Economic Activities in Kuin Floating Market as a Learning Resource on Social Studies

Dini Yuniarti
diniyuniarti38@gmail.com
Social Studies Education Department, FKIP Lambung Mangkurat University
Bambang Subiyakto
bambangsb@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University
Muhammad Adhitya Hidayat Putra
adhitya.hidayat@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University

Abstrak

Pasar terapung kuin merupakan destinasi wisata di Banjarmasin dan merupakan satu diantara budaya lokal masyarakat Banjar yang berada di Kelurahan Alalak Selatan Banjarmasin Utara. Pasar terapung kuin memiliki lokasi yang berada di sungai dan menggunakan jukung sebagai alat transportasi utama dan hal ini menjadi ciri khas tersendiri bagi Pasar Terapung Kuin. Tujuan penelitian ini untuk mendeskripsikan mengenai proses aktivitas ekonomi yang ada di Pasar Terapung Kuin dan manfaat kegiatan ekonomi di Pasar Terapung Kuin sebagai sumber belajar IPS. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dan metode deskriptif. Observasi, wawancara dan dokumentasi dilakukan untuk teknik pengumpulan data dalam penelitian ini. Teknik analisis data dalam penelitian ini yaitu Reduksi data, penyajian data dan verifikasi data. Uji keabsahan data dilakukan dengan triangulasi waktu, sumber dan teknik. Hasil dari penelitian adalah di Pasar Terapung Kuin memuat kegiatan ekonomi produksi, distribusi dan konsumsi. Kegiatan Produksi barang dagangan didapatkan dari hasil kebun masyarakat desa yang kemudian dijual kembali oleh pedagang besar di Pasar Terapung Kuin. Distribusi barang dagangan memiliki jalur dari produsen, pedagang besar, pedagang ecer dan konsumen dan kegiatan konsumsi mayoritas konsumen berasal dari Banjarmasin seperti pegawai maupun mahasiswa. Barang dagangan yang dijual di Pasar Terapung Kuin seperti sayur, buah, kue tradisional, makanan dan minuman serta cendera mata. Kegiatan ekonomi di Pasar Terapung Kuin dapat diintegrasikan sebagai sumber belajar yaitu pada mata pelajaran IPS di SMP Kelas VII. Materi yang terkait yang dapat digunakan adalah materi kegiatan ekonomi (produksi, distribusi dan konsumsi).
Kata kunci: Aktivitas Ekonomi, Pasar Terapung, dan Sumber Belajar IPS.

Abstract

Kuin floating market is a tourist destination in Banjarmasin and is one of the local cultures of the Banjar people in the Alalak Selatan Village, North Banjarmasin. Kuin Floating Market has a location on the river and uses jukung as the main transportation and this has become its characteristic for the Floating Market Kuin. The purpose of this study is to describe the process of economic activity in the Kuin Floating Market and the benefits of economic activities in the Kuin Floating Market as a source of social studies learning. This research was conducted using a qualitative approach and descriptive method. Observations, interviews, and documentation were conducted for data collection techniques in this study. Data analysis techniques in this research are data reduction, data presentation, and data verification. The results of the study were Kuin Floating Market containing economic activities of production, distribution, and consumption. Merchandise production activities are obtained from village community gardens which are then resold by large traders in the Kuin Floating Market. Merchandise distribution has channels from producers, wholesalers, retailers, and consumers and the consumption activities of the majority of consumers are from Banjarmasin such as employees and students. Merchandise sold at the Kuin Floating Market such as vegetables, fruit, traditional cakes, food and drinks, and souvenirs. Economic activities in the Kuin Floating Market can be integrated as a learning resource that is in social studies subjects in SMP VII. Related material that can be used is material for economic activities (production, distribution, and consumption).
Keywords: Economy activities, Floating Market, and Learning Resource on Social Studies.

PRELIMINARY

Kuin Floating Market is a tourist destination in the city of Banjarmasin, South Kalimantan. Kuin floating market is a traditional market located in the South Alalak region precisely in the Barito River. This market has a characteristic in which in the process of economic activities carried out on the river using the *djoekoeng*. Jukung is a term for a typical Banjarmasin small boat that uses oars as a tool for pedaling. Therefore for visitors or buyers who want to visit the Floating Market Kuin must use Jukung and Kelotok (boat engines) to get to the location of the Floating Market Kuin. The distinctive feature of the Kuin Floating Market then becomes the main attraction of the people of Banjarmasin and people from outside the area to visit the Floating Market Kuin.

