

# Analysis of the Need for Social Studies Teaching Modules for Religious Moderation Based on Entrepreneurship and Disaster Mitigation

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## Abstract

*This research aims to analyze the needs of junior high school Social Studies teachers in Semarang City regarding the development of independent curriculum teaching tools in the Social Studies learning process. A survey method was used in this research, with data analysis employing a qualitative descriptive approach. The primary informant was an Social Studies teacher at one of the religious junior high schools in Semarang City, and the supporting informants were junior high school students in Semarang City. The results of interviews and observations indicate that Social Studies learning still revolves around students, the teaching methods used are still conventional, and Social Studies teachers do not yet have Social Studies teaching modules that are suitable for the independent curriculum. The independent curriculum in primary and secondary education emphasizes character formation, including religion-based entrepreneurial moderation and disaster mitigation. This research provides a better understanding of the needs of Social Studies teachers in developing Social Studies teaching tools that are suitable for the independent curriculum. The results of this study are expected to serve as the basis for the development of more effective teaching strategies in achieving the goals of the independent curriculum, especially in terms of religion-based entrepreneurial moderation and disaster mitigation in Social Studies learning in junior high schools in Semarang City.*

**Keywords:** *Social Studies, Curriculum Development, Entrepreneurship, Disaster Mitigation, Religious Moderation.*

## Introduction

Social Studies education is a subject that plays a crucial role in shaping students' understanding of society, culture, and social relations (Bhat et al., 2023; Kim & Wilkinson, 2019; Zurqoni et al., 2018). In an increasingly complex era of globalization, students need to be equipped with a deep understanding of the social challenges and issues faced by communities (B. Beribe, 2023; Flora et al., 2018; Marouli, 2021). One important concept in multicultural and multi-religious societies like Indonesia is religious moderation (Widyana et al., 2022). Social Studies education needs to prepare students to have attitudes of tolerance, mutual respect, and the ability to live harmoniously among different religions. Additionally, social studies education ought to emphasize entrepreneurship as a critical ability (Astuti, 2021; Fu & Hwang, 2018; Ratten & Usmanij, 2021). Students that engage in entrepreneurship gain skills in leadership, creativity, invention, and flexibility in the face of financial difficulties. This is essential in light of the shifting labor market and economy, which demand that students possess strong entrepreneurial abilities in order to compete and adapt (Bauman & Lucy, 2021; Dahlstedt & Fejes, 2019; Ratten & Usmanij, 2021). Furthermore, natural catastrophes like earthquakes, floods, and volcanic eruptions commonly strike Indonesia (Teh & Khan, 2021). Thus, social studies instruction must equip students with the knowledge and skills necessary to mitigate disasters, such as risk assessment, evacuation strategies, and post-disaster recovery initiatives.

In Indonesia's multicultural setting, it's critical to teach pupils the value of religious moderation in fostering peaceful relationships. Social Religious studies (Taves, 2020). Social studies education should also give students the information and abilities to deal with and respond to natural catastrophes, which happen frequently in Indonesia (Kamil et al., 2020; Shoji et al., 2020). It has been demonstrated that incorporating teaching modules into the Social Studies curriculum improves students' comprehension (Huck, 2019; Russell & Waters, 2022). With the help of teaching modules, students can study on their own and comprehend social studies subjects more thoroughly. Thus, the creation of teaching modules for social

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studies that incorporate entrepreneurship, religious moderation, and disaster mitigation can aid in the development of students' comprehensive awareness of society, culture, and social issues (Mitcham & Englehardt, 2019; Shah et al., 2020; Sim & He, 2024).

However, research specifically analyzing the needs of Social Studies teaching modules that integrate religious moderation, entrepreneurship, and disaster mitigation is still limited. Some previous studies have examined the development of teaching modules in the context of Social Studies (Kalimullina et al., 2021; Levriani et al., 2021; Nind, 2020; Wong & Chiu, 2020). However, there has been no research specifically analyzing the needs of Social Studies teaching modules that integrate religious moderation, entrepreneurship, and disaster mitigation.

Therefore, an analysis of needs is needed for the development of Social Studies teaching modules that integrate religious moderation, entrepreneurship, and disaster mitigation. This analysis will help in formulating Social Studies teaching modules that are tailored to students' needs, the challenges they face, and the complex social and economic contexts (Alam & Mohanty, 2023).

