



**BUILDING ECOLOGICAL INTELLIGENCE OF
THE CILETUH GEOPARK COMMUNITY THROUGH
SOCIAL STUDIES LEARNING IN THE 21ST CENTURY**

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Abstract : This article discusses how to build the ecological intelligence of the Ciletuh geopark community through social studies learning which refers to a 21st - century learning characteristic. 21st - century learning characteristics that emphasize the use of Information Technology and practicality must be balanced with ecological intelligence. Ecological intelligence is needed in the 21st Century to protect the world from invisible hazards. The looting of *melange* stones and sedimentary rocks and the logging of people by the community in the Ciletuh Geopark area are not directly affected by the community, but if this continues to occur, landslides and weather will be increasingly hot and damage the climate around the area. Ecological intelligence must be instilled in the community around the Ciletuh Geopark area through the eyes of social studies courses from an early age to create natural balance and harmony. This study uses descriptive qualitative research methods with triangulation techniques, data obtained from observations, documentation, and interviews. The results showed that junior high school teachers in the Ciletuh Geopark area were not optimal in carrying out contextual learning that fosters students' ecological intelligence where the learning resources used are still limited to textbooks and do not use the natural environment in the Ciletuh Geopark area itself.

Keywords : ecological intelligence, 21st-century social studies, middle school teachers.

I. INTRODUCTION

IPS at the school level basically aims to prepare students as citizens who have knowledge, skills and attitudes and values that can be used as the ability to solve personal problems or social problems and the ability to make decisions and participate in various community activities to become good citizens. No doubt IPS education has a very important function in shaping the personality of the nation, the quality of people and the people of Indonesia in general, but to date the success of social studies education in developing the values of national and state life among the young generation continues to be questioned, given the phenomenon of national life and state in Indonesia, especially the younger generation, is increasingly doubtful its existence.

Learning is the process of interacting students with educators and learning resources in the learning environment. The interaction of students with the learning environment is designed to achieve learning goals. Learning objectives in the form of a number of meaningful abilities in aspects of knowledge (*cognition*), attitude (*affection*), and skills (*psychomotor*) that students have as learning outcomes, or after they complete their learning experience. The phenomenon of globalization in addition to having a positive influence also carries many negative influences which are marked by the erosion of the values of local wisdom, the complexity of the problems related to the character or morality of students in this country (especially in Sukabumi District) has become a common concern and concern. According to Supriatna (2017:52), the process of



social studies learning that uses an ecopedagogic approach is similar to learning that uses constructivist theory, or constructive learning. The essence is to place students as autonomous learners who are expected to be able to actively construct their knowledge by presenting the experiences brought into the classroom. The study of natural resources in social studies learning in junior high schools in the 2013 curriculum does not only present the definition of natural resources themselves but the damage and depreciation due to human activities that exploit too much.

The integrated learning model is one model of curriculum implementation that is recommended to be applied in the level of education in junior high school. The integrated learning model is essentially a learning approach that allows students both individually and in groups to actively seek, explore and discover holistic and authentic concepts and principles (Mulyasa, 2003:3). Kincheloe (2008:8) explained that in the learning process teachers not only understand the theory but can package material that is adapted to the diverse culture and psychology of students. This is what will be applied in learning, in accordance with the decentralization of education that allows schools to integrate curriculum with the needs of students in the area. From there it is something that must be addressed in the implementation of social studies education. That fact can be seen from the shifting love of the community for the potential that exists in the region and the understanding of the community to develop the potential that exists in the area.

Social studies learning in junior high schools also includes understanding of the environment and society in the regional, national and international scope to develop knowledge, attitude, logical thinking, and systematic, critical, analytical, and social skills. All of that, in addition to increasing the understanding of the potential of the Indonesian territory, also develops nationalism, strengthens nationalism, and is able to cooperate in a pluralistic society as citizens, citizens, and citizens of the world. In the regional scope, for example, by introducing the potential of the surrounding area with consideration of all places, objects, resources and events bound to the location of the region in this case relating to the potential that exists in Sukabumi Regency, or more specifically the potential of Ciletuh geopark area to be made learning resources for 7th grade junior high school students.

