International Journal of Education and Psychological Science (IJEPS)
Vol. 4 No. 3, 2026: 351-362

Exploring Buying and Selling Activities as Economic Activities at Lakessi Traditional Market, Parepare City, as a Contextual Learning Resource for Elementary Social Studies

Imron Burhan
Makassar State University
Corresponding Author: Imron Burhan imron.burhan@unm.ac.id

A R T I C L E I N F O

Keywords: Traditional Market, Social Studies Learning, Learning Resources, Social Interaction, Economic Activities, Contextual Learning, Elementary Education, Experiential Learning.

Received: 28, April
Revised: 27, March
Accepted: 31, May

A B S T R A C T

This study is motivated by the suboptimal use of the surrounding environment, particularly traditional markets, as a learning resource in Social Studies learning at the elementary school level. In fact, traditional markets present various economic and social activities that can help students understand learning materials in a real and contextual way. This study aims to examine the potential of Lakessi Traditional Market in Parepare City as a Social Studies learning resource that can support experiential learning. The research uses a qualitative descriptive method focusing on the observation of economic activities and social interactions occurring in the market environment. Data collection was carried out through field observations, interviews with traders and surrounding communities, and documentation during the research process, and is supported by a literature review from various scientific sources relevant to Social Studies learning and the use of the environment as a learning resource. The results of the study show that Lakessi Traditional Market has various educational potentials relevant to Social Studies material in elementary schools, where buying and selling activities reflect production, distribution, and consumption processes that can be directly observed by students, while interactions between sellers and buyers through communication and bargaining demonstrate forms of social relations in community life. The existence of traditional markets as a learning resource provides more concrete learning experiences, thereby improving students' understanding of Social Studies concepts, while also encouraging active engagement and fostering awareness of social and economic life in the surrounding environment.

DOI: https://doi.org/10.59890/ijeps.v4i3.11
ISSN-E: 3030-8410
https://dmimultitechpublisher.my.id/index.php/ijeps

INTRODUCTION

The surrounding environment has great potential to be utilized as a learning resource in the teaching and learning process at elementary schools. The environment can provide real learning experiences, enabling students to understand the material more easily. In Social Studies (IPS) learning, the use of contextual learning resources is very important because it helps students understand the relationship between humans and their social environment in a more concrete and meaningful way. Learning activities that are connected to students' daily lives can also increase student engagement in the learning process.

One of the social environments closely related to students' lives and which can be used as a learning resource in Social Studies is the traditional market. Traditional markets not only function as places for buying and selling transactions, but also serve as spaces for social and cultural interaction within the community that can be utilized as contextual learning resources in Social Studies learning (Yuniarti et al., 2020; Resmalasari, Puspitasari, & Alghifari, 2025). Through activities in traditional markets, students can learn various Social Studies concepts such as production, distribution, and consumption activities that occur directly in community life (Yuniarti et al., 2020).

Buying and selling activities in traditional markets also reflect real economic processes in everyday life. The use of the surrounding environment as a learning resource can help students understand learning materials more concretely because the learning process is directly connected to their daily experiences (Yuniarti et al., 2020). Therefore, Social Studies learning becomes more interesting, active, and meaningful for students.

Lakessi Traditional Market is one of the largest traditional markets in Parepare, where economic activities take place every day. This market serves as a center for community activities in conducting transactions for basic necessities and other goods. Economic activities in the traditional market reflect the processes of production, distribution, and consumption that occur directly in community life. In addition, the market also becomes a space for social interaction between sellers and buyers that can be used as a contextual learning resource (Asnawati et al., 2021).

However, the utilization of traditional markets as learning resources for Social Studies in elementary schools has not yet been implemented optimally. Social Studies learning is generally still centered on textbooks and teacher explanations in the classroom, so students receive limited real learning experiences. In fact, the integration of local culture into Social Studies learning can help students recognize and understand their socio-cultural environment, making learning more meaningful (Yuniarti et al., 2020). Therefore, it is necessary to explore buying and selling activities in traditional markets as contextual learning resources in Social Studies learning at elementary schools.