Furthermore, the existence of Social Studies teaching modules that integrate religious moderation, entrepreneurship, and disaster mitigation can provide broad benefits for students. These modules can help students develop inclusive attitudes and accept differences in religious and beliefs contexts. With a deep understanding of religious moderation, students can become agents of peace in multicultural and multi-religious societies. Additionally, through entrepreneurship education, students can be developed into creative, innovative individuals with entrepreneurial spirit. They will be trained to identify opportunities, develop business ideas, and manage risks (Bird, 2019; Hamouche, 2021; Moeuf et al., 2020). In terms of disaster mitigation, teaching modules will provide the knowledge and skills needed for students to face natural disasters more prepared and effectively, including recognizing danger signs, planning evacuations, and providing first aid (Ashcroft et al., 2021; Gouramanis & MoralesRamirez, 2021; Sumarmi et al., 2021).

Thus, the development of Social Studies teaching modules that integrate religious moderation, entrepreneurship, and disaster mitigation is important and relevant in the context of education in Indonesia. These modules will provide students with a holistic understanding of the social, cultural, religious, and economic aspects that shape society. Furthermore, these teaching modules can help students develop important skills relevant to the changing needs of the job market (Okolie et al., 2019, 2020; Scott et al., 2019; Teng et al., 2019). With these modules in place, it is hoped that students will be able to become open-minded individuals with a deep understanding of religious moderation, entrepreneurial skills, and able to contribute to disaster mitigation efforts.

## Method

The research method that can be used in the needs analysis is qualitative research method. In this research, the researcher will use in-depth interviews with teachers, students, and related stakeholders, participatory observation, and document analysis. Through in-depth interviews, the researcher will gain a deep understanding of the perspectives, experiences, and expectations of research participants related to integrated Social Studies teaching. Participatory observation will provide direct insights into existing Social Studies teaching and identify challenges in integrating religious moderation, entrepreneurship, and disaster mitigation. Document analysis will provide information about the curriculum, policies, and learning materials available. The qualitative data collected will be thematically analyzed to identify patterns, themes, and issues related to the needs and challenges in developing responsive teaching modules. The results of the analysis will be used to develop recommendations and guidelines for the development of modules that meet the needs of students, teachers, and the education environment.

Apart from qualitative data analysis, this research also uses ANP (Analytic Network Process). ANP analysis in this research was used to map priority obstacles faced in preparing social studies learning modules based on religious moderation based on entrepreneurship and disaster mitigation. In the ANP method, there are interactions and feedback from elements in the cluster (inner dependence) and interactions between clusters (outer dependence). Comparisons in ANP are made between elements in components or clusters for each

interaction in the network. ANP has three axioms that form the basis of its theory, axioms or postulates serve to strengthen a statement that can be seen to be true without the need for proof. According to these axioms:

- *Reciprocal*

If activity X has a level of importance 6 times greater than activity Y, then activity Y is 1/6 of activity X.

- *Homogeneity*

This axiom states that the elements to be compared do not have too large a difference, it will have an impact on a greater error of judgment. The scale used in the AHP and ANP is different from the scale used on the Likert scale generally (1 to 5). The scale on the ANP has a greater range of 1 to 9 even. The following is the scale used in the ANP.

**Table 1.** Scale in ANP

Description	Level of Interest	Explanation
<b>Very much bigger influence/level of influence</b>	9	Evidence that favors one element over another has evidence that has a high probability of affirmation
<b>Between 7-9</b>	8	The compromise value between two adjacent values
<b>Greater influence/level of importance</b>	7	One element is very much more than the other, and dominant is shown in practice
<b>Between 5-7</b>	6	The compromise value between two adjacent values
<b>Greater influence/level of importance</b>	5	Experience and strong judgment favor one element over another
<b>Between 3-5</b>	4	The compromise value between two adjacent values
<b>Slightly more influence/level of importance</b>	3	Experience and judgment slightly favor one element over another
<b>Between 1-3</b>	2	The compromise value between two adjacent values
<b>Equally big influence / level of importance</b>	1	The two elements being compared have the same importance contribution to the goal

The stages of research using the Analytic Network Process (ANP) are as follows:

