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SOCIAL SCIENCES LEARNING THROUGH EXPLORATION OF RIVER TO IMPROVE SOCIAL SKILLS

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Abstract

Banjarmasin, South Kalimantan Indonesia is surrounded by rivers. Since long the various aspects of community life is always associated with the river. The problem in this research is to provide a model of social science education learning l to improve the social skills of students. The research model is Research and Development. The collection of data was conducted through observation, interviews, and document. Data were collected on exploration activities on the river and in the classroom. The learning model developed is the exploration of the inquiry model in a river environment. Stages of the model are: posing a problem, proposing a hypothesis, collecting data, testing hypotheses, and conclusions. The test model of a small sphere was in one group of five students with the result of social interaction an average score of 75 on the river and 77 in the classroom. Results validation on social skills of students denotes the increase. This finding showed that the exploration model of the river with the inquiry is powerful to improve the social skills of students. Exploration results from students in the form of papers with economic themes are the floating market, fisheries, crops, floating stalls, coal. The themes of culture are the mosque, tomb, traditional houses, local wisdom, boat building, fishing, fishing, farming, trade. Social themes are neighbours, cooperation, recitation, assemble and speak, activities Islamic holidays, cooking, process the stream, housewives. Educational themes are school on the banks of the river, local knowledge, water transport, learning the Qur'an. The conclusion that the powerful social science education to build social skills can be done with a model inquiry. Rivers can be used as a learning resource for social science education.

Keywords: Education, social science, river, social skills.

1. INTRODUCTION

Banjarmasin is a city in South Kalimantan province of Indonesia, the characteristics of this town surrounded by rivers. The big river is sunga Barito and Martapura rivers, river branches into small pieces pass through each point. People in the city of Banjarmasin mostly homeless by the river (Porda, 2019).

Public in Banjarmasin activity by utilizing the river. Community economic activity in the form of exchange of goods or selling in the river, the floating market, or stalls floating on a boat or a traditional house. Community activities carried out across the river, using water transport (Porda, 2015).

Education Social Sciences is the education that emphasizes on understanding and shaping social character in students. Maxim (2010, p. 8) said that social attitudes such as social skills needed in life, students are

members of the community and the nation. The surrounding environment is a source of learning in Social Studies Education. Social Science Education in Indonesia is conducted at the level of elementary school to high school. Education Social Sciences became the foundation for the development of social competence in the form of social skills (Maryani, E., Shamsuddin, H., 2009).

Student Education Social Sciences is responsible for prospective teachers educate students in order to have social skills. River environment and community activities around the river can be a source of learning, where environmental and human interaction is an important part of the learning of Social Sciences (Zevin, J., 2011), students can develop their knowledge and social skills by conducting exploration in river. For it is necessary to develop a model of Social Sciences Education learning to use the river as a source of learning environment.

2. STUDY LITERATURE

Education Social Sciences in Indonesia continues to grow, the direction of development in accordance with the conditions that occur at this time, the Industrial Revolution 4.0 and the Community Industry 5.0. Students are directed to productive learning activity, a form of learning is the scientific learning. Education continues to be directed at improving students' ability in global social relations (Shahroom, AA, Hussin, N, 2018).

Guidelines for scientific study on education in Indonesia are the Indonesian National Qualifications Framework (KKNI). Scientific Learning in KKNI among others, Problem Based Learning, Discovery Learning, Inquiry and others (Menristekdikti, 2014). Educational Objectives of Social Sciences, namely social skills and prepare students to become good citizens. Education Social Sciences in the Faculty of Education is to prepare the student as a candidate for the Social Sciences Education teacher.

Education Social Sciences using the environment as a learning resource, the activity of individual and community life in the economic, social, political, cultural, and environmental education is teaching material for the Social Sciences. Students conduct exploration on the environment, to foster understanding, awareness, and social skills.

