



Environmental-Based Learning in Studying Global Issues on Students of the Social Studies Education Faculty of Social Sciences Manado State University

Manuel E. Korompis¹(✉), Polii Einjelheart Hansiden², and Brain Fransisco Supit²

¹ Sosial Science Education Study Program, Faculty of Social Science and Law, Universitas Negeri Manado, Manado, Indonesia

manuelkorompis@unima.ac.id

² State Administration Study Program, Faculty of Social Science and Law, Universitas Negeri Manado, Manado, Indonesia

Abstract. The research problem is: Is environmental-based learning effective in improving student learning outcomes in studying global issues in the social studies education program? This research aims to find out how environmental-based learning effectively improves student learning outcomes in conflict management learning in the Social Studies Education program. The research method used in this study is developmental descriptive. The sample determination technique in this study was the purposive sampling technique, a sample of 22 students, using descriptive analysis. The calculation results show that there are 22 participants in the learning program, or 100% of students participating in the learning program who are classified as obtaining mastery results ≥ 70 , categorized as Successful categories. It shows that environmental-based learning in learning the Study of Global Issues is declared effective in developing participants' abilities and learning skills in the Faculty of Social Sciences, Manado State University, Social Studies Education program.

Keywords: Learning · Environment · Global Issues

1 Introduction

Environmental-based learning is a form of innovative learning developed to create pleasant learning conditions, including in educational learning on Global Issues Studies. It is motivated by the thought that the learning material in social studies education is material sourced from the environment so that the environment becomes a vital learning resource and forum. The development of innovative learning has been seen as demand and need for the learning process today that needs to be developed and implemented in the implementation of education.

Based on the thoughts stated above, it can be explained that the learning material for the Study of Global Issues must be developed based on the conditions of the contextual

environment. In environmental-based learning, the learning material must be lifted from actual environmental conditions close to the learning participants' life. It is the answer to today's problems where the learning material is more oriented to the theoretical level. Because environmental-based learning is practical learning because the learning material is raised and based on actual environmental conditions.

Teachers in the social studies education program will encounter obstacles in implementing the learning process if the learning process is only done at the theoretical level. Also, students will experience obstacles in understanding the material in learning if learning is only carried out in theory without being followed by practical learning, which utilizes the environment as a forum and learning resource, including in the learning of the Study of Global Issues.

In essence, the nature of learning in the Social Studies Education study program must be carried out contextually so that students will immediately understand the learning material through environmental conditions as a place to learn and resources. According to Mahdi (2019) [1], social studies learning needs to be developed through an environmental-based learning model because the social studies phenomenon is found in real life in society and the environment at large. That is why it is essential to develop environmentally based learning in social studies learning, including in the learning of the Study of Global Issues.

The development of environmental-based learning in the learning of Global Issues Studies is to produce environmental-based Global Issues Study tools, which include: learning syntax, teaching materials, evaluation models, and environmental learning media. In this case, students are following the conditions of the physical environment, sosial, and culture where students live, specifically related to learning The Study of Issues Global. The teaching is explored and sourced from the conditions and potential of the natural environment close to the life of the learning participants.

Nowadays, there are many alternatives to choose from, one of which is the social studies learning process developed today is environmental-based learning as a contextual learning model. In particular, learning for the material of the Study of Global Issues has become a learning need because of the development of an environmental-based learning model. The reality exists until now. The teaching staff in all academic units have not fully developed the environmental-based learning process effectively because fact shows that until now, the learning process of the Study of Global Issues is still dominated by learning based on textbooks that emphasize more on the theoretical level. Meanwhile, one of the demands and needs of learning today is oriented to the practical level, where students, students or students are introduced to various phenomena that exist in the environment. The learning process of the Study of Global Issues today should be developed by paying attention to the conditions and realities in the contextual background, which gives birth to many social studies problems that must be studied and studied as a need for learning contextual geography, including in educational learning Studies Global Issues.

Environmental-based learning is in harmony with contextual learning, which is a learning approach that aims to improve the ability to learn situations (situated learning) where knowledge and learning processes are conditioned in a particular physical form and in a social context that is relevant to the living conditions and environment of students (Cecep, 2002) [2]. Environmental-based learning adheres to constructivist

understanding, a learning approach that combines theory and practice, where knowledge is developed based on contextual environmental conditions. With this learning, students can contextually examine geographical problems that exist in community life.

According to Blazely in Noviani (2022): Learning that does not adhere to contextual or environmental-based understanding will cause learning motivation to be challenging to develop and grow, and learning patterns will tend to memorize and cannot develop practical problem-solving skills in the environment [3]. Environmental-based learning is expected to foster student learning motivation and develop the ability to understand problems that are close to daily life.

Learning problems The study of Global Issues observed in the learning process in the Program of the Faculty of Social Sciences, Manado State University, Social Studies Education program, as follows: (a) that the environmental-based learning process has not been carried out optimally, (b) learning has not been supported by the p tool Environmental-based learning, (c) in the learning process of the Study of Global Issues, teachers have not utilized the environment as a medium and learning platform, where many social problems are found that are the object of study of Global Issues Studies, (d) teachers have not implemented the maximum environmental-based learning process in the learning process of the Study of Global Issues.

