

Community Empowerment as a Supplement of Social Learning Materials of Junior High School

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Abstract. This study aimed at identifying and mapping important elements of community life that could be used as social studies learning resources. This research was bibliographic. The object of the study consisted of curriculum documents and textbooks. The data collection techniques applied were interview, observation, documentation study, and expert judgment. The data collected was in the form of qualitative data. Data processing applied non-statistical analysis. The results showed that there were various important elements of community life could be used and developed as supplementary materials and learning resources in social studies learning for SMP / MTs. in Buleleng Regency, Bali Province.

Keywords: Material Supplement; Social learning; Community as a learning source.

1 Introduction

This research is motivated by the problem that the community and life in the environment around the school have not been empowered as a learning resource optimally. Textbooks are still the only sources and teaching material used by teachers to teach social studies. Learning is still tightly sealed with the classroom walls. The real condition shows that during this time the teachers rely on textbooks (package) as the only source and teaching materials with a limited model of learning in the classroom. It is not appropriate with the vision and mission in obtaining optimal quality processes and learning outcomes in social studies learning since students are required not only to rely on what happens in the classroom but must be willing and able to explore the various learning resources needed [1], [2], [3].

Suwarma [4] in his research revealed that the approach used in the development of the material is still dominant for mastery of concepts, events, and generalization of scientific fields. Textbooks are still the only sources and teaching material used by teachers to teach social studies. Learning is still tightly sealed with the classroom walls and only takes place strictly according to the class schedule. The learning approach used to realize the objectives of social studies is more observed from the mastery of concepts, events, and generalization of the scientific field rather than seeing them in integrative social issues themes so that they can develop complete, integrative, and comprehensive abilities, personalities, and actions [5]–[7].

The conditions above are certainly not appropriate with the objectives of social studies education to produce humans who can think globally, act locally, respect and commit to the nationally [8]. To realize the nature and objectives of such social studies education, the empowerment of the community as a learning resource should be done by teachers in the context

of social studies learning in schools. Community empowerment as a learning resource is appropriate with the objectives of social studies learning as a social education program aiming at providing knowledge, values, and attitudes as well as social skills to students directly, actually, and touch the aspects of human interests in their life in society.

Community empowerment as a learning resource in social studies learning is more evident with the issuance of Minister of Education and Culture Regulation Number 58 Year 2014 concerning the SMP / MTs Curriculum, which demands the need for innovation in the implementation of learning programs, especially in social studies learning. This is appropriate with the essence of social studies subjects in the 2013 curriculum for SMP / MTs, which explains that the social studies subject is an application-oriented educational program, developing thinking skills, learning abilities, curiosity, and developing a caring and responsible attitude towards the social environment. Because the development of such ideas is still limited, this research is very important to conduct. This research is expected to be able to be reconstructed the development of the substance of the PIPS study which integrates the local cultural concepts of the community and the empowerment of important elements of community life as a media and source of social studies learning. Based on the reason, this research is important and urgent to conduct

2 Method

Research design

This research is bibliographic research aiming at finding philosophies, theories, principles, and practices regarding social studies learning that empower important elements of community life as learning resources. The material that is studied and used as the object of study is all dimensions of social studies learning in SMP / MTs., which consists of curriculum documents, textbooks, references of learning models that have dimensions of community empowerment as a learning resource [9].

Data Collection Technique and Instrument

Data collection techniques used to obtain the data in this study were: (1) Interview, (2) Observation, (3) Documentation study; and (4) Expert judgment. The data collection instruments used consisted of: (1) observation guidelines; (2) interview guidelines, (3) field notes/minutes, and (4) camera recording tools.

Research Data Processing Technique and Analyzing

The data collected in this research were qualitative. This research applied non-statistical analysis to the purposes of data processing to give meaning to the description of the data regarding the content, logic of inferencing, processes, and products (output) of this research [10].

