

CHAPTER I

INTRODUCTION

1.1 Background of the problem

Global and national environmental quality has been declining in recent years. The Earth is under severe strain as a result of resource exploitation, air pollution, and limited access to water resources. The environmental issues that happen are not only caused by natural disasters but also caused by human activities. There are plenty of cases confirming that it was because of human intervention (Goleman, 2009). Moreover, according to reported data by the United Nation (UN) by BBC.com (2011) explained that Indonesia is inclined to disaster in the world because of its geographical position which is in among plates Eurasian, Indo-Australian and pacific. Moreover, data reported by the Ministry of Environment and Forestry described that Indonesia produced 32.82 tons of waste in 2020. Therefore, the problem afflicting Indonesia cannot be solved by individuals only, but the community or group should be worked in a team.

Furthermore, nowadays Indonesia is one of the countries that is perfecting the delivery of the *Sustainable Development Goals mission* (SDGs) which is a follow-up idea from the *Millennium Development Goals* (MDGs) by the United Nation (J. O’Flaherty and M. Liddy, 2018). As a developing country with great potential, Indonesia still faces many problems, including in education and the environment. However, basically in solving these problems it is not only the responsibility of the government, but also each individual has a role in solving them, educational institutions are no exception. Educational institutions, particularly schools, must be capable of helping future generations in understanding the value of the environment and practicing principles of sustainability (W. Leal Filho, S. Raath, etc. 2018).

Basically, education is a benchmark of a country's human resource quality. Good quality of education will represent its human resources as well. However, quality

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is defined not only in terms of intellectual ability, but also in terms of concern for the environment around students. As a result, schools can help student ecological intelligence through direct and indirect learning. Based on Indonesian policy, Permendikbud No.64 2013 has explained about the Content Standards for Primary and Secondary Education (Pendidikan Dasar dan Menengah), that the goals of national education include spiritual attitudes and social attitudes, knowledge and skills (rahmat Hidayat and Abdillah, 2019). Moreover, these four competencies need to be developed to achieve graduation competencies for students.

Moreover, education should be one of the most important factors to raise ecological awareness because education has a critical role in spreading knowledge to the students as young generations. Students should be adequately educated to help them actively act their roles in addressing climate and environmental issues (Eila Jeronen, etc, 2017). Moreover, education will be at the forefront of raising a generation of environmental stewards to reach positive results in their attitude toward environmental sustainability. As a society, students always continue to interact with the surrounding environment. Several studies have found that educational environment characteristics affect and influence students' cognition, motivation, characteristics, and behavior (Nurhanis Syazni Roslan, etc, 2018). Likewise in the social life of students who use almost all of their time to socialize with parents, teachers, relatives, friends and even other people. In this case, ecological intelligence plays a role in determining the level of concern that students have in paying attention to the surrounding environment. This comprehension is founded on the concept of ecological intelligence as a translator of relationships with all elements and other living things that give rise to empathy and deep concern for the natural environment (Mochamad Ali Chomaini, 2021). In this attitude there is a person's readiness to act in accordance with certain things, in other words, attitude is a relatively stable tendency that individuals have in reacting to themselves, other people or certain situations.

According to Gunawan (2012: 3) character or attitude is the original state that exists within a person's individual self that distinguishes himself from

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others. Ecological intelligence for students is not just teaching what is good and what is bad, more than that, ecological intelligence is able to help instill habits about which are good so that students understand how to be individuals with concern for the environment, and are able to feel good and ordinary values to do it (Daniel Goleman,2010). A person can be said to have character if he has succeeded in absorbing the values and beliefs that society wants and used as a moral force in his life.

But at this time, the fact of the low ecological intelligence and concern for the environment that occurs in students has a very negative impact on the surrounding environment. This is evidenced by the large number of waste problems that until now have not found a solution. This happens in the school environment as well as outside the school. Thus, improving this attitude can be done by increasing ecological awareness, where teachers are not only obliged in the aspect of knowledge but instill a caring attitude by aligning the environment around them to students as well. In instilling ecological intelligence itself, many materials related to green behavior are included in social science learning. The attitude of caring for the environment that is instilled in the subjects of Social Sciences includes maintaining the natural resources that we have. In line with that, this subject has the same goal with the hope that students will be able to take more care of the environment around them.

By doing pra-research, researchers found that the cultivation of ecological intelligence that can foster students' awareness of the environment can be seen in students at Green School Bali by introducing them to Tri Hita Karana. This school with the principle of sustainable education makes green building a sustainable movement that is introduced to students directly. The existence of buildings that are close to nature is the actualization to live in harmony with nature by optimizing local wisdom to minimize negative impacts on the environment and implement energy conservation effectively and efficiently. With the green building in Green School Bali, learning activities is created to support teaching and learning activities comfortably and shape the character of students to further develop their capacity as social beings who care about the surrounding environment.