The existence of a floating market is inseparable from the geographical conditions of Banjarmasin which has many rivers as described that the environment in which the community is located on the banks of a river makes the river to be the origin of a floating market. Rivers and boats provide a form of trade between residents, especially those who live on the banks and rivers (Ideham et al., 2015). Another illustration of how the city of Banjarmasin developed is supported by the existence of rivers as a transportation route. In 1900-1970 the city of Banjarmasin developed because of access to and out of Banjarmasin was very available because of its natural conditions. The culture of Banjarmasin residents who liked to make canals for transportation and irrigation also supported the development of the city of Banjarmasin at that time (Subiyakto et al., 2004).

Kuin Floating Market which has its uniqueness and characteristics can be used as a source of learning in schools that aims to make students aware of the local culture in their area and can be used as a diverse learning resource for the educator. The Floating Market as a source of learning can then be integrated into the classroom especially in social studies subjects in junior high schools. Utilizing the Kuin Floating Market as a source of social studies learning is one of the innovations in the social studies learning process, which is a diverse learning resource. The use of diverse learning resources, by educators in the effort to innovate to create contextual learning resources and to introduce local culture to students as stated that the community can be used as a source of traditional local values to enrich teaching materials in the learning process in the classroom (Tilaar, 2002). Values, culture, habits, traditions and customs, and certain morals that exist in society are needed to be known and learned by students.

The Kuin Floating Market as a learning resource is expected to optimize the Social Studies learning process. Using nature as a source of learning is also largely determined by the

ability of educators. Several factors influence the effectiveness of the use of the surrounding environment by educators as learning resources, namely: (1) the ability of educators, (2) the expertise of educators in maximizing the environment that will be used in the learning process. Learning resources must then be following environmental conditions and learning objectives (Miarso, 2004). This was also said by Kabul (57) teacher of Social Studies at SMP Negeri 7 Banjarmasin who said that local culture could be used by teachers as a source of learning with local cultural conditions following teaching materials and Basic Competence (KD) that students need.

The Floating Market Kuin is used as a source of learning, especially social studies, namely economic activities in the Floating Market Kuin. The benefits of the Kuin Floating Market as a source of social studies learning are expected to make it easier for students to learn the material and increase students' local cultural knowledge. As stated (Jumriani, 2018) by utilizing economic activities that are around the environment of students it can be said that social studies are learning that can take advantage of the environment that exists around students who process the learning not only are theoretical course but can give meaning to students during the learning process. Kuin Floating Market should be well known by the people of Banjarmasin as a local culture that must be on the preserve whereabouts. It is hoped that using the Kuin Floating Market as a source of social studies learning will facilitate educators in improving the quality of teaching and learning in the classroom and making students able to expand their knowledge of the local culture in their regions, especially the Floating Market Kuin so as not to be maintained in the future.

RESEARCH METHODS

A qualitative approach with a descriptive method was used in this study to explain how the economic activities contained in the Kuin Floating Market as a whole. The location of this research is located in Kampung Alalak Selatan, Kecamatan Banjarmasin Utara. The researcher personally becomes instrument research in which the researcher determines the title itself prepares questions to informants, collects data, analyzes data to test the validity of the data obtained. The subjects of this study were Kuin Floating Market traders, Buyers, Community of South and North Alalak Village, and Social Studies Teachers.

The process of collecting data is done through 3 methods, namely observation, interview, and documentation. Observations are made by observing activities that occur in the floating market, especially economic activities carried out between traders and buyers in the floating market. The interview activity is carried out by conducting interviews with traders and

buyers of the floating market, the communityKelurahanSouth Alalak and Alalak Utara, and Social Studies Teachers from SMP Negeri 7 and SMP Negeri 15 Banjarmasin. Documentation is carried out by collecting several journals and books relating to the Floating Market Kuin and taking photos of the Floating Market Kuin.

