

# **Cultural Environment Potential at Lok Baintan Floating Market Area as Social Studies Learning Resource Based on Blue Economy**

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**Abstract** – The concept of environmental management in social studies is relevant to Blue Economy concept, especially in the aspects of environmental management to improve economic value added and the effort to maintain environmental sustainability. This study aimed to: 1) identify cultural environment potential that relevant as social studies learning resource based on Blue Economy, 2) Explore the role of social studies teachers in the utilization of cultural environment potential as learning resource. 3) Identify the problem to use the cultural environment potential as learning resource based on Blue Economy. This research used descriptive method. Subject of this research are social studies' secondary school teacher that teachers in Banjar regency. Data collection techniques include unstructured interviews and observation. Data were analyzed with qualitative descriptive technique. The results showed: 1) the potential of cultural environment at Lok Baintan Floating Market area were enrich with local wisdom characteristics environment, in the form of customs and art. It can be used as social studies learning resource based on Blue Economy, 2) The role of teachers in the utilization of the cultural environment potential as learning resource includes the design of learning by integrating the potential of local content as learning resource and implementing social studies learning by integrating the concept of the Blue Economy and relevant learning resources, 3) problems that identified in learning activities include the limited understanding of Blue Economy concept, the lack of learning time, and the limited of learning media that support the learning process.

**Keywords** – Cultural Environment, Learning Resources, Social Studies, Blue Economy.

## **I. INTRODUCTION**

The developing of Indonesia as a maritime country has given an opportunity for Blue Economy concept as the direction of economic development of Indonesia today. Nowadays, the application of Blue Economy concept based on the fact that Indonesian geographical condition is an archipelago that has the second longest coastline in the world (after Canada), which leads to the thought of a way to preserve marine will impact on reserves people's food sources being more reliable [1]. The geographical condition of Indonesia as a maritime country is supported by the large potential economic value generated from the marine sector of fisheries, marine tourism, renewable energy, biofarmasetika, marine transportation, oil and gas, seabed minerals, salt industry, also industrial and maritime services [2].

The focus of development in the maritime sector by the current government has been strengthened with the implementation of blue economy concept as a strategic step in the acceleration of the industrialization of marine

and fisheries since 2013. Blue Economy has become a part of the Medium Term Development Planning (RPJM) of marine and fisheries sector proposal in 2013 -2025. Related to the economic development based on Blue Economy in Indonesia, there are five key points that need attention are: a) government must identify investment opportunities in the maritime sector and fisheries that can be developed based on Blue Economy concept, b) develop business and investment models based on blue economy concept, which started from several major activities such as seaweed farming, salt, fish, fisheries, and management of sustainable small islands which anticipate the issue of energy security, food, and water, c) the development of human resources (HR) in the field of maritime affairs and fisheries, d) the development of Blue Economy documentation and materials to the public, and e) efforts to promote the implementation and joint participation in international meetings [3].

Referring to the development of human resources point, education sector is the main road in achieving the goal. Education is a comprehensive development process of self-potential through earlier gradual process to enable the slowly changes on an individual both physically and mentally. The role of education in human resource development that is equip someone with basic knowledge, theory and logic, general knowledge, analytical skills, and the development of character and personality [4]. In the legal level, the National Education Act No. 20 of 2003 summed up the role of education as a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, as well as the skills needed him, society, nation and state.

Implementation of education in Indonesia, especially in formal sector developed through continuous learning curriculum based on the needs of education. Curriculum 2013 as the improvement of the previous curriculum, emphasis on the improvement of the mindset that all subjects must contribute to the formation of attitudes, skills and knowledge in order to create qualified human resources in the cognitive, affective, and psychomotor comprehensively. Social Science subjects are taught, especially at the basic education level, also participated in the task in the development of human resources, especially in the context of competence in the realm of the social sciences.

