

## Usaha Kita Groups Economic Activities as a Learning Resources on Social Studies

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### ABSTRACT

The lack of income for family members will affect survival. Through the economic activities of the fish cracker business group, there are aspects, such as production and distribution. Economic activities provide a place for teachers to develop the material, adding examples in the environment around where they live as social studies learning resources. This study aims to determine how the fish cracker business group conducts economic activities. This research uses a qualitative approach with descriptive methods. Data was obtained through observation, interviews, and documentation. Test the validity of the data through source, technique, and time triangulation. Data is presented in the form of descriptions and pictures. The research results are production activities, distribution, and consumption by the Usaha Kita group in Banua Anyar village. Production is carried out by several business group members, namely by processing haruan/snake fish into crackers. Distribution is done directly by selling online via WhatsApp and indirectly through intermediaries distributed to restaurants. Consumption is done directly in the restaurant. Economic activities carried out by business groups, such as distribution, production, and consumption, can be used as contextual social studies learning resource on economic activity material so that it aims for students to understand the surrounding environment and can be used as a learning resource. The existence of these activities can make it easier for teachers to provide examples and link them to learning resources on social studies.

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## 1. INTRODUCTION

Humans will continue to coexist with the natural environment (Handy et al., 2021). Humans will try to fulfill their life needs, where the primary human needs are clothing, food, and shelter. One is to meet the needs of human life itself, economic activity. Every human being has various needs and tries to fulfill them in various ways to meet the needs of human life itself, one of which is economic activity (Syaharuddin et al., 2020).

The increasing development of society and the increasing life needs have indirectly encouraged people to improve their living standards to meet their everyday needs. There are many economic

activities in the community, one of which is home-based business activities or small businesses. Business is an activity carried out and developed by a person or group to produce various goods and services needed by the community.

A group is a collection of people who live together and have a mutually beneficial relationship (Symbolon, 2020). The business group is a means or place to increase a business in the economic field, especially in increasing income and interaction and cooperation within the group. Business activities are provided in the form of providing venture capital assistance and economic infrastructure facilities. The primary purpose of a business group is to meet the needs of daily life, which is marked by an increase in family income and the quality of food, clothing, and shelter for community members (Wardianti, 2019).

Production activities aim to create or add value to an object to meet needs. Production activities aim to improve the welfare of society. In addition to production activities, there are distribution activities, which can be said to be the marketing or distribution of products to consumers. Distribution activities aim to support, create, and maintain the value and use of goods and services (Lestari et al., 2020). This can be related to social studies learning resource material related to the community's economic activities in the fish cracker processing business group. Social studies learning resources are considered a unified whole in the learning process. Therefore, social studies learning resources are practical, effective in human spirit and action, and objectively institutionalized in society (Subiyakto & Mutiani, 2019).

This article aims to determine how the economic activities of the Usaha Kita group in the Banua Anyar sub-district are a source of social studies learning. This business group is directly under the auspices of the Banjarmasin City Fisheries Service. The economic activity carried out by the business group is in the form of producing fish into processed crackers. Distribution activities are carried out by way of direct and indirect distribution. In addition, consumption activities are carried out directly. Therefore, economic activities such as production, distribution, and consumption are linked to social studies learning resources.

## 2. METHODS

This study uses qualitative research with a descriptive approach. This is used to describe how the economic activities of the Haruan fish cracker business group in the Banua Anyar sub-district are a source of social studies learning from the economic activities they carry out, namely in the form of distribution and consumption production activities using fish as the main ingredient for processing crackers. Data collection was carried out through the observation stage at the production site for processing haruan/snake fish crackers located at RT.07, Banua Anyar village.

Interviews were conducted with coaches from the Banjarmasin city fisheries service and specific members who process haruan/snake crackers and carry out production, distribution, and consumption activities. The selected data sources are coaches from the fisheries service and home-based business owners related to the production, distribution, and consumption of haruan/snake fish crackers. As well as a junior high school social studies teacher, Mrs. RS, Mrs. S, and academics, Mrs. MH. Data in the form of documents and photos of production activities. The data analysis technique used is an interactive data model. Data validity with source, technique, and time triangulation. Triangulation of sources with different sources, namely group builders, production actors, and distribution actors. Technique triangulation- namely, re-checking the same source with a different technique, juxtaposing it with the interview data. Time triangulation was carried out at different times in the morning, afternoon, and evening. This is to obtain data regarding the business group's production and distribution activities (Sugiyono, 2019).

### 3. FINDINGS AND DISCUSSION

The business group is located in the Banua Anyar sub-district, East Banjarmasin. The business group has the name "Usaha Kita" having its address at Jl. Banua Anyar No. 1A, RT. 07/RW. 01, Banua Anyar, East Banjarmasin. Usaha Kita Group is a group engaged in processing fishery products under the auspices of the Banjarmasin City Fisheries Service. The Business Group was formed on May 15, 2012. The formation of this group was encouraged by local community leaders, village heads, and fisheries extension workers. The type of field developed is the processing of haruan/snake fish crackers. This Business Group has been in the snack food industry from its inception of this business in 2012 to 2022. This business group is chaired by S J and comprises ten members. The type of business being processed is processing semi-finished materials, namely haruan/snake fish crackers, shrimp crackers, and haruan fish floss. This business began to form because some home-based businesses were processing fish crackers, especially RT.07, which was directly sheltered and fostered by the Banjarmasin city fisheries service.

