

History Learning Based on Ecopedagogy: Family History Narrative Culture of Environmentally Friendly Transportation for High School Students of South Sulawesi

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Abstract: Ecopedagogy is one approach in history learning that can be applied by history teachers to improve students' ecological intelligence. This paper aims to describe the environmentally friendly transportation culture of student at South Sulawesi High School in their daily lives. The location was carried out in three schools, namely SMAN 17 Bulukumba, MA Baytul Mukarromah Bone and SMAN 5 Maros. By using a qualitative descriptive approach. The data analysis technique was carried out by collecting data in the form of student writing narrations about the culture of environmentally friendly transportation and interviews. This study shows that students in the three schools use private vehicles more than public transportation to school because the distance from students homes to school is quite far and public transportation does not pass through the front lane of the school. Excessive buying of vehicles in one family is not because of need, but desire. Some students get motorbikes from their parents as prizes for their achievements. There are some students who use bicycles and walk to school due to economic factors, the density of vehicles at school causes the sports field to turn into a parking lot. In conclusion, students' ecological awareness is still very low. The culture of environmentally friendly transportation has not been implemented properly in the daily life of each student's family.

Keywords: Learning history, Ecopedagogy, Narrative of family history, Culture of transportation, South Sulawesi

Introduction

Learning in the 21st century emphasizes the implementation of learning with a learning system centered on students or student centered and the teacher as a facilitator and motivator. Teachers are required to have many innovations in teaching. In addition, it is also important for teachers to be more creative in creating a fun, cheerful learning environment and make students more active in class and can improve their students' critical thinking skills. Students are used as learning subjects who can develop and reconstruct their knowledge optimally (Mulyasa, 2013). Teachers need professional readiness in carrying out learning in class so that learning objectives can be achieved optimally.

One form of teacher readiness before teaching is by first preparing a learning plan that is relevant to the times and the needs of students. The learning design includes three main things, namely learning objectives, the core of learning material and learning evaluation. In compiling learning objectives a teacher must be based on the curriculum by developing core competencies and basic competencies and adapted to the social environment of students in everyday life (Sauri, et.al, 2021, p. 27). Teachers are said to have been able to facilitate and inspire their students in the learning process. One of the indicators is involving students in exploring real-world issues and solving authentic problems using tools and learning resources (Sauri, et.al. 2021, p. 23).

Creative history teachers can start their lessons by using the historical experiences of each student and related to the material they teach to increase their students' learning motivation. Creative history teachers do not only use official material contained in history textbooks and the applicable curriculum, but can also relate it to the daily experiences of their students, for example about issues in the environment where they live (Supriatna & Maulidah, 2020, p. 15). The academic movement to awaken students to become individuals who have understanding, awareness and life skills in harmony with the interests of nature conservation is the definition of ecopedagogy.

Ecopedagogy can be used as an approach in learning history because it is useful

for developing students' learning potential based on experiences brought from outside the classroom and making students aware that their every action will have an impact on themselves and on the environment (Supriatna, 2018, p. 9). One of the interesting environmental issues to study is air pollution, one of the causes of which is vehicle pollution, which pollutes the earth every day. The increase in the number of vehicles in Indonesia is also one of the factors causing fuel scarcity in Indonesia. The increase in the number of vehicles in Indonesia is due to the high level of consumerism in purchasing goods such as motorized vehicle products, which offer many variations from foreign or foreign companies. Indonesia is one of the countries where products from countries such as Japan are marketed.

The impact of purchasing goods is not based on needs but desires. To find out the ecological intelligence of students in learning history, this can be done by asking students to write down historical experiences or family history in using environmentally friendly transportation in their daily lives to save the earth from air pollution that comes from vehicle fumes. Apart from that, there is also an element of sustainability or continuity of life for future generations in terms of saving the use of non-renewable natural resources such as petroleum which can be refined into gasoline and premium or fuel to be used as a vehicle propulsion.