Social studies has vision to be an educational program that focuses on the development of individual learners as "social actors" who are able to take a reasoned decision

and as a "citizen" intelligent, committed, responsible and participatory [5]. Social studies bridging education efforts to foster and develop the mental and intellectual abilities of students to become citizens who have the skills and social care and is responsible for national development by utilizing the existing resources in a sustainable manner. The scope of the social studies material is basically puts the community as the primary source of learning with the scope of the behavioral aspects of social, economic and human culture in society. Related context of economic behavior, social studies at the high school level leads to the basics of mental formation of the creative economy and entrepreneurship which is reflected in exposure to Core Competence and Basic Competency-based on Curriculum 2013.

NCSS (2010) explains that a powerful IPS has five principles in its application that may have implications for what teachers should know, what to do, and what should be its disposition. The fifth principle is to learn and learning social studies should be meaningful, integrative, value-based, challenging, and active learning [6]. Social studies curriculum based on Curriculum 2013 already meet the requirements to develop the powerful learning.

Social studies will be meaningful learning when students who learn can integrate all the knowledge, beliefs, values, attitudes, and social and citizenship skills that can be useful either for direct personal self, life in society, in the life of the nation, and for the sake of continuing education to a higher level. For this purpose, social studies must emphasizes to the deepening development of important ideas in the range of topics that are essential, in term to improve the understanding, appreciation, and the student's ability to apply it in life. Its significance also will depends on how the content the lessons learned by students and how the students' activity can be improved. This is not required for many artificial materials but more to essential and meaningless materials. Teachers need to reflect on an ongoing basis to plan, implement, and assess the social studies learning process for students.

Social studies teaching and learning being an integrative learning when the learning process can be done through the topics to be multidiscipline approach, interdisciplinary, and cross discipline blends well with the knowledge, beliefs, values and attitudes, social skills and become competent to act. The subject matter also includes material across time, across space, across values or norms, and across the curriculum. It being value-based only when the learning process not only concerned with facts, events, concepts, and generalizations social studies alone, but rather focuses on the ethics behind the topics that were examined which enable learners to discuss controversial issues that provides an arena for reflection for the development of virtue and social values. Learning social studies with value-based concept will make students realize the learning potential of the social policy implications thus train students to think critically and make decisions on some social issues. It also means that learning does not have to teach the beliefs or personal views, political, or any particular sect, but may sensitize

students to the complex and dilemmas value on one issue, consider the benefits and costs that may occur in individuals or groups of potential in taking actions, and develop a reasoned consideration, consistent with the values of social democratic politics. Teachers must push against the recognition of the views of the opposition, respect for the views of the rational with the support of sufficient data, sensitive to cultural similarities and differences, and a commitment to social responsibility.

Social studies will be challenging when students provoked curiosity to achieve learning goals both individually, group, and classical. Teacher exemplifies the spirit to achieve the learning objectives and knowledgeable in performing inquiry, and use learning strategies that can motivate students to show the same qualities as a teacher; and teachers must show interest and respect for the students' thinking and asking students who reasoned arguments and full commitment. Social studies learning must be able to make students being active learner in the process of reflective thinking in decision-making; students develop new understanding through active process of knowledge construction; occurs interactive discourse that facilitates constructing meaning that is needed to develop an understanding of important social; and gradually the teacher can modify the role of the original is to give an example, explain, and provide information toward cooperative learning, participatory, and independent, so that students can learn authentically.

Social studies is a subject that identic with the using of environment as a learning resource. Mukminan et al. classify some types of learning resources which can be used for learning social studies curriculum by 2013, such as: a). Everything or anything that is happening in and around school learners from families, schools, villages, districts, and bigger environment like the country and the world with a variety of problems. b). Human activities, such as livelihood, education, religion, production, communication, and transportation. c). geographical and cultural environment that covering all the geographical and anthropological aspects of environmental learners nearest to the farthest. d). Past life, the development of human life, the history of which starts from the history of the immediate environment to the farthest, about figures and big events [5].