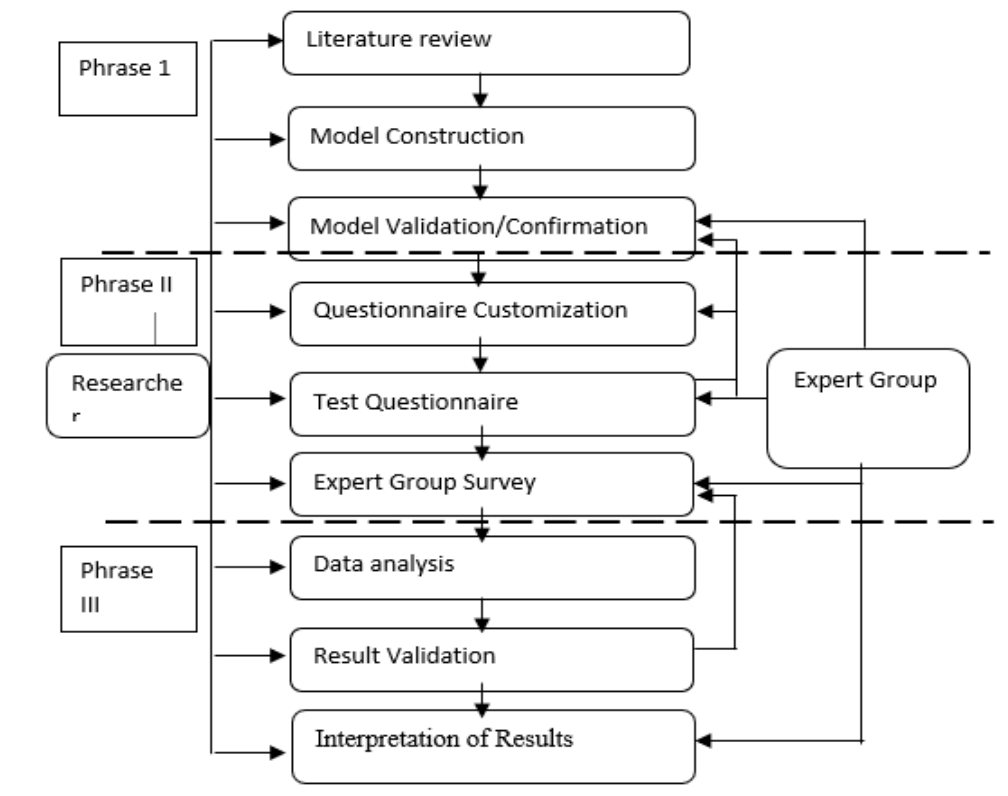


Figure 1. Steps of ANP Method

The stages of analysis using the Analytic Network Process (ANP) are described in the following figure:

#### *Step 1: ANP Network Generation*

Based on ANP methodology, the temporary facility layout decision problem can be transformed into a network structure, which is established according to the links and interdependencies between the considered factors in the evaluation problem. Different kinds of relationships between the factors are incorporated into the network.

#### *Step 2: Pairwise Comparisons*

Based on the generated temporary facility layout decision network structure, the relative importance of clusters and elements are required for final evaluation. In order to derive priorities, pairwise comparisons are conducted between clusters and elements according to the relationships and interdependencies.

For an  $n \times n$  pairwise comparison matrix, the total number of pairwise comparisons that should be performed is  $n \times (n - 1) / 2$ , where  $n$  is the total number of elements required to be compared. Moreover, within the matrix, a reciprocal value can be automatically calculated and assigned for reverse comparison. The pairwise comparison number  $a_{ij}$  should meet the following equation:

$$a_{ij} \times a_{ji} = 1$$

where  $a_{ij}$  is the pairwise comparison number, which is calculated by the value of fundamental scale

#### Step 3: Consistency Check

Through the derived comparison matrices, the eigenvectors of the matrices are obtained, which represent the weights of the elements. The local priority vector is computed as Equation:

$$Aw = \lambda_{\max} w$$

where  $A$  is defined as the matrix of pairwise comparison values;  $w$  is the priority vector, which is called the principal eigenvector; and  $\lambda_{\max}$  is the maximum or principal eigenvalue of matrix  $A$ .

After the local priority vectors are derived, the consistency is verified through a consistency index (CI) and a consistency ratio (CR). Lack of consistency in the pairwise comparisons indicates lack of understanding of the problem by the layout planners, which is caused by wrong decisions. The consistency ratio is acceptable if it is less than 0.1. The CI and CR are defined as Equation:

$$CR = CI/RI$$

with  $CI = (\lambda_{\max} - n)/(n - 1)$  (3) where CR represents the consistency ratio; CI represents the consistency index; RI represents the random index; and  $n$  is the size of matrix  $A$ .

