

ANALYSIS OF SOCIAL SCIENCE EDUCATION THROUGH AN ENVIRONMENTAL APPROACH AS A LEARNING RESOURCE

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Abstrak: Penelitian ini bertujuan untuk: 1) Mengkaji praktik pembelajaran IPS pada jenjang SMP. di Kecamatan Maospati, Kabupaten Madiun dalam memanfaatkan lingkungan sekitarnya sebagai sumber belajar IPS, dan (2) Mengalisis wawasan dan kemampuan guru dalam mengembangkan pembelajaran yang berwawasan lingkungan sebagai sumber belajar dalam rangka meningkatkan kemampuan ecopedagogy. Objek kajian dalam penelitian seluruh dimensi pembelajaran IPS di SMPN 1 Kecamatan Maospati, yang terdiri dari kurikulum, buku ajar, model pembelajaran, sumber belajar, sarana dan prasarana pembelajaran, dan daya dukung lingkungan belajar. Data yang dikumpulkan dalam penelitian ini berupa data kualitatif. Pengolahan data menggunakan analisis kualitatif. Hasil penelitian tahun pertama menunjukkan: (1) Pemberdayaan unsur-unsur lingkungan disekitar Kecamatan Maospati belum optimal dilakukan guru-guru dalam mengembangkan materi dan memilih sumber belajar IPS, dan (2) Kurangnya wawasan dan kemampuan guru dalam mengembangkan pembelajaran ecopedagogy pada pemberdayaan unsur-unsur penting lingkungan sekitar sebagai sumber belajar IPS.

Kata kunci: *pembelajaran IPS; lingkungan, ecopedagogy*

Abstract : This study aims to: 1) Assess social sciences learning practices at the SMP level. in Maospati District, Madiun Regency in utilizing the surrounding environment as a social sciences learning resource, and (2) analyzing teachers' insights and abilities in developing environmentally sound learning as a learning resource in order to improve ecopedagogy abilities. The object of study in this research is all dimensions of social sciences learning at SMPN 1 in Maospati District, which consists of curriculum, textbooks, learning models, learning resources, learning facilities and infrastructure, and the carrying capacity of the learning environment. The data collected in this study is in the form of qualitative data. Data processing uses qualitative analysis. The results of the first year's research showed: (1) Empowerment of environmental elements around Maospati District was not optimal for teachers in developing materials and choosing social sciences learning resources, and (2) Lack of insight and ability of teachers in developing ecopedagogy learning on empowering elements the surrounding environment is important as a social sciences learning resource.

Keywords : *IPS learning; environment, ecopedagogy*

A. INTRODUCTION

Environmental problems that occur in everyday life is pollution. Air, soil and water pollution and noise will return to normal in a long time to come.

The industrial sector and vehicle exhaust are the main sources of air pollution. On the other hand, heavy metal nitrates, industrial waste and domestic waste also

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pollute water bodies such as lakes, rivers and seas (Yu, Yang & li, 2019).

Environmental education plays an important role in overcoming environmental damage and is an important vehicle for creating human resources that apply the principles of sustainable development. As stated by Retnowati and Helena (2018), their need for environmental education is currently very critical. Environmental education is carried out to increase public understanding and concern in finding solutions and preventing environmental problems (Bramasta, 2018).

Environmental education should start as early as possible because it takes a long time to develop a positive attitude towards the environment. According to Sutrisno (2005), introducing children to nature from an early age is the first step in appreciating/appreciating nature. Getting to know nature directly in the field makes children more familiar with nature and life. Because they know nature well, they care about and love their environment (Buldur & Omero, 2018). Therefore, environmental education must be introduced as early as possible so that the environmental damage it causes can be minimized in the future. Therefore, environmental education can be a solution to environmental problems. In order to develop an understanding of environmental balance and the active role of society in the development process,

training courses on environmental protection issues should be provided (Clark, 2012).

Social sciences learning is contextual learning that relates learning material to the everyday situations of students in their environment. In contextual learning, the teacher's duty is to facilitate students in discovering something new, both knowledge and skills. Students will experience and discover for themselves what they learn as a result of their own reconstruction (Kahn, 2010).

Environment-based learning is applied in contextual learning because in stages students gain meaningful experience by doing learning by doing, learning to ask, to inquiry and to work together so that students will become more active, creative and innovative. Teachers can take topics that are in the student's environment, for example floods, environmental cleanliness, environmental pollution (soil, water, and air) and many more. In discussing this topic, teachers can use the environment in their area, in this case in Masopati District, Magetan Regency as a learning resource for Social Sciences learning at Public Middle Schools in Maospati. Learning by utilizing the surrounding environment and applying it in the learning process to improve ecopedagogy abilities. The evidence needed is adjusted to the social sciences

subject matter for junior high school and then this evidence is used as a learning resource. At the end of the lesson, students can present the results of the analysis to see their knowledge, attitudes and skills about the material being discussed.

B. METHOD

This research begins with conducting bibliographic research (*library study*) to discover philosophy and theories regarding the curriculum. Pre-survey research, namely to conduct a needs assessment of junior high school students and teachers in social sciences

learning, including identification of learning resources, facilities and learning environment for social sciences, which will later serve as the basis for developing prototype models for social sciences learning according to the Independent Curriculum. The materials studied and used as the basis for model development are all dimensions of social sciences learning in SMP, which consist of curriculum, textbooks, learning models, learning resources, learning facilities and infrastructure, and the carrying capacity of the learning environment.

Table 1. Research Framework

Bibliography research (Study Libraries and ecopedagogy)	Policy Analysis and Permendikbud which used as a juridical basis for the development of the Merdeka Curriculum.	Theoretical-conceptual description about the vision, mission, goals, goals, foundations, principles and development procedure Merdeka Curriculum
	Analysis of important environmental elements can be used as Social learning resources	Description of the essential elements Environment can be used as Social Science resources located at Maospati District
Social Learning Practice Study	Analysis of learning devices (Teaching Modules), IPS Textbooks, media and the learning resources used reference in learning IPS.	The ability of the teacher in developing device IPS learning (Material, methods, media and evaluation), especially those associated with environment as a learning resource located in Maospati District
	Practical observation IPS learning at school which is used as research sample, namely: SMP Negeri 1 Maospati, Madiun Regency	The ability of the teacher in carry out learning IPS, especially in integrate environmental elements that exist in society that can used as a medium and IPS learning resources

The main data collection techniques used in this study were document sciences, in-depth interviews, and observation. The data collection instruments used in phase I research consisted of several instruments, namely:

(1) Recording of documents and field notes; (2) Interview guidelines; and (3) Observation guidelines. The data collected in this study is in the form of qualitative data. Based on this, for the purposes of processing the data

qualitative analysis is used using verbatim analysis techniques to give meaning to the description of the data concerning the content, logic of inference, process, and product (output) from this study (Winataputra, 2001).

C. RESULT AND DISCUSSION

C.1. Merdeka Curriculum Analysis and Linkages with Ecopedagogical

Based on the Decree of the Head of BSKAP No. 033/H/KR//2022, Learning Outcomes in the Merdeka curriculum, IPS subjects are in phase D. In Phase D, the learning outcomes are” “The ability of students both individually and in social interaction in adapting to be able to manage the environment as well as possible. He is able to analyze the relationship between the geographic conditions of the area and the characteristics of the community and understand the potential of natural resources and their relation to disaster mitigation. He is also able to analyze the relationship between the diversity of the archipelago's geographical conditions and the formation of cultural pluralism. He is able to understand how people try to meet each other's needs. He is able to analyze the role of government and society in promoting economic growth. Students are also able to understand and have an awareness of the social changes that are happening in the contemporary era. He can analyze economic developments in the digital era. Students

understand development challenges and Indonesia's potential to become a developed country. He realizes his role as part of Indonesian and world society in the midst of ongoing regional and global issues and contributes positively.

Based on the Learning Outcomes there is a demand that social sciences learning must "interact with the geographical conditions of its immediate environment". The geographical conditions of the surrounding environment can affect the diversity of potential types of natural resources, community characteristics, culture, disasters, type of economy and so on. An understanding of the surrounding geographical environment must be a source of learning so that the learning becomes contextual according to the conditions of everyday life.

