

# Personal Approach: Alternative of Art to Seek For The Meaning of Historical Learning For Environmental Awareness

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## ABSTRACT

This article is an idea of historical learning based on the development of imagination with a personal approach taken by teachers in learning history, especially materials related to environmental insight. By using this approach, it is hoped that history learning will have more value or meaning for students, not only being able to analyze and describe the facts in the events being studied. The method used in this study uses a simple method, the first is problem identification, collection of sources, analysis of sources, and presentation in the form of discussion. From the discussion, it was explained that the personal approach carried out by the teacher would bridge students to obtain value and meaning in any historical material obtained from the history learning process that was presented, especially giving birth to environmental awareness of history.

**Keywords:** *Personal Approach, Meaning of Historical Learning, Environmental Awareness.*

## 1. INTRODUCTION

The journey of human activities that is contained in the historical materials taught is inseparable from the interaction of thoughts, roles, and various social, economic, [1], educational, cultural, political and other activities carried out by humans with the natural environment. What happens to the natural environment today is also a result of the human interaction pattern with the environment in the past [2].

The Kapuas River as one of the longest rivers in Indonesia [3] is one of the centers of community development in West Kalimantan. The past Various interactions and activities took place between the people and this river which then resulted in the center of settlement, economy, spread of religion, as the center of government, and transportation routes [4]

The pace of technological development and increased community activity led to changes in people's behavior towards the river as a center of activity, settlement patterns started turning their backs on the river along with the opening of land transportation routes, the economic center began to turn away from the river, means of transportation began to switch to land transportation. The existence of the Kapuas River has begun to be neglected, so that various problems

have started to emerge starting from flooding because the ditches have begun to be narrowed due to the construction of the land road, the garbage has become uncontrollable because the settling houses have started to block the river, but with this problem the community will still survive because the Kapuas river remains as a source of livelihood for the community in the river environment [5]. The existence of the Kapuas River, which has long been used as the center of community activity, is very important to be conveyed to students in the Kapuas river environment, especially those in the city of Pontianak with the hope that ideas or thoughts will emerge and even reach positive actions for the good of the Kapuas River and the surrounding community. What is happening in the Kapuas River environment today is also a result of what humans have done in the past. With this reciprocal interaction, historical subjects that teach the challenges of the past for the present and the future become very strategic to raise awareness about the environment for society in this case through students [6].

Due to the wide scope of material that the teacher has to teach and understand is also very long, efforts to raise this awareness require a good creative thinking that is a personal approach to students' peseta that must be carried out by the teacher [7]. The history learning

design designed by educators must be able to facilitate students in taking the meaning of historical events [8]. It is important to take meaning, because history learning can develop various basic potentials of students such as wisdom values, character and personality [9]; [10]. The ideal history learning facilitates students to be able to achieve learning goals optimally [11]. Educators must design innovative learning, so that they can optimize the ability of students to be more competent [12]. Innovative and creative history learning, besides being able to increase the professionalism of educators, can also develop students' competencies related to historical material.

## 2. METHOD

This article is prepared using a simple method. Starting from the preparation of the problem, collecting relevant sources for the discussion and discussion in the form of a paper in the form of writing. First, about this problem is based on what the author says about experience or empiricism as an educator and about the search for meaning every time you meet and discuss every historical event in learning. Second, related to the sources used in the form of books, journals and internet sources related to pedagogy, imagination, creativity related to history learning. These sources are studied in such a way as to get new ideas or ideas about historical learning as expressed in language.

## 3. DISCUSSION

The Kapuas river in West Kalimantan has a length of 1,143 km and is the longest river on the island of Kalimantan, has thousands of tributaries that spread to the foot of the hills of Mount Cemar, Central Kalimantan, which empties into Pontianak [3]. The Kapuas River has tributaries. These tributaries functioned as a link between settlements with agricultural producing areas and other trading commodities. This river pattern was attractive to the early communities on the banks of the Kapuas river, forming a clustered and elongated settlement pattern following the flow of the Kapuas River and its tributaries (canals / ditches) [13]. The dependence of the community on the river as a center of settlement as well as a link to this agricultural producer which has been going on for a long time provides space for students who are studying history to realize that the community's dependence on the Kapuas river is very large, so treating the river wisely and wisely is a must and To foster this attitude the teacher must be able to arouse students' imaginations about what will be done for the preservation of the river.

