HISTORY LEARNING IN JUNIOR HIGH SCHOOLS WITH UTILIZATION OF THE SURROUNDING ENVIRONMENT

Venita Angraeny[1], Yetrie Ludang[2], Andi Bustan[3], Joni Bungai[4], Firlianty[5], Herianto[2]

[1]*Master of Education, Postgraduate Program,*
[2]*Department of Forestry, Faculty of Agriculture,*
[3]*Department of Physics Education,*
Faculty of Teacher Training and Education,
[4]*Department of Education, Faculty of Teacher Training and Education,*
[5]*Fishery Product Technology Study Program, Department of Fisheries,*
Faculty of Agriculture, Palangka Raya University,
Palangka Raya, **INDONESIA**

ABSTRACT

In the scope of history learning, an approach is needed that strengthens students' understanding of historical values. There are so many values and benefits that can be gained from the environment as a source of learning in education, even almost all the themes of activities can be learned from the environment. However, it is necessary to have creativity and an innovative spirit from teachers to be able to take advantage of the environment as a learning resource. The environment is a rich and attractive learning resource for students. Any environment can be a fun place for students. If during class the students are introduced by the teacher about fossils, by utilizing the environment students will be able to gain more experience. In utilizing this environment, the teacher can bring activities that are usually carried out in the classroom into the open, in this case the environment. However, if the teacher tells the story in the classroom, the nuances that occur in the classroom will not be as natural as if the teacher invited students to take advantage of the environment.

Keywords: *history learning, environment, teacher, student, junior high school*

INTRODUCTION

Improving the quality of education can be done in various ways. One way is to try to understand how students learn and how the information that can be obtained can be processed in their minds so that it becomes theirs and lasts a long time in their minds. Therefore, it is necessary to strive for the application of an appropriate learning climate to create creative, innovative and willing students to advance through the use of learning resources to develop their full and optimal potential. Teaching is a systematic process consisting of many components. Each component is not separate or run independently, but must run simultaneously, and support one another. One of the many components in the teaching system is a learning resource.

Learning sources as it is known are educational facilities or facilities which are an important component for the implementation of the teaching and learning process in schools. In implementing teaching and learning activities, the teacher should properly utilize learning resources, because the use of learning resources is very important in the context of teaching and learning. It is said that because utilizing learning resources will be able to help and provide participatory learning opportunities and can provide a concrete learning journey. Then it can also expand the horizons of students, so that the predetermined goals can be achieved efficiently and effectively.

The importance of learning resources in social studies learning must be balanced with the teacher's ability to choose good and effective learning resources to use. Because social studies learning resources, especially history, are very diverse. Learning resources that can be used in learning history include places or environments, objects, people, books, events and facts. In addition, historical learning resources can be in the form of maps, encyclopedias, relics, libraries, and others. In history learning, there are a lot of relics that can be used as learning resources such as temples, sites and other relics such as statues, and former temple foundations. All of that can be used and can be used to complement existing learning resources.

Learning sources can come from local wisdom around the school environment. Local wisdom provides many forms of learning resources that can help in learning (Ludang, 2010; Ludang et al., 2011). Local history learning can bring students in real situations that exist in their environment. The innovative traits and professionalism of the history teacher will play a large role in the search for a breakthrough for possible developments in local history teaching. Teaching local history is a learning process by using as many learning resources as possible from the community around the school environment or the environment where students live. Basically, not all students are able to take advantage of local history.

Besides, not all students know that local history can be used as a learning resource, therefore there needs to be guidance from the history teacher himself. The sources of local history that exist are mostly oral traditions, but often in the form of written documents or objects.

The environment is one of the very important learning resources and has very valuable values in the student learning process. The environment can enrich learning materials and activities. By taking learning materials from the student environment, students' skills and intelligence can be practiced in social life. And to gain in-depth knowledge about something students need a lot of experience. In order for students to learn well, what is learned must be related to the real situation and those around them. For that, students are required to be able to take advantage of the environment around them as a learning resource. In fact, in the field, the learning resources available in our environment are still underutilized so that the implementation of the teaching and learning process is also less than optimal which results in the quality of education that we expect has not been achieved. Learning during the COVID-19 pandemic certainly greatly affects student learning patterns, motivation and learning outcomes. Learning that is done online leaves many positive and negative impressions. Many things are of interest to further research attention.

