

## Utilization of the Surrounding Environment as a Source of Learning Forum for Social Sciences

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### ABSTRACT

The environment is a place for human growth and development including the growth and development of each child, such as patterns of social interaction, culture and customs, and habits in an area affect the growth and development of children such as instincts, habits, and acquired behavior. The surrounding environment is something that can affect students through phenomena (events, situations, or conditions) physical or social factors that affect the development of the students themselves who are located around the place where they live and can feel and see the events, circumstances or conditions around them. Utilization of environmental learning resources in IPS can be done by way of surveys, camping, field trips, project-based and scientific observing to direct exploration. The advantage gained in using environmental learning resources in IPS is that learning is more interesting and not boring for students, so that student motivation will be higher, the learning process will be more meaningful, and directly introduce the environment around the place of residence and the school environment.

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## 1. INTRODUCTION

Utilization of the environment as a source of learning rests on the idea of the four pillars of learning put forward by UNESCO, namely: Learning to know, namely a learning process that allows students to master techniques to find knowledge and not merely acquire knowledge. Learning to do, namely empowering students to be able to act to enrich their learning experience, increasing interaction with their environment both physically, socially and culturally, so that students are able to build their understanding and knowledge of the world around them. Learning to live together by providing the ability to live with other people who are different with tolerance and mutual understanding. Learning to be is the success achieved from the three pillars of learning above (Abbas, 2018).

Based on one of the components of the four pillars of learning, namely learning to do, in improving students' abilities, teachers can utilize the environment to increase students' understanding and knowledge of the world around them. Ways that teachers can do to use the surrounding environment as a learning resource in social studies learning in elementary school are as follows:

- Introducing plants in the surrounding environment
- Visit the environment directly around the school location, for example the post office, rice mills,
- Using media images to explain developments in communication, transportation and production technology in the environment around students
- Visiting museums according to the material (money museum, history museum or animal museum),
- Study tour visiting geological buildings, correctional institutions or government agencies, Visiting places of worship, markets, malls (shopping places),
- Bringing in figures for discussion (police and doctors discussing drugs, DPR members discussing local government etc).

In the Law of the Republic of Indonesia, Number 20 of 2003, concerning the National Education System it is stated that the goal to be achieved in National Education is Human Resources who have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by him , society and state. More emphasized in article 3 of the Republic of Indonesia Law, number 20 of 2003 it is stated that the purpose of National Education is to develop abilities and form dignified character and national civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Abbas et al., 2016). The intended purpose, in essence, is the formation of a complete person (Idzhar, 2016).

The teacher's central role in the learning process (actual curriculum) also means the main role in implementing the curriculum. So a new paradigm is needed to find learning innovations that are relevant to the direction of change. Idzhar (2016) reveals that learning is an effort or activity that is intentional and conscious in obtaining an issue. Learning is a process of changing behavior caused by individuals holding a response to the environment. People who have learned will see changes in behavior.

The curriculum which is based on the level of educational units, among other things, wants to change the pattern of education and the orientation towards results and materials to education as a process. Education as a process is a concept of lifelong learning (long live learning). Education in schools will not transfer instant knowledge, useful throughout the ages (Herman et al., 2022). Schools are only able to provide basic skills for independent learning in facing the challenges of life's dynamics. Education in elementary school is an initial stage to continue learning to a higher level, it is also a provision for life when socializing in society (Hendarwati, 2013). studying at school is the initial capital in social interaction in society. However, what is happening in the field in relation to education in elementary schools does more than just mentally prepare students to face semester exams. Meanwhile, planting awareness of the benefits of science for students is often neglected (Hasyim, 2019).

The surrounding environment for teachers and students is an effective learning component for the educational process because teachers can guide events, situations, or conditions around their environment that are seen and felt by students so that students can get to know the surrounding environment (Widiastuti, 2017). There are two important aspects of learning, the first is the aspect of learning outcomes, namely changes in behavior in students. The second aspect of the learning process, namely some intellectual experiences, emotional and physical skills in students. In the school environment, the role of the teacher is very important to foster good habits which will eventually form

a better character, so that Indonesian human resources are valued and respected by other countries. Psychologically, everything that exists inside or outside an individual influences his attitude, behavior, or development. The environment can be in the form of objects or natural objects, people and their work as well as in the form of objective facts contained within the individual, such as the condition of organs, changes in organs, and others (Idzhar, 2016). Physiologically, the environment includes all physical conditions and materials in the body, such as nutrition, vitamins, the nervous system, and physical health. Culturally, the environment includes all stimulation, interactions, and conditions with the treatment or work of other people (Fakhrurrazi, 2018). The environment affects every child's physical growth. Such as temperature, food, nutritional status, activities and so on greatly affect the growth and development of children. There are 4 kinds of human behavior, namely:

1. Instinct, namely activities that only follow nature and not through learning.
2. Habits, namely habits resulting from repeated training
3. Native behavior, namely innate behavior.
4. Acquired behavior, namely behavior obtained as a result of learning. Wasti Sumanto (2016)

From the explanation above, it can be concluded that what is meant by the surrounding environment is something that can affect students through physical or social phenomena (events, situations, or conditions) that affect the development of the students themselves which are around where students live and can feel and see events, situations, or conditions around their environment.

