

## **"GEOPARK CILETUH" (IDENTIFICATION OF LOCAL WISDOM / CULTURE DIVERSITY AND BIODIVERSITY / BIODIVERSITY AS MEDIA AND LEARNING RESOURCES ON IPS SD**

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**Abstract:** Geopark Ciletuh one of its territory is located in Tamanjaya village, Ciemas district, Sukabumi district, West Java. Geographically, the village of Tamanjaya is divided into two regions, namely the land area and the mainland with the laus wilaya 1,372,5 Ha (Tamanjaya, 2015) and the population of 6,500 people (Statistik Daerah, 2015). Such conditions can be utilized by the local community as one way to improve the economy of the region, with various businesses such as SMEs, back packers, creative industries, tourism and so forth, especially if the village area Tamanjaya serve as Geopark by UNESCO in 2020 later. However, the potential that is currently not oriented and contribute to the world of education such as media and learning resources in elementary schools such as IPS material about Indonesia's natural state and cultural diversity of Indonesia. This research approach using qualitative descriptive research method. Descriptive qualitative research is a study that describes or describes the existing phenomena, both natural phenomena or human engineering (Sukmadinata, 2008).

**Keywords:** *Geopark, Media and Learning Resources, IPS SD*

## 1. Introduction

The material about the concept of Elementary School Social Sciences (IPS SD) will seem boring, if the delivery of material in the classroom still uses sources and medium of learning. As a result, the material presented cannot be absorbed properly by students when taking social studies lessons. Fauziah & Bermawi (2014, p. 79) suggested that "... social studies learning in schools is perceived as less interesting and boring learning. Why is that, because the IPS subject is very wide in scope ". Then Sukmanasa et al. (2017, p. 72) states "Social studies learning by students is considered boring, less attractive, not so important, and relatively difficult". The boring assumption of students is a gap in the learning process. If the condition is stagnant, it is projected that there will be a decrease in learners' learning spirit that has an impact on their learning outcomes.

In its implementation, learning activities involve media and learning resources that function to optimize the delivery of information (material) to students. The learning media itself is interpreted as the whole means and components that can provide a positive stimulus to the learning process. In addition, Science Education Research Center (2015) describes the importance of learning media for students, because (1) *helps gain attention and maintain student interest in the theories and concepts under discussion*; (2) *can hone their analytical skills by analyzing media using the theories and concepts they are studying*; (3) *enables students to see concepts and new examples when they are watching television, listening to music*; and (4) *experience worlds beyond their own, especially if the media is sharply different from their local environment*.

It can be interpreted that the learning media provides added value to the material absorption process for students, because it provides direct, interesting and practical experience. As for the connection with learning resources, the learning media requires content as information conveyed to students. One of the social studies learning resources that can be used is the social and natural environment. Ulum (2014, pp. 519-520) social environment encompasses social life, such as social organizations, customs and habits, livelihoods, culture, education, population, governance structures, religion and value systems. The environment covers such natural resources (water, forests, land, rocks), plants and animals (flora and fauna), rivers, climate, temperature, and so on. Both aspects are learning resources that can be packaged into interesting learning media, so that social studies learning becomes more exciting. Ciletuh geopark is located in the Ciemas village of Sukabumi Regency which is planned to be a National Geopark by UNESCO, showing natural wealth and local culture (local wisdom / knowledge) that can be used as media and resources in social studies learning. This wealth is seen in the 2015 Ciletuh Geopark Festival which includes the activities of "Helaran Budaya Pajampangan, Rampak Lodong, People's Entertainment Stage, Paragliding Attractions, Attractions in Rock Climbing, Attractions in Coastal Walks, and closes with the Tourism Awareness and Planting of Trees Kepuh" (JABARPROV, 2015). The region's cultural diversity (biodiversity) became the initial hypothesis in reviewing its use as the newest source and learning media for elementary school social studies.

## 2. Literature review

### a. Environmental-based Social Studies Learning Resources

Sanjaya (2013, p. 174) defines learning resources as "Everything that can be used by students to learn materials and learning experiences in accordance with the objectives to be achieved". Then Anitah (2008, p. 6.51) states that learning resources can be divided into "messages, people, materials, tools (tools and equipment), techniques (techniques), and settings". Can be interpreted that the source of learning is the whole inanimate object or life that supports the achievement of learning objectives. Therefore, an ideal teacher can pay attention to the completeness, ease and efficacy of the learning resources used. Social studies subjects have a broad scope such as phenomena in the surrounding environment such as cultural and biological diversity. According to Anitah (2008, p. 6.52-6.3) explains the benefits gained from the environment, namely "Providing various things that can be learned, learning activities will be more interesting, learning will be more meaningful (learning), student activities will be increased and possible personal formation of students, such as love for the environment. The results of Hendrawati's research (2013, p. 65) show that "Learning by utilizing the

environment as a source of learning through the inquiry method of student activity is said to be good, while learning with the lecture method of student activity is said to be less good". Then Wulandari et al. (2016, p. 188) asserts that "There is a positive relationship and has a contribution between the use of environment-based media to the learning outcomes of grade V students in Inpress Karunrung Elementary School". Can be interpreted that the source and media of environment-based learning have a positive impact on student learning outcomes. Therefore, teachers can optimize the availability of learning resources in the surrounding environment that are considered relevant to the objectives of social studies learning.

