

Optimization of Social Studies Learning with Joyful Learning and Environmental Based in Junior High Schools in Semarang City

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Abstract---The purpose of this paper is 1) Knowing the needs in social studies learning with Joyful Learning and Environmental Based at the junior high school level in Semarang City; 2) Knowing the factors that are obstacles in the social studies learning process with Joyful Learning and Environmental Based at the junior high school level in Semarang City; 3) Knowing the efforts made by teachers to utilize the environment as a source of learning in social studies learning in Semarang City. The research method used is descriptive qualitative method, with the location of research in junior high schools in the city of Semarang. The results of this study include: 1) The need for social studies learning with Joyful Learning and Environmental Based at the junior high school level in Semarang City: Fun and environmentally-based lesson plans; The location of a place or environment that can be used as a source of social studies learning according to the sub-material level in social studies learning; The existence of teaching materials that support the implementation of social studies with Joyful Learning and Environmental Based; The use of various learning strategies and methods, such as assignments, field trips, question and answer, and group discussions so as to create a more meaningful learning atmosphere. 2) Factors that become obstacles in the social studies learning process with Joyful Learning and Environmental Based at the junior high school level in Semarang City: limited time, considerable labor and costs are needed when filing a trip, and there is still a lack of community support around the school. 3) Efforts the efforts made by teachers to utilize the environment as a source of learning in social studies learning in Semarang City include: Conducting visits and observing natural phenomena around schools that are closely related to the study of social studies material, designing social studies that are more innovative and creative to produce a fun learning process and environmentally sound; Providing motivation that can stimulate students to convey various thoughts and express their ideas to form learning objectives according to the context of the lesson.

Keywords: *social studies learning, joyful learning, environmental*

I. INTRODUCTION

Achieving a learning goal is a necessity that must be achieved in the learning process. There are two types of learning objectives, namely instructional effects and nurturant effects. Meanwhile, social studies education as a civic education aims to develop the potential of students to become good citizens (NCSS, 2000). That is, Social Studies education has a strategic role in shaping professional attitudes and personalities as the basis for the formation of personal competencies and the social competencies of each student cannot be realized in accordance with the expectations of a civilized society. This can be seen from the various behaviors of citizens who are not in accordance with the values and norms of life that are universally upheld by civilized society. Thus, the implementation of social studies education as a social study and civic education is questionable, especially those related to social studies learning approaches or models so far offered by social studies education experts in Indonesia. Is there something wrong with the integrated approach and the correlated approach in social studies learning at the level of primary and secondary education? This is one of the problems that must be answered logically and realistically based on theoretical concepts as well as accurate and accurate empirical data.

The effectiveness of the implementation of social studies education is influenced by various factors that are interrelated with each other such as the learning approach used, the availability of learning resources, the ability and creativity of the teachers, the interest and motivation of students, the difficulty level of the subject matter, the unfavorable learning environment less attractive. Social studies education is one of the relevant subjects to improve the ability of students to understand life problems, both conceptually and empirically. In junior high school social studies education is an integrated subject that integrates aspects of history, geography, sociology, anthropology and economics so that students have a wide opportunity to master the various basic

competencies needed to understand, identify, and find solutions to solving life problems (social).

In the 2013 curriculum, social studies learning is carried out thematically, meaning that learning is carried out in an integrated manner based on themes or problems that exist in the surrounding environment through scientific learning. Scientific learning requires students to actively build their own knowledge through scientific activities which are observing, asking questions, gathering information, reasoning / associating, communicating (Inspiration of Ministry of Education and Culture; 2016). Social studies learning uses a scientific approach as an alternative learning approach to facilitate students in developing logical, critical, rational, and analytical thinking skills through step 5 M, namely: observing, asking, gathering information, associating, and communicating.

Entering the 21st century today, education in Indonesia is faced with a number of challenges and opportunities that are so great, which must be very different from the previous era, where in the future education is directed towards perfection and becoming even better. In order to anticipate and adapt to the various demands and dynamics of change that are currently and will continue in the 21st Century, the Indonesian nation must be able to always hone the skills needed to deal with any revolution in Education in the 21st Century. In line with this, Komara 2018 in its article entitled strengthening character education and 21st century learning expressed the opinion that in line with the principles in the learning revolution, the learning process should be based on the pillars of active learning, creative learning, effective learning, and joyful learning. Learning also rests on four pillars of education according to UNESCO, namely learning to know, learning to do, learning to be, and learning how to live together.

