

Integration of Environmental Issues in Electronic Module of Social Studies Learning in Junior High School

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ABSTRACT

Education related to environmental issues must be integrated into interactive learning media. One of them is on the electronic module. This challenge is in line with developments in the 21st century, which are interdependent between the environment, economy and technology. This should be a concern for all parties, especially the facts at school that show that social studies learning is not in accordance with the intended learning objectives of the social studies itself. This research is descriptive research. Data collection techniques in this research is to collect and synthesize previous research which will later be used as reference material for further research. This study aims to provide understanding in integrating environmental issues in electronic module social studies subjects in junior high school. The results showed that the integration of environmental issues in electronic module is important to be done and developed into a product that will help in achieving the objectives of social studies learning.

Keywords: *Module, Environment, Environmental Issues, Social Studies, Junior High Schools*

1. INTRODUCTION

Social studies is one of the subjects taught at school. Social studies consists of branches of social science disciplines such as geography, history, economics, sociology, anthropology, and so on. Social studies education, especially in the 2013 curriculum, has the aim to make students have competencies such as processing the capabilities they have about humans and their environment to be more meaningful; sensitive and responsive to various social problems in a rational and responsible manner; and have a tolerance for the environment [1]. The learning process in junior high school social studies, no emphasis on the theoretical aspects of scientific, but rather focuses on the practical terms of studying, analyzing, and reviewing symptoms and social problems [2]. Based on the objectives of social studies learning above, understanding the concept and development to practice attitudes, values, morals, and skills need to be emphasized.

The problem that occurs in junior high schools is that not all students have a positive perception of social studies learning. Social studies learning in schools tends to be textual by teaching concepts that are not applied in life. Thus, teachers' creativity in teaching and learning process is very necessary in implementing meaningful social studies learning for students. Creativity can be in the form of media development. Media that fulfill the criteria for independent learning are modules. Module development in the industrial revolution era 4.0

pushed to integrate technology. Utilizing technology is one of the efforts to improve the quality of education [3].

Electronic module, can be used as an option in the development of instructional media. Electronic module must contain learning-centered material that guides, supports, motivates, interacts with students, is clear, easy to use, flexible, scientifically correct, up-to-date, clearly targeted, relevant to practice, provides opportunities for critical thinking and self-evaluation [4]. The choice of material on electronic module is generally a basic concept. In fact, social studies materials on electronic modules can be developed by examining environmental issues and global problems. The inclusion of environmental education into learning is considered a good step in overcoming environmental problems [5]. Integration of material in the form of environmental issues in electronic module can develop students' sensitive attitudes and positive mentality towards social and environmental problems that occur in society. Thus, different dimensions such as the above must be included in learning activities to achieve social studies learning goals [6].

2. METHOD

The type of the research is descriptive research. An initial exploration phase was carried out to support product development at a later stage. Data collection technique in this study is to collect and synthesize previous researches. Synthesizing the findings of previous research is a good way to show evidences in creating a theoretical framework [7]. This study aims to determine the importance of the integration of environmental issues in the electronic module for social studies subject in junior high school in the city of Surakarta, Indonesia.

3. RESULT AND DISCUSSION

3.1. Implementation of Social Studies Learning in Junior High School

Social studies learning aims to train students to think critically and responsive in problem solving. But the facts that occur in current situation, the implementation of social studies learning in junior high schools have not been so apparent.

3.1.1. Social Studies Learning Concept

Social studies is one of the subjects taught at school. Social studies is often reduced from branches of social science disciplines such as geography, history, economics, sociology, anthropology, etc. used in education. The characteristic of social studies at junior high school level is that it is integrated with the aim that social studies lessons are more meaningful to students and the organization of material can be adapted to the environment, needs, and characteristics of students. Social studies learning aims to train students to think critically and be responsive in problem solving. Facts that occur in school, show that the embodiment of developed social values has not yet been seen in students' daily lives [8]. Social studies learning still emphasizes aspects of teacher-centered knowledge so that information does not develop and only forms a memorizing culture. Social studies learning should be formulated based on reality and phenomena that embody the social sciences branch [9]. Thus, social studies learning can be a factor in determining a society that has attitudes, values and skills in problem solving and decision making [10].

3.1.2. Social Studies Learning Resources

Learning resources used in social studies subjects in junior high schools are still limited to textbooks. In fact, the scope of social studies material is very broad which includes (1) people, places and the environment; (2) time, sustainability and change; (3) social and cultural systems; and (4) economic behavior and welfare [11]. Complete learning resources should be obtained from experience in social studies lessons that should be good from the mass media, museums, environments, reference books, and so on. In this case, the main task of social studies teachers are to be able to present the experiences of students that allow the acquisition of educational achievements [12]. The teacher must be able to use media, materials, and teaching methods that are appropriate to the characteristics of students and student learning outcomes.