3 Results and Discussion

Based on the Syllabus of Social Science Subject analysis for SMP / MTs. and the laws and regulations that serve as the basis for the 2013 Curriculum, this study found that various

important elements of community life could be applied as supplements to social studies learning materials. The following description of the important elements of community life which could be applied as a supplement to social studies learning materials at the SMP / MTs level found in Buleleng Regency. Markets, both traditional and modern markets with shopping complexes around them. Traditional markets which still exist today in Buleleng Regency, they are in Buleleng District, including Anyar Market, Banyuasri Market, Buleleng Market (Peken), Kebon Market. In Sawan District, there is Sangsit Market (Peken). In Sukasada District, there is Pancasari Market. In Seririt District, there is Seririt Market. Besides those markets (peken), there are also local markets scattered in the sub-districts and villages in Buleleng Regency.

Apart from shopping complexes and traditional markets, there are also places of worship, such as Temples which are holy places for Hindus to pray. There are well-known temples in Buleleng Regency they are Pulaki Temple, Ponjok Batu Temple, JagadNatha Temple, and many other temples, which apart from being a place of prayer, also have historical values that are very relevant to be used as social studies learning resources. A mosque is a place of worship for Muslims. In Buleleng regency, there is one mosque that is suitable to be used as a source of social studies learning is Agung Jami Mosque. This mosque is a place of worship for Muslims around the city of Singaraja. Next to the Agung Jami Mosque is the Village Head Office of Bugis Village. About 100 meters to the south from Agung Jami Mosque is the Banjar Bali Community Hall. The Village Head Office of Kampung Bugis is a sub-district level government institution where the majority of its citizens are Muslims. Meanwhile, the Banjar Bali Community Center is a meeting place for the Banjar Pekraman / Adat residents of the Banjar Bali Village, whose majority are Hindus. Even though the supporters of the two social institutions are different religions, in reality, both groups of society (communities) who support them can live together

Apart from temples and mosques, there are also places of worship, such as Klenteng, Vihara, churches that are scattered in the city of Singaraja and other places in Buleleng district. One Vihara that is suitable as a social science learning resource is a Vihara which is located in Banjar District. The existence of this Vihara is close to the Hot Spring Tourism Object. Besides the hot water in Banjar District, there are some tourism objects which can also be used as a social science learning resource, they are Gitgit Tourism Object, Sukasada District, Air Saneh, Kubutambahan District, Lovina Beach, Buleleng District. Government offices, both the current one and the colonial era heritage buildings located in Ex Pelabuhan Buleleng (Pabean). This place is very historical because it is the location of the Lesser Sunda Administration Center. Apart from government offices, there are also monuments and the Heroes Cemetery, and the Singa Ambara Raja Monument which is an icon of Singaraja City, Buleleng Regency which can be used as a source of social studies learning, as shown in the following Figure 1.



Fig. 1. Yudha Mandala Sakti Monument, Government Center, Singa Ambara Raja Monument, Buleleng Regency Curastana Heroes Food Park.

Figure 1 and Resources, in Buleleng Regency, there are several warrior figures both before the Indonesian independence era and afterward, since their character, struggle and their kindness, now their names have been immortalized into the names of building, such as the Gede Manik Art Building, Kertya Building, Monument and Street names, and others. Many places around the school can be visited for student learning purposes, and likewise, many people have expertise/skills in various areas of life that can help and be utilized as a learning resource for student learning activities, such as: These various facts, phenomena, and data show that various important elements of community life surround schools, both in the context of socio-culture, politics, economy, religion, ideology, and the views or values that live in society. The entire social, political, cultural, and economic context that surrounds the existence of SMP / MTs., Buleleng Regency a route that school members pass every day and of course become a sport of feeling, heart exercise, and sport for school members. The socio-cultural context of the surrounding community as above provides learning opportunities for students in real social settings.



Fig. 2. Figure and Location of the Struggle Monument in Buleleng Regency which can be used as a Social Studies Learning Source.

