

Activities at Van Der Pijl Park as Social Studies Learning Resources

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Abstrak

Pembelajaran kontekstual merupakan kegiatan yang mengajak peserta didik melihat dunia nyata di sekitar sekolah dan luar sekolah. Pembelajaran yang hanya terfokus pada satu sumber dan di satu setting tempat saja membuat peserta didik merasa jenuh. Sebagai salah satu alternatif yang dapat dilakukan guru adalah melibatkan tempat wisata sebagai sumber belajar IPS. Sejalan dengan pemanfaatan lingkungan dengan pembelajaran IPS maka penelitian ini bertujuan untuk mendeskripsikan pemanfaatan taman Van Der Pijl sebagai sumber belajar IPS. Pendekatan kualitatif digunakan dalam penelitian ini dengan metode deskriptif dan data yang didapatkan melalui observasi, wawancara dan dokumentasi. Uji keabsahan data dilakukan dengan menggunakan triangulasi. Tujuan dari penelitian ini untuk melihat pemanfaatan taman Van Der Pijl sebagai sumber belajar IPS dilakukan dengan melihat aktivitas yang ada di taman seperti interaksi sosial, aktivitas jual beli, taman sebagai pusat pertumbuhan dan taman hijau di kota Banjarbaru yang bisa dijadikan sumber belajar IPS.

Kata Kunci: Aktivitas, Taman Van Der Pijl dan Sumber Belajar IPS

Abstract

Contextual learning is an activity that invites students to see the natural world around school and outside of school. However, learning only focuses on one source and, in one setting, makes students feel bored. An alternative that teachers can do is to involve tourist attractions as a source of social studies learning. In line with the environment in social studies learning, this study aims to describe the use of the Van Der Pijl park as a social study learning resource. A qualitative approach is used in this study with descriptive methods and data obtained through observation, interviews, and documentation. The validity of the data was tested by using triangulation. The purpose of this study to see the use of the Van Der Pijl park as a social studies learning resource was carried out by looking at the activities in the park such as social interaction, buying and selling activities, parks as growth centers and green parks in the city of Banjarbaru which could be used as social studies learning resources.

Keywords: Activities, Van Der Pijl Park, and Social Studies Learning Resources

PRELIMINARY

Human life is inseparable from all activities or activities in order to meet the needs of life, both individual and social needs. Activities, according to Anton M. Mulyono (2001), are activities or active forms. So what activity means is all physical and non-physical activities

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carried out by humans based on specific goals, both for personal and general purposes. The activities are known for various kinds, including social interaction, economic activity, and human interaction with the environment (Putro, et al., 2022).

Social interaction is defined as a pattern of relationships in society, and this interaction will birth ways of communicating, acting, and responding to a situation and others (Widiastuti, 2017). Social interaction can occur in the family environment, schools, specific agencies, and the general public (Baharun, 2016). An environment is a natural place and system, such as geography, climate, temperature, biological resources, and natural resources (Baharun, 2016). Human interaction with the environment can be utilized to meet needs to maintain and preserve nature with love, awareness, contribution, and actions to overcome damage (Widiastuti, 2017).

Another activity is a recreation as a mental need. Recreation is consciously planned and deliberately carried out to achieve satisfaction, tranquility, and beauty, and it occurs during leisure time for individuals and groups. Generally, most people's recreation is tourism, sports, games, or channeling certain hobbies (Ismartoyo & Haryati, 2017). Furthermore, economic activity is one form of human effort to fulfill their life needs. The community generally carries out economic activities, including agriculture, non-agriculture, trade, services, and services (WY Gunawan, 2014). Based on the scope of the perpetrators not only individually but also in the community, local, national the international community.

The various activities described above are related to IPS. The scope of social studies is studying humans in a social context or as members of society (R. Gunawan, 2011). The scope of social studies subjects has a lot to do with people, place (environment), socio-cultural systems, time, and economic behavior. Integrating existing environmental activities can be facilitated by its use as a learning resource (Putro et al., 2022). Learning resources should be varied in order to provide broad experience to students. Responding to learning resources is deemed necessary because it involves students' cognitive, affective, and psychomotor aspects in learning. As in Saputri's research (Saputri et al., 2013) entitled "The effectiveness of the Tegal Regency Tourism Booklet with an environmental perspective as a learning resource in social studies learning for class VIII SMPN 5 Adiwerna, Tegal Regency. The study's results stated that learning resources with tourism booklets effectively provided and increased environmental insight. Based on the description above, carrying out the study in this article with the title of activities in the Van Der Pijl park as a social study learning resource is necessary. The purpose of this study to see the use of the Van Der Pijl park as a social study learning resource was carried out by looking at the activities in the park, such as social

interaction, buying and selling activities, parks as growth centers, and green parks in the city of Banjarbaru which could be used as social studies learning resources.