Apart from that, the discussion of historical concepts that are concerned with environmental issues or historical material concepts uses an ecopedagogical approach according to Supriatna (2018, p. 94), that is, in the historical concept there is material for the industrial revolution, the concept of historical material based on its eco-pedagogy is related to (1) the impact of the industrial revolution on the environment life, (2) exploitation of natural resources for industry, (3) use of fossil fueled machines, (4) consumptive behavior based on natural resources. Material capitalism in relation to historical material based on eco-pedagogy (1) accumulation of capital based on the exploitation of natural resources, (2) capitalist hegemony or consumer society, (3) liberal and neoliberal economics and their impact on the environment.

The material of imperialism is the concept of historical material based on

ecopedagogy (1) exploitation of natural resources and human resources of colonized communities, (2) colonization through natural resource-based consumptive products, (3) forced cultivation and its impact on deforestation. Nationalism material on ecopedagogic-based historical concepts includes (1) Movement to fight foreign powers that damage the environment, (2) Movement to love environmentally friendly products, (3) sustainable development. And the historical material about the independence of the concept of ecopedagogical-based historical material includes (1) independence from the hegemony of the dominant ideology, (2) independence from the bad effects of industrialization, (3) independence from imbalanced access to natural resources available in the local environment, (4) independence from pollution.

Based on this description, the author feels it is important to discuss ecopedagogy-based history learning: family history narratives of environmentally friendly transportation for high school students in South Sulawesi. The formulation of the problem in this study is how is the ecological intelligence of South Sulawesi high school students in using transportation in their family life and daily life?

Methods and Research Design

Methods. This paper uses a qualitative research method with a descriptive approach. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example related to behavior, perceptions, motivations, actions and others, holistically, and by means of descriptions in the form of words and language, in a particular context. naturally and by utilizing various natural methods (Moleong, 2021, p.7). The descriptive approach is one of the approaches in qualitative research by collecting data in the form of words, pictures and not numbers. The contents of the report contain data excerpts to describe the presentation of the report (Moleong, 2021, p.11).

Research Design. The data in this study were sourced from students' writings about historical family experiences related to culture using transportation in everyday life in the three schools where the research was conducted, namely

SMAN 17 Bulukumba, class XII IPS, SMAN 5 Maros, class XII IPS and MA Baytul Mukarromah class XI MIPA. Bones. Data was collected by using online interview techniques and asking students to write in the form of historical narratives of their historical experiences, as well as documentation. Technical data analysis is carried out based on systematically compiling data obtained from interviews, and documentation, by organizing data into categories, breaking down into units, synthesizing, compiling into patterns, choosing which ones are important and will be studied.

Results and Discussion

Based on the results of the analysis of stories written by representatives of high school students in 3 schools in South Sulawesi, namely MA Baytul Mukarromah, Bone Regency class XI IPS, SMA Negeri 17 Bulukumba class XII IPS, and SMAN 5 Maros XII IPS about their family's historical experiences in terms of culture using transportation. to school. The fact that the research found is that the first in one family on average has a vehicle, even in one family there are several families in one family having more than two vehicles. The average has 2 to 6 motorbikes in one family.

“I am Nurul Aulia, the 1st child of 5 siblings, from the Hasby and Haslinda couple. My father is an entrepreneur while my mother is an IRT, every morning my father goes to work by motorbike, the number of vehicles in my house is 3, while only 2 are used every day, the other is unemployed” (Nurul Aulia, MA Baytul Mukarromah)”

From the student's statement it can be concluded that in one family they have not paid attention to the aspect of the need for a vehicle but the purchase of a vehicle is more on the desire. There is a tendency to buy goods or add goods just because of the desire to add goods for self-satisfaction, not based on family needs. This statement is in accordance with Supriatna's statement, (2018, p. 224) which states that in the world of consumption, nothing that is purchased is durable or durable because sometimes we always want to buy or add more and more to satisfy ourselves. Sometimes the things we consume are not the things we really want. Always want to buy the same thing and use the same several

times.

Excessive ownership of goods, but having the same function or benefit can be said to be one of the characteristics of a consumerist society. Consumerism culture is a culture that arises because of various impressions and advertisements on television, and social media as a means of communication and other information. Encouraging rural communities to continue to fulfill their needs so that they can be the same as others or imitate others so that it can be said that people or individuals are healthy, classy, have high morality and so on (Suryosumunar, 2019). The increasing number of vehicles in Indonesia also causes a fuel crisis to run the vehicle. Because many vehicles use fuel. Affects dwindling natural resources.

