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Distribution Activities At The Sungai Lulut Traditional Market As A Source of Learning Social Studies

Yuli Saputera
2010128310007@mhs.ulm.ac.id
Social Studies Education Deparment, FKIP Lambung Mangkurat University
Sovia Husni Rahmia
soviahusni.rahmia@ulm.ac.id
Social Studies Education Deparment, FKIP Lambung Mangkurat University
Muhammad Rezky Noor Handy
rezky.handy@ulm.ac.id
Social Studies Education Deparment, FKIP Lambung Mangkurat University
Sigit Triyono
sigit.triyono@ulm.ac.id
Social Studies Education Deparment, FKIP Lambung Mangkurat University
Fatwa Nur'aini
fatwa.nuraini@ulm.ac.id
Social Studies Education Deparment, FKIP Lambung Mangkurat University

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Abstrak

Pasar tradisional Sungai Lulut merupakan pasar yang ada di wilayah Kabupaten Banjar tepatnya di kelurahan Sungai Lulut. Pada pasar ini terdapat aktivitas ekonomi yang dapat dijadikan sebagai sumber belajar. Pada proses pembelajaran tidak terlepas dari sumber belajar yang digunakan. Satu dari beberapa sumber belajar yang dapat digunakan yaitu lingkungan. Berkenaan dengan lingkungan, maka terdapat aktivitas ekonomi dari distribusi yang ada di sekitar peserta didik dapat dijadikan sebagai sumber belajar pada pembelajaran IPS. Sumber belajar yang memanfaatkan aktivitas ekonomi yang ada di pasar masih belum maksimal digunakan oleh guru sebab terdapat kendala seperti keterbatasan waktu, lokasi yang jauh, dan fasilitas kurang memadai, padahal sangat efektif apabila dimanfaatkan sebagai sumber belajar. Penelitian ini bertujuan untuk mendeskripsikan aktivitas ekonomi dari kegiatan distribusi di pasar tradisional Sungai Lulut sebagai sumber belajar IPS. Pendekatan yang digunakan pada penelitian ini yaitu kualitatif dengan metode deskriptif. Teknik pengumpulan data melalui observasi, wawancara, serta dokumentasi. Analisis data dengan melalui reduksi data, penyajian data, dan verifikasi data. Uji keabsahan data yang digunakan adalah triangulasi sumber, teknik dan waktu. Hasil penelitian menunjukkan bahwa aktivitas distribusi yang terdapat di pasar tradisional Sungai Lulut melalui distribusi langsung dan tidak langsung. Distribusi langsung contohnya pedagang risol dan warung makan yang terdapat di pasar tradisional Sungai Lulut. Aktivitas distribusi tersebut terdapat kesesuaian pada pembelajaran IPS sebagai sumber belajar pada materi kegiatan ekonomi yaitu produksi, distribusi dan konsumsi pada jenjang SMP kelas VII semester genap.
Kata Kunci: Aktivitas Distribusi, Sumber Belajar, IPS

Abstract

The Sungai Lulut traditional market is a market in the Banjar Regency area, specifically in the Sungai Lulut sub-district. In this market there are economic activities that can be used as a learning resource. The learning process cannot be separated from the learning resources used. One of several learning sources that can be used is the environment. With regard to the environment, there is economic activity from the distribution around students that can be used as a learning resource in social studies learning. Learning resources that utilize existing economic activities in the market are still not optimally used by teachers because there are obstacles such as limited time, remote locations and inadequate facilities,

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even though they are very effective if used as learning resources. This research aims to describe the economic activities of distribution activities in the Sungai Lulut traditional market as a social studies learning resource. The approach used in this research is qualitative with descriptive methods. Data collection techniques through observation, interviews and documentation. Data analysis through data reduction, data presentation, and data verification. The data validity test used is triangulation of sources, techniques and time. The research results show that distribution activities in the Sungai Lulut traditional market are through direct and indirect distribution. Direct distribution, for example, risol traders and food stalls in the Sungai Lulut traditional market. This distribution activity is suitable for social studies learning as a learning resource for economic activity material, namely production, distribution and consumption at the even seventh semester grade junior high school level.
Keywords: Distribution Activities, Learning Resources, Social Studies

