

Ecopedagogic-Based Social Science Education to Improve Social-Ecological Awareness as Student Character Strengthening

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Abstract: In this post-modern era, the development of science and technology is very fast, giving a significant influence on all sectors of social life, without exception the phenomenon of complexity in nature as a space for human life occurs a lot. Nature as a container of human life has been considered an object so it is exploited by humans to the extreme. This condition is a sad problem, the low literacy of people's understanding of their essence as social beings, one of which is having a very close interaction relationship in space and time with nature, so that this has an impact on the ecological awareness of humans who should always maintain neglected natural harmony. Based on these conditions, it is necessary to take a strategic step to build a new paradigm to increase social-ecological awareness. This study aimed to determine the concept of ecopedagogic-based social studies education and then analyze students' social-ecological awareness as character strengthening in schools. The research method used is a qualitative approach with a literature study design. The results of this study can be identified that schools play a role in increasing students' ecological awareness in the application of ecopedagogic-based social studies education concepts in schools. In addition, it can also be concluded that increasing awareness of social ecology has relevance to social studies education, which emphasizes students' attitudes in carrying out their social life activities.

Keywords: Social studies education, Ecopedagogic, Social ecology, and Character strengthening

Introduction

In the concept of philosophical thinking, humans are multidimensional social beings, one of which is having a relationship with nature or the environment, so that human development in the educational process is not separated from its essence, and will always be closely related to space and time during the relationship between humans and the natural environment. find its place empirically. Humans have an understanding of environmental care. The phenomenon in the field shows that the environmental damage that is currently happening is dominated by human behavior that is not responsible for the environment.

The environment and living things are inseparable components and mutually influence the balance, stability, and productivity of the environment. This is clarified by the opinion (Supriatna, 2014) which defines that the environment is the sum of all objects and conditions that exist in the space we occupy and affect our social life. Humans are part of living things that have a strategic role in the survival of life on this earth and have an attitude of caring for the environment (environmental care) in order to realize a balance of a beautiful, comfortable and cool environment.

In the context of the current global world, the development of modern technology and the industrial revolution 4.0 and society 5.0, it has a negative impact on environmental problems which become social problems for global warming and threatens the joints of human life as inhabitants of the planet earth and its contents. This is in accordance with the opinion of Berson & Balyta in the book *The Wiley Handbook of Social Studies Research*, which further said: An additional limitation is a fundamental truth that technology constantly changes at a rapid pace (Berson & Balyta, 2004; John Wiley & Sons, Inc. 2017).

Based on this, technology continues to change rapidly which can damage human ecological awareness due to the use of inappropriate industrial technology that

it has an impact on environmental pollution. Environmental problems are problems that threaten the sustainability of community life. This has a practical impact on the human obligation to always maintain harmony, harmony, and continuity with nature (Muhaimin 2015; Supriatna, 2016). In this case, because humans are considered part of the inhabitants of the planet earth (Freire, 2005; Supriatna 2016).

Based on this, efforts to maintain harmony, harmony, and sustainability of nature are very different from current facts and realities. Although basically nature itself has been recognized as having value and worth, in reality, nature is considered an object of life that continues to be exploited by humans through the practice of pollution, destruction, and various other bad actions. This condition is a reflection of the low ecological awareness of the community. Based on this, social studies education plays an important role in providing education on ecological awareness as a step in an effort to critically reflect on these conditions. Thus, ecological education can foster meaningful awareness of ecological literacy (Khan in Okur and Berberoglu, 2015; Supriatna, 2016).

Based on this, it can be understood through social studies education that ecological education aims to hone ecological sensibility and foster social awareness of the existence of the environment as part of an ecosystem that affects human life. From the perspective of ecological education, everyone is led to habituation of the mentality of ecological living which is always aware that its existence can only be meaningful if it exists together with other creations. This has implications for the level of understanding of how valuable and valuable nature is for human life, and how important it is to maintain and preserve a harmonious and balanced life. Ecological awareness is a priority which is the most important part of national education goals.

Social studies education must also be able to play a role in building educational people who have character and awareness about nature, or the environment and not be oriented towards efforts to give birth to educational people who are pragmatic, materialist and have an impact on the development of paradigms trapped in wilderness or jungles. erroneous development (maldevelopment)

which only sees nature as an object, mechanistic, fragmented, separated from humans so that it is easily dominated and exploited. In connection with the above, it can be understood that ecological awareness is not built through an educational process that is only a transfer of knowledge, but a learning process that places students as active subjects in learning.

