

Exploring the Role of Senggol Market in Economic Activities in Parepare City as a Contextual Learning Resource for Social Studies

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ARTICLE INFO

Keywords: Pasar Senggol Market, economic activities, contextual learning resources, social studies education, traditional market.

Received : 21, May

Revised : 24, June

Accepted: 29, July

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ABSTRACT

This study was motivated by the underutilization of the surrounding environment, particularly traditional markets, as contextual learning resources in Social Studies education. In fact, traditional markets provide various economic activities and social interactions that can help students understand learning concepts in a more concrete and meaningful way. This study aims to explore the role of Pasar Senggol in Parepare City in community economic activities and examine its potential as a contextual learning resource for Social Studies education. The research employed a qualitative descriptive method focusing on the observation of economic activities and social interactions occurring within the market environment. Data were collected through field observations, interviews with traders and buyers, and documentation during the research process. The findings indicate that Pasar Senggol plays an important role in meeting the economic needs of the community through the distribution and consumption of various food commodities. The buying and selling activities conducted directly between traders and consumers demonstrate communication processes, bargaining practices, and price formation mechanisms that reflect both the economic and social functions of traditional markets. Furthermore, various Social Studies concepts, such as economic activities, distribution, consumption, social interaction, and the mechanisms of supply and demand, can be directly observed in the market setting. The utilization of Pasar Senggol as a contextual learning resource provides students with more concrete learning experiences, helping them gain a deeper understanding of Social Studies concepts, increasing their engagement in the learning process, and fostering awareness of the social and economic realities within their surrounding environment.

INTRODUCTION

Social Studies education plays an important role in developing students' understanding of various social, economic, cultural, and environmental phenomena that occur in society. One of the objectives of Social Studies learning is to help students understand economic activities that take place in everyday life so that they can connect concepts learned in the classroom with social realities in their surrounding environment. Therefore, Social Studies learning should not only focus on theoretical mastery but also be supported by contextual learning resources that are closely related to students' experiences. Learning that is oriented toward the social environment is considered important because it enriches learning materials and helps students understand social phenomena in a more authentic manner (Susilaningtiyas & Falaq, 2022). In addition, the Contextual Teaching and Learning (CTL) approach has been proven to help students relate learning materials to their daily lives, thereby improving their understanding and learning outcomes in Social Studies (Mahfud, 2014; Anriyani et al., 2023).

Contextual learning resources can be obtained from various social environments surrounding students, one of which is the traditional market. A traditional market is an economic space where sellers and buyers engage in the exchange of goods and services. In addition to functioning as a distribution channel for community needs, traditional markets are also places where various economic activities, such as production, distribution, and consumption, take place. These activities not only reflect the economic mechanisms of society but also demonstrate social interactions, cooperation, communication, and social values that develop within local communities. According to Aliyah et al. (2020), traditional markets serve not only as places for economic transactions but also as spaces for social and cultural interaction. Meanwhile, Resmalasari, Puspitasari, and Alghifari (2025) found that activities within traditional markets contain social values such as cooperation, mutual assistance, social interaction, honesty, and religiosity, all of which can be integrated into Social Studies learning materials.

Parepare City has a traditional market known as Pasar Senggol. This market serves as a center of community economic activities, particularly in fulfilling food and daily household needs. Various commodities, including vegetables, fish, fruits, spices, and staple goods, are traded daily through direct interactions between traders and consumers. The existence of Pasar Senggol not only contributes to the local economy but also presents social and economic phenomena that can be directly observed as part of urban community life.

Despite its considerable potential as a social and economic laboratory, the utilization of traditional markets as learning resources in Social Studies education remains limited. Learning activities are often oriented toward the use of textbooks, resulting in students having fewer opportunities to gain direct and contextual learning experiences. Consequently, students' understanding of economic activity concepts tends to remain abstract and disconnected from everyday realities. Saputera et al. (2024) found that distribution activities in traditional markets are relevant to economic activity materials in Social Studies

learning; however, their utilization as learning resources remains suboptimal due to various constraints. Similar findings were reported by Ricardika and Anisah (2021), who revealed that traditional markets have great potential as learning resources through activities such as distribution, storage, product presentation, and buying-and-selling transactions. Furthermore, Resmalasari et al. (2025) emphasized that community environments, including traditional markets, have not been maximally utilized as learning resources that connect Social Studies concepts with students' real-life surroundings.

