

The Using of Instagram Application as an Instructional Media to Improve Students' Ecological Intelligence in Social Studies

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Abstract. This research is motivated by the low ecological intelligence of students at class VII-A Junior High School 44 Bandung. It proves by observation that shows the habits of students in turning on the fan provided in the classroom even though the weather is not too hot, indifferent to cleanliness class to let the garbage-strewn under the table. At the moment of observation, researchers also found several students who were playing the Instagram application, even though the learning was ongoing. Based on observation, researchers intended to use the Instagram application as an instructional media for students to improve their ecological intelligence in social science studies. This research is a Classroom Action Research (CAR) by Jhon Elliot models implemented in three cycles with three actions in each cycle. The results showed that the ecological intelligence of students of class VII-A in Junior High School 44 Bandung from cycle 1 to cycle 3 had increased. The results of the research test at the pre-research obtained an average value of 79,3 increasing to 83,9 in the post-research. Supported by observations in each cycle, the first cycle had an average of 57,8% increasing to 79,1% in the second cycle which means an increase of 21,3% and in the third cycle had an average of 91,4% which means an increase of 12,3%. It can be concluded that the use of Instagram applications as instructional media can improve the ecological intelligence of students.

Keywords : Ecological Intelligence, Instagram Applications, Instructional Media, Social Science Studies.

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A. INTRODUCTION

Humans as one of living things must be able to live in harmony with other living creatures and all other aspects of life. At present, humans are no longer friends with nature. Humans separate his life from nature, although nature and humans are a unified whole and cannot be separated. As an example, human behavior that does not care about the cleanliness of the environment by littering which then caused a flood. As explained in the book *Prose From Prague* by Nana Supriatna (2018) in the chapter "Swimming Like a Swan in the Vltava River". Where he described the figure of "Aku" who was visiting the Vltava River in Prague on a cruise. The river is decorated with swan that swims beautifully and comfortably on the river. Then the character "Aku" imagined into his past, where at that time he lived in a village in Indonesia that has a beautiful river. The village is decorated with natural stones around the river, with clear water, and trees that make the atmosphere cool. Supported by the harmony of the sound of birdsong and the flow of the river

that makes us feel at home to spend time there. Surely this is inversely proportional to environmental conditions in the present life. At present, the clear river water turns into water that is polluted by factory wastes or household waste. Natural stones are dredged, trees are cut down to make buildings.

If it's allowed to continue, it's possible that this earth will be damaged and cannot become a living place for humans and other living things. The way to overcome this problem is to increase ecological intelligence to humans from an early age. Ecological intelligence can support the concept of sustainability a continuity between humans and the environment. With the reference formed by ecopedagogy, the ecocentrism paradigm that places nature as the center, and the opposite of the anthropocentrism paradigm that places humans as rulers of the earth. Ecological intelligence possessed by an individual is based on knowledge, awareness, and life skills in harmony with nature preservation (Goleman, 2012).

In line with the problems discovered by researchers through observation starting

February 15, 2019, in class VII-A SMPN 44 Bandung. Students of class VII-A of SMPN 44 Bandung have quite low ecological intelligence, students are aware of the need to maintain and preserve their environment but the behavior of these students illustrates low ecological intelligence. This is evidenced by the habits of students in turning on the fans available in their classrooms even though the weather is not too hot so they need a fan. There is a cellphone charger cable that is constantly attached even when not in use. The use of plastic packaging snacks, such as mineral water in bottled bottles, snacks are thrown away under the table and even some scattered on the classroom floor. Researchers found several places around the canteen of SMPN 44 Bandung with trash scattered after the break was over. Some students of class VII-A of SMPN 44 Bandung were seen leaving the rubbish without throwing it away with the assumption that the rubbish would be discarded by the shopkeeper.

The results of these observations than make researchers want to improve the ecological intelligence of students class VII-A of SMPN 44 Bandung, as an effort to preserve, prevent and repair the environment from damage. Human attitudes can be changed through education. Someone who has ecological intelligence is a person who understands that every behavior and action does not only affect himself and others but also the natural environment in which he lives. This intelligence is built by a person's understanding that the nature in which he lives must be maintained so that it can still be his residence. Therefore, based on this understanding someone who has ecological intelligence will realize that the nature in which all living things must be preserved so that all living things, including humans, can continue and improve their lives to be better on this planet.

