

ANALYSIS CONTEXTUAL TEACHING AND LEARNING MODEL TO IMPROVE ECOLITERACY CHARACTER OF STUDENTS IN GRADE 3 ELEMENTARY SCHOOL EDUCATION

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Abstract. Education is one of the learning processes carried out by everyone, education can prepare the younger generation for life in the future. Education can adjust to the era of globalization. Education there are various aspects such as Cognitive, Affective and Psychomotor. This article aims to discuss the application of the Contextual Teaching and Learning model of ecoliteracy character in grade 3 elementary school students. The research method used is a literature study to describe the application of the Contextual Teaching and Learning model in ecoliteracy character education based on experts and based on supporting reference studies. The focus of this research is the application of the Contextual Teaching and Learning Model to foster the character of ecoliteracy in elementary school students. In this model helps students in finding opportunities to gain knowledge through life in the real world in the surrounding environment to the learning that students get. then things obtained by students can be discussed together in class. So the Contextual Teaching and Learning learning model allows students to have the opportunity to apply ecoliteracy character education in learning and in everyday life.

Keywords: *Contextual Teaching and Learning, Character, Ecoliteracy*

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INTRODUCTION

Education is a process that has no meaning to stop in terms of learning, because education can improve human resources which are the most important in life. Education is important for human life, in Indonesia every human being has the right to education, and there is no end to education. According to (Burhanuddin, 2019) Education has the aim of educating the nation and introducing culture, besides that it can create smart, skilled, and creative humans, therefore education is important for human life. In line with that, according to (Fitriyani, 2018) Education is one that can prepare the younger generation for future survival in various aspects such as cognitive, affective and psychomotor. In education, humans can adjust to the era of globalisation, because education can be used as a tool to adjust to the times in various fields. Character education is one way to create a smart and good generation. According to (Wayan et al., 2020) the purpose of education is a way to form generations to have intelligence in the fields of knowledge, attitudes and skills in everyday life. Value planting in character education is applied in one of the curriculum components in the field of education.

In education there is a process, the process is called the learning process. The learning process is one of the steps that must be taken by students in order to obtain learning outcomes that are in accordance with the potential that exists in students who are optimally developed based on the goals to be achieved. In the learning process there is interaction between educators and students. Educators provide facilities to students in order to produce effective learning. Educators provide one of the steps in learning to make it easier for students to understand the material to be conveyed. Educators can use learning models. In line with that, according to (Sholihat, 2023) Learning environmental material can be implemented in social studies learning, because social studies learning has an integrated nature in which there are values, problems and contextual.

Social studies learning is a subject given to students from elementary to high school. According to (Sholihat, 2023a) social studies is one of the school's goals in preparing the potential of students in the aspects of knowledge, skills and attitudes so that students have sensitivity to

the problems that exist in the environment and overcome these problems. Social Studies subjects in schools one of which discusses the interaction between humans and their environment, and related in shaping the planting of awareness of the importance of maintaining and preserving the environment to students, according to karim Social Studies learning has an important role so that the social skills of students can make students become good citizens. Social studies learning is also learning that has a lot of meaning and can develop students' ecological intelligence. In meaningful learning, the contextual teaching and learning model can facilitate these learning activities. The Contextual Teaching and Learning model has one of the steps that is in accordance with the life circumstances of learners.

CONTEXTUAL TEACHING AND LEARNING

The Contextual Teaching and Learning model is more helpful for students in finding opportunities to gain knowledge through life in the real world and arguably realistically. In this learning, students are required to look for problems and find solutions in everyday life. The Contextual Teaching and Learning model is one of the lessons that provides material related to students' daily lives. Learning will be very fun because learning is adjusted to the immediate situation. The Contextual Teaching and Learning model has interconnected stages of learning. There are several stages in the Contextual Teaching and Learning model, namely: Constructivism, questioning, discovery, group learning, imitation, reflection and assessment. In using this model, according to (Irwan & Hasnawi, 2021) this model can make students have critical thinking both in classroom learning and outside the classroom. This learning model can help teachers to apply the material to everyday life, and connect their knowledge with what they have learned in class.

In line with that, according to (Sulfemi, 2019), learning using the Contextual Teaching and Learning model helps students remember learning more than memorising because it comes from real life. The advantages of this Contextual Teaching and Learning Model are student centre, or student-centred learning so that in learning activities, students can be more active, critical, creative and have meaningful knowledge in life. In addition to having advantages, the Contextual Teaching and Learning learning model has weaknesses in contextual learning, among others, namely, educators must prepare in-depth abilities regarding the concept of contextual learning. The Contextual Teaching and Learning Model is one way for students to know that learning is not only when they are in the classroom.

