

INTEGRATION OF COMMUNITY ACTIVITIES IN THE PUBLIC SPACE AS A LEARNING RESOURCE ON SOCIAL STUDIES

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Abstract

Integration of community activities as a source of social studies learning is essential. This is so that learning is not only focused on planting concepts. However, this integration is expected to produce learning outcomes in the form of understanding concepts and their relation to the context of everyday life. Community activities can be found in a public space. One of them is a public space in Banjarbaru City, which is known as the Taman Pintar. Therefore, this study aims to identify public spaces in the Taman Pintar as a source of social studies learning. A qualitative approach is used in this study to explain a phenomenon as profoundly as possible by collecting data. The research instrument is the researcher himself—data collection techniques in observation, interviews, and documentation. Data analysis begins with data collection, reduction, presentation, and conclusion drawing. The data validity test used is source triangulation, technique triangulation, and time triangulation. Finally, extended observations were made to complete the incomplete data. Research results in three parts of the people's activity social activities in Taman Pintar: social, economic, and government. Therefore, social studies teachers are expected to prepare contextual learning processes or include social studies learning with learning resources in the form of community social activities in the Taman Pintar area as social studies learning resources.

Keywords: Social Activities; Public Spaces; Social Studies.

Preliminary

Public open space consists of green open space and non-green open space. Urban green open space is part of an urban area's open spaces filled with plants, plants, and vegetation to support ecological, socio-cultural, and architectural benefits that can provide economic benefits for the community (Anisah & Holis, 2020). Each area has an open space. The open space is a container that can accommodate certain activities of neighborhood residents individually and in groups and is also an environmentally sound component, which has a meaning as a landscape, Landscape, park, or recreational space in an urban setting. Residential areas require facilities that are open in the form of open spaces, parks, and sports fields. The availability of open space can also be used as a mini park or space for social interaction, recreational facilities, and as a centerpiece of a cultured city. An example is city parks. Open space can increase the value of the city's beauty and comfort through city parks and green lanes on city streets (Arga, 2020).

In Banjarbaru, there is one open space, and the open space is called Taman Pintar, which is different from open spaces in general. Development of Taman Pintar aims to introduce science to students at an early age to expand and hone students' creativity so that they are not

mere targets for exploitation of the technology market but can create their own technology (Wijayanti, 2020).

The existence of Taman Pintars not only functions for the community but also in terms of education it can be used as a source of learning Taman Pintars can also be used as a source of learning because there are activities in them. Learning resources in the environment will add to students' insight and knowledge because the learning process they experience is not limited by space and time. In addition, various things in the environment are more accurate because by learning in the environment, students' learning experiences are directly experienced; of course, they can optimize the potential of their five senses to communicate and interact with the environment (Saputri, 2013).

Learning resources originating from the environment will be contextual and bring students closer to the objective reality of their lives. This is directly related to everyday phenomena. All of this is expected to increase students' activity and learning outcomes. It made them sensitive to problems that occur in society, skilled in dealing with them and overcoming them. Furthermore, they can develop knowledge, skills, attitudes, and values for themselves and play a role in society (Handy, 2020).

The current problem is the underutilization of the environment in social studies learning resources. Social studies learning resources so far have focused on developing cognitive aspects so that they ignore affective aspects or changes in attitudes for students. This phenomenon impacts students' views of social studies learning, which tend only to memorize concepts and facts to master the material (Syaharuddin & Mutiani, 2020). On the other hand, social Studies learning can develop thinking skills, think critically, solve problems, work together, respect each other, and so on. Thus students are directed to realize the importance of living in society.

Based on the background above, visiting Taman Pintars can also be used as material for consideration for student learning. In Taman Pintars, visitors can see various types of science that exist and enjoy and have recreation. They can also play there while adding insight into the knowledge there. This can spur them to obtain other benefits during recreation.

Method

This study uses a qualitative approach. The research aims to identify the relationship between public space as a social study learning resource. This type of research uses a descriptive method. The research was conducted in Banjarbaru City, South Kalimantan, Indonesia. Data collection is done by interview, observation, and documentation. Interviews, observations, and documentation were conducted in research activities to obtain relevant data

(Sugiyono, 2010). The research informants comprised several parties: tourism object managers, tourist visitors, and the community around the tourist object. In addition, secondary data was obtained from several literature studies and information relevant to the research, namely data related to public space in the city of Banjarbaru.

The data analysis technique follows the pattern of Miles and Huberman, which begins with data reduction, data presentation, then verification (Moleong, 2015). The data analysis process is done by selecting data relevant to the research focus, and then the data is presented in a narrative form to get a conclusion. In analyzing data up to the verification stage, researchers also continue to test the validity of the data. In this study, researchers used an extension of observations and triangulation of sources, techniques, and time to test the data's validity.

Results and Discussion

The Banjarbaru youth, sports, culture and tourism agency manages the Taman Pintar. The construction was completed at the end of 2019 yesterday. In the Taman Pintar area, there are some facilities such as a playground, international standard skateboard facilities, and the MKISBAR (drizzle together) cinema, which is the result of the work of the Banjarbaru city government and the Indonesian Creative Economy Agency.