SOURCE OF LEARNING

Environment

According to Nana Sudjana & Ahmad Rifai (2001), there are three types of environment that can be used in the education and teaching process, namely the social environment, the natural environment and the artificial environment. The social environment as a learning resource is related to human interaction with social life. Natural characteristics such as geography, climate and natural resources. Artificial environment is an environment that is deliberately created or built by humans for certain purposes that are beneficial to human life.

The surrounding environment is one of the learning resources that can be optimized for the attainment of quality educational processes and outcomes, including:

a. The environment provides a variety of things that can be learned by students. The number of learning resources available in this environment is not limited, although in general they are not designed deliberately for educational purposes. This environmental learning resource will further enrich students' insights and knowledge because their learning is not limited by four classroom walls. In addition, the truth is more accurate, because students can experience it

firsthand and can optimize the potential of their five senses to communicate with the environment.

b. The use of the environment allows a more meaningful learning process because students are faced with actual conditions and situations. This will fulfill the concrete principles of learning as one of the principles of student education.

c. The use of the environment as a learning resource will encourage the appreciation of the values or aspects of life in the environment. The awareness of the importance of the environment in life can be instilled in students, so that after they grow up this awareness can be maintained.

d. The use of the environment can be attractive to students. Learning activities may be more attractive to students because the environment provides learning resources that are very diverse and many choices. Enjoyment of learning is the basic capital that is needed in the context of preparing the learning community (learning societes) and human resources in the future.

e. Utilization of the environment fosters student learning activities to increase. The use of various methods or methods is a demand and need that must be met in education.

Benefit value

There are so many values and benefits that can be gained from the environment as a source of learning in education, even almost all the themes of activities can be learned from the environment. However, it is necessary to have creativity and an innovative spirit from teachers to be able to take advantage of the environment as a learning resource. The environment is a rich and attractive learning resource for students. Any environment can be a fun place for students. If during class the students are introduced by the teacher about fossils, by utilizing the environment students will be able to gain more experience. In utilizing this environment, the teacher can bring activities that are usually carried out in the classroom into the open, in this case the environment. However, if the teacher tells the story in the classroom, the nuances that occur in the classroom will not be as natural as if the teacher invited students to take advantage of the environment.

Taking advantage of the surrounding environment by taking students to observe the environment will add balance to learning activities. This means that learning does not only occur in the classroom but also outside the classroom, in this case the environment as a learning resource which greatly influences the development of social and cultural skills, emotional and intellectual development.

1. Development of aspects of social skills

The environment naturally encourages students to interact with other students even with adults. When students observe certain objects in the environment, they certainly want to share their findings with others. In order for

his findings to be known by his friends, these students try to approach other students so that there is a process of interaction / harmonious relationship. Students can build their social skills when they make arrangements with their friends to take turns in using certain tools when they play with objects in a certain environment. Through activities such as these students make friends and enjoy a relaxed and pleasant atmosphere.

2. The development of the emotional aspect

The environment in general provides a challenge for students to go through. Using it will allow students to develop positive self-confidence. For example, if students are invited to a park where there are several trees that allow them to climb. By climbing the tree, students develop aspects of courage as part of developing their emotional aspects. The self-confidence that students have in themselves and others is developed through real life experiences. The environment itself provides facilities for students to have real life experiences.

3. Intellectual development

Students learn through direct interaction with objects or ideas. The environment offers teachers the opportunity to reinforce concepts such as color, number, shape and size. Making use of the environment is basically explaining certain concepts naturally. The concept of color that is known and understood by students in the classroom will certainly be more real if the teacher directs students to see the real color concept that exists in the surrounding environment.

