

The Use of Video Traders Confection Activity in The Sudimampir Market as a Learning Media on Social Studies

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Abstrak

Video merupakan satu diantara media pembelajaran yang paduan gambar dan suara rekaman berbagai aktivitas yang dapat dipergunakan untuk pembelajaran. Artikel ini mendeskripsikan konten video aktivitas pedagang konfeksi di Pasar Sudimampir Banjarmasin yang diimplementasikannya dalam media pembelajaran IPS. Penelitian menggunakan pendekatan kualitatif dengan mendapatkan data melalui observasi, wawancara dan dokumentasi dengan teknik analisis data model interaktif Miles dan Huberman dengan tahapan reduksi data, penyajian data, dan penarikan simpulan di Pasar Sudimampir dan SMP Negeri 27 Banjarmasin. Penelitian mendeskripsikan bahwa materi yang disajikan dalam video divisualisasikan dengan berbagai aktivitas pedagang konfeksi seperti: pengambilan barang, menyusun barang di toko, hingga tawar menawar. Pemanfaatan video dilakukan di dua kelas yaitu kelas VIII C dan kelas VIII di SMP Negeri 27 Banjarmasin dimaksudkan untuk melihat bagaimana reaksi peserta didik terhadap media belajar video melalui lembar observasi pembelajaran. Berdasarkan observasi pembelajaran dan wawancara, peserta didik antusias dengan pemanfaatan video aktivitas pedagang konfeksi dalam pembelajaran IPS, karena muatan materi yang disampaikan menarik, kontekstual, dan bermuatan lokal.

Kata Kunci: Video, Pedagang Konfeksi, dan Media Pembelajaran IPS.

Abstract

Video is one of the learning media, a combination of images, and sound recordings of various learning activities. This article describes the video content of the confection traders' activities at the Sudimampir Market, Banjarmasin, which they implement in social studies learning media. The research used a qualitative approach by obtaining data through observation, interviews, and documentation with the interactive model data analysis technique of Miles and Huberman with the stages of data reduction, data presentation, and concluding Sudimampir Market and SMP Negeri 27 Banjarmasin. The research describes that the material presented in the video were visualized with various activities of confection traders such as: picking up goods, arranging goods in shops, and bargaining. The video was carried out in two classes, namely class VIII C and class VIII at SMP Negeri 27 Banjarmasin, to see how students react to video learning media through learning observation sheets. Students are enthusiastic about using videos of activities traders' confection in social studies learning based on teaching observations and interviews. The content of the material presented is engaging, contextual, and has a local range.

Keywords: Video, Confection Traders, and Social Studies Learning Media.

PRELIMINARY

Banjarmasin, the capital of South Kalimantan, is based on its economy being integrated into a regional and international trade system, which becomes a unit, starting from the transportation of goods through inland waterways and sea routes (Subiyakto, 2005). The economy in the form of trade has an important role, and trading activities are carried out in the

center of buying and selling transactions called markets, various types of markets, including the Sudimampir Market.

Sudimampir Market is a center for confection sales in the Banjarmasin area (Abbas, 2015; Subiyakto et al., 2019). The majority of traders sell merchandise in the form of confection supplied from the Tanah Abang Market. In this market, sell retail and wholesale to various regions so that there are multiple activities both in the form of transportation and arrangement of confection goods and interactions from buyer traders from activities selecting goods accompanied by a bargaining process. Confection traders' activities at the Sudimampir Market can be used as learning media, especially social studies teaching media.

Social studies learning media in schools is an essential component in the learning process; instructional media is a creative and systematic effort from the teacher to create learning experiences (Mutiani et al., 2020; Syaharuddin & Mutiani, 2020). The preparation and manufacture of instructional media must receive serious attention from the teacher as support in every social studies learning process. However, the reality is often ignored by teachers for various reasons who conclude that the use of media in learning is difficult, expensive and takes time and does not care (the important thing is that they have carried out their obligations in teaching, how the process is, whether it is understood or not by students that it is a matter recent) (Abbas, 2018; Mutiani & Faisal, 2019).

The potential of the region as a media and learning source for social studies education in Banjarmasin City, the aspects of community work in the trade sector, can be used as a learning resource using media in the form of images and videos in social studies learning in economics (Permatasari et al., 2019). Following this research, the work aspect of Banjarmasin society in the sector in the trade form of confection in Sudimampir Market is used as a learning resource using media in the way of video to record various activities. In the even semester, social studies learning where the third theme is more dominant in trade material economics between regions/between islands.