LITERATURE REVIEW

Learning Resources and Environment

Learning resources are anything that can facilitate students in obtaining knowledge, experience, and skills in the learning process (Mulyasa, 2006). Learning resources are not limited to textbooks or teachers, but also include the surrounding environment that can be directly utilized in the learning process. The social environment has great potential as a learning resource because it provides real phenomena that can be directly observed and studied by students.

The utilization of the environment as a learning resource in Social Studies (IPS) learning is very important because it can provide contextual learning experiences. The community environment allows students to directly observe social interactions, economic activities, and various daily life activities that are relevant to the learning material. This makes learning more meaningful because students not only receive concepts abstractly, but also see their application in real life (Supardi, 2011).

In addition, the environment as a learning resource can also increase student involvement in the learning process. Students become more active because they interact directly with learning objects in their surroundings. In this context, traditional markets become one of the most relevant learning resources because they contain various social and economic activities that can be linked to Social Studies learning materials (Yuniarti et al., 2020).

Social Studies Learning

Social Studies (IPS) is an integration of various social science disciplines such as economics, sociology, history, and geography that are systematically organized for educational purposes (Supardi & Widiastuti, 2014). Social Studies learning is designed to help students understand social phenomena occurring in society in a broader and more comprehensive way. Thus, Social Studies not only focuses on mastering concepts, but also on developing students' social attitudes.

The main objective of Social Studies learning is to develop students' awareness of social problems and help them understand the social environment around them (Jermani & Wibowo, 2019). Through Social Studies learning, students are expected to think critically about social phenomena, understand human relationships, and develop social awareness in community life.

Furthermore, Social Studies learning also plays a role in shaping students' character so that they become responsible, caring, and adaptable to their social environment. Therefore, Social Studies learning needs to be connected with real-life situations so that students can understand the material more concretely and not merely theoretically.

Contextual Learning

Contextual learning is a learning approach that helps students understand material through real experiences so that they can relate learning concepts to everyday life (Trianto, 2017). This approach emphasizes the importance of linking learning materials with real-world situations experienced by students, making learning more meaningful.

In contextual learning, students are not only recipients of information, but also active participants who seek, observe, and discover knowledge through direct experience. This makes the learning process more engaging and less monotonous because students are directly involved in learning activities.

Learning will become more effective if students are given opportunities to study in real environments such as traditional markets, community settings, or other places relevant to the learning material (Sudjana & Rivai, 2010). Therefore, students can understand Social Studies concepts more easily because they directly observe the phenomena being studied.

Traditional Markets as Learning Resources

Traditional markets are places where sellers and buyers meet to conduct direct buying and selling activities, including the processes of production, distribution, and consumption (Yuniarti et al., 2020). Traditional markets play an important role in community life because they serve as centers of economic activity as well as spaces for social interaction.

Besides functioning as places of economic activity, traditional markets also serve as social spaces that bring together different groups of society. Interactions between sellers and buyers create social relationships characterized by communication, bargaining, and cooperation in fulfilling daily needs (Asnawati et al., 2021; Soekanto, 2013). This indicates that markets not only have economic functions, but also strong social functions.

Economic activities in traditional markets such as production, distribution, and consumption can be directly observed by students in Social Studies learning (Mankiw, 2018). Meanwhile, social interactions occurring in markets, such as communication between sellers and buyers, reflect forms of social relationships in society. Therefore, traditional markets have great potential to be used as contextual learning resources in Social Studies learning.

Economic and Social Activities in Social Studies

Economic activities in society include production, distribution, and consumption activities that are interconnected in fulfilling human needs. These activities can be clearly observed in traditional market environments, making them highly relevant as concrete examples in Social Studies learning, especially in the topic of economic activities (Saliman & Widiastuti, 2016).

In addition to economic activities, traditional markets are also places where social activities such as cooperation, mutual assistance, and social interaction among individuals occur. These social activities reflect relationships among community members in daily life and can enrich students' understanding of Social Studies material (Resmalasari et al., 2025).

Thus, the integration of economic and social activities in Social Studies learning can help students understand that community life is not only related to economic activities, but is also influenced by the social relationships that occur within it.

Social Values in Social Studies Learning

Social values are behavioral guidelines used by society to determine whether actions are considered good or bad in everyday life (Resmalasari et al., 2025). Social values function as the basis for regulating relationships among individuals in society, thereby creating social order.

In the context of traditional markets, community activities contain various social values such as honesty, cooperation, care, and responsibility. These values naturally emerge in interactions between sellers and buyers as well as among community members within the market environment (Yuniarti et al., 2020).

The social values found in traditional markets can be used as learning resources in Social Studies because they provide real examples for students regarding how these values are applied in daily life. Therefore, Social Studies learning does not only focus on the aspect of knowledge, but also on the development of students' social character.

METHODOLOGY

This study employed a descriptive qualitative approach to examine buying and selling activities in Lakessi Traditional Market as a contextual learning resource in Social Studies (IPS) learning at elementary schools. This approach was used because the study focused on understanding social phenomena in depth based on real conditions in the field. According to John W. Creswell (2017), qualitative research aims to understand the meaning of a social phenomenon through a natural process of data collection. Therefore, this approach was considered appropriate for describing various community economic activities occurring in traditional markets and their relationship to Social Studies learning. The research was conducted at Lakessi Traditional Market because it is one of the centers of community economic activity that is active and closely related to the daily lives of elementary school students.

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly through field observations of economic activities taking place in the market, such as buying and selling transactions, interactions between sellers and buyers, distribution of goods, and forms of social cooperation occurring within the market environment. Observations were conducted in several areas of the market to obtain a more comprehensive understanding of community economic activities. In addition to observations, the researcher also conducted interviews with several traders and market visitors to obtain information related to economic activities and their potential utilization as learning resources in Social Studies.

Data collection was also supported by documentation in the form of photographs of market activities and field notes recorded during the research process. The documentation was used to strengthen the observation results and assist the data analysis process. Meanwhile, secondary data were obtained through literature studies from various sources such as scientific journals, books, articles, and other references related to contextual learning, Social Studies learning, and the use of the environment as a learning resource. These secondary data served as the theoretical foundation to support the research findings obtained in the field.

Data analysis was conducted gradually, beginning with data reduction, data presentation, and conclusion drawing. In the data reduction stage, the researcher selected and focused on data relevant to the research focus, particularly those related to economic activities in traditional markets. The data were then categorized into several themes such as production, distribution, consumption, and community social interaction.

The next stage involved presenting the data in descriptive form so that the research findings could be understood systematically. Data presentation was also strengthened with visual documentation from the field research. To ensure the validity of the data, this study applied source and method triangulation techniques through comparisons among observation results, interviews, documentation, and literature review. After all data had been analyzed, the researcher drew conclusions regarding the forms of buying and selling activities in traditional markets that can be utilized as contextual learning resources in Social Studies learning at elementary schools.

RESULT AND DISCUSSION

Lakessi Traditional Market is located on Petta Unga Street, Soreang District, Parepare. The market is one of the centers of community economic activity and is usually crowded, especially from morning until midday. Based on field observations, the market demonstrates various economic activities that occur directly between sellers and buyers. Various basic necessities such as vegetables, fish, spices, and other food ingredients are traded in this location.

The market conditions appear busy with community activities as people come to fulfill their daily needs. In addition to functioning as a place for economic transactions, the market also serves as a space for social interaction through communication and bargaining processes conducted directly between sellers and buyers, indicating that traditional markets have not only economic functions but also strong social functions (Asnawati et al., 2021; Soekanto, 2013).

Based on the observations and interviews conducted, it was found that the economic activities in Lakessi Traditional Market reflect production, distribution, and consumption activities that are interconnected. This finding is in line with the concept of economic activities consisting of these three main aspects in community life (Mankiw, 2018). The goods sold by traders generally come from other regions such as Enrekang and Makassar. This indicates the existence of a distribution process from producers to traders before the goods finally reach consumers. These activities take place every day and form a simple but real economic system within the community.

The research findings indicate that several aspects of the market can be utilized as contextual learning resources in Social Studies learning at elementary schools, particularly those related to economic activities, social interaction, and the role of markets in community life. Contextual learning enables students to understand learning materials through real experiences in their surrounding environment, making the concepts easier to understand and more meaningful (Trianto, 2017). The utilization of the surrounding environment as a learning resource can also increase student involvement in the learning process (Sudjana & Rivai, 2010).