The development of science, technology, and community change at the local, national and international levels is the main foundation in the 2013 curriculum development. In the 2013 Curriculum, Social Sciences (IPS) subjects must contribute to the formation of knowledge, attitudes, and skills and mastery of ICT (*Information and Communication Technology*) (Hurri, I & Widiyanto, R., 2018:13), students must be prepared to face global challenges in the 21st century. Information and communication technology (ICT) and openness in its utilization are two important phenomena which are predicted to be the main characteristics and have implications for changing the 21st-century learning paradigm. It also provides social infrastructure for teachers and students to enhance collaboration, interaction, and participation in their learning activities, and support them to create a constructive learning environment (Chen, 2011:52). Technology has become a necessity in education in the digital era. Facing this phenomenon, it must be made an innovation in social studies learning related to 21st-century skill needs and learning paradigm towards 21st-century learning, which is characterized by principles of information disclosure, computing, automation, and



communication. The integration of technology into social studies learning is one of the learning innovations in the digital era (Farisi, 2016:16).

Increased knowledge and skills of the 21st century must be balanced with the ecological intelligence possessed by students. Students in the era of digital technology need access to information that is fast, accurate and easy to access and social studies teachers must be able to prepare students through the development of knowledge, attitudes, skills, and values are taken from their learning environment (Wirawan; Hurri & Pandikar, 2018:43). But in social studies learning at SMPN 1 Ciemas, teachers have not developed students' love for local potential and the environment because teachers are still focused on the old paradigm that books are the most correct learning resource.

II. METHOD AND RESEARCH DESIGN

This study uses qualitative methods, namely an approach that is oriented to a phenomenon or social phenomenon, besides that this research does not contain numbers, but in the form of a description, so that it is natural. Bogdan and Taylor (in Moleong, 2007:17) said that "Qualitative approach is a research procedure that produces descriptive data, in the form of written or verbal words from people and observable behavior. The researcher observed the behavior of the community in the Ciletuh Geopark area and observed the social learning process conducted at Ciemas 1 Public Middle School. The researcher conducted observations to see the condition and behavior of the community in the Ciletuh Geopark area, as well as observing the learning model used by the social studies teacher and the learning resources used. Interviews were conducted to grade VII teachers regarding the teacher's understanding of contextual learning. Documentation is done by observing the teacher's and student's books used by the teacher as a reference for the social studies learning used.

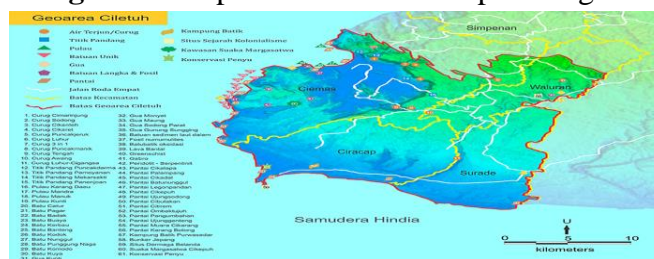
III. RESULTS AND DISCUSSIONS

Ciletuh geopark is one of the regions designated by the *United Nations Educational, Scientific and Cultural Organization* (UNESCO) as an earth park that is included in a conservation area, which has elements of geodiversity, biodiversity (*biodiversity, and cultural diversity*) which has aspects in the field of education as knowledge in the field of geology on the uniqueness and diversity of the earth's heritage and economic aspects of the role of the community in the management of the area as geotourism (Rosana, 2015). Over a unique and rare landscape-shaped land area in the form of an open amphitheater overlooking the Ciletuh Bay, which is bounded by a white sandy beach with the Indian Ocean Sea (BAPPEDA JABAR, 2015).

