

**SOCIAL VALUES IN THE SOCIAL ACTIVITIES OF TRADITIONAL MARKET COMMUNITIES AS  
A SOURCE OF LEARNING FOR SOCIAL STUDIES SUBJECTS**

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**ABSTRACT**

The background of this study is that the community environment has not been maximised as a learning resource for students. Concepts of subject matter and social values such as social interaction have not yet been linked to the community conditions surrounding students. The purpose of this study is to describe the social activities of the traditional market community, to identify the social values and activities of the traditional market community as a source of social studies learning. The research method used is qualitative, with data sources from sellers, buyers, and security personnel at the Tegal Gubuk market. The data collection techniques used are observation and interviews. Data analysis uses data reduction, data display, and conclusions. The research results show the presence of social values and material social values in buying and selling activities. Vital social values occur in meeting the needs of the market community related to facilities such as places of worship, toilets, parking areas, and market management spaces. Spiritual social values include four aspects: truthfulness, such as the prices given to buyers; beauty, such as market cleanliness; goodness, such as honesty in buying and selling; and religiosity, such as religious activities during prayer times. Social activities include cooperation, mutual assistance, buying and selling, and social interaction. The social values and social activities of the Tegal Gubuk market community can be correlated with teaching materials.

**Keywords:** Social values, social activities, learning resources

**ABSTRAK**

*Latar belakang penelitian ini belum memaksimalkan lingkungan masyarakat sebagai sumber belajar untuk siswa. Konsep-konsep materi pelajaran dan nilai-nilai sosial seperti interaksi sosial masih belum dikaitkan dengan keadaan masyarakat yang ada di sekitar siswa. Tujuan penelitian ini adalah untuk mendeskripsikan aktivitas sosial masyarakat pasar tradisional, untuk mengetahui nilai-nilai sosial dan aktivitas masyarakat pasar tradisional sebagai sumber belajar IPS. Metode penelitian menggunakan kualitatif dengan sumber data dari penjual, pembeli, keamanan, di pasar Tegal Gubuk. Teknik pengambilan data yang digunakan adalah observasi dan wawancara. Analisis data menggunakan reduksi data, display data dan kesimpulan. Hasil penelitian adanya nilai-nilai sosial dan nilai sosial material pada aktivitas jual beli. Nilai sosial vital terjadi pada pemenuhan kebutuhan masyarakat pasar terkait dengan fasilitas yaitu tempat ibadah, toilet, lahan parkir, dan ruang pengelola pasar. Nilai sosial kerohanian ada 4 yaitu nilai kebenaran seperti Harga*

*yang diberikan kepada pembeli, nilai keindahan seperti Kebersihan pasar, nilai kebaikan seperti jujur dalam jual beli, dan nilai religius seperti Kegiatan ibadah pada waktu shalat. Aktivitas sosial kerjasama, gotong royong, jual beli dan interaksi sosial. Nilai-nilai sosial dan aktivitas sosial masyarakat pasar Tegal Gubuk dapat dikorelasikan dengan materi ajar.*

**Kata Kunci:** *Nilai-nilai sosial, aktivitas sosial, sumber belajar*

## A. INTRODUCTION

The learning environment plays an important role in the development of students' abilities during the learning process and school activities. A conducive learning environment will have a better influence on students' understanding of a lesson. According to (Tyagita, B. P. A., & Iriani, 2018) the learning environment consists of two, namely the psychosocial environment and the physical environment. The physical environment consists of classrooms, teaching materials, learning facilities, both in the classroom and outside the classroom, while the psychosocial environment is the interaction that occurs between students, students with teachers, and students with their environment. The learning environment outside the classroom can be used as a learning resource for students. In the learning process, the use of learning resources is needed in developing students' knowledge of concepts or subject matter. The diverse community environment forms social dynamics in daily life activities. The community environment can be used as a learning laboratory for students, especially in social studies learning. Learning laboratory in social studies learning can utilize the community environment as a learning resource.