The background to establishing this business group is the large number of home-based businesses that process the main ingredient, fish, into processed crackers. In addition, the consideration for the existence of this business group is for the community's welfare, increasing family economic income, and utilizing materials based on fish. This agrees with the opinion of Wardianti (2019). The business group is a forum for developing a business in the economic field, especially in increasing income and interaction and cooperation within groups. This is in line with what was stated by Ms. K as a supervisor from the fisheries service (interview January 20, 2022).

"The processing of haruan / cork fish crackers is done by pulverizing the fish meat. Moreover, members who process it individually or independently. So because the business is the same as processing fishery products, they are grouped, called our Poklhasar Usaha Kita. Establishment of this business group to increase the family income yield.

Regarding the funding, the system carried out by the Fisheries Service of the city of Banjarmasin, where the funds are obtained from the central APBN and regional APBD, the funding is only in the form of tools, not cash. The tool in question can be a fish grinder or meat smoother, blender, freezer, basin, or knife. This was revealed by Ms. K, a member of the Banjarmasin city fisheries service (interview January 20, 2022).

"Usually, miss, when it comes to funding issues, you get it from the central APBN or APBD. Then they channel it through our fisheries service. Funding is only in the form of tools or goods, not in the form of cash. The tools usually include a meat grinder, blender, freezer, basin, and knife."

The economic activities carried out by the Usaha Kita group can have a beneficial impact so that activities that produce goods that the public can consume can be created. From this, it can be said that there are three economic activities carried out by this business group: production, distribution, and consumption. The following is an explanation of this as follows:

#### 1. Production Activities

Production is creating, producing, and making an item. Therefore, production can be said to be an economic activity that produces various goods (Yogatama, 2020). Production activities aim to create or add value to an object to meet needs, while activities that aim to increase the use of an object without changing its shape are called goods production.

The process of making haruan/cork fish crackers is relatively easy. The process follows 1) Prepare the primary raw material, haruan fish. Before the production process of processed haruan/snake crackers, there was an initial process or stage, namely the preparatory stage. The first preparatory stage is to clean the fish from the head, the contents in the stomach, the skin, and even the bones for the fish to be cut to the desired size. Then put it in the grinding machine and grind the fish until smooth. 2) Mixing the ingredients is the process of mixing the ingredients by stirring or blending the haruan / cork fish mixed with the prepared spices. 3) Mixing of ingredients

is the process of mixing the ingredients by stirring or blending the haruan / cork fish mixed with the prepared spices. 4) The process of forming or printing is done before steaming the dough. The forming process is done manually. After the dough is formed, it can be formed into oval spheres with size according to taste. 5) Then do the steaming for the haruan/cork fish mixture for 90 minutes. 6) After steaming according to the specified time, if the dough is cooked, set it aside and wait for it to cool, then put it in the freezer for 12 hours. After freezing, cut the dough according to the thickness or thinness as desired. 7) The final step is drying the cut dough for two days.

After carrying out the several stages of production above, the next activity is the result of packaging. Packaging is a process where the dried crackers are put into a package; the size of each package is different, from small to large packages. Packaging can give products a more luxurious look and provide a unique appeal besides providing better protection from weather, light, and changes in temperature (Widiati, 2019). The three business owners have different shapes, sizes, and packaging. In addition, the thickness of the thin plastic wrap is also very different. Some use plastic clips and ordinary plastic wrap.

Figure 1. The 250gr and 100gr fish crackers packaging



Sources: Personal Data Research in 2022.

## 2. Distribution Activities

Distribution is interpreted as a process of delivering a commodity from producers to consumers (Jumriani et al., 2021). The purpose of distribution is to support, create, and maintain the value and use of goods and services (Lestari et al., 2020). Distribution is the process of distributing the delivery of goods or services to consumers and users when needed (Fatimah et al., 2021). The ways of distributing goods to expand sales consist of two, direct and indirect distribution (Medina, 2021). This distribution is done directly and indirectly. Direct distribution is marketing done at home or online. While indirect distribution is marketing done with intermediaries. The online distribution of Haruan/Snake crackers has reached various regions in Kalimantan and even Java.

The distribution or marketing carried out by Mrs. S A, and Mrs. S J are not much different, namely through direct and indirect distribution. Distribution indirectly through intermediaries by entrusting cooked, processed crackers through restaurants in 2018. Indirect distribution is distributing goods and services through intermediaries or other parties such as shops, agents, brokers, and retailers (Medina, 2021). (Interview with Siti Asiah January 18, 2022). Meanwhile, Mrs. P only distributes online, only a few regular customers. The advantages of marketing or buying and selling online can facilitate and expand the marketing network widely and quickly (Maftuhah & Rafsanjani, 2019). Constraints experienced related to the method of distribution, namely being able only to use WhatsApp social media. In line with an opinion (Safitri, 2020), producers deal directly with consumers or buyers without going through intermediaries (Interview January 20, 2022).