Geopark development in West Java is important because in accordance with the mission of West Java province to become a world tourism destination and towards a green province (Muharam et al, 2015: 8). Ciletuh geopark amphitheater as one of three regions on the island of Java which reveals a deep red stone (Rosana et al, 2006). The Geopark area in Ciletuh has a pattern that resembles a horseshoe that opens into the Indian Ocean. Rocks exposed on the surface of the Geopark in Ciletuh photographed a very beautiful landscape, both in terms of the composition of the rock and the natural and marine beauty



Figure 1: Map of the Ciletuh Geopark Region



Source: <http://kabupatensmi.blogspot.com>

In an effort to preserve the natural heritage of the Ciletuh geopark amphitheater are absolutely necessary geological and biological conservation activities (geoconservation) and the empowerment of local communities covering the social, cultural, economic and educational fields that encourage the creation of sustainable natural resource conservation efforts to develop tourism potential. The most efficient way to achieve geoconservation is to increase public awareness about the geoheritage site (*science, aesthetics, education, tourism, economy, and intrinsic*) in the Ciletuh geopark region of Sukabumi District (Muharam et al., 2015:8). The potential of natural resources in the Ciletuh geopark region is very diverse, it is difficult to find typical and endemic flora and fauna, both those that are known and those whose usefulness is not known to local people

Figure 2: Satellite photo of a geopark area in Ciletuh that resembles a horseshoe



Source: <http://earth.google.go.id/sukabumi.westjava>

One of the main ecological principles that lead to "*the Center for Ecological Literacy*" or the center for ecological literacy is a strong system, which reflects the views that make up the system as a whole, and at the same time becomes part of a larger system. Nature which is the place where all living things are located must be preserved. This must be done so that all living things including humans can continue and improve their lives for the better, therefore to preserve nature, humans are required to understand the function and how to preserve it not only to think about how to extract wealth in it but also think about what must be done for the sake of that nature. If understanding and awareness about the importance of maintaining, caring for, conserving nature and good relations with living things in a person's nature, then he will take actions that are in harmony with nature conservation. The abilities and capacities of a person must be balanced with reliable knowledge in nature conservation, these actions are related to aspects of ecological intelligence that is preserving nature.

Ecological intelligence controlled by the community around the Ciletuh Geopark area can say that it is very low from all educational institutions. Awareness will punish nature less bent society. This is because in Social Studies Learning in class VII Basic Competence 3.4



Understanding the meaning of the dynamics of human interaction with the natural, social, cultural, and economic environment that can be used as a means of introducing natural conditions around the Ciletuh Geopark area is not applicable in social studies learning, as a result, do not understand the function of nature as a support for life. This phenomenon is very obvious when people no longer think about the long-term risks of what they do. They take the results from nature like as many rare rocks as possible for personal gain without thinking about what damage they will cause later.

If we look at Braun & Risinger's (1999) opinion which states that learning resources are not limited to students and teachers and become an important element of the repertoire of learning tools to involve students in social studies curricula. But this is not done in SMP Negeri 1 Ciemas which still relies on learning resources from textbooks or LKS. The impact of social studies learning that does not use learning resources from the environment around students is clearly seen in the behavior of people in the Ciletuh Geopark region who no longer think about the long-term risks of what they do. They take rocks and cut down forests wildly for personal gain without thinking about what damage they will cause later. Capitalism builds an ideological system of consumption so that society is advised that consumption is an important aspect of everyday life (Storey, 2008:144). According to Baudrilard (2004), the current state of affairs is no longer possible for society to get out of capitalism as Marx hopes and now according to Baudrillard the world has been filled with consumption and symbols. Consumption is now realized not only because the needs and activities are produced not solely to produce basic needs but for one of them to increase symbolic pride.