Initial observations indicate that teachers have not maximised the community environment as a learning resource for students. Teachers in the learning process use books and worksheets as the main sources in the classroom learning process. Students are not encouraged to think critically and build their own knowledge from experiences found in daily life, so knowledge based on facts in the community is not formed. The social attitudes from the material studied are not yet understood by students. Concepts such as social interaction are not yet linked to the social conditions around the students. Education plays an important role in transferring values from one to another to shape individuals who contribute to the advancement of civilisation (Omayra, 2021). The social values that exist in society have not been maximised as a source of learning for students in social studies. Values play an important role in students' actions and behaviour. Values in society are also viewed as good or bad in the actions taken by individuals. Values refer to perspectives on good or bad behaviour, often interpreted as ethical principles guiding human actions. This includes moral norms that serve as guidelines for individuals or groups, as well as a set of moral principles manifested in codes of ethics (Stefany & Waspiah, 2021).

Activities carried out by society in daily life involve actions with good or bad values. Community activities in the market have their own values based on the actions and behaviours carried out. Community activities in traditional markets have not yet been used as a contextual reference in social studies learning. Learning resources are important in

learning for students, in line with (Samsinar, 2020) who states that learning resources are an important component and play a very important role in improving the quality of learning. Educators bear a crucial responsibility in guiding students to effectively utilise learning resources, thereby making the learning process easier, more focused, and meaningful (Ataji & Sutanto, 2020). Learning resources can be defined as anything that students can use to acquire knowledge or understand a subject, with a very broad scope that is not limited to books alone, but also includes people, media, materials, and the surrounding environment that can facilitate the learning process (Andrianingsih & Mustika, 2022).

One community environment that can be used as a learning resource is the traditional market. In an economic context, a market is a complex system in which buyers and sellers interact to exchange goods and services. This interaction results in the formation of prices and the allocation of resources, which form the foundation for economic activity in a region. Market mechanisms are highly dependent on the forces of supply and demand, which converge to determine the equilibrium price (Wulandari & Zulqah, 2020). Markets can be classified into various types, including traditional markets and modern markets, each with distinct characteristics and functions. Markets play a crucial role in the city's economy, not only as a centre of economic activity but also as a social space for sellers, buyers, and visitors (Bataric & Komala, 2023). Markets are places where buying and selling activities take place between consumers and sellers, facilitated by interactions and actions.

Traditional markets are one of the places where social activities take place. They refer to a physical location where the buying and selling of goods and services takes place directly between sellers and buyers, often with strong socio-cultural characteristics (Aliya, et, al, 2020). Traditional markets serve as places for community interaction and gathering in economic and social activities. In traditional markets, there are values that occur consciously or unconsciously, which can foster a sense of brotherhood. According to (Aliyah, 2020), traditional markets are places for buying and selling, as well as for grassroots economic activities with economic patterns that generate social interaction between sellers and buyers, sellers and sellers, and suppliers and sellers. These markets are a social legacy representing the need for socialisation between individuals, physically in spaces that are close to each other and not far from residential areas. These markets are typically characterised by the presence of small to medium-sized traders selling fresh products, handicrafts, and other daily necessities, often with price bargaining practices that are an integral part of the transaction process (Nathanael et al., 2022). Thus, traditional markets can be used as a learning resource due to the social activities of the community related to economic and social activities.

The social values present in community activities arise from human behaviour due to the values they uphold in social activities. Values are one of the foundations for the actions individuals take in community life. According to Bambang D in (Setiari, 2019), values are qualities or appreciations of something that form the basis for determining a person's

behaviour. (Kluckhohn, F. R., & Strodtbeck, 1961) Values are complex yet patterned and principled, providing guidance and direction for human behaviour and thought in addressing issues. Values serve as a driving force for individuals to engage in social activities within society. The values present form the foundation of social behaviour, thereby creating social values within the community.

Previous research conducted by (Syaharuddin, 2021) found that BPK activities gave rise to social values such as solidarity and cooperation in activities carried out in handling issues related to firefighting and other activities. Research by (Subiyakto & Mutiani, 2019) shows that educational values serve as a source of learning in social studies by integrating existing community values with social studies curriculum content. Previous research demonstrates the emergence of social values in fire management activities, indicating that values are present in every group activity undertaken by humans. In line with this, this study examines the values present in community activities at traditional markets. The innovation in this study focuses on community activities at traditional markets, observing the emergence of social values, which can then be used as a reference in classroom learning as a source of learning for students in social studies. Traditional markets are places where community social activities take place in daily life to meet basic needs. Within these community activities, social values emerge in economic processes that can be applied to other aspects of social life. Community activities in traditional markets give rise to social values such as tolerance, cooperation, mutual aid, family ties, concern for others, and others that can be utilised as learning resources for students in IPS education. There is a need to internalise the social values present in community social activities into students' learning at school. The purpose of this study is to identify the social values in the social activities of traditional market communities as a learning resource for students.

