Conceptual Live-In Based Geography Learning Model To Develop Environmentally Caring Attitudes And Social Skills

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Abstract. Students who study geography are expected to be able to provide solutions to problems in their environment, both physical and social. Therefore, the aim of this research was to produce a live-in geography learning model that is capable of developing environmental awareness and social skills. The live-in based geography learning model is a combination of various learning theories and learning models that support the creation of syntax in this model. The research method used is (R&D) with a pilot model which consists of 3 stages, namely preliminary research, 2) prototype, and assessment. However, this article only discusses the preliminary research and prototype stages. What results from this research is the syntax of a live-in based geography learning model. The 6 syntaxes are preparation, stimulation, case studies, experiential learning, reports and reflection. It is hoped that this model will be able to direct one's own learning behavior (self-regulated learning). Live-in based geography learning can form skills and abilities to care for the environment. Apart from that, social skills need to be developed in learning to hone social intelligence because it includes cooperation, leading and controlling oneself, exchanging ideas with others, and showing a caring attitude towards others.

Keywords: development of learning model geography based live-in, environental care, social skills

1   Introduction

Developing an environmentally caring attitude in students through formal education is one strategic way. Formal education is believed to provide insight, love and preservation of the environment to students. Education was chosen because it has a strong and effective instrument for making changes through communication, awareness, learning and moving students towards a more orderly and sustainable future life (Ngabekti et al., 2012). The development of ethics and attitudes that care about the environment is achieved through the achievement of spiritual competence, attitudes, knowledge and skills. Spiritual competence, attitudes, knowledge and skills (Desfandi, 2015; Genc, 2015; Desfandi et al., 2017; Azmi & Elfayetti, 2017; Suciati & Capricanilia, 2018).

In Indonesia, the concept of sustainable development education has been stated in the 2013 curriculum. This educational concept is described in four core competencies

in all subjects including Geography. The four core competencies contained in the 2013 curriculum for Geography subjects consist of spiritual competencies, attitudes, knowledge and skills.

First, spiritual attitude competency (KI-1), namely appreciating and practicing the teachings of the religion one adheres to. Second, social attitude competency (KI-2), namely showing honest, disciplined, responsible, caring, polite, responsive and pro-active behavior as part of the solution to various problems in interacting effectively with both the social and natural environment and being able to place themselves as a reflection of the nation in world relations. Third, knowledge competency (KI-3), namely understanding, applying, analyzing, factual, conceptual, procedural knowledge based on curiosity about science, technology, arts, culture and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events and apply procedural knowledge to specific studies according to aptitude and interest in solving problems. Fourth, skills competency (KI-4), namely processing, reasoning, presenting and creating in the concrete and abstract domains, especially related to the development of what one learns at school independently as well as acting effectively and creatively and being able to use methods according to scientific principles (Kemendikbud, 2016).

These four competencies are contained in the concept of sustainable development education and the concept of character education. The concept of sustainable development education is to require humans to be responsible for a sustainable future through perceptions, behavior and attitudes (Hall & Saber, 2016; Mursyidi, 2020; Sulaswari et al., 2021; Sutanto, 2017). The concept of sustainable development education is also found in character education. Character education is a deliberate effort to develop a person's human qualities to become a good and moral human being for society as a whole (Angga et al., 2022; Hamriana, 2021). These four competencies provide high standards for the quality of current learning. Learning that does not only provide knowledge but has meaning and is able to direct students to become moral and knowledgeable citizens (Rani et al., 2022; Zubaedi, 2011).

Knowledge must be balanced between attitudes and skills. Environmental care and social skills are two values that are of concern and Presidential Regulation no. 87 of 2017 concerning Strengthening Character Education stipulates that these two things are very necessary for today's young generation. A generation that cares about environmental problems and how to overcome them and has the social skills to encourage people to care.

Social skills also have an equally important role. There are four aspects related to children's social skills, namely: 1) behavior towards the environment, 2) interpersonal behavior, 3) behavior related to oneself, and 4) behavior which is related to the task (Gwendolyn, 1992). Social skills are not traits that a person is born with, but are the result of a person's self-learning. There is a relationship between children's cognitive, affective and psychomotor skills (Cartledge & JoAnne Fellows Milburn, 1992).

Social competence is a general measure of the quality of a person's social behavior, usually defined as the ability to act effectively and appropriately in different social situations (Zach, et al, 2016). Social skills in the educational process serve as a guide/foundation in behaving towards others and to the surrounding environment in the

study group, especially in geography learning(Lane & Bourke, 2017). Geography involves the study of human activities and their relationship and interaction with the local to global environment. It bridges the natural and social sciences, and deals with other spatial variability (Yli-Panula et al., 2019). It must therefore be considered an essential part of the education of all citizens in all societies. Geography education has become a core skills-oriented teaching. Therefore, environmental care and social skills need to be developed in learning.