Humans today are very close and cannot even get far from technology. One of them is handphone, so it's good if we can use the technology for things that can support goodness in our lives. Then, in this case, researchers want to utilize the use of the Instagram application on students to improve their ecological intelligence. Instagram application is the most popular social media today which has the most users.

The rise of the use of the Instagram application among the public, especially among young people, makes Instagram a very popular application at this time. Instagram's popularity cannot be separated from its use as an application that uses photos and videos as a communication tool. Students of class VII-A of SMPN 44

Bandung also claim to be active users of the Instagram application. Instagram is the application most widely used by students at SMPN 44 Bandung, especially Class VII-A. This can be proven by their frequent opening of their Instagram application, even during lessons. The Instagram application is used by SMPN 44 Bandung students for stalking, fangirling, shopping, uploading their daily activities, and others. Therefore, researchers intend to use the Instagram application as an instructional media for students to improve their ecological intelligence in social studies learning. Because by using instructional media, students will be easier to understand the material being taught.

B. LITERATURE REVIEW

1. Social Studies Learning

National Council for Social Studies (in Somantri, 2001, p. 10) states that,

Social studies is the integrated study of the social sciences and humanities to promote civic competence... The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an independent world.

From the above statement, social studies learning is an integrated study of social sciences and humaniora that has the aim of developing the potential of individual citizenship. In line with what was stated by Edgar Wesle (in Sapriya, 2015) that, social studies education is a simplified social sciences for educational purposes.

In Junior High School education level, the scope of social studies subjects according to the curriculum center of the Departement of National Education have the following aspects:

1. Humans, places, and the environment.
2. Time, sustainability and change.
3. Social and cultural systems.
4. Economic behavior and welfare.

Based on this scope, it can be concluded that ecological intelligence is included in one of the important aspects in social studies learning at the level of Junior High School that must be provided by educators to students. This includes the aspects of Humans, Place, and Environment as well as Time, Sustainability and Change. Where students who have ecological intelligence can understand how to treat themselves, others,

and the environment to keep everything balanced, always maintaining cleanliness and environmental preservation for the sake of survival in the future.

2. Instructional Media

Gagne (in Sadiman 2003, p. 6) states that the media are various types of components in the environment of students that can stimulate them to learn. According to Usman (in Komalasari, 2010, p. 27), the media are educational facilities that can be used as intermediaries in the learning process to enhance effectiveness and efficiency in achieving teaching objectives.

In his book Rusman (2013, p. 173), several types of instructional media can be used into three namely:

- a. Visual Media is media that can only be seen using the sense of sight.
- b. Audio media is media that can only be heard using the sense of hearing alone.
- c. Audio-Visual Media is media that is used in touching both the senses of hearing and hearing as well.

3. Instagram Application as Instructional Media

According to KBBI, "the application is the use of a system design to process data using rules or conditions of a particular programming language". Instagram according to Atmoko (2012, p. 4) is a social media application for sharing photos that allows users to take photos, apply digital filters, and share them to various social networking services, including Instagram's own.

In this research, instructional media is used as an intermediary to improve ecological intelligence students in SMPN 44 Bandung, especially in class VII-A. The instructional media used is the Instagram application. Researchers intend to take something very close to students, which are used almost every day by students to then make it as a means of learning. Instagram application is considered by researchers to be a good instructional media for students. Students today are very close to technology, even cannot be kept away from technology. Therefore, it would be nice if this technology is used as a medium of student learning rather than just being used as a means of playing them. As stated by Arsyad (2010, p. 15) namely,

"With appropriate instructional media that are known close to students, it is expected to be able to capture all the material presented clearly and students can

understand the material delivered by the educator".

4. Ecological Intelligence

Orr (in Ardiansyah, 2015, p. 11) suggests an individual who has ecological intelligence is characterized by,

"The ecologically literate person knows necessary to comprehend interrelatedness, and attitude of care or stewardship. Such a person would also have the practical competence required to act based on knowledge and feeling".