PRELIMINARY

The market is a place to carry out buying and selling transactions for merchandise and services that can be found in every region. Markets become facilities for carrying out economic activities. In general, a market can be said to be a place where traders and buyers gather and then carry out transactions between sellers and buyers regarding goods found in that place (Arianty, 2013). The formation of a market is due to the existence of traders and buyers, goods and services, then there is a price agreement between the seller and the buyer. Apart from that, there is a market because people want to be able to obtain the necessities of life easily (Saswili et al., 2024). Of the several markets, one of them that can be found is the traditional market.

Traditional markets are markets that can be found in every urban and rural area. There are various kinds of goods bought and sold by traders in traditional markets, ranging from daily necessities such as basic necessities, household equipment, ready-to-eat food, and so on. . Buying and selling in traditional markets involves bargaining between traders and buyers (Far Far & Salong, 2024; Firdaus et al., 2024; Subiyakto & Mutiani, 2019). Traditional markets do not have fixed prices because each trader has a price that has been adjusted to the amount of profit made by each trader so that there is no set price for each trader. Apart from there being no definite price from each trader, the prices in the market will often change so that is why the market does not use labels because it will be difficult to change the price labels every time there is a change (Winarni, 2013).

Traditional markets are found in the Banjar Regency area, which is located at Martapura Lama Km 06, Kel. Sungai Lulut District. Sungai Tabuk, Kalimantan Selatan Province. Sungai Lulut Market operates every day from 07.00-12.30 WITA, while shops close to the market will close at 16.00 WITA. The Sungai Lulut traditional market is a shopping center where various types of equipment are available, such as household necessities, basic necessities, fruit, vegetables, food, fish, and so on. The unique thing about this market is that the prices offered are relatively cheaper because traders get the goods they buy from suppliers directly and some

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also come from community gardens and then offer them to buyers. Merchandise that is bought and sold, such as fruit and vegetables, is local produce that comes from the region itself . Transactionbuy and sellWhat is done by some traders still applies a barter system that is commensurate with the goods to be bartered, but apart from that, transactions using money as a legal medium of exchange are the main thing (Afifah & Yudiantoro, 2022; Arrahman & Nastainb, 2023). This is what causes the Sungai Lulut traditional market to become an attraction for the community as a destination to fulfill their needs. Activities carried out by humans to ful fill needs can be said to be economic activities. These economic activities consist of production, distribution and consumption.

On the market traditional Sungai Lulut has economic activities, namely distribution activities (Firdaus et al., 2024; Mutiani et al., 2021). Distribution is defined as a process of distributing goods and services so that they can be used or consumed by consumers (Ansori et al., 2022; Latif, 2022). Distribution activities become a series of interdependent organizations that will then be involved in every process in the production of goods and services and are ready to be used or consumed by consumers (Suwarno, 2006). For distribution to occur, channels are needed so that goods and services can be delivered to consumers, therefore there are two ways of distribution channels, namely direct distribution and indirect distribution (Sari, 2014). The aim of carrying out distribution activities is to distribute goods and services from producers to consumers so that these goods and services can be delivered to end users or what can be called consumers.

Economic activities from distribution in the Sungai Lulut traditional market, the existence of which can be a source of learning. In learning activities, learning resources are an important component to support the success of students' learning process. The existence of learning resources is a way that can be used to assist the learning process so that it can make it easier for teachers to convey lesson material, and students can easily understand the lesson material. The existence of learning resources will make it easier for a teacher to achieve the learning objectives that have been setdesignedsince the beginning. Therefore, learning resources are needed that are diverse and have a function in learning so that they can be an option for teachers to utilize these learning resources (Nurdin, 2012).