ECOLITERACY

Nowadays, waste is a hot topic of discussion and it is very necessary to discuss it, because the accumulated waste has caused flooding at several points in Indonesia. Many human activities produce waste. More waste is generated from the school environment. But in elementary schools, waste management is still very rarely applied to students. Waste management is one of the efforts that can be done so that schools become cleaner and more comfortable. Garbage that is not transported and accumulates can cause an uncomfortable learning environment and can cause digestion problems. Supported. (Yanuarto, et al 2019) states that everyone needs to have a strong attitude, thinking, and behaviour which will create an internalisation process between knowledge and experience and is expected to create awareness in attitudes, thinking and behaviour. Education about the environment can be applied from kindergarten to university. According to (Sholihat, 2023) the environment has a supply of various natural resources that can be used and processed.

Humans must have the character to preserve and utilise the environment wisely. However, at present, the utilisation and management of the environment carried out by humans has become excessive and can lead to exploitation of the environment. Several problems can arise from several human activities such as river water pollution caused by waste. According to (Ministry of Environment, 2020) based on existing facts, environmental problems can occur from human behaviour that is less concerned about the environment and lack of awareness in preserving the surrounding environment. So, character education is important for students, the formation of character education can be done through habituation.

Ecoliteracy learning is learning that aims to make students literate to the surrounding environment. According to (Nisa et al., 2023) the effort in managing the environment is by improving the quality of the environment so that human needs can be met properly. Ecoliteracy learning is also almost the same as the contextual teaching and learning model because it provides concrete examples to students regarding ecological and social relationships. In this case, students can foster the character of environmental care that will have an influence on their attitude. Supriatna (2017) argues that Ecoliteracy is the ability of humans to understand natural systems that can support the sustainability of life on earth. The ecoliteracy competencies to be developed in this study, refer to "six indicators to measure ecoliteracy abilities according to (Tyas et al., 2021) these indicators include;

1. "Having basic knowledge of ecological principles."
2. "Able to analyse environmental problems."
3. "Able to provide solutions to environmental problems."
4. "Have concern for fellow humans and the environment."
5. "Responsible for protecting the environment."
6. Wise in using natural resources

Ecoliteracy or ecological intelligence is intelligence that has a basic cognitive aspect of how nature can support the lives of all living things on earth. Apart from cognitive, ecoliteracy also has a complex nature based on social, spiritual and emotional intelligence. According to Supriatna (2017) the existence of knowledge, awareness of attitudes, skills, which are in line with the preservation of nature can support the success of ecoliteracy. In Ecoliteracy, the use of the environment both around the house and at school is one of the learning media that can be observed by students. According to (Masruroh et al., 2020) Through learning, students who are involved encourage thoughts, emotions that can form fun when in these activities.

METHOD

This research uses the literature study method, by reviewing several articles related to the contextual teaching and learning model and the application of ecoliteracy characters. The resumed articles were published in the last ten years, using keywords such as contextual teaching and learning and ecoliteracy. The research results in this article can be used as a reference for the application of social studies learning in the formation of ecoliteracy character.

RESULTS

Contextual teaching and Learning Model is one of the applications of learning that can be done by students in everyday life. Students not only master the material in the book or learned in the classroom, but students are able to learn from something real. The teacher has a role to facilitate learning, learning is done student centre. Learners can find problems that exist in everyday life and know how to solve these problems. By using social studies materials and applying Ecoliteracy education, which are related to each other, namely based on the real situation in the field. Ecoliteracy character is learning that students can do with the aim of having responsibility and can interact in the surrounding environment.

According to (Sofian, 2022) the results of this study, namely first, after going through a series of developments, starting from problem identification, information gathering, media design which includes defining, designing, developing and finishing stages, the language learning media based on organic waste is feasible to be implemented in the learning process in elementary schools.

According to (Kurniasari, 2019) The results of ecoliteracy Based on the various data that have been presented, a conclusion can be drawn that students' ecoliteracy has increased through the 3R activities that have been implemented. The 3R activities are Reuse, Reduce and Recycle. This can be seen from the data that continues to increase from the first cycle to the final cycle. Thus, it is proven that through the 3R activities it is able to increase students' ecoliteracy.

According to (Alifah & Mulyana, 2022) Based on the results of research that has been conducted on seventh grade students at SMPN 4 Tarogong Kidul about the Effectiveness of Green consumer Behaviour Vlog Media on Understanding the Concept of Ecoliteracy of Learners in Social

Studies Learning. Then the conclusions can be drawn including: The use of green consumer behaviour vlog media creates a sense of enthusiasm, interest and provides a direct picture of students in interpreting the material to be conveyed and the values to be instilled. So that there is a significant difference between understanding the concept of ecoliteracy of students before and after the use of green consumer behaviour vlog media in social studies learning.

The application of the Ecoliteracy character is able to generate a sense of enthusiasm, by using the contextual teaching and learning model students can apply to everyday life through the stages that have been determined.

CONCLUSION

Based on the literature review used above, it can be concluded that the contextual teaching and learning model in the application of ecoliteracy character has more opportunities for students in real learning that is in accordance with the problems in the surrounding environment, so that students can become critical and responsible for the surrounding environment. The application of this model can also provide motivation to students the meaning of the material studied. This research is expected to be a reference for practitioners in applying this learning in terms of the application of ecoliteracy characters.

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