The purpose of the Orr statement is someone who has ecological intelligence, has knowledge about the importance of understanding the relationships or interrelationships between one group with other components and being concerned about their environment.

Goleman (2012, p. 9) has introduced the concept of Ecology Intelligence, saying that "ecological intelligence combines cognitive skills with empathy for all forms of life". Cognitive skills in question are all knowledge about the impact of various human behaviors on the environment, while empathy concerns a person's concern for the environment. Empathy will be awakened when one looks at the victim's side, both humans and other living creatures affected by environmental damage. The Center for Ecoliteracy (<http://www.ecoliteracy.org/discover/competencies/>) has also developed a standard or structure of core competence (a set of core competence) of ecological intelligence that can be developed in learning, especially in this case is social studies learning. These competencies are related to Head (cognitive aspects), Heart (affective aspects), and Hands (psychomotor aspects).

C. METHODS

In this research, researchers used the Classroom Action Research approach. Sanjaya (2010, p. 26) said that Classroom Action Research can be interpreted as a process of studying learning problems in the classroom through self-reflection to solve these problems by taking various planned actions in real situations and analyzing each effect of the treatment.

From the above opinion, it can be seen that the Classroom Action Research was born from the problems in the classroom felt by the teacher as an educator regarding the teaching-

learning process. And the teacher, in this case, seeks to solve the problem by taking action in the class. Problems in this Classroom Action Research are usually derived from students and educators which makes the learning process become inhibited. Therefore, CAR is present to solve and overcome these problems.

The Classroom Action Research model that researchers will use in this study is the Jhon Elliot models (1982). According to Jhon Elliot, Classroom Action Research is carried out with several stages, namely, the preparation of plans, the implementation of actions in 3 stages, observation, reflection, and revision of planning which is carried out repeatedly or several cycles according to the needs and level of success in research. The number of cycles is theoretically unlimited. To limit how far the action has been said to be successful, it must determine the criteria for the results of the achievement through the actions taken. Procedures in Classroom Action Research the path is directed and planned to carry out a directed and orderly research plan, then the researcher divides the implementation of this study in three cycles with three actions in each cycle.

Data collection techniques used in this research, namely: Interviews, Written tests, Questionnaire, Direct observation, and Field Notes. Data collection techniques are an important step in research because the data collected will be used as research analysis material. Sugiyono (2012, p. 89) said that,

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing into units, synthesizing, compiling in patterns, choosing which ones are important and which will be study, and make conclusions so that they are easily understood by themselves and others.

Data collection techniques from research results obtained, qualitative data obtained through various techniques, namely, interviews, observations, field notes, and documentation. The qualitative data analysis was carried out from the beginning of the research to the end of the research. The technique used was to use steps consisting of data reduction, data display, and conclusion drawing/verification data, data validity. While quantitative data processing is carried out to find out how much the increase in ecological intelligence in students when applied to the use of the Instagram application as an instructional media in social studies learning.

The results of the total score grouped in the Good, Medium, and Bad categories are then processed into the rating scale as follows:

Categories	Score
God	1
Medium	2
Bad	3

$$\text{Value} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

$$\text{Presentation} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100\%$$

Value	Score presentation
Good	0% - 33,3%
Medium	33,4% - 66,7%
Bad	66,8% - 100%

(Komalasari, 2010, p. 156)

The process of data analysis is carried out when the data collection takes place and after the completion of data collection in the research period.

The data that has been obtained will be interpreted based on theory or rules obtained between researchers and partner teachers. Data interpretation is done to interpret the overall research findings. As for some of the things that researchers will do in interpreting the data, namely:

1. Describe the results of the pre-action.
2. Describe the action.
3. Describe the implementation of the actions for each cycle.
4. Describe the results of the post-research stage.
5. Describe the results of teacher observations.
6. Analyzing the results of student observations.

As also explained that this research is a Classroom Action Research with a teacher as a researcher. The discovery of problems and attempts to solve problems in the learning process is then done by the teacher as a researcher. In this research, the research subjects were students of class VII-A SMPN 44 Bandung, amounting to 34 people. Students become the main subject here, because the problem under study is about the ecological intelligence of students. The location of this research is SMPN 44 Bandung, located on 1 Cimanuk street, Bandung, West Java.

