

Development of Green-Based Teaching in the Study of History for High School Students

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Abstract—The development of historical learning based on the environment can help make history learning more meaningful, students not only learn about historical events but also its impact on their surrounding environment. Greening history teaching means including the rest of nature and the environment in the study of history as one of the applications of an Eco pedagogy approach embodied in ecological intelligence and green behavior. The purpose of this research, after all, is to improve the knowledge, skills, and awareness of students regarding environmental values and environmental issues. In this regard, green- based history learning can encourage students to participate in conservation efforts actively and impose green behavior. Dealing directly with students, the role of teachers as facilitators is to develop empowering history learning based on green history and thus to improve students' green behavior. By contrast, as one application of an Eco pedagogy approach manifested whether, in forms of developing behavior or green behavior, the current project is kind of research and development method with the chosen stages as follows Data Collection, Model Design, Design Validation, Design Revision, Product Trial, Product Revision, Mass Production of Products. Ecological intelligence possessed by students can be applied in daily activities to the human ecosystem which has an impact on reducing damage and preserving the environment. Moreover, therefore, Eco pedagogy learning can be used as an alternative effort to change the behavior and attitudes of students concerning their environment.

Keywords—teaching materials; learning history; green history

I. INTRODUCTION

History is a discipline which studies events that occurred in the past. The basic of learning history is chronological thinking ability. Without chronology, a set of events would be meaningless since both singular events and large-scale processes can only be properly interpreted if appropriately "placed" on a timeline, i.e., put in a broader context [1]. This subject has much information and also values from the past that can be linked to the present. Therefore, history can be used as a foundation to organize a better future. Thus history is an essential subject in historical understanding and awareness, but in reality at school, many students complain that learning history is boring. Students also have some difficulties in understanding history because the material taught emphasizes the factual memory of students such as the name of the

character, the number of years, the name of the event, and the place where the event took place. Because students' assumptions about history are boring subjects, many students are less enthusiastic when learning history and there are even many students who are not happy with historical subjects. Supporting learners in developing academic skills, in-depth content knowledge, and discipline-specific practices requires deep knowledge of the learning process, especially theoretical perspectives on learning [2].

Students in school are often faced with problems in the surrounding environment. Many students pay little attention to the cleanliness of the school environment. In the classroom, there was still much garbage found, the water tap in the toilet was left on when not in use, as well as the habits of students using plastic bottles for drinking. Also, many of them even did not understand the causes of environmental problems, and how to react, environmental issues such as floods and forest fires are not considered historical events. However, both of them are examples of the effect of the historical circumstance. Therefore, it is essential in history learning to include contemporary problems that depart from the difficulties experienced by students in history subject. The objective of the historical research is to ascertain and describe the history of any area of human activity, subject or event using scientific processes [3].

Learning that is based on eco pedagogy can be developed to attempt the change of students' attitudes. The aim of this research is to improve students' knowledge, skills, and awareness about environmental values and environmental issues. Thus it can move students to provide benefits in conservation and environmental efforts for the benefit of present and future generations.

II. METHOD

This research is using development research or research and development (R & D) which is a strategy and research method to improve practice. This green history research develop interpretation as a process to reach a product as a result. This development research is a process of transforming a specific design into a particular form, the specific design is green history in history learning into module to enhance student's ability in history with the other view. What is interesting, however, is that his cognitive research tries to get at the deeper

understanding of both historians and students and, in the process, to find ways for historians to teach student how to work with texts and documents in a fashion that is closer to that of the historian [4]. This research can produce certain products which are used for needs and to test the effectiveness of products to function in the wider community. Research and development are appropriate for researchers who will innovate by finding new models, products, procedures, methods and measuring their effectiveness, productivity, and quality. There are ten steps of research and development as follows: (1) potential and problems, (2) data collection, (3) Product design, (4) Design Validation, (5) Revision Design, (6) Product trials, (7) Product revisions, (8) Usage Tests, (9) product revisions and (10) mass production. The first step is potential and problem, where the researcher found the problem at school especially in history subject. The student learns history without an understanding and meaning of the historical event. The second is data collection, many findings related to the research as the source for this research are taken. The next step is product design; the researcher makes a model based on the problem at school as one of the learning material. Design validation is the next step where the module is given to the expert to get feedback. Revision is done by the researcher before the product is sent to the school to trials. The green history module got some views after trial and revised again, before the mass production.