Giving opportunities for students to see firsthand the patterns of communication between houses in the community settlements on the banks of the Kapuas

river, built small bridges or the term *geretak* local community. the material is made of wood, usually *belian* or ironwood. The width of the cracks is between 1-1.5 meters on average with a height of 2 to 3 meters above the water surface. Previously, the construction of *chatters* had been done through calculations and good wisdom by the community. In the middle of the building, this *chuck* rises a little so that boats or other means of transportation can pass through it. He can still take students to these settlement locations and ask the community why the settlement pattern is designed like that, in this way students get very meaningful values about how important the environment is that supports the interaction between communities. The condition of the riverbank, which used to be directly active on the banks of the river, is now limited in space because there is an arrangement with the water front concept that can also be used as an object of problems that can be used by teachers to invite students to think about what should be done, because in a broader context [14] History education is able to develop the potential of students to recognize the national values that continue to survive, change and belong to the nation today. This can be realized if there is a creative effort made by the teacher in planning, implementing or organizing history learning in any material taught according to the level of education by developing students' imagination, innovation, [7].

The Kapuas River, which is the center of economic activity, has also been going on for a very long time. How during the kingdom economic integration was formed in the Kapuas River. agricultural commodities originating from the interior are collected and transported through the Kapuas River to be exported abroad, especially to Singapore, as well as gold mining partnerships which also originate from a trade network that was formed due to the existence of the Kapuas River. Community activities in economic centers on the banks of the Kapuas River are still ongoing to this day even though they have started to spread away from the river, one of the factors is population density. This economic activity is in the context of history learning, in the 2013 curriculum for class XI there are basic competencies 3.6 Analyzing the political, cultural, socio-economic and educational impacts of the Western colonial period on the life of the Indonesian nation today, teachers can use this theme in explaining because geographically students very close to the environment with the context of the material being taught. Teachers can ask many questions about economic activities that occur in the Kapuas river environment by using a variety of questioning skills. Asking skills with particular emphasis and intonations and open-ended questions that provoke students to be able to reflect, reflect and even give students the opportunity to write down what would be done if students were in this situation can also be done [15].

This creative phenomenon is a process that arises from individuals who philosophically have ideas, implemented and assisted or supported by a creative environment [16].

Being a creative teacher is not always possible. First, there is freedom in order to understand, and explain the material being taught systematically, think strategically, and understand the psychology of students as humans who also require assessment in the form of motivation, encouragement and even praise for student participation in the learning. Second, getting used to thinking differently (divergent) "deviating" from what other people usually think, getting out of standard and standard procedures after first getting used to convergent thinking is also the key to being a creative teacher [7]. In addition, it should also be considered that creativity can also come from the initial or basic potential that students have as part of what needs to be developed. The development of divergent thinking patterns is balanced by the habit of having a convergent thinking while still paying attention to the basic potential of students. This means that the creative process is not only talking about something new but also developing what has been done before can also be done. This method will also result in better knowledge [17]. Flexible thinking is also one of the components that must be allowed in the midst of the rigidity that is usually faced. flexible thinking opens space for teachers or students to get new ideas (original) or change the usual ways or strategies when faced with a problem [18]. This kind of understanding starts on the teacher's ability to make a personal approach to students [7].

The meaning and value in question is the process of changing the historical awareness of students from what the teacher did, that is, students can find a relationship of meaning that has value between the past, for the present and planning in the future life [19]. By creative teachers, students are invited to provide meaning and assessment of every event taught in the ongoing history learning. This can happen if the teacher can make a connection between the events being taught and the student's current life. Such as students in an environment that has many rivers, in a farming environment, and other environments that have an impact on socio-cultural changes for the local community.