Learning is a business process carried out by individuals to obtain new behavior changes as a result of interactions with the environment (Slameto, 1991). Behavioral change as a result and learning is characterized: a process of awareness of changes in behavior, is continuous and functional, positive and active, permanent, directed and comprehensive. In line with Slameto's opinion, Nana Sudjana & Ahmad Rifai (1996) defines learning as a process that is marked by changes in a person in terms of knowledge, understanding, attitudes, behavior, skills, abilities, and habits. According to Gagne's theory (Slameto, 1991), learning problems provide two definitions, namely the process of gaining motivation in knowledge, skills, habits and behavior. Gagne further explained that learning is knowledge or skills obtained from instruction. Learning is not just memorizing or remembering, because learning is a process in which one of the indicators must be a change in the person who learns (Nana Sudjana & Ahmad Rifai, 2000). Learning is an active process, which is active in giving reactions to all situations around the individual. At a higher level, learning is actually quite a task, because it demands a systematic critical attitude and intellectual abilities which can only be obtained by direct practice. This indicates that learning is not just consuming ideas, but creating and continuing to create ideas.

Activities and learning success in general are strongly influenced by two factors (Nana Sudjana & Ahmad Rifai, 1996), namely: (1) Internal factors, namely factors that exist in individuals in the form of motivation and knowledge, interests and concerns, habits, efforts. and motivation; (2) External factors, factors that come from outside the individual, namely the environment. The environment as an external factor influencing learning outcomes can be divided into three, namely the family environment, the community environment and the school environment. Learning and teaching are two inseparable concepts, because learning refers to what a person does as a subject who receives lessons (students), while teaching refers to the activities carried out by the teacher as a teacher. In essence, teaching is a process of regulating, organizing the environment around students so that it can grow and encourage students to do the learning process (Nana Sudjana & Ahmad Rifai, 2000).

Learning resources

Learning resources can be developed according to the abilities possessed by students, so that in learning they can choose activities that they like and can do. In addition, in the learning process students can choose a suitable time and friends to carry out learning activities. Learning resources are essentially all of the resources (data, people, and things) which may be used by the learner in isolation or in combination, usually in a formal manner, to facilitate learning, they include messages, people, materials, devices, techniques, and settings (AECT, 1977).

Learning resources are all resources that can be used by members! ease on someone's learning in its development, learning resources can be grouped into two types, namely:

a. Resources by design-those resources which have been specifically developed as "structural system component" in order to facilatate purposive formal learning.

b. Resources by utilization-those resources whice have not specifically been designed for instruction but which can be discovered, applied and used for learning purposes (AECT, 1977).

Field conditions

There are several things that need careful attention in planning learning resources, namely: the aims and objectives of the provision of learning resources, the level of student development, the concepts and skills to be developed and the activities and learning methods to be applied. By paying attention to some of these aspects, the use of learning resources will be able to run according to the objectives of instructional activities. The use of learning resources as a supporting factor for the success of teaching, even as a component of teaching and learning

activities, needs to pay attention to the various benefits that can be obtained. As for the benefits of learning resources according to Karti Soeharto et al. (1995), including: (1) Can provide a more concrete and direct learning experience for students, for example field trips to museums, factories, kratons; (2) Can present something that is not possible to be held, visited or seen in person, for example a photo, film, model; (3) Can expand the horizons of teaching offerings in the classroom, for example textbooks, resource persons; (4) Can provide more accurate and up-to-date information; (5) Can help solve educational problems both micro and macro; (6) Able to provide positive motivation for students to learn; (7) Can stimulate students to think more critically and positively about the subject matter.

In order to obtain the maximum benefit from learning resources, Karti Soeharto et al. (2003) explain the need to pay attention to the main characteristics of learning resources, namely: (1) Learning resources have resources or strengths that can provide something needed in achieving learning objectives; (2) Learning resources can change behavior to be more perfect, according to goals; (3) Learning resources can be used individually (separately) or in combination (combined); (4) Learning resources can be divided into two, namely those designed {by design} for learning purposes and by utilization of learning resources initially not intended for learning purposes, then used for learning activities.

Understanding of the benefits and main characteristics of learning resources is very important for users, in this context, especially teachers and students, because not all sources can be categorized as educational resources. By properly and deeply understanding the characteristics and benefits of learning resources, it is hoped that the process of teaching learning activities will be more effective so that the instructional objectives that have been set can be achieved.

No less important in relation to learning resources is the determination and selection of learning sources. There are a number of factors that need to be considered in choosing learning sources, including: a). The goals to be achieved, meaning that the selection of learning resources must be adjusted to the goals to be achieved, for example to generate motivation, for teaching purposes, for research purposes or for solving problems. This needs to be considered, considering that every learning resource has its strengths and weaknesses, and there is no learning resource that is suitable for all purposes; b). Economical, meaning that the selected learning source must be cheap by calculating the number of users, the length of time it is used, whether or not events occur, whether the message conveyed is accurate or not.

