

Utilization Green Environment in Junior High School 5 Cimahi as Ecopedagogic on Social Studies

Farras Fadlurrahman

inirahman@student.upi.edu

Universitas Pendidikan Indonesia

Abstract: Based on the around environment of JHS Negeri 5 Cimahi which is one of the schools in Cimahi City which has such a large area of land which then this large land can be used by school residents, especially students in the learning process. However, this green environment certainly needs consistent care and is carried out jointly by all parties, including the students themselves. However, the use of this environment was stopped due to the implementation of Online learning as a impact of the outbreak of the Covid-19 pandemic, as a result the school was empty for almost 1 year. For this reason, it is necessary to reorganize the environment around JHS Negeri 5 Cimahi involving students, in this case the role of social studies appears to keep the interaction of space well maintained. 7 th class social studies material regarding spatial interaction has a very important role in preserving the environment for students to live, including in the school environment itself, the role of ecopedagogics also appears to provide direction and education about the importance of protecting the school environment and how to make students have a caring attitude to protect the environment. and care for the existing environment. The responsibility for caring for the school environment is not only part of the school custodian and the deputy principal in the field of management, but is a shared responsibility because those who use the environmental facilities share the same.

Keywords: Ecopedagogic, Environment, Responsibility, Social Studies Education, Space Interaction

Introduction

Schools are social institutions in the field of education that have a role in educating students at a certain age level who have the output or output of creating a generation that is useful for later life. In schools generally learn several subjects in class then have a break for 15 to 20 minutes and return to learning in class, but since the presence of the independent curriculum with the independent learning program, the implementation of learning does not have to be in class but can be done outside the classroom, including in the environment. around school. SMP Negeri 5 Cimahi has several reforestation areas in the form of parks in each class, then large gardens at several location points and waste management both organic and inorganic waste, as well as the final Waste Disposal Site (TPS) can be managed properly into learning several subjects , including social studies subjects related to the material of Chapter I: Interspace Interaction, in which there is learning about ecopedagogics and ecoliteracy related to human concern, especially students for the environment in which they interact and move.

According to Supriatna (2016: 23) states that to build students' ecological intelligence, a learning approach that is relevant to the situations and conditions of the students themselves is needed. This is very necessary because it is to connect learning materials with environmental issues that are close to the world of the students themselves, both at school and in the environment where they live. If in building ecological intelligence it is not based on everyday problems, then students will find it difficult to find out the real problems and do not care about problems that are close to their environment.

Several years ago, during the implementation of Distance Learning (PJJ) the environment around SMP Negeri 5 Cimahi was in poor condition because there were many plants that were not watered properly, garbage that was not picked up at the TPS, and several classrooms that were not swept, causing dust in some areas. point. Even after the face-to-face learning took place, the conditions were not much different, especially when the canteen had started to reopen, a lot of garbage was scattered everywhere, even though 2 trash bins were provided for

organic consisting of leaf waste, and organic for plastic, then one trash can in each class. but still some of the garbage that was scattered because it was carried away by the wind, one of the garbage bins that had piled up so that it was not managed properly, as a result school environmental problems arose. This is what underlies how I, as a social studies teacher, raises issues/issues regarding this because there is a connection with the material in Chapter 1 regarding "Interspace Interaction" and also a good and good learning environment will make the learning process more comfortable and clean.

Worldwide interaction learning material in 7th class this odd semester when looking at the reference package book from Kemendikbudristek discusses regional conditions and natural conditions in Indonesia, but so that the learning is contextual and in accordance with the regional and natural conditions of the school, students learn in several meetings presented learning outside the classroom with ecopedagogic-based learning that can foster awareness of students in managing their environment both in the classroom and school environment in order to create a green environment in schools so that social interaction with students and teachers as well as the learning process becomes more comfortable.

In connection with the above, competence ecology makes individuals apply. What is learned is all appropriate as a result of human activities on ecosystems, so it can reduce the damage environment and prevent damage new living environment in this earth (Goleman, 2010).

The development of ecopedagogy that is applied at the school level, including at SMP Negeri 5 Cimahi has a very strategic role in the sustainability of maintaining natural resources, the potential that exists in schools, in this case of course there is a need for the role of cooperation from various parties including students and teachers themselves. only the responsibility of the deputy head of the school for management. In line with this opinion, according to Soeprobowati (2008: 11) states that God created humans as representatives on this earth aiming to cultivate and make the best use of the earth so that this earth can provide prosperity, welfare and comfort for human life. From this opinion, it

can be concluded that the responsibility for protecting the environment is a shared responsibility, especially for students who have a great responsibility to protect the environment in future generations.