Furthermore, researchers conducted data analysis, first, the reduction of data related to the data obtained. Data reduction is carried out by taking data relevant to research on economic activities in the Kuin Floating Market. Second, the data is presented by describing the results of the data into paragraphs. Third, the data verification process by making conclusions about the data that has been presented. Then the researchers tested the validity of the data carried out by triangulation of sources, ie the data obtained was checked again to the same source at different times. Then the technique triangulation is done by checking the data to the speakers with different techniques such as observation, interviews, and documentation. If found differences in the results of the data then the researcher checks again to ensure the data is considered correct. The final validity test is the triangulation of sources where the researcher checks again with the same source at different times or checks with different sources. The checking of informants was conducted by researchers with traders and buyers at the Kuin Floating Market, the Community of South and North Alalak Village, and Social Studies Teachers of SMP Negeri 7 and 15 Banjarmasin.

RESULTS AND DISCUSSION

Kuin Floating Market is a market with buying and selling activities located on the river and uses jukung as a means of transportation. The market is defined as not only limited to where the seller and buyer meet in the process of buying and selling goods. Understanding the market is not always associated with a place called the market but generally includes all activities of demand, supply, and the whole process of buying and selling goods and services (Hanafie, 2010).

Kuin Floating Market is a kind of concrete or the real market as the existing market on land in general. A concrete market is where the buying and selling process takes place directly between the trader and the buyer and the goods being traded have a form and are in that place. Kuin Floating Market is also like a market on land with sellers and buyers who interact with each other directly (face to face) using djoekoengs or boats with merchandise can be used directly or indirectly as well as the location of the Kuin Floating Market located in the village of South Alalak. Various activities in the Floating Market Kuin contain economic activities namely production, distribution, and consumption (Damsar & Indrayani, 2013).

Trading activities at Kuin Floating Market begins in the morning at 05.30 to 09.00. At Kuin Floating Market various kinds of traders sell their daily needs, namely vegetable, fruit, food, beverage, and cake traders. Vegetable and fruit merchandise became the most traded merchandise. Most of the Kuin Floating Market traders come from outside the South Alalak area. Kuin Floating Market traders come from North Alalak, Jingah River, Berangas, Paku Alam village, and others. Therefore, traders of the Kuin Floating Market to go to the Floating Market location Kuin had left for the Floating Market Kuin since dawn to sell at the Floating Market Kuin.

Activities in the Kuin Floating Market contain economic activities such as production activities in which the floating quin market traders do not produce directly or produce goods for sale but reprocess the merchandise. Commodities of merchandise traded are obtained from community garden products such as fruit and vegetables. The results of the community garden are then brought by the Kuin Floating Market traders to be resold at the Kuin Floating Market. Like the statement of Nur Aisyah (52) as a merchant of the Kuin Floating Market who said that the merchandise she sold was obtained by buying wholesale from large traders in the Kuin Floating Market. It can be said that the floating market traders of Kuin do not produce themselves or produce goods that are sold but reprocess the merchandise for resale. The same thing is following the understanding of production which says that production activities can also be said if the activities increase the usefulness or create new things such as use-value or in terms of the process of trade distribution (Ahyari, 2002; Miarso, 2004).

Distribution has the role of an intermediary that is closely related to others in the distribution of the final output of the production process to consumers (Sanjaya, 2008). The process of distributing merchandise in the Kuin Floating Market was started by first-hand traders. First-hand traders are traders who distribute merchandise to second-hand traders. First-hand traders get their merchandise from the yields of their gardens and are deposited from the results of community gardens in the village and are sold wholesale to small traders. Then for the second-hand designation, the trader who buys directly from the first-hand trader for resale at the Floating Market in Kuin retail. As revealed by Fatmah (52) a floating market trader who explained that the merchandise she got came from first-hand traders (dukuh) who sold community garden products as well as their garden products wholesale.

The distribution channel of merchandise in the Kuin Floating Market has a flow of producers-wholesalers-small traders-consumers following the statement which says that the types of distribution channels can be divided into 3, one of which is the distribution channel of goods for consumption, sellers who specialize in selling consumer goods are targeted at the

consumer market, which is sold with intermediaries to minimize the distribution costs of merchandise (Stanton 2012). Kuin Floating Market merchandise itself is obtained through a type of distribution channel using intermediaries, namely producers-wholesalers-retailers - consumers here producers are rural communities who sell large quantities of their garden products to large traders which are then resold to retail traders and then traders The retailer sells his merchandise to consumers in the Kuin Floating Market. economic activities undertaken by traditional traders can be distinguished by their distribution channels, such as large (party) traders who buy merchandise to be traded in large quantities to resell to retail traders (Damsar & Indrayani, 2013).