Likewise, the opinion conveyed by Trilling and Fadel (2019) in Tamam explained that, 21st century skills are learning and innovation skills. This skill is related to the ability to think creatively and the ability to solve problems, the ability to communicate, collaborate and the ability to creativity and innovate. These three skills are believed to be the main skills, which can answer various life challenges both from the economic, social, political and educational dimensions.

Therefore, the learning process should be oriented to equip students with these three skills in addition to equipping students with certain knowledge. Achievement of these skills can be achieved by applying appropriate learning methods in terms of mastery of material and skills. One of them is by implementing joyful learning, fun learning.

Gordon Dryden (2000: 22) argues that "learning will be effective if done in a pleasant atmosphere". Joyful learning is a fun approach to teaching and learning. Learning is a lifelong activity that can be done in a fun and successful way. To support the

Joyfull Learning process it is necessary to prepare an environment so that all students feel important, safe, and comfortable. It starts with a conducive physical environment that is enhanced by plants, art and music. The room must feel right for optimal learning activities (Bobbi De Porter, 2000: 8). The principle of fun learning (Joyful Learning), is when students are happy and learn to know what they are learning for. So the factor for creating fun learning (Joyfull Learning) is the creation of a learning environment that is fun and stimulates children to learn. The atmosphere of the class that was created full of excitement will also bring excitement in learning (Samni, 2004).

In creating a conducive environment in school and fun requires more attention. Public SMP in Semarang City is the target of the research subject. Because a number of state junior high schools in Semarang fall into the environmental category that has not been fully conducive. This is because some of these schools have experienced pollution. Among the pollution is related to pollution in terms of air pollution, soil pollution, water pollution and noise pollution.

Besides environmental problems that are not yet conducive, other problems also arise when initial observations are made. The results of observations and interviews conducted in several junior high schools in Semarang were many students who were less interested in social studies, because they considered the lesson meaningless. They are also bored with the monotonous atmosphere that occurs in the classroom, very conventional teachers in delivering material add to the list of disinterest in students on social studies subjects. Besides that the reality in the field shows that the assessment in social studies learning in junior high school emphasizes the mastery of knowledge. This can be seen from the assessment that is usually done by the teacher, emphasizing more on the repetition aspects of the material by remembering and memorizing the material sourced from the book.

From the background of the problem above the author tries to offer a solution by developing a social studies learning that is meaningful and fun to foster student motivation and improve learning achievement and the meaningfulness of the lesson itself so that later students have 21st century social skills and will bring benefits and provision in the lives of students later. Namely, the author conducted a study on the Optimization of Social Studies Learning that is Fun and Environmentally Friendly in Junior High Schools in the City of Semarang.

The purpose of this study is 1) Knowing the needs in social studies learning with Joyful Learning and Environmental Based at the junior high school level in Semarang City; 2) Knowing the factors that are obstacles in the social studies learning process with Joyful Learning and Environmental Based at the junior high school level in Semarang City; 3)

Knowing the efforts made by teachers to utilize the environment as a source of learning in social studies learning in Semarang City. The research method used is descriptive qualitative method, with the location of research in junior high schools in the city of Semarang.

II. METHODS

Type and Location of Research

This study uses a qualitative method. In qualitative research efforts are made to interpret or interpret an event, interliesnoor2015@mail.unnes.ac.id action, or human behavior at a certain time with the perspective of the researcher himself and carried out in natural settings. Bogdan and Taylor (1992: 21-22) explain that Qualitative research is one of the research procedures that produces descriptive data in the form of speech or writing and the behavior of the people observed. The research was conducted in SMP 14, SMP 31, SMP 25, SMP 2, SMP 20 and SMP 15 Kota Semarang.

Research focus

Based on the background and formulation of the problem and the qualitative research approach used in this study, the focus of this study are: 1) The need for social studies learning that is fun and environmentally sound at the junior high school level in Semarang City; 2) Factors that become obstacles in the social studies learning process with Joyful Learning and Environmental Based at the junior high school level in Semarang City, 3) Efforts made by teachers to utilize the environment as a source of learning in social studies learning in Semarang City.

Research Data and Sources

The most important data or information to be collected and studied in this study is mostly in the form of qualitative data. This information will be extracted from various data sources. The data sources of this study are two, namely primary and secondary.

Primary data

The primary data in this study includes the main data on social studies learning in Semarang City Middle School from planning, implementation to evaluation. The data is obtained through interviews, questionnaires and observations in schools for teachers and students. To support the accuracy of the data, the researchers also took primary data according to research needs using field note techniques.