## **B. RESEARCH METHOD**

The approach to be used in this research is a qualitative approach with descriptive methods. The qualitative approach is used to describe the strengthening of social values in the social activities of traditional market communities to become a source of social studies learning. The qualitative approach in this study is implemented in examining natural objects where the researcher becomes a key person instrument, where data collection activities are carried out through a comparative process, data analysis activities have an inductive nature with research results that emphasize more on the elements of meaning as stated (Sugiyono, 2014)

The research was conducted in a traditional market in Cirebon Regency, namely the Tegal Gubug market. Tegalgubug Village is one of the villages in the Arjawinangun District of Cirebon Regency. The study was conducted from October to December 2023. The data sources in this research are primary data obtained directly from interviews and observations of the research subjects. The research subjects are informants who are the targets of the study or sources that can provide the selected data. The data sources in this

research are the people at the Tegal Gubug traditional market, such as market managers, sellers, buyers, and security personnel.

The data collection techniques used in this study were observation, interviews, and documentation. The observation in this study involved observing the activities of the community in traditional markets by looking at the interactions of the community in traditional markets, the location of the market in relation to the community's settlements, and the condition of the market. The interviews in this study were conducted with the research subjects using interview instruments related to community activities. The interviews focused on market activities, social values related to mutual aid, concern, family ties, cooperation, discipline, and tolerance. Data documentation related to market regulations or rules, market organisational structure, activity photos, and documents related to market activities. Data validity in this study used data triangulation with a focus on source triangulation and technique triangulation. The triangulation used in this study was technique and source triangulation.

This data analysis technique focuses on the systematic organisation and interpretation of qualitative data to gain insights and themes. This technique involves several steps as follows: Data Reduction This step involves the process of selecting, simplifying, and transforming raw data collected from interviews, observations, or documents. Data Display The data display technique involves the visual representation of coded data to facilitate analysis and interpretation. This step helps researchers recognise patterns, relationships, and connections in the data. Drawing Conclusions In this phase, researchers interpret the data to draw conclusions. In this step, researchers compare the patterns and themes identified in the data with existing theories or literature.

## C. RESULTS AND DISCUSSION

### RESULTS

The social values and activities of the Tegal Gubuk market community show a connection with the concepts of teaching materials in social studies learning at school. Buying and selling activities show the material value of clothing that the community wants to fulfill. Mrs. Puput said "Tegalgubug clothing market is a traditional market, we focus on various kinds and types of processed textiles, clothing, fabrics, accessories such as sewing thread, elastic rubber, buttons, labels and others". From this, it shows that there are activities to buy and sell clothing items that buyers need for their daily lives.

Activities related to religion as said by Mr. Hermadi "Religious activities are held every year mba, religious activities at the time of the Prophet's Maulid we market people usually gather in the mosque to read sholawat and tahlil, right, this market is wide in scope, the population is diverse, some are from outside and some are from the original Tegal Gubug community. Usually during the maulid we read solawat together, tahlil and distribute food".

Community activities in the Maulid of the Prophet Muhammad S.A.W by reciting solawat show the existence of religious values. Religious values that reflect love for the

Prophet Muhammad S.A.W with his good values. Salawat and thalil are praying activities with a sense of honor and happiness. Distributing food shows the value of kindness and empathy that exists in them.

Mr. Hermadi said, "Apart from these activities, we usually hold another gathering on August 17, when we usually hold tahlil around the market street area". August activities that show togetherness among citizens show the vital value of being a citizen. These activities are also accompanied by gotong royong in contributing to the August 17 activities. Mrs. Puput said, "Besides that, the most if there is a withdrawal outside of these things is when there is an activity, such as if there is an August 17 event". Contributions show the value of kindness that exists in the community of Tegal Gubuk.

Interaction activities carried out by market communities both in buying and selling activities, religious commemoration, independence day show good communication. Nabila said "To interact, we also use polite language because the traders or sellers here are not only native Cirebon people from outside the region, so yes, we also prioritize polite language".

In interactions carried out by sellers and buyers using polite language. The use of this language is to build good communication between sellers and buyers. The language used is not only local language but also the language of unity, namely Indonesian. Good language is needed in interaction to be understood and understood.