Based on these conditions, there is a need for research that explores the role of Pasar Senggol as part of community economic activities and as a contextual learning resource in Social Studies education. This study contributes to the enrichment of local environmental resources in learning by providing an empirical description of the economic activities taking place in Pasar Senggol, Parepare City. Previous studies have shown that local environment-based learning resources can increase student engagement and make learning more concrete and meaningful (Hatibu et al., 2025; Hidayat, 2025). Therefore, the findings of this study are expected to serve as a reference for educators in developing Social Studies learning that is more contextual, meaningful, and relevant to students' lives.

This study aims to explore the mechanisms of economic activities taking place in Pasar Senggol, Parepare City, identify the forms of economic activities occurring within the market, analyze the market's role in meeting community economic needs, and examine its potential as a contextual learning resource in Social Studies education.

LITERATURE REVIEW

Social Studies Learning and the Contextual Approach

Social Studies (IPS) is a subject designed to equip students with the knowledge and skills necessary to understand various social, economic, cultural, and environmental phenomena occurring in society. Social Studies education is not only oriented toward the mastery of concepts and facts but also aims to develop critical thinking skills, social awareness, and the ability to respond to issues encountered in everyday life (Anjarsari, 2020). Therefore, Social Studies learning should be implemented through approaches that enable students to connect classroom knowledge with real-life situations.

One of the most relevant approaches is *Contextual Teaching and Learning* (CTL). CTL emphasizes the process of linking academic content with students' real-life experiences, making learning more meaningful and applicable. Ratina, Valen, and Krisnawati (2022) found that the implementation of CTL in Social Studies significantly improved students' learning outcomes, with average scores increasing from 56.60 in the pre-test to 79.92 in the post-test. Similarly, Mansur and Amrin (2023) reported that contextual-based Social Studies teaching materials were categorized as highly effective in supporting student achievement.

In addition to improving academic performance, contextual learning enhances student engagement in the learning process. Anriyani et al. (2023)

explained that contextual approaches allow students to construct knowledge through direct experiences, making concepts easier to understand and retain over time. Consequently, contextual learning serves as an important foundation for developing Social Studies instruction that is relevant to students' needs and everyday experiences.

Environment-Based Learning Resources in Social Studies Education

The surrounding environment is one of the most valuable learning resources that can be utilized in Social Studies education. Environmental-based learning enables students to gain direct experiences through observation of social phenomena occurring in their communities. Such learning experiences help students connect theoretical concepts with real-life situations, making learning more concrete and meaningful.

According to Susilaningtias and Falaq (2022), environment-based learning resources can be developed through an ethnopedagogical approach that integrates local wisdom and cultural values into the learning process. This approach not only enhances conceptual understanding but also strengthens students' cultural identity. Hatibu et al. (2025) demonstrated that the utilization of the Leang-Leang Archaeological Park as a contextual learning resource increased student engagement in Social Studies learning through authentic and interactive experiences.

Furthermore, Hidayat (2025) found that the integration of contextual learning resources and interactive media positively influenced students' cognitive, affective, and psychomotor development. These findings indicate that local environments possess substantial educational value and can be effectively utilized to improve the quality of Social Studies instruction.

Traditional Markets as Learning Resources for Social Studies

Traditional markets represent one of the social and economic environments with significant potential as a learning resource for Social Studies. Within traditional markets, various economic activities take place, reflecting the processes of production, distribution, and consumption that constitute essential components of Social Studies curricula. In addition, traditional markets function as social spaces where diverse interactions and community values can be observed.