Teachers who have a lot of variety in teaching and have high expertise will have a more positive influence on students, compared to teachers who are monotonous for all learning objectives. A good teacher must have a broad understanding, be able to design and present material so that students can understand it and have different learning models according to learning objectives (Eggen & Kauchak, 2012; Hanapi et al., 2022). A learning model is a conceptual framework that describes systematic procedures for organizing learning experiences that will be provided to achieve certain goals.

The model functions as a guide for teachers in planning and implementing teaching and learning activities. In general, the learning model contains objectives and assumptions, activity stages, learning settings, teacher and student activities, learning tools, learning impacts or learning outcomes that will be achieved directly and indirectly as a result of the learning process (Mulyatiningsih, 2010).

Based on this, it is necessary to develop a geography learning model that is able to develop students' environmental awareness and skills. The development of a live-in based Geography learning model was designed taking into account several aspects of the learning model. These model aspects include four core operational model concepts consisting of: (1) syntax; (2) social system; (3) reaction principle, (4) support system .

The live-in based geography learning model has a syntax which is based on three school programs which have the aim of developing Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ). The product produced in this development research is a learning model syntax design

2. METHOD

2.1 Research Method

The reason for choosing the Plomp model as a development research model is because it has a concise, clear and easy to apply sequence and this research is widely used to develop learning models. The three development phases proposed by Plomp (Plomp & Nieveen, 2013), namely, preliminary research stage, prototype, and assessment. However, this article will only discuss the preliminary research and prototype stages.

2.2 Data Collection

The initial stage of research was carried out by collecting qualitative data. Qualitative data was collected to formulate rational thinking about the importance of developing learning models, identifying and reviewing relevant theories that underlie the development of models for learning related to values, especially attitudes that care for the environment and social skills with the use of natural resources. The type of qualitative research used is library research, namely a series of activities related to library data collection methods. According to

2.3 Data Analysis

   The data analysis used is Critical appraisal. This critical appraisal is used as a basis for forming the syntax of a live-in based geography learning model by understanding learning theories and learning models that support.

3. Discussion

3. 1 Study of Learning Theory as a Basis for Model Development

Humanist

Humanist learning theory argues that humans have the right to develop their attitudes and personalities and have a stake in their lives (Boiliu et al., 2022; idris, 2020; Sumantri & Ahmad, 2019). Therefore, in humanist learning theory, students must have self-regulated learning (Nursidiq, 2015; Slavin, 2010). Self-regulated learning is carried out to the extent that what is learned, how and when to learn, students must be able to direct themselves, so that students will be able to direct and motivate themselves to learn (Winne, 2010). The principles of learning according to the humanistic school consist of three, namely, (1) the learning process which requires learning to have useful learning value for students, especially for themselves; (2) a learning process that is not only centered on knowledge but on all aspects including developing human values; (3) learning is a cognitive, affective and psychomotor activity (Baharudin & Wahyuni, 2015). The relevance of humanist learning theory in implementing the live-in Geography learning model helps students to know themselves as humans who are given the knowledge to think in developing environmentally caring attitudes and social skills.

Constructive Learning Theory

The basic constructive principle holds that knowledge is constructed (built) and not perceived directly by the senses (smell, touch, hearing, touch, and so on) (Supardan, 2016; Sugrah, 2020). Constructivism focuses on how students use their knowledge to build and improve their abilities. Constructivism theory carries the implication that learning must be student-centered.

Student-centered learning causes students to be active, creative and critical of the knowledge they receive. The first three concepts of constructivism, students actively develop their knowledge based on existing experiences. Second, in the learning context students have the initiative to develop the knowledge they have. Third, it is important for students to actively increase their knowledge through the learning process. Fourth, students must be able to manage new information every day and compare it with various sources (Supardan, 2016).

   The role of the teacher as a facilitator provides direction to students so that learning meets the goals to be achieved (Anggriani, 2022; Anisa & Muna, 2022). The directions given by the teacher in learning include providing problems that are appropriate to the subject matter, structuring problems according to the main concept, asking questions and accepting students' points of view towards students. The relevance of constructivist theory in implementing the live-in Geography learning model is that teachers do not transfer their knowledge to students, but rather help students form their knowledge through independent learning activities.

Behavioral Theory

Behavioristic theory focuses on patterns of change in student behavior that are related to the relationship of awareness or mental construction. The behavioral perspective focuses on student behavior when learning occurs through stimulation causing a relationship of student reactive behavior. The interaction between stimulus and response is called learning (Slavin, 2010).

