

The Contribution of Habitus, Social Capital and Arena, As Well As Student Responses in Social Studies Learning at SMPN 2 Bulukumba

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ABSTRACT

This research was conducted using a qualitative approach with a case study method. The study aimed to obtain in-depth data on the contributions of Habitus, Social Capital, and the Learning Environment in Social Studies education. The informants for this research consisted of seventh-grade students and teachers at SMPN 2 Bulukumba. Data analysis was carried out using both inductive and deductive methods. The results of the research found a significant relationship between Social Studies education and social capital, as the learning process in Social Studies provides students with knowledge of values, beliefs, norms, and networks. Social capital is also related to social skills, values, and attitudes. The learning environment in Social Studies includes the availability of good classroom facilities. Social Studies education at SMPN 2 Bulukumba aligns with Pierre Bourdieu's theory of Habitus, Social Capital, and the Learning Environment. In the seventh-grade classrooms at SMPN 2 Bulukumba, teachers engage students actively, with the teacher not being the center of attention; instead, both teacher and students collaborate in discussions.

Keywords: Contribution of Habitus, Social Capital, Arena, Student Responses, Social Studies Learning.

INTRODUCTION

Education is a development of the potential within students. Education aims to produce high-quality students who can be relied

upon by the nation. Education is a highly essential element in the process of humanization within cultured societies (Hakim, 2016). According to Law Number 20 of 2003 concerning the national education system, Chapter 1, Article 1, Paragraph 1 states that education is a conscious and planned effort to create a learning environment and a learning process in which students actively develop their potential, personality, intelligence, noble character, and skills needed for themselves, society, nation, and country (Hakim, 2016). Furthermore, education is also a conscious effort to prepare students to begin guidance, teaching, and training activities. The expected goal is to enable students to develop their inherent potential, which is useful for themselves and others (Banowati et al., 2021).

The life of this century demands various skills that students must master, so it is expected that education can prepare students to acquire these skills (Jackson & Rivetti, 2020). Achieving these 21st-century skills is accomplished by enhancing the quality of learning, assisting students in developing participation, adapting personalized learning, emphasizing problem-based learning, promoting cooperation and communication, increasing student engagement and motivation, fostering creativity and innovation in learning, using appropriate learning

resources, designing learning activities relevant to the real world, and developing student-centered learning that is collaborative, contextual, and integrated with society (Etistika, 2016).

Social Studies is one of the branches of knowledge that has been studied since we became aware of the world and will never cease to be studied because it is closely connected to our everyday lives. Furthermore, Social Studies is a subject that examines a set of events, concepts, and generalizations related to various aspects of human life (Sunarto, 2023). The teaching of Social Studies is the implementation of social studies education in schools and should be carried out to achieve the goals of social studies education itself (Setiyoko et al., 2023). The goal of Social Studies education is to develop students' potential so that they are sensitive to personal and social issues that occur in society. Teaching social sciences to students is essential, especially for seventh-grade middle school students, as students are also social beings living in a community. Social Studies is closely related to preparing students to actively participate in Indonesia's development and engage in the global community. Therefore, understanding the concepts and principles of social science is of utmost importance.

SMPN 2 Bulukumba is one of the schools located in South Sulawesi, Bulukumba Regency, which strives to improve its students' learning skills. Based on observations through observation and interviews with seventh-grade Social Studies subject teachers that I conducted at SMPN 2 Bulukumba, it is still relatively low. The interview results with middle school teachers indicate that students' learning skills, especially in the Social Studies subjects, are still low. Students' communication skills can be observed from their behavior in the classroom, such as being inactive in asking questions, lacking confidence in speaking in front of peers and teachers, having difficulty presenting arguments, struggling to express proposals or questions, and many students are afraid to

voice their opinions. As for collaboration skills, it is evident that students are able to accept criticism from other students but not optimally, only 1-2 students are active in groups, student participation in groups is not very good, students still have difficulty completing group tasks, they are not actively contributing ideas during discussions, and they are reluctant to seek learning resources to complete assigned tasks. The issues occurring at SMPN 2 Bulukumba are also common in other schools.