Learning by making the environment as the medium can develop students' divergent thinking skills to be more open and freer. Students ask to think about many possibilities of various kinds of problems, giving rise to many ideas about the issue (Mutiani et al., 2020). Thus learning that utilizes the environment by making it a video in the process of absorption involves the senses of sight and hearing. Learning by using two substances will be more beneficial for students because they will gain more understanding. Experts have a similar view of that. Dale (1996) estimates that the acquisition of learning outcomes through the visual sense

is around 75%, through the hearing sense about 13%, and through other purposes, approximately 12% (Arsyad, 2011; Lestari et al., 2020).

Following the approach used in the 2013 curriculum, namely the scientific method. The scientific approach stages, one of which is observing, which includes reading, listening and seeing. Video media combines both listening and seeing so that this media is suitable if used in the 2013 curriculum (Agustiningsih, 2015). The social studies curriculum is an instrument; students can learn about society from science and technology that aren't always present in science education (Mutiani, 2014). Community activities in Sudimampir Market, especially confection traders, can use technology to make videos a medium for social studies learning. This article aims to describe the video content of the confection traders' activities at Sudimampir Market and then implement it in social studies teaching media.

RESEARCH METHODS

The research using a qualitative approach aims to gain an in-depth understanding not only to describe the surface part of other human and social problems (Kasiram, 2010; Sugiyono, 2013). A qualitative approach represents and understands how the video content of the confection traders' activities at the Sudimampir Market then implements it in social studies learning media (Lexy, 2002). The data obtained by observing the research location is SMP Negeri 27 Banjarmasin, which is on Jalan SMPN 27 Rt 02 RW 01 No 50, Sungai Andai Village, North Banjarmasin District, Banjarmasin city. This video's location is made at Sudimampir Market, Jalan Ujung Murung, Kertak Baru Ulu Village, Central Banjarmasin District, Banjarmasin City. Interviews were conducted with Megawati students of MTsN 10 Hulu Sungai Selatan as well as students of class VIII C and VIII D at SMP Negeri 27 Banjarmasin. The documentation is in the form of photos besides that, and it is also a video of the activities of the confection traders at Sudimampir Market. This research data analysis by reducing the data. Reduced data is in the form of documents and interviews from informants related to confection traders and students' activities. The study's data exposure is in the way of descriptive text in the form of a brief description in the discussion, and then the third is the conclusion from the results of observations and interviews (Iskandar, 2008). This study used a data validity test in the form of a triangulation of sources, techniques, and time.

RESULTS AND DISCUSSION

Confection is clothing that is sold already, in which goods are produced or made in large quantities (Poerwadarminta, 2007). Confection traders at Sudimampir Market sell ready-made clothes. However, the traders sell clothes in the form of unfinished like fabrics, while in

this study focused on the confection that is sold ready-made. The video content of the confection traders' activities at the Sudimampir market is not recorded all of their actions, starting from opening a shop to closing the shop. However, only activities that are essential points are records to make a video. Video recording was carried out in several shops, including a sports clothing merchant shop when transporting merchandise. In the video, confection trader workers transport merchandise from car *pick-up* to shops.

In contrast, most of their merchandise comes from Jakarta's city to be precise at Tanah Abang Market. However, some traders buy them in Mangga Dua, Thamrin, and Pekalongan. As for the distribution process through two routes, either by air or by sea, if using the sea route, the goods are sent to Trisakti Port first to then be distributed again to confection traders.

The children's clothing merchant in the video is a confection trader who is arranging merchandise. The mukena trader in the video shows an interaction between the merchant and the buyer, selecting goods to be sold again to their area. As for the veil trader in the video, there is a bargaining process. Traditional markets have three trading characteristics, including Wholesale Market, Retail Market, and Special Market. The scope of services includes Regional Markets, City Markets, Regional Markets, and Environmental Markets (Sasanto & Yusuf, 2010). These confection traders not only sell retail but can also wholesale; the buyers are not only in the Banjarmasin area but also from other regions such as Hulu Sungai, Martapura, Samarinda, Balikpapan, Pontianak, and the other cities.

Activities that occur at the Sudimampir Market design in several activities before learning media videos. This video is recording on Sunday, 31 March 2019, and Monday 01 April 2019 and then added on Tuesday, 9 April 2019; the speaker in this video is the researcher himself. The recording process was assisted by sister Norsardinah as the author's cousin, using a camera *cellphone* and edited by Brother Abdurrafi as the author's husband, using the film or go application with 4 minutes 31 seconds. Making videos starts from pre-production, including story ideas, determining themes, field research, drafting scenario scripts, and studying the script. The production stage of a set of images and sounds from the field is edited according to the scripts. The post-production stages include editing in the form of merging and selecting images, *mixing* in the way of filling in music, previewing, testing, and revision (Batubara & Ariani, 2016).