Buying and Selling Activities in Lakessi Traditional Market

Buying and selling activities in Lakessi Traditional Market occur directly without intermediaries between sellers and buyers. Traders provide various daily necessities arranged at their stalls to attract buyers' attention. The market atmosphere becomes more crowded from morning until midday because most people come to fulfill their daily needs during that time.

In addition to buying and selling transactions, social interaction is also clearly visible through communication between sellers and buyers, especially during the bargaining process over the prices of goods. This demonstrates that traditional markets also function as spaces for social interaction within the community (Soekanto, 2013; Asnawati et al., 2021).

Figure 1. Buying and Selling Activities at Lakessi Traditional Market

The interview results with traders revealed that their income depends on the level of market activity. Traders explained that the market is usually crowded from morning until midday, making that period the main time for buying and selling transactions.

"The market is crowded from morning until midday." (Nur Diana, interview, Tuesday, April 21, 2026, at 11:20 WITA).

In addition, traders stated that quiet market conditions often become an obstacle because they affect the capital needed to repurchase goods from distributors. In an effort to attract buyers, traders arrange their merchandise neatly and completely.

"The goods are arranged completely so that buyers are interested in purchasing." (Nur Diana, interview, Tuesday, April 21, 2026, at 11:20 WITA).

Most traders also still use cash payment systems in buying and selling transactions. This indicates that trading activities in the market are still strongly influenced by the number of visitors and conventional transaction patterns. The strategy of arranging merchandise attractively is one of the efforts made by traders to increase buyers' interest and maintain stable sales even when market conditions are relatively quiet.

Economic Activities: Production, Distribution, and Consumption

The economic activities taking place in Lakessi Traditional Market include three main activities: production, distribution, and consumption. Production is carried out by farmers or suppliers who produce basic necessities. These products are then distributed to traders through distribution processes from various regions such as Enrekang and Makassar.

These activities are consistent with the basic concepts of economics, which explain how goods and services move from producers to consumers (Mankiw, 2018). Traders play an important role as distributors who resell goods to the community. Furthermore, consumption activities are carried out by buyers who come to the market to fulfill their daily needs. These three economic activities are interconnected and occur continuously, forming a real economic system within the community.

Figure 2. Merchandise Sold by Traders at Lakessi Traditional Market

The existence of traditional markets provides significant benefits to the community as it facilitates access to basic necessities. In addition, markets also contribute to improving the community's economy through daily buying and selling activities.

Sellers and buyers play complementary roles in the transaction process at Lakessi Traditional Market. Sellers are responsible for providing goods needed by the community and ensuring their availability in the market. They obtain goods from distributors and resell them to consumers while adjusting prices according to market conditions.

Meanwhile, buyers act as consumers who purchase goods to fulfill their daily needs. The interaction between sellers and buyers creates social relationships through communication, bargaining processes, and direct transactions. These activities show that traditional markets have both economic and social functions in community life.

Relevance to Social Studies (IPS) as a Contextual Learning Resource

The observational findings in Lakessi Traditional Market have strong relevance to Social Studies (IPS) learning in elementary schools. The market can be used as a contextual learning resource because it provides real-life examples of economic activities in everyday life. Through direct observation, students can better understand the concepts of production, distribution, and consumption in a concrete way. Such environment-based learning is aligned with the contextual learning approach, which emphasizes the connection between learning materials and students' real-life experiences (Trianto, 2017).

In addition, students can also learn about social interactions that occur in the market environment, such as communication between sellers and buyers and bargaining processes. The use of the surrounding environment as a learning resource helps students connect classroom concepts with real experiences, making learning more meaningful and easier to understand.

The use of traditional markets as a learning resource can also increase students' interest in learning because they can directly observe the application of Social Studies concepts in everyday life. Thus, Social Studies learning is not only theoretical but also provides real experiences that enhance students' understanding of social and economic conditions.

Utilization of Lakessi Traditional Market as a Social Studies Learning Resource

1. **Relevant Social Studies Topics**

Lakessi Traditional Market can be utilized in Social Studies learning because it is directly related to topics such as economic activities and social interaction. The relevant materials include production, distribution, and consumption activities, the role of markets in society, and forms of social interaction in economic activities.

Through observation, students can understand how goods are distributed from producers in other regions to the market and then purchased by consumers. In addition, students can also learn about forms of social communication between sellers and buyers during transactions.