LITERATURE REVIEW

Social Studies Learning in Junior High School

In general, learning can be defined as an effort to pass on culture to the younger generation through the educational institution of schools. As stated by Hamalik (2010), learning can also be seen as an effort to organize the environment to create learning conditions for students by providing guidance and offering various opportunities that can encourage students to learn and gain experiences in line with the learning objectives. Through interaction with the environment, intellectual functions continue to develop. The goal of Social Studies (IPS) is to develop students' potential so that they are sensitive to social issues and skillful in addressing any problems that may arise, whether affecting themselves or society (Indraswati, 2020).

According to the Teacher's Book of the Ministry of Education and Culture, the essence of Social Studies (IPS) is the study of human beings in their social or societal relationships. Humans, as social beings, navigate through various environments, from the family to the global community. The concept of IPS as an educational program not only presents social knowledge but also aims to nurture students into responsible citizens who are concerned about collective well-being. The students it cultivates should not only be knowledgeable and possess critical thinking skills but also exhibit a high level of awareness and strong

commitment to the welfare of society, the nation, and the country. Therefore, the fundamental potential presented in IPS is not limited to knowledge-oriented materials but also encompasses values that should be ingrained in students as members of society and citizens. The scope of IPS includes human social, economic, and cultural behaviors within society. Thus, society itself becomes the primary source of IPS.

Student Responses in Social Studies Learning

Response is a reaction or feedback given by an individual, organism, system, or material in response to a particular event, situation, stimulus, or stimuli. The connection between students' responses to social studies learning is crucial. In social studies learning itself, a student's response is interpreted as the reaction or action taken by the student in response to a learning situation or learning task during the social studies learning process. This response is very important because it can influence the success of learning and the learning outcomes of students in social studies. Students' responses can vary, in this case, responses can be verbal or nonverbal actions, such as answering questions, asking questions, expressing opinions, showing enthusiasm in learning, or even actively engaging with the teacher. The responses given by students are not always positive; they can also be negative, such as being reluctant to respond, providing minimal responses, lacking enthusiasm, or even not paying attention to the teacher.

There are several factors that influence a response, namely, experience. Here, experience refers to the learning experiences that students gain during the learning process. Pleasant and positive experiences for students will lead to a positive response to learning. A well-packaged learning process, utilizing active learning where students are directly engaged in the learning activities, as well as the use of enjoyable and challenging methods, models, and various media, will motivate students and

elicit a positive response. Additionally, students' comprehension of the subject matter plays a crucial role. When students have knowledge and understanding of the material being taught, they are more likely to respond positively. Furthermore, when students can grasp the material being taught effectively, it boosts their enthusiasm and generates a positive response.

To enhance students' responses in IPS (Social Studies) learning, it is important to consider factors that influence student responses, such as the quality of teaching, motivation, and the learning environment. All of these factors play a significant role in shaping students' responses to IPS learning and should be carefully considered by teachers and schools when preparing for instruction. By paying attention to these factors, it is hoped that they can help improve students' responses to IPS learning and enhance their learning outcomes.

The Role of Teachers in the Learning Process

Teachers are one of the crucial factors in the learning process. As stated in the Republic of Indonesia Law Number 14 of 2005 concerning teachers and lecturers in Chapter I, Article I, a teacher is defined as a professional educator with the primary duty of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education pathways, elementary education, and secondary education. Teachers have diverse roles, primarily in the teaching and learning process and their interactions with students. Some of the roles of teachers include being an informer, organizer, motivator, director, initiator, transmitter, facilitator, mediator, and evaluator.

Teachers play a central role in fostering students with character. Besides the requirement to deliver academic content, teachers are also expected to be genuine role models who are admired and emulated. Furthermore, teachers must instill morals, ethical values, aesthetics, noble virtues, and more. The role of a teacher in the learning

process includes being an educator, where teachers are figures, role models, and identifiers for the students they educate and their environment. Therefore, becoming a teacher necessitates meeting specific standards and qualities.