The application of video activities of the confection traders in the Sudimampir market as social studies learning medium, the researcher first made the RPP (Learning Implementation Plan) in the 2013 curriculum using the VIII grade Social Studies subject books teachers students as a guide. The scientific approach used is *discovery learning*, *learning* methods in

questions and answers, group discussions, and assignments. Learning media in the form of videos from the activities of confection traders at the Sudimampir Market.

The social studies in class VIII material used in this study discuss interregional / inter-island trade material to be carried out in both classes, namely class VIII C and VIII D). The researcher acts as a teacher, so the researcher himself teaches, manages the class, and assesses students. The function of learning media includes overcoming the limitations of experience that students have because the experiences they have are, of course, different. If students cannot be brought directly to the object, they are brought to students in the real and audiovisual form (Permatasari et al., 2019).

Description of the implementation of social studies learning activities using a scientific approach. According to Permendikbud No. 81A 2013 Annex IV, the process in scientific learning consists of five main learning experiences: observing, asking questions, gathering information, associating, and communicating (Norhayati et al., 2019; Syaharuddin & Mutiani, 2020). The process of observing students by showing a video of the confection traders' activity at the Sudimampir Market. The process of asking questions provides students opportunities to request things they want to know from the video. The process of gathering information by seeking answers to questions by replaying videos, reading books, and explanations from the teacher. Associate by providing opportunities for students with their groups to discuss. Communicating with student representatives conveys the results of the answers, and other groups respond to them.

The model used is *discovery learning*. Discovery learning is another name for discovery learning, both in the form of theory, definition formulas, characteristics, differences, examples, and other new materials, useful for students, with steps ranging from planning, implementation, and assessment (Abbas, 2018). This model is a discovery because students have never taught using learning media in videos of the confection traders' activities at the Sudimampir Market. Thus, this video shows students enthusiastically observing, laughing at the interaction between traders and buyers. This video can also increase knowledge for those who don't know how inter-regional / inter-island trade is at Sudimampir Market, the largest wholesale center for confection types Banjarmasin.

The observation results that class VIII C had more enthusiasm when viewing the video. After finishing that, male students were more challenging to control in class management than female students. Meanwhile, class VIII D students' enthusiasm was better, both during video viewing and afterward. The advantages of video learning include: motion media that combine images and sound, used repeatedly, can present material that cannot be taken physically to

class, can be slowed down or accelerated, and that can be used for classical or individual use (Agustiningih, 2015). The benefits of viewing this video include students being more enthusiastic when watching video shows because of the combination of images and sound, carried out repeatedly. Namely broadcasting in class VIII C and class VIII D, confection traders' activity into the class either slowed down or accelerated and aired classically or individually.

After the learning is complete, the researcher gives students questions in class VIII C and Class VIII D regarding the use of learning media in the form of video. According to Sri Ayu Devi (14 years), class VIII C stated that learning using video could be easier to understand to accelerate understanding. In line with Mutia Azizah (14 years), class VIII C, social studies learning is fun using media in the video because the images and sounds make it easier to understand.

Meanwhile, according to Rijali Nur Mahfuzi (14 years), class VIII D, the learning process using media in the form of video, according to him, depends on each person who is more comfortable with explanations and reading, but Rizal likes using video. In line with Nur Shintya Azhari (14 years old), class VIII D, social studies learning, which is fun is learning while observing videos related to contextual learning, video media will be easier to understand than other media.

Limitations of video learning materials include relatively large/expensive funds, requiring special skills, difficult to revise, requiring electric current (Agustiningih, 2015). The obstacles that were obtained when learning using video media in the two classes were that students could not focus on listening to the video's sound because the sound from the video explanation was less clear. Especially in the early minutes of the video, where the dominant noise from passing vehicles was heard. Even though the video is shown via cellphone or laptop is heard clearly, the video display during learning may have an error in using loudspeakers in the learning room. Due to researchers' lack of knowledge in operating the speakers, video as a learning medium should have special skills. When the video screening is complete, the researcher must briefly explain the video contents in class VIII C and class VIII D, suggestions from students when making videos when speaking in a noisy recording location. They should use a small microphone that hangs well in their pocket so that it is in any condition the sound on the video is clear. The Student's suggests that there is an additional text when speaking, as discussed in the video.

CONCLUSION

The video content of the confection traders' activities at Sudimampir Market is an essential point of the traders' activities, such as transporting confection goods from purchasing to distribution. The arrangement of confection goods, the process of selecting items that can be purchased at retail or wholesale, accompanied by a bargaining process that can be resold to various regions. The implementation of video activities of confection traders at the Sudimampir Market, which is carried out in both classes, benefits students' knowledge. Students' motivation from their enthusiasm during video viewing is easier to understand and fun from audiovisual media that combine sound and images.

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