
**Wadai Production Activities for Warung Wadai 41 Sungai Tiung Village
as a Learning Resource on Social Studies**

Nor Nazmi

nornazmi888@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 Rezky Noor Handy

rezky.handy@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

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Abstrak

Perkembangan zaman mengakibatkan banyak perubahan pada kehidupan manusia, fenomena banyaknya generasi muda yang lebih menyukai makanan modern turut berpartisipasi menggeser kedudukan makanan tradisional, dikhawatirkan akan mengalahkan eksistensi dari *Wadai 41*, maka dari itu penting bagi dunia pendidikan khususnya seorang guru untuk mengajar sambil mengenalkan budaya daerah agar tidak punah dan tidak dilupakan sehingga dapat terus dilestarikan oleh penerus bangsa. Kegiatan ekonomi produksi untuk *Warung Wadai 41* di kota Banjarbaru sejalan dengan konsep produksi dan keterkaitannya dengan materi IPS sehingga dapat dijadikan sumber belajar IPS. Artikel ini bertujuan untuk mendeskripsikan kegiatan produksi *Wadai 41* di Kelurahan Sungai Tiung sumber belajar IPS. Pendekatan yang digunakan pada penelitian ini adalah pendekatan kualitatif dengan menggunakan metode deskriptif dan data didapatkan melalui observasi, wawancara, dan dokumentasi. Data yang telah didapat kemudian direduksi dan disajikan dalam bentuk narasi dilengkapi dengan gambar dan tabel relevansi materi sesuai dengan kompetensi dasar lalu kemudian ditarik kesimpulan. Keabsahan data melalui perpanjangan pengamatan, triangulasi sumber dan waktu. Pada artikel ini bahwa ada kegiatan produksi *Wadai* yang dilakukan oleh pemilik *Warung Wadai 41* dengan menggunakan beberapa faktor seperti bahan baku, modal, dan tenaga kerja. Kegiatan mengolah beberapa jenis kue tradisional yang bernilai guna dikerjakan oleh tenaga kerja terampil mulai dari mengolah bahan mentah seperti mencampur tepung terigu dengan gula aren serta bahan-bahan lainnya, lalu kemudian melakukan proses pematangan *Wadai* dengan alat tradisional hingga siap dipasarkan atau dijual di *Warung Wadai 41*. Sesuai materi pelajaran IPS kelas VII semester genap tentang kegiatan ekonomi produksi sehingga penelitian ini dapat digunakan sebagai sumber belajar IPS.

Kata kunci: Produksi, *Wadai 41*, dan Sumber Belajar IPS.

Abstract

The development of the times has in many changes in human life; this can be seen with the phenomenon of the many young generations who prefer modern food to participate in shifting the position of traditional food; it is feared that it will defeat the existence of *Wadai 41*. Therefore it is vital for the world of education, especially a teacher, to teach while introducing regional culture so that it is not extinct and not forgotten to continue to be preserved by the nation's successors. The production economic activities for *Warung Wadai 41* in the city of Banjarbaru are in line with the concept of production and its relationship with social studies material to be used as a source of social studies learning. This article aims to describe the production activities of *Wadai 41* in Sungai Tiung Village, a source of social studies learning. The approach used in this research is a qualitative approach using descriptive methods, and data is obtained through observation, interviews, and documentation. The data obtained is then reduced and presented in a narrative form equipped with pictures and tables of the material's relevance according to the essential competencies. Then, conclusions are drawn. The validity of the data through extended observations, triangulation of sources, and time. In this article, *Wadai* production activities are carried out by the owners of *Wadai 41* stalls by using several factors such as raw materials, capital, and labor. The activity of processing several types of valuable traditional cakes

is carried out by skilled workers, starting from processing raw materials such as mixing wheat flour with palm sugar and other ingredients, then carrying out the *Wadai* ripening process with traditional tools until they are ready to be marketed or sold at *Wadai* stalls. This is in line with the social studies subject matter for grade VII even semester on economic production activities so that this research can be used as a social science learning resource.

Keywords: Production, *Wadai*, and Learning Resource on Social Studies.