In line with the research done by Ni Ketut Srie Kusuma Wardhani (2020) etc validates that Tri Hita Karana education as local wisdom is very appropriate to be used as an effort to integrate environmental education in schools. Through the concept of Tri Hita Karana, values about the preservation of nature, maintenance of the school environment, maintaining school cleanliness, and caring for plants can certainly foster student awareness about the importance of protecting the environment so that it can play an active role in environmental preservation and safety efforts. Moreover, Lilik L. Meryatasa (2019) also stated that a comprehensive understanding of the nature of the causes of happiness and peace is required by continuing to learn and develop things that can lead to happiness and peace. The mind's response to everything that happens, both physically and spiritually, determines whether or not a person is happy. Furthermore, research by I Gede Sedana Suci (2018) also reminds that three causes (*Parahyangan, Palemahan and Pawongan*) are integrated with each other in the implementation and mutually influence the creation of organizational harmony goals will be more easily achieved.

Furthermore, in terms of thematic learning effectiveness, the research conducted by Rubita Harisna (2020) stated that environmental learning is required to increase student activity through environmental empowerment, which can solve societal problems while also improving students' scientific literacy. This is also strengthened with the findings of Hutauru Novri, Kristyowati, and Agung's study (2019). They claimed that teaching materials based on a contextual approach that makes use of the environment can improve students' scientific literacy skills, including understanding and caring for the environment. Students' attention will be drawn to activities during learning because what was learned was drawn from the environment in such a way that it is relevant to life and benefits the environment. By knowing the result of these findings, the researcher assumed that the Green School' learning model which connecting students with nature will be find the effectiveness to increase students' ecological intelligence.

Wall-less building in Green School Bali aims to let students to be blended with nature and choose nature as their learning resource bringing the positive side for Green

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School Bali to reach sustainability in education. As it is proven by Eila Jeronen (2016) that outdoor learning also promotes connectedness to nature, positive environmental attitudes, and environmental consciousness. Outdoor nature experiences, on the other hand, are the most important factor in connecting with biological interests. Several research findings confirm that students learn significantly better when they have first-hand experiences and studies in authentic learning environments, such as farms and natural environments (S, Bögeholz, 2006) For its part, local wisdom like Tri Hita Karana which is applied in Green School Bali is one of things to be concerned about to be a source of knowledge. Therefore, it supports the researcher interest in the efforts of Green School Bali as an educational institution that can apply the principles of sustainability education that can grow students' ecological intelligence. In finding it, the researcher will observe directly how the direct or indirect learning provided by the teacher to students, especially in Social Science learning by thematic class in sixth grade in Green School Bali.

In comparison to other research, this study focuses on describing the natural uniqueness in Green School Bali, a school with a strong spirit-based learning concept. Moreover, Green School Bali is inspired by nature, which makes it unique and appealing in many ways, particularly the green learning environment and natural and environmentally friendly learning. This school maximizes the environment to promote integrated learning based on a natural approach and maintains the preservation of nature. Also, Green School Bali has learning and teaching with holistic method, which means focusing on five keys: yourself and others, broad intelligence, multi-sensory, experiential, and purposeful. This teaching has an indirect and strong relationship between the implementation of Tri Hita Karana and Bali's vision of the General Plan Regional Energy Bali province to maintain balance and harmony between humans, nature, and Balinese culture as a tourist destination in Indonesia that is highly dependent on cultural attractiveness and the natural environment. Therefore, thematic learning is used as a treatment in this study, it will also teach them to be aware of their environment that allows students to collaborate on real-world problems and encourage students to be a solution to the issues surrounding them. To conclude, Green School

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Bali, an International school with a holistic learning model which implements the values of traditional philosophy of Tri Hita Karana is successfully guide their students to take their role consciously to bring the world sustainably. Moreover, the Green School Bali's learning program is constantly evolving to seek life balance between human and God, human and human, and human and nature guided by Tri Hita Karana values.

1.2 Research Questions

Based on the described background, the formulation of the focus of this research is "How is Thematic Social Studies Learning in Growing Students' Ecological Intelligence?". The focus of this research is described in the following sub-foci:

1. How does the Green School Bali design Thematic Social Studies Learning to implement Ecological Intelligence to increase students' ecological intelligence?
2. How is the implementation of "Tri Hita Karana" through Thematic Social Studies Learning to increase students' green behavior in Green School Bali?
3. How is the students' reflection of "Tri Hita Karana" through Thematic Social Studies Learning to analyze student's green behavior in Green School Bali?
4. What are the difficulties and solutions done by Green School Bali to implement "Tri Hita Karana" through Thematic Social Studies Learning to increase students' green behavior?