Good interaction creates trust between market communities so that the value of trust is created. The value of trust can also be seen from people who accept each other during the bargaining process. The market community, especially traders, trust the market manager in providing fees for cleanliness and security.

## DISCUSSION

The traditional market of Tegal Gubuk serves as a learning resource to provide insights into the social values associated with market activities that can be utilised by children. In line with the views of (Khodijah, Isah Siti ; Suniti; resmalasari, 2022), learning resources encompass a wide range of complex elements in the child's surroundings, which function to facilitate the learning process. By utilising the natural environment, children can directly and closely interact with their surroundings, making learning more meaningful. The social values that can be correlated and serve as learning resources include religious values, vital values, and material values, which can be linked to one of the topics in Grade VII's discussion on "Social Values in Society." Social values are a fundamental concept in sociology that refers to standards and principles considered important and desirable by a society or group. This concept guides individual and collective behaviour, shapes norms, and influences social interactions in daily life. This includes widely accepted beliefs, ethics, and customs, which in turn guide individuals to depend on one another and interact harmoniously to achieve collective well-being (Dailami et al., 2023).

The material explains that social values serve as a guide for members of society, are considered good and correct, and must be adhered to, influenced by the culture of the

community. Religious values themselves refer to the extent to which religion and spirituality play a role in the norms, behaviour, and mindset of society. Religious values can vary greatly across communities and cultures, and their influence can be seen in various aspects of society. In education, values can be instilled in the learning process. In line with this, according to (Wahyuni, 2021) values education as an integral part of character development, focusing on comprehensive guidance through example, instilling life values that encompass religious and cultural aspects, spiritual intelligence, self-control, a well-rounded personality, noble character, and essential skills for oneself, society, and the nation. In social studies education, the integration of these values equips students with the knowledge, skills, and attitudes necessary to form their identity and contribute peacefully to society (Saputra et al., 2024). These social values in education can be conveyed through teaching materials from learning resources. Some of the value-based materials found in the activities of the Tegal Gubuk market community can be used as learning resources. The Social Studies subject plays a significant role in shaping students' social values, as the materials taught cover various aspects of community life (Rahmatia & Sari, 2024). The teaching materials found in traditional markets and can be used in the presentation of materials in the classroom are:

Table 1. Values

No	Materials	Tegal Gubuk Market
1.	Material Value	Buying and selling between sellers and buyers related to clothing items such as clothes, headscarves, materials, pants, caps and other clothing items.
2	Vital Value	Places of worship, namely mosques, toilets, stalls for selling, parking lots and market management rooms.
3	Spiritual Values There are 4 values	<p>1. Value of Truth</p> <p>When there is a theft report, it is immediately handled and the perpetrators are sought.</p> <p>The price given to buyers</p> <p>Quality of goods produced</p>
	2. Beauty value	<p>Cleanliness of the market</p> <p>Neatness of the shop by arranging selling goods</p>

	Good quality of goods
3. Goodness or moral value	Honest in buying and selling
	Having a sense of trust during the bargaining process
	Visiting sick traders
	Donations for August activities
	Donations for sick traders
	Donations for the construction of houses of worship
	Having a sense of nationalism in August 17 activities
	Trusting market managers to manage donations or contributions from the market community
4. Religious Values	Worship activities during prayer times
	Commemoration of the birthday of the Prophet Muhammad S.A.W
	Reciting salawat
	Reading the Friday night pledge

Social activities such as interaction are covered in the social interaction material for grade VII of junior high school/MTs. Cooperation is covered in the material on social mobility, social groups, and social interaction. Mutual cooperation is covered in the grade IX material related to mutual cooperation, as well as in the social interaction material on forms of social interaction. Buying and selling activities are covered in the Market material for grade VII of junior high school/MTs.

