

Green Behavior Approach Through Ecopedagogy In Social Studies Learning In Elementary School In Jakarta Area

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Abstrak

Penelitian ini didasarkan pada penelitian tentang perilaku sadar lingkungan atau green behavior siswa sekolah dasar dalam pembelajaran IPS dengan pendekatan ecopedagogy. Tujuan penelitian ini adalah untuk melihat hasil pendidikan karakter mengenai lingkungan hidup. Karakter ini diperlukan untuk menghadapi permasalahan global mengenai kerusakan lingkungan dan mendukung pembangunan berkelanjutan. Penelitian dilakukan di salah satu sekolah dasar di ibu kota DKI Jakarta, sebagai salah satu kota yang sangat padat penduduknya, mempunyai kemacetan lalu lintas, polusi udara yang sudah sangat tinggi. Dengan menggunakan jenis penelitian deskriptif kualitatif, penelitian ini dilakukan secara kolaboratif antara dosen peneliti pada program studi pendidikan guru sekolah dasar dan merangkap dosen pendidikan ilmu sosial universitas jakarta, serta mahasiswa dan guru pamong praja di salah satu sekolah dasar di Jakarta. Subyek penelitiannya adalah siswa sekolah dasar pada pembelajaran IPS dengan fokus pada permasalahan lingkungan hidup yang dekat dengan kehidupan mereka. Berdasarkan hasil penelitian yang dilakukan dapat dilihat hasilnya sebagai berikut, (1) mampu menempatkan sampah pada tempatnya, (2) memilah dan memilih mana sampah organik dan anorganik, (3) mengurangi penggunaan sampah. barang berbahan dasar plastik, dan (4) dan yang paling penting memahami bagaimana menjadi pelanggan di bumi yang sadar lingkungan. Dengan adanya pendekatan perilaku hijau melalui ekopedagogi dalam pembelajaran IPS di sekolah dasar wilayah Jakarta diharapkan dapat menjadi angin segar bagi bidang keilmuan dan khususnya bagi siswa itu sendiri.

Kata Kunci : Green Behavior, Ecopedagogy, IPS, Sekolah Dasar

Abstract

This research is based on research on environmentally conscious behavior or green behavior of students in elementary schools in social science learning using an ecopedagogy approach. The purpose of this study is to see the results of character education regarding the environment. This character is needed to face global issues regarding environmental damage and to support sustainable development. The research was conducted in one of the elementary schools in the capital city, Dki Jakarta, as one of the cities that is very densely populated, has traffic jams, air pollution that is already very high. Using descriptive qualitative research, this research was conducted collaboratively between lecturer researchers in primary school teacher education study program and concurrently as university of jakarta social science education lecturers, as well as students and civil service teachers in one of the elementary schools in Jakarta. The subjects of the study are the students elementary schools in social studies learning with a focus on environmental issues that are close to their lives. Based on the results of the research conducted, the results can be seen as, the following, (1) being able to place waste in its place, (2) sorting and choosing which organic and inorganic waste, (3) reducing the use of plastic-based goods, and (4) and most importantly understanding how to become a cusotmer on earth who is aware of the

environment. With a green behavior approach through ecopedagogy in social studies learning in elementary schools in the Jakarta area, it is expected to be a breath of fresh air for the scientific field and especially for the students themselves.

Keyword : *Green Behavior, Ecopedagogy, Social Sciences, Elementary School*

INTRODUCTION

The development of green behavior of elementary school students through ecopedagogy in social studies learning is motivated by the high environmental damage in Jakarta such as air, noise and water pollution. The high levels of carbon in the atmosphere that have adversely affected the health of students in this city must be addressed immediately through the development of environmental education in learning including social studies learning. Green behavior was chosen as a concept developed in pedagogy to prepare elementary school students in this research place to have knowledge, attitudes and life skills that are friendly to the environment. Ecopedagogy (Khan, 2010) was chosen as an approach to develop green behavior as an alternative. So far, social studies learning about the environment emphasizes more on the aspects of memorizing and remembering (recall) about the names of natural resources, tree names, types of pollution, events natural disasters, types of organic and inorganic food and others. Social studies learning about the environment that refers to the National Curriculum emphasizes more on knowledge and not on attitudes and skills. In this study, the curriculum is seen not as a number of subject matters that must be taught but rather a set of student experiences developed in classroom learning. Quoting from Stone and Barlow (2009) "curriculum is anywhere that learning occurs". The school environment with all its problems, community life in the school environment, students' social experiences and their relationship with the wider community is a curriculum developed in this study.

The Earth Charter agreed by the world community (UNESCO, 2007) inspires researchers to integrate learning materials in the curriculum with everyday life in the form of knowledge, skills and attitudes needed for a sustainable way of life. Some concepts from Earth Charter are quoted below: a. provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development. b. promote the contribution of the arts and humanities as well as the sciences in sustainability education. c. enhance the role of the mass media in raising awareness of ecological and social challenges. d. recognize the importance of moral and spiritual education for sustainable living.