2. **Implementation in Classroom Learning**

The results of observations in Lakessi Traditional Market can be applied in Social Studies learning by using the market as a real-life example to explain economic concepts. Teachers can connect lesson materials with field observation results so that students can better understand the concepts being studied. Teachers can also use group discussions, question-and-answer sessions, and analysis of observation results to help students understand economic activities in the market. Documentation such as photographs from the field can be used as learning media to provide students with a clearer picture of market conditions and community activities.

Through this environment-based learning approach, students not only understand theoretical concepts but also learn to connect Social Studies materials with everyday life. This contextual learning approach is expected to improve students' understanding, learning interest, and critical thinking skills regarding social and economic conditions in their surroundings.

CONCLUSIONS AND RECOMMENDATIONS

Lakessi Traditional Market in Parepare City has great potential as a contextual learning resource in Social Studies (IPS), especially in topics related to economic activities and social interaction. Based on observations and interviews, activities in the market clearly show the real processes of production, distribution, and consumption in daily community life. Goods sold by traders come from distributors and other regions such as Enrekang and Makassar, then are distributed to consumers through direct buying and selling processes.

Furthermore, interactions between sellers and buyers through communication and bargaining reflect strong social relationships within economic activities. These conditions make Lakessi Traditional Market a relevant learning environment that helps students understand Social Studies concepts in a more concrete, interesting, and meaningful way. The use of market environments as learning resources also enhances students' ability to connect learning concepts with real social situations they encounter in daily life.

The findings of this study indicate that traditional markets can be used as contextual learning media that support active and experiential learning in Social Studies. Through field observations, students not only learn theoretical concepts of economic activities but also directly observe goods distribution processes, consumption activities, and social interactions in the market environment. However, this study is still limited to observation and interviews without direct implementation in classroom learning.

Therefore, future research is recommended to develop a Social Studies learning model based on traditional market environments that is integrated into the elementary school curriculum. In addition, further studies are needed to examine the effectiveness of using traditional markets as learning resources in improving students' learning outcomes, critical thinking skills, and contextual understanding in Social Studies learning.

FURTHER STUDY

The findings of this study provide an initial overview of the potential of Lakessi Traditional Market as a contextual learning resource in Social Studies (IPS) at the elementary school level. However, further research is still needed to strengthen and expand these findings through more in-depth research approaches. Future studies are recommended to use experimental methods or classroom action research to directly examine the effect of utilizing traditional markets as learning resources on students' understanding, learning motivation, and critical thinking skills in Social Studies learning. In addition, future research may also investigate the effectiveness of contextual learning models based on local environments in improving students' participation and social awareness during the learning process.

Furthermore, future studies can explore the integration of traditional market-based learning with the implementation of the *Merdeka Curriculum* and project-based learning approaches in elementary schools. Comparative studies between schools in urban and rural areas may also provide broader insights into how environmental, social, and cultural factors influence the use of the surrounding environment as a learning resource. Further research is also important to examine the long-term impact of contextual learning on students' social attitudes, economic understanding, and appreciation of local culture. Research involving a multidisciplinary approach from education, sociology, economics, and environmental studies is expected to produce more innovative, meaningful, and sustainable Social Studies learning models.

REFERENCES

Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approach. Sage publications.

John W. Creswell., & J. David Creswell. (2017). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage Publications.

Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2017). *Ilmu pengetahuan sosial untuk SMP/MTs*. Kemendikbud.

Marwal, & Sri. (2021). Konsep aktivitas ekonomi dalam kehidupan masyarakat. *Jurnal Ilmu Sosial, 9*(1), 45–53.

N. Gregory Mankiw. (2018). *Pengantar ekonomi mikro*. Salemba Empat.

Slameto. (2015). *Belajar dan faktor-faktor yang mempengaruhinya*. Rineka Cipta.

Soerjono Soekanto. (2013). *Sosiologi suatu pengantar*. Rajawali Pers.

Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Trianto. (2017). *Model pembelajaran terpadu dalam teori dan praktik*. Prestasi Pustaka.

Yunitasari, & Safiah. (2025). Peran pasar dalam perekonomian dan perspektif ekonomi syariah. *Jurnal Ekonomi dan Bisnis, 12*(2), 160–175.