Social skill is competency move, interact, manage, and use the environment. Education Social Sciences is to prepare students to grow independently and be a good society. Social skills are working together, helping each other, sharing experiences and ideas (Jarolimek, 1971). Social skills related to social environment, so as to respect, participate in the life of the surrounding community. Learning of Social Sciences to foster interaction with the environment so dynamic and exits. Students in the Social Sciences Learning should be able to apply the resources in the community both locally and world (Stopsky, F., Lee, SS, 1994).
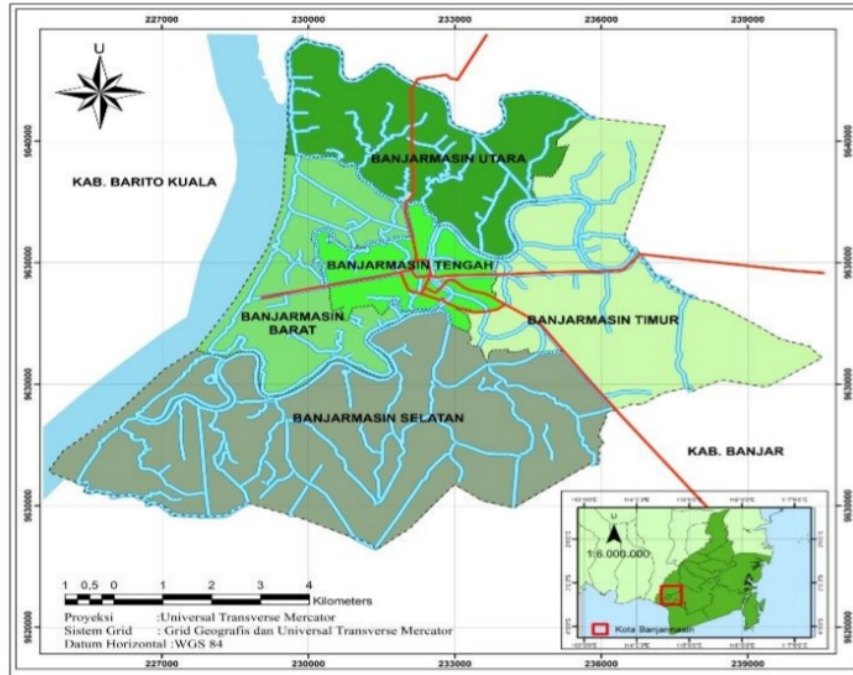
3. METHODS

Preparation of papers through research and development or R and D (Gall, MD, Gall, JP, Borg, WR, 2007). Research conducted to obtain data about the competence of the students to see the students' social skills, library materials, and environmental conditions, is used to prepare a draft model of learning. Data competence of students in the form of indicators understanding of the environment, learning model, learning resources, and learning to be expected. Data competence of students using a questionnaire. Library materials in the form of a book and the results of research on teaching and learning resource model of the environment. Students understanding data about environmental conditions conducted by questionnaire, the indicator is characteristic of the environment, social activities, economic activities, and cultural activities.

Results of pre-research used to design the model or hypothetical model of learning, then performed a test on a small model of the five students in the form of a group to examine the effectiveness of the model and social skills with exploration activities in the river using the inquiry model. Data social skills are teamwork, interaction, participation, responsibility, and reports. Social skills data were also performed on the activities in the classroom in the form of presentation of reports exploration results. Furthermore, the reflection, reflection proceeds used to improve the model for the test is limited to 15 students in three groups. After reflection, conducted extensive testing on 64 students in the form of 12 group. Further test the validity and the quasi experiment using Anova (Gall, M. D., Gall, JP, Borg, WR, 2007).

4. RESULTS

Banjarmasin city located in South Kalimantan province of Indonesia. The city is surrounded by rivers, every where there are streams. Geographically as the capital of South Kalimantan province located flanked by two large districts, namely Kuala Barito regency and Banjar. Location of astronomical between 3^0 16'46"-3^0 22'54" S and 114^0 31'40 "-114^0 39'55" E. The layout of this astronomical causes Banjarmasin position almost in the middle of Indonesia. Banjarmasin area is 98.46 km 2. The total area is only 0.26% of the area of South

Kalimantan province. Banjarmasin city in Surrounded by the river. Banjarmasin number of rivers in Banjarmasin is 102. The big rivers in Banjarmasin is Barito River, Martapura River and Alalak River.

Picture 1: Map of River City of Banjarmasin

4.1 Development of Learning Model

Survey based on 150 students obtained a description that 65% of respondents understand the environment, 75% of students have been studying with discussions and group work, 55% of the students are already familiar with the learning resources from the environment, and an understanding of social skills is 80%.

Design models are developed based instructional design: the Addie Approach (Branch, 2009).
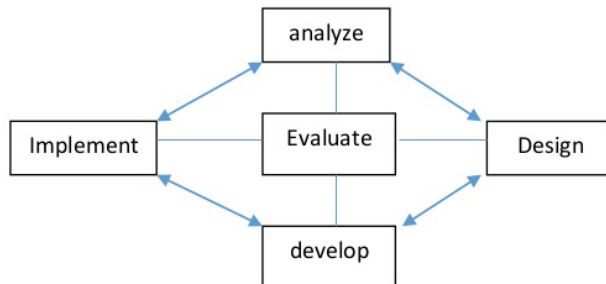