Supriatna, (2017:25) states that ecological intelligence possessed by individuals is based on knowledge, awareness, and life skills in harmony with natural sustainability. Furthermore, according to Nana, people who are ecologically intelligent are people who understand that every behavior and actions not only affect themselves and others but also the natural environment in which they live, it is built by the understanding that the nature in which we live must always be maintained. Carrying capacity for the life of himself and others. Improving Ecological intelligence is very much needed because today the attitude of the community that is felt to be very arbitrary towards the surrounding environment seems to bring disaster to the surrounding environment. Floods, fires, landslides, the depletion of the ozone layer are some of the disasters caused by selfish human actions by not thinking of the consequences of an unbalanced ecological environment that will harm us.

The form of ecological intelligence of the local community can be seen in their participation in developing tourism in the Ciletuh Geopark and they can also do maintenance (*conservation*). In developing geopark tourism in Ciletuh, community participation is one of the keys to developing tourism with the desired goals. The role of the community is very necessary both in the planning, development, management, and evaluation of work. In development, the community plays a role as a subject and object that has a very important location in the sustainability of development. Tourism development touches almost the entire life of the people around it (Ratnaningsih & Mahagangga, 2015). To construct students' knowledge about environmental issues in their area, the role of the social studies teacher is needed to bring these problems/issues into classroom learning in accordance with the applicable curriculum. But in the use of official curriculum must be adjusted to the interests



and interests of students, the formal curriculum is not the only reference as in conventional pedagogy (Supriatna, 2017:53).

For example, regarding environmental material in economic activities in social studies subjects in junior high school, teachers can raise the issue of consumption in the community, the concept of consumption can be a very ecological theme, because that situation without being based on understanding the environment will also affect environment, it might have a negative/bad impact. For example, when many people consume a product with packaging, and the community is not aware of the cleanliness of the environment by littering, or how much packaging waste is collected every day. So this is not good for the environment, in learning the teacher can direct students to be able to use a drink bottle, not by buying a bottle that is immediately discarded.

IPS teachers can also provide opportunities to construct students' knowledge that consuming by reducing dependence on products that use wrappers, especially plastic packaging, or social studies teachers can also direct students to consume local products is much better and environmentally friendly compared to consuming artificial products factory. According to Supriatna (2017:53) that in constructivist social studies learning, teachers can include sources that are richer than textbooks. In conventional learning, textbooks become the main reference, whereas in constructive social studies learning, learning resources are not only from textbooks, but are biased from various sources such as the environment around the school, the environment around the house, including students' social experiences and electronic media.

IV. DISCUSSIONS AND RECOMMENDATIONS

3.1 DISCUSSIONS

The implementation of student-focused learning activities. As a learning satisfaction, students must be more active in building an understanding, skills and certain behavioral attitudes (Active Learning). Student activities become more important and eat if accompanied by the provision of appropriate learning, one of which is by including the potential material of the local area for learning purposes and fostering love and concern for the region. Thematic and problem-solving learning in accordance with the environment of students from the closest to the farthest (global), through the transdisciplinary approach of social science, provides a comprehensive and integrative provision for students.

The Ciletuh region has unique and rare geological resources. In this area, pre-Tertiary-aged melange rocks and Paleogene-aged sedimentary rocks that form horseshoe-shaped amphitheater that lead the Indian Ocean, as a result of the collision process between the Eurasian continent plate and the Indian-Australian Oceanic plate. Tourism development in the Ciletuh Geopark region of Sukabumi Regency cannot be separated from the role of the Regency, Provincial and Central Government by involving elements of the local community as the perpetrators. Tourism development must be built along with the development of the community as well because it becomes a necessity if the development does not involve the community in its development program.

3.2 RECOMMENDATIONS



Geotourism is a geology-based nature tourism, which not only sees the beauty of a place but also studies geology in the area. Lots of geotourism branch tourism businesses that can be done in this area, for example, Geotrek program which is one of the alternative tourism management based on the safe and sustainable use of natural resources. At present geotrek has been carried out in the Ciletuh geopark area, but those that carry it out are still communities outside the Ciletuh local community, therefore it is deemed necessary to conduct a local community development.

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