

THE DEVELOPMENT OF STUDENTS' ECOLOGICAL INTELLIGENCE THROUGH JOURNALIST ACTIVITY IN THE LEARNING OF SOCIAL STUDIES

(Classroom Action Research in Class VIII C SMPN 19 Bandung)

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Abstract--This research began with the observation which was done in VIII-C class SMPN 19 Bandung, there were lack of student's awareness in keeping class environment, it looked from scatter waste and the lamp that was left turning on when the class began. From the condition, it needs the effort in order to make the students are able to understand a concept of social science material which can increase the ecological intelligent development. The implementation of journalistic activity becomes the alternative that was chosen to develop students' ecological intelligent development. Journalistic activity aims to make students aware about living environmental issue in their surroundings. Meanwhile, the method that was used was class action research method (PTK) with the design which was developed by Kemmis and Mc Taggart in which each cycle consists of planning, action, observation and implementation of reflection. Based on the result of the research of developing students' ecological intelligence showed enough in first cycle, in cycle 2 and 3 had increasing and they were in good category. Based on the result of three cycles that had been done, there were enhanced in each category. It shows that through journalistic activity, there is enhanced in students' ecological intelligence.

Key Words: Ecological Intelligence, Journalistic, Social Science Subject

INTRODUCTION

Based on initial observation which has been done in SMPN 19 Bandung, it finds problems in learning social science in class VII C such as the lack of students' participation in learning. It looks from how they gave less response to the teacher and the learning is dominated by the teacher. Moreover, the students are lack of concern of the environment because there are many scattered rubbishes under the table and the floor. The lamp in class is also left to turn on when the learning starts.

Based on the interview that has been done by researcher, students tend to consider that social science subject is the learning that has many recitation materials. The materials make them bored to listen to the teacher continuously. Even though has been used Power Point as learning media, but it still makes the students feel saturated. It makes the learning is not optimal. Based on the observation result, the used of Power Point doesn't help because it is just copy-paste students' text book.

Learning Social science should not just emphasize textual aspect, but also contextual. It is

because what happens in students' environment can be used as the source in learning social science. Students are given understanding about concept they have to understand related to what they see and feel in society so that it can stimulate their knowledge, understanding and sensitivity toward problems around them.

There are many phenomenon and problems in society that can become study in learning social science. The problems consist many fields such as economic, politic, law, religion, social and culture, education, security, defense and living environment. The easiness in obtaining the information about recent problems help the learning. Information becomes easy to access, the news deployment occurs in a short time.

Based on the problems found in field, researcher considers journalistic activity can be implemented in learