

Integration of Local Content on Scarcity Materials as Economic Problems and Needs

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Abstrak

Pada buku teks pelajaran IPS, konten yang terdapat di dalamnya dominan membahas tentang daerah luar, sedangkan konten daerah masih sedikit. Pada kenyataannya setiap daerah mempunyai perbedaan khususnya pada materi kelangkaan sebagai permasalahan ekonomi dan kebutuhan manusia, kebutuhan manusia daerah satu dengan yang lainnya berbeda satu sama lain yang dipengaruhi lingkungannya. Tujuan penulisan artikel ini untuk mendeskripsikan integrasi konten lokal pada materi kelangkaan sebagai permasalahan ekonomi dan kebutuhan manusia. Desain penelitian yang digunakan pada penelitian ini adalah studi literatur. Strategi pencarian literatur melalui buku, google scholar, serta ebook dengan kata kunci yang sudah dipilih. Hasil penelitian mendeskripsikan bahwa buku teks pada materi kelangkaan sebagai permasalahan ekonomi dan kebutuhan manusia kurang memuat contoh kontekstual pada lingkungan peserta didik, sehingga bisa ditambahkan sesuai dengan kondisi sosial dan lingkungan yang ada di daerah sekitar peserta didik khususnya di Kalimantan Selatan. Materi kelangkaan dapat dicontohkan kelangkaan bahan pangan saat terjadi banjir di Kalimantan Selatan tahun 2021. Sedangkan materi kebutuhan dapat dicontohkan melalui adanya saling ketergantungan antara masyarakat desa di Kecamatan Satui yang memiliki bahan mentah kelapa sawit dan masyarakat kota yang dapat memproduksi bahan bakar dan elpiji yang diperlukan masyarakat desa di Kecamatan Satui.

Kata Kunci: Konten Lokal, buku teks, and pelajaran IPS.

Abstract

The content dominantly discusses external areas in social studies textbooks, while regional content is still small. Each region has differences, especially in terms of materials of scarcity, as follows: problem economic and human needs, regional human needs differ from one another and are influenced by their environment. This article describes the integration of local content into material scarcity as an economic problem and human need. The research design used in this study is a literature study. Literature search strategy through books, Google Scholar, and ebooks with selected keywords. The study results describe that textbooks on material scarcity as an economic problem and human needs do not contain contextual examples in the environment of students so that they can be added according to social and environmental conditions in the area around students, especially in South Kalimantan. Material scarcity can be exemplified by the scarcity of food during the flood in South Kalimantan in January 2021. Meanwhile, material needs can be exemplified through the interdependence between rural communities

in Satui Subdistrict who have palm oil raw materials and urban communities who can produce gasoline and LPG who needed by the village community in Satui District.

Keywords: Local Content, Textbooks, Social Studies lessons.

PRELIMINARY

Textbooks or textbooks are books used by students to support learning activities that contain descriptions of material that have been arranged sequentially and systematically. They have a purpose in the learning process (Rahmawati, 2016). The Regulation of the Minister of National Education No. 2 of 2008 explains that textbooks at the elementary school (SD), junior high school (SMP), SMA/SMK, and college levels are the main guidelines for use in learning in achieving increased faith. Piety and knowledge are compiled based on national education standards in Indonesia (Regulation of the Minister of National Education Number 2, 2008).

Textbooks published by the government do not yet contain local content integrated into depth by adjusting the environment around students; this needs to be a concern for developers to improve the curriculum in terms of material so that students can feel firsthand the actual phenomenon of implementing students' orthodox values. It is not appropriate if teachers have to look for sources of teaching materials outside the area where students live. Other cultures are often conveyed and studied, but the values of local wisdom themselves have not been understood. They are even not known by students, so the potential of the region to recognize identity In the process of forming memories, changes in the value of cultural wisdom have not been maximized as a provision for future generations (Santi, 2018; Maulana *et al.*, 2022).

Social studies education in the form of social studies subjects is given at the basic education level (SD and SMP) using social sciences as a reference. Therefore, social studies teachers are required to have adequate knowledge of the social sciences so that they can prepare contextual learning materials for the surrounding environment, identify sources of learning materials from various sources such as the surrounding environment that can be used as learning resources, choose learning materials that are appropriate to the conditions in the environment and arrange them. Become the content of learning materials that can support the teaching and learning process (Abbas, 2014; Jumriani, *et al.*, 2022).

The content dominantly discusses external areas in social studies textbooks, while regional content is still small. Each region has differences, especially in the matter of scarcity as an economic problem and human needs; the human needs of each region are different from each other and are influenced by the environment. Based on these problems, this article aims to integrate local content into materials on material scarcity as an economic problem and human need (Abbas, 2014).

METHOD

The design of this research is a literature review or literature review. A literature review study is a method used to collect data or sources related to a particular topic obtained from various sources such as journals, books, the internet, and other libraries (Marzali, 2016). The data were traced through textbooks, three reference books, and ten articles obtained from Google Scholar journals. The literature survey results were analyzed by drawing conclusions as the results of the findings and sharing descriptions of reasonable understanding. Data from different analytical methods were reanalyzed using descriptive methods (Habsy, 2017). The analyzed data is then presented by describing the findings in the form of local content that is integrated into the material.