METHOD

The research approach used is qualitative with descriptive methods to describe activities in the Van Der Pijl park and is associated with social studies learning resources. First, data were collected by observing activities in the Van Der Pijl park, Banjarbaru city, and then added with statements from interviews with several informants such as the Head of Development of the Banjarbaru City Tourism, Sports and Culture Office, the Banjarbaru City Housing and Settlement Service, visitors, to academics, namely social studies teachers. Furthermore, it is strengthened by documents such as photos and the IPS syllabus.

The data analysis technique uses the concept of Miles and Huberman (Sugiyono, 2014), including data reduction to describe activities in the Van Der Pijl park and their relationship as a social study learning resource. Then it is explained in the form of sentences to conclude that there are activities consisting of social interaction, economic activity, recreation, and human interaction with the environment in the form of visits that make Van Der Pijl park the center of Banjarbaru city park. Finally, triangulation of time, sources, and techniques were carried out to test the validity of the data obtained.

RESULTS AND DISCUSSION

Van Der Pijl Park is the name of a city park that was built in the early decades of the 70s. This park is located on Jl. Ahmad Yani km 34.5, North Banjarbaru District, Banjarbaru City. The city of Banjarbaru itself is a relatively young city in South Kalimantan which is relatively young (Abbas, 2002). Initially, this park was called Idaman, which is in line with the slogan of Banjarbaru, which was later defined as an independent city in 1999 and has spent its time as the definitive city since 23 years ago. The change in park's name to Taman Van Der Pijl changed under the leadership of RN and OFN as a form of appreciation and respect for the Founding Fathers. They had built and founded the city of Banjarbaru.

"The name Van Der Pijl park has been around for a long time; Van Der Pijl master plan for the city of Banjarbaru which made Banjarbaru city planning from Palangkaraya wide roads, housing arranged in order to perpetuate the name Van Der Pijl during the leadership of Ruzaidin Noor in 2013 that is when we made the name The Van Der Pijl Park that is immortalized there."

Van Der Pijl Park, located in the city center and right near the main road, always fills the park with visitors. The garden has an iron gate lined with natural vines. The coolness of the old trees shade the park, and statues of animals such as giraffes, rhinos, deer, and kangaroos are children's favorites.

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The facilities owned by Van Der Pijl Park have a parking lot located on the north side of the road. Before entering Van Der Pijl Park, visitors must first pay for parking, after which visitors are free to enjoy the scenery in the park. There are unique and exciting photo spots throughout this park, such as the tower depicted by the Sasirangan, the Van Der Pijl character itself, and other three-dimensional images. There are also comfortable seats to relax and enjoy the scenery because there are plants. Shady trees and other plants are arranged in such a way. In addition, there are statues of animals, giraffes, rhinos, deer, and kangaroos, which are children's favorites.

Van Der Pijl Park, as its function, is to be a place of natural recreation for both school children and families. In addition, it is also supported by reading facilities and management in the form of maintenance, usage permits, to adequate lighting. Apart from being just a vacation recreation, many kindergartens and early childhood schools go there to see children's toys in the form of animal statues; there are some plants as education for children. This is in line with the fact that recreation is an activity that is generally carried out, namely traveling, sports, playing, and channeling hobbies (Ismartoyo & Haryati, 2017).

Van Der Pijl Park is in line with its function as a park that also participates in maintaining the quality of the city environment. However, public awareness of the surrounding environment is a problem in sustainable development (Syahrin et al., 2020). One of the causes of the lack of public awareness of the environment is disposing of waste in the wrong place, so many parties are harmed in this kind of thing.

The existence of this Van Der Pijl park indirectly helps to teach about the behavior of not littering and how to manage and care for plants. This park is one of the growth centers of Banjarbaru city, which is visited by many from within the city to outside the city of Banjarbaru. The existence of this park is a meeting point and a center for interaction between community spaces, so it certainly affects procurement and social interaction. As a social environment that is not only a family environment, school, religion, and the general public, in the Van Der Pijl park, there is social interaction cleaners, as well as with sellers around the Van Der Pijl park. In addition, other social activities include educational facilities such as a library, which can add insight for anyone who wants to read while having recreation (Mutiani et al., 2022). In addition, visitors do not just stop by to relax; they can also enjoy the cool air in the park and the scenery while chatting.