The using of learning resources in the learning process requires the involvement of various parties in learning activities. Teachers play an important role in optimizing the utilization of a variety of learning resources for students in an effort to achieve specified learning objectives. The teacher as a facilitator in the learning required to understand the needs of learners and help them to choose the right learning resources in order to obtain the results of studying the direction of the goal of learning itself. Related to the environment as a learning resource, social studies teacher specifically refers to the implementation of Curriculum 2013 is not only directed to invite learners to understand the meaning of the existence of the environment itself, but should be able to encourage students to actively explore the surrounding environment. This is related to the effort to build understanding and

creation skills to manage the environment for sustainability in the context of their lives as social beings and citizens.

Environmental management concepts in social studies are quite relevant with Blue Economy concept. For example in the aspect of increasing economic added value and sustainability of environment through environmental management by the community. Social studies teachers have a role to identify and provide an understanding of the Blue Economy as an important thing that should be implemented and delivered to learners. The goal is that they can gradually implement it in their daily lives both now and in the future. One of the objects that are being the focus of this research is the Floating Market in Lok Baintan. Floating Market is one of the Banjarnese icons that very interesting to learned as social studies learning resource based on Blue Economy concept. Implementation of various social activities, cultural, and economic environment in this area needs to be identified as a reference in the utilization of social studies learning resources based on environment. The existence of this traditional market with a variety of social phenomena, cultural, and economic proverbial indicate local economic activities with the preservation of the environment in a sustainable manner. The introduction of this unique local conditions need to be understood by a social studies teacher to then be used as a source of social studies relevant to the implementation of the Blue Economy through education.

This study aimed to: 1) identify cultural environment potential that relevant as social studies learning resource based on Blue Economy, 2) Explore the role of social studies teachers in the utilization of cultural environment potential as learning resource. 3) Identify the problem to use the cultural environment potential as learning resource based on Blue Economy.

## II. METHODS

The study was conducted in 2014 by using a case study approach. The subjects are social studies teachers at junior high school in Banjar regency. Data collected includes the introduction of teachers about the potential cultural environment in Lok Baintan Floating Market and the role and learning problems that faced by teachers in the utilization of the potential of the cultural environment as social studies learning resource based on Blue Economy concept. Data collected by unstructured interviews to teachers and observations to strengthen the findings. Data were analyzed with descriptive qualitative techniques.

## III. RESULTS AND DISCUSSION

### A. Environmental Cultural Potential in Lok Baintan's Floating Market Area

Linton describes the culture from the perspective of anthropology as follows: "Culture is a whole way of life of any society and not on the part of the way of life that is part of the community is considered higher or desirable. Therefore, for a social scientist, no society or individuals

who are not cultured [7]. Each community has a culture, however simple it was and every human culture is being cultured, in the sense of taking part in a culture ". While in essence culture is a whole system of ideas, actions and man's work in the context of a society that used to belong to human beings learn [8]. Kluckhohn outlines the seven basic elements of culture found in every nation in the world that is language, system of organization, social organization, systems and technology equipment life, livelihood systems, system of religion, and the arts [8].

Symbolically Koentjaraningrat describes culture in the embodiment of "Framework of Culture" in the form of four concentric circles. The outer circle symbolizes the culture as artifacts or physical objects. Concrete examples include all the objects of human work that is concrete and tangible, which simplified the designation "physical culture". The next circle symbolizes the culture as a system of behavior and action pattern called "social system". The next circle symbolizes the idea of culture as system. This circle illustrates the form of the idea of culture, and its place is in the head of each individual being a citizen of a culture, which carry wherever they go. Culture also patterned in the form of ideas and based on specific systems called "cultural system". Black circle symbolizes the lies most in culture as a system of simplified ideological ideas with the term "cultural values" [8].

