

Ecopedagogic Based Education in Social Science Learning at Junior High School

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ABSTRACT

This education aims to make people have the ability to acquire, process, and use information about the environment intelligently. One of the subjects in Junior High School is the subject of Social Sciences. Learning Social Sciences at the Junior High School level includes at least four disciplines that must be mastered by students, namely: geography, economics, history, and sociology. These various sciences are interrelated and related to the sustainability of the future of students. Environmental problems that occur at this time must be immediately followed up, and it is the responsibility of all elements of society, it is hoped that by integrating environmental education into social science learning in schools it is able to instill in the younger generation the heirs of the earth to love the environment for the sustainability of life on earth, and with environmental education it is hoped that it can create green schools. Ecopedagogy in Social Sciences learning can be done with a cooperative learning model, with this model, the learning process can be carried out optimally, and the results are satisfactory. The term competition in learning will slowly be abandoned, through cooperation, the learning experience gained is wider, even students are required to be more creative in study groups. The learning materials presented by educators, mostly from environmental issues around students, where students are required to solve these problems. Expectations from using this learning model, students are more sensitive to the surrounding environment, gain a pleasant learning experience, and a satisfactory final score. The type of research used is library research with the document study method, namely research conducted using literature (literature), either in the form of books, notes, or research reports from previous research. The data source of this research is documents or document studies.

Keywords: *Ecopedagogic, sosial science learning, cooperative learning.*

1. INTRODUCTION

This education aims to make people aware of their ability to acquire, process and use information about the environment intelligently. One of the subjects in Junior High School is Social Sciences. Studying Social Sciences at the Junior High School level includes at least four disciplines that students must master: geography, economics, history, and sociology. Various sciences are interrelated with the sustainability of students in the future. Environmental problems that occur at this time must be immediately followed up, and it is the responsibility of all elements of society. Ecopedagogy in Social Sciences learning can be done with a Cooperative learning model, with that model, the learning process can be carried out optimally and with satisfying results.

Humans as social creatures cannot be separated from their environment. Environment and humans have a very close dependency relationship. The abiotic components of the environment really need a biotic component with all the characteristics and characteristics of each. Humans always try to get a comfortable life that has an impact on exploratory action [1]. In recent times, the condition of our environment is very worrying. Human behavior is the main

factor causing environmental damage, the amount of environmental damage caused by anthropogenic factors encourages efforts to make environmental improvements [2].

Several institutions in Indonesia are trying to overcome this environmental damage. Schools are one of the institutions that play an important role in instilling a caring attitude towards the environment in school residents, especially students. Education is one of the most important variables in shaping environmental care behavior [2]. The expected character is carried out through caring for the school environment. Some of the activities carried out in schools are through clean living habits, through 7K officers, and healthy and clean living habits. The habituation is expected to form the character of caring for the environment, with a long process, and requires patience from the school. The formation of this character is of course through a process that is repeated and supported by the environment.

Human development with the technological era can bring out a cool human character, seemingly not caring about the environment. This, causes a lot of environmental damage that we encounter in almost all over the world. Egocentrism and consumerism are some of the factors causing people's

greed and indifference to the environment. Some views of the community expect educational institutions as an important element to change the character of the nation's next generation to become a generation that cares for the surrounding environment. Education is an effort and planned to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Law on National Education System, 2003). Education is the most appropriate vehicle for providing knowledge, skills, and attitudes about environmental care to humans. According to Barlia [3] "environmental education must be able to educate individuals who are responsive to the pace of technological development, understand the problems in the biosphere, and have productive ready-to-use skills to protect and sustain nature". This, through the educational process, is expected to be able to help every student as a member of society to be aware and sensitive to environmental problems. Education plays a role in protecting the environment, environmental education through education is shown by the collaboration between the State Ministry for the Environment in 2006 to proclaim the Adiwiyata Program as a follow-up to a memorandum of understanding (*memorandum of understanding*) on June 3, 2005 between the State Minister for the Environment and the Minister National Education.