Saputera et al. (2024) found that distribution activities occurring in the Sungai Lulut Traditional Market were highly relevant to the teaching of economic activities in junior secondary Social Studies education. The distribution practices conducted by traders provided concrete examples that could be used to explain economic concepts to students. Similarly, Ricardika and Anisah (2021) reported that traditional markets could serve as learning resources through activities such as product storage, distribution, merchandising, and buying-and-selling transactions.

Beyond their economic functions, traditional markets also embody important social values. Resmalasari, Puspitasari, and Alghifari (2025) identified values such as cooperation, mutual assistance, social interaction, honesty, responsibility, and religiosity within traditional market activities. These values are highly relevant to the objectives of Social Studies education,

which seeks to develop not only students' knowledge but also their attitudes and social competencies.

Economic Activities and Social Values in Traditional Markets

Traditional markets function as centers of community economic activity where sellers and buyers engage in the exchange of goods and services. These activities illustrate economic mechanisms operating in everyday life, including distribution processes, price formation, bargaining practices, and consumption behavior. Through direct observation of these activities, students can gain a deeper and more concrete understanding of economic concepts than through classroom instruction alone.

Aliyah et al. (2020) explained that traditional markets serve not only as economic institutions but also as social and cultural spaces that facilitate interactions among diverse community groups. The direct relationships established between sellers and buyers foster interpersonal communication characterized by trust, kinship, and social solidarity. These characteristics distinguish traditional markets from modern retail environments.

The coexistence of economic activities and social interactions makes traditional markets valuable social laboratories for Social Studies learning. By utilizing traditional markets as learning resources, students can directly observe the interconnection between economic and social aspects of community life, thereby making learning more contextual, authentic, and meaningful.

Conceptual Framework of the Study

Based on the theoretical perspectives and previous studies discussed above, environment-based learning resources have considerable potential to enhance students' understanding of social and economic concepts in Social Studies education. Traditional markets, as part of the community's social environment, provide a wide range of phenomena relevant to Social Studies topics, including production, distribution, consumption, social interaction, cooperation, and cultural values.

Although numerous studies have examined traditional markets as learning resources for Social Studies, research specifically investigating the economic activities of Pasar Senggol in Parepare City and its potential as a contextual learning resource remains limited. Therefore, this study seeks to address this research gap by exploring the economic activities taking place in Pasar Senggol and analyzing its potential utilization as a contextual learning resource in Social Studies education.

METHODOLOGY

This study employed a qualitative approach using a descriptive method to explore the role of Pasar Senggol in community economic activities and its potential as a contextual learning resource in Social Studies (IPS) education. The research was conducted at Pasar Senggol, located in Parepare City, South Sulawesi, Indonesia.

The research population consisted of all actors involved in market economic activities, including traders and consumers. The research sample was selected purposively based on the consideration that the informants possessed

relevant knowledge and experience regarding economic activities in Pasar Senggol. The informants included vegetable vendors, fish vendors, and consumers who conducted transactions at the research site.

Data collection was carried out on Tuesday, April 22, 2026, at 6:00 p.m. Central Indonesia Time (WITA) through observation, interviews, and documentation techniques. Observation was conducted by directly examining the buying and selling activities of food commodities in the market, including interactions between traders and consumers, the types of goods traded, and the transaction processes that occurred. Interviews were conducted with several traders and consumers to obtain information regarding the mechanisms of food commodity transactions, bargaining processes, price determination, sources of merchandise, traders' income levels, and the role of the market in fulfilling community economic needs. In addition, the interviews explored forms of social interaction between sellers and buyers, competition among traders, and changes in community economic activities over time. Documentation was carried out by taking photographs of market activities and recording observation and interview results as supporting research data.

The collected data were analyzed using descriptive qualitative analysis techniques, which included data reduction, data presentation, and conclusion drawing. Data obtained from observations, interviews, and documentation were classified based on the forms of economic activities identified in the market and subsequently analyzed to determine the role of Pasar Senggol in meeting community economic needs and its potential as a contextual learning resource in Social Studies education. The results of the analysis were then presented descriptively to provide a comprehensive overview of the economic activities taking place in Pasar Senggol, Parepare City.