Secondary Data

Secondary data in this study are in the form of curriculum, syllabus, lesson plan, learning media used by teachers, and student social studies learning outcomes as well as studies of various scientific literature published. This data is obtained through documentation techniques. The data is used by researchers from related parties in the form of

processed data that can be used to support primary data in research.

Data collection technique

The existence of data in a study plays an important role because it is used to prove a truth to the events or events observed. This research uses people (researchers) as the main instruments in carrying out data collection activities. Because to obtain data from informants who really mastered and directly related to the problems that will be observed during the research process takes place. Data collection techniques that researchers use are interviews and interviews, observation, documentation and field notes.

Interview and Interview

Interviews were conducted with social studies teachers as well as junior high school students in the city of Semarang as well as to the schools where the schools were studied, and social studies teachers at SMP 14, SMP 31, SMP 25, SMP 2, SMP 20 and SMP 15 Kota Semarang.

Observation

This non-participant observation will be carried out with the aim of knowing various activities that take place especially during the implementation of Social Studies Learning and the factors that influence it.

Documentation

In this research study, the most needed documents include the IPS learning curriculum, the Social Sciences Syllabus, the Social Sciences RPP, which are environmentally sound social studies learning evaluation data and other sources that support to strengthen information about the implementation of Social Studies Learning and the factors that influence it.

Field Notes

This field record is used to obtain related data such as / how social studies learning takes place, learning facilities and infrastructure that are used and various activities that take place in social studies and outside social studies learning where the data supports and is needed in this research.

Focus Grup Discussion

The implementation of Focus Group Discussion (FGD) was carried out to obtain data that was more accurate and not broad. In addition to looking for data, through the FGD it also aims to get input from the teachers regarding the social studies learning process which is fun from planning, implementation to evaluation in learning. The FGD was conducted by bringing together parties related to social studies learning in junior high schools in the city of Semarang. Among other things, among others were the social studies teachers at Semarang City Middle

School, the Semarang City Social Sciences MGMP forum, and experts in the Social Sciences field.

Data Validity Technique

Research conducted, if the researcher carries out an examination of the validity of the data carefully with the right technique, it is clear that the results of his research efforts can be accounted for. The validity of the data in the study uses data triangulation techniques. Triangulation of data used are (1) Triangulation data, (2) Triangulation of researchers, (3) Methodologic triangulation, (4) Theoretical triangulation.

Data analysis technique

Qualitative data analysis in Miles (1992: 74) consists of three activity lines, namely data reduction, data presentation and conclusion drawing. The steps taken after collecting data in the study are as follows: First: Data reduction: Data reduction is the selection process, focusing on simplifying, abstracting, and transforming rough data that appears from written records in the field. As one form of analysis, the process of emphasizing, shortening, and also managing data is something very important to do. At this stage, the steps of analysis after data collection is complete, the researcher begins to present by reducing data first. Second: Presentation of data. As with data reduction, data presentation cannot be separated from analysis. Analysis remains a part that is not separate from the presentation of data. Analysis is still carried out during and after the presentation of the data is complete. The presentation of data in this qualitative study is in the form of direct quotes from the words of the interviewed. Third: Drawing conclusions. The process of this conclusion, the researcher analyzes the results of research with documents originating from the literature that are used as the theoretical basis. After that takes the initial conclusion, if it is considered less stable by the researchers because there are deficiencies or there are new problems, then it will make a reduction or see the results of the reduction again and see the results of data presentation. After completion, it is continued by taking new data, and so on until the research is completed by taking new data, and so on until it is finished by drawing final conclusions.

III. RESULTS AND DISCUSSION

1. The need for social studies with Joyful Learning and Environmental Based at the junior high school level in Semarang City

In accordance with the results of the research that the author did, among others, concerning: The need for social studies learning with Joyful Learning and Environmental Based at the junior high school level in the city of Semarang: Fun and environmentally based RPP; The location of a place or environment

that can be used as a source of social studies learning according to the sub-material level in social studies learning; The existence of teaching materials that support the implementation of social studies with Joyful Learning and Environmental Based; The use of various learning strategies and methods, such as assignments, field trips, question and answer, and group discussions so as to create a more meaningful learning atmosphere.

