

The Application of “Life Cycle” Through Family Historiography to Nurturing Ecological Awareness in History Learning

Tiur Nurmawaty Raharjo

tiurnurma@upi.edu

Pendidikan Sejarah, FPIPS, Universitas Pendidikan Indonesia

Nana Supriatna

nanasup@upi.edu

Pendidikan Sejarah, FPIPS, Universitas Pendidikan Indonesia

Abstract: The concept of "Life Cycle" was introduced by Prof. Helius Sjamsuddin in the Seminar on Social and History Education in 2017. According to him, "Life Cycle" is a simplification of what we call history education—it is the duty of history teachers in teaching history. In the "Life Cycle" there are four sequences, namely Doing History, Teaching History, Learning History, and Exploring the Meaning/Value of History. History learning with "Life Cycle" is the making of family historiography with a focus on consumption patterns that nurture ecological awareness. The concept of "Life Cycle" through family historiography has been carried out by the author in the process of learning history at a school in Bandung. As a result, students can have ecological awareness by being able to express their ideas which contain an analysis of family consumption patterns that have an impact on the environment. With the concept of "Life Cycle" through family historiography (Doing History), students were able to produce history, namely family historiography, teachers used family historiography and directed students to analyze it (Teaching History), students analyzed family historiography related to family consumption patterns (Learning History), and students got values of ecological awareness contained in family historiography (Exploring the Meaning).

Keywords: ecopedagogy, life cycle, teaching history, family historiography

Introduction

History education has a part in the development of historical disciplines. In this effort, students are invited to think in terms of history and welfare capabilities in collecting data, making selections to find historical data, and reconstructing facts found in historical events (Hasan, 2010, p. 4). One way to develop these abilities is to facilitate students to carry out historical research methods. Students by conducting historical research will get direct experience of becoming historians in compiling their knowledge.

To facilitate students in conducting historical research methods, they can use the concept of "*Life Cycle*" or cycles in History Education. The concept of "*Life Cycle*" through family historiography which then from the family historiography of the student's work will be analyzed related to their ecological awareness. According to Supriatna and Maulidah (2020, p. 13) creative teachers will enrich the by using the history of each student. Further explanation will be explained in the following points.

Concept of "*Life Cycle*"

The concept of "*Life Cycle*" has been introduced by Prof. Helius Sjamsuddin in the Seminar on Social and History Education in 2017. "*Life Cycle*" is a cycle in history learning. There are four stages in the "*Life Cycle*". "Step one, we call it Doing History, step two Teaching History which simultaneously with step three, *Learning History*, and step four we call *Minning Meaning and/or Values of History*" (Sjamsuddin, 2017, p. 5).

The first stage is *Doing History*, this is a task of academic and professional historians or historical practitioners who produce historiography with four stages in historical research methods. The four steps are heuristic, criticism, interpretation, and historiography which they do professionally, working hard and skillfully.

The second stage goes simultaneously with the third stage, which is *Teaching History* and *Learning History*. In *Teaching History*, the teacher uses history

textbooks written by professional historians. In addition, teachers have goals in teaching that are based on the curriculum or the basis of certain learning theories, in the 21st century usually using constructivism theory. The third stage is Learning History. In this stage, students learn the lessons given by the teacher or what they get by themselves with individual research, cooperative lessons, discussions, etc. At this stage, students do the same thing as a historian, that is finding historical sources, analyzing the credibility of facts, interpreting, and writing them down. Students in this stage can carry out historical research methods in building their knowledge.

The fourth stage is *Mining Meaning or Values of History*. At this stage, students get meaning or values from what they learn in history learning. Sjamsuddin explained that there was disagreement about the meaning/value of history. However, Sjamsuddin argues that whatever might be the case, history teacher and their students believe that are actual meanings and values in the text (Sjamsuddin, 2017, p. 9). Thus, learning history has meaning or value obtained by students, such as nationalism, patriotism, independence, moral values, ecological awareness, etc.

Family Historiography

History learning is not only learning about the past but also skills that are given and useful for life. One of the skills given in history lessons is the application of historical research methods. The implementation of this research method is not as strict as that of a historian. Students carry out this research method in a simple process with topics that exist in the surrounding environment. One of them is family history.

