

Integration of Local Content Into Class IX Textbook of Centers of Economic Advantage

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Abstrak

Konten lokal diperlukan dalam mata pelajaran IPS agar bersifat kontekstual sehingga peserta didik lebih mudah memahami dan mengetahui tentang keberadaan daerahnya. Namun dalam buku teks yang digunakan guru konten lokal masih minim dan didominasi konten dari luar daerah. Akibatnya pengetahuan tentang daerah sendiri belum dimengerti bahkan belum diketahui oleh peserta didik. Artikel ini bertujuan mendeskripsikan integrasi konten local ke dalam buku teks IPS kelas IX materi pusat – pusat keunggulan ekonomi. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Pengumpulan data melalui wawancara mendalam, observasi dan dokumentasi. Analisis data melalui tahap reduksi, penyajian dan penarikan kesimpulan serta terakhir diverifikasi. Hasil penelitian menjelaskan beberapa contoh konten lokal yang dapat diintegrasikan ke dalam materi pusat – pusat keunggulan ekonomi pada pelajaran IPS kelas IX antara lain PT. Freeport Indonesia, Perusahaan Tambang Minyak Negara (PTMN), Tambang Batubara PT Bhumi Rantau Energi (BRE), Intan Martapura, Kain tradisional Indonesia. Penambahan konten local dalam materi ini bertujuan agar peserta didik dapat mengetahui dengan nyata contoh dari keunggulan ekonomi yang ada di Indonesia. Dengan peserta didik mengetahui potensi alam negeri, hal ini juga dapat menimbulkan rasa cinta terhadap tanah air. Hal ini juga merupakan satu diantara tujuan dari pembelajaran IPS yaitu menanamkan nilai – nilai cinta tanah air.

Kata kunci: konten lokal, buku teks, dan pusat keunggulan ekonomi.

Abstract

Local content is needed in social studies subjects to be contextual so that it is easier for students to understand and know about the existence of their area. However, in the textbooks used by teachers, local content is still minimal and dominated by content from outside the region. As a result, students' knowledge of the area has not been understood. This article describes the integration of local content into social studies textbooks for class IX material centers of economic excellence. The method used in this research is the qualitative method. It is collecting data through in-depth interviews, observation, and documentation. Data analysis went through the reduction, presentation, and conclusion drawing stages and was finally verified. The study results describe several examples of local content that can be integrated into the material for centers of economic excellence in social studies lessons for class IX, including PT. Freeport Indonesia, State Oil Mining Company (PTMN) my PT Bhumi Rantau Energi (BRE) Coal addition of local content in this material aims to find actual examples of economic

advantages in Indonesia. Knowing the country's natural potential can also create a sense of love for the homeland. This is also one of the social studies learning goals, namely instilling a love for the homeland.

Keywords: local content, textbook, the center of economic excellence.

PRELIMINARY

Education is one of the efforts to pass on cultural values. Culture is integrated into education to develop abilities, shape character, and develop a civilized human mindset to educate the community's mindset. Education is applied in a learning process (SINDIKNAS Law 2003). The purpose of the 2013 curriculum which emphasizes the modern pedagogic dimension in learning, namely using a scientific approach in its implementation (Kemendikbud, 2016), while what happens in the field is the availability of learning resources by the demands of the curriculum is still lacking,

Changes in the content of thematic book content from the government have not included local content that is deeply integrated with the adjustment of the environment around students; this needs to be a concern for developers to improve the curriculum in terms of material so that students can feel firsthand the fundamental phenomenon of the implementation of students' chronic values. It is not appropriate if the teacher has to look for sources of teaching materials that are outside the area where students live, other cultures are often conveyed and studied, but the values of local wisdom themselves have not been understood and even not known by students so that the potential of the region to recognize identity in the process forming memories of changes in the value of cultural wisdom has not been maximized as a provision for future generations (Santi, 2018).

In the Integrated Social Studies textbook for class IX material for centers of economic excellence, the content contained in this textbook is dominantly discussing outer regions, while regional content is still small. Each region has various types of economy that are unique and even crowned as the region's advantages. Areas that have the potential as an economic foothold are the people's choice as one of the needs that must be implemented as a footing for the passage of life that all humans want on the pretext of survival. These needs include primary, secondary, and accessories as other supports (Siregar, 2018). Improved economy with regional growth, so the community's choice as a reference for a prosperous life is the main driving force supported by natural energy, technology, and humans by optimizing sustainable power to tackle disparities between regions (Son, 2017).