The application of social science learning by utilizing learning resources that make the surrounding environment the basis of the approach is called an ecopedagogical approach. Ecopedagogy can be interpreted as a learning activity to provide awareness for students so that they become individuals who have knowledge, understanding, awareness and behavior that always pay attention to the sustainability of the surrounding environment (Kahn, 2010). The geographical environmental conditions, both physical and social, are a vehicle for individuals to believe in values which

then form attitudes to be more sensitive to their preservation. For example, students will not litter in ditches, because they are aware that if the waterways are disturbed, it will result in a wider flood disaster when it rains.

According to Goleman (2010) the ability of humans to adapt to various forms with the geographical environment where humans live on earth is interpreted as ecological intelligence. Ecological intelligence is very important to maintain the existing environment to be sustainable throughout time. A person's attitude is proven when he can respond to the surrounding environmental conditions in accordance with the good values he uses, in this case good geographical environment.

Ecopedagogy strives for students to learn more actively in pursuing an environmental approach as part of their lifestyle. The teacher facilitates student learning so that students always have awareness that their personal actions can have a big impact on their environment (Gadotti, 2010).

In the world of education Ecopedagogy is not a model, method or learning strategy. However, ecopedagogy is a moral movement that opposes learning practices based on the environment to prioritize momentary interests, without thinking about sustainability efforts. Dichotomize human activity from the impact on the

environment, more concerned with economic profit factors at the expense of natural conditions (Supriatna, 2016). Ecopedagogy experts strongly criticize life practices that better accommodate the interests of capitalism with the smallest sacrifice, in order to get the maximum profit at the expense of the geographical environment. This will create greedy humans.

Based on the previous reviews, it can be concluded that the purpose of environmental education is to develop shared confidence to participate in saving and managing the environment on earth as well as possible, considering that the earth is a universe that has great benefits in supporting the lives of all living things, and not only as a space that is used temporarily. In addition, environmental education is education that can change the paradigm of knowledge that is only understood as something that is mechanism, reduction, separate and value-free to become ecological, holistic and value-bound so that the wisdom that has grown well in the community environment. In addition, ecopedagogy is also education to save the environment, so that one can live in harmony with full respect for the natural conditions around him (Smith and Stevenson, 2017).

C.2. Social Sciences Learning Practice at SMP in Maospati District

Based on the results of observations of social sciences learning

practices at SMPN 1 in Maospati District, Madiun Regency, this study concluded that social sciences learning by teachers was lacking and could not even be said to reflect its embodiment as an educational program that empowers the surrounding environment as a learning resource. This can be seen in the development of materials, in the learning process, as well as in the assessment process that is carried out. As an example that can be shown from the weaknesses that the teacher did, when the teacher explained the material with the theme "Diversity of the Surrounding Environment", it turned out that the teacher was still explaining the environmental conditions presented by the book provided by the Ministry of Education and Culture. The material being taught is not the environment in the Maospati District, but the material being taught is in accordance with the environment in the book. This makes learning not contextual with the Maospati environment. Students do not understand how the interaction of the geographical environment of Masopati and its influence on the potential of natural resources, disasters, the character of the community and culture and the type of economy. The teacher explains that the material being taught should not only be concepts and facts, but must also explain the values that lie behind the facts of the geographical environment, supported by real examples from the surrounding

environment. In relation to the material development of social skills that should be developed in the social sciences education program, in reality it is still not optimal. This happens because the teacher's efforts to empower important elements of community life, and the use of the environment as a medium and source of learning in social sciences learning is not optimal.

In fact, various important elements of community life are available in schools and the environment around schools which can be used as learning media and to train social skills for students. In relation to the learning being carried out, it appears that it has not yet shown the principles of learning which strive for students to know and accept cultural values and national character as their own, and be responsible for the decisions they make through the stages of recognizing choices, assessing choices, making decisions, and then make a value in accordance with self-confidence. The learning that has been developed also does not show efforts so that students learn through the process of thinking, behaving, and doing. These three processes have not been seen to be carried out by the teacher. This process is important to do to develop students' ability to carry out social activities and encourage students to see themselves as social beings.

