

Contribution of Geography in Social Studies Education to Inculcate Environmental Awareness

Musdalipah

musdalipah001@gmail.com

Social Studies Education Department, FKIP Lambung Mangkurat University

Bambang Subiyakto

bambangsb@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

Akhmad Munaya Rahman

munaya.rahman@ulm.ac.id

Geography Education Department, FKIP Lambung Mangkurat University

Article History

Received: 03/15/21; Review: 18/03/21; Revision: 25/03/21; Available Online: 06/04/21

Abstrak

Manusia memiliki peran penting dalam menangani persoalan yang muncul akibat interaksinya dengan lingkungan, kurangnya kesadaran lingkungan menimbulkan banyak permasalahan. Disiplin ilmu yang mengkaji keterkaitan antara manusia dan lingkungan yaitu ilmu geografi. Melalui kontribusi ilmu geografi dalam pendidikan IPS diharapkan masyarakat terkhusus peserta didik memiliki kesadaran lingkungan yang tinggi. Tujuan penelitian ini adalah untuk mendeskripsikan pembelajaran IPS yang dapat membantu dan memberikan kontribusi besar dalam menanamkan kesadaran lingkungan kepada seluruh masyarakat termasuk di dalamnya yaitu peserta didik. Penelitian ini menggunakan studi literatur atau pustaka dengan mengumpulkan berbagai literatur yang terkait untuk kemudian dianalisis untuk keperluan karya tulis ini. Strategi pencarian literatur jurnal maupun buku-buku melalui penelusuran di internet ataupun di perpustakaan. Penelitian studi literatur dalam mensintesis data yang telah dikumpulkan dituliskan dalam bentuk narasi. Hasil penelitian ini mendeskripsikan kontribusi ilmu geografi dalam pembelajaran IPS untuk menanamkan kesadaran lingkungan yaitu dengan mempelajari materi terkait perbedaan lingkungan, pertumbuhan penduduk, dan pemanfaatan potensi sumberdaya alam.

Kata Kunci: Ilmu Geografi, Pendidikan IPS, dan Kesadaran Lingkungan.

Abstract

Humans have an essential role in dealing with problems that arise due to their interactions with the environment. Lack of environmental awareness causes many problems. A scientific discipline that studies the relationship between humans and the environment, namely geography. Through the contribution of geography in social studies education, it is hoped that the community, especially studies, will have high environmental awareness. This research aims to describe social studies learning that can help and significantly contribute to instilling environmental awareness in the entire community, including students. This study uses literature or literature studies by collecting various related literature to be analyzed for this paper's purposes. Literature study research in synthesizing the data that has been collected is written in narrative form. This study describes the contribution of geography in social studies learning to instill environmental awareness by studying materials related to environmental differences, population growth, and utilization of natural resource potentials.

Keywords: Geography, Social Studies Education, and Environmental Awareness.

PRELIMINARY

Urban population growth in Indonesia is experiencing a high rate of growth, and this growth will continue. As the population increases, the need for natural resources will also increase. This causes nature and the environment to change, and pollution is increasingly becoming both water, air, soil, and so on (Nasruddin et al., 2018). Changes in occasions have

made individuals more touchy to this; the harmed climate, particularly waterways, brought about by human movement from their negative behavior patterns, has brought about the development of different infections that constrain them to change old propensities (Ahya et al., 2020; Handy et al., 2021).

Humans become perpetrators and sufferers of environmental damage due to their attitudes and behavior towards the natural environment as the starting point. The environmental damage that occurs should humans realize that they cannot live without the environment, humans must be able to move from now on to deal with environmental problems. For the environment that is occupied to be kept clean, healthy and create a sense of comfort, humans must have environmental awareness (Setiawan, 2016).

Environmental awareness is the state of the soul's awakening to something, in this case, the environment, and can be seen in each individual's behavior and actions (Neolaka, 2019). Environmental awareness can also be interpreted as a deep understanding of environmental problems and solving environmental problems. Understand the cause and effect of human activities on the environment, understand the impact of environmental damage, and plan to save and protect the environment from being damaged. Environmental awareness also has cognitive and affective meanings. This means that environmental awareness starts from the knowledge that is owned, then is reflected in the affective realm in the form of attitudes or actions.