#### *Step 4: Supermatrix and Global Priority Calculation*

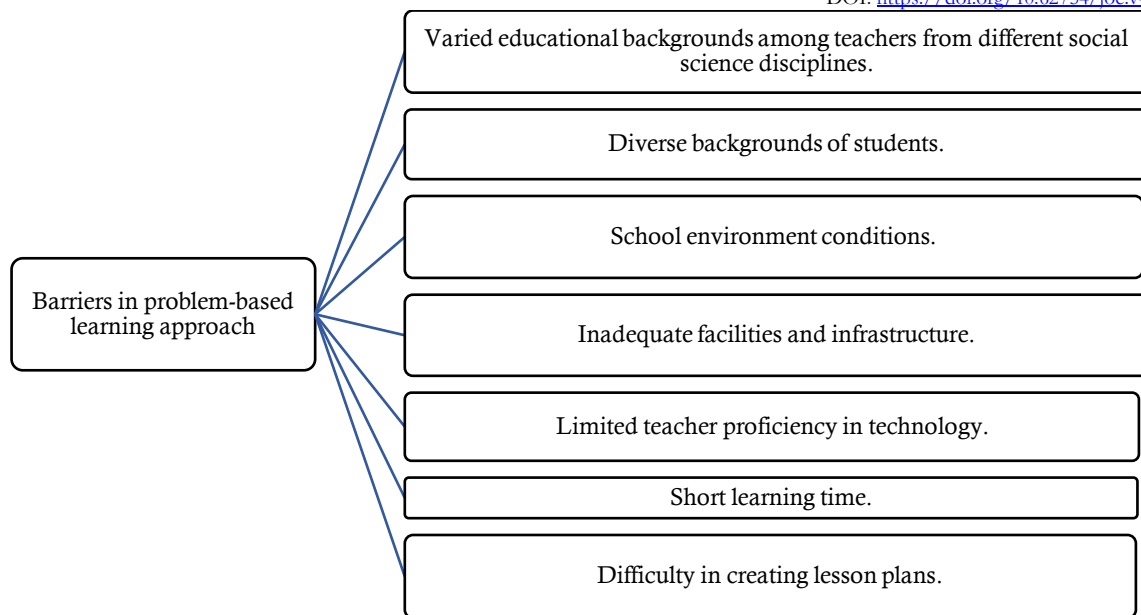
Through pairwise comparisons, the relative importance is obtained. However, this is not enough for demonstration of the differences between clusters and elements. Therefore, the supermatrix, as shown in Equation:

$$W = \begin{matrix} & \begin{matrix} C_1 & C_2 & \dots & C_n \end{matrix} \\ \begin{matrix} C_1 \\ C_2 \\ \vdots \\ C_n \end{matrix} & \begin{bmatrix} W_{11} & W_{12} & \dots & W_{1n} \\ W_{21} & W_{22} & \dots & W_{2n} \\ \vdots & \vdots & \vdots & \vdots \\ W_{n1} & W_{n2} & \dots & W_{nn} \end{bmatrix} \end{matrix}$$

In order to derive the weighted supermatrix, normalization is required to be conducted on the unweighted supermatrix. The normalized weighted supermatrix  $W$  can be calculated by multiplying the unweighted supermatrix  $W$  shown in Equation and the weighting matrix