In the charter, UNESCO also emphasizes the importance of skills in reducing, reusing, and recycling goods used in production and consumption activities in daily life. These concepts have been available in the social studies competency standards for elementary schools (2006) and basic competencies (In the 2013 Curriculum) which have been memorized by students. Environmental issues in Jakarta from the behavior of students who are not environmentally friendly are contrary to the agreed Earth Charter. Some of the issues that are the background of this research are described next.

First, the decreasing green open space due to housing development, trade and industrial areas. This population growth leads to less land for conservation or the availability of tree areas to filter carbon in the atmosphere. In addition, the narrower land area leads to reduced areas for students to develop social intelligence, kinetic intelligence, aesthetic intelligence and develop a sense of adventure. Some elementary schools in Jakarta no longer have green open spaces to filter carbon. So, Earth Charter provides opportunities for the development of social studies materials in elementary schools to support sustainable development by taking simple actions such as skills in planting trees on narrow land, maintaining them, and disposing of waste in its place.

Second, the economic growth of the city of Jakarta which is very fast and higher than the national average (2011) affects the level of consumption of goods that are not environmentally friendly such as motor vehicles, plastic packaging goods, cans and Styrofoam, as well as various electronic products that use electricity. In this narrow city area, some students are picked up by their parents to go to and from school using motorized vehicles, both private vehicles and public transportation. Every day they breathe dirty air that is already polluted by carbon and harmful substances. Increasing prosperity has led to increased consumption of plastic packaging items, cans and glass bottles as well as foods containing chemical pesticides. Easily found in some areas of the city, including around schools, piles of inorganic waste that are not handled. High vehicle exhaust emissions and waste production have caused the city's air temperature to rise, prompting some schools to use air conditioning.

This condition is interesting to be raised as a research topic to improve students' skills in disposing of waste in its place or developing reuse, reduce and recycle activities in social studies learning. Third, the use of conventional curriculum such as competency standards (2006) and assessment to achieve learning outcomes demands the use of printed textbooks. Every year students have to change textbooks and that encourages increased paper production by overexploiting forests. According to a report by the Indonesian Forum for the Environment, an environmental activist organization, deforestation in Indonesia is among the highest in the world. Advances in information and communication technology have not encouraged schools to develop paperless learning. Conversely, low skills in recycling paper have increased the amount of paper waste that pollutes the city environment.

METHODS

The method used in this study is qualitative method. According to Moleong (2017), qualitative research is research that seeks to understand phenomena about the experience of research subjects such as behavior, perception, motivation, action, and others holistically through descriptions expressed in words and language using various natural methods. Qualitative research method is a process of research by investigating into social phenomena. In this method, researchers use words from the observational images collected. To obtain complete, in-depth, and meaningful data, this study uses a type of descriptive research. This study describes research activities carried out on objects that are determined systematically based on facts. Reasons for descriptive research This method is used because researchers describe the phenomenon of activities observed in the field specifically, transparently, and deeply. So that this study reveals an in-depth picture related to the ongoing activities in research. This study aims to describe the implementation of the research process of the ecopedagogy approach used to improve the competence of students regarding (1) which and what natural resources can be renewable and not, (2) become someone who is observant in sorting and choosing environmentally friendly items, and (3) become an expert and shrewd person in carrying out the recycling process of each item.

The research will be conducted in one of the elementary schools in Jakarta, This research will be carried out for approximately 1 year starting from February 2023 to November 2023. The division of research time is divided into 3 time periods, namely, first pre-research by making initial observations and submitting proposals. The second is the implementation of research, researchers have collected data by means of in-depth observation, interviews with teachers, students, and parents, as well as documentation. And the last is the analysis of the data obtained and checking the validity of the data then compiling reports based on observations, interviews, and documentation.

FINDINGS AND DISCUSSION

Ecoliteracy can be formed through both formal and informal education. In the view of Stone and Barlow (2005), to achieve ecoliteracy requires environmental education environment for him all education is environmental education that not only emphasizes

aspects of knowledge but meaningful learning that unites the head knowledge, hands skills and heart consciousness. making them a part of nature. Environmental education is also adopted by all subjects in schools in Indonesia including social studies with the aim of counteracting environmental issues and equipping students with knowledge, attitudes and skills to live friendly with the environment. Environmental education is one of the green responses (Ife and Tesoriero, 2006: 28) to environmental problems against environmental issues. Education at all levels can shape the world of tomorrow, equipping individuals and societies with the skills, perspectives, knowledge and values to live and work in a sustainable manner. Education for sustainable development (ESD) is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources. ESD applies transdisciplinary educational methods and approaches to develop an ethic for lifelong learning; fosters respect for human needs that are compatible with sustainable use of natural resources and the needs of the planet; and nurtures a sense of global solidarity. ESD integrates concepts and analytical tools from a variety of disciplines to help people better understand the world in which they live. Pursuing sustainable development through education requires educators and learners to reflect critically on their own communities (Clugston, 2010: 164). In the view of Budiati, L (2012: 25), ESD must encourage changes in the way students view the environment and develop insights into environmental ethics that can be practiced in everyday life.