Rapid population growth will have an impact on the environment, namely the decline in environmental quality. The availability of adequate natural resources will be increasingly difficult to maintain, there will be a natural resource deficit. So that efforts are needed in the form of sustainable development by saving the use of natural resources so that the survival of future generations can continue and be fulfilled (Aakhirul, et.al, 2020). The type of transportation that is generally and most often used by students based on the stories he wrote from the three schools where the study was conducted was on average using a motorbike because the distance from students' homes to school was on average far and difficult to reach on foot because it took a lot of time. In addition, because of the lack of public transportation in each rural area of each school. So that parents of students prefer to take their children to school by motorbike and some are allowed to drive their own motorbike to school.

This statement is also evidenced by a written statement from one of the following students:

“I chose private transportation because there are no public vehicles that enter the hallway of SMA 17 Bulukumba school. Choosing to drive a private vehicle because the distance from my house to school is far” (Muh Rasya Syarif, SMAN 17 Bulukumba).

"So that you can get to your destination quickly and don't be late for school" (Ida Fitri Setiyani, SMAN 5 Maros).

"I am one of the students who use motorbikes to go to school because in our area it is not like big cities which have and provide public transportation. A motorbike is the only vehicle that I can use to go to school because the distance between school and my house is quite far" (Muhammad Rabithal MA Baytul Mukarromah).

Several students at SMAN 5 Maros said that they did not like using public transportation because usually public transport drivers or pete-pete in their area often stopped several times on the way to pick up passengers, besides that in public transport people often jostled the car drivers were not Pay attention to the comfort of the passengers in the car. There are 2 The student who prefers to walk to school rather than using a vehicle due to the insufficient family economy, the student is of the view that he does not like driving public transportation because he does not like to be jostled in public transportation. The following statement was written by the student:

"Because usually if my parents don't wake up in the morning, I don't have a private vehicle to go to and from school, I don't like using public transportation because there are too many people" (Reggina Puteri SMAN 5 Maros).

"I go to school on foot" (Fadel SMAN 5 Maros).

In addition to using private motorbikes, among SMA 5 students there are still those who choose to use bicycles to travel to school because these students do not know how to ride a motorbike. In contrast to the written data of students at SMA 17 Bulukumba or MA Baytul Mukarromah) I did not find one using a bicycle to go to school even though the high school was located in a rural area. But in activities outside of school, some of the students I interviewed said they usually use bicycles to play and exercise around their neighborhood. But for use to school never. This is probably due to the prestige culture of the students, they imitate each other to use personal transportation in the form of motorbikes.

"There is 1 motorbike in my house, no cars, and 2 bicycles. Sometimes my father takes me on a motorbike. If it's not busy, I choose not to ride a motorbike because I don't know how to ride a motorbike yet" (Adil Saputra SMAN 5 Maros).

The development of the times always goes hand in hand with changes in lifestyle in society. Changes in all areas of life such as patterns of behavior, fashion and lifestyle of the younger generation are inseparable from the influence of globalization. The development of the era which has an impact on the emergence of various lifestyles in the younger generation as the successor to the young nation is affected and the high sense of curiosity to try new things. (Mayore, et.al, 2021, p. 76) This also changes the lifestyle patterns of students in rural areas, so that they look more out of date, using bicycles is an outdated thing. While motorized vehicles look more modern.

In fact, when viewed in terms of benefits for health, it is more healthy to use a bicycle. And looking at the environmental concern aspect, it is more environmentally friendly because it reduces pollution for air pollution. If they want to travel from home to a shop near their house, most students choose to walk and only a small number choose to continue using a motorized vehicle if they want to go to a shop or shop to shop even though it is close to where they live. The reason some students still choose to walk is because the shop can still be reached by walking, besides that it can save on the use of gasoline for their vehicles and is more environmentally friendly. Don't ride a motorbike because the trip doesn't take much time to go. Some also stated that he thought that gasoline was expensive, so he preferred to walk. As for those who answered, they still chose to use a motorbike to the nearest shop because they thought that they had a lot of motorbikes at home, and regretted it if they were not used.