Behavioristic theory emphasizes that the knowledge (stimulus) provided by the teacher influences what students receive (response). This theory describes the teacher as an active figure so that the teacher plays the role of, 1) determining where the teacher should provoke student responses; 2) teachers who provide knowledge; 3) student supervisor when providing stimulus; 4) environmental condition regulator; 5) models that provide examples of behavior to students; and 6) instructors in providing examples through simulations. The relevance of this theory to the live-in Geography learning model is found in the second syntax. The syntax is stimulation. This syntax explains that at the beginning of learning the teacher must provide a small stimulus to the students. This stimulation is carried out by asking students open questions to create a conducive learning atmosphere.

Cognitive Theory

Cognitive theory usefully leads behavioural social work away from a mechanistic view of behaviour and explores the capacity of human minds to modify and control how stimuli affect behaviour (Payne, 1991). Cognitive theory explains a person's capacity to carry out mental processes in terms of remembering, understanding, and solving different problems. Teachers must be able to understand students' abilities. According to Piaget, there are four factors that influence students' cognitive growth, namely, 1) biological growth (genetics); 2) physical environment learning experience; 3) social environmental learning experiences and 4) equilibration (Ojose, 2008). Then live-in based Geography learning model whose syntax is developed to direct students to be able to solve a problem related to natural resource material.

David Kolb's theory

Experiential learning theory was introduced by Kolb in 1984. The theory of learning through experience emphasizes that the acquisition of knowledge comes from a series of experiences (Azrai et al., 2017; Gai, 2017). Learning as "a process in which knowledge is created through the transformation of experience. Experiential learning aims to provide a complete education to students (Kolb, & Kolb, 2017). The experience gained before or after the activity will be understood and combined into experience, namely, concrete experience, active experience, conceptualization and experimentation. In the concrete experience stage, students are limited to experiencing an event without showing an analytical attitude. Students' abilities at the concrete experience stage are limited to only being able to describe experiences that have been experienced (Nindigraha et al., 2020; Rashid et al., 2010). The limitation of students' abilities in concrete experiences is that students do not yet have the ability to know cause and effect. The active experimental stage is the final stage, which includes student activities to test the theory obtained at the conceptualization stage in other real situations. At this stage students' abilities can be demonstrated by testing theory and practicing theory in

the environment (Marlina, 2020). Experiential learning theory explains that students who have more experience have better ability to adapt and vice versa.

3.2 Examining Learning Models as a Basis for Model Development

Examining various learning models and their syntax is an important part in finding the learning model that will be developed, so that the learning model and its syntax are feasible and relevant to be developed into the expected learning model. At this stage, the syntax of the various learning models studied is analyzed and selected, modified and collaborated for the purpose of integrating elements of Geography knowledge with environmental care attitudes and social skills. The results of the study carried out using the steps of inventory, intervention, modification and collaboration of the various syntaxes of the learning models studied resulted in a new syntax that is efficient, efficient and effective to use. Therefore, the live-in Geography learning model is a research-based learning model that was developed through in-depth study of various groups of learning models and their syntax, namely service learning models, experiential learning (Aprilia, 2016; Blenkinsop et al., 2016; Chen et al., 2016; Lubis et al., 2020) , (Melzer, 2018; Saputra et al., 2021; Sutama & Mayasri, 2016), behavior systems learning model groups , Triprakoro (Akbar, 2013).

Tabel 1. Basic Reference for Development Based on Learning Models

Servis Learning	Experiential Learning	Behavior Systems Learning Model Groups	Triprakoro
Preparation	Experience "Exploration"	Orientation	Clarify values
Action	Sharing "Reflecting"	Presentation	Student engagement
Reflection	Processing "Analyzing"	Structured exercise	Reflection I
Demonstration	Generalizing "So What"	Guided practice	Solution to problem
		Independent practice	Experiential engagement reflection
			Moral strengthening

3.3 Conceptual Model Syntax of Live-In Based Geography Learning Model

Live-in based geography learning model was developed to answer the need for a learning model that can develop environmental care and social literacy as well as other character elements outlined in the RPP. Through learning that examines natural re-source problems in Geography subjects to form students' environmentally caring atti-tudes and skills in the 21st century. Formation of environmentally caring attitudes and social skills through the implementation of a live-in based Geography learning model. The implementation of the live-in based Geography learning model can be achieved because in implementing the learning model students are invited to discover problems with natural resources or the surrounding environment based on real experience during live-in. All of these stages are carried out in stages or not carried out in one meeting for teaching and learning activities. The model syntax determines the types of teacher ac-tivities and student tasks(Arends, 2012). In the live-in Geography learning model, the syntax is determined from the results of development and study of various relevant learning models. After the syntax is found, it is then inventoried, collaborated, analyzed

and modified to obtain a syntax concept that is in accordance with the development of environmental care and social skills.