Based on researchers that to develop green behavior in accordance with earth character, it is necessary to form knowledge about it first. Therefore, the students are tasked with learning the concepts of environment, production, consumption and distribution of renewable and non-renewable natural resources from the textbooks they have. The subject matter is taken from social studies material for elementary schools. After that, the students were asked to dig up information from parents about the city's environmental problems and their experiences related to the environment in everyday life. The next step is to encourage learners to share what they feel every day such as dirty air, piled up garbage, flooding, hot and dusty school yards without trees. The last step is socialization about green behavior.

To familiarize students with throwing garbage in its place, social studies learning is carried out outside the classroom. They practice the skills of how to dispose of waste in the available space, how to choose organic and inorganic waste. Garbage is taken from the school grounds as well as the area around the school. In addition, social skills in reprimanding people who litter are carried out by playing a role in the classroom. This method is expected to shape the attitude and character of caring for others and in the environment. The issue of scarcity of natural resources can be done by inviting students to go together to the train station. In this place they were assigned to observe community activities in using public transportation services and interview several passengers. They were informed that taking public transportation turns out to be a bus that saves fuel oil and can reduce air pollution. In this activity, students were also invited to use masks so that their breathing was not disturbed by dirty air and accustomed them to maintaining their safety from the threat of air pollution. To develop competence in choosing healthy foods, students are invited to visit traditional markets and super markets. In both places, they were asked to record all types of organic and inorganic or processed foods. Another activity is to train them to use one eco-friendly grocery bag and to avoid using plastic bags as their shopping place. Quoted from research (Nurul K, 2019) Indonesia is currently the second country The world's largest dumping of plastic waste into the ocean after China, with the annual amount reaching 1.3 million tons of plastic waste. This if not immediately overcome will certainly have an impact which is very harmful to the environment. Making that students a critical consumer is the main objective of this activity. Critical consumers will be aware of their rights to protection from producers regarding the possible negative impacts of goods consumed. Smart consumers are consumers who can choose goods according to their needs and do not fall into the control of producers from global cooperation. This is important considering that students at the research site have a habit of snacking carelessly in unhealthy places, carrying defenders Provision of instant food and bottled drinks from home. By training them

to bring refillable drink bottles from home, they have reduced plastic consumption and reduced the amount of plastic waste in schools. To reduce paper in social studies learning, students are assigned to use two sides of paper in writing. The habit of learners in writing paper on only one page has increased paper consumption. This also means that the exploitation of forests as natural resources will continue to increase indeed, reducing paper use in a school will not have a direct impact on preventing deforestation in Indonesia. However, if it can be done by everyone, forests as the lungs of the world can be preserved and life on earth will continue. The next activity is to collect unused paper and recycle it into new objects as learning as maps arise. This activity has not only reduced paper waste but has also helped reduce pollution caused by waste.



Picture 1 : Students dispose of plastic waste according to its type, so that it is easy to recycle.



Picture 1.2 : Students are seen bringing their own food from home, to save money and maintain the quality of digested food intake.



Picture 1.3 : An attitude of caring for the preservation of nature or the environment, by planting and maintaining plant ecosystem habitats around the school environment.



Picture 1.4 : Always maintain personal hygiene, one of which is by diligently washing hands in the sink provided by the school.

A major breakthrough is needed on how we drive public behavior change from upstream downstream, especially for millennials in the city center According to (Winarsih, 2015), The behavior raised by individuals arises because of the intention to behave, while The emergence of behavioral intentions is determined by 3 determining factors, namely behavioral beliefs, normative beliefs, and control beliefs. Sequentially, behavioral beliefs produce attitudes and intentions Against positive or negative behavior, normative beliefs produce social pressure that Perceivable and control beliefs produce control. Factors that may influence interest Individuals to buy or use environmentally friendly products is a form of caring towards the environment. (Aman et al., 2012) in his research stated that there is a significant relationship between green behavior and interest in using green products.

This is similar to the results of the study (Julianti et al, 2017) found that green behavior has a positive and significant influence on interest using green products. The higher the form of concern for the environment (green behavior) owned by the individual, the more positive the individual's interest in using the product green. The higher the form of concern

for the environment (green behavior) owned by the individual, the more positive the individual's interest in using the product green. Different results were found by (Usadi et al, 2015) who stated that green behavior Positive and insignificant effect on the interest in the use of green products. Results differ as well found in research (Ogi I, 2016) which states that green behavior factors It has no significant effect on the interest in buying green products. However similar research by (Kaufmann et al, 2012), (Maichum et al, 2016), (Rini et al, 2017) and (Guanghui Ma et al, 2018) It also states that green behavior positively significantly affects interest using green products.

CONCLUSION

Based on the results of tests, interviews, and observations, students showed increased their understanding of environmental issues, showed behavior that cared about school cleanliness and showed concern for protecting themselves and the environment in which they lived. Skills in disposing of waste in its place, sorting organic and inorganic waste, watering plants, using two sheets of paper, recycling paper and plastic waste, and reducing consumption of products that are not environmentally friendly illustrate the competence of green behavior developed in this study.

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