PRELIMINARY

Production is an activity to add, produce, and create goods. The use-value will increase if the goods are processed again and produce new goods. The production process is a method, method, and technique to create or add to the use of a good or service (Subiyakto et al., 2017; Suyuti, 2017). In the preparation stage for production activities, producers must prepare several things so that the results are as expected, including the capital, raw materials, and labor (Delima et al., 2020; Jumriani, 2018; Yuniarti et al., 2020). In today's modern era, various economic activities are very easy to find, such as *Wadai* production activities at the shop owner's *41* Sungai Tiung Village for *Warung Wadai 41*. Before the business owner sells it at *warung 41*, *Wadai* must first be processed using raw materials with a skilled workforce's specific processing techniques.

Wadai 41 is one of the cultures that exist in the Banjar community because it has a myth that is believed so that their lives are not disturbed by supernatural beings, this *Wadai* is often presented at religious ceremonies or Banjar customs. Therefore, *Wadai 41* is still a necessity for the community both for events and just for consumption. This makes the demand for *Wadai 41* still a lot, so that production is still being carried out today to meet community demand, *Wadai 41*, a traditional food. This Banjar must be introduced to the nation's future generations so that *Wadai 41* can still be preserved in the community, especially the Banjar community itself as one of the cultures that have survived until now so that by utilizing the results of this culture in schools, especially in social studies learning (Subiyakto, 2005; Mursalin, 2015; Handy et al., 2020).

Social studies education also contributes to the formation of the character of the nation because social studies education transforms the cultural values of the nation, the values that are extracted from the noble values of the nation as a genetic heritage within the framework of character and nation-building (Abbas, 2018; Abbas et al., 2016). Social studies material is summarized to provide students' awareness as responsible citizens among humans, institutions (the state), and natural surroundings. Therefore, to maximize the learning strategy, it can be done by utilizing the environment as a learning resource (Mutiani, 2017).

At the time of learning, the teacher or teaching staff should further develop innovations in using learning resources so that learning is not only fixated on books but also fixated on the

surrounding environment so that it makes it easier for students to understand the subject matter, learning resources are materials used to provide information as well as various skills to students in learning (Deasy & Abbas, 2020).

This learning resource can be in writings, pictures, photos, resource persons, natural objects, and cultural objects (Yunanto, 2004). Another opinion suggests that basically, the learning resources used in learning are a system consisting of a collection of materials that have been deliberately arranged and made to allow students to learn independently (Syukur & Ichwan, 2008). Learning sources are various kinds of information presented in print and non-printed media that students can use as a learning tool to change behavior for the better (Majid, 2008).

The form is by exemplifying and explaining it when the teacher teaches at the school on material production economic activities. Therefore, *Warung 41* is a business that serves various types of cakes for sale. This means that there is knowledge related to economic activities, including the elements of production carried out by the shop owner. A teacher can give an example of how the stages from the beginning to the end of the production of cakes are ready to be sold in a shop *41* so that students can more easily understand the subject matter of production economic activities and are also expected to foster an entrepreneurial spirit for them.

METHOD

The approach used in this article is a qualitative research approach using descriptive methods to describe production activities for *Warung Wadai 41* so that in this study, the production process can be explored from the initial stage to the final stage of making *Wadai*, then describing the relevance of its suitability with social studies subjects so that can be used as a social science learning resource. Data collection was carried out through the observation stage at the shop owner's house as a place of *Wadai* production for *Warung Wadai 41*. Interviews were conducted with several informants as follows:

Table 1. List of Resources

No.	Name	Age	Occupation/position
1.	Sultan	40 years	The owner of the first <i>Warung Wadai 41</i>
2.	Mariatul	50 years	The owner of the second <i>Warung Wadai 41</i>
3.	Siti Saibah	69 years	<i>Wadai 41</i> Maker
4.	Mahampang Hasanah	42 years	Lecturer in Social Studies Education Program FKIP ULM
5.	Hafiz Anshori	32 years	Social Studies Teacher MTs Miftahul Khairiyah

6.	Mukti Miftahul Hall	42 years	Social Studies Teacher MTs Miftahul Khairiyah
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Source: Data Processed by Researchers (2020).