Sumarmi (2012) [4] explained that environmental-based learning or contextual learning is teaching that allows students to strengthen, expand, apply knowledge and skills in academics both inside and outside the school, and students can solve various problems in the real world. Therefore, teachers must develop learning tools, including teaching materials and evaluation tools, that can direct learning participants to learn effectively.

The need for education is constantly evolving along with the demands and developments of an increasingly open and challenging era. With the problems stated above, various efforts have been made to improve learning quality, such as learning facilities, learning management, and developing learning strategies. However, reality has not shown significant indicators of change and progress. Various efforts have been carried out from year to year so that the learning process runs well and is getting more quality, but reality shows that these expectations have not been realized optimally.

Nasution and Lubis (2018) [5] explained that the learning materials of Social Sciences or Social Studies are arranged based on reality and social phenomena. For this reason, the social studies learning process, including the Study of Global Issues, can be carried out contextually or environmentally based. Learning participants will study the material in social life and reality on the ground. Thus it can be said that the social studies teaching materials are the source of the real environment and various social phenomena that exist in the contextual environment.

Conceptually, the development of an environmental-based learning model or with a contextual approach is a fundamental and decisive learning approach in developing learning strategies that are oriented toward process skills, where through this learning, participants will get various learning experiences that are expected to develop participants' skills following predetermined learning objectives. The development of environmental-based learning includes the development of environmental-based teaching materials, which are lesson materials developed by combining theoretical concepts and objective conditions in the field or contextual environment that are relevant to social,

cultural, technological, and environmental conditions related to the developed teaching materials. According to Sanjaya (2005) [6], the environmental-based learning model is an important learning model that should be the primary model in learning, including the Study of Global Issues.

The specific objectives of this study are as follows:

1. To design an environmental-based learning mechanism as an innovation in the form of educational innovation in learning the Study of Global Issues.
2. Compile teaching materials for the Study of Global Issues based on the environment.
3. To determine the effectiveness of environmental-based learning in the learning of the Study of Global Issues in the Social Studies Education program Faculty of Social Sciences, Manado State University.

This research is seen as an effort to change and improve the learning tools for environmental-based Global Issues Studies. The learning tools in question include teaching materials, student worksheets, and an environment-based evaluation model as an essential learning tool that determines the quality of learning and other components.

Therefore, developing teaching materials and evaluation models is a need and demand for learning today, given that the substance of learning today is still much theoretical and still lacks a place on a practical level. In contrast, the contextual level has become a learning need Study of Global Issues, the development of environmental-based learning must be carried out in a structured manner through careful planning.

This research is also expected to contribute to the development of science, technology, and art related to the development of the Global Issues Study program. This research is also one of the efforts in solving learning problems where the learning orientation of the Study of Global Issues is still widely carried out conventionally, so with this research. Changing the learning paradigm towards applying environmental-based learning as a learning innovation is necessary.

2 Method

The research method used in this study is descriptive. Data collection techniques include observation, interview Interviews were conducted by gaining strong intimacy by continuing to follow what Benny and Hughes said to appreciate the value of interviews as a data collection tool [7] researchers establish close emotional relationships and intimacy with all stakeholders who were met during the study can receive a positive response and got deeper and more accurate information [8], documentation, and evaluation. The respondents were 22 social studies and education students. Data analysis is carried out by percentage.

3 Results and discussion

3.1 Research Location

The research was carried out at the Social Studies Education program Faculty of Social Sciences, Manado State University, Tondano campus.

3.2 Research Results and Discussion

Learning Activity 1: Observation of essential issues in society. The subject matter that is the focus of the lesson in learning activities 1 is important issues in the global community.

In this activity 1, students carry out a learning process in the environment to observe today's leading issues that can occur in social life. The tasks carried out by learning participants are 1) identifying important issues in social life; 2) explaining the factors causing these issues; 3) how the community responds to global issues; 4) the impact of these issues on society.

After conducting observational activities following the assigned tasks, learning participants make reports on the results of observations following the tasks that have been given. Students include reports on the results of observations from environmental learning activities on global issues. Based on the report, the teacher evaluates the report. The evaluation results are the results of student learning achievements in learning activity 1.

Based on the calculation results of the table above, calculations are made on the data. After analyses are carried out, the calculation data obtained in the first observation activity is as follows: measurement results obtained data from 19 students or 86% of students who received an achievement score of ≥ 70 , which was categorized as a level of mastery of Baik or declared Successful, and three people students are classified as \leq achievement scores are 70 or 14% of students who are classified as achievement levels of the Not Succeeded category in the learning process carried out.

The standards for learning success with environment-based learning are determined in this study as research success standards, as follows:

1. Students participating in the learning program are declared successful in environmental-based learning if students obtain learning achievements at a mastery level of ≥ 70 as a good mastery score.
2. Development of environmental-based learning in learning The study of global issues is declared effective if $\geq 80\%$ of students participating in the learning program obtain an achievement score at a mastery level of ≥ 70 .