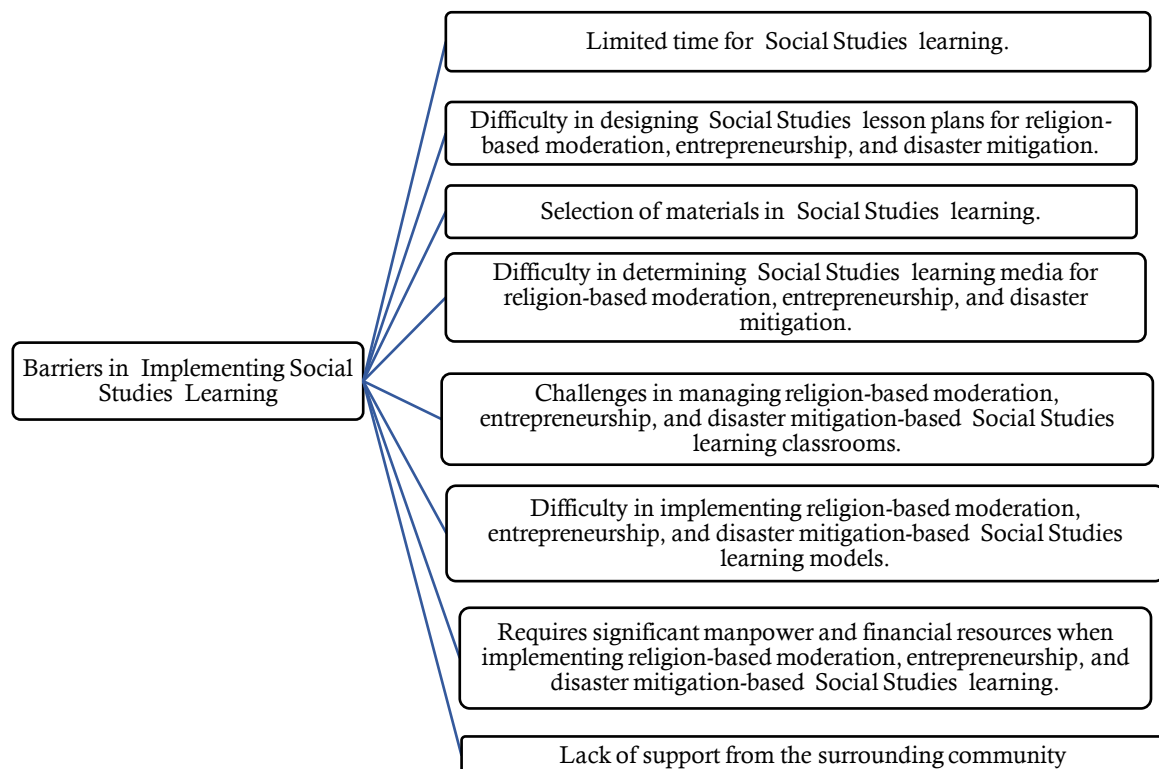
## **Findings**

According to Minister of Education and Culture Regulation Number 22 of 2016, to strengthen the scientific approach, integrated thematic (thematic between subjects), and thematic (in a subject) learning, learning based on disclosure/research needs to be applied, such as discovery or inquiry-based learning models. Meanwhile, to encourage students' ability to produce contextual work, both individually and in groups, it is highly recommended to use learning approaches that produce problem-solving-based work, for example, by using project-based learning models. Based on the research results in the field, the problem-based learning approach has not yet been fully used, this is due to several obstacles as follows:



**Figure 1.** Barriers in Problem-Based Learning Approach

The importance of Social Studies education, religion-based moderation based on entrepreneurship and disaster mitigation, apparently not all schools can implement them well. This is because based on the results of research in the field show that there are several obstacles in the implementation of Social Studies teaching of religious moderation based on entrepreneurship and disaster mitigation. The obstacles faced by the teachers in arranging Social Studies teaching plans based on religious moderation based on entrepreneurship and disaster mitigation. Here are some of the obstacles:

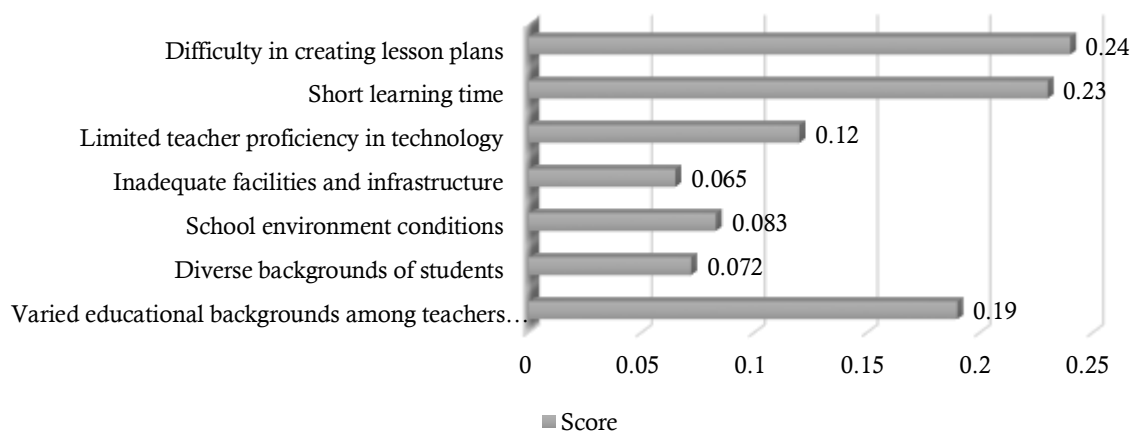


**Figure 2.** Barriers in Implementing Social Studies Learning

In this study, it is important to note that the teaching model that is in accordance with Minister of Education and Culture Regulation Number 103 of 2014 and Minister of Education and Culture Regulation Number 22 of 2016 is a teaching model that is not only centered on teachers but also prioritizes students as the center of learning activities.