Documentation in the form of photos when skilled workers make *Wadai*, Sungai Tiung Village document, and social studies syllabus for junior high school. This study uses data analysis techniques that refer to Miles and Huberman's concept (Sugiyono, 2010). Researchers reduce basic and essential data such as what shop owners use raw materials to make *Wadai*, what kind of workforce is employed to make *Wadai*, and the links to social studies learning resources. Then the researcher presented the data in the form of a description equipped with pictures and tables of the relevance of conformity with KD and social studies material. Furthermore, verification/drawing of conclusions is carried out following the research's formulation and objectives so that the production activities for *Warung Wadai 41* can be used as a source of social studies learning.

RESULTS AND DISCUSSION

Warung Wadai 41 is a cake shop that has been around for a long time since 1985 and has been well-known to the public both inside and outside the city of Banjarbaru, but in this study, the researchers focused on the second *Warung Wadai 41* because the first *Warung Wadai 41* shhad closed since 2019. The shop is a micro-business, which has an essential role in the Indonesian people's daily life. Stalls generally sell various kinds of food or simple dishes consumed by the community (Qastari, 2016). Mr. Sultan (40 years), as the owner of the first *Warung* revealed (Interview, 17 March 2020):

“Asalnya dahulu tu warungku nih warung nang biasa haja, sama nang kaya warung-warung lain jua, warung biasa, kami bajual teh panas lawan Wadai-Wadai kaitu, kuitanku lagi dahulu baulah sorang diganii keluarga lain ai jua, amun wahini warga sekitar nang maulah Wadai 41 ni, jadi kami manjual akan haja di warung Wadai” (At first my shop was just an ordinary shop, just like most other stalls, we sell hot tea and cakes, my parents in the past made their own cake *41* this was assisted by other families, if now local people make it. This *41* cake, so we sold it at *Warung Wadai 41*).

Picture 1. Mrs. Mariatul's Warung Wadai 41



Source: Personal Documentation (2020).

Mrs. Mariatul's *Warung Wadai 41* will re-open in 2020 by reselling *Wadai 41*, which has become the shop's hallmark and is known by the Banjar community, Banjarbaru City, and its surroundings, this *Wadai-Wadai* Banjar (Banjar traditional pastries). Apart from requests from people who buy good food as a delay in hunger, the Banjar people themselves, *Wadai 41*, is used as a complement in events such as the Batamat Al-Qur'an, Basalamatan, or a celebration of the Banjar community. Therefore it has survived until now from the *Warung Wadai 41* (Alfisyah, 2020; Handy et al., 2021).

Production activities for *Warung Wadai 41* are carried out every day at Mariatul's house as the shop owner starting from around 08:00, but can also be produced around 12:00 depending on needs. The production process is a method, method, and technique to create or add to the use of a good or service by using several factors, namely labor, machinery, and raw materials (Suyuti, 2017). At the production stage, Mrs. Mariatul employs skilled workers, namely, experts in making *Wadai*, using raw materials such as wheat flour, rice flour, pandan leaves, cooking oil, sugar, salt, others ingredient, and using traditional tools for the process. Ripening *Wadai* to produce *Wadai* with a distinctive aroma. As said Mrs. Mariatul (50 years) (interview, June 18, 2020):

“Aku baulah Wadai nih baisukan, jam 08 an tu, nang aku ulah ni kada tapi banyak banar jua, amun nang dijual di warung ni banyak andakan orang jua, amun Wadai nang ku ulah nih paling barapa macam, rajin tu aku nukar dahulu bahan-bahan gasann baulah Wadai nih kaya, galapung, gula, uyah lawan macam-macam ai sasuai Wadai apa nang handak diulah, imbah tu hanyar dimasaki pakai api tungku haja supaya rasanya tu nyaman balain lawan rasa nang dimasaki dikompur gas, mulai dahulu ai sudah aku mamasaki Wadai pakai api tungku ngitu sampai wahini. bila sudah masak ku andak lagi di Warung 41 gasan dijual” (I make this cake in the morning, around 08, what I make is not too much, if there are many people who are selling in this shop, if the cakes I make are only a few kinds, I usually buy the ingredients first. -materials such as sugar, flour, salt and other ingredients according to the type of cake to be made, after that it is just cooked using a furnace so that it tastes good, different from the taste of cakes cooked on a gas stove, I have always cooked a cake using a stove fire until now. When the cake is ready I immediately place it at *Warung 41* for sale).