RESULTS AND DISCUSSION

Social studies learning utilizes specific sciences or concepts so that students can overcome and understand problems in social and individual life so that they can become good citizens (Abbas, 2013). Cultural elements are also closely related to social studies learning practices. Social Studies is a field of study that connects humans and their environment with various interactions. As with social studies learning in each country, there are different curricula because each country has differences in culture (Susanto, 2014). Therefore, to achieve these goals, the implementation of the social studies learning process not only emphasizes several aspects, such as knowledge (cognitive) and skills (psychomotor),

Contextual learning in people's lives cannot be separated from various daily activities; society can be an interconnected human organization, as meaningful learning is a learning process that links concepts with the knowledge students possess from the environment. Surroundings (Subiyakto *et al.*, 2018). It aims to make students more transparent and understand the material presented during the learning process. Unfortunately, there is still much material in textbooks that discuss not link local content, which will be easier for students to understand. In addition, local content will make students understand more about the potential of their area.

Material scarcity as a human economic problem is found in textbooks for class VII semester 2. Analysis of material scarcity as a human economic problem with basic competence (KD) uses a class VII student book published by the Ministry of Education and Culture entitled "Social Sciences" revised 2017 and class books VII publication of the literate earth entitled "Social Sciences" revised edition of the 2013 curriculum. The purpose of learning about

material scarcity as an economic problem is that students are expected to be able to explain scarcity as a human economic problem.

The material analysis results on scarcity as an economic problem still do not have contextual examples from the region. Teachers can add contextual examples of scarcity in their respective regions. An example of scarcity in South Kalimantan is the scarcity of food. The flood disaster in South Kalimantan in January 2021 caused food shortages. The difficulty of accessing refugee camps for flood locations has caused food shortages for residents affected by floods. This can be a contextual example for students to understand the scarcity in the area where students are located.

The following material, namely human needs, is found in the book of students for class VII semester 2. Analysis of the material needs of humans with essential competencies (KD) uses a book for class VII students published by the Ministry of Education and Culture entitled "Social Sciences," revised in 2017, and class VII books published by the literate earth, entitled "Social Sciences" revised edition of the 2013 curriculum. The purpose of learning about the material of human needs is that students are expected to be able to mention the types of human needs.

The analysis results on the material of human needs still do not contain local content as an example. Teachers can also add contextual examples that exist in the environment around students to make it easier for students to understand the material for human needs in the environment where they live. For example, local content in South Kalimantan can be added as an example to make it easier for students to understand. Every human being has different needs; the living environment is a factor that causes differences in human needs, so an example is needed that fits the conditions of society. People who live in villages, for example, in the Satui Sungai Danau area, they live in villages, of course, also need goods produced in the city. In urban areas, humans produce various human needs, such as gasoline and LPG, which will be distributed to villages so that rural communities can also meet their needs. People who live in urban areas also need goods produced in villages.

In the Satui Sungai Danau area, many people have palm oil which, of course, will be processed as oil. These raw materials will, of course, be needed by the people of the city to be used as finished goods, which will be processed as cooking oil for household activities such as cooking. Urban and rural communities indeed interact, such as meeting each other's needs. People who live in urban areas also need goods produced in villages. In the Satui Sungai Danau area, many people have palm oil which, of course, will be processed as oil. These raw materials will, of course, be needed by the people of the city to be used as finished goods, which will be

processed as cooking oil for household activities such as cooking. Urban and rural communities indeed interact, such as meeting each other's needs. People who live in urban areas also need goods produced in villages. In the Satui Sungai Danau area, many people have palm oil which, of course, will be processed as oil. These raw materials will, of course, be needed by the people of the city to be used as finished goods, which will be processed as cooking oil for household activities such as cooking. Urban and rural communities indeed interact, such as meeting each other's needs.

Based on the analysis results above, it is necessary to add local content by the teacher in every teaching other than what is in the textbook so that learning becomes contextual. Astrini stated the need for contextual learning to be applied in learning given that, so far, education is still dominated by the view that knowledge is a set of facts that must be memorized. With a contextual approach, teaching materials are linked to students' real world as learners. This is supported by the opinion of Berns & Erickson, which states that contextual learning helps students connect the content they learn (with real-life contexts. Thus, the learning process will be more meaningful (Su'udiah, *et al.*, 2016).

CONCLUSION

The content dominantly discusses external areas in social studies textbooks, while regional content is still small. Each region has differences, especially in terms of materials of scarcity, as follows: problem economic and human needs, regional human needs differ from one another and are influenced by their environment. Therefore, contextual examples are needed to make it easier for students to understand because students can feel the conditions in the area where they live. The analysis of material scarcity as an economic problem and human needs shows a shortage of contextual examples that can make it easier for students to understand these two materials.

An example that can be given for material scarcity in South Kalimantan is the scarcity of food during the flood disaster in South Kalimantan at January 2021. Then for materials for human needs, for example, people living in the village of Satui Subdistrict, of course, also need manufactured goods in the city. Whereas in cities, humans produce various types of human needs such as gasoline and LPG which will of course be distributed to villages so that rural communities can also meet their needs. People who live in urban areas also need goods produced in villages. In Satui Subdistrict, many people have palm oil which of course will be processed as oil. These raw materials will of course be needed by the city community to be

used as finished goods which will be processed as cooking oil for household activities such as cooking. Urban and rural communities certainly interact such as meeting each other's needs.

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