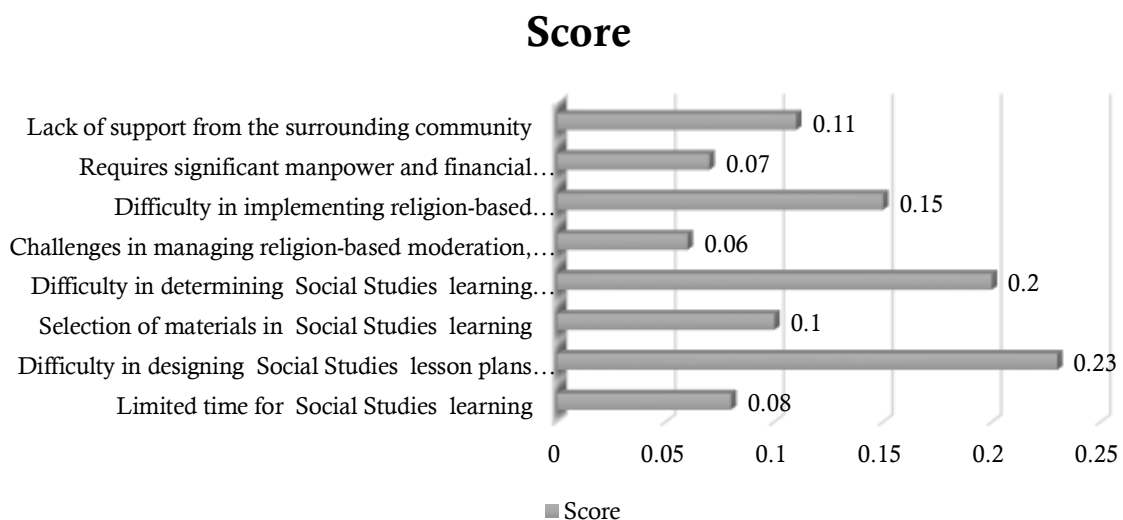
#### *Pairwise Comparison Matrix between Nodes (Inner Dependence)*

The pairwise comparison matrix on the inner dependence is obtained from the relationship between nodes (sub-criteria) in the cluster (criteria). Where the relationship between nodes in a cluster will form a curved line above the criteria or called a loop. Inner dependence relationship can occur as shown in Figure 1. Based on the ANP analysis for criteria for a problem-based learning approach, the following results are obtained:

**Figure 4.** Results of Comparative Analysis Between Nodes in the Problem-Based Learning Approach Criteria

Source: ANP Output, 2024.

Based on Figure 4, it can be explained that the main obstacle that has the highest score in the problem-based learning approach is Difficulty in creating lesson plans. Then the results of the comparative analysis of the obstacles faced by teachers in preparing social studies teaching plans based on religious moderation based on entrepreneurship and disaster mitigation are as follows:



**Figure 5.** Results of Comparative Analysis Between Nodes in the Criteria for Implementing Social Studies Learning

Source: ANP Output, 2024.

Based on Figure 5, it can be explained that the main obstacle that has the highest score in implementing social studies learning is Difficulty in designing Social Studies lesson plans for religion-based moderation, entrepreneurship, and disaster mitigation.

#### *Making Pairwise Comparison Matrix between Criteria*

The pairwise comparison matrix between criteria/groups is made based on a questionnaire that has been filled out by the keyperson. This pairwise comparison matrix uses values with the numbers 1-9. Furthermore, after the assessment has been carried out, it will be continued with the calculation of the average value of the questionnaire that has been filled in, so that it will obtain a relative value. This relative value will then be used as the input value for the ANP, namely the super decision application that has been made by M Saaty. The following are the results of group comparisons / between criteria:

**Table 2.** Results of Comparative Analysis Between Criteria

Criteria	Weight
<b>Problem-based learning approach</b>	0.45
<b>Implementation of social studies learning</b>	0.55

Source: Output ANP, 2024.

Table 1 shows that in efforts to develop social studies learning modules for religious moderation based on entrepreneurship and disaster mitigation, the most prioritized criteria to be developed is Implementation of social studies learning.

#### *Order of Priority Based on Criteria*

The final priority referred to in the ANP model is absolute weighting using an interval scale (1.0) and also as a measure of relative dominance. The priority value is obtained by normalizing the vector matrix. In the final priority there are limiting weights, normalized by cluster and ranking. The final priority value can be seen in the following table. final priority is the weight of all elements in which there are limiting and normalized by cluster. The limiting weight is the weight obtained from the limit supermatrix, while the normalized by cluster is the division between the weights of the limiting elements and the total weights of the limiting elements in a component. Final priority determines the best alternative with the highest final value.