Teaching materials found in traditional markets that can be used in classroom presentations are as follows:

Table 2. Teaching Materials

No	Materials	Tegal Gubuk Market
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1.	Mutual cooperation	Commemorating the birthday of the Prophet Muhammad SAW
		Commemorating Independence Day on August 17
		Contributions for the sick
		Deliberation
2.	Social Interaction	The bargaining process
		The buying and selling process
		Communication using polite language
3.	Cooperation	Maintaining security
		Maintaining cleanliness through contributions
		Participating in August competitions
		Assisting in the buying and selling process
		Gatherings based on regional origin
4.	Jual beli	Buying and selling Bargaining
		Price agreement

In addition to teaching materials in the learning process, the market can be used as a learning model for students. According to Joyce, Weil, and Calhoun (Warsono, 2013:172) a learning model is a description of the learning environment and teacher behavior in the application of learning. The market is a learning environment that can be utilized by teachers for the learning process of students. The learning model is implemented through systematic steps that can be followed by students, as stated by Trianto (Gunarto, 2013:15) a learning model is a plan or pattern used as a guideline in planning classroom or tutorial learning. Teachers create a plan for the steps to use the learning model that suits the needs of students.

One learning model that can be used in utilizing the market as a learning resource for students is project-based learning. According to andragogy theory (Winarti, 2013:38) It is a structured learning process related to an individual who has adult status (based on their social role) aimed at achieving transformation in knowledge, behavior, values, attitudes,

and skills. Project-based learning is one approach that can be used in the learning process to develop students' abilities in terms of changes in values, attitudes, and skills based on direct experiences in the learning environment. Project-based learning trains students to engage in andragogical learning appropriate to their age, as they are already capable of learning independently.

Project-based learning assigns students tasks to solve problems by conducting direct observations of the given projects. It develops students' ability to analyze problems directly by thinking maturely. In accordance with Srinivasan's theory in (Basleman, Anisah & Mappa, 2011:23), there are three types of adult approaches to learning, as follows: 1). Problem-centered approach, 2). Projective approach, and 3). Self-actualization approach.

Tegal Gubuk Market can be used as a destination for learning projects to understand teaching materials that can be found in community activities at the market. According to (Zainal Aqib, 2013:66) project-based learning is the assignment of tasks to all students to be completed individually, requiring students to observe, read, and research. Project-based learning can be conducted individually or in groups. In implementing learning activities at Tegal Gubuk Market, students can follow the applicable procedures.

The project-based learning syntax or steps according to The George Lucas Educational Foundation at the Tegal Gubuk market are as follows:

Table 3. The Project-Based Learning Syntax

No.	Syntax	Steps
1.	Essential questions	<ol style="list-style-type: none"> <li>1. What do you know about the market?</li> <li>2. What activities take place at the market?</li> <li>3. What kind of interactions occur at traditional markets?</li> <li>4. What social values are present in traditional markets?</li> </ol>
2.	Project planning	<ol style="list-style-type: none"> <li>1. The teacher divides the students into groups of four</li> <li>2. The teacher provides prompting questions related to the market</li> <li>3. The teacher assigns students an observation task related to the market</li> <li>4. The teacher provides essential questions that students must find answers to</li> <li>5. The teacher gives students the opportunity to determine the topic for the interview according to the given theme</li> <li>6. Students create an observation sheet to be used</li> </ol>

		7. Students conduct direct observations at the traditional market 8. Students compile the results of their observations 9. Students present the results of their observations
3.	Create an activity schedule	Teachers and students create a schedule for the observation activities to be carried out
4.	Monitor the progress of student projects	Teachers monitor progress by asking about the observations made by students
5.	Assess student work	1. Students present their observation results and collect observation reports 2. Teachers provide assessments of students
6.	Evaluating students' learning experiences	1. Teachers reflect on the observation activities conducted by students by asking questions 2. How do students feel about the observation activities that have been conducted? 3. What new things did students learn? 4. What will be improved from the observation experience? 5. What motivation did students gain from the observation activities?

The above learning model syntax can be applied to students in understanding social values, social activities, and economic activities in traditional markets. The market becomes a place for students to observe the projects being carried out. In applying this learning model, the market is also used as a learning medium. The learning medium is directly related to audio-visuals that can be seen by students.

#### D. CONCLUSION

Teaching materials related to social values that can be correlated and serve as learning resources include religious values, vital values, and material values, which can be linked to one of the topics in Grade VII during the discussion of "Social Values in Society." Social activities such as interaction are covered in the social interaction topic in Grade VII at the junior high school/MTs level. Cooperation is addressed in the topics of social mobility, social groups, and social interaction. Gotong royong (mutual cooperation) is

covered in Grade IX material related to gotong royong, as well as in the social interaction material on forms of social interaction. Buying and selling activities are covered in the Market material in Grade VII at junior high school/MTs. The market can be used as a learning model related to project-based learning.

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