D. RESULTS AND DISCUSSION

In this section, the researcher will present the research findings from the field notes, interviews, tests, observations and questionnaires obtained from the pre-research, research, and

post-research stages. The instrument used refers to the research indicators below.

Table 1. The Center for Ecoliteracy’s Core Competencies Ecological Intelligence

Competencies	Indicator of success
Head (Cognitive Aspects)	
<ul style="list-style-type: none"> • Approach issues and situations from a systems perspective. • Understanding fundamental ecological principles. • Think critically, solve problems creatively, and apply knowledge to new situations. • Assess the impact and ethical effects of human technologies and actions. • Envision the long-term consequences of decisions. 	<ul style="list-style-type: none"> - Describe daily behaviors that can damage the environment. - Describe the impact of behavior that can damage the environment. - Describe the environment definition. - Describe the definition of the ecosystem. - Describe the biotic component and the abiotic component. - Describe the concept of continuity between living things and the environment. - Describe solutions to deal with environmental damage and how to protect the environment. - Create and upload posters that contain information on the dangers and behavioral impacts that cause environmental damage to the Instagram application. - Describe the dangers of garbage, soil and water pollution. - Describe the danger of excessive use of electronic devices for the environment. - Analyze and upload the results of the analysis of behaviors that can damage the environment on the Instagram application.
Heart (Affective Aspects)	
<ul style="list-style-type: none"> • Feel concern, empathy, and respect for other people and living things. • See from and appreciate multiple perspectives, work with and value others with different backgrounds, motivations, and intentions. • Commit to equity, inclusivity, and respect for all people. 	<ul style="list-style-type: none"> - Carry out class pickets. - Dispose of garbage in the trash. - Turn off electronic devices when not in use. - Remind friends who do not carry out class picket. - Remind to a friends when littering. - Remind friends when turning on electronic devices when not in use. - Create and upload meme comics that contain the context of the reminder to the importance of protecting the environment on the Instagram application.
Hands (Psychomotor Aspects)	
<ul style="list-style-type: none"> - Create and use tools, objects, and procedures required by sustainable communities. - Turn convictions into practical and effective action, and apply ecological knowledge to the practice of ecological design. - Assess and adjust the uses of energy and resources. 	<ul style="list-style-type: none"> - Collect and process waste and used goods that can still be used for scrapbook materials. - Make scrapbook from trash or used goods. - Design a concept to make a video to remind care for the environment that will be uploaded on the Instagram application. - Make a video to remind care about the environment and upload it on the Instagram application. - Present the results of <i>instastory</i>, meme comics, posters, scrapbooks, and videos that have been created and uploaded on the Instagram application.

In pre-research, through a description of the field notes conducted by partner teachers and researchers in this research. It can be seen the condition of social studies teaching and learning activities in class VII-A SMPN 44 Bandung shows that students have a fairly low level of ecological intelligence. This is evidenced by the habits of students in turning on the fans available in their classrooms even though the weather is not too hot so they need a fan, and a handphone charger cable that is constantly attached to the electricity even when not in use. The use of plastic packaging snacks that students buy, such as mineral water in bottled containers and snacks are thrown away under the table. So it makes a lot of plastic waste in the area of SMPN 44 Bandung, especially in class VII-A. In the post-research stage, through field notes on social studies learning it can also be seen how the ecological intelligence of students in class VII-A of SMPN 44 Bandung which can be said to be increasing. This is evidenced by the activities of students who take out the trash and clean the class before learning begins. And students who revoke the electricity for mobile chargers and fans who are not in use. Besides, students also seem to be more eager to learn because learning begins with the use of instructional media that is close to student participants.