Government policies used as the basis for the development of the 2013 Curriculum which regulates the possibility of community empowerment as a learning resource in social studies learning contained in the Regulation of the Minister of Education and Culture Number 58 of 2014 concerning the SMP / MTs Curriculum, which demands the need for innovation in implementing learning programs, including of course in social studies learning. This is appropriate with the nature of the social studies subject in the 2013 Curriculum for SMP / MTs. In the Regulation of the Minister of Education and Culture Number 58 of 2014, it is emphasized that the Social Studies subject is an application-oriented educational program, developing thinking skills, learning abilities, curiosity, and developing a caring and responsible attitude towards the social environment. The important message implied by the regulation is Social studies education aimed at preparing students to become citizens and citizens who can participate in social life. Therefore, teachers expected to strive to develop learning materials by utilizing the facilities and learning resources available in schools and empowering the important elements of community life around the school. It needs to be done because if you only rely on textbooks used by students, the material is very limited to explanations of concepts and facts,

such as History, Geography, Economics, and Sociology. Thus, teachers need to develop learning materials through community empowerment as a learning resource.

Empowerment of important elements of community life as a learning resource can be used as a supplement to social studies subject matter to provide real and concrete experiences of concepts and theories contained in textbooks and/or those taught by teachers. Empowerment of markets and shopping complexes, which are a meeting place for sellers and buyers with various backgrounds and interests, and financial and economic institutions, such as cooperatives and banking institutions, of course, can be sources and media for learning. In the market, students can learn directly about the values of modern work that are rational in business competition, including the courage to invest, the courage to take risks, willing and able to work hard, need to make creative use of natural resources while still considering sustainability, the importance of reading business opportunities, building partnership networks with the business world, reading market needs and prospects, having a positive attitude towards modern technology, competing in a fair, honest and objective manner, being disciplined with business promises, sound and professional business management, the need to have business data in every business decision making, as well as the need to have a positive and creative attitude in dealing with and solving business problems encountered.

This kind of work ethic and value are not obtained by teachers and students directly and formally from the experience of working with entrepreneurs, but because of the personal, informal work relationships both by teachers and students at Pasar Anyar. Thus, the implementation of the Social Studies Education program cannot be separated from the influence of the socio-cultural environment of the community. That is, education in its efforts to shape behavior, impart knowledge, thought processes, values, learning methods, essential cognitive and social skills, and truth values will also be determined by how the society's prevailing world view and values (Pai, 1990; Subagia, 2000).

Social studies education must prepare children to be active in the learning process that reflects the democratic social structure of society to guide students to change their behavior. On that basis, the Social Studies Education program must provide an educational curriculum that sourced from the needs of students and society and make use of the application of intelligence to human problems in society. Learning that is relevant to curriculum programs such as the one above is learning that actively involves the role of students in the participatory learning process, cooperative work, learning by doing, and the inquiry process [11],[12],[13]. In this connection, substantially the content and organization of the Social Studies Education curriculum is developed based on an interdisciplinary or integrated approach. The curriculum as a major component in the school education system must contain aspects relating to (1) providing background knowledge and information about the world and life; (2) attitudes and values, which are dimensions of taste and relating to the provision of the basic ethics of society which will later become an orientation of self-values in their real-life; and (3) skills, especially those related to social studies abilities and skills, which broadly include: social skills, group work skills, and intellectual skills [13],[14],[16],[17].

Social studies learning also needs to integrate environmental, mental, social, moral, and spiritual activities that come from the real-life of the community. In line with this, it is necessary to select and develop various learning sources and learning media that allow the learning process to occur that can generate the full potential of students, both intellectual potential, social potential, and students' emotional potential. Achieving this purpose, students are required not only to rely on what is happening in the classroom but must be willing and able to explore the various learning resources needed. Various important elements of community life in the form of local wisdom of the community can be used as learning sources and learning

media [1], [2], [6]. The use of the community as a learning resource can be a fun educational tool and is considered capable of enriching various learning materials [18],[19].

4 Conclusions

Various important elements of community life in the form of local wisdom of the community can be used as learning sources and learning media. The use of the community as a learning resource can be used as a supplement to social studies learning subject matter for SMP / MTs. in Buleleng Regency, Bali Province. Social studies education cannot be separated from the influence of the socio-cultural environment of the community. Therefore, teachers are expected to strive to develop learning materials by utilizing the facilities and learning resources available in schools and empowering the important elements of community life around the school.

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