RESEARCH RESULT AND DISCUSSION

Overview of Pasar Senggol in Parepare City

Pasar Senggol is one of the traditional markets located in Parepare City, South Sulawesi, Indonesia. Unlike most traditional markets that operate primarily in the morning, Pasar Senggol becomes increasingly active in the late afternoon and evening, serving as an important center of economic activity for the local community. The existence of this market provides convenience for residents to fulfill their daily needs after completing their work and other daytime activities.

Based on field observations, Pasar Senggol exhibits various economic activities involving direct interactions between traders and consumers. A wide range of food commodities, including vegetables, fish, fruits, chili peppers, onions, and other basic necessities, are traded in this market. The market atmosphere is characterized by vibrant economic activities, with community members visiting the area to purchase goods or sell their merchandise. In addition to functioning as a place for economic transactions, the market also serves as a social space where different groups of people interact and engage in daily social activities.

The results of observations and interviews indicate that the economic activities taking place in Pasar Senggol reflect interconnected distribution and

consumption processes. The goods sold by traders are generally supplied by farmers, fishermen, and distributors before being resold to consumers. These activities occur on a daily basis and form a simple yet tangible community economic system. This condition demonstrates that Pasar Senggol has significant potential to be utilized as a contextual learning resource in Social Studies education.

Buying and Selling Activities in Pasar Senggol

Buying and selling activities in Pasar Senggol occur directly between traders and consumers without intermediaries. Traders provide a variety of basic necessities and food commodities, which are displayed at their respective stalls to attract potential buyers. Based on field observations, market activities become increasingly crowded during the late afternoon and evening, as most community members prefer to shop during these hours.



Figure 1. Buying and Selling Activities of Food Commodities at Pasar Senggol Market, Parepare City

The interview results revealed that the level of market activity significantly influences traders' sales volume. One trader explained that the market is usually crowded with customers during the late afternoon and evening, allowing most of the merchandise to be sold out.

"In the afternoon until the evening, the market is usually very crowded with customers. Vegetables and fish sell out quickly because people prefer shopping here. Besides being affordable, prices can also be negotiated." (Mrs. Sari, interview, May 5, 2026).

In addition to buying and selling transactions, social interactions are clearly reflected in the communication that takes place between traders and consumers, particularly during the bargaining process. This condition indicates that traditional markets function not only as places for economic transactions but also as social spaces that strengthen relationships among community members.

Economic Activities: Distribution and Consumption

The economic activities taking place in Pasar Senggol include both distribution and consumption activities. Traders obtain their merchandise from farmers, fishermen, and distributors before reselling the products to consumers. This process illustrates a distribution activity that connects producers with consumers within the local economic system.



Figure 2. Buying and Selling Activities of Fish Commodities at Pasar Senggol Market, Parepare City

Interview results indicated that the sources of merchandise varied according to the type of commodities sold.

“We obtain goods from farmers and distributors and then resell them in the market. Sometimes prices fluctuate depending on stock availability and the number of customers.” (Mr. Rahman, interview, May 5, 2026).

Furthermore, consumption activities are carried out by consumers who visit the market to fulfill their daily needs. Consumers select the goods they require, compare prices, and then complete purchasing transactions. This activity demonstrates the complementary relationship between traders as distributors and consumers as end users.

The existence of Pasar Senggol provides significant benefits to the community by facilitating access to basic necessities. Through daily buying and selling activities, the market contributes to local economic circulation and supports the sustainability of community-based businesses.

Factors Influencing Commodity Prices

Based on interview findings, the prices of food commodities at Pasar Senggol are influenced by product availability, consumer demand, and supply conditions from distributors and producers. When stock availability decreases or demand increases, prices tend to rise. Conversely, when supplies are abundant, prices become more stable or decline.

This phenomenon demonstrates the practical operation of market mechanisms within Pasar Senggol. The interaction between the quantity of available goods and community demand influences the formation of

commodity prices. Therefore, the market serves as a concrete example through which students can understand the concepts of demand, supply, and price formation in economic activities.