The activity of processing raw materials or raw materials into finished goods is usually referred to as production activities; the products produced for sale at *Warung 41* are several types of Banjar traditional cakes with various types, such as *Wadai Bingka* and *Papari*. Production is an activity that processes various kinds of production factors (input) into other goods (output) that have benefits and higher yields than before (Prawirosentono, 2001). The production of *Wadai 41* is inseparable from the primary raw materials such as rice flour, wheat flour, palm sugar, granulated sugar, grated coconut, and pandan leaves which are then

processed, and the ripening process is carried out using a traditional tool in the form of a wood fire stove to steam *Wadai*.

The recipe used is also a recipe passed down from generation to generation by Mariatul's family with tastes and shapes that have not changed from the past to the present; the processing process is also carried out by workers who are experts in making *Wadai* so that the shape of the Output is neat and tastes just right as said Mrs. Mariatul (50 years) (Interview 18 June 2020) that she employs workers who are experienced in making *Wadai* from recipes passed on by previous parents. Labor plays an essential role in running a production process to be as expected (Soekartawi, 2003, 2007). Mrs. Mariatul as the owner of the *Wadai 41* shop, uses skilled workers at home to make *Wadai*, some have low education, but they are experts in making various kinds of *Wadai*; even though they are not formally educated, they are still proficient/able to process raw materials into finished goods ready for sale.

A skilled workforce already has the skills and expertise they have acquired through special training or previous work experience (Subiyakto, 2005; Sukirno, 2002). Labor must also be calculated and determined the most appropriate amount to achieve a satisfactory production level (Yelda, 2010). The production factors used to produce a portion of food in the form of *Wadai*, for example, *Wadai* papari (pare cake), are carried out through work steps starting from the selection of good, clean, and hygienic raw materials. The mixing stage between palm sugar and grated coconut flour is carried out. Flour with pandan juice, then put the grated coconut in the middle of the dough; after that, the ripening process is carried out on a wood fire stove until it is cooked and ready to be sold. *Warung Wadai 41*. The products produced here are tangible and can provide added benefits and use-value when these materials have reached consumers' hands. The marketing process of *Wadai* is carried out at *Warung Wadai 41*, owned by Ibu Mariatul itself, meaning that in addition to being a producer, Ibu Mariatul also acts as a distributor to distribute *Wadai* to consumers.

The production process carried out by the shop owner is processing (semi-finished materials) into (finished goods) that are ready for consumption by consumers; in this process, the shop owners also use four production factors, namely (labor, raw materials, capital, entrepreneurship) so that this can be exemplified to students that it is produced an activity of adding use-value or creating new goods that can have a higher selling value after being changed in shape, for example, such as flour, sugar, and coconut which are converted into cakes, the selling value will be higher. After *Wadai 41* (cake 41) is produced at the shop owner's house and the houses of several local residents, then the *Wadai-Wadai* is immediately brought to *Warung Wadai 41* to be sold to consumers; the shop owner brings *Wadai* on foot because of

the distance between the production site and the shop. *Wadai 41* is very close to each other, while local residents use transportation such as cars and motorbikes to place *Wadai* at the *Warung 41* (Putro & Jumriani, 2020).

Furthermore, it is in line with what Mr. Hafiz Anshori (32 years) as the social studies teacher Mts Miftahul Khairiyah (interview, 02 July 2020) said:

"Learning sources are a reference for every teaching staff/teacher in schools, learning resources can be in the form of books and scientific papers, learning resources used by teachers should be varied and developed such as taking advantage of the environment so that students do not get bored in participating in learning."

Learning resources are also essential to be developed to attract more interest from students in taking part in learning, as stated by Mahampang Hasanah (42 years) as a lecturer at FKIP ULM (interview, 15 June 2020):

"Developing learning source innovations needs to be done by the teaching staff/teachers so that learning does not only come from books, but also in the surrounding environment, and if in that environment there are cultural results, unique things or something interesting related to the subject matter, then that environment. can be used as a learning resource ".