The results of interviews in pre-research with partner teachers as educators in social studies learning using powerpoints as instructional media. According to him, students of class VII-A of SMPN 44 Bandung have less ecological intelligence. This can be proven by the cleanliness of their class, as well as their habit of littering. In terms of knowledge, it can be said that they are quite intelligent, but their attitude does not show that ecological intelligence. Then in the post-research his said that the ecological intelligence of students in class VII-A of SMPN 44 Bandung increased. This is seen from the behavior of student's initiatives in protecting the environment, such as taking out the trash without being told to do it first and keeping the class clean. From the results of interviews with three students in the pre-research also, showed that students have a basic ecological knowledge. While in the post-research students in this regard, expressed about how to use the Instagram application as an instructional media that unconsciously slowly began to build an understanding of how to manage and protect the environment properly and correctly. Then implemented in their daily behavior. As said by one of the students who became the resource person, that he always keeps the garbage beforehand if he has not found a trash bin

compared to having to throw it carelessly. Also in the use of electronic devices that began to be tried not to be used excessively.

The implementation of this Classroom Action Research uses the Elliot models with three cycles. The explanation for each cycle is as follows, in the first cycle of the first action learning material namely, The Role of Science and Technology in the Economy, the learning material for the second action is the Role of Entrepreneurship in Building the Indonesian Economy and for the third action is Relationship between Scarcity and Supply-Demand. This learning material is derived from basic competencies 3.3 Analyzing the concept of interaction between humans and space so as to produce various economic activities (production, distribution, consumption, supply-demand) and interactions between spaces for the survival of Indonesia's economic, social and cultural life, and basic competencies 4.3 Presenting the results of the analysis of the concept of interaction between humans and space so as to produce various economic activities (production, distribution, consumption, supply-demand) and interactions between spaces for the sustainability of Indonesia's economic, social and cultural life. Each material will be related to environmental aspects and basic ecological principles. Where the first action researchers divided students into 5 groups. Then link the learning material Role of Science and Technology in Economics with the use of the Instagram application as a tool used for buying and selling. Then in the second act, the researchers assigned students to do an analysis of behavior that could damage the environment which they then had to upload on their Instagram account through the *instastory* feature. The actions of the three students present the results of the analysis and upload about behavior that can damage the environment on their Instagram account through the *instastory* feature. In each action, the researcher uses an observation sheet. To see the learning process of social studies sciences happening and how the increase in ecological intelligence of students.

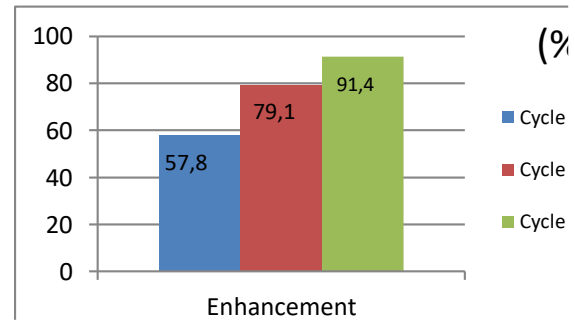
Based on basic competencies 3.4 Understanding chronological thinking, change and continuity in the life of the Indonesian people in political, social, cultural, geographical, and educational aspects from the pre-literacy period to the Hindu-Buddhist, and Islamic times. Also basic competencies 4.4 Present the results of chronological analysis, change and continuity in the life of the Indonesian people in the political, social, cultural, geographical, and educational aspects from the pre-literacy period to the Hindu-Buddhist, and Islamic periods. The

second cycle is carried out with the first action learning material which is Recognize the Pre-lit Period and Periodization of the Pre-Literal Period Geologically and Archeologically. Periodization of the Pre-Literary Period based on the Development of Life in the second act, and Cultural Values of the Pre-Literary Period and Indonesian National Ancestors for the third act. In the first step, the researcher assigns students to create a meme comic that contains context to protect the environment by using the aspect of pre-literacy images, then the students upload it to the Instagram application. Then in the second act, the researchers assigned students to create information posters about behavior that could damage the environment and the impact of environmental damage, which was then uploaded to the Instagram application. For the third action, the students presented the results of the meme comic assignments and information posters they had made in the previous action. Just like the first cycle, in this second cycle, the researchers also used observation sheets to see the social studies learning process happening and how the improvement occurred in students' ecological intelligence.