Furthermore, the results of the selection and study of various learning models and their syntax produced a series of main word choices, namely preparation, stimulation, case study, experiential learning and report. The syntax of the live-in Geography learning model was determined based on a review of various relevant learning model syntaxes. Various learning models whose syntax are used to form the syntax of live-in based Geography learning learning models.
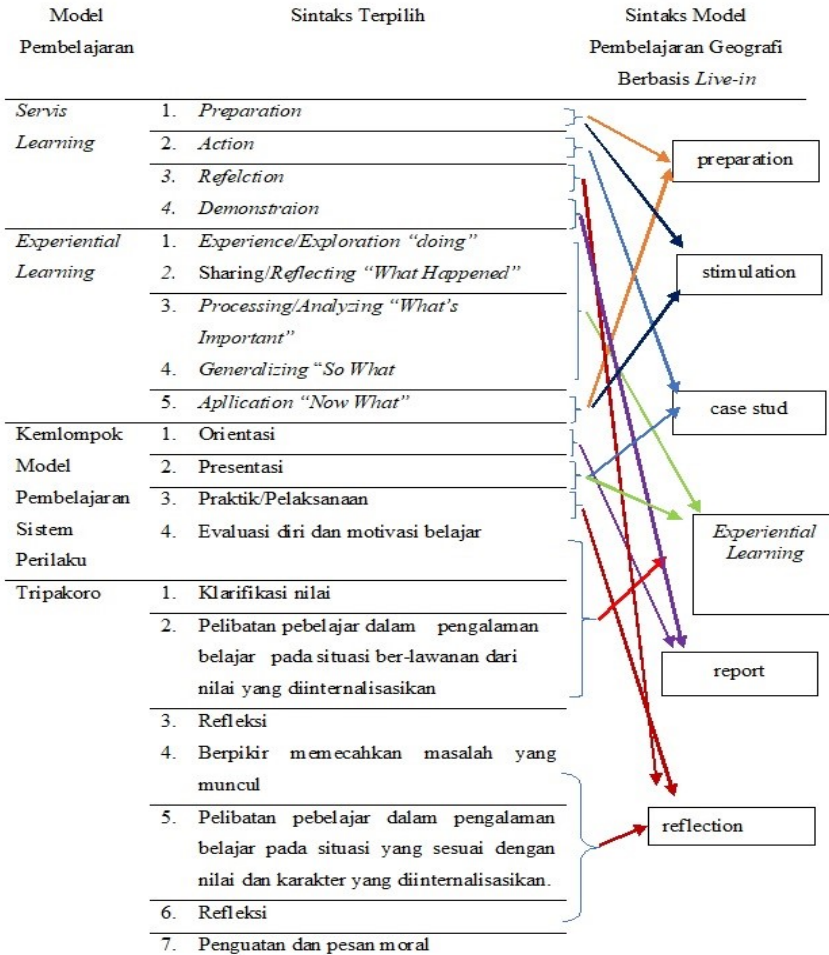
Fig. 1. Analysis, Modification, and Collaboration of various Learning Model Syntxes to produce a Live-in Based Geography Learning Model Syntax

The syntax for the live-in Geography learning model is determined based on relevant learning theories. The chosen learning theory is the basis for producing a learning model that is able to form cognitive and affective (environmental care) as well as psychomotor (social skills).

The development of a live-in Geography learning model is based on humanist, Vygostyk, Thorndike, cognitive and David Klob learning theories. Through humanist, Vygostyk, Thorndike's behavioral, cognitive and David Klob learning theories, the live-in based Geography learning model consists of 6 learning stages.

Tabel 2. Relationship between Theory and Syntax

Syntax of Live-In Geography Learning Model		
Stage	Activity	Learning Theory
Stage 1 Preparation	- The teacher conveys the learning objectives - The teacher conveys the important points that will be learned.	Behavior learning theory by Sousa
Stage 2 Stimulation	- Teachers can start teaching and learning activities by asking questions, suggesting reading books and other learning activities. - The stimulation at this stage provides a function so that students have an interest and curiosity about the material	Thorndike's theory of learning behavior
Stage 3 Case Study	- Previously the teacher had formed groups - The teacher asks students to look for problems that exist around their environment	The theory of learning by Vygotsky
Stage 4 *Experiential learning*	- There are live-in activities carried out by students. - The live-in activity will last for 3 days in the village - The teacher motivates students to be able to mingle with the community during live-in	Humanist learning theory by Kolbs theory
Stage 5 Report	- Students are asked to make a report about what activities have been carried out during live-in - Reports are made based on the five senses.	Learning theory by cognitive
Stage 6 Refleksi	- Students look for environmental problems and discuss, analyze, reflect, see and relate learning experiences with real experiences - Tes lisan	Learning theory by Bruner

4. Conclusion

Based on the results of a study of learning theories and learning models, six syntaxes were obtained for implementing a live-in based geography learning model in increasing environmental awareness and social skills. The six syntaxes are preparation, stimulation, case study, experiential learning, report and reflection

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