Geography is a science that deals a lot with the environment, benefits, and environmental impacts as well as environmental conservation efforts (Puspitasari et al., 2016; Suprpto, 2016; Rahman et al., 2019). Thus, in fostering awareness of attitude and behavior that cares about the environment, one of the ways is to instill environmental awareness in each individual through social studies education, which contains the concept of geography.

Social studies learning to realize students' environmental awareness has been researched (Munisah et al., 2018). The results of his research explain that the importance of integrating environmental education in the school environment, one of the steps is through social studies learning by applying a learning approach that is fun, interactive, communicative, and works hard so that students can have a high environmental care attitude in the community. Education is a process to influence students to adapt as best as possible to the environment, thereby causing changes in themselves and enabling active functioning in community life.

Social knowledge is one of the subjects studied at the elementary to tertiary level. One of the branches of social science is geography. Geography is expected to contribute and play a role for students to have a genuine attitude in participating in preserving the local environment

to the extent of the environment. The pride that is often expressed in social studies learning related to geography materials, for example, material about natural resources, the environment, and others that can affect each individual who studies it can raise environmental awareness, which in turn can improve the quality of the environment that is good for the present to the future. Social studies education has strategic contributions and goals in developing a character that cares about the environment or environmental awareness. In this case, environmental awareness is reflected in how human efforts include students in maintaining and repairing the environment from pollution and damage (Afrida, 2018). Writing this article aims to describe the contribution of geography in social studies education to instill environmental awareness.

METHOD

This research method uses a literature study. The literature or literature study method is a research method in which data collection is carried out through places where research results are stored, namely the library (Prastowo, 2011). The method used to collect data or sources related to a particular topic can be obtained from various sources such as journals, books, the internet, and other libraries. The search strategy is through searching for research journals published on the internet and books in libraries or ebooks. The data tracing mechanism conducted by researchers is containing search results in journals and books/ebooks.

RESULTS AND DISCUSSION

Geography as a social science discipline certainly has many sources for other sciences, including social studies education. Geography has material that can direct and guide individuals to have a good attitude regarding the environment, protect and care for the environment, and have a high awareness of the environment and environmental problems. Environmental awareness is an important aspect to be taught to students to foster understanding to properly preserve the environment (Rahman et al., 2019a). A sustainable environment can contribute to the quality of human life and create good relationships between humans and other living things (Angriani et al., 2020; Rahman et al., 2019b; Syahrin et al., 2020).

Community awareness regarding the environment can be seen from the characteristics of the community's behavior, such as the behavior of people who no longer litter, multiplying plants in the yard, conserving water, participating in activities to clean the surrounding environment, and so on (Rahman et al., 2019). In line with community environmental awareness, learning activities that can make students better understand geography related to environmental concepts in their lives can be done through outdoor study. Outdoor Study is a vehicle for fostering a character of love and care for the environment so that students can solve

environmental problems (natural and social), utilize existing resources on earth wisely and wisely, and have a sense of responsibility (Syarif et al., 2020).

The use of the environment in learning activities in schools has meaning for every student because it can strengthen national identity (Mutiani, 2017; Jumriani et al., 2019; Rahman et al., 2019; Handy & Maulana, 2021). Seeing this explanation, the teacher is an essential element because the teacher functions as the spearhead in learning activities. This is considered reasonable because teachers are the main subject who establishes relationships with students (Syaharuddin & Mutiani, 2020).