In Social Sciences subjects, attitudes, and values need to be developed in students, expressed and implied in the Learning Implementation Plan (RPP). These attitudes and values include cooperation, responsibility, objectivity, discipline, diligence, creative, innovation, critical, independent, frugal, courageous in expressing opinions, respecting the opinions of others, loving the nation and homeland, social sensitivity, likes to work hard, etc. If the teacher utilizes the learning resources of the surrounding environment in learning, these attitudes and values will be trained in students.

## 2. METHODS

The research approach, study subjects, the research procedure's conduct, the use of materials and instruments, data collection, and analysis techniques. The research method used to explore the Utilization of the Surrounding Environment as a Source of IPS Learning Facilities for Social Studies Learning. This study aims at how a teacher makes use of the surrounding environment which departs from local wisdom and other media around it so that it can be used as a learning resource for social studies learning. The research design is Literature Review or literature review. Literature review is a description of theories, findings, and other research materials obtained from reference materials to be used as the basis for research activities. Literature Review contains reviews, summaries, and the author's thoughts on several library sources (articles, journal, books, information from the internet) about the Utilization of the Surrounding Environment as a Source of IPS Learning Facilities for Social Studies Learning . A good literature review must be relevant, up-to-date, and sufficient. Theoretical basis, theoretical review, and literature review are There are several ways to conduct a literature review.

## 3. FINDINGS AND DISCUSSION

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers or the research hypothesis stated previously in the introduction part (Ilhami et al., 2022). Essentially, a social study is a subject that becomes materials and tools for studying, analyzing, and reflecting on the nature of humans as social beings who live in their groups, both local, regional, and global communities in one dimension of space and time. Social Studies is a subject that equips students to live life by observing and making sense of the phenomena that occur

around them and developing attitudes, morals, and national values, and the process towards maturity (Mastiah et al., 2022).

1. Teaching materials in Social Sciences, should start from the closest (surrounding) environment, which is simple to material that is broader and more complex.
2. In learning Social Sciences direct experience through observation, observation or trying something or dramatization will help students better understand the basic understanding or ideas in social studies lessons
3. Social studies teaching should be interesting, a variety of methods can be used
4. In teaching social studies, some parts need to be memorized. Training and direct experience need to be carried out through a problem-solving activity so that students' understanding and understanding of a concept can be applied.

Social studies learning, which is meant by starting from the closest (surrounding) environment, is that a teacher must be good at utilizing the surrounding environment as learning, for example in social studies learning on the basic competency of knowing economic activities related to natural resources and other potentials in their area, in this learning the participants students are asked to observe farmers or breeders in the surrounding environment, so that optimal results will be obtained, namely students immediately know what natural resources are produced by their area (Putra et al., 2022; Putro et al., 2022). Therefore direct experience can better understand the understanding or basic ideas in social studies lessons. In addition, the method used must be interesting so that students will be focused on the concepts presented (Rusmaniah et al., 2022; Subiyakto & Mutiani, 2019).

Learning the surrounding environment is very necessary in social studies learning. Because harmony with the environment needs to be nurtured and maintained as knowledge. Studying environmental phenomena can be made into a routine without any time limit, where when we see environmental impacts occur, it is as if they are talking to us. Communicating and interacting positively with the environment needs to be done as early as possible and for students, this communication becomes very meaningful because they are future heirs. Their perception and knowledge of nature is strengthened by learning from the environment and interacting with the potentials of nature and furthermore they are not just advancing in science and technology but imtak is prioritized.

In the context of local wisdom, using the surrounding environment as a learning resource can help students understand IPS concepts more realistically. The local environment can be used as a case study to illustrate economic, political, and social principles in everyday life such as the existence of extracurricular activities and camping, where students can get to know the various lessons contained in social studies learning. with the environment such as piles of garbage if left unchecked will cause flooding, bad smell, and become a source of disease. Then another thing when students go to tourist attractions, students can find and explore the environment for social studies, and get to know the function of trees, tree species, and so on. Another example of using the environment is that students can learn about history, geography, economics, and social factors that affect the surrounding environment.