Education that builds ecological awareness and intelligence oriented to the transfer of knowledge will only make students limited to having knowledge about the environment, and lacking awareness and concern for the environment (Muhaimin, 2015). This also has bad implications for the character of students who generally have not behaved and behaved friendly towards the environment (Soemarwoto, 2001; Supriatna, 2016). This indicates that there is still rampant behavior in the misuse of waste in the school environment, changing the function of the toilet into a place to dispose of tissues, wrappers, and others as can be seen by most schools showing that educated people do not have the competence or ecological intelligence (Muhaimin, 2015; Supriatna, 2016).

Based on the results of research conducted by Muhaimin, 2016 in Supriatna 2016, p. 134), the overall improvement of students' ecological character or competence can be strengthened by environmental awareness of students which is increasingly honed by implementing a critical pedagogical approach in social studies learning by examining social issues, animal and plant rights, environmental justice, and anti-imperialism and capitalism into environmental education strategies. This can have a positive and effective impact so that it raises awareness or raises awareness of students about the environmental conditions they experience as well as being critical individuals as part of their contributions and responsibilities as individuals, citizens, citizens, and global citizens.

Critical pedagogy in this research can give birth to critical thoughts obtained by students as a result of the dialectic between conditions and field findings with what is expected with the community in ideal concepts and levels. Supriatana (2016) explains in the book *ecopedagogy (building ecological intelligence in social studies learning)* explaining that in the process of social studies learning

activities using an ecopedagogic approach design is similar to learning that uses constructivist theory. The essence of the constructivist theory places more emphasis on students as autonomous learning subjects who can actively construct knowledge through experiences brought into the classroom (Supriatna, 2016).

The concept of ecopedagogic-based social studies education can be interpreted as an academic movement to awaken students to become individuals who have an understanding of awareness and soft skills or life skills that are in harmony with the interests of nature conservation (Kahn, 2010; Supriatna, 2016). In terms of terminology, there are differences (Gadoti, 2010; Supriatna, 2016) who argue that ecopedagogy is an approach to learning that makes students as independent, independent, autonomous learners, and able to develop learning potential, based on experiences brought from outside the classroom and realize that Every action has an impact on himself and his environment.

As a learning approach, ecopedagogy is supported by critical theory and critical pedagogy (Supriatna, 2016). Therefore, ecopedagogic-based social studies education can build critical awareness and develop the character of students to understand more deeply about its substance as social beings who have relations with environmental and natural habitats as representatives of this awareness through wiser and wiser attitudes and behaviors towards nature (care for nature). Based on this background, the writer can formulate the following problems:

1. What is the conception of ecopedagogic-based social studies education in schools?
2. How to implement ecopedagogic-based social studies education in increasing ecological awareness as a strengthening of student character
3. What are the results and impacts of the implementation of ecopedagogic-based social studies education in increasing social-ecological awareness and character strengthening for students

Thus, through ecopedagogic-based social studies learning, students can show their abilities through awareness about ecology both in the school environment and in the community. Social-ecological awareness is a very important element

in carrying out challenges in social life, where especially in the 21st-century era students are required to show their abilities or potential because as demands in the 21st-century students must not only be able to keep up with technological advances but must also be balanced with social-ecological awareness and cognitive abilities possessed by students.

Methods and Research Design

Methods. The research method used is a literature study research method. At this stage, conducting a documentation study and conducting a field study in schools to find a factual model of ecopedagogic-based social studies learning in increasing ecological awareness as a strengthening of students' character.

This study uses a qualitative approach, the design in describing and describing the data is through a literature study technique where library research is an activity to collect materials related to research originating from electronic and print media in the form of scientific journals, literature, and relevant sources. This literature study was conducted to obtain theoretical information so that researchers also used case studies of various problems that occurred related to the title that we adopted. Therefore, by using a qualitative approach, it is hoped that this research can provide comprehensive and holistic facts.

Research Design. This research is designed to support the activities of research instruments including data collection based on observations, interviews, and documentation studies to add relevant sources to this research. The case study data analysis technique goes through 4 stages, namely data collection, data presentation, and the last stage is data verification to realize the level of validity of the data from the research results.

