

Building Students' Environmental Caring Character Through Social Science Education

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Submission date: 14-Feb-2021 05:20PM (UTC+0700)

Submission ID: 1509094852

File name: 12.pdf (125.84K)

Word count: 1945

Character count: 11164

BUILDING STUDENTS' ENVIRONMENTAL CARING CHARACTER THROUGH SOCIAL SCIENCE EDUCATION

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Abstract

This literature review aims to analyze the concepts and ideas of building the character of the students' environment through social science. The background of this study is the occurrence of various damage and deterioration of environmental quality that negatively impact the whole human life. A preventive effort is needed to prevent environmental damage through planned and systematic efforts to build environmental awareness for the community. These efforts can be done through education. Education as an effort to change the paradigm of thinking in the direction of self-discretion. That is, through education awareness of the environment can be realized. In educational units, there are subjects of social science that examine people in a social context. In principle, the environment within the social science context not only addresses the human social environment, but also includes the physical environment, the biotic and abiotic environments that support human life. Through social science is expected learners are expected to build environmental awareness, so that sustainability and environmental balance can be realized.

Keywords: Character Caring Environment, Social Sciences

INTRODUCTION

Awareness of the environment in principle is a moral attitude of citizens who are able to place rights and obligations in their interaction with the environment. This attitude becomes the determining factor for environmental conditions. Good awareness of the environment will create a quality environment, and vice versa if environmental awareness is problematic, then the quality of the environment will be problematic. Handling environmental problems can not be done by certain parties only. This problem is a common problem that requires completion together.

Various events that occur related to the condition of the natural environment, such as floods, landslides, and damage to river water. This phenomenon indicates that there are major problems that occur related to the environment, namely the decline and destruction of environmental quality. Major environmental damage is influenced by human behavior. Human behavior that is not based on awareness of the environment. Environmental awareness is closely related to the human mindset. How humans think about the environment, whether only used to meet the needs alone or for the needs of all living things.

Thus, to maintain the quality of the environment required a good mindset of the man himself. Building a mindset is a preventive effort to prevent environmental damage. In the implementation of preventive efforts can be done through education. Education is a conscious and well-planned effort to change the behavioral patterns of the unknowing to know, from the unfamiliar to understand (Sulkipani, 2014). In this context, through education the learners can have the right mindset related to the environment.

In the curriculum of schooling there are subjects of social studies that substantially examine the social issues in relation to people and the environment, both the social environment and the physical environment. Through IPS expected learners are expected to build awareness of the environment, so that the quality and sustainability of the environment can be maintained.

METHOD

The study of the development of the students' environmental character through social science uses a qualitative approach with descriptive method. This means that the authors do the study presented in narrative. This critical review uses various literatures relevant to the subject matter studied. The use of this descriptive method aims to obtain ideas and conceptions about social science in relation to the development of environmental care characters.

RESULT AND DISCUSSION

1 Social science (IPS) as part of the educational curriculum as described in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 58 Year 2014 About Curriculum 2013 Junior High School / Madrasah Tsanawiyah. Article 5 paragraph (6) stipulates that General A group subjects referred to in paragraph (1) letter a shall consist of: (a) Religious and Charitable Education, (b) Education of Pancasila and Citizenship, (c) Bahasa Indonesia, (d) Mathematics, (e) Natural Science, (f) Social Sciences, and (g) English (Permendikbud, 2014).

The subject of Social Studies (IPS) is a compulsory curriculum developed in the junior secondary education unit (SMP/ MTs). Substantially, IPS consists of several disciplines that are integrated in one unity, namely geography, history, and economics. The fundamental purpose of IPS is to build students' intelligence in interacting with their fellow human beings and the environment. 3 IPS in the primary and secondary school curriculum is essentially a compulsory subject as stated in Law No. 20 of 2003 on National Education System in Article 37 which states that the curriculum of elementary and secondary education must contain social sciences (Sapriya, 2009).

According to Arnie, F (2005), the objectives of social studies subjects in Indonesia junior and MTs levels are: (a) Developing thinking skills, inquiry, problem solving, and 2 social skills; (b) Building commitment and awareness of human values; and (c) Increase the ability to compete and cooperate in a pluralistic society, both nationally and internationally. As for Somantri, N (2001) explains that the IPS objectives for school level as subjects, namely 1) emphasize the growth of civic values, the morality of state ideology, and religion, 2) emphasize the content and method of thinking of social scientists, and 3) emphasize on reflective inquiry.