Based on observation and interview with some social studies teachers, those are some local cultural environment potential that still exist and applied by local community in Lok Baintan's floating market area in term of customs and art. In term of customs include ceremonial cycle life cycle that includes pregnancy and birth ceremonies, marriage ceremonies and death ceremonies. The pregnancy and birth ceremonies that still exist such as *Mandi-Mandi Menujuh Bulan*, *Selamatan Kehamilan Sembilan Bulan*, *Upacara Kelahiran*, *Selamatan Penanaman Tali Pusat (Tembuni)*, *Proses Bayi Diazankan dan Diqomatkan*, *Bibir Bayi Diolesi Garam, Kurma, Gula*, *Upacara Bepalas Bidan*, *Upacara Tasmiah*, and *Baayun Mulud*. The Marriage Ceremonies that still exist such as *Basasuluh*, *Batatakun atau Melamar*, *Balamaran*, *Bapapayuan atau Bapatut Jujuran*, *Baatar Jujuran*, *Bapingit dan Bakasai*, *Batimung*, *Panganten Balanting*, and *Pangantenan*. The dyed ceremony that still exist such as *Memandikan Mayat*, *Menyembahyangkan Mayat*, *Penguburan*, and *Beselamatan* or *Maaruah*.

Based on interview, there are several socio-cultural potential began to decrease its presence such as *Baayun Mulud*, *Basasuluh*, and *Pangantin Balanting*. *Pangantin Balanting* ceremony is among the most rarely performed by the community. This tradition has begun to disappear due to the times and the development of roads. *Pangantin Balanting* ceremony performed at the bride up the river which means *Lanting* (boat made of bamboo or the like). *Pangantin Balanting* procession carried the river is as a form of knowledge of the local community and community activities which basically makes the river as the pulse of society.

In term of arts, various potential that still evolving and

conserved are *Japin Hadrah*, *Karawitan*, *Banjarnese Songs*, *Woven Art*, *Pencak Silat*, *Banjarnese Puppet*, and *Madihin*. *Japin Hadrah* is a kind of traditional dance based on Zafin dance with the influence of Islam. While *Karawitan* is musical art consist of vocal and instrument with local influence that has clarification and development of the region itself. Musicians in *Karawitan* playing a musical instrument called the gamelan, in practice, musicians used to accompany dances and singing, but it is also possible to hold musical performances only. Furthermore, another kind of socio-art potential is Banjarnese Songs with Banjarnese language. The development in the local and national music scene is still running slowly. Inversely related to other folk songs, Banjarnese songs seem less appropriate. Even the songs tend to be less desirable by Banjarnese people. Another kind of art that is still growing is the weaving art. It is one of the industrial units that have important role to build local economic life. It also has potential that could be an attraction for tourists. Another kind of socio-art potential is *Pencak Silat* that known as martial art with Banjarnese influence. Other type of art that have potential is Banjarnese Puppet that has become stand-alone performing arts. It has specific characteristics that distinguish it from other types of shadow play, both in terms of shape, music / gamelan accompaniment, color, or ordinances to play, although the puppet characters tend follow the puppet and also developed from the figure and symbol of Banjarnese society. *Madihin* is another kind of art that still exist and practice by local people in Lok Baintan's floating market area. *Madihin* is performing a monologue by one or two traditional artists who compose poems and rhymes accompanied by Banjarnese music. Generally, the material of *Madihin* is moral and social messages with intriguing and funny words. It was identified that some kinds of art became obsolete by people such as Banjarnese Puppet and *Pencak Silat*. Both potential need to get attention because the Banjarnese nuance certainly is a differentiator and has it attraction if developed as part of the tourism potential.

According to Blue Economy concept, all cultural environment potential above consist of sustainability and economic value added factors. It very relevant to taught for student in social classroom to introduce local potential that should know and considered as valuable things for their social and economic life in the future. The ability of social studies teacher very important to disseminating this local learning resources to student in classroom.