"My house and the shop are quite far, so I usually use a motorbike to buy my daily needs" (Muhammad Rabithal MA Baytul Mukarromah).

"When I want to travel or buy something, I don't use a vehicle because the distance between the stall or figure and my house is quite close, so I can save more on fuel and also reduce pollution in the surrounding"

environment" (Salma, MA Baytul Mukarromah).

"I don't use a motorbike to go shopping at the shop near my house because the shop and my house are very close, so why do I use a motorbike to go shopping at the shop" (Nurul Aulia, MA Baytul Mukarromah).

"Choosing to walk if the character is close" (Rasya Syarif SMAN 17 Bulukumba).

The environmental conditions of the students from the 3 schools selected on average said that before the number of vehicles, their rural environment was cool and clean with lots of trees but after the number of vehicles increased day by day, in rural areas there were often traffic jams in the cities. small town. This phenomenon did not exist before, but nowadays they often encounter it and often cause accidents in high rural areas to be triggered by traffic jams. Regarding the awareness of environmental care in each family, there is still a lack of awareness that only exists in the imagination of the family's mind to realize a form of caring for the environment. It can be said that awareness is still very low in terms of maintaining continuity or sustainability of life in the future because from each student's family and the student's self there is the impact of vehicle pollution on the environment in the present and in the future, it's just that they have not been able to apply the culture love the environment or build ecological awareness of the environment. The following is one of the student statements:

"Hearing the news of fuel shortages in several areas made us think about using motorbikes, but there is no other alternative that we can use to travel other than motorbikes. Therefore our parents convinced us to leave everything to the creator and Alhamdulillah for all this time" (Muhammad Rabithal MA Baytul Mukarromah).

"I have never thought about the dangers of vehicle pollution, the noise from the streets is very noisy, and pollution can be seen along the way" (Ida Fitri Setiyani SMAN 5 Maros).

Some of the motorbikes that students got said that they got them from their

parents as a gift for the achievements they got at school and there were also some who said that they were their birthday gifts. The purchase of motorbikes was carried out by the students' parents from the results of collecting salaries from their work set aside to buy motorbikes. Gift giving is one of the factors that can have a positive influence on student achievement. A gift is a form of a reward in the form of an item. Gifts in the form of goods are also known as material rewards. material prizes, namely gifts in the form of an item, the goods given can be in the form of learning tools (Sulisstrowati and Rini, 2021, p. 237).

Based on the explanation and documentation that the author obtained in three schools, namely SMA / MA, all three of them have the same problem, namely the arrangement of the parking lot at their school using land conversion from the sports field as a motorbike parking lot, this is because the vehicle parking area is available at schools no longer contain vehicles to be parked, so the sports field land is used as a parking lot for students and teachers.

The following is one proof of the conversion of the sports field to be used as a parking lot:



Figure 1 (Sports field at SMAN 17 Bulukumba)

Discussion and Recommendations

Students in the three schools use private vehicles more than public transportation to go to school. This is due to several factors such as the distance from the student's house to the school is quite far, public transportation cannot or does not pass through the front lane of the school because the school is located in the Lorong area which is narrow and far inside. In an ordinary family there are 2 to 6 motorbikes in one family, buying a lot of vehicles in one family is sometimes not because of necessity but because of desire. There is a change in the function of the sports field at school used as a parking area. Awareness to love the environment and protect the environment is still at the stage of apathetic awareness because they are aware of the impact of their actions causing air pollution, reduced natural resources.

In history learning that is oriented towards historical awareness related to environmental preservation or eco-pedagogy it is important to apply it in South Sulawesi High Schools. The development of history learning using an ecopedagogical approach by raising issues that develop in society needs to be implemented so that students' ecological intelligence increases. Through efforts such as the teacher designs a lesson plan in which the content of the material is connected with the discussion of environmental preservation so that student nationalism can also be formed, incorporating material sources other than textbooks. This study only examines how the ecological awareness of high school students in three schools in South Sulawesi before the teacher relates it to the lesson plan he made, through students' written narratives.

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