As a teacher, one must possess a sense of responsibility, independence, authority, and discipline that can serve as an example for students. Teachers are also instructors, and in the teaching and learning process, they are influenced by various factors, ranging from maturity, motivation, the relationship between students and teachers, levels of freedom, verbal ability, communication skills, and a sense of security. If these factors are met, the teaching and learning process can proceed smoothly. Teachers should be able to make things clear for students and be skilled at solving various problems.

Teachers also act as a source of knowledge, and their ability to master the subject matter is closely related to their effectiveness. When students ask questions, teachers should promptly and responsively answer them in a language that is easily understood. Lastly, teachers function as facilitators, providing services to help students easily receive and comprehend the course materials. This, in turn, makes the learning process more effective and efficient.

MATERIALS & METHODS

This research was conducted using a qualitative approach, aiming to obtain in-depth data regarding the Contribution of Habitus, Social Capital, and Arena in Social Studies (IPS) learning. The researcher acted as both the instrument and data collector. The researcher functioned as a full observer and interviewer (Sugiono, 2014). The informants used in this study consisted of 7th-grade students and teachers. According to Moleong (2018), in qualitative research, data collection primarily involves observation, in-depth interviews, and documentation. Data analysis techniques in this study were conducted both inductively and deductively, starting from data

collection, data reduction, data presentation, and data verification.

RESULT AND DISCUSSION

Habitus in Student Learning

Engaging in classroom learning is essential, as students become better prepared to absorb the learning material while in class. From an early age, individuals go through the process of learning, but for students, learning involves activities such as reading books, writing, discussing, and actively participating in the learning process. Learning becomes an obligation for all students who seek change because fundamentally, learning is an effort to bring about behavioral change based on experiences.

Habitus itself is a long process acquired by individuals since childhood, which then becomes something customary, appearing naturally. Habitus can persist for a long time in a person's life (Ignatow & Robinson, 2017). Habitus can also be seen as cultural unconsciousness, the influence of history that is unconsciously perceived as natural (Pratiwi, 2013). In the context of the learning process, habitus is a culturally ingrained habit acquired through imitation or exposure to an environment that values learning. The learning habitus exhibited by students is a spontaneous action, but it is not a mechanistic movement because habitus is born from specific environmental conditions, and it has become a structure formed and agreed upon by certain social conditions in which habitus is produced.

The habits practiced by students related to the educational school environment, such as studying and learning, encompass a wide range of activities, including reading, writing, discussing, expressing opinions, answering questions orally, presenting arguments, and so on. The habit of learning becomes a pattern in an individual's life because of experiences that have been internalized within them, thus referred to as the learning habitus. These learning habits are not solely driven by internal factors, such as a student's desire to learn due to

personal interest and motivation. The learning habitus is considered to be their process of understanding class material, with daily learning becoming a routine they adhere to, making learning activities a part of their culture.

In addition to internal factors, external factors also serve as reasons why students engage in learning activities (Wolf, 2021). External factors are derived from outside the social actors and are related to their social environment, which can cultivate learning habits embedded in a person's life. Both internal and external factors influence each other. In external factors, it is undeniable that in social life, there are values and norms that have been agreed upon. Therefore, individuals cannot freely act as they wish. They must obey and adhere to these rules, and from there, the influence or mutual influence between individuals and the environment occurs.

The phenomenon occurring in the environment of SMPN 2 Bulukumba, especially inside the classroom during the learning process, shows that students who are active in the classroom have habits such as participating in discussions, presenting arguments, answering questions, and so on. The habitus they possess takes the form of continuous engagement in these activities during each learning session, making it a habit for them even though they may not always be aware of it.

Social Capital in Student Learning

The concept of social capital according to Pierre Bourdieu (Europe) is an effort to shape social agents within the habitus (social capital formed since birth) (Field, 2010) as individuals who construct the world around them. The concept of social capital developed by Bourdieu is not standalone but related to various other forms of capital. In society, there are three known types of social capital, namely economic capital, cultural capital, and social capital (Dwiningrum, 2014). As stated by Suharjo (2014), social capital is defined as a set of shared informal values/norms used among

group members that enable cooperation among them.