The most visible thing that is not optimal in social sciences learning that is done by the teacher is relating to appraisal. In terms of assessment, what teachers do is limited to just relying on it assessment in text form. In fact, Social Sciences education will be effective according to its vision, mission and goals, if the implementation of the assessment of student learning processes and outcomes is more authentic. For this reason, the assessment of student learning processes and outcomes must be intact, comprehensive, authentic, meaningful, honest, transparent, objective, integrated, educating, empowering, and non-judgmental. The use of assessment strategies with interviews, observations, essay writing tests, performance tests, self-assessments, and portfolios is the main requirement for achieving social sciences learning objectives.

C.3. Teacher's Ability to Develop Learning through the Environment as Social Sciences Learning Resources

Ecopedagogy learning is a learning that pays attention to contextual learning. Where in fact the learning model requires students to better understand their surroundings as a source of learning through an environmental problem. By applying the ecopedagogy approach to social sciences learning, it is one of the efforts to respond to environmental issues which are

increasingly being buzzed about lately, because from the research results it turns out that this ecopedagogy approach can improve the ecological intelligence of students, based on the statement put forward by Capra (2015) that *"Ecological intelligence is often referred to as ecological literacy (ecological literacy or eco-literate)"*. This intelligence is based on cognitive aspects or an understanding of how nature supports the life of all living things".

Based on what was stated by Capra, ecological intelligence is based on cognitive aspects which means that students' knowledge of environmental issues that exist in everyday life both locally and globally needs to be applied by teachers in social sciences learning. This is in line with the opinion Goleman, (2010), ecological intelligence must be owned by students in responding to conditions that occur in the surrounding environment and implemented in the lives of students. The application of social sciences learning with an ecopedagogy approach is expected to provide changes to students' basic competencies regarding ecological aspects to improve environmental problems through providing knowledge to change attitudes and improve skills regarding the environment.

Ecological intelligence is an essential thing that needs to be built in students. The role of the teacher is very

important in increasing ecological intelligence through education as expressed (Clark, 2012) "*...teachers are working to develop ecoliterate students...*" Teachers in teaching ecological intelligence are not separate things but are a unit in teaching. Ecological intelligence relates to students' understanding and critical awareness in understanding their living environment. Ecological intelligence is part of the main goal of education which must be an indicator of self-development of students as multidimensional beings who have an attachment to nature. This means that students as part of nature are always required to protect and preserve the natural environment in which they live. This is in accordance with the opinion of Hines (in Muhaimin, 2015) which reveals that ecological intelligence emphasizes the formation of knowledge about environmental issues that is applied in real terms to act to overcome environmental problems that occur.

The context of the surrounding environmental conditions provides learning opportunities for students in real geography. Unfortunately, the implementation found a fundamental weakness in social sciences learning. The fundamental weakness found is that important elements of community life have not been empowered, and the use of symbols as media and learning resources in social sciences learning. In fact,

various important elements of community life are available in schools and the environment around schools which can be used as learning resources and learning media in training social skills for students. It is believed that the socio-cultural context surrounding the school encompasses all school components as an important aspect that needs to be utilized and strengthened by schools to help achieve school education goals, particularly in developing student character values.

Based on the results of data analysis, this study found that various important elements of community life that could be empowered as social sciences learning resources had not been optimally empowered. Various important elements of community life have not been fully, comprehensively and meaningfully empowered. The environmental conditions in Masopati District with wavy topographic variations can be linked to triggering changes in attitudes related to ecology competence through learning. The information that students find through the social sciences learning process with the ecopedagogy model in the field with natural disaster and mitigation materials will direct students to analyze environmental problems in Maospati District which have the potential for disasters. Information about environmental problems in Maospati

District will construct students' knowledge to understand environmental conditions and guide the way to find solutions and how to be wise towards the environment for sustainable preservation.

The existence of various social, cultural, religious, political and governmental institutions, and the economy is also a social environment in Maospati District with their respective functions and value orientations at any time influencing the patterns of thinking, behaving and acting of all components of the school community. It is said so because students can directly construct and develop social, cultural and religious values in real social life practices in the environment surrounding the existence of schools, as well as develop the social skills needed by students in the life of society, nation and state. . This is what is called school education based on real world experiences of children. According to students, there are many things that students can learn in relation to the context of the environment around the school.