#### B. *The Role of Social Studies Teachers*

Blue Economy is the concept of utilization of natural resources and technologies towards the conservation and improvement of the quality of human life with an emphasis on harmonization of nature and human life [9]. The concept of sustainability (sustainability) of the management of marine and aquatic potential as an important aspect of the Blue Economy [10], while Gunter Pauli not only make limit of the economic aspects of marine alone but gives emphasis on the conservation context [9].

Teachers have important role to teach students about

sustainability in a concrete frameworks to achieve the possibility of transition to the sustainable society [11]. It related with the statement that since Blue Economy innovations are largely built on local inputs, their effects are primarily local [12]. Local students should introduce with all locals potential to make them understand from the beginning how it work for people life around them. Because the Blue Economy concept is about the commercial development of oceans in a sustainable way [10], social studies teachers also need to identify not just the philosophy aspects but also how all that local content works on commercial way for students' life.

Based on the results of interviews with social studies teacher in Banjar Regency, the Blue Economy concept is a new concept that almost never heard by them. Blue Economy is literally translated as "Blue Economy" yet more profound understanding of the concept is not yet known. Some social studies teacher associate Blue Economy as a relevant concept of Green Economy. Further interviews obtained actual findings Blue Economy concepts have been implemented by social studies teachers in learning activities at school. In the learning process the teachers sometimes carry out social studies learning that leads students in the use of local advantages that begins with the design process prior learning. Related to contextual learning concept, some teachers claimed to have done the learning process that meets the rules of: 1) relating (learning associated with real life contexts), 2) experiencing (study focused on excavation, discovery, creation), 3) applying (learning where knowledge is presented in the context of utilization); 4) cooperating (learning through interpersonal communication context); and 5) transferring (learning through the use of knowledge in a new situation or context).

#### C. *Implementation Problems in Social Studies Classroom*

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes [13]. According to the interview, the main problem to connect the relation of Blue economy concept and social studies content is the understanding of social studies teachers in Banjar Regency about connection of these two aspects. Conceptualizations must be challenged and supplanted with a more viable understanding if we are to succeed in demonstrating is the kind of knowledge and ability that teachers need for teaching social studies [14]. As new concept, Blue economy often related to economic subject at high level school that doesn't very important for primary students. The mindset of social studies teacher affected to the way they teach social studies for their students. Blue economy should understanding as integrated part of social studies because it also talk about social, cultural, environmental, and economic aspects in comprehensive ways. If social studies teachers have the right understanding about this concept, it will help them to make students understand about the relation between blue economy and social studies easily.

The lack of time for social studies subject also identified as another problem in the implementation of this concept.

The study showed that organizing time is one of the important problems faced with by teachers [15]. Social studies teachers in Banjar Regency still have difficulties to arrange learning time at school. The big amount of social studies materials that should learned by student being primary reason that pretend some of them to doing some innovation and exploration in classroom. They choose to use regular methods in learning because the concern of learning material limitation that should give to their students. Sometimes, the way they understanding curriculum impact to the difficulty to organize learning time in every week.

The lack of learning facilities and their ability to use technology properly for social studies classroom are other problems that keep them from trying this concept in classroom. It related with a finding that one of the problems in the classroom is lack of educational facilities such as equipment and technology [16]. It also said that teacher training institutions have not prepared social studies teachers sufficiently for the implementation of the UBE (Universal Basic Education) programme, their teaching does not inject appreciable creativity in the learner, and teachers do not use ITCs (information and communication technologies) in the discharge of instruction as they are not ICT-skilled [17]. Few social studies teachers argue that the implementation of Blue Economy concept in social studies classroom requires better technology and good learning facilities. If these components not fulfilled, they worry that the learning process will not working properly. To bring students into this learning situation should complemented with real condition or proper facilities in classroom. Based on some social studies' teachers perception, mixing the Blue Economy concept with social studies contents need extra work that unfortunately still a big homework for them to do in the classroom.

#### IV. CONCLUSIONS

The using of local potential as learning resources depends on teacher's ability to manage those resources effectively. Teachers need to improve their competences in managing all the related learning resources so all the problems in learning process can be solved.

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