Curriculum IPS 2013 (Kemendikbud, 2014) set IPS is essentially a subject that examines the issues of social issues with the elements of the study in the context of events, facts, and generalizations. The theme- the mesreviewed in the IPS include various phenomena that occur in the community both past, present, and the tendency in the future. At junior high school / MTs, IPS subjects are subjects that integrate /contain some material that includes Geography, History, Sociology, and Economics. Through the eyes of the IPS, students are expected to become democratic and responsible Indonesian citizens, as well as citizens of a peaceful world.

At the junior level, the scope of the subject matter of Social Studies includes : (1) spatial and connectivity between space and time ; (2) The change of Indonesian society in pre-Ramadhan, Hindu-Buddhist and Islamic times, colonial era and the growing spirit of nationalism, the period of independence movement up to the beginning of reform; (3) Types and functions of social, cultural, economic and political institutions in society; and (4) Human interaction with the environment al am, social, culture, and economy.

The fourth point of the scope of IPS it is affirmed that the IPS subjects examine human interaction with the environmental , social, cultural and economic environment . That is, the substance of social studies IPS focus on human relationships with the natural environment. In other words, in this context, through IPS learners are expected to have awareness to treat nature wisely. This awareness is known as environmental consciousness. In relation to students' environmental awareness, IPS Learning has goals relevant to the promotion of environmental awareness of all citizens. One of the learning objectives of social studies in junior high school is to develop awareness and concern for society and environment. it is in line with the character developed in character education initiated by the government in the Year 2010, that one of the expected character of the citizen is a caring character of the environment (Muhaimin, 2014).

Thus, SMP IPS Subjects is a curriculum in junior secondary education unit that aims to build students awareness on social issues and the environment. Here to look for problem solving (Problem Solving) related to social and environmental issues. In practice in junior high school, IPS consists of several studies (scope) social community, which requires student competence in problem solving. According to Permendiknas (2006) scope of IPS SMP / MTs namely IPS study material is a combination or integration of various branches of social sciences and humanities, so it will be more meaningful and contextual if the material, IPS is designed in an integrated manner, (b) IPS material is also related to social issues and nationality, with the development of science, and technology, and the demands of the global world, (c) IPS material types can be facts, concepts, and generalizations, as well as cognitive, affective, psychomotoric and spiritual values. Next, according to [4], the subjects of Social Studies and Social Studies (IPS) in Junior and MTs consist of several scopes that can be studied by the students: (a) Social and Cultural System (b) Man, Place, and Environment, (c) Economic Behavior and Welfare, (d) Time, Sustainability, and Change, (e) National and State System.

Based on that opinion IPS SMP consists of various branches of social science, which essentially refers to various social issues, organized in the form of integrated learning by involving the cognitive, affective, and psychomotor aspects of students. The IPS lesson emphasizes the contextual problem-solving model, so students are able to develop critical thinking and creativity in solving problems. When further examined, that IPS has a very big role in building students' environmental awareness. Given the substance and scope of the study oriented to public relations with the environment. Therefore, it should be a lesson developed in IPS learning is a learning based on ecopedagogy .

According to Muhaimin (2014) ecopedagogy can foster critical awareness of learners to exploit the wisdom of natural resources on earth. Further explained, it is because ecopedagogy emphasizes learning methods with the principle of learning from nature, which is done by exploring (on the scientific process) the surrounding

environmental facts, more emphasis on the sensory activities of children. However, in terms of ecopedagogy materials there are still weaknesses, among them ecopedagogy material has not been fully developed by teachers in the pursuit, ecological mapping of both IPA and IPS has not been implemented by all teachers (Muhaimin, 2014).

Ecopedagogy becomes a central discussion amid increasingly complex issues concerning the environment and society as a beneficiary of the environment. This is related to the challenge of ecopedagogy in the context of education in Indonesia, namely: (1) The complexity of environmental problems in society, (2) The dynamics of community change that affect the environment, (3) community participation in maintaining and preserving the environment, Organizing the allocation of learning time in the community, and (5) The development of science and technology requires students to seek and determine their own information (Muhaimin, 2014).

The challenge illustrates the implementation of ecologically charged learning in Indonesia. The success of large ecopedagogy -based learning is influenced by the ability of teachers in designing and implementing the learning itself. Trained teachers in utilizing environmental facts in learning will increase the motivation of critical thinking in solving various environmental problems. therefore, in ecopedagogy -based learning the skills of teachers in managing learning is necessary.

CONCLUSIONS

The IPS Subject is the Subject that has an important role in building the students' environmental cares. It can be identified through the nature, purpose and scope of IPS which focuses on human interaction, both with the social environment and with the physical environment in the context of the natural environment.

Acknowledgements

Thank you to the education office of the city of Palembang and all of the respondents who have helped in the completion of this research

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