Teachers in implementing learning activities can also be assisted by using various media such as videos to increase students' understanding or learning concentration to make students motivated and enthusiastic and improve learning achievement (Subiyakto et al., 2020). The teacher can also make himself a motivator; students' motivation can improve the quality of learning. Students who have high motivation will always participate in learning activities well. The quality of learning is an aspect that must be achieved by a teacher with an indication of the achievement of the ongoing learning targets. The learning given to students must be more meaningful so that learning targets can be achieved as expected (Abbas, 2020a, 2020b)

Social studies education in schools is expected to integrate education about the environment, according to the objectives of social studies learning, namely students can solve various social problems, have environmental awareness, and have critical thinking skills. Critical thinking is defined as a cognitive skill that makes everyone investigate a situation, problem, question, or phenomenon to make a good decision (Soyumukti, 2015).

The purpose of teaching social studies in schools is to equip students in the form of knowledge, skills, attitudes, and values so that they can identify social problems around them correctly. Based on this, students can sort and choose alternative problem-solving through the decision-making process. The ideal is the most suitable alternative solution for both himself and others (Subiyakto & Mutiani, 2019). With regard to the objectives of social studies above, in-class learning activities, students should learn a lot about the realities of their daily lives, then learning should not only emphasize cognitive aspects, but also effective and psychomotor aspects (Jumriani, 2018).

Social studies learners with materials related to geography can also guide students to face reality in their social environment and face all social problems that occur more wisely and wisely. This requires good community behavior towards the environment, such as always working together in the surrounding environment as a source of extraordinary strength in supporting a better life (Subiyakto et al., 2016).

The existence of the concept of geography in social studies education expects every student to have a personality, including:

- a. Students can understand various social problems as a result of environmental differences.
- b. Students can appreciate reality, understanding, and geographical linkages to pay more attention to local, national, and mondial problems—for example, overpopulation, communism, and so on.
- c. Students can know the availability of natural resources that need to be appropriately used and encourage them to think healthily and be critical of the situation around them.
- d. Students can appreciate the interdependent economic and cultural conditions between regions within the country and between countries in the world (Daldjoeni, 1982).

Concerning the above, geography has a significant contribution to social studies education. Therefore, it is hoped that students can better understand social problems so that the environment in their surroundings can develop critical thinking in responding to environmental problems. Social studies education is basically designed to prepare students to be able to participate effectively in post-industrial societies, meaning that people who have global characteristics can provide solutions to all problems that occur, including local environmental problems (Abbas, 2018; Subiyakto et al., 2020).

Environmental problems are very close to life. Therefore it is essential to have ideal critical thinking and to be able to make valuable decisions in social life. When students have the right thinking skills, they will be able to become sensitive to surrounding problems, including the environment, and this is an attitude regarding environmental awareness. The number of students who have high environmental awareness can minimize all environmental problems that occur in life. The lack of environmental problems will also have a positive impact on prolonged human life. This is the need to contribute from geography to social studies education to create environmental awareness and vice versa. Social studies education also has an essential contribution to geography (Subiyakto et al., 2017; Nababan et al., 2021; Putra & Subiyakto, 2021).

Based on the description above, social studies learning related to geography material will instill environmental awareness and increase students' insights about environmental knowledge. Armed with good environmental insight, it will foster perceptions and beliefs that contain positive aspects, a positive attitude and then be able to encourage each student to behave in an environmentally sound manner. The more students who have environmental insight, the more students will have a high level of awareness of the environment. The relationship between humans and nature will be better and more harmonious.

CONCLUSION

Environmental problems are very close to life. Therefore it is essential to have ideal critical thinking and to be able to make valuable decisions in social life. One of the disciplines that study the environment is geography. Social studies learning that contains the concept of geography seeks to produce students who can become good citizens, have critical thinking skills, and problems solving, including environmental problems. The contribution of geography in social studies learning to instill environmental awareness is by studying materials related to environmental differences, population growth, and utilization of natural resource potentials. The more students who have environmental awareness, it will have a positive impact on prolonged human life,