Through an analysis of the surrounding environment, students can be invited to see and criticize complex social issues. It helps in developing critical thinking skills and the ability to analyze the impact of public policies. Utilization of the environment as a learning resource can encourage students' active participation in social activities. For example, through community projects, students can learn about community participation. Introducing the concept of environmental sustainability to students so students can understand how their actions contribute to ecological and social balance, an understanding of how to connect local issues with global issues.

The use of graphic media, three dimensions, and projections to visualize facts, ideas, events, events in imitation of the actual situation to be discussed in class in assisting the teaching process outside the classroom by exposing students to the actual environment to be studied, observed in relation with the teaching and learning process. This method is more meaningful because students are faced with actual events and circumstances naturally so that they are more real, more factual and their truth is more accountable.

Why is it necessary to include the environment in learning? Blanchard in *Integrated Training Materials* book 2 explains a cognitive research result that shows that schools (where teaching is managed traditionally) do not help students apply their understanding of how one should learn and how to apply something learned in new situations. This traditional learning is then called conventional learning, namely learning that is 'dry' because it does not include the environment and does not even take advantage of multimedia which is available both in nature and in artificial media.

The conventional way of teaching is a way of teaching that uses a lot of lecture methods. The lecture method is a traditional method because this method has long been used as a means of oral communication between teachers and students in learning. Students can be said to be passive because the activities carried out are sitting, listening, and taking notes. In addition, it is not easy for the teacher to know directly the difficulties faced by students in learning because the delivery of material is in the same direction. The advantage of the traditional method is that it is easier for the teacher to supervise the orderliness of students in listening to lessons because they carry out uniform activities, namely listening.

Learning that is currently popular is contextual learning. Contextual learning is learning that occurs when connected to real everyday experiences or learning that includes the environment as a learning resource. Indeed, humans grow, adapt and change through physical development, personality development, socio-emotional development, and cognitive development. Cognitive development largely depends on how far students interact with their environment. The learning process is a process of communication between teachers and students. Originally the teacher was a communicator (delivering communication messages) and students were communicants (receiving communication messages). Now in the learning process, the teacher acts as a communicator and/or communicant while students act as communicants as well as communicators. This is following the principle of multi-way communication, namely, communication occurs between the teacher and or to students, also occurs between students and or to other students, even between students and or to the teacher. Such communication will increase the level of involvement of students in the learning process. Teachers and students can alternately become communicators so that the learning process is more varied.

For example, in a literature review in the context of using the environment as a vehicle for social studies learning resources, a teacher made a portfolio on the problem of waste management which is increasingly out of control in the city of Jakarta, for example, including its impact on public health and ecosystems. Students are guided to identify the main issues that arise from this context, such as plastic pollution, ecosystem damage, and public health. It involves an introduction to IPS concepts such as social and environmental impacts, and ecosystems. Students are given the task of searching for more information about the impact of plastic on the environment (Wulandari, 2020). Students can look up statistical data, case studies, and expert views (Waluyati, 2020).

Then students are asked to discuss their findings and analyze the relationship between the issues found and the IPS concepts that have been studied previously so that students make and demonstrate projections for handling these problems by cleaning up trash around the environment and looking for alternative solutions to reduce plastic use (Widiastuti, 2017). By integrating social studies



learning about the environment into real-world situations, students can develop a deeper understanding and have a positive impact on their environment.

## CONCLUSION

The surrounding environment is something that can influence students through all physical or social phenomena (events, situations or conditions) that affect the development of students living and being able to feel and see the surrounding events, situations or conditions. Basically social studies learning in elementary schools equips students with social knowledge that is useful in their future lives in society. In addition to equipping students with the ability to identify, analyze and compile alternative solutions to social problems that occur in life in society, have the ability to communicate with members of the public and various scientific fields and areas of expertise. As well as equipping students with awareness, a positive mental attitude and skills towards the use of the environment which is part of that life. Utilization of environmental learning resources in social studies subjects can be done by way of surveys, camping, field trips, service projects and community service, and inviting resource persons.

The advantages obtained in the use of environmental learning resources in social studies subjects are learning activities that are more interesting and not boring for students, so that students' learning motivation will be higher, the learning process will be more meaningful because students are faced with real natural conditions besides The materials studied are more factual so that the truth is more accurate because learning resources are richer because what can be learned from the environment is very diverse. However, apart from the advantages it has, there are also disadvantages, including learning activities that are not prepared when students are brought to their destination or in other words they do not carry out the expected learning activities so that there is an impression of playing around. In addition, learning activities through the environment have the impression that they require quite a long time, so they spend time studying in class. As well as the narrow view of the teacher that learning activities only occur in the classroom. He forgot that student learning assignments could be carried out outside class hours either individually or in groups.

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