III. RESULTS AND DISCUSSION

Awareness of the importance of protecting the environment and preserving it is the responsibility of the world community that earth one (only one earth) is highly dependent on humans to protect and conserve the environment. The module of green history as learning material in history subject is given to student and the result of this research shows that student interested in history learning based on survey which researchers gave to several students. Not only the interest but also students have beneficial behaviour patterns between humans and nature. As we know that it will run in harmony without modifying each other. The importance of protecting the environment can be integrated with school learning in any subject, one of them is history so that students not only have an awareness of history lessons but also implement these lessons in their daily lives. The student gave unexpected behaviour, some of them give attention to respect the nature by put garbage from every desk in the class into the trash can, from the interview we got the reason that they don't want to something happen to their environment, namely flood as well as Purnawarman the King of Tarumanegara made Gomati river to saved people from flood, as the student can start from the little thing to create the big one in the future.

Eco pedagogy centers are teaching about the causes and effects of environmental ills on a deeper understanding of diverse social, political and economic systems from multiple perspectives – respecting but also questioning the socio environmental aspects of local cultures, as well as deconstructing processes of globalization from above and below [5].

History lessons are learning about events in the past, the values contained in them can be linked to the present as a form

of knowledge for students. Rather, they often engaged in quite a complex process in which they combined multiple sources of historical information in order to develop their own historical understandings that were never simply mirrors of any one of those sources [6]. A module as a teaching material is proven to enhance comprehension of students. Studying history with module can provide students with an understanding of the importance of the past and as a form of awareness both now and in the future. With this module, students do not feel bored with history learning because learning usually not only emphasizes factual memory but also make a high analysis of the historic event. Students can interpret history learning when it is linked to the everyday environment so that learning can be meaningful. The other result from this research is students become active in learning because through history learning students are trained to be able to overcome the surrounding problems and preserve their environment. Environmental education is a process of conceptual cognition and value clarification to develop the skills and attitudes necessary to understand and appreciate the interrelationships among human beings, cultures, and other biological and physical environments. Environmental education arouses students' awareness and sensitivity to the environment through various teaching activities. It can enrich students' knowledge of the sustainable environment, enabling them to cultivate correct values on the interaction between people and the environment and to address regional or global environmental issues [7].

The development of historical module by linking it to the environment is one of the ways that teachers can use it to direct students have meaningful learning. This module which contain of green history material also develops student's analysis ability, and this one is the higher step of historical thinking skills. Historical thinking is a phrase that is becoming a standard in conversation about teaching history. Not necessarily a new idea-calls for historical teaching habits of mind go back at least a century, but there has been an explosion of resources in the past two decades that support making history classroom sites of analysis, interpretation, and questioning, rather than of memorization [8].

Students who are in the school environment are still often faced with environmental problems related to cleanliness. The use of modules in history learning makes it easier for students to learn more about the consequences of historical events and take learning not to do the same thing if it can adversely affect the environment. Students more care to their environment especially to their class cleanness. This perspective used the biological notion of viability to explain how learners construct knowledge by reconciling new experiences and ideas with prior constructs to develop models that "fit" within a given situation [9]. This green history-based history module is considered to be able to motivate students to study history and not consider history learning as boring learning and only study the past, but history learning can also be integrated with current conditions. Historical thinking then is a skill possessed by students based on the results of the processing, and this might be indicated through the behavior changes. This change is demonstrated, for there are stimuli provided by the teacher through learning methods [10]. The use of green history-based modules in history learning has advantages, namely:

- The green history-based history module supports the use of textbooks that are available both at school and on the market.
- Provide an overview of the impact of historical events both positive and negative impacts and take learning from it.
- Providing new experiences in learning history.
- Learning history is not only a lesson about the past but also has a connection with the present.
- Students have ecological intelligence that can be applied in daily activities.

IV. CONCLUSION

Learning by using problem-based learning modules can improve the ability of learners in understanding history learning, this can be seen from interviews conducted by researchers to students who directly use the module in history learning. Students as students also have excellent benefits in understanding learning; students can interpret and analyze historical events in the environment. The environment nowadays is the impact of past events which are historical events; this is the reason that students can construct their thoughts and make correlations between the past and the present.

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