BIBLIOGRAPHY

- Abbas, E. W. (2018). *Penguatan Pendidikan IPS Di Tengah Isu-Isu Global*. Program Studi Pendidikan IPS FKIP ULM. <http://eprints.ulm.ac.id/4162/>
- Abbas, E. W. (2020a). *Menulis Artikel Jurnal Internasional*. Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat. <https://repositori.ulm.ac.id/handle/123456789/17528>
- Abbas, E. W. (2020b). *Menulis Artikel Konferensi Internasional*. Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat. <https://repositori.ulm.ac.id/handle/123456789/17949>
- Afrida, M. A. (2018). *Kontribusi Mata Pelajaran Geografi dalam Penanaman Sikap Kepedulian Lingkungan Hidup Siswa Kelas XI IPS di MA I Negeri Lombok Tengah Tahun 2017/2018*.
- Ahya, R. R., Syaharuddin, S., & Rahman, A. M. (2020). The Caring Attitudes for Environment of Lanting Householders as a Learning Resource on Social Studies. *The Innovation of Social Studies Journal*, 2(1), 66-74.
- Angriani, P., Adyatma, S., Rahman, A. M., & Saputra, A. N. (2020). Peningkatan Kompetensi Spasial melalui Pembuatan Peta bagi Guru Geografi SMA di Kota Banjarmasin. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 2(1), 30–36.
- Daldjoeni, N. (1982). *Pengantar geografi untuk mahasiswa dan guru sekolah*. Ombak. [/paper/Pengantar-geografi-untuk-mahasiswa-dan-guru-sekolah-Daldjoeni/055518b8a7ad8273cf922c0885d83d77f1f640b6](http://paper/Pengantar-geografi-untuk-mahasiswa-dan-guru-sekolah-Daldjoeni/055518b8a7ad8273cf922c0885d83d77f1f640b6)
- Handy, M. R. N., & Maulana, I. (2021, February). Revitalization of Green Open Space to Fulfill the Needs of Urban Communities. In *The 2nd International Conference on Social Sciences Education (ICSSE 2020)* (pp. 222-224). Atlantis Press.
- Handy, M. R. N., Mutiani, M., Putra, M. A. H., Syaharuddin, S., & Putro, H. P. N. (2021). Adaptation of Riverbanks Community to Urban Green Open Space Development. *The Innovation of Social Studies Journal*, 2(2), 127-134.
- Jumriani, J. (2018). KEGIATAN PRODUKSI DAN DISTRIBUSI DI KAMPUNG SASIRANGAN SEBAGAI SUMBER BELAJAR IPS. *Jurnal Socius*, 7(1). <https://doi.org/10.20527/jurnalsocius.v7i1.5280>
- Jumriani, J., Subiyakto, B., & Syaharuddin, S. (2019). Social Interaction Sasirangan Traders Village in The City of Banjarmasin as a Learning Resources on Social Studies. *The Innovation of Social Studies Journal*, 1(1), 65–77. <https://doi.org/10.20527/iis.v1i1.1369>