In general, the majority of consumers or buyers in the Kuin Floating Market are visitors who come to the Floating Market in Kuin. They flocked to the Kuin Floating Market by renting a motorboat to go to the Kuin Floating Market location. Consumption activities are carried out by visitors and buyers in the Kuin Floating Market, Consumption activities have the meaning of using goods carried out by humans to make ends meet (Rosyidi, 2009). The act of consumption is carried out at any time by anyone who aims to get the fulfillment of basic, secondary as well as spiritual and physical needs (James, 2001).

Referring to the definition of consumption above, all consumption activities have the purpose of fulfilling the necessities of life including to fulfill both physical and spiritual needs. The purpose of these consumption activities also applies to buyers at the Kuin Floating Market, namely buyers at the Kuin Floating Market as well as to meet their physical and spiritual needs as expressed by one of the visitors namely Nida (40) who buys fruit and vegetables to carry to her house and consumed by his family at home. Then for needs spiritual Kuin Floating Market is also one of the alternative tourist destinations that take advantage of some visitors to take advantage of the weekend by visiting the Floating Market Kuin.

The uniqueness of Kuin Floating Market is the main factor for visitors who make Kuin Floating Market a popular tourist destination in Banjarmasin, following the statement that the destination is said to have an attraction if it has elements of beauty, natural wealth (flora and fauna), culture and uniqueness in attracting tourists to go there (Syarifuddin, 2018) This is as seen by buyers or visitors at the Kuin Floating Market who usually come from Banjarmasin local community as well as outside the area, employees, and students. Visitors will usually look around Kuin Floating Market, take pictures and then buy merchandise offered by Kuin Floating Market traders. This uniqueness becomes its attraction for local communities and outside the

area to come to the Floating Market Kuin in addition to the purpose of meeting the needs of life.

Economic Activities in the Kuin Floating Market can also be used as a source of social studies, learning resources are all things that can optimize the experience of students in learning and make it easier for teachers and students to learn the material. Learning resources by teachers can come from anywhere as long as the learning resources do not complicate the teacher and students during the learning process. Because one of the obstacles to the use of learning resources by utilizing activities and the environment is time constraints.

Time limitations are one of the obstacles in the use of diverse learning resources. Therefore need other alternatives to utilize the environment as a source of learning. The benefits of learning resources that make use of activities and the environment should be done by using IT (Information and Technology) media so that activities that occur in the field can be brought into the classroom to be used as learning resources and do not need to bring students to go directly to the location. So that obstacles in using learning resources by utilizing activities or the environment will be easily overcome if using IT media in making learning resources by utilizing activities or environments.

Associated with the benefits of activities or the environment as a source of learning, one of them is an economic activity in the Kuin Floating Market as a source of social studies learning. Utilizing local culture will make students more familiar with their area. The benefits of local culture as a source of social studies learning especially the Floating Market Kuin can be used effectively if it is following the material being taught. This is following the explanation by Ade Savitri (52) Social Studies teacher at SMPN 15 Banjarmasin regarding the benefits of social studies learning resources which says that utilizing the environment around students to be used as social studies learning resources is possible if the material matches the learning resources used. Learning resources can come from anywhere books, the internet, and the environment as long as it is related to the material being taught.

Based on the ten standard themes in social studies according to the NCSS, Kuin Floating Market can be used as a learning resource for standard themes, which are as follows: *Production, Distribution, and Consumption.* The theme of production, distribution, and consumption is a description of the production activities which explain where the merchandise is obtained by the floating market traders. Production activities themselves are not directly carried out by traders in the Kuin Floating Market, the products they sell are obtained from buying agricultural products from the villages. Distribution activities carried out by traders are seen from how the merchandise originates from buying garden products and village community

agriculture which are then brought to be sold wholesale to small traders from various regions such as Alalak, Sungai Jingah, Berangas, Paku Alam and others to resale at Kuin Floating Market. Consumption activity is seen from the process of buying and selling transactions carried out by traders and buyers in the Kuin Floating Market.

By using the environtment and utilization of the Kuin Floating Market as a source of social studies learning will make students have meaningful and contextual learning experiences because they see clearly and understand the learning material they learn by linking content in their daily lives. This is following the development of the 2013 Curriculum learning principles, that the 6th learning principle in the learning process can create meaningful learning process conditions by applying a variety of strategies, methods that are appropriate, efficient, and contextual (Putro, 2013; Syaharuddin and Mutiani, 2020).