The Role of Pasar Senggol in Meeting Community Economic Needs

Pasar Senggol plays an important role in fulfilling the economic needs of the people of Parepare City. Various food commodities and household necessities are available at relatively affordable prices, enabling residents to meet their daily needs conveniently.

Interviews with consumers revealed that people prefer shopping at Pasar Senggol because the products offered are diverse and fresh.

"I prefer shopping at the market because the products are complete and fresher. In addition, we can choose the products ourselves and negotiate prices directly with the sellers." (Mrs. Nurlina, interview, May 5, 2026).

Besides benefiting consumers, the market also serves as a source of livelihood for traders. Daily trading activities generate income for vendors while simultaneously supporting local economic circulation. Thus, Pasar Senggol functions as a link connecting producers, distributors, traders, and consumers within the community's economic system.

The Relevance of Pasar Senggol as a Contextual Learning Resource in Social Studies

The findings indicate that Pasar Senggol has strong relevance as a contextual learning resource in Social Studies education. Various concepts taught in Social Studies, including economic activities, distribution, consumption, social interaction, and the role of markets in society, can be directly observed through the activities taking place within the market.

Through field observations, students can understand economic concepts more concretely than by relying solely on textbooks. They can directly observe how goods are distributed from producers to traders, how transactions occur, and how people satisfy their needs through consumption activities.

In addition, students can learn about forms of social interaction occurring between traders and consumers, such as communication, cooperation, and bargaining processes. Learning experiences gained from real-life environments help students connect classroom concepts with everyday life, making learning more meaningful.

Utilization of Pasar Senggol as a Social Studies Learning Resource

The results of this study demonstrate that Pasar Senggol in Parepare City has considerable potential as a Social Studies learning resource because it hosts a variety of economic activities that can be directly observed by students. Buying and selling activities, distribution processes, interactions between traders and consumers, and efforts to fulfill community needs are all phenomena relevant to Social Studies topics, particularly economic activities, the role of markets, social interaction, human needs, and scarcity. These findings are consistent with Saputera et al. (2024), who argued that distribution activities in traditional markets can be utilized as learning resources for Social Studies economic topics. Similarly, Ricardika and Anisah (2021) found that distribution activities, product storage, merchandise presentation, and buying

and selling transactions in traditional markets are highly relevant as learning resources for economics and Social Studies education.

The utilization of Pasar Senggol as a learning resource also supports the implementation of the Contextual Teaching and Learning (CTL) approach, which connects classroom content with students' real-life experiences. According to Mahfud (2014), contextual learning helps students understand subject matter by relating concepts to their practical applications in everyday life. Likewise, Anriyani et al. (2023) found that the implementation of CTL significantly influences students' Social Studies learning outcomes. Ratina, Valen, and Krisnawati (2022) also reported that the application of the CTL model significantly improved students' mastery of Social Studies learning objectives. Therefore, utilizing Pasar Senggol as a learning environment can serve as an effective means of implementing contextual learning.

Documentation from field observations, such as photographs of market activities, can be used as instructional media to help students understand real-life social conditions. The use of environmental and social phenomena as learning resources enables students to gain more concrete learning experiences compared to studying concepts solely through textbooks. These findings support Hatibu et al. (2025), who demonstrated that the utilization of local environments as contextual learning resources increases student engagement and helps learners understand subject matter more concretely. Hidayat (2025) also explained that integrating contextual learning resources with instructional media can enhance students' cognitive, affective, and psychomotor engagement in the Social Studies learning process.

In addition to serving as a source of learning about economic activities, Pasar Senggol can also be utilized to study social aspects of community life. Interactions between traders and consumers, cooperation among traders, and social relationships established through market activities reflect social values that can be integrated into Social Studies learning. Resmalasari, Puspitasari, and Alghifari (2025) found that traditional markets contain various social values, including cooperation, mutual assistance, social interaction, honesty, and religiosity, which can be correlated with Social Studies learning materials. These findings reinforce the results of the present study, demonstrating that Pasar Senggol functions not only as an economic space but also as a social environment rich in educational values.