3.2. Electronic Module as learning media

Another fact in social studies learning that is often found in schools is the need for the development of instructional media [3] [13]. The teachers have difficulty to give visual examples to students. One of the learning media is a module. Module can be arranged systematically and are easily understood according to the age and level of students' abilities. They can learn independently without depending on the teacher. The presence of computers and technology has brought revolution in teaching, one of which is the electronic module [14]. The presentation of electronic modules can be the smallest learning units in achieving specific learning with electronic formats so that animation, video, navigation can be included [15] [16]. The electronic module developed will make learning more interactive and attract students' motivation to study social studies. Besides being more interactive, electronic modules do not require expensive costs and become a recommended open-source.

3.3. Environment as a source of learning

Environmental education has been taught through formal education. Countries such as Nigeria, Turkey and the US have included environmental education in their curriculum. Environmental education in various countries and study programs is proven to be one of the effective paradigms of 21st century learning. Approaches related to environmental studies begin in the local environment that emphasizes the geographical, physical, and scientific aspects of the environment [17]. Environmental education is carried out professionally with a comprehensive process to help students understand the environment and related problems. Environmental education focuses on developing a knowledge base and skills to create a broader learning context for students. Learning resources in the form of the environment are needed to be instilled early on with the hope that this knowledge will be the basis for students to behave positively towards the environment [18]. In addition, the use of the environment in learning at school can help students to develop a number of skills in themselves such as observing, taking notes, formulating questions, formulating hypotheses and so on. The content and learning process are taught through social studies lessons.

Various journals and papers related to environmental education as a source of learning at school reveal the existence of educational objectives that can be specified, namely to provide opportunities for students to recognize environmental problems both physical and social; develop understanding of the dimensions of the problem; know the causes, consequences and efforts to correct the problem. Thus, the goals of environmental education can provide knowledge, values and attitudes in student behavior patterns. In another journal it was stated

that the use of the environment in secondary schools could be innovated by creating three concepts namely multidisciplinary learning, community-based and project-based [19].

3.4. Integration of Environmental Issues in the Electronic Module of Social Studies

Learning in Junior High School

Social studies learning has the main goal, which is to develop the potential in forming attitudes, values and norms that are appropriate in social life. This includes being sensitive to social and environmental problems by being positive. Social studies learning when applied in accordance with its purpose contains interesting material and contains a variety of scientific disciplines in providing solutions to human problems.

One of the efforts that can be done is to develop learning media especially in the current era of rapid technological development. The demand for electronic-based learning media is a supportive aspect in learning plans for the achievement of learning outcomes. The use of an electronic module has been developed because it combines technology and learning that can provide new experiences in students' knowledge [13]. Electronic module can be developed in a variety of lessons in schools one of which is social studies in junior high school.

Electronic module in social studies learning that are integrated with environmental issues can be used as innovative learning resources for students. Both become important factors in learning because they relate to learning experiences and the meaningfulness of student learning outcomes. Good learning is learning by providing material that is directly experienced by students or seen by students. Learning can be conveyed by instilling concepts and characteristics of the essential value of subjects.

Scientific journals related to this reveal that there are still vague applications of environmental issues in social studies education. In this case, the attitude of responsibility for the awareness of the importance of integrating environmental issues in social studies learning especially in instructional media in the form of electronic modules is very much needed. Moreover, matters relating to environmental education have come to the attention of citizens globally. The problem is related to global instability in the global climate such as cases of pollution, fires, accumulation of plastic waste, and so on. Environmental damage results from community behavior and community attitudes in managing their environment. In addition, the natural state, location and potential of the research location support the integration of environmental issues. For example, several cases were reported related to victims of natural disasters who did not think rationally and have fatal consequences [20].

Integrating environmental issues in electronic module covers a wide range of material ranging from knowledge of concepts and principles to behavior related to the results of human interaction with the environment and human activities [21]. Contextual issues like this are important to learn even more so they are made an emphasis on the 2013 curriculum. Other challenges in the development of the 21st century also require an understanding of the interdependence of the environment, economy and technology. Furthermore, each individual must have the necessary knowledge and scientific skills in managing resources effectively and efficiently [22] [23]. From the explanation above, social studies learning has an important role in addressing environmental problems by integrating physical and social environmental issues into an electronic module.

4. CONCLUSION

Integrating environmental issues in the electronic module social studies learning in junior high schools is an important thing to do. This situation is in line with the objectives of social studies learning as well as the demands on technological development in the 4.0 revolution.

An important implication of educational practice is that social studies teachers must be pioneers in addressing environmental issues, especially in terms of instability in global problems. Integrating environmental issues in the electronic module is expected to help achieve the objectives of social studies learning as it should.

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