In the Kurikulum Merdeka Belajar in phase E facilitates skills using historical research methods. There are learning outcomes that contain students who can conduct local historical research starting from the closest surrounding, one of which is family history. According to Supriatna and Maulidah (2020, p. 13) every student has an experience that he still remembers. Each of these experiences has meaning for the person concerned and it can also inspire others.

Thus, making family historiography becomes an experience for students to be directly involved in compiling family histories that have meaning for themselves and provide inspiration for others as readers.

To facilitate this, students can carry out simple historical research methods to make family historiography. Students will have experience as historians for themselves in writing family historiography. The family historiography that they made, was then used as a learning resource to analyze the values contained in it.

Historiography or historical writing has a method. There are four steps in historical research, namely heuristic, criticism, interpretation, and historiography. The first step is the heuristic or collection of historical sources. Students look for sources of family history, including themselves. This stage requires a strategy of where and how are we going to get these materials (Sjamsuddin, 2007, p. 86). Students can collect sources from documents such as marriage documents, birth certificates, family cards, photographs, or recordings containing interviews with parents or family members.

The second step is criticism or assessment of sources. In this stage, students as historians of themselves are faced with the need to differentiate what is true, what is not true (false), what is possible, and what is doubtful or impossible (Sjamsuddin, 2007, p. 131). Students judge the authenticity or credibility of the sources that have been collected. At this stage, students show the resources in virtual form to the teacher to jointly review the authenticity of these sources externally and internally.

The third step is interpretation. At this stage, students interpret from selected sources through the previous stage, source criticism. Then the last step is historiography or writing history, that is family history.

The family is the smallest system in society consisting of a father, mother, and children. The family is the first and foremost place for a child's growth and development (Suarmini, 2014, p. 128). Family education is the first education

experienced by children, who are then called students. Parenting will put the values of life. From family history, students will be invited to analyze parenting related to consumption related to ecological awareness.

Ecological Awareness

Ecology is a science that studies the reciprocal relationships (interactions) between organisms and their natural surroundings or environment (Maknun, 2017, p. 1). Awareness according to the KBBI is awareness; a state of understanding. Thus, ecological awareness is the condition of a person understanding the reciprocal relationship between himself and his natural surroundings. Meanwhile, according to Kociszewska (2014, p. 35) Ecological awareness requires breaking the existing scheme of thinking, changing the criteria of values, what constitutes a significant change in man's relation towards nature and the surrounding. Thus, ecological awareness is a condition that shows a change in mindset, value criteria, and a significant change in the relationship between humans and their natural surroundings. With ecological awareness, students will make the right decisions to prevent bad behavior that threatens the environment.

Ecological awareness is expected to be able to bring students into ecological intelligence. A person who has ecologically intelligent and understands every behavior and action does not only have an impact on himself and others but also on the natural environment in which he/she lives (Supriatna, 2017, p. 24). Ecological intelligence is also built with intellectual, affective, and psychomotor skills. Someone who has intellectual intelligence will easily understand behaviors that can have a good or bad impact on ecology. However, not always someone who has high intelligence performs ecological behavior. There need to be effective attitudes, feelings, empathy, and emotions that bring someone to be ecological which brings up psychomotor skills, that is the ability to act ecologically.

To realize students can have ecological intelligence, ecological awareness is needed as a foundation. As a first step, teachers can develop learning using the

concept of "*Life Cycle*" (Doing History, Teaching History, Learning History, and Exploring the Meaning/Value of History) through family historiography with the value realized is ecological awareness.

Methods and Research Design

This research used a descriptive method with a qualitative approach. This research was already implemented in class X 10 SMA Alfa Centauri which took place in September – October 2022.

Methods. This research used a descriptive method. According to Sukardi in (Asdar, 2018, p. 21) descriptive research, is research that uses the method of describing and interpreting the condition of the object by the existence obtained in the field. This research wants to describe history learning activities by applying the concept of "*Life Cycle*" through family historiography, which then analyzes the results of the historiography related to the ecological awareness of students.