Results and Discussion

Conception of ecopedagogic-based social studies education in schools

Based on the results of the research that in increasing awareness of social ecology in social studies learning based on ecopedagogics, it is carried out

through collaboration with groups, institutions, and communities around the school environment. Ecopedagogy-based social studies learning is easier for students to understand in schools because the teacher's role in teaching methods is more specific and has an impact on character strengthening both in knowledge and providing real examples of social-ecological awareness. So that students get used to throwing garbage in its place, taking care of the garden, and keeping the toilets and classrooms clean.

They are used to going to school through social studies learning that provides education about social-ecological awareness and can distinguish between organic and non-organic trash bins. The scope of strengthening the character values of students formed in the school environment is a good attitude and action. So that these students are able to determine and decide on a better attitude toward the surrounding environment, and can motivate other friends by using social media and information services for ecological awareness education.

The important role of the orientation of the social-ecological awareness of students is not only in the realm of achievement related to cognitive but also affective and psychomotor achievements. Basically, ecopedagogic-based social studies learning forms a better character for students. While the ecopedagogic concept is not a form of technique or teaching method, nor is it the best approach in environmental education. However, the concept of Ecopedagogy emerged as a reaction to educational practices that had been taking place in schools. Educational practices in schools today are based on the paradigm of modernism which is oriented towards preparing students as a means of production to increase capital in a market economy system.

Through this paradigm, students only become objects of big ideological hegemony such as capitalism and neoliberalism. Basically, the ecopedagogic concept is a movement of ideas as part of critical pedagogy in education. In this case, there are several education figures such as Jurgen Habermas and Paulo Freire who criticize the implementation of modern education which departs from the positivistic tradition of only making humans as a medium of production to increase power in various fields so that it affects the increasing

exploitation of natural resources. According to Grigorove and Fleuri (2012), Ecopedagogy is a movement that departs from real-life problems and is based on a life perspective (Supriatna, 2017).

This movement is a reaction to the modern paradigm that places humans as the rulers of the earth who have power over the planet. According to Freire (1972), educational practices that depart from the positivistic philosophy of modernism have made students not only uprooted from their cultural roots but also from the environment in which they are located. Modern education has distanced students from their homeland and socio-cultural environment. To deal with this problem, it is important to learn social studies based on ecopedagogics to increase ecological awareness as character strengthening, so that participants have strong concepts and mentality so they are not easily influenced by narratives and information from negative social ecology.

Ecopedagogy is one approach in the world of education with the aim of growing ecological awareness in students. Ecopedagogy seeks to change the paradigms and attitudes pursued by stakeholders or community members with the aim of increasing knowledge, insight, skills, and public awareness about environmental values or ethics, as well as environmental issues and then motivating the community to actively participate in conservation and safety efforts. environment (Finnali. Z, 2022).

Implementation of ecopedagogic-based social studies education in increasing ecological awareness as a strengthening of student character

The importance of implementing ecopedagogic-based social studies learning in schools as a strengthening of student character. The Indonesian government through the policy of the Ministry of Education and Culture of the Republic of Indonesia has formulated 18 character values, one of which is the character of caring for the social environment. Environmental care character is behavior and action to prevent natural damage and develop a caring attitude to repair the damage (Haul, 2021: 66 in Zetti, 2022).

Ecopedagogy aims to increase the spirit of literacy about the environment or environmental literacy so that they have a sense of sympathy and responsibility in caring for and protecting nature (Yunansah, et al, 2017). The problem of environmental damage can damage the preservation of the earth and community settlements. According to Al-Anwari (2014) the strategy for implementing social studies education in increasing awareness of social ecology among students or students in schools is as follows:

- a. Activities that need to be cultured in the context of forming a caring character for the social environment can be carried out through routine daily activities such as weekly activities and class pickets, such as clean Fridays, or occasional activities such as holidays or celebrations on environmental days both nationally and international global.
- b. The exemplary culture of school institutional leaders, educators, or teachers as role models for students.
- c. Inspiration and motivation from school principals and teachers to students to jointly maintain and care for the cleanliness of the environment.
- d. School institutions facilitate adequate facilities and infrastructure such as trash cans, hand washing, and others.