The final priority is obtained from the relationship between the criteria and the alternatives that have been described by the ANP model in Figure 8. The following is the final priority for developing a social studies learning module for religious moderation based on entrepreneurship and disaster mitigation:

**Table 3.** Results of Limiting Supermatrix

Criteria	Sub Criteria	Normalized by cluster	Limiting
<b>Problem-based learning approach</b>	Varied educational backgrounds among teachers from different social science disciplines	0.013	0.0173
	Diverse backgrounds of students	0.012	0.0237



	School environment conditions	0.014	0.0066
	Inadequate facilities and infrastructure	0.173	0.0651
	Limited teacher proficiency in technology	0.011	0.0561
	Short learning time	0.042	0.0452
	Difficulty in creating lesson plans	0.192	0.1964
<b>Implementation of social studies learning</b>	Limited time for Social Studies learning	0.016	0.0065
	Difficulty in designing Social Studies lesson plans for religion-based moderation, entrepreneurship, and disaster mitigation	0.182	0.1871
	Selection of materials in Social Studies learning	0.171	0.0567
	Difficulty in determining Social Studies learning media for religion-based moderation, entrepreneurship, and disaster mitigation	0.014	0.0592
	Challenges in managing religion-based moderation, entrepreneurship, and disaster mitigation-based Social Studies learning classrooms	0.045	0.0157
	Difficulty in implementing religion-based moderation, entrepreneurship, and disaster mitigation-based Social Studies learning models	0.061	0.1724
	Requires significant manpower and financial resources when implementing religion-based moderation, entrepreneurship, and disaster mitigation-based Social Studies learning	0.032	0.0468
	Lack of support from the surrounding community	0.022	0.0476

Source: Output ANP, 2024.

Table 3 shows that the sub-criterion that has the highest weight, meaning that the sub-criterion of obstacles that must be prioritized to be overcome in developing social studies learning modules for religious moderation based on entrepreneurship and disaster mitigation is Difficulty in creating lesson plans.

## Discussion and Conclusion

The teaching tools model is a plan or pattern used as a guide in planning classroom learning or tutorial learning and to determine teaching tools, including books, films, curricula, and others. Each teaching model directs teachers to design learning to help students in such a way that learning objectives are achieved optimally. In effective and meaningful learning, students are actively engaged, as students are the center of learning activities and competency and character formation.

The teaching model is closely related to students' learning styles and teachers' teaching styles. Teachers' efforts in teaching students are a very important part of achieving the planned learning objectives. Teaching models can be used as one way to improve the quality of learning in the classroom.

The teaching models that have been used by Social Studies teachers in Semarang City junior high schools in delivering Social Studies subject matter are still teacher-centered, that is, teachers explain the material from beginning to end using lecture methods. Lectures are one of the conventional teaching methods, where students listen to what the teacher teaches monotonously and passively. Many teachers mistakenly believe that Social Studies is a science that can be transferred from the teacher's head to the student's head in a lecture pattern only. As a result, teachers may feel that they are teaching well, but in reality, students are not learning maximally.

Minister of Education and Culture Regulation Number 103 of 2014 concerning Learning in Primary and Secondary Education, states that learning is a process of interaction between learners and between learners and educators and learning resources in a learning environment. Meanwhile, in Minister of Education and Culture Regulation Number 22 of 2016, learning is an activity carried out by educators and learners to achieve the expected competence.

Based on both of these Minister of Education and Culture regulations, learning can be interpreted as the process of interaction between students and teachers, students and students, and students and learning resources to achieve the expected competence. The expected learning environment is based on activities based on the characteristics of (1) interactive and inspirational; (2) fun, challenging, and motivating students to participate actively; (3) contextual and collaborative; (4) providing enough space for initiative, creativity, and student independence; and (5) in accordance with the talents, interests, abilities, and physical and psychological development of students.

The teaching model that is appropriate to the content of Minister of Education and Culture Regulation Number 103 of 2014 and Minister of Education and Culture Regulation Number 22 of 2016 is a teaching model that is not based on lectures or memorization, but rather a teaching model that is based on activity and creativity, inspirational, enjoyable, and initiative, as well as more refers to the natural meaning, in accordance with human nature, namely: centered on students, authentic, contextual, and meaningful for students' daily lives. Teaching models referred to include discovery learning, project-based learning, problem-based learning, and inquiry-based learning.

Teaching models based on activity and creativity, inspirational, enjoyable, and initiative, as well as having relevance to students' daily lives, such as discovery learning, project-based learning, problem-based learning, and inquiry-based learning, are better alternatives in improving the quality of Social Studies learning (Suharini & Baharsyah, 2020). However, in its implementation, there are several obstacles faced in Social Studies teaching of religious moderation based on entrepreneurship and disaster mitigation. One significant obstacle is the difficulty in arranging teaching plans that are appropriate to the context. Social Studies teachers face difficulties in determining appropriate materials and selecting suitable media to support Social Studies teaching of religious moderation based on entrepreneurship and disaster mitigation (Setyowati et al., 2021).