The approach used is qualitative. Creswell (2012, p. 16) explains that there are main characteristics in qualitative research, including:

- a. *Exploring a problem and developing a detailed understanding of a central phenomenon.*
- b. *Having the literature review play a minor role but justify the problem.*
- c. *Stating the purpose and research questions in a general and broad way so as to the participants' experiences.*
- d. *Collecting data based on words from a small number of individuals so that the participants' views are obtained.*
- e. *Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings.*
- f. *Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias.*

The qualitative approach in this study contains a detailed explanation of learning that applies the concept of the "*Life Cycle*" through family historiography,

which then analyzes the results of the historiography related to the ecological awareness of students. Data collection techniques consist of observation, interviews, and documentation.

The implementation of learning by applying the concept of "*Life Cycle*" through family historiography which is then analyzed based on the results of the historiography related to the ecological awareness of students takes place during six meetings in which there are activities included in the "*Life Cycle*", namely Doing History, Teaching History, Learning History, and Exploring the Meaning/Value of History.

Research Design. Doing History: In the first meeting, students explore the theory of historical research methods facilitated by the teacher. In this method, there are four steps, namely heuristics, criticism, interpretation, and historiography. Students are given the theme 'Family History' which then performs the four steps. The heuristic stage or the collection of historical sources is carried out in a one-week assignment. Students perform heuristics by collecting self-documentation and interviews with parents or other family members. The collection of resources is collected on their cellphones so that there is no giving of self-sources to teachers because it is personal.

In the second meeting, students showed their family history sources by delivering them from their cellphones. Students criticize sources externally and internally in front of the teacher who is then given reinforcement and evaluation by the teacher.

In the third meeting, students interpret or interpret from sources that have gone through the critical stage. They make concepts in the form of a chronological plot. When finished, students can do historiography.

In the fourth meeting, students were given the freedom to do historiography. The teacher monitors the process of writing history. Students are asked to write it narratively.

a. Teaching History and Learning History

The stages of Teaching History and Learning History take place simultaneously.

1) Teaching History

This stage takes place at the fifth meeting. The teacher explains the learning objectives related to ecological understanding, the link between history learning and ecology, and ecological awareness.

2) Learning History

Students analyze their respective family historiography to see behaviors that have a negative impact on ecology. Students are given the following questions:

- a) Reread the Historiography that you have made (Family History).
- b) Analysis by answering descriptively with the following points!
 1. What are your family's consumption patterns that have a negative impact on the ecology?
 2. Why does this consumption pattern have an impact on ecology?
 3. How do you overcome the problem of consumption patterns?
 4. What are the obstacles to implementing the solution?
 5. How to overcome the obstacles in implementing the solution?

b. Exploring the Meaning/Value of History

This stage takes place at the sixth meeting. Participants expressed their opinions about the values contained in the lesson and their ideas related to ecology.

Results and Discussion

By applying the concept of "*Life Cycle*" students experience direct learning in compiling their own learning history. The learning has been based on constructivist learning theory, where students are active in building their knowledge independently.

In the concept of "*Life Cycle*" there are four stages, namely *Doing History*,

Teaching History, Learning History, and Exploring the Meaning/Value of History. The Doing History has been going on for 4 weeks. In this stage, students experienced directly becoming historians for themselves. They practiced historical research methods in stages, namely heuristics, criticism, interpretation, and historiography. They collect personal data in the form of documents and recordings of interviews with parents and family members. Students then learned things that were not known before, such as during the birth process, family conditions when they were a child, and the family struggled to achieve success. *Doing History* also provides space for students to be closer to their families and parents who take time out of their busy lives for their children/students. Then, students learned resources in front of the teacher by showing historical sources virtually through their cellphones. Next, they interpreted the source and the writing.

From the family historiography, it can be seen how the family grows and develops, the birth process and the struggle to live or recover from illness, and family upbringing during birthday celebrations, holidays, and weekend activities. Material life that is getting better makes life more prosperous. However, their consumption patterns are also increasing. Some of their families had changed motorbikes or cars several times, and some had more cars. Their holiday activities were carried out twice a year, in the city, outside the city, and abroad. As for those who were out of the province for weeks by car and travel costs tens of millions of rupiah. Weekend activities, they did activities in the city by visiting malls, cinemas, and culinary places, or every day they visited cafes after school.