Table 2. Relevance of basic competencies and primary materials related to production activities at *Warung Wadai 41*

Basic competencies	Subject matter	Sub material and sub material	<i>Warung Wadai 41</i>
3.3 analyzing concepts interactions between humans with space so produce a variety economic activity (production, distribution, consumption, supply, and demand) and interactions between spaces for continuity economic, social life and Indonesian culture	Economic activity (production, distribution, consumption) in relation with developments science and technology	Production economic activities	The shop owner produces several <i>Wadai</i> (cakes) at his house to be sold at the <i>Wadai 41</i> stall; there is a production process carried out by the shop owner, namely making cakes by processing raw materials in the form of flour, grated coconut, sugar and others (semi-finished materials) into (goods). so) which are ready for consumption; in this process, the shop owner also uses production factors (labor, raw materials, capital, entrepreneurship) so that this can be exemplified to students that production is an activity of adding value to use or creating new goods that can be used has a higher selling value after being transformed into a form such as flour that is turned into cakes, the selling value will be higher.

Source: Junior High School Social Studies Subject Syllabus (2017).

Based on the relevance table of syllabus analysis according to KD, the material, and the above sub-material, there is material in social studies class VII related to production activities for *Warung Wadai 41*, namely: This research can be used as a social science learning resource on contextual economic activity material in social studies namely production economic activities in class VII even semester because *Warung 41* is a trading place where there are production activities carried out by the owner at his house, the shop owner named Mrs. Mariatul converts wheat flour, sugar, grated coconut into a new item that has a selling value higher by using several production factors, namely semi-finished raw materials such as flour, palm sugar, granulated sugar, and others, and Mrs. Mariatul also uses skilled labor who are experts in making *Wadai* so that it tastes good and is liked by consumers, she uses fixed capital in the form of land to build *Warung 41* buildings as well as current, disposable capital such as flour, pandan leaves, and others, as well as entrepreneurship, which is the expertise of shop owners to do entrepreneurship so that *Warung Wadai 41* can compete with other stalls. A producer must always be creative and innovative to develop his business, including by understanding the concept of progress in life, for example through improving the quality and quality of goods, in *Wadai 41* producers add flavor variants for several types of *Wadai* and beautify the appearance of *Wadai* packaging to make it look hygienic (Syaharuddin et al., 2019).

Wadai 41, as one of the Banjar community cultures that still survive today for the younger generation, especially students, can defend it from the scour of development from time to time does not just disappear (Handy, 2015; Handy et al., 2020; Subiyakto et al., 2020). In the current era of globalization, knowledge and diversity of skills are needed so that students can empower themselves to find, interpret, assess and use information, and generate creative ideas to determine attitudes in making decisions (Mursalin, 2015; Mutiani & Faisal, 2019; Subiyakto et al., 2020; Subiyakto & Mutiani, 2019).

Learning sources are all sources, whether in the form of data, people, or certain forms that students in learning can use. This does not limit it to be separate or vice versa, even a combination of both. The essential thing in this aspect is that it can make it easier for students to achieve learning goals or achieve specific competencies. Contextual learning resources used by the teacher can facilitate students' understanding of the material, for example, such as books and the environment. These learning resources allow us to change from not knowing to know, from not understanding and being unskilled to being skilled (Abbas, 2013; Hasanah & Ratumbusang, 2017; Jumriani et al., 2019; Syaharuddin & Mutiani, 2020).

In production activities for *Warung Wadai 41* can be used as a source of social studies learning, it can be seen that there is a social science subject matter that is related, namely

economic production activities in class VII, which takes advantage of every activity that exists in the community, especially in the production of *Wadai* (cake) with textbooks for students in class. Besides that, it also utilizes the environment around students to develop into social studies learning resources. Innovations are also essential to develop in social studies learning, which can be done by exploring social studies learning resources by utilizing the local potential in the form of culture so that the contextuality of the environment around students can provide easy understanding of the subject matter by students.

CONCLUSION

Warung 41 is a place that sells several types of Banjar *Wadai* called *Wadai 41*. The shop owner carried out production activities, starting from selecting raw materials, mixing raw materials, then cooking them using a traditional fire stove so that they have a distinctive taste. It also employs skilled workers who are experts in making *Wadai*; the capital used is fixed capital in land and shop buildings and current capital such as wheat flour, granulated sugar, and others that are disposable. By utilizing the activities of these artisans/*Wadai* makers with production activities for *warung Wadai 41*, it has a relationship and relevance with social studies subject matter following KD in the learning syllabus in junior high school level, namely on the material of economic production activities,

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