The needs related to social studies learning with Joyful Learning and Environmental Based include learning that has complex and maximum learning elements. The first must be related to the teacher or educator. Where teachers must have good teaching skills that are able to always innovate and be creative in managing learning. In addition, the teacher must also have four competencies, namely pedagogic competence, personality competence, professional competence, and social competence. The 21st century is known as the technological age, so social studies teachers must have good examples and master technological developments to access information about events that occur at national and global levels. Social Studies Learning helps develop students' skills in obtaining, processing, and communicating information. In the 21st century social studies learning, the teacher has more role as a facilitator and motivator. Thus social studies learning is centered on students and helps develop attitudes, knowledge, and skills. Skills developed especially in solving social problems, communication, cooperation, information technology, and leadership (Kemdikbud, 2016).

Second, when learning must also use appropriate approaches, strategies and methods, the learning approach that is in accordance with the 2013 curriculum is a Saint approach. The scientific approach (scientific approach) in learning as intended includes observing, asking questions, gathering information, reasoning / associating, and communicating. The implementation of the scientific approach in Curriculum 2013 requires a different strategy from the previous curriculum, which is to use existing, diverse, effective and efficient resources. Both the teacher's own resources and the students' resources. Strategies related to teacher resources such as teachers in designing and implementing learning designs in the classroom must be systematic and intact in detail starting from the preliminary, core and concluding activities. In addition, the teacher must be able to prepare resources and media after learning assessment that fits well. Then the teacher must also be able to build networks with other institutions in relation to learning activities, for example government and private institutions. Then related to student resources, namely by optimizing the ability of students in accordance with social studies learning objectives and 21st century skills needs, namely the ability to think creatively and problem solving skills, the ability to communicate, collaborate and the ability to creativity and innovate.

Third, the implementation of learning design with a scientific approach can be strengthened by learning models, including: Problem Based Learning, Project Based Learning, Discovery Learning and Inquiry Learning. The scientific approach can also be combined with cooperative learning models (Cooperative Learning) to develop students' social competencies such as tolerance, honesty, responsibility, courtesy, discipline and self-confidence (Kemdikbud, 2016).

Fun and environmentally based Lesson Plan

Permendikbud No. 22 of 2016 which discusses the preparation of learning devices in the form of Syllabus and Learning Implementation Plans (RPP) based on content standards. With the existence of these devices, educators are increasingly becoming professional, educators will be helped by things that are programmed. Various types of learning devices are made in full so that they can be used as references in designing, implementing, and evaluating a mature learning. Learning planning includes the preparation of plans for implementing learning and preparing media and learning resources, learning assessment tools, and learning scenarios.

Preparation of syllabus and lesson plans adapted to the learning approach used. In designing a learning educator as an educator must understand the character of students as students. By knowing the characteristics of students, educators can design a plan for implementing learning in accordance with the character of their students. Various types of learning tools that can be used by educators to be a guide to teaching in class, outside the classroom or in the laboratory include the following.

Permendikbud No. 22 of 2016 explicitly states that every educator (educator) in the education unit is obliged to prepare lesson plans in a complete and systematic manner so that learning takes place interactively, inspiring, pleasing, challenging, efficient, motivating students to actively participate, and providing sufficient space for initiatives, creativity, and independence in accordance with the talents, interests and physical and psychological development of students. The Learning Implementation Plan (RPP) is a plan for face-to-face learning activities for one or more meetings. RPP is developed from syllabus to direct students' learning activities in an effort to achieve Basic Competency (KD). Every educator in the education unit is obliged to prepare lesson plans in a complete and systematic manner so that learning takes place interactively, inspiring, fun, challenging, efficient, motivating students to actively participate, and providing sufficient space for initiative, creativity, and independence according to talent, interests and physical and psychological development of students. RPP is arranged based on the KD or sub-theme which is held in meetings or more.

The RPP component consists of: 1) school identity, namely the name of the education unit; 2)

identity of subjects or themes / sub-themes; 3) class / semester; 4) subject matter; 5) time allocation; 6) learning goals; 7) basic competencies; 8) learning material; 9) learning methods; 10) learning media; 11) learning resources; 12) the steps of learning are carried out through the preliminary, core, and closing stages; 13) assessment; and 14) follow-up follow-up learning. So what is meant by fun and environmentally-based RPP is RPP which consists of components of the RPP as a whole by inserting the environment in the sources and learning materials and by using a strategy approach and an interactive and fun learning model.

The location of a place or environment that can be used as a source of social studies learning in accordance with the sub-material aspects of social studies learning.

The location of a place or environment that can be used as a social science learning resource is an environment that is in accordance with the material to be delivered. Some examples of learning resources are backgrounds such as classrooms, social studies laboratories, libraries, gardens, markets, shops, museums, indigenous peoples, and so on.