The Sungai Lulut traditional market which is used by teachers as a learning resource can be said to have used a real learning resource. By using this, it is hoped that students will understand the material better because they get examples from the students' immediate environment (Firdaus et al., 2024; Ilhami et al., 2022). One of the environments that can be used as a learning resource is the economic environment, namely markets where there are

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distribution activities. This environment can be used as a learning resource in social studies learning. However, in reality the economic environment has not been utilized optimally in social studies learning, so learning only focuses on textbooks. The lack of optimal use of the economic environment is due to the location of the learning resources being far from schools, inadequate facilities and limited time in the learning process so that this becomes an obstacle to utilization in the market use of distribution activities as a social studies learning resource.

Distribution activities in the Sungai Lulut traditional market as a social studies learning resource can provide students with real illustrations and examples regarding social studies learning material on economic activities, so that they can increase students' knowledge regarding distribution activities in the Sungai Lulut traditional market. Therefore, students can understand the material from the distribution activities they study (Aniah et al., 2024; Cahya et al., 2024; Jumriani et al., 2024). Apart from that, students also know how distribution activities are carried out by traders, starting from how to get goods from channels distribution to redistributing it to consumers.

This research aims to describe the economic activities of distribution activities in the Sungai Lulut traditional market as a social studies learning resource. Therefore, this research discusses distribution activities in the Sungai Lulut traditional market and their use as social studies learning resources, because social studies learning is something related to society and in it there are economic activities, one of which is distribution activities. Therefore, this research aims to obtain information regarding distribution activities at the Sungai Lulut traditional market and to explore more deeply how the Sungai Lulut traditional market is used as a social studies learning resource.

METHOD

This research uses a qualitative approach which is often called a naturalistic research method because the researc carried out naturally or in a natural setting (Sugiyono, 2022). Research is carried out naturally, which means it is as it is without manipulation by researchers so that what is found in the field corresponds to real reality based on data collection methods and analysis of data obtained from natural conditions. The method used in this research is descriptive method. The descriptive method is a method that explains or describes object according to what it is through written words that can describe the actual situation based on the discoveryin the field. Therefore, a qualitative approach can be used to obtain data relating to distribution activities in the Sungai Lulut traditional market as a social studies learning resource. This research is located at the Sungai Lulut traditional market which is located in the Kab. Banjar on Jl. Martapura Lama Km. 6 Sungai Lulut District, District. Sungai Tabuk,

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precisely on the border of Banjar Regency and Banjarmasin City, Kalimantan Selatan Province. The research period was 3 months, from December 2023 to March 2024. The informants in this research were traditional market traders in Sungai Lulut, buyers or visitors, lecturers, social studies teachers at SMP 4 Sungai Lulut.

In this research, there are two data sources that researchers use, namely primary data sources and secondary data sources. Primary data sources are data obtained through observation or interviews with sources or informants. Meanwhile, secondary data is data obtained through intermediaries, for example books, journals, it could also be from the results of other people's research, or important documents as support for obtaining research results. The data sources used will focus on obtaining data regarding distribution activities in the Sungai Lulut traditional market as wellsuitabilityon social studies learning resources. The data collection technique was carried out by direct observation in the field to observe distribution activities in the Sungai Lulut market, then conducting interviews with people who were related to distribution activities and their suitability for social studies learning resources, as well as documentation during the research, namely in the form of photographs. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. After the data is obtained from the results of data collection, the validity of the data is then tested using triangulation of sources, techniques and time.

RESULTS AND DISCUSSION

Sungai Lulut Market is one of several traditional markets in the Banjar Regency area, specifically Jl. Martapura Lama Km. 06, Sungai Lulut Village, Sungai Tabuk District, bordering Kab. Banjar with Banjarmasin City. In 1990, the existence of the Sungai Lulut traditional market began, at which time Halid's grand father lived in Kel. Sungai Lulut, he was the first person to open a business or trade. As time went by and many people who lived in Sungai Lulut then also opened businesses with shops or open spaces, starting from that until the formation of the Sungai Lulut market until now.