In seeking the approaches used in the 2013 curriculum, students have been informed about the courage to explore other outcomes and commonly used learning resources. The position of the teacher in realizing development and familiarizing the absorption of student knowledge

with the availability of activities in these teaching materials is significant. Teachers can enrich it with creations in other suitable and relevant activities originating from social and natural areas. Dependence on textbooks in the learning process results in the learning process being less varied and feels monotonous (Galuh & Wardani, 2017). Additional regional content is needed in the material taught by the teacher to make learning more contextual, and students know about the potential of their region. So this article aims to describe the integration of local content into social studies textbooks for class IX material centers of economic advantages.

METHOD

This article was prepared with a literature review analysis. A literature review collects library data with the object of study excavated based on library information (books/digital) to find out the integration of local content in textbooks for class IX material for centers of economic excellence (Sukmadinata, 2009). Data was traced through textbooks, four reference books, and journals obtained from as many as 16 articles. The literature survey results were analyzed by drawing conclusions as the results of the findings and sharing descriptions of reasonable understanding. Data from different analytical methods were re-analyzed using descriptive methods (Habsy, 2017). The data that has been analyzed is then presented by describing the findings in the form of local content that is integrated into the material in the class IX textbooks for centers of economic advantages.

RESULTS AND DISCUSSION

Contextual learning in people's lives cannot be separated from various daily activities; society can be said to be a human organization interconnected with each other as meaningful learning is a learning process that links concepts with the knowledge possessed by students from the environment. Surroundings (Subiyakto et al., 2018). It aims to make students more transparent and understand the material presented during the learning process.

In textbooks, there is still a lot of material that discusses not linking local content, which will be easier to understand by students. In addition, local content will make students understand more about the potential of their area. The connection, in this case, is on the material of the centers of economic excellence for class IX social studies subjects. This material explains the potential or economic advantages. However, it is still very minimally explained about the potential economic advantages in the region. More examples of efforts are needed to explore Indonesia's natural potential so that students know and will indirectly love their homeland.

The diverse natural environment and potentials can support and control the economy with various rich natural resource potentials in each region. The exact and adequate position of the area is feasible to be developed and become a source of livelihood for the local community. It

can even help the community to encourage the sufficiency of the regional economy equally and become a distinct advantage. Economic superiority in the region becomes the center and the backbone and driving force of the community's economy. The emergence of the economy in specific regional sectors is the key to excellence as an economic object of a region. Thus, the economy, categorized as a regional advantage, becomes a reflection of the economy, so it is considered one of the characterizing aspects of a region (Hajeri et al., 2015).

The local content that can be integrated into the material of economic excellence is examples of businesses that exist in Indonesia by exploring the potential of Indonesia's natural wealth. Examples of local content that can be integrated into this material include:

1. PT. Freeport Indonesia

Affiliated company Freeport McMoRan Copper & Gold Inc. is one of the largest gold producers in the world; this largest gold company is an American company that has worldwide subsidiaries, including PT Freeport Indonesia. PT Freeport is located in the Papua Province; this mining area is located in Mimika district, Indonesia (Iwan et al., 2018).

The mining company PT Freeport Indonesia works as an industry that provides and provides direct contributions to the Indonesian state through Non-Tax State Revenue (PNBP). So, as a result of the contribution of state revenues, the mining company PT Freeport Indonesia received a high award, namely the Indonesia Mining Association (IMA) Award 2019 (PTFI, 2019) (Raharja et al. 2018).

2. State Oil Mining Company (PTMN)

One of these natural resources cannot be renewed. The presence of this company has become a leading commodity in the form of supporting the sustainability of regional development. We need to know that the development of oil mines in Cepu after being managed by the government benefits the community and is very important for the state's interests in the Indonesian economy (Fatimah, 2016).

Oil Mine, or so-called oil refinery, digests crude oil into petroleum products (petroleum) as an operating material for the petrochemical industry. The products obtained by the oil refinery are Cepu, Premium oil (gasoline), diesel, kerosene (kerosene). PT MN's extraordinary potential is an advantage for the community and can become a center of economic excellence for the country (Iwan et al., 2018).