There are teaching materials that support the implementation of social studies with Joyful Learning and Environmental Based.

Teaching materials are all forms of material used to help teachers or instructors in carrying out teaching and learning activities (Mudlofar, 128: 2012). Teaching materials used by the teacher in this study include: modules, films, the environment and nature. The use of teaching materials in the form of modules is chosen with the aim that students can learn independently without or with the guidance of the teacher. Modules usually contain: Instructions for learning (Instructions for students / teachers), Competencies to be achieved, Content or content, Supporting information, Exercises, Work instructions, can be in the form of Worksheets, Evaluations, and Feedback on evaluation results. A module will be meaningful if students can easily use it. Learning with modules allows a student who has a high speed in learning will more quickly complete one or more KD compared to other students. Thus the module must describe the KD that will be achieved by students, presented using good, interesting language, equipped with illustrations.

The next teaching material is film. Films used as ready-made film-based film teaching materials or films that will later be produced by students. Both are used as teaching materials because they are effective for teaching students so that they are interested and care about their living environment. Then the last is nature and the environment itself, it is also a teaching material used by teachers in Semarang City Junior High School, with the aim of students being more sensitive to the conditions and potential of the

surrounding environment and even students can also know problem from the existing environment. So that later a solution can be found to overcome the problem of the surrounding environment.

The use of various innovative and creative strategies and learning methods.

Learning strategies and methods are very important in determining the success of learning. According to Sangidu (2004: 14) the method is a systemic way of working to begin the implementation of an assessment activity in order to achieve a predetermined goal. Salamun (in Sudrajat, 2009: 7) states that the learning method is a different way of achieving different learning outcomes under different conditions. That means the selection of learning methods must be adapted to the conditions of learning and the learning outcomes to be achieved.

Therefore, the selection of learning methods is something that needs to be considered because it must be in accordance with the material and conditions of the student's learning environment. In this study learning methods used such as assignments, field trips, question and answer, and group discussions so as to create a more meaningful learning atmosphere. Creative and innovative assignments are still very relevant for the time being given to students, with assignments making students more independent and not dependent on the teacher. Field trip is also the right method to bring students closer to their environment and can interact with community members around their school, this can foster a high social spirit. In the process of learning and answering the question is still very necessary to turn on the atmosphere of the learning process more interactively between the teacher and students, students and students. Then the discussion method also does not miss the social studies learning process that is fun with the aim of reviving the teaching and learning process. So the learning process using not only one method but several methods can aim to create social studies with Joyful Learning and Environmental Based.

2. Factors that become obstacles in the social studies learning process with Joyful Learning and Environmental Based.

Factors that become obstacles in the social studies learning process with Joyful Learning and Environmental Based at the junior high school level in Semarang City include.

Limited time for learning.

The obstacles faced by teachers in the use of the environment as a source of learning in social studies learning in Semarang City Junior High School are about the relatively short time allocation in social studies lessons, so that teachers find it difficult to manage their time. The time needed to invite students to go directly to the field is not enough, in this case because to go to several locations that are used as

learning resources travel a considerable distance, even then the time for the learning process activities also requires time. So from that it requires considerable time so that environment-based learning can be carried out optimally.

Number of IPS material that is a lot.

A lot of material is an obstacle in learning social studies so that in the learning process in the classroom teachers must adjust to the curriculum. This means that not all material in the curriculum can be implemented through the use of the environment around the school or around students. So here it takes the accuracy of the teacher in sorting out any IPS material that can be delivered with environment-based learning methods. In terms of environmentally friendly learning substance is very good for the development of students' potential and knowledge. But it must be designed in such a way as to be able to succeed well so that student competencies can be achieved.

It takes considerable energy and costs when doing a Field trip.

In addition to the time that is needed a lot and requires carefulness in identifying material suitable for environment-based learning also extra energy is needed. Need excellent energy to carry out learning outside the classroom, because this involves many psychomotor students. If the student's body condition is not in top condition, then in the learning process, it is feared that it will inhibit learning activities such as fatigue, illness and others. Then in addition to energy, it also requires considerable costs when field trip. Costs for transportation, entry into the object of study (Sampokong, Lawang Sewu, Ronggo Warsito Museum, Kampung Pelangi, Chinatown, etc.) can even reach the cost of food. So from that things like this are widely used as teacher's consideration in determining whether environmental-based social studies can be implemented or not, even though the purpose is very good for increasing student competence.