Social Capital has various definitions, commonly used in the fields of sociology, economics, and development (Krisdinanto, 2016). However, social capital has been widely applied in various other social sciences as well. In this research, the social capital possessed by students directly does not have a negative impact even within the school zoning system. For some schools, the zoning system may affect the school's achievement level. However, the zoning system provides a diverse perspective on students' social capital through learning. The research also focuses on the discussion of social capital that arises during the practice of Social Studies (IPS) learning. In general, all learning is considered a social activity. This is because learning is not only about acquiring skills and knowledge but also involves social relationships that can be identified.

The results of this research also indicate a significant relationship between Social Studies learning and social capital. The Social Studies learning process provides students with knowledge of values, beliefs, norms, and networks. Social capital is related to social skills, values, attitudes, and behavior of individuals or students in their daily lives and in the learning process. Social Studies knowledge explores the relationship between humans and their environment. The Social Studies learning that takes place in the classroom imparts new knowledge to students. The classroom learning process indirectly gives students an understanding of how to apply this knowledge in their lives. Thus, their knowledge grows and becomes useful for themselves and their surroundings.

Social capital is understood as a crucial part of promoting cooperation, the exchange of ideas, mutual trust, and mutual production for collective progress. Therefore, when students possess social capital, they can adapt to their environment. Students can understand the conditions and circumstances that influence their behavior. Students' skills

need to be well-developed so that the skills they possess can be applied. Social skills, for example, involve how students can interact well with peers, teachers, parents, or the general community. Social skills relate to the attitudes or actions students take in socializing with others. Social skills are essential competencies for students in the current era of globalization (Ginanjar, 2016).

In the IPS learning process, teachers provide relevant examples from students' surroundings. Good and bad attitudes are usually related to the values, norms, or rules in society. Cooperative activities in IPS learning are a process of instilling character values through key values in IPS materials, thus building social capital, which includes trust, networks, and norms, with sub-values of cooperation, deliberation, problem-solving discussions, mutual assistance, empathy, anti-discrimination, and anti-violence, making these values part of students' character (Utomo, 2018). Therefore, students' social capital is influenced not only by IPS learning but also by the school environment. The relationship with teachers and fellow students influences the formation of students' social capital.

Arena in Social Studies Learning

In Bourdieu's concept, the arena or field refers to the space where actors, symbolized by teachers and students, collaborate in various material resources and symbolic power. Habitus is closely related to the field because the practices or actions of agents are the habitus shaped by the field, so habitus is understood as cultural actions. The application of the contribution of habitus, social capital, and arena in Social Studies (IPS) learning takes the form of providing good infrastructure within the classroom, offering places of worship to support mutual respect, and having a communal hall for diversity-related events. In this research, the arena is found in SMPN 2 Bulukumba school, comprising both internal and external arenas. The internal arena is within the classroom, especially in

the 7th-grade classrooms, while the external arena is located in the Bulukumba community.

CONCLUSION

Social Science is one of the branches of knowledge that has been studied since we first encountered the world and will never cease to be studied because it is closely related to our daily lives. SMPN 2 Bulukumba is one of the schools located in South Sulawesi, Bulukumba Regency, which strives to improve its students' learning skills. Based on observations through observations and interviews with Social Science teachers in the 7th grade that I conducted at SMPN 2 Bulukumba, it is still relatively low. The results of this research also indicate a significant relationship between Social Studies (IPS) learning and social capital because the IPS learning process provides students with knowledge of values, beliefs, norms, and networks, and social capital is related to social skills, values, and attitudes. The application of the contribution of habitus, social capital, and arena in IPS learning takes the form of providing good infrastructure within the classroom and offering places of worship to support mutual respect. Therefore, IPS learning contributes significantly to the approach model proposed by Pierre Bourdieu, namely Habitus, Social Capital, and Arena.

Declaration by Authors

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