## 3. Consumption

Consumers or customers use goods based on use value and are interpreted as a person or company that buys and uses or utilizes the product based on need (Apriani, 2019). Besides consuming rice as a staple food, humans usually also need additional side dishes, which can be crackers. Humans consume crackers as an additional side dish or as snacks or snacks. Crackers are usually consumed either with soup or rice and side dishes. After being produced and distributed, fish crackers are usually consumed by buyers at restaurants as an additional side dish to a complementary menu. Consumption is using, spending, and using a product of goods produced by producers for consumers (Martinelli, 2019).

Linkages to Usaha Kita group's economic activities in the Banua Anyar sub-district as Social Studies Learning Resources. Material that can be taught by utilizing economic activities through the fish cracker business group in the Banua Anyar sub-district learning resource on social studies, namely the material on the potential and utilization of natural resources in the sub-discussion of economic activities and the utilization of natural resources following the social studies subject which examines facts, concepts, and generalizations related to social issues from the environment to people's lives. The Basic Competency (KD) used is 3.3 to analyze the interaction between humans and space to produce various economic activities (production, distribution, consumption, supply, and demand) and inter-spatial interactions for the sustainability of economic, social, and cultural life.

Social Studies education needs to be strengthened with the support of contextual learning resources, namely actual and factual socio-cultural issues (Abbas, 2015). The use of a contextual approach in social studies learning is considered related because it relates the material to real situations to encourage students to make connections with everyday life. Using learning resources by associating with the surrounding environment can make it easier for students to understand learning material. Learning will be more meaningful because students do not know what they are learning. Therefore it is essential to understand the potential of students so that they can be developed in the learning process based on the stages of development to become human beings who are insightful and able to adapt to the environment, and have a stable personality in spiritual strength, self-control, intelligence, manners (Maidah, 2021). Social Studies learning resources can come from anywhere, but still prioritize students to understand the practical aspects of a social problem in society, even in a limited environment (Mutiani et al., 2019).

As stated by Mrs. R S, S.Pd a social studies teacher at SMPN 2 Banjarmasin that learning resources can also be in the form of books and scientific works; the learning resources used by teachers are varied and developed, such as learning to use the environment, so students do not get bored. Although the development of learning resources is also essential, teachers must use learning resources creatively so that learning is more interesting; teachers must also use sources that are credible and believed to be effective so as not to make mistakes in communicating the material; it can also take advantage of locations around students to make social studies learning more contextual. Economic Activities and Potential Utilization of Natural Resources.

In the economic activity of the fish cracker business group in Banua Anyar, there are production activities carried out by the haruan/cork fish cracker business owners, namely Mrs. S A, S J, and P. The primary production material is haruan / cork fish, converted into new goods with higher selling value. Production activities aim to create or add value to an object to meet needs (Yogatama, 2020). The teacher can explain to students that there are production activities where business actors carry out preparatory activities to carry out production activities.

Next, namely social studies learning material related to sub-discussions related to distribution, after the production of haruan/snake fish crackers is marketed at home, there is a distribution activity. Distribution activities are divided into two, namely, directly and indirectly. Without distribution, consumers will not be able to buy crackers. Therefore it is essential to carry out the distribution. The distribution carried out by the fish cracker business owner is direct and indirect. Direct distribution is where buyers and sellers meet directly without intermediaries, while indirect distribution is where sellers have an intermediary through restaurants.

Then the sub-discussion material related to consumption; in the fish cracker business group, there are direct consumption activities carried out by buyers, namely eating fish or shrimp crackers in a place, namely a restaurant. Fish crackers are sold in restaurants to meet the needs of the people who, when they are eating, can eat crackers as a snack or snack or as an additional side dish. Therefore, the existence of an act of consuming food can be used as a learning resource for social studies class VII; a teacher or teaching staff can explain examples related to economic activity in the fish cracker business group so that it can be more easily understood.

#### 4. CONCLUSION

The Banjarmasin City Fisheries Service founded the Usaha Kita group, which provides an opportunity for home-based businesses to develop home-based products to become superior products. This business group was named "Usaha Kita" under the auspices of the Banjarmasin City Fisheries Service, East Banjarmasin District, which was inaugurated on May 15, 2012. Addressed at Jl. Banua Anyar No. 1A, RT. 07/RW. 01, Banua Anyar, East Banjarmasin. The type of field developed is the processing of haruan/snake fish crackers. The economic activities of the fish cracker business group are in the form of production, distribution, and consumption activities. The production process is carried out through several stages: raw material preparation, mixing, printing, and steaming. The distribution carried out by the business owner is direct and indirect. Then the consumption process is carried out, namely direct consumption by consuming crackers as an additional side dish. The fish cracker business group in the Banua Anyar sub-district can be used as a social study learning resource that is related to the second-semester social studies syllabus for class VII junior high school with material on the potential and utilization of natural resources in the sub-discussion of economic activities and utilization of natural resources. Economic activities such as production, distribution, and consumption. Teachers can link the subject matter by giving direct examples to students through the economic activities of Usaha Kita groups, thus providing students with a deep understanding.

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