The statement above states that in the learning process in schools must make the learning experience of students meaningful so that they can think critically and relate their knowledge and apply it in the community by educators using diverse and effective learning strategies to facilitate contextual learning by linking teaching material and real situation of students (Komalasari, 2010). Therefore economic activities in the floating market can be utilized as a source of social studies learning. Therefore the researcher conducted a syllabus analysis of social studies subjects in junior high schools adjusted to the local content as follows:

Table 1 Syllabus for Social Studies Subjects

No	Class	Basic Competency (KD)	Subject matter	Economic Activities in the Kuin Floating Market
1	VII	Analyze the concept of interaction between humans and space to produce various economic activities (production, distribution, consumption, demand for supply) and interactions between spaces for the survival of Indonesia's economic, social and cultural life.	Economic Activities of Production, Distribution, and Consumption	Production Activities, merchandise is obtained from agricultural products and community gardens of the alalak village, jingah river, aerial, natural nails, etc. which are then sold at the Kuin Floating Market.
				Distribution Activities, Distribution of merchandise in the floating market has a flow of producers, wholesalers, retailers, and consumers.
				Consumption Activities, Goods sold at the Kuin Floating Market are vegetables, fruit, food and beverages, and souvenirs. The majority of Kuin Floating Market consumers come from Banjarmasin, such as employees and students.

Source: Ministry of Education and Culture, 2018

Based on the syllabus analysis above, the material that can be taught with the benefits of economic activities in the Kuin Floating Market on economic activity material (production, distribution, consumption and supply requests) of students is explained about economic activities in the Kuin Floating Market that occurs between sellers and buyers at Kuin Floating Market. Students are given a concrete example by making production activities, merchandise distribution activities, and consumption activities carried out by buyers at the Kuin Floating Market as well as various merchandise at the Kuin Floating Market.

The Floating Market Kuin as a source of social studies learning through economic activities contained in the Floating Market Kuin in social studies learning is related to the introduction of local culture to students explaining that social studies education in Indonesia is developed based on the noble values of the Indonesian nation's culture in contributing to building the nation's generation in future (Abbas, 2013). In the learning process, students are expected to be more familiar with their environment and can become new knowledge for students. As with the statement that social studies learning materials and learning approaches are required to take advantage of the environment and culture around students. This can foster socio-cultural competencies that lead to students' love for the environment and culture and have thinking skills in caring for and managing the environment (Putro, 2013). The same thing is explained that the importance of contextual based social studies learning by utilizing the surrounding environment as a learning resource makes students familiar with concepts related to the community and its environment. This makes students able to understand the conditions of life in the community, the formation of student character with the values that exist in the community and students can be more optimal in understanding the material correctly because it is following the curriculum concept that has been adjusted by the teacher (Abbas et al., 2017).

Thus it is expected that the use of the Kuin Floating Market as a source of social studies learning makes students have skills in maintaining the environment and keep the local culture from just disappearing.

CONCLUSION

Kuin Floating Market is located in Kelurahan Alalak Selatan, North Banjarmasin, or more precisely in the Barito River. The Floating Market Kuin is unique in that the whole buying and selling process is carried out on the river. Traders and Buyers in the Kuin Floating Market are required to use a jukung to go to the Kuin Floating Market location. Merchandise traded are vegetables, fruit, food and drinks, traditional cakes, and souvenirs typical of Banjarmasin. The Economic Activities in the Kuin Floating Market are production, distribution, and

consumption activities. The activity of producing merchandise from the results of village community gardens and then distributed by Kuin Floating Market traders to be sold in the Kuin Floating Market.

Utilization of economic activities in the Kuin Floating Market as a source of social studies learning is one of the uses of diverse learning resources. Economic activities in the Kuin Floating Market can be explained in social studies subjects on the activity material (production, distribution, and consumption) related to the progress of science and technology. It is hoped that utilizing economic activities in the Kuin Floating Market as a source of social studies learning can support the quality of the learning process, especially in social studies subjects. Utilizing the Kuin Floating Market as a source of social studies learning also aims to make students aware of the local culture in their area to maintain the continuity of that culture.

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