Lack of community support.

The success of social studies that is fun and environment-based is not enough to just rely on material, but also requires social capital, namely support from the community. Community support can now be said to be still very lacking in providing support for environmental-based social studies. This can be proven when students make observations and interviews in the environment around the school, as the community is less responsive to student activities. Moreover, most of the junior high schools studied in this study include urban areas. So that the characteristics of urban communities that are not individualized greatly influence the lack of community support in social studies learning that is environmentally sound.

3. The efforts made by the teacher to utilize the environment as a source of learning in social studies learning in the city of Semarang.

The efforts made by the teacher to utilize the environment as a source of learning in social studies learning in the city of Semarang include.

Hold visits and observe natural phenomena around the school that are closely related to the study of social studies material.

Conducting visits and observing natural phenomena around the school meant here are field trip activities by visiting locations that are closely related to the subject matter. The main purpose of the field trip is to provide real learning experiences to students. Because of that, usually the field trip is designed so that it relates to the curriculum or learning activities of students in the class. Schools usually have set the objectives of the field trip, both the location and the expected results of the activity.

Field trip is a field study conducted by students to conduct learning activities that occur or are carried out outside the school. that is to say, this field trip is a tourist visit or visit that can support children's knowledge through learning outside the classroom by visiting several destinations because with a trip file there will be a lot of new knowledge gained by students. Not only knowledge, but the skills and attitudes of students will also be honed in this field trip. In addition, field trips are also useful to stimulate the interest of students in social studies learning, then encourage students to recognize the environment well, broaden their horizons and information, provide real experiences.

Design social studies that are more innovative and creative to produce a fun and environmentally friendly learning process.

Innovative and creative learning here means learning that combines or always variations on strategies and learning models in its application. Where the learning model is a learning model that is compatible with the 2013 curriculum. In addition to strategies and models, other things that make it more fun are for example by adding contemporary sources and media while the main source here is the environment as a social learning resource.

Learning as a process that contains a set of activities carried out by students to achieve learning goals. If the learning process feels meaningful and fun for students, the students will undergo the learning process happily. This feeling of pleasure will make it easier for students to absorb social studies learning material so that the material delivered will be easily accepted and will not quickly disappear like a memorization without meaning. IPS learning that is meaningful and fun will lead students to explore abilities in themselves. Students can develop their abilities optimally without feeling confined and burdened.

Giving motivation that can stimulate students to convey various thoughts and express their ideas to formulate learning objectives in accordance with the context of the lesson.

Motivation is very important for students. When students have no motivation in learning, it will also affect the achievement of social studies learning objectives. So educators here are teachers doing studies, analysis and evaluation of these needs. Making learning more enjoyable by involving students actively exploring what is in the environment.

Students can be influenced by the surrounding environment. The surrounding environment is in the form of natural conditions, living quarters, peer relations and the surrounding environment. Therefore healthy environmental conditions also influence learning motivation. Physical characteristics of learning environment, affordability and availability of human and material resources can affect one's motivation level and the environment can also shape or reduce the conditions for receiving learning. A safe, comfortable and customizable environment can foster an urge to learn. Conversely, unpleasant environments such as noise, chaos and lack of privacy can interfere with the capacity to concentrate and foster a desire not to learn. So from that fun learning based on the environment that the writer applies will be very helpful in developing students' learning motivation in Social Studies Learning.

IV. CONCLUSION

The conclusion from what the writer conveyed according to the research conducted was. 1) The needs of social studies learning with Joyful Learning and Environmental Based at the junior high school level in Semarang City: Fun and environmentally-based lesson plans; The location of a place or environment that can be used as a source of social studies learning according to the sub-material level in social studies learning; The existence of teaching materials that support the implementation of social studies with Joyful Learning and Environmental Based; The use of various learning strategies and methods, such as assignments, field trips, question and answer, and group discussions so as to create a more meaningful learning atmosphere. 2) Factors that become obstacles in the social studies learning process with Joyful Learning and Environmental Based at the junior high school level in Semarang City: limited time, considerable effort and costs are needed when filing a trip, and there is still a lack of community support around the school. 3) The efforts made by the teacher to utilize the environment as a source of learning in social studies learning in Semarang City include: Conducting visits and observing natural phenomena around the school that are closely related to the study of social studies subject matter; Designing social studies learning that is more innovative and creative to produce a fun and environmentally friendly learning process; Providing motivation that can stimulate students to convey

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