In this third cycle, the learning material of the first action is the Entry of Culture and Influence of Hindu-Buddhism in Indonesia. Hindu-Buddhist kingdoms in Indonesia in the second and third actions. From the same basic competencies in the second cycle. In the first step, the researcher assigns students to make scrapbooks on the Hindu-Buddhist Period in Indonesia from used items that were previously collected by students. Then in the second act, the researchers assigned students to make a video to remind to care for the environment which will then be uploaded on the Instagram application. For the third act, the students presented the results of the scrapbook assignment and video on environmental care they had made in the previous action. Just like the first cycle and the second cycle, in this third cycle researchers also used observation sheets to see the social studies learning process happening and how the improvement occurred in student's ecological intelligence.

Table 2. Enhancement Ecological Intelligence of Students based on Indicators, Tasks, and Questionnaire

Phase	Research Indicators	Tasks	Questionnaire	Average
Cycle1	56,2%	50,6%	66%	57,8%
Cycle2	74,3%	78%	85%	79,1%
Cycle3	85,6%	95,6%	93%	91,4%

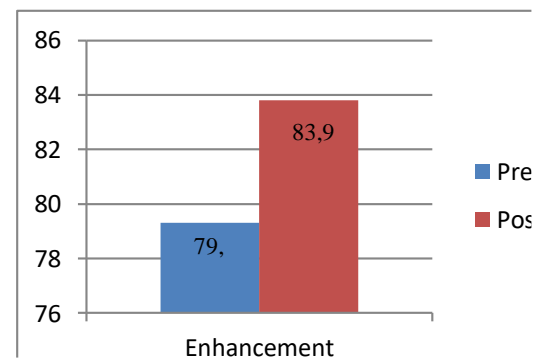


Graph1. Enhancement Ecological Intelligence of Students based on Indicators, Tasks, and Questionnaire

Based on table of the results of the increase in ecological intelligence above, shows the research in each cycle that is measured through research indicators, assignments and questionnaires has an average of 57.8% in the first cycle included in the category of "Medium" because it is in the range of 33, 4% - 66.7%, increased to 79.1% in the second cycle which means an increase of 21.3% which means included in the category of "Good" because it is in the range of 66.8% - 100%. In the third cycle, the results obtained 91.4% which means an increase of 12.3% which is also included in the category of "Good" because it is in the range of "66.8% - 100%.

Table 3. Enhancement Ecological Intelligence of Students based on Written Test in Pre and Post Research

Phase	Test Value
Pre-Research	79,3
Post-Research	83,9
Average	81,6



Graph 2. Enhancement Ecological Intelligence of Students based on Written Test in Pre and Post Research

Based on the results, in the pre-research phase, VII-A students can be said to have quite

low knowledge in their ecological intelligence in terms of theory. The results obtained by students have an average of 79.3 with a Minimum Graduation Criteria for social studies, which is 78. Students who meet the Minimum Graduation Criteria or even exceed the KKM recorded 19 students and 15 students who did not reach the criteria. In the post-research phase, the results have an average of 83.8 with a Minimum Graduation Criteria for social studies, which is 78. Students who meet the Minimum Graduation Criteria value or even exceeding the KKM recorded 26 students and 8 students who did not reach the criteria.

E. CONCLUSION

The implementation of this research has a significant increase so that it can be said that the ecological intelligence of students in class VII-A of SMPN 44 Bandung increased based on the results of this research observation. This is evidenced by changes in student habits based on the results of research obtained through research instruments that have previously been made. The research instruments contain interviews, field notes, questionnaires, tests, assessment of educator activities, assessment of student's ecological intelligence indicators, assessment of student's tasks. Educators in the first cycle get 66.7% results, 83.3% in the second cycle, which means an increase of 16.6% and a result of 91.6% in the third cycle which means an increase of 8.3%. The results of the increase in ecological intelligence show the results of research tests at the pre-research which obtained an average value of 79.3 increased to 83.9 in the post-research. Supported by the results of research conducted observations in each cycle, the first cycle has an average of 57.8% in the first cycle increased to 79.1% in the second cycle which means an increase of 21.3%. In the third cycle the results obtained by 91.4% which means an increase of 12.3%.

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