3. Coal Mine of PT Bhumi Rantau Energi (BRE)

PT Bhumi Rantau Energi's Coal Mine is located in the Bungur sub-district, Tapin district, South Kalimantan. This mine is one of the coal mines in South Kalimantan. Coal

is a complex, solid mixture of various chemical elements containing carbon, oxygen, and hydrogen in a carbon chain. The process of coal formation starts from plants in an environment free of oxygen and is caused by the influence of temperature and pressure that lasts a very long time (Arif, 2014). This opportunity coal becomes a commodity that plays a role for humans. Because, nowadays this natural resource is no longer just a power plant for the state, but has high benefits, one of which plays a vital role as the primary fuel for production companies, cement, steel, and benefits for other industries (Septiawan, 2016).

4. Intan Martapura

KBBI mentions diamond as a natural gemstone that is naturally shaped in the form of crystals, as jewelry for necklaces, rings, bracelets, brooches, and other luxury jewelry. The Cempaka village community makes diamond mining their job and livelihood. The distribution point of the diamond panning position in South Kalimantan is spread over various sub-districts in Banjar Regency and Banjarbaru City, including the point of diamond panning position in Cempaka District, besides this the panning point is also in Riam Kanan District, Belimbing District, Simpang Empat District, and District pension. The most extensive diamond discovery in history was found in 1965. The location and position of this diamond pan are on the Tiung River, which is in the Cempaka sub-district. The diamonds found by the community are the most in Indonesia and have become the history of discovering precious stones. The diamond found in the Tiung river, Cempaka district, weighs 166.75 carats, because of the discovery of the magnitude of the diamond was given the title as the Trisakti Diamond (Sari, 2019).

The Diamond Mine, located in the city of Banjarbaru, has been found for decades. Panning is a term known to the people of Banjar and is the job of some of the residents there. Media Indonesia once said that in 2011 there were still many groups of miners, namely around 200 groups carrying out mining activities and operating in 4 regional points, the areas being Cempaka, Tiung, Bangkal, and Palam villages. The number of miners is estimated at approximately 1,000 people. On the other hand, the number of people who depend on income to fulfill their life stems from these activities is known to be more than 7,000 heads (Azkia, 2018).

5. Traditional Indonesian Fabric

Artistic works of traditional fabrics are realized as part of documentary resources; the existence of culture is reflected in society, which is described and described with all dimensions, social, economic, and psychological, as well as manifestations of the

interaction of human activities with their environment. The variety of lifestyles gives birth to the diversity and richness of costumes, born from the community's idea of creating an inter-tribal decorative craft. The form of traditional cloth in Indonesia is generally created to fulfill the ritual requirements of certain beliefs. Generally, the traditional cloth production process is part of a ritual that contains its philosophy according to the origin of the local area; artisans who produce traditional cloth artwork generally have human skills. Above the average, which is already at an advanced and professional level, besides that traditional fabrics in the production process also take a long time, the form of traditional fabrics which are rich in colors, ornaments, patterns, and motifs are complex and detailed are the characteristics of the company because it has symbolic meaning values.

The dyes used in the manufacturing process and creating traditional fabrics in Indonesia are generally the same in every region. The coloring materials are generally produced from natural materials; the coloring of this cloth is generally made from leaves or roots, wood, bark; these natural materials can be found in plants throughout Indonesia. In ancient times, natural fibers and natural dyes were traditionally used to keep traditional fabrics pure because in the past, traditional fabrics were used in adat as a spiritual activity. Here are some traditional Indonesian fabrics.

a. Batik

The meaning of Batik in the form of Javanese inscriptions means writing. I called Batik, in the manufacturing process using painting techniques made from wax material or commonly known as night. This technique is passed down from ancestors thousands of years ago. Unfortunately, there are no relevant source documents of the meaning and history of batik. The presumption of Batik originated from the Sumerian state and was adopted and developed in Java, which Indian traders brought to sail. Over time, the existence of Batik is found on the Asian continent, including Indonesia, Thailand, Malaysia, India, Sri Lanka; even the prestige and existence of Batik is also found on the African continent. However, the Indonesian Batik is the most well-known, namely the Java area. It has recognized the intricate manufacture and specific motifs (Nurainun, 2008).

Batik cloth is a leading commodity for the creative economy on the island of Java. Different regions also have different patterns and motifs of Batik cloth which are the uniqueness of each region. Famous batik among the regions, Surakarta, Yogyakarta, and Pekalongan. The batik motifs are carved and painted with a calm heart, highlighting the variety of cultures depicted on these fabrics. The advantages of

batik as an economic commodity that enters the international market (Iwan et al., 2018).