With environmental literacy, we will have a sense of responsibility to maintain and care for it. This is confirmed by Turner (2011) who reveals that “some of the aims of ecopedagogy-based environmental education help to improve favourable environmental attitude and awareness, increase environmental knowledge level, have holistic approach towards nature”.

Based on the author's personal experience while teaching social studies at SMP Negeri 5 Cimahi, the development of ecopedagogy learning after the Covid-19 pandemic has gone quite well, this is supported by the Scout extracurricular work program and Counseling Guidance (BK) subjects which train students in cultivating character care for the environment and maintain existing school facilities. The participation of students and school residents has shown a burning passion in developing ecopedagogy and ecoliteracy as evidenced by their enthusiasm in managing waste into recycled goods and compost, then carrying out reforestation movements in each class by making gardens and then decorating them.

The purpose of this study was to find out the application of the re-enactment of the application of ecopedagogy and ecoliteracy at SMP Negeri 5 Cimahi, especially in social studies learning in the material CHAPTER I: Interspace Interaction in class VII which will have an impact on the growth of awareness of love and care for the school environment, not forgetting to apply this research to his IPS. It is hoped that with social studies learning like this in the Deka curriculum, it will be a sustainable solution so that the environment of SMP Negeri 5 Cimahi becomes more beautiful, shady and cool for the process of teaching and learning activities both in class and outside the classroom. The existence of collaborative learning with several subjects also shows a synergy of concern between other subjects, not only social studies. That way eating will form a habit in the community to be wiser, smarter and wiser in maintaining environmental conditions.

Methods and Research Design

Methods. The method used in this study using a qualitative descriptive method. The research was conducted at SMP Negeri 5 Cimahi, Jalan Cipageran Number 146, Cipageran Village, North Cimahi District, Cimahi City. This study was conducted through primary and secondary data collection, processing and analysis as well as literature review. In this study, data and information are sourced from primary and secondary data and studies which are then analyzed by analyzing the results of field surveys.

Research Design. The research design that will be used in this study is a case study. As stated by Creswell (2017: 19) that a case study is a research design found in many fields, especially evaluation, where researchers want to develop an in-depth analysis of a case, often programs, events, activities and processes.

Results

Definition of Ecopedagogy

Etymologically the term ecopedagogy (ecopedagogy) comes from two words, namely ecology (ecology) which contains the meaning of science that studies reciprocal relationship between creatures life and environment, and pedagogic which means knowledge education, both theoretically and praxis based on values philosophical. Based on that review, then it can be understood, that ecopedagogy is an approach to build ecological awareness, based on critical reflection on conditions a life that is not compatible with hope, to build the future better life (Yunansah, 2017: 5).

Description of Research Area

SMP Negeri 5 Cimahi is a school located in the north of the City of Cimahi, adjacent to the Cipageran Health Center. SMP Negeri 5 Cimahi is a school that has a large area of land with lots of various kinds of plants, vegetables and trees planted, making this school a beautiful and shady environment.

The Cipageran Village area where SMP Negeri 5 Cimahi is located has several potential natural and human resources which can be said to be quite strategic with the Cipageran Health Center, some rice fields although not much, as well as a beautiful environment where there are still some plants and not too many vehicles. passing motor. There are community professions that work as entrepreneurs, farm laborers, construction workers and employees, because of the zoning in each school, this affects the economic and professional level of the parents of the students, including those who work as farm laborers or entrepreneurs, they are so enthusiastic about supporting the program. schools that require to bring plants or plants from their homes as a greening movement at school.

The habituation movement in creating a green school environment at SMP Negeri 5 Cimahi has been going on for a long time by utilizing a large area of land. Some of the land and classes are arranged in such a way that the feel of greenery is thicker, as a positive impact is that SMP Negeri 5 Cimahi can sell various kinds of compost from the processing of organic waste from fallen tree leaves which are then collected in the composter so that it becomes compost. processing of recycled inorganic waste into useful items or into creations in the classroom and at each student's home which is exhibited at art exhibitions and class meetings for each class.