Trading activities at the Sungai Lulut traditional market start in the morning, namely from 07.00 to 12.30 WITA until buyers or visitors at this market start to become quiet. If traders feel that the market is empty, usually the traders will prepare to go home, but there are also traders who have shops in the Sungai Lulut traditional market which will remain open until 16.00 WITA. The Sungai Lulut traditional market is a market that operates every day and at the Sungai Lulut traditional market there are various kinds of merchandise sold by traders such as fruit, vegetables, basic necessities, clothes, crockery, food, drinks, cakes, fish, meat, and so on.

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The Sungai Lulut traditional market is no different from other markets in that there are also various economic activities taking place, namely production, distribution, and so onconsumption. However, this research only discusses production and consumption activities in general, and the research focuses on distribution activities in the Sungai Lulut traditional market.

Production activities are activities to create or increase the use value of a good or service, meanwhile the means, methods and techniques of the production process are those that create the value of a good or service through the use of resources (labor), machines, materials (Producing, costs , or increase) the main form of production activity. (Sumolang et al., 2019). At the Sungai traditional market there are production activities, namely sellers of fried risol. This trader carries out production starting from preparing the ingredients used such as spring roll skin, bread flour, and risol filling (Abbas et al., 2023; Maulidah et al., 2024; Noor, 2024). Apart from the ingredients, you also need to prepare the tools used such as a stove, pan and other tools. After the materials and tools have been provided, then the production is carried out until it becomes risol, so it can be done distributed to consumers.

Distribution is an activity carried out for the process of distributing goods starting from the producer and then distributing it to consumers as the user of the goods. Distribution can also be said to be a marketing activity which aims to speed up and facilitate the movement of goods and services from producers to consumers (Guntari, 2010). There are two ways of distribution, namely direct distribution and indirect distribution. Direct distribution means that goods and services are delivered directly to consumers or can be said without intermediaries, examples of which are in the Sungai Lulut traditional market, namely risol traders, food stalls which are produced directly by sellers. Meanwhile, indirect distribution requires an intermediary (collector as the distribution party) to distribute goods and services from the producer to the consumer, for example, indirect distribution in the Sungai Lulut traditional market is like a grocery seller who buys merchandise offered by an agent. or in larger shops then resold at the Sungai Lulut traditional market. Apart from that, there are also tradersvegetableand fruit that buys its merchandise through other traders and then resells it, therefore the distribution process at the Sungai Lulut traditional market is started by farmers then bought by collectors and bought and sold wholesale to small traders then distributed by traders at the Sungai traditional market Lulut.

The explanation of economic activities from distribution in the Sungai Lulut traditional market can be linked as a social studies learning resource, by looking at the activities in the Sungai Lulut traditional market that there is economic activity in the form of distribution.

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Students can find out how distribution activities are carried out, from getting the product to productiondistributedto consumers at the Sungai Lulut traditional market. Economic activity from distribution can be found in the environment around students so it is relevant if used as a learning resource in learning. Based on the results of the interview delivered by Mrs. Mahmudah Hasanah, economic activities used as a source of social studies learning will be interesting and contextual to the material in social studies education. Social studies learning is classified as thematic learning because it is developed based on themes found in the students' environment (Putro, 2020). Economic activities from distribution in the Sungai Lulut traditional market can be used so that students know how distribution activities are carried out in the Sungai Lulut traditional market.