Studying society in real life situations through observation, communication, or living together in it is an appropriate way to study and develop social science. From an educational perspective, especially in social studies subjects, one of the learning methods that can be developed is the work of visual data. The field trip

method is one of the methods that can be applied in social studies learning outside the classroom. Through the field trip method, students are invited to observe, analyze, and look for links between the results of culture and human civilization along with the settings and supporters of that civilization.

Basically, humans live in the midst of three environments, namely the material, social and symbolic environment. The material environment is a man-made environment such as houses, bridges, rice fields and so on. The social environment is social organization, social stratification, socialization, lifestyle and so on. The social environment is closely related to the cultural environment, so the term socio-cultural environment is often used. In this context, the social environment is a complex of patterned behavioral activities of humans in society which is often referred to as the social system. The series of human activities in a concrete society can be observed and documented (Koentjaraningrat, 2000).

By using the environment as a learning resource, teachers and students can learn the real situation outside the classroom by exposing students to an actual environment to be studied, so that the learning process is more meaningful. Various benefits and advantages can be obtained in using the environment as a learning resource, including: (1) learning activities are more interesting, not boring and students are motivated in learning; (2) The essence of learning will be more meaningful because students are faced with natural situations and realities; (3) The materials studied are richer and more factual and the truth is more accurate; (4) Student learning activities are more comprehensive and more active, because they can be done in various ways such as observing, interviewing, proving or demonstrating, testing facts and others; (5) Learning resources become richer because the environment that can be studied varies, for example, the social environment, the natural environment, and the artificial environment; (6) Students can understand and appreciate various aspects of life in their environment, the implication is that students are familiar with the life around them (Nana Sudjana & Ahmad Rifai, 2001).

Methods

An important issue in relation to learning resources is the technique of using them in the learning process. According to Nana Sudjana & Ahmad Rifai (2001) there are several techniques that teachers can use in using the environment as a learning resource, namely: a. Survey, students are invited to visit the environment such as the local community to learn about social, cultural, economic, demographic, and other processes. Learning activities are carried out by students through observation, interviews with various parties who are deemed necessary, studying existing documents. The results can be reported and discussed during the learning process in the classroom; b. Camping, this technique is suitable for studying

natural sciences, ecology, biology, chemistry and physics. Students are required to record what they experienced, felt, seen and shouted at during the camp. The results and activities are discussed and studied in class with the guidance of the teacher; c. Field trips, namely student visits outside the classroom to study certain objects as an integral part of curricular activities at school; d. Field Practice to acquire specific skills and abilities; e. Through service and community service projects, students and teachers are involved in community activities. The benefit of these activities is that students can apply the learning skills obtained in school; f. Inviting resource persons to lecture and explain their expertise in front of students which of course is tailored to certain subject matter.

HISTORY LEARNING

Teaching

Social Sciences essentially moves in a three-dimensional path of time, namely the past, present and future. The three-dimensional placement of time shows that as a science does not only stop at the study of important events in the past but tries to see their relationship with current events. This is important because the present situation is actually rooted in the previous state and the concepts of social studies in the past and the present are able to see or understand trends in the future.

Social studies teaching has two functions, namely a genetic function and a didactic function. The genetic function means that social studies tries to reveal how something happens, while the didactic function means teaching efforts so that the next generation can take lessons and lessons from the experiences of their ancestors, the didactic function is closely related to social science awareness. From the formulation of the social studies teaching function, it carries two missions, namely (1) personal formation of students; (2) transformation of cultural values to the next generation.

Whereas academically the teaching function of social studies can be explained as follows (Prijodarminto, 1994; Tri Widiarto, 2000):

1. Critical thinking, social studies teaching also trains critical thinking which is the basis of scientific thinking. The function of teaching social studies becomes more than just carrying out the objectives of teaching social studies, but also provides training in thinking together with other disciplines being taught. This can be developed in a discussion on a social science topic.