Figure 1. Taman Pintar in Banjarbaru

Source: Personal Documentation (2021)

This Taman Pintar is not only prepared as a green open space but also to educate the people of the city of Banjarbaru to invite their sons and daughters to this green open space. The manager of the Taman Pintar named, Herlly said that it was called the Taman Pintar because it had educational facilities which had several learning tools such as miniature solar systems, world maps, mathematical formulas, walls of local wisdom, atoms, and molecules, and there

was also a unit conversion ladder. Moreover, there is also an international standard skate park there, mathematics, local wisdom, miniatures from various fields of physics, chemistry sports, and finally, there is.

A destination is a place that is visited for a significant amount of time during a person's journey compared to other places passed during the trip. Human-made resource destinations include recreational facilities or amusement parks (Jumriani, 2021). For example, Banjarbaru Taman Pintar is a tourist destination made for recreation and a children's playground. Inside are facilities including science and science, which aims to broaden general knowledge; there is also an international standard skate park for playing and another podium for watching together.

Along with the existence of the Taman Pintar in Banjarbaru, the people in Banjarbaru have high enthusiasm for the Taman Pintar in Banjarbaru. This is another inspiration to open tourist attractions that the general public can visit. Banjarbaru Taman Pintar has a tourism concept that packs recreation and education.

Social Science is a study or study of human life in social life used in pedagogical interests as citizens. Social Sciences is interpreted as a simplification of social sciences which aims to form good citizens with the provision of competence as citizens. According to (Mutiani, 2020), social studies subjects aim to introduce the concept of social life and its environment.

Learning resources include everything that can be used to make it easier for people to learn and achieve specific competencies. Social studies learning resources can use sourcebooks (textbooks, magazines or newspapers, and other mass media), media and teaching tools, situations and class conditions. as well as the environment. For social studies teachers, resource books are not the only learning resources that can be used because resource books generally contain old information. (Abbas, 2020). This is in line with the sources of learning, not only books but everything that is seen and functions as learning, for example, the religious environment that focuses on mosques with various kinds of religious, social, and economic activities. Social Studies draws on concepts in the social sciences and humanities to develop knowledge, and understanding of the social conditions in their environment, as explained (Sapriya, 2009) that recognizes concepts related to people's lives and their environment. Integrating social studies education with environmental education expects values based on environmental awareness. Social studies education integrates situations, approaches, and learning resources around students to emphasize practical activities and the direct experience felt by students (Mutiani, 2015). One example of the concepts in Social Studies that are supported by social conditions that occur in social life or local activities contained in the Haul

Guru Sekumpul is in line with the objectives of Social Studies, which provide understanding and integration of local examples (Nasih et al., 2019)

The relevance of using Taman Pintar as social studies learning resource can be seen from the community activities in Taman Pintar, namely social activities and economic activities, as explained (Nurdin, 2012) that four types of environment can be used as a source of material for social knowledge, including; social environment, natural environment, religious environment, and human environment as a source.

The way to involve community activities as social studies learning resources is by incorporating these local resources into class material by being the closest example for the related subject matter and bringing participants to come directly to Taman Pintar to see the activities being carried out. Following what was explained (Jumriani, 2018), Social Studies is learning that can be related to the environment around students so that learning takes place not only theoretically but gives meaning to students from a Social Studies concept that is taught in learning activities.

Table 1. The Linkage of the Banjarbaru Taman Pintar as a Learning Resource for Social Studies

Basic competencies	Learning materials	Sub Learning Materials	Utilization of Taman Pintars as Social studies Learning Resources
3.1 Understanding social interaction in space and its influence on social, economic, and cultural life in terms of values and norms, as well as socio-cultural institutions	Social Interaction and Social Institutions.	Definition of Social Interaction	Taman Pintar is a recreation area located in Banjarbaru Park. The garden is quite large and clean. To make the people who are there feel comfortable. The gathering of people in the Taman Pintar makes social interaction happen.
3.2 Analyzing social interaction in space and its influence on social, economic, and cultural life in terms of values and norms and socio-cultural institutions.	Social interactions and social institutions	Conditions for social interaction Features of social interaction	The terms or characteristics of social interaction can be seen from the activities of the people in Taman Pintar, namely: Social activities include; non-formal education activities, deliberations, relaxing and exercising, playing, and social care action activities. In addition, a park supports the community in carrying out activities from the activities mentioned.

3.3 analyze the concept of interaction between humans and space to produce various activities	Human activity in fulfilling needs	Economic activity	Economic activity, namely, trade activity. The existence of trading activities makes the area around the valuable part for the continuity of community needs, and there are also interactions there, such as interactions between sellers and buyers
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Source: Personal Documents (Processed Data, 2021).

Learning is a dynamic interaction between learning elements influencing each other to achieve learning objectives (Abbas, 2019). What is meant By Social Studies learning carried out by researchers includes elements of students, namely class VII, with material on social interaction and social institutions as well as material on human activity in meeting needs. Factors that influence the selection of learning resources are that the learning objectives must be consistent and clear. Researchers formulate learning objectives based on essential competencies and indicators and their suitability with the material.

Conclusion

Taman Pintar has various complete facilities as well as the cleanliness and beauty of the parking area. It is proven that Taman Pintar pays close attention to the aspects and requirements of the Park in the development process until it is finished and used. These various things are done to support community activities in the functioning of the Banjarbaru Taman Pintar. The form of community activity in the Banjarbaru Taman Pintar is not only marked by social activities; the community also functions the Taman Pintar with various activities such as social activities including non-formal education activities, deliberations, playing, relaxing and exercising as well as social care action activities. Economic activity, namely, trade activity. There is trading activity.

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