- Munisah, M., Estiastuti, A., Bektiningsih, K., & Nurharini, A. (2018). PENDIDIKAN LINGKUNGAN MELALUI PEMBELAJARAN IPS DENGAN PENDEKATAN PROJECT BASED LEARNING DALAM MENCIPTAKAN SEKOLAH HIJAU. *Jurnal Kreatif: Jurnal Kependidikan Dasar*, 9(1), Article 1. <https://doi.org/10.15294/kreatif.v9i1.16508>
- Mutiani, M. (2017). IPS dan Pendidikan Lingkungan: Urgensi Pengembangan Sikap Kesadaran Lingkungan Peserta Didik. *SOSIO-DIDAKTIKA: Social Science Education Journal*, 4(1), 45-53.
- Nababan, Z. A. H., Arisanty, D., & Mattiro, S. (2021, February). Human, Space, and Environment: Literature Review Through Exploring the Theme in Social Studies. In *The 2nd International Conference on Social Sciences Education (ICSSE 2020)* (pp. 163-166). Atlantis Press.
- Nasruddin, N., Nurandini, D., Halang, B., Kumalawati, R., Syaharuddin, S., Riadi, S., & Farista Aristin, N. (2018). *Identifikasi Potensi Limbah Cair Zat Pewarna Sasirangan terhadap Pencemaran di Kota Banjarmasin*.
- Neolaka, A. (2019). *Isu-isu Kritis Pendidikan: Utama dan Tetap Penting Namun Terabaikan*. Prenada Media.
- Prastowo, A. (2011). *Metode penelitian kualitatif dalam perspektif rancangan penelitian*. Ar Ruzz Media.
- Puspitasari, E., Sumarmi, S., & Amirudin, A. (2016). INTEGRASI BERPIKIR KRITIS DAN PEDULI LINGKUNGAN MELALUI PEMBELAJARAN GEOGRAFI DALAM MEMBENTUK KARAKTER PESERTA DIDIK SMA. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(2), 122–126. <https://doi.org/10.17977/jp.v1i2.6106>
- Putra, M. A. H., & Subiyakto, B. (2021, February). Ecological Awareness Based on Religious Activities. In *The 2nd International Conference on Social Sciences Education (ICSSE 2020)* (pp. 311-314). Atlantis Press.
- Rahman, A. M., Mutiani, M., & Putra, M. A. H. (2019). Pengaruh Kompetensi Pedagogik Dosen terhadap Motivasi Belajar Mahasiswa Pendidikan IPS. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, 10(2), 375–387. <https://doi.org/10.30739/darussalam.v10i2.380>
- Rahman, A. M., Setiawan, F. A., & Iskandar, I. (2019). The Development of Geography Textbook: A Combination of Content and Pedagogy. *The Innovation of Social Studies Journal*, 1(1), 21-39.
- Soyumukti, N. (2015). Teori-Teori Pendidikan Dari Tradisional,(Neo) Liberal, Marxis-Sosialis, Hingga Postmodern. *Yogyakarta Ar-Ruzz Media, Cet, 1*.
- Subiyakto, B., & Mutiani, M. (2019). Internalisasi Nilai Pendidikan Melalui Aktivitas Masyarakat Sebagai Sumber Belajar Ilmu Pengetahuan Sosial. *Khazanah: Jurnal Studi Islam Dan Humaniora*, 17(1), 137–166. <https://doi.org/10.18592/khazanah.v17i1.2885>
- Subiyakto, B., Abbas, E. W., Arisanty, D., Mutiani, M., & Akmal, H. (2020). *Sungai dan Kehidupan Masyarakat Banjar: Penguatan Lokalitas dalam Wacana Pendidikan IPS yang Responsif*. Program Studi Pendidikan IPS, FKIP Universitas Lambung Mangkurat. <https://repo-dosen.ulm.ac.id/handle/123456789/18635>
- Subiyakto, B., Syaharuddin, S., & Rahman, G. (2017). NILAI-NILAI GOTONG ROYONG PADA TRADISI BAHUL DALAM MASYARAKAT BANJAR DI DESA ANDHIKA SEBAGAI SUMBER PEMBELAJARAN IPS. *Vidya Karya*, 31(2). <https://doi.org/10.20527/jvk.v31i2.3993>
- Suprpto, Y. (2016). TEORI DAN PRINSIP IPS DALAM PERSPEKTIF GEOGRAFI DI SEKOLAH DASAR. *DIALEKTIKA Jurnal Pemikiran Dan Penelitian Pendidikan Dasar*, 5(1).
- Syaharuddin, S., & Mutiani, M. (2020). *STRATEGI PEMBELAJARAN IPS: Konsep dan*

Aplikasi (B. Subiyakto & E. W. ABBAS, Eds.). Program Studi Pendidikan IPS Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat. <http://eprints.ulm.ac.id/8545/>

Syahrin, M. A., Syaharuddin, S., & Rahman, A. M. (2020). Environmental Awareness of Kampung Hijau Society, Sungai Bilu Banjarmasin. *The Kalimantan Social Studies Journal*, 1(2), 191–200. <https://doi.org/10.20527/kss.v1i2.2042>

Syarif, H., Subiyakto, B., & Rahman, A. M. (2020). The Use Videos of Wood Bussines Seller of Galam (Melaleuca Cajuputi) as a Learning Resources on Social Studies. *The Kalimantan Social Studies Journal*, 2(1), 9–14.