The curriculum in various schools has even included Environmental Education as part of the local content. Environmental education can be integrated through fields of study in schools, environmental education can be implemented with inter-disciplinary, multi-disciplinary and trans-disciplinary approaches in schools [3]. Through social science learning in elementary schools, it is felt very appropriate in teaching environmental education to students. According to Sapriya [4] Social Sciences is a field of study that is taught from primary to secondary schools (Middle Schools/MTs and Senior High Schools/Vocational Schools/MA). Environmental learning through social science learning can be done by examining global issues. Global problems in social science learning are "environmental issues, especially those related to the exploitation of human resources and the management of the earth's wealth: land, forests and other elements" [4]. Global issues such as waste problems, floods, air pollution, global warming.

Environmental problems that occur at this time are very urgent to be followed up immediately, and it is the responsibility of all elements of society, it is hoped that by integrating environmental education into social science learning in elementary schools, it is able to instill in the younger generation the heir of the earth to love the environment for sustainability. life on earth, and with environmental education it is hoped that it can create green schools. From this description, we can conclude that school education institutions are very influential in cultivating and instilling a character that cares about the environment for students from an early age.

2. METHOD

This research method is cooperative learning. Cooperative learning is a learning approach that focuses on using small groups of students to work together in maximizing learning conditions to achieve learning goals [5]. In line with this opinion, Sanjaya [6] suggests that cooperative learning is a learning model using a grouping system or small team, which is between four and six people who have different academic backgrounds, gender, race or ethnicity (heterogeneous). The assessment system is carried out on the group and gets an award (reward), if the group is able to show the required achievement. Thus, each member of the group will have a positive dependence. This kind of dependence will in turn give rise to individual responsibility for the group and the interpersonal skills of each group member. Meanwhile, according to Anita Lie in Cooperative Learning (2007: 59), the cooperative learning model is a learning model that prioritizes the existence of groups and emphasizes collaboration in it. The objective of the cooperative learning model is that student academic learning outcomes increase and students can accept a variety of diversity from their friends and develop social skills. Another opinion says that cooperative learning is in accordance with human nature as a social being that is full of dependence on others, has a common goal and responsibility, assignment of tasks, and a sense of the same fate. By being trained and accustomed to taking advantage of this reality, cooperative group learning, students are trained and accustomed to sharing knowledge, experiences, tasks and responsibilities [7]. From some of the above definitions it can be concluded that cooperative learning is an effort carried out by educators, by learning in groups, where the groups work together to achieve the same goal. It is hoped that through cooperative learning there will be groups of the next generation of the nation who care about the environment.

3. RESULTS AND DISCUSSION

3.1 The Concept of Environmental Education

Environmental Education is an educational program to foster children or students to have rational and responsible understanding, awareness, attitudes, and behavior regarding the mutual influence between residents and the environment in various aspects of human life [8]. Environmental education is not an independent subject. However, it is integrated into a field of study at school.

Ecopedagogic education, aims to hone ecological sensibility and raise awareness of the existence of the environment as part of an ecosystem that affects human life. In and through ecological education, all people are led to habituation of an ecological life mentality which is always aware that their existence can only mean if they exist together with other creations. This implies an understanding of how valuable and valuable nature is to human life, so how important it is to maintain and preserve life in harmony and balance. Ecological awareness should be the most important part of educational goals. Education must be able to build educational people who have character and awareness about

nature / environment and not be oriented towards efforts to produce pragmatic-materialist educational people, and have an impact on the development of paradigms trapped in the jungle of false development (maldevelopment). who only see nature as an object, mechanistic, fragmented, separate from humans so that it is easily dominated and exploited.

The general objectives of environmental education according to UNESCO in the Tbilisi conference (1997) are: (1) to help explain issues of concern and concern about the interrelationship between economy, social, politics and ecology in cities and in rural areas; (2) to provide opportunities for everyone to develop the knowledge, values, attitudes, commitments, and abilities needed to protect and improve the environment, and (3) to create new patterns of behavior in individuals, groups and society as a whole towards environment. The objectives to be achieved include the following aspects: (1) knowledge, (2) attitude, (3) caring. (4) skills, and (5) participation.

According Barlia [3] specifically the purpose of environmental education is as follows:

1. Awareness (*awareness*) is to help students gain awareness of and sensitive to the environment and its problems secara menyeluruh.
2. Knowledge (*knowledge*), which helps students gain the basics of understanding the functions of the environment, human interaction with the environment.
3. Attitude (*attitudes*) that help students acquire a set of values and a sense of responsibility to the natural environment, as well as the motivation and commitment to participate in maintaining and developing the living environment.
4. Skills (*skills*) that help students acquire the skills to identify, investigate and contribute towards solving and prevention issues and environmental concerns.
5. Participation (*participation*), which is helping students gain experience, and use their knowledge and thinking skills, to solve and overcome environmental issues and problems.