History learning patterns that have been designed in such a way starting from the curriculum to learning tools are rather difficult to change. Then another option can be made, namely efforts to deconstruct the thoughts of both teachers and students [20]. Deconstruction efforts can be in the form of blocking material that is related to the student's daily life. In an effort to bring past events closer to students, creative steps that can be taken by teachers exist by awakening students'

imaginations. The imagination that is sent is not imagination in the form of mere imaginations. Imagination here is meant as a conscious effort made in an effort to deepen the questions that must be answered about the event being studied. the form of questions about what was done by the characters in the event in their environment? about the forest, about the river, about the sea or about other environments that suit the character of the student. Why did he do that? what is the reason, what is in it for the environment in which you live? what should you do if the condition is like that? and a list of other questions. The questions that are carried out will be able to change the way students perceive and assess the past that is being studied and relate it to life today. And more than that, it will be able to make changes in the behavior of students' ideas and thoughts in the future, [7], in this case especially those related to the environment.

The teacher's mastery of historical events in the environment where he lives, in this case the Kapuas river environment, will affect the student's ability to understand the problems that exist in his environment. Environmental history learning can be developed both at the elementary, junior high school through social studies and high school levels through History subjects. At the elementary level, for example, the teacher can carry out the learning process using the based learning model and enable students to be active in every activity related to this environment, which can improve students' insight into environmental literacy of students. The teacher's mastery of historical events in the environment where he lives, in this case the Kapuas river environment, will affect the student's ability to understand the problems that exist in his environment. Environmental history learning can be developed both at the elementary, junior high school through social studies and high school levels through History subjects. At the elementary level, for example, the teacher can carry out the learning process using the based learning model and enable students to be active in every activity related to this environment, which can improve students' insight into environmental literacy of students [21]. In addition, the application of integrated learning models, such as in social studies subjects, can increase students' knowledge of disasters, thereby increasing student preparedness in facing natural disasters that occur at any time. The purpose of learning environmental history is to introduce the living environment to students. The introduction of the environment, especially in historical studies, discusses the patterns of interaction between humans and the environment they live in from time to time. Environmental knowledge possessed by students should have an impact on students' awareness of their environment. The character education that was promoted by the curriculum center in 2010 also

emphasized the importance of student concern for the environment [22].

Some of the reasons historical awareness related to the environment is so important because; First, human history cannot be understood apart from nature. Second, teaches the importance of exploring human and natural interactions. Third, it reveals a continuity between the past and the present concerning the human-environment relationship, so that the past provides perspective, and present problems are rooted in the past. Fourth, teaches a balance of scale, because local changes inevitably occur in environmental processes, [23]. This reason then becomes a value or meaning that must be understood and realized by the community, in this case students as a form of historical awareness related to the environment and history get a very strategic position for that through the learning process. Further development in an effort to form environmental awareness of the history learning process in the context of content lies in the material. The material that can be developed is in the form of developing community environmental ethics, patterns of interaction that formed between society and the environment in the past, environmental problems that occurred in the past that have resulted in the present, [2].

Efforts to get meaning or value from past events related to the Kapuas river environment can also be raised through available sources such as in films or novels. Students' appreciation of watching movies or reading novels can make students imagine as if they are entering the atmosphere of the event being studied. Various imaginations can emerge in this situation. Ideas, conflicts, solutions that can actually solve the conflict in the film or novel will appear in the minds of students. In addition, drama or playing pran either individually or in groups can also be used by teachers and students [24]. Freyer in [25] argues that creative skills can be taught through certain strategies. Creative problem solving training can enable people to become skilled in finding the best solutions quickly. Until the final stage of this creative imagination empowerment, there will be a reflection on students in the form of meaning that results in value for every event learned in history both outside and inside school, especially regarding awareness and responsibility for the environment.

#### 4. CONCLUSION

The effort to instill environmental awareness through the history learning process carried out by the teacher is one of the creative steps so that learning history can provide meaning or value to students. This needs to be done because the activities carried out by humans in the past are always related to the environment. All kinds of activities are carried out where the community lives, it is not uncommon for environmental problems to occur. So with the creative

efforts made by history teachers to build environmental awareness, students can learn from these past mistakes and can even plan and implement good things for the future of the environment.

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