After paying attention to the data from the calculations mentioned above, it shows that in the first learning activity on the topic of types of conflicts in society, it turns out that most of the students participating in the program are declared successful in carrying out environmental-based learning activities. It shows that environmental-based learning for the first activity in terms of observation of the first activity with environmental-based learning is declared successful. Thus, environmental-based learning can be quite good in developing students' ability to carry out meaningful learning activities so that most students are declared successful in the learning process. So environmental-based learning is stated to be quite good in developing students' learning abilities.

The evaluation results showed that most of the participants, namely around 86% of the participants in the learning program, could provide an excellent explanation of the tasks given.

Furthermore, learning activity two was carried out with the subject matter of Aspects of the study of global issues.

Learning activity 2: making observations on studying global issues in society.

In this section, participants of the learning program carry out observational activities to observe the study of global issues in society. The tasks given are as follows: 1) Community response to various societal issues, 2) the positive impact of issues on society, and 3) the negative impact of these issues on people's lives.

Based on the assignments given, students carry out learning activities to obtain data and information per the assignments given above. After conducting observation activities, students report the results of observations according to the assignment given for further inclusion as an activity report.

Based on the calculation results of the table above, calculations are made on the data. After calculations are carried out, the calculation data obtained in the first observation activity is as follows: measurement results obtained data from 21 students or 95.4% of students who got an achievement score of ≥ 70 , which was categorized as a mastery level of Baik or declared Successful, and one student are classified as \leq achievement scores of 70 or 4.6% of students who are classified as achievement levels in the Category of Unsuccessful in the learning process carried out.

After paying attention to the data from the calculations mentioned above, it shows that in the first learning activity with the study of global issues in society, it turned out that most of the students participating in the program were declared successful in carrying out environmental-based learning activities. It shows that environmental-based learning for the first activity in terms of observation of the first activity with environmental-based learning is declared successful. Thus, environmental-based learning can be quite good in developing students' ability to carry out meaningful learning activities so that most students are declared successful in the learning process. So environmental-based learning is stated to be quite good in developing students' learning abilities.

The evaluation results showed that most participants, namely around 95% of the learning program participants, could provide a reasonably good explanation of the tasks given.

Unified Calculations.

In order to find out the results of the calculation of environmental-based learning activities, an integrated calculation is carried out between the first observation activity and the second observation activity in the learning process that has been done.

The result was based on student achievement score data participating in environmental-based learning activities in studying global issues for the first and second observation activities. Then it can be the results of the calculations are stated as follows:

After calculations were carried out, results were obtained that there were 22 learning program participants, or 100% of students participating in the learning program, who were classified as getting mastery results ≥ 70 , which were categorized as a category at the level of mastery of category (B) or B.

Based on the calculations that have been carried out, results were obtained that showed that most of the students participating in the learning program were declared successful in carrying out environmental-based learning activities while studying global issues. Based on the results of learning observations (first and second observations).

The conditions mentioned above provide instructions that environmental-based learning in learning The study of global issues is declared effective in developing the abilities and learning skills of learning program participants in this case, students of

the Social Studies Education Study Program Faculty of Social Sciences, Manado State University so that they are successful in implementing environmental-based learning. With these results, it can be stated that effective environmental-based learning motivates students to carry out practical and fun learning activities.

These results clearly show that the environmental-based learning process is very effective in studying global issues because the learning process has made learning fun. Another important thing that needs attention is that students, as participants in the learning program, have carried out meaningful learning activities so that the participants have been able to generate new knowledge built based on actual conditions in the environment. The learning participants have produced a new idea that comes from real conditions in the environment. That is the advantage of an environmental-based learning process.

The development of environmental learning in studying global issues in the Social Studies Study Program can be very relevant. It can support learning situations so that learning becomes interesting, easy to understand, and fun for learning participants.

Concerning environmental-based learning, teachers must develop learning by utilizing resources and media relevant to learning. Through these activities, it is hoped that learning participants will carry out various learning activities according to their abilities and potential.

In utilizing the media, it is generally explained there are two ways to use the environment as a teaching/learning resource according to Rohani in Afifah (2020) [9]: (1) by bringing learning participants directly into the environment and society by following the goals and learning needs that have been planned. (Surveys, Interviews, Service Projects), and (2) by bringing resources from the environment and society into the classroom as contextual media (resources persons, objects from the environment, or collections). With this learning method, environmental-based learning can develop the abilities and potential of learning participants so that they can carry out meaningful learning activities.

4 Conclusion

Based on the results of this analysis and discussion of education, several research conclusions can be stated as follows:

1. The environmental-based learning process in learning The study of global issues is declared effective in developing learning program participants' abilities and learning skills.
2. Environmental-based learning turned out to be effective in improving the learning outcomes of learning participants in learning the study of global issues in students of the Faculty of Social Sciences, Manado State University, Social Studies Education program.

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