Figure 2: ADDIE Model

The chart consists of stages and superficial as a plan for the exploration learning model. The following is stages and superficial for exploratory learning to improve social skills.
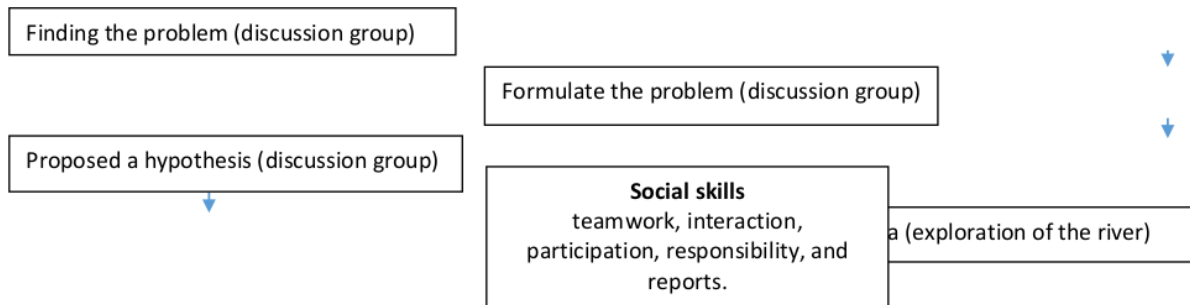
Stages		Superficial
analysis	Analyzing the problem of learning	The learning needs of students, learning outcomes
Design	Determining indicators, assessment, teaching methods based on the analysis	Indicator, assessment, teaching methods, tasks
Development	Develop learning materials and media, based on the stage of design	Learning materials, media
Implementation	Based on the stage of development, implemented in learning	implementation of learning
Evaluation	Based on the implementation and then evaluation	Evaluation of the learning process, evaluation of learning outcomes

Learning activities aimed at improving the competence of lectures for students, in the form of social skills. Edgar Dale (1969: 108) has developed Cone of Experience. Students explore, collect data, solve problems, and make conclusions. Students can understand the symbols, with exploration activity can build to be a real experience. Dale's Cone of Experience (Dale, E., 1969: 108) are:

People Generally Remember	People Are Able To: (Learning Outcomes)	
10% of what they Read	Read	define List
20% of what they Hear	Hear	describe Explain
30% of what they See	view Images	demonstrate Apply Practice
	Watch Video	
50% of what they hear and see	Attend exhibit / Sites	
	Watch A Demonstration	
70% of what they say and write	Participate in Hands-On Workshop	Analyse Design Create Evaluate
	Collaborative Design Lessons	
90% of what they do	Simulate or Model A Real Experience Design / Perform a Presentation-Do the Real Thing	

Figure 3: Dale's Cone of Experience

Exploratory learning model developed by a combination of inquiry learning (Banks, AJ, 1990). The results of the inquiry learning combination with Dale's Cone of Experience seen in the following table:
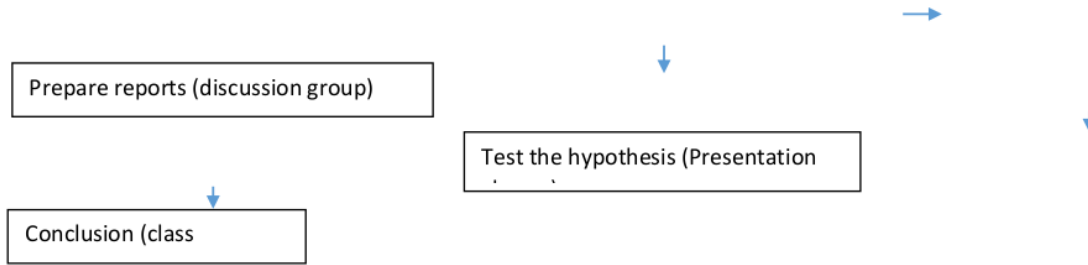
Finding the problem (discussion group)

Formulate the problem (discussion group)

Proposed a hypothesis (discussion group)

Social skills
teamwork, interaction, participation, responsibility, and reports.

a (exploration of the river)

Prepare reports (discussion group)

Test the hypothesis (Presentation

Conclusion (class

Figure 4: Model exploration of the river for Study of Social Sciences

4.2 Test Model

The learning model exploration in the river in the form of inquiry learning has been carried out tests on a small group, the group is limited, and a broad group. Here are the results of the tests on the model:

Table 1: Results of Trial Model

Small group

Group	Component											
	Cooperation		Interaction		Participation		Responsible		Report			
	River	Class	River	Class	River	Class	River	Class	River	Class	River	Class
1	76	78	75	77	75	76	75	77	75	77	75.2	77

Group Limited

Group	Component										Average	
	Cooperation		Interaction		Participation		Responsible		Report			
	River	Class	River	Class	River	Class	River	Class	River	Class	River	Class
1	77	80	76	80	76	82	76	80	78	78	76.6	80
2	78	80	77	80	75	80	76	78	78	82	76.8	80
3	80	80	75	78	77	78	75	80	76	85	76.6	80.2
Average	78.3	80	76	79.3	76	80	75.6	79.3	77.33	81.6	76.66	80