1.3 Research purposes

Based on the focus and sub-focus above, the general purpose of this research is to describe how Social Science Learning can grow students' ecological intelligence. The specific objectives are:

1. To describe the Green School Bali designing the Thematic Social Studies Learning to implement Ecological Intelligence in increasing students' green behavior
2. To describe the implementation of "Tri Hita Karana" through Thematic Social Studies Learning in increasing students' green behavior in Green School Bali

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3. To describe the students' reflection of "Tri Hita Karana" through Thematic Social Studies Learning in analyzing students' green behavior in Green School Bali
4. To describe the difficulties to implement "Tri Hita Karana" through Thematic Social Studies Learning in increasing students' green behavior in Green School Bali

1.4 Research Benefits

By describing the learning of Social Studies in instilling ecological education, this research is expected to increase the wealth of knowledge theoretically for education practitioners. This research can be used as a reference or preliminary study for further research, in the research area of learning resource management in schools. This research can also be used by education practitioners as preliminary study material to develop an education management model by implementing ecological education through social studies learning and welcoming sustainable education.

Theoretical Benefits

Theoretically, this research will analyze more in-depth and the study will be obtained regarding the implementation of local wisdom, especially in Social Studies learning. Then, the result will be expected to be one of the alternative materials for Social Studies learning development in increasing ecological intelligence by applying Tri Hita Karana.

Pragmatical Benefits

The findings of this research can help to strengthen previously held beliefs. Provide additional insight, knowledge, and the author's research experience in pragmatics. Moreover, this research is expected to :

1. Become an input and reference for Social Studies education practitioners in the development of Social Studies learning materials with the implementation of values of local wisdom, especially Tri Hita Karana to instill students' ecological intelligence.

2. Provide ideas about basic principles in designing Social Studies learning based on local wisdom to enrich students' environmental awareness.
3. Become a study material for government policies in the field of education and educational development program at the concern level on the importance of integrating of local wisdom values in Social Studies curriculum in primary and secondary schools to develop students' ecological intelligence.
4. Provide the basis and recommendation for further research especially regarding the scientific review of the implementation of local wisdom values in Social Studies learning in schools.

1.5 Operational Definition

1. Ecological Intelligence refers to students' ability or competence in responding to environmental conditions and applying it in daily life, such as energy use, water use, transportation use, waste management, and participation in environmental care. In this study, ecological intelligence is used to demonstrate students' ability to respond and to be aware of environmental issues.
2. Sustainable education or *Education for Sustainable Development* is a new paradigm in the field of education, whether formal, non-formal or informal, which considers three dimensions to be defined. These dimensions include economic sustainability, social justice (culture and tradition) and environmental sustainability simultaneously, balanced and sustainable.
3. Tri Hita Karana is the indigenous wisdom for Balinese people that implies three causes of prosperity and happiness; 1) man and God called *Parahyangan*; 2) between man and his neighbor called *Pawongan* and 3) between humans and nature called *Palemahan*.
4. Green School Bali is an international, progressive Pre-Kindergarten to Grade 12 school located in the heart of the jungle in Bali, which has a mission to create a 'Community of learners making our world sustainable' and is so much more than a school - it is a community where all members - students, staff, parents, volunteers and the surrounding community - come to learn and engage in various social

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enterprises, such as Green School's innovation hub (makerspace), KemBali (Green School's resource management center) to help build and educate on sustainable solutions for the future.

1.6 Writing Structure

The results obtained in this research were collected and compiled into a thesis with the following structure

CHAPTER 1 Introduction, this chapter explains the background problem which contains an explanation of why the problem under study emerges and is important to study, problem formulation, objectives and research benefits, operational definitions, and organizational structure of writing.

CHAPTER II Literature Review, this chapter contains various literature studies and information sourced from various literatures related to Implementation of Student' Ecological Intelligence in Supporting Sustainability Education through Traditional Philosophy "Tri Hita Karana" in Green School Bali.

CHAPTER III Research Methodology, this chapter describes the methods and research techniques used by researchers in finding and processing data relevant to the problem under study.

CHAPTER IV Findings and Discussion, in this chapter all the results describe what has been carried out by researchers to answer the questions that have been formulated in the first chapter.

CHAPTER V Conclusions and Recommendations, this chapter contains conclusions from overall description and some suggestions addressed to several parties related to the problems discussed in this study.