At first, Batik was made with motifs passed down from generation to generation from the ancestors' teachings; times have changed. Batik artisans have started to be creative in creating new patterns without changing the identity of the Batik. The creations of creative batik artisans include Sleman Batik, Sinom Parijoto, leaf, flower, and salak fruit motifs (Suryaningsum, 2020)

b. Sarirangan

Sasirangan cloth is a typical cloth from the Banjar tradition in South Kalimantan, which has characteristics and patterns, and types of motifs made from sewing and bonding techniques. Sasirangan traditional cloth has the meaning of crossing, namely basting; this meaning is the process of inserting thread on the cloth, then being pulled so that it becomes a shrinking lump of the previously formed motif. After the cloth is coated, the cloth is dipped into the dye container liquid. Sasirangan was initially produced and used during traditional ceremonies of the Banjar tribe as a healing infrastructure for people affected by the disease in its masses. Now, this cloth is no longer just a supporter of spiritual activities. Still, it is the pride of the region and contemporary clothing that is the identity of the people of Banjarmasin (Adnan, 2015).

As a cultural heritage cloth, regional concern and efforts to maintain and care for the typical South Kalimantan cloth have been supported and recognized by the government through the Director-General of Intellectual Property Rights, Ministry of Law, and Human Rights of the Republic of Indonesia. (Rosyadi, 2017). Various motifs and types of sasirangan include the spinach king motif, the gambling king motif, the protection motif, the kurikit skin motif, the sari ivory motif, the bahambur star motif, the sinapur coral wave motif, the kambing Tanjung motif, the bark motif, the descending lady-in-waiting motif, the jajumputan motif, Balimbur dragon motif, Bambang tampuk mangosteen motif, tangling scales motif, kale Kalambaka motif, juju leaf motif.

c. Songket

The art of songket weaving is a cultural heritage of the Indonesian nation and has a history of hundreds of years. Despite its quality, Palembang songket is one of the best in Indonesia and is generally known to be the queen of all fabrics. The word socket comes from Indonesian and also Malay. The meaning of the word song kit is related to the meaning of "hooking," or it can also be interpreted as "gouging," an

activity related to the process of its production, namely tying and holding a bit of the woven cloth, then filling it with an unusual thread, namely gold thread. Songket making refers to rolling, which is arranging the weft and weaving through the weaving process using traditional techniques. The types of Pelmbang divination fabrics are songket Lepus, songket Tretes, songket Limar, songket tawur, songket flower, songket rumpak (Windu, 2014).

Based on the research results above, there are several examples of local content that can be integrated into the material for centers of economic excellence in social studies lessons for class IX. This is intended to find out real examples of economic advantages that exist in Indonesia. Students knowing the country's natural potential can also create a sense of love for the homeland. This is also one of the social studies learning goals: instilling a love for the homeland. Textbooks used by teachers need to add local content in the form of examples so that students do not feel bored and can understand. Social studies learning is not rote if students' understanding is concrete, so what is needed is the teacher's creativity in conveying the material so as not to be fixated on the content in the textbook. Restricted content can be searched through books or the internet by utilizing today's technological sophistication.

CONCLUSION

Changes in the content of thematic book content from the government have not included local content that is deeply integrated with the adjustment of the environment around students; this needs to be a concern for developers to improve the curriculum in terms of material so that students can feel firsthand the natural phenomenon of the implementation of students' chronic values. It is not appropriate if the teacher has to look for sources of teaching materials that are outside the area where students live, other cultures are often conveyed and studied, but the values of local wisdom themselves have not been understood and even not known by students so that the potential of the region to recognize identity in the process forming memories of changes in the value of cultural wisdom has not been maximized as a provision for future generations (Santi, 2018).

Based on the study results, several examples of local content that can be integrated into the material for centers of economic excellence in social studies lessons for class IX include PT. Freeport Indonesia, State Oil Mining Company (PTMN), Coal Mine PT Bhumi Rantau Energi (BRE) coal, Martapura diamonds, traditional Indonesian cloth. It is Adding local content to the materials. This is intended to find out real examples of economic advantages that exist in Indonesia. Students knowing the country's natural potential can also create a sense of

love for the homeland. This is also one of the social studies learning goals, namely instilling a love for the homeland.

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