Another challenge is managing classroom learning effectively. Social Studies teaching of religious moderation based on entrepreneurship and disaster mitigation requires active interaction between students and teachers, as well as collaboration among students. Constraints such as limited learning time and a lack

of classroom management skills may hinder the optimal implementation of this teaching model. Furthermore, adequate support from the surrounding community is needed in implementing Social Studies teaching of religious moderation based on entrepreneurship and disaster mitigation. Community involvement can provide additional resources, such as local knowledge, experience, and networks that can enrich Social Studies learning. However, a lack of support from the community can be a hindrance in implementing this teaching model comprehensively (Wahyono et al., 2022). To overcome these obstacles, efforts such as training and professional development for Social Studies teachers, provision of adequate facilities and infrastructure, and building good communication and cooperation between schools and the community are needed. By taking these steps, it is hoped that Social Studies teaching of religious moderation based on entrepreneurship and disaster mitigation can be implemented more effectively, so that learning objectives can be achieved optimally.

Social Sciences (Social Sciences) learning which integrates religious moderation, entrepreneurship and disaster mitigation is a holistic learning approach and is relevant to the needs of the times (Kamil et al., 2020). This learning module aims to form a generation that is not only academically competent, but also has a deep understanding of the importance of interfaith tolerance, entrepreneurial abilities, and preparedness in facing disasters. In the context of religious moderation, students will be invited to understand the universal values of tolerance, harmony and mutual respect between religious believers (Arifinsyah et al., 2020). They will learn to appreciate differences and build harmonious dialogue in a diverse society. In addition, the entrepreneurial aspect will be emphasized to equip students with the skills and knowledge needed to create new opportunities, develop innovation, and understand the importance of effective business management (Arif, 2021). Students will be encouraged to be creative, independent, and able to face global economic challenges. On the other hand, learning about disaster mitigation will provide a deep understanding of the risks and impacts of disasters, as well as strategies for reducing vulnerability and increasing community preparedness in facing natural and man-made disasters (Sulaiman et al., 2022). With this approach, students will not only have knowledge about the importance of social harmony and entrepreneurship, but also readiness to face challenges and take an active role in building a sustainable and disaster-resilient society. Through social studies learning religious moderation based on entrepreneurship and disaster mitigation, it is hoped that students can become agents of change who contribute positively to building a just, inclusive and sustainable society.

Research on entrepreneurship-based religious moderation social studies learning and disaster mitigation has important theoretical implications in the fields of education and community development. First, this research can enrich our understanding of the integration between religious education, entrepreneurship, and disaster mitigation in the context of social studies learning. This reflects the theoretical relevance that links these three aspects to the formation of character, skills and knowledge that are essential for students in facing complex challenges in everyday life and in the future. Second, this research can also contribute to the development of theories regarding holistic and sustainability-oriented learning approaches, which take into account important aspects in building communities that are resilient to social, economic and environmental changes. Third, the theoretical implications of this research include a deeper understanding of how education can be a means of promoting interfaith harmony, building economic independence, and increasing community preparedness in facing disasters.

This research has significant practical implications in the context of education and community development. First, the findings from this research can provide practical guidance for developing relevant, comprehensive and integrated curriculum and learning modules. This will help educational policy makers, teachers and other stakeholders to design and implement learning programs that suit the needs of students and society at the local, national and global levels. Second, this research can also strengthen teachers' capacity in delivering learning material that focuses on religious moderation, entrepreneurship, and disaster mitigation through appropriate training, guidance, and supporting resources. This will help improve the quality of teaching and learning in the classroom and strengthen the role of teachers as agents of change in encouraging positive student development. Third, the practical implications of this research include strengthening community involvement in supporting education oriented towards the values of religious moderation, entrepreneurship and preparedness in facing disasters. By actively involving communities,

education can become more relevant to local social, economic and cultural realities, and more effective in promoting inclusive community development.

The factual condition of the Social Studies learning process at the junior high school level in Semarang City shows that there is not yet adequate integration between Social Studies learning and the surrounding environment related to entrepreneurship and disaster mitigation with a religious moderation approach. This research has proven that by integrating entrepreneurship and disaster mitigation into Social Studies learning, positive impacts can be achieved.

The results of this research show that the integration of entrepreneurship into Social Studies learning can encourage students to develop entrepreneurial skills, such as creativity, innovation, and leadership. Furthermore, the integration of disaster mitigation into Social Studies learning helps students understand the importance of mitigation efforts and preparation in facing disaster risks in their surrounding environment.

Thus, the implementation of Social Studies teaching models that integrate entrepreneurship and disaster mitigation with a religious moderation approach is expected to improve the quality of Social Studies learning at the junior high school level in Semarang City. In the long run, this can help students develop a holistic understanding of Social Studies, entrepreneurship, and disaster mitigation in social and religious contexts.

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