2. Fostering a sense of nationality, social studies teaching aims to foster a sense of nationality through the appreciation of the past values of our nation. Its implementation can serve as a bridge to overcome a sense of difference between differences between tribes. By knowing the struggles of heroes in various regions, there will be a growing awareness that every tribe and other group has

contributed to the birth of the Indonesian nation. This understanding will form the basis for the growth of a healthy national taste. Together with teaching other social sciences, social studies teaching plays an important role in fostering students' attitudes to become good citizens.

3. A sense of responsibility for cultural heritage, social studies awareness that is grown through social studies teaching will increase the sense of responsibility towards cultural heritage objects (Rina Oktavia et al., 2020). Students will appreciate the object not because of its beautiful shape, but they will appreciate it because of its social studies value even though it does not have high beauty.

4. Awareness of the past, to plan something in the future requires knowledge of the past and present. The purpose of teaching social studies is to provide knowledge to students about past human life by presenting the results of social studies research. The increasing of social studies research, the more social science sources that can be explored. From the knowledge of the past, the results of research by experts are expected to better understand the past of the Indonesian people, so that in turn people will realize that today's life is inseparable from the experiences of the Indonesian nation in the past.

Benefits

The principle of learning from the past is an important element in social studies learning, because by studying the past, humans will get inspiration about the successes and failures they have experienced. This can be used as a guide for planning the present and the future. In detail the benefits and teaching of social studies are:

a. Educational Benefits

What is meant by educational benefits is that it can provide wisdom and wisdom or "history make man wise" for those who study it. On this basis it can also be shown which directs its attention especially in the past cannot be separated from confidence, because of the spirit in fact, the importance of studying social studies is conviction. This can be known in the words "All History is Contemporary History". Or more broadly it is formulated that social science is essentially "unending dialogue between the present and the past." between the present and the past. At this level it means that we are talking about the meaning and educational meaning of social studies. Realizing the educational benefits of social studies means realizing the meaning of social studies as a meaningful past, which in turn can take values in the form of ideas and creative concepts from social studies (Oguzhan Avci & Mehmet Bayansalduz, 2020). This can be used to motivate efforts to solve problems today and then to realize hopes in the future.

b. Inspirational Benefits

Learning social studies on the one hand can be understood to get ideas and concepts that are immediately useful for solving contemporary problems, on the other hand, it is also important to get inspired inspiration and enthusiasm for realizing identity as a great nation. By studying the existing social science facts, it will be able to generate new ideas or new inspiration to act or build the nation. Inspiration here means things that can give rise to good plans for human life. Inspiration here can also be understood as an attitude to project about what has happened for current and future activities.

Social science stories about the amazing actions of the heroes who brought Indonesia to the realm of independence, can be a source of inspiration for efforts to continue their struggle in order to defend and fill independence through today's development. The heroes' examples need to be respected so that they can inspire in the face of today's problems. Inspiration can add fortitude, tenacity and not easily give up. This can create a sense of sacrifice for the development of the nation and state. Often, inspiration is also expressed visually in the form of paintings and statues/monuments, for example: Soekamo paintings, Sudirman Statue, National Monument.

c. Recreational Benefits

Recreational benefits point to aesthetic values and social studies. This beauty can be seen especially in the stories about the characters and events of social studies. This is like narrative literary works such as novels or romances, social studies can provide aesthetic pleasure, because the shape and structure are harmonious and even beautiful. Besides, social science can provide another pleasure.

d. Instructive Benefits

This instructive benefit is more related to the social function in supporting vocational or skill fields such as navigation, weapons technology, journalism, military tactics, and so on. It concerns technical discoveries throughout human life. The invention is necessary for the effort to clarify the working principles of certain techniques which often develop from a simple invention to a very sophisticated stage of development.

e. Benefits of Alertness

It is emphasized to educate people and nations to be alert, and wise. There are challenges, obstacles, disturbances both from within and from abroad that can weaken and even destroy the Indonesian nation. Learning about this through the social studies story, humans will be able to be vigilant in facing tactics and strategies that can destroy the integrity of the Indonesian nation (Tri Widiarto, 2000).

CONCLUSION

Taking advantage of the surrounding environment by taking students to observe the environment will add balance to learning activities. This means that learning does not only occur in the classroom but also outside the classroom, in this case the environment as a learning resource which greatly influences the development of social and cultural skills, emotional and intellectual development.

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