Ecopedagogy as an Effort to Preserve the School Environment

The desire to use the school environment as a source of learning is very strong when at the Masters level in Social Studies Education there is an "ecopedagogy" course which emphasizes the awareness of teachers and students in managing their environment as a form of human interaction with space. Participation and participation between teachers and students in environmental conservation efforts is important for the spirit of the continuity of the learning process that utilizes a clean and green environment. Soelaiman (Yulianti, 2006) states that the participation of students is defined as the active involvement of both individual students themselves and in groups while carrying out the group learning process in joint decision making, planning and implementation of

programs and development in schools on the basis of awareness and responsibility.

There are 3 important things in the component of participation in ecopedagogy learning, such as:

1. The participation of teachers and students is a tool to obtain information about the conditions, needs and responses of the school as feedback from the implementation of ecopedagogy itself.
2. Students will believe if they feel involved in the process of preparation, planning and evaluation in this ecopedagogy learning process because they will be the ones who will know more about the process.
3. It is a right that is democratic if students not only feel involved but also get appreciation from the school for their performance in an effort to carry out this ecopedagogy learning.

Several school programs in creating a green and beautiful environment have been implemented, including:

1. Hold a clean Friday habituation (Jumsih) before learning activities begin.
2. Hold a cleaning competition between classes who get the cleanest class and get a reward in the form of plus points in the pocket book and prizes in the form of other cleaning support tools.
3. Make a garden for each class where the park is then given a name in the form of a musical instrument. As a characteristic.
4. Create a new garden in front of the hall and art room.
5. The movement to plant trees during the 2022 Student Council LDKS.

From this program compiled by the school, of course it will not run well without the support of all school members including from the students themselves, because no matter how good the school program regarding ecopedagogy is if there is no support and there are still students who are not aware of this. take care of the environment then the program will run continue.

Ecopedagogy as a Breakthrough in Creating a Green Environment in Social Studies Education

Learning through ecopedagogy in social studies learning in general has shown positive results. This means that ecopedagogy learning has become an innovation in opening the eyes of teachers and students to create a green and beautiful school environment for the benefit of the learning process. It is not impossible that in the future States JHS 5 Cimahi will be the originator of schools that apply ecopedagogy learning to social studies learning. Of course, to achieve this, it is necessary to improve character education and sustainable environmental education (Continuity) so that teachers and students in particular have awareness or responsibility to protect the school environment together. Character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, etiquette, culture, and customs. with a purpose (Desfandi, 2015).

In carrying out ecopedagogy learning in social studies learning, social studies teachers at States JHS 5 Cimahi seem very enthusiastic in implementing it, even this has become an inspiration for other teachers to carry out learning with the same thing that learning can not only be done in class, but also with take advantage of the school's available potential. Students and teachers seem very happy to be able to learn outside the classroom by enjoying the coolness of nature at school. If this good thing continues to be done, it is not impossible that ecopedagogy learning can become a sustainable school work program and can grow a sense of caring for the environment according to the statement made by the students of States JHS 5 Cimahi.

As stated above, ecopedagogy learning in social studies learning in the use of the environment in schools for social studies learning can be applied to KD 3.1 Class VII which discusses "Interspace Interaction" on "Natural Resource Potential" that the space we live in that exists on earth, including schools, should be used again as effectively as possible, not just for display or only functioning as reforestation without proper and efficient use which will have an impact on

the number of Green Open Spaces (RTH).

Conclusions and Recommendations

Conclusions. Ecopedagogy learning by utilizing the environment at States JHS 5 Cimahi in social studies learning is a breakthrough in learning not only social studies learning, but can be an inspiration for other subjects in developing learning to utilize and preserve a good school environment with an environment that has many natural resource potential. In addition, ecopedagogy learning in social studies learning is in line with its application to the 2013 curriculum and the independent curriculum which learns to emphasize character education of students to care about environmental conditions, in this case the interaction between spaces which has an impact on the comfort of the learning process and social interaction at school.

Recommendations. The ecopedagogy learning should be suggested and disseminated to various schools at the City MGMP level and at the Provincial MGMP, including social studies learning, because if it is only applied in a few schools then the vision and mission in realizing environment-based learning and instilling environmental care character is only a discourse. with ecopedagogy learning in social studies learning by utilizing the environment around this school, the hope or suggestion is that it can foster great interest in social studies learning, not only relying on textbooks or textbooks provided by the government, but also being able to experience the potential of natural resources and interactions. real interspace in social life at school in society.

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