#### **b. Audio Visual Learning Media Concept (Video)**

Basically learning is a two-way communication process between the teacher and students. The teacher acts as the sender of messages in the form of subject matter to students. As an effort to avoid communication misunderstandings, the teacher can utilize learning media. According to Gerlach and Ely "Media includes people, materials, equipment, or activities that create conditions that allow students to gain knowledge, skills and attitudes" (Sanjaya, 2013, p. 163). It can be seen that the media is a determinant of whether students can absorb the material or not. Anitah (2008, p. 6.4) asserts "In order for the message or teaching material to be conveyed by the teacher to be accepted by students, it is necessary to channel messages, namely learning media". Conditions in harmony with the function and role of learning media are "Submission of lessons becomes more standard, interesting, interactive, the length of time the learning required can be shortened, the quality of learning outcomes can be improved, can be given anytime and anywhere, positive attitudes of students, and the role of teachers can change in a positive direction" (Arsyad, 2017, p. 25-27).

Along with the development of information technology learning media are increasingly diverse, so it is necessary to consider the factors in choosing learning media, namely "learning plans, learning objectives, level of media readiness (reliability), situation and conditions and objectivity (Anitah, 2008, p. 6.37- 6.38). The quote shows that in choosing learning media it is advisable to be more critical and smart to fit the learning objectives. One of the media that can be used is audio-visual (video) which is "Video recording, various film sizes, sound slides and so on. This media capability is considered to be better and interesting" (Sanjaya, 2013, p. 172). Then Arsyad (2017, pp. 50-51) describes the advantages of film / video that can complement the basic experience of students, describe a process appropriately, encourage and increase motivation, have positive value, present dangerous events, can be shown by large groups and describe the process briefly .

The steps in creating a learning video script based on Daryanto (2013, pp. 104-106) include: (1) determining ideas that usually arise from problems; (2) formulating objectives regarding expected competencies; (3) survey to collect information and supporting materials; (4) outline the contents to estimate the material to be delivered; (5) make a synopsis; (6) treatment; (7) create a storyboard; and (8) writing a script. After the script is written, the next step is to take objects according to the learning objectives. Raw recordings are usually edited through special software with advanced features that optimize the informative, effective and interactive audio-visual learning media.

#### **c. Concept of Local Wisdom / Knowledge in Culture diversity and Biodiversity**

Local wisdom / knowledge is a system that is used by the community as a guide to thinking and acting. In addition, local wisdom has certain characteristics called local potential of a region. Juniarta et al. (2013, p. 12) put forward local wisdom as "The value of life inherited from one generation to the next in the form of religion, culture or customs which are generally in oral form in a form of a society's social system". Then Laksmi (2006, p. 186) identifies the term "indigenous knowledge with local wisdom because indigenous knowledge contains the idea of living in peace, harmony, mutual love, tolerance, harmony, mutual trust and much more". As for indigenous knowledge (IK), it is interpreted as "traditional knowledge by descent is used by a particular group of people as a guide in thinking and acting in order to spread their life activities" (Nuryaman, 2017, p. 70).

From the previous description, it can be interpreted that local wisdom / knowledge acts as a guideline for community life for generations. Referring to diverse patterns of community life, local wisdom

### 3. Research methods

This study uses a qualitative approach with descriptive methods. This study describes and identifies about Culturediversity and Biodiversity in Ciemas village, Sukabumi District as a medium and source of social studies learning. As for the qualitative research the main instruments are:

The researcher himself, but then after the research focus becomes clear, it is possible that a simple research instrument will be developed, which is expected to complete the data and compare with the data that has been found through observation and interviews. Researchers will go into the field themselves, both on the ground tour question, the focused and selection stage, conducting data collection, analysis and making conclusions (Sugiyono, 2015, pp. 223-224).

The instruments used include: (1) interview guidelines; (2) Observation Guidelines; and (3) Documentation Study. The data analysis technique of Miles and Huberman in (Yusuf, 2014, pp. 407-409) includes: "Data reduction (data reduction); data display (data display) and conclusion drawing / verification.

### 4. Research result

The mapping results of Taman Jaya village are as follows;

No	Culturediversity	Culture / Education / IPS cultural diversity	Material content
1	Rumah adat, Luewit, Tagok Anjing	Mathematically it has similarities, angina direction and building strength	custom building

Whereas the diversity of natural resource biodiversity identified as social media learning media as follows;

No	Biodiversity	Biodiversity/Edukasi/IPS	Material content
1	Puncak darma	Plateau above sea level	Plateau
2	Curug Cimarunjung	Natural resources of water and natural surroundings	Waterfall and biodiversity

The following is a table resulting from the identification of the local wisdom / culture of the Ciwaru village;

No	Biodiversity	Biodiversity/Edukasi/IPS	Material content
1	Tagok Anjing House	Limas shaped with a mathematical diameter reducing wind blows.	The historical value of the building and the value of mathematical education

Whereas the diversity of natural resource biodiversity identified as social media learning media as follows;

No	Biodiversity	Biodiversity/Edukasi/IPS	Material content
1	Puncak tinggi panenjoan	Plateau above sea level	Plateau
2	Curug Panganten	Natural resources of water and natural surroundings	Waterfall and biodiversity
3	Curug Sodong	Natural resources of water and natural surroundings	Waterfall and biodiversity

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