning taught to students can understand the realities in society with various symptoms. Meanwhile, the solution cannot be only with one discipline. Still, students must connect several social science fields according to the symptoms and problems being studied (Abbas, 2014; Mariati et al., 2021; Jumriani et al., 2021).

CONCLUSION

Kuranji KB Village, Guntung Manggis Village, Landasan Ulin Subdistrict, Banjarbaru City, South Kalimantan Province, one of the KB Villages integrated with several KKBPK program activities, of the development of Toddler Families, Youth Families Development,

Elderly Families Development, and Efforts to Increase Prosperous Family Income. Various cross-sectors have synergized with the Kuranji KB village, including the Banjarbaru City Education Office with PAUD, the Social Service with the Kuranji Teaching and Learning Activity Center (PKBM), the Health Office with the Toddler and Elderly Posyandu, the Manpower Office with the Course and Training Place, The Department of Agriculture, Fisheries and Food Security of Banjarbaru City with the Kuranji Independent Business Activities and Kuranji KB village as a vehicle for community empowerment to improve the quality of people's lives and make people prosperous. The form of community activity in the Kuranji KB Village, Guntung Manggis sub-district, Landasan Ulin sub-district is Pud Handayani, Toddler Family Development,

Various community activities in Kampung KB Kuranji Banjarbaru can be a source of learning relevant to Social Sciences on Population Dynamics of Indonesia, community activities, namely the Toddler Posyandu, Youth Posyandu, and Elderly Posyandu. , because it is assumed that population growth is not balanced with the availability of goods and services, it can also be included in the social studies subject matter, namely Population Dynamics Social studies subjects as subjects have a goal, one of which is being able to be responsible for living in society, nation and state as well as being social beings who live committed and have an awareness of life's social value. And further social interaction with sub material 1. an understanding of social interaction, 2. requirements of social interaction, 3. characteristics of social interaction. Through this interaction, students are expected to adapt as best they can to their environment.

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