The results of the observation of this research are that teachers have not developed much in the implementation of learning that makes students active in the process. Lesson material has not been much associated with environmental issues that are around and or environmental issues that are becoming

the main concern of world citizens. Environmental issues associated with integrated thematic learning are the issue of waste and its management in Maospati District, environmental cleanliness, forest fires, drought, economic potential and so on.

Utilization of these environmental issues can be used as an effort to increase student awareness of the environment around them, as well as increase student literacy in efforts to preserve the surrounding environment (Okur and Berberoglu, 2015). This is in line with research conducted by Yunansah and Herlambang (2107) which used consumer product packaging as a medium and learning resource. The results of this research are that students are able to save money by reducing packaged snacks, are responsible for preserving the school environment and realize that green consumers provide benefits for themselves and the environment.

Learning The learning that is designed and implemented is automatically oriented to the applicable curriculum, namely the Independent Curriculum. The curriculum used requires the implementation of authentic assessment in each lesson. The assessment carried out is not focused on results, but the learning process is also made into one of the aspects that must be observed.

The implementation of the continuous learning objectives above can be described as an integral part of the applicable Merdeka curriculum. The results obtained from these implementation activities are in the form of principles that can be used to develop ecopedagogy in a particular learning activity in junior high schools. The principles are the active involvement of students during learning takes place based on the selection of appropriate learning models, linking learning with local and global environmental issues which means making the environment a source of student learning, and conducting authentic assessments with learning outcomes and processes as the basis.

Education that builds ecological awareness and intelligence with an orientation towards the transfer of knowledge will only make students only have knowledge about the environment, and lack awareness and concern for the environment (Muhaimin, 2015). Even this has a negative impact on the character of students who are generally not friendly towards the environment (Supriatna, 2016). This can be seen by the scattering of garbage in the school environment, changing the function of the toilet to a place to dispose of tissues, wrappers, etc. As can be seen in most schools, it shows that the educated do not

have ecological competence/intelligence (Muhaimin, 2015).

Based on the results of this study, it cannot be denied that education in schools cannot be separated from the influence of the physical and socio-cultural context of the surrounding community. In this case it can be seen that education is basically a process of changing the behavior of life. That is, education in its efforts to shape behavior, impart knowledge, thought processes, values, ways of learning, essential cognition and social skills, as well as truth values will also be determined by how society's prevailing world view of its environment and its values (society's prevailing world view and values). Furthermore, it can also be said that the relative merits of specific goals and educational means are rooted in the social, cultural, political and economic context in which people learn and in which the educational institution functions. . This seems inseparable from the view of functional structuralism, that in fact school education functions in preparing the younger generation to have a language system, knowledge, values and attitudes, and skills needed to carry out functions in society, including in the family. This is where the components of the modern life school community are more democratic, which provide more balance in granting social, political, cultural and economic rights to life

between the local interests of the people of Maospati District, Madiun Regency, national interests, and the interests of the global community.

Based on the results of the data analysis conducted, it appears that empowering important elements of environmental life as social sciences learning resources has not been optimally carried out by teachers. This can be seen from the lesson plan that was developed, which appeared to lack or even not integrate important elements of community life in lesson planning. However, in the implementation of learning there are some teachers who have tried to relate their learning by giving examples related to environmental problems that exist around the school environment.

D. CONCLUSION

Based on the results of the analysis and interpretation of the data on the problems studied, it can be concluded:

1. There is a strong foundation in integrating important elements of community environmental life as learning resources in social sciences learning at the SMP/MTs level to strengthen ecopedagogy intelligence.
2. There are various important elements of the community environment in the Maospati District that can be empowered as learning resources for social sciences learning at the SMP/MTs level.

3. The social environment, both physical and social, as a source of learning in social sciences learning ecopedagogy at the SMP/MTs level. in Maospati District, it is still not optimally carried out by teachers. Teachers still only use book sources from the Ministry of Education and Culture so that the material is not contextual with the surrounding environment (Masopati District).

As an implication of the findings of this study, it is recommended that in order to obtain optimal learning outcomes a person (student) is required not only to rely on what happens in the classroom, but must be willing and able to explore the various kinds of learning resources needed. Regarding the development of social sciences learning in SMP, teachers need to utilize various learning resources in social sciences learning, especially learning resources that exist in the community and not just use textbooks as the only learning source.

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