Furthermore, the existence of Pasar Senggol as a learning resource highlights the importance of utilizing the surrounding environment in educational processes. Susilaningtiyas and Falaq (2022) emphasized that Social Studies learning oriented toward social environments can enrich instructional content and help students understand social phenomena more meaningfully. Mansur and Amrin (2023) also found that the development of contextual learning-based teaching materials effectively improves student learning outcomes. Therefore, traditional market environments can serve as alternative learning resources that support the development of more contextual and relevant Social Studies instructional materials.

Moreover, traditional markets function not only as venues for economic activities but also as spaces for social and cultural interaction. Aliyah et al. (2020) explained that traditional markets are social spaces that bring together various community groups through economic and cultural activities. These interactions create humanistic and family-oriented social relationships between traders and consumers. Similar conditions were observed in Pasar Senggol, where interactions were not solely focused on economic transactions but also reflected close social relationships within the community.

Through the utilization of Pasar Senggol as a contextual learning resource, Social Studies education becomes oriented not only toward theoretical understanding but also toward authentic learning experiences. Environment-based learning enables students to observe, analyze, and understand socio-economic phenomena directly, making the concepts they learn more meaningful. These findings support the view of Anjarsari (2020), who argued that Social Studies learning should connect instructional content with real-life situations so that students can better understand their roles as members of society. Consequently, the utilization of Pasar Senggol as a contextual learning resource is expected to enhance students' understanding of Social Studies concepts, increase learning engagement, and foster awareness of social and economic realities within their surrounding environment.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, it can be concluded that Pasar Senggol in Parepare City plays an important role in community economic activities. Various economic activities taking place in the market include the distribution and consumption of food commodities through direct interactions between sellers and buyers. The buying and selling activities observed in the market reflect actual market mechanisms, including the distribution of goods, price formation through supply and demand interactions, and the fulfillment of community needs for essential commodities.

In addition to functioning as a center of economic activity, Pasar Senggol also serves as a space for social interaction where communication, cooperation, and bargaining processes occur between traders and consumers. These activities illustrate the social relationships that are embedded in everyday community life and demonstrate the interconnected nature of economic and social activities within traditional markets.

The findings further indicate that Pasar Senggol has significant potential as a contextual learning resource for Social Studies (IPS) education. Various Social Studies concepts, including economic activities, distribution, consumption, social interaction, and the role of markets in society, can be directly observed through activities occurring within the market environment. As a result, utilizing Pasar Senggol as a learning resource can help students understand Social Studies concepts in a more concrete, contextual, and meaningful manner.

Therefore, the integration of local environments such as traditional markets into Social Studies learning can enrich students' learning experiences

by connecting theoretical knowledge with real-world phenomena. This approach not only enhances students' understanding of social and economic concepts but also promotes active engagement, critical thinking, and awareness of community life. Consequently, Pasar Senggol can be considered an effective contextual learning resource that supports the implementation of meaningful and student-centered Social Studies education.

ADVANCED RESEARCH

This study has several limitations. First, the research was conducted at only one location, namely Pasar Senggol in Parepare City, with a primary focus on the economic activities related to food commodities. As a result, the findings may not fully represent the characteristics and dynamics of other traditional markets in different regions. Second, data collection was carried out within a relatively limited period, which may not comprehensively capture variations in economic activities occurring under different temporal and situational conditions.

Therefore, future studies are recommended to investigate a wider range of traditional markets across different geographical areas to obtain a more comprehensive understanding of the role of traditional markets as contextual learning resources. Further research could also involve students and teachers directly to examine the effectiveness of utilizing traditional markets in enhancing learning outcomes, Social Studies (IPS) concept comprehension, and students' critical thinking skills. In addition, future studies should explore the integration of local environment-based learning resources into the Social Studies curriculum to strengthen the implementation of contextual learning approaches in schools. Such investigations would contribute to the development of more meaningful, relevant, and experience-based Social Studies education.

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