Based on this, it can be carried out continuously both in the school environment and in a more comprehensive social environment. So that it can have an educational impact on both students and the community. According to Haul in Zetti (2021:74) the tricks and tips are done to show success in the implementation of social studies education learning in increasing ecological awareness in schools as illustrated in the following table:

<p>1</p> <p>Implement environmental-based curriculum programs in schools</p>	<p>2</p> <p>Carry out participatory-based environmental movement activities.</p>	<p>3</p> <p>Implementing digital-based and innovative facility management</p>
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Source: Zetti, 2022

Increasing social awareness in the school environment, many things can be done in an effort to shape the character of social care for students. In addition to the efforts to implement character strengthening in fostering environmental awareness in schools, there are several obstacles from teachers, students, and other school residents. According to Efendi (Haul, 2021), the obstacles in implementing ecopedagogic-based social studies education in realizing social-ecological awareness as strengthening the character of students in schools are two factors including internal and external factors. Internal factors are factors that come from within the students or students themselves.

Obstacles in implementing character education related to internal factors to care for the environment, namely; bad habits of students who do not care about the surrounding environment, personal hygiene, and not caring about nature and its surroundings, as well as low insight and knowledge of students about environmental cleanliness. While external factors come from outside the students themselves. External factors have obstacles in the application of character education to environmental care, including; Inadequate facilities are adequate to support the implementation of learning in schools such as the lack of supplies of trash cans and the lack of cooperation between teachers and parents.

Fostering good relations between the two parties is an important thing to do so that environmental care character education can be carried out properly.

Collaboration between teachers, students, parents, and the community is needed in this case so that it can run as expected in increasing ecological awareness.

Results and impacts of the implementation of ecopedagogic-based social studies education in increasing social-ecological awareness and character strengthening for students

The impact of the implementation of ecopedagogic-based social studies education in increasing social-ecological awareness as character strengthening for students in the world of education provides a fundamental role in the process of forming the character of students so that they can have concern and sensitivity to their environment. But the fact that growing an attitude of caring for the environment has not been said to be well realized. There are still many activities or human activities that cause damage to the environment and the natural surroundings.

One of them is research according to Supriatna (2018: 8) in schools this can be done through social studies learning with an ecopedagogic-based approach, namely; reducing the use of plastic waste by familiarizing students with drinking bottles from home at school, saving the use of paper made of wood by familiarizing students with using paper on both sides, reducing consumption of fuel oil by accustoming students to walking when they want to travel to a nearby place; and save electricity when not in use. This can educate students in building ecological intelligence to care about their social environment so that they can care for, love, and preserve a cooler and more beautiful environment.

These strategic steps can also be implemented to teach and shape an attitude of caring for the environment. Through cultural habituation carried out from an early age, it is hoped that these characters can become attitudes and values that are internalized in students. Through ecopedagogics, it can train and direct students to foster curiosity about environmental issues that occur. According to Yunansah in Zetti (2022:247) ecopedagogic education needs to be developed based on several principles including; learning is not only developed according to the achievement orientation of the cognitive domain, but must reach multi-

domain (cognitive, affective, and psychomotor).

Learning is concerned with developing material that needs to be continuously developed using a contextual approach, not only textual, learning must be oriented to the activity and involvement of students in solve problems cooperatively or collaboratively, and learning must be based on an interdisciplinary approach in order to enrich the knowledge and understanding of students comprehensively. Results and impact. The implementation of ecopedagogics in schools is an effort that can help build the character of students so that they can become wise human beings, especially being able to understand their relationship with nature.

Ecopedagogic development in learning can lead students to understand the relationship between humans and nature, making it easier to instill critical awareness of their concern for nature in strengthening the character of students or students who are better. a good character needs to be nurtured and developed from an early age. The existence of ecopedagogic-based social studies learning in schools can make students aware of social ecology of students about the importance of the value of caring for the environment.

Discussion and Recommendations

Based on the results of the research and discussion that has been explained about ecopedagogic-based social studies education in increasing ecological awareness as a strengthening of student character. The results of this study can be seen in that schools play a role in increasing students' ecological awareness through the application of ecopedagogic-based social studies education concepts in schools. This study aimed to determine the concept of social science education based on ecopedagogics and then to analyze the socio-ecological awareness of students as character strengthening.

In addition, it can also be concluded that increasing awareness of social ecology has relevance to social studies education which emphasizes the attitude of students in carrying out their social life activities and increases the spirit of

literacy about the environment so that they have a sense of sympathy and responsibility in protecting, caring for and preserving nature.

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