Group Size

Group	Component										Average	
	Cooperation		Interaction		Participation		Responsible		Report			
	River	Class	River	Class	River	Class	River	Class	River	Class	River	Class
1	78	85	82	85	75	85	78	82	85	82	85	84.4
2	85	87	82	88	78	82	78	82	80	82	80	84.8
3	82	85	80	85	78	85	80	85	80	85	80	85
4	80	85	82	87	78	82	80	85	80	85	80	84.8
5	85	87	85	88	78	85	75	80	80	80	80	85.6
6	82	88	82	85	80	82	78	82	78	82	78	84.4
7	85	88	82	88	80	85	78	85	78	85	78	86.2
Average	82.4	86.4	82.1	86.5	78.1	83.7	78.1	83	80.1	83	80.1	85.0

Experimental results show that learning by using the report exploration results when presented in the classroom can foster students' social skills. Social skills of cooperation has the highest score well on exploration in the river and presentation in the classroom. The average score of social skills of students in the classroom is greater than the average score of students' skills in exploration in the river. This shows that the students' social skills should be developed by learning outside the classroom before done in the classroom, meaning social skills through presentations in the classroom must be accompanied with exploration activities outside the classroom,

Picture The following is one student at a time of exploration activity in the river environment, the students use water transport. Social skills of students seen in the form of co-operation, interaction, discussion on the environment.

Figure 5: Student Exploration on the river

4.3 Model Validation

Validation is done on three groups of control and three experimental groups in the form of quasi-experiment. Grade control on the validation test is a class that does not carry out exploration and experimental class is the class that exploration. The results of the social skills acquired at the time of presentation. Here are the results of exploratory learning model validation on the river with learning

Inquiry.

Table 2: Model Validation Results

Group		n	mean	Std	t	df	Sign.
I	experiment	24	76.45	11:47	7:39	46	.0001
	Control	24	53.12	10:41			
II	experiment	24	76.27	12:09	5.76	46	.0001
	Control	24	58.34	9:29			
III	experiment	24	82.51	13:02	7:14	46	.0001
	Control	24	59.57	8.84			

The results of the t 7:39; 5.76; 7:14 larger than t (table, df = 46) = 3.55. This suggests there are significant differences between the results of the experimental group compared to the control group the results shown. The standard deviation of the experimental group is higher than the standard deviation of the control group, mean distribution of the results of the experimental group is more varied than the distribution of the results of the control group.

The following image is a presentation of student activities in the classroom, the students show their social skills through discussion, cooperation and interaction.

Figure 6: Student presentations in class

Social skills of exploration in the river are shown in the form of statements about social activities, such as the following:

No.	Activity	Shape
1	economy	Trader The food is typical Banjar, Javanese, a variety of pastries, fruit, clothing, survival supplies, flowers, raw materials, woven, crops. Floating market, traditional market, fish market, floating stalls Production Crackers, furniture, household goods, woven, traditional boat building, maintaining fish
2	Culture	Building Mosques, traditional houses, shrine, historical monuments, places of worship Chinese, old bridge, old villages, museums, schools, traditional dances, fishing.
3	Social	Religious activities, recitation, traditional games, gotong royong, cleaning up the river.

Pictures below are some pictures of the students in the exploration of the river. The image has become the topic of a report and presented to the class.

Figure 7: The Mosque is on the river bank

Banjarmasin is the first point of entry of the Islamic religion in Borneo, so many mosques found on the riverbank. Banjarmasin society are largely Muslim.

Figure 7: Village and stalls on the river

Kampung (village) lengthwise along the river, people's lives are connected by a river. Stalls selling household are found on the riverbank.

Figure 8: Floating market and sellers of traditional cakes

River as economic activity in the community life in London can be seen from the floating market. Event floating market in the morning. On floating market buying and selling and bartering goods for life. Traditional cake remained in the floating market, traders sell cakes via the river around the city of Banjarmasin.

Figure 9: River as media education and communication

Students to schools using water transport, most schools are on the river bank. Merchants and public communication is done through the river.

5. CONCLUSION

Exploration of the river can be a learning model of Social Sciences in the form of inquiry learning. Students' social skills can be increased with the inquiry learning in the river environment. Learning by exploration in the river followed by learning in the classroom in the form of presentation of reports exploration results. Social skills students look more grown through exploration results presentation in the classroom.

The concepts in the Social Sciences can be found through learning outside the classroom, students can analyze and implemented concepts of Social Sciences in the form of social skills to the exploration and presentation environment. Implementation of learning by exploration of the environment takes time and costs a lot more. Exploration of the environment and exploration results presentation is a part of learning to learn social skills and understanding of students about the environment.

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