In the *Teaching History* stage which simultaneously with *Learning History*, the teacher explained the learning objectives related to ecology, the relationship between history learning and ecology, and ecological awareness and made family historiography as a learning material. In *Learning History*, students analyzed their respective family historiography regarding behaviors that have a negative impact on the environment.

At first, they were confused because the historiography did not show in detail

the bad behavior towards the environment. The teacher then provided an understanding that students can analyze in more detail, such as weekend activities with culinary delights at the mall. Students were given the understanding that he was able to explain in detail because of his own life experienced. Students were also able to analyze in detail. They could explain that the behaviors they had done have a negative contribution to the environment and their health.

Even in the interview, they stated that the solution they presented required another solution. For example, the supported vehicles being replaced with electric power are not environmentally friendly because they come from coal which is a resource but cannot be upgraded and quickly contributes to climate change due to the greenhouse gases it produces. Students realized that they have been influenced by the neo-imperialism system with the assumption that its products are much better for life, such as tissue being considered more sterile than using a handkerchief. However, it has a bad effect on the balance of the earth because the tissue is made of trees. From these experiences, students are in the stage of Exploring the Meaning/Value of History. So, it can be concluded that applying the concept of "*Life Cycle*" through historiography can foster ecological awareness of students in learning history.

Discussion and Recommendations

The making of family historiography is common in class X 10. To further develop the learning process, use historiography as a learning resource for students to analyze behaviors that have a negative impact on the environment. After students have ecological awareness, it is hoped that they will be able to have ecological intelligence that can be seen from cognitive, affective, and psychomotor so that ecological behavior can be carried out properly. History learning is not just learning about the past, but also preparing human history for the future to be able to have ecological awareness and intelligence to make the world a better place.

From this research, it is recommended for teachers apply the "*Life Cycle*"

through family historiography to raise awareness of ecology or other values contained in it. In addition, it is hoped that further research will be carried out to examine the application of "Life Cycle" through family historiography to foster ecological awareness. Further researchers can use other research methods, such as classroom action research, naturalistic inquiry, experimentation, and so on.

References

Books:

- Asdar. (2018). *Metode Penelitian Suatu Pendekatan Praktik*. Yogyakarta: Azkiya Publishing.
- Cewswell, J. W. (2012). *Education Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education.
- Maknun, D. (2017). *Ekologi: Populasi, Komunitas, Ekosistem Mewujudkan Kampus Hijau, Asri, Islami, dan Ilmiah*. Cirebon: Nurjati Press.
- Supriatna, N. (2017). *Ecopedagogy Membangun Kecerdasan Ekologis dalam Pembelajaran IPS*. Bandung: PT Remaja Rosdakarya.
- Supriatna, N. and Maulidah, N. (2020). *Pedagogi Kreatif Menumbuhkan Kreativitas dalam Pembelajaran Sejarah dan IPS*. Bandung: PT Remaja Rosdakarya.
- Sjamsuddin, H. (2007). *Metodologi Sejarah*. Yogyakarta: Penerbit Ombak.

Paper of Conference, workshop, coaching:

- Hasan, S. H. *Pendidikan Sejarah: Kemana dan Bagaimana*. Seminar Asosiasi Guru Sejarah Indonesia (AGSI), Jakarta, 6 Maret 2010
- Sjamsuddin, H. (2017). *Doing History, Teaching History, Learning History, and Mining Meaning & Values of History : History Education in "Life Cycle"*. Proceedings International Seminar On Social Studies And History Education "Empowering and Engaging 21st Century Learner through Social Studies Education". Auditorium FPIPS UPI Bandung, Indonesia. Thursday, October 26th, 2017.

Internet (artichels in the online journal):

Kociszewska, M. (2014). Ecological Awareness and Education of The Society in The Light of Sustainability Idea – Selected Aspects. *Pedagogika Rodziny. Family Pedagogy.* nr 4(1)/2014, ss. 31–41. DOI: 10.2478/fampe-2014-0004.

Suarmini, NW. (2014). Keluarga Sebagai Wananan Pertama dan Utama Pendidikan Karakter Anak. *Jurnal Sosial Humaniora*, Vol 7 No.1, Juni 2014, p. 118-135. Doi: <http://dx.doi.org/10.17977/um020v11i22017p160>.