Every tourist destination also provides opportunities for other activities such as the economy no exception in Van Der Pijl park (Syaharuddin et al., 2022). There are also economic

activities, namely selling (Subiyakto et al., 2022). City parks that function as public spaces will make this location crowded with many people. They do different activities; for example, some are just reading a book while sitting under a tree or jogging, and maybe some are coming to the city park on a mission to trade (Etiningsih, 2016). This is in line with the activities carried out in the Van Der Pijl park, which can be seen from the presence of traders, including pentol traders, ice traders, fried foods, and snacks such as crackers. The traders are outside the parking area; this is in line with the regulations from the Housing and Settlement Service to maintain the function of the park as its primary function without compromising the opportunity to earn a living for the traders.

A place seen from its position as a space can also be seen from its usefulness. For example, the existence of the Martapura river as a form of the ecosystem has the potential to be developed in various aspects (Abbas et al., 2020). Furthermore, judging from the uniqueness of the activities that occur, the pattern of interaction to the perspective of the impression from visitors, it can be used as an exciting tour. Likewise, the Van Der Pijl park, if maximized from a tourism perspective, is used as a tourist attraction that attracts tourists. However, it can also benefit learning resources by adjusting to the needs and relevance of teaching materials (Putra et al., 2020).

Variations in using learning resources in the learning process can make learning more efficient and effective, including the use of the environment around students as a learning resource, as well as the use of tourist objects (Ajidayanti & Ersis Warmansyah Abbas, 2019). This is also in line with the characteristics of social studies, which discuss the relationship between humans and their environment (Syaharuddin & Mutiani, 2020). The activities in Van Der Pijl Park related to social studies can be seen in the material that has relevant concepts, including the influence of inter-space interactions that cause specific growth centers in the city, especially parks. In addition, the material for activities to meet the needs of life related to trading activities in the parking area, and also material for social interaction from the interaction of traders, visitors, and park managers. Some of these relevant concepts can be integrated into social studies by using them as social studies learning resources (Putra, 2019).

Activities in Van Der Pijl Park can be a contextual resource to provide knowledge and experience for students (Rusli et al., 2021). According to a social studies teacher who also directs students to understand the material contextually, initials M, a social studies teacher at SMP Negeri 17 Banjarmasin:

"Yes, mothers usually teach the material in the environment around students, as is the case with social interaction materials such as family, community, and school, which

are indeed very close to the environment of students. Well, in our family, we interact with our parents, brothers, and sisters. In the community, it can be with neighbors and at school, friends, and teachers. However, remembering the Van Der Pijl park when made as a learning resource, namely on social interaction material, you can also see directly or come directly how the interactions of the people there in carrying out other activities; I think it can be used as a social study learning resource because in the park there are various kinds of activities from people selling between sellers and buyers, people sitting relaxing with family, or with friends especially in the Van Der Pijl park their areLibrarywhere students and visitors can read books.

The way to involve the environment as a social study learning resource is to make the closest example for the related subject matter and bring students to come directly to the park to see the activities being carried out as a learning orientation that will foster understanding in students about the environment and social relations so that it also gives birth to an attitude always to maintain and preserve the environment and live in line with social values and norms. (Ahya et al., 2020) (Ilhami, et. al., 2022). This purpose provides nuances and attracts students' interest to affect cognitive, affective, and psychomotor (Mutiani et al., 2021).

CONCLUSION

Van Der Pijl Park, a city park named Idaman initially, was later changed to Van Der Pijl as a form of appreciation for the founder and who built the city of Banjarbaru and the icon of this park. As its function as a place that becomes an icon of the city, of course, there are various activities, both in terms of recreational functions, social interaction activities, economic activities, and human interaction with the environment. The Van Der Pijl park activities can then be integrated into social studies as a social study learning resource, given the importance of varied and contextual learning resources that allow students to avoid saturation due to learning in class only. Materials whose concepts are related to activities in the Van Der Pijl park include changes in inter-space interactions that lead to points or growth centers in the city, one of which is the Van Der Pijl park. In addition, the material for human activities meets the needs, in this case, trading or selling around the park to social interactions between visitors, traders and park managers who can be used as examples to support social studies material.

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