Social studies learning that utilizes the environment as a learning resource in learning is one of several ways that can be done to achieve contextual learning, can increase knowledge and learning experience for students because they carry out real learning in the field, so that not only stuck to textbooks. In using or exploiting learning resources in learning, as long as it is not difficult for teachers and students, this can be done in learning activities. There are several obstacles in using or exploiting the environment as a learning resource. Based on an interview with Mr. Rusiman (56), he said that if you take the environment as a source of learning, there will definitely be time and cost constraints, especially in reaching a wider environment. Basically, the problem is that the theory in the book and the curriculum almost do not answer the existing ones. in our environment unless our environment is wider, meaning we want to go to a wider area then we can answer everything, that's why the constraints are time and cost. If only in our environment, the obstacles are what they are, what can be seen by their eyes is what can be used.

The distribution activities in the Sungai Lulut traditional market are related to the material, namely the economic activities found in social studies learning. Based on the ten standard themes in learning Social Sciences by NCSS, the Sungai Lulut traditional market can be used as a learning resource according to the themes, namely production, distribution and consumption. The relationship between economic activities in the Sungai Lulut traditional market as a source of social studies learning, can be seen from the activities in the Sungai Lulut traditional market that there is economic activity from distribution. These activities can be found in the environment around students so they are relevant when used as learning resources in learning. Based on the results of the interview delivered by Mrs. Mahmudah Hasanah, economic activities used as a source of social studies learning will be interesting and contextual to the material in social studies education. Social studies learning is classified as thematic

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learning because it is developed based on themes found in the students' environment (Putro, 2020).

Learning is carried out using learning resources in the form of the environment, so it is hoped that students will become more familiar with the environment and what is in that environment, so that students will get new information in learning. In this case, students also gain thinking skills in conservation and environmental management (Putro, 2020). By utilizing the Sungai Lulut traditional market as a social studies learning resource, it is hoped that it will make it easier for students to understand the material. By utilizing economic activities that exist around students' environment, it can be said that social studies is learning that can utilize the environment, so that the learning carried out is not only theoretical, but during the learning process it can provide meaning to students (Jumriani, 2018). By making the Sungai Lulut traditional market a learning resource, students can learn about and then participate in preserving the environment near where they live.

Consumption is an activity to use or spend goods with the aim of meeting needs. Therefore, every individual has different needs. In general, consumption can be interpreted as an activity to reduce or spend the use value of a product or service. Apart from that, consumption activities can also mean the use of goods or services directly in order to fulfill human needs (Isnawati et al., 2022). From the definition of consumption that has been mentioned above, the conclusion is that consumption activities carried out are aimed at fulfilling human needs, both spiritual and physical needs.

Consumable activities found at the Sungai Lulut traditional market, namely food stalls. A food stall can be said to be a place that carries out consumption activities because in that place consumers buy directly what they want, then consume it at that place. The majority of consumers or buyers at the Sungai Lulut traditional market are residents of Sungai Lulut Village. They fulfill their daily needs by buying various kinds of goods they need. Apart from the people of Sungai Lulut, there are also those who come from other areas on purpose to buy something they need.

CONCLUSION

Economic activity is a community activity carried out with the aim of fulfilling human life needs. Based on the research results, distribution in the Sungai Lulut traditional market occurs in two ways, including direct and indirect distribution. Direct distribution is carried out by producer-consumers, for example risol traders and food stalls. Meanwhile, indirect distribution involves producer-consumer intermediaries, for example grocery sellers who buy goods at the market or in shops or can also be done through agents who offer merchandise, the

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merchandise that has been obtained is then resold by traders at the Sungai traditional market. Lulut, apart from basic necessities, merchandise is distributed indirectly, such as clothing, glassware and so on.

The economic activity from this distribution can be used as a learning resource in social studies material at the Junior High School (SMP/MTs) class VII level, production, distribution and consumption. This aims to provide contextual resources to students so that they can provide real new knowledge and experiences to students. The use of the environment as a learning resource is expected so that students can find out what is in the environment around where they live, then it can be used as learning to increase the knowledge they gain so that they not only gain theoretical knowledge in class learning but also know what is actually learned in context real.

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