Based on the reflection above, it is hoped that through the subjects in school teachers integrate environmental education into learning, because the purpose of environmental education can provide awareness, knowledge, attitudes and participation towards students of the importance of protecting and preserving the environment. However, in teaching environmental education it should be reasonable in the sense that the teacher does not impose the material being taught. Because every subject in learning has the competence that is achieved. Social Science learning is an alternative as a vehicle for environmental learning in schools, through environmental education can also be achieved. creating green schools.

3.2 The Concept of Social Science Education in Middle Schools

Social Sciences is one of the subjects taught at both the elementary, junior high and high school levels. Social Science is not an independent science like other social

sciences. Social Science materials use social science materials selected and adapted to teaching and educational goals. One of the reasons for the birth of Social Sciences (social studies) was due to the desire of social science and education experts to strengthen the unity and integrity of the nation. For example, in the United States, Social Sciences is included in the school curriculum so that the multi-racial American society feels as one nation, namely the American nation. In Indonesia, Social Sciences was included in the school curriculum due to the chaotic situation caused by the G30S/PKI. Thus one of the goals of Social Sciences is to make students good citizens. Berikur put forward several definitions of Social Sciences. (a) The curriculum center states that Social Science is a subject that comes from the social life of the community which is selected using social science concepts that are used for learning purposes. Social Science is an integrated study material which is a simplification, adaptation, selection and modification organized from the concepts and skills of history, geography, sociology, anthropology and economics; (b) According to the National Council for the Social Studies (NCSS), defines Social Sciences as an integrated study of the social sciences and humanities to enhance the capabilities of citizens. In the school program, Social Sciences studies in a systematic and coordinated manner various disciplines such as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, sociology, and materials relevant to the humanities, mathematics and science natural; (c) Edgar Bruce Wesley, defines that Social Sciences are social sciences that are simplified for educational purposes; (d) According to the *United States of Education's Standard Terminology for Curriculum and Instruction*, Social Sciences contains aspects of history, economics, political science, sociology, anthropology, psychology, geography and philosophy selected for learning purposes in schools and colleges high; (e) According to Zuraik, the essence of Social Science is the hope of fostering a good society in which its members truly develop as rational and responsible social beings, so that values are created; (f) The 1991 HISPIPSI communication forum in Yogyakarta divides the definition of social science education into two parts, namely the definition of social science education according to the version of primary and secondary education and the definition of social science according to higher education or colleges under the faculty. Social science education. First, according to the version of primary and secondary education, Social Science education is a simplification or adaptation of the social sciences and humanities disciplines as well as basic human activities that are organized and presented scientifically and pedagogically or psychologically for educational purposes. Second, according to the version in higher education institutions of Social Sciences, it is a selection of social sciences and humanities disciplines as well as basic human activities that are organized and presented scientifically and psychologically for educational purposes; (g) According to Maryani, Social Science education is an integrated study material which is a simplification, adaptation, selection and modification of the concepts and skills of the disciplines of

history, geography, sociology, anthropology, politics and economics organized scientifically and psychologically for the purpose of learning; (h) According to Banks, Social Science education is part of the curriculum in schools which aims to mature students so that they can develop knowledge, skills, attitudes and values in order to participate in society, country and even in the world. Banks emphasized that the importance of Social Science education is applied in schools, from elementary to tertiary level, especially in primary and secondary schools; (i) Jarolimek, stated that basically Social Science education is closely related to knowledge, skills, attitudes and values. -grades that allow students to participate in the community group in which they live; (j) According to, Buchari Alma, put forward the notion of Social Sciences as an educational program which is a whole which basically questions humans in their physical natural environment and in their social environment and whose materials are taken from various social sciences such as geography, history, economics, anthropology, sociology, politics and psychology. By studying Social Sciences, students should gain valuable knowledge in understanding themselves and others in different societies, places and times, both individually and as a group, to find their interests which can eventually form a good and harmonious society; (k) According to Ahmadi, Social Sciences are social sciences which are selected and adapted for the use of educational programs in schools or for other study groups of the same nature. According to Ali Imran Udin Ilmu Ilmu Sosia is a simplified social science for educational and teaching purposes in primary and secondary schools. According to Abu Ahmadi, Social Science is a field of study which is a combination (fusion) of a number of social science disciplines. From some of the opinions above, it can be concluded that social science material is taken from various social science disciplines such as geography, history, sociology, anthropology, social psychology, economics, political science, law science, and other social sciences which are used as raw materials. for the implementation of education and teaching programs in primary and secondary schools. Social Science is one of the subjects given from Elementary School to Junior High School. Social Sciences examines a set of events, facts, concepts, and generalizations related to social issues. Social Sciences is a subject that has an important role in forming good citizens. There are three objectives of teaching Social Sciences to students, namely so that each student becomes a good citizen, trains students with the ability to think carefully to face and solve social problems, and so that students can inherit and continue the culture of their nation. Meanwhile, the implementation of the Education Unit Level Curriculum (KTSP) has brought changes in learning Social Sciences in Junior High Schools, from the Social Sciences learning model which consists of three social sciences (geography, economics, and history) to subjects that are given regularly. Integrated (See Permendiknas No. 22 Th. 2006). The implementation of integrated learning in Social Sciences subjects at the junior high school level can certainly cause its own difficulties, considering that Social Science teachers do not have sufficient experience in implementing an integrated

approach as a result of the previous curriculum implementation that did not use an integrated approach. Various development efforts have been made by various groups, including researchers who carry out various developmental researches. However, this effort requires preliminary research activities that are able to map the real conditions of Social Science learning activities in schools. The study of these two things will be very beneficial for the bureaucracy in the Ministry of Education, the Education Quality Assurance Institute (LPMP), curriculum developers, and teachers themselves in order to improve the quality of learning Social Sciences in schools, especially at the Junior High School level [9].

Social Science in Elementary School uses an approach according to the idea. The Junior High School education unit uses a separate approach. At the Junior High School level, the subjects of Social Sciences include geography, history, sociology and economics. Social science can simply be defined as a combination of various parts of social science concepts or material which are formulated for the benefit of educational and learning programs in schools. Social Science Education is currently faced with an effort to improve the quality of education, especially human resources, so that the existence of Social Science education can actually develop conceptual understanding and critical thinking skills. However, the reality on the ground is that there are still many who think that Social Science education is less useful for students than Science and Mathematics education which studies the field of development in science and technology. This assumption is inaccurate because it is realized that Social Science education is developed in order to improve the quality of human resources in the fields of values and attitudes, knowledge, and basic skills of students who are based on real life, especially social life in society in general. It is hoped that towards a community that cares about the environment.

3.3 Ecopedagogic Based Education in Social Science Learning in Junior High School

Ecopedagogy is an essential thing that needs to be studied and understood, because ecopedagogy is one of the critical issues in both critical pedagogy and transformative pedagogy. By studying ecopedagogy we are introduced that education is not only studying students with the human environment, but we are introduced to a wider environment. Ecopedagogy is developed in various countries in a global scope, as a form of mutual concern in the global community. Ecopedagogy is needed to make all parties aware of the exploitation of humans for nature and the exploitation of other groups who have power over other groups. Therefore, ecopedagogy as a learning approach that is supported by critical theory and critical pedagogy requires a learning process that empowers students from the shackles of political, economic, cultural and ideological power along with character, including social environmental problems in it. This is in accordance with the opinion of Tsegay [10] which states that *"As a critical approach, ecopedagogy enables to educate people connecting environmental and social problems"*.

4. CONCLUSION

Through the Cooperative Learning learning model, educators are expected to be able to direct and form students who have ecological competence, competence who is sensitive and cares about others, and the surrounding environment, and is even expected to be able to solve environmental problems that occur around them. Ecopedagogic education in learning Social Sciences at the junior high school level is very necessary because it can encourage the child's mindset towards the environment and care for preservation and environmental sustainability in the future. The benefits that students get in ecopedagogic education are also numerous in their daily life. So it is necessary to implement ecopedagogic education at the junior high school level and other school levels. Acquiring ecological competence is an effort in building the character of students so that they are able to become wise humans in living and living, especially in understanding their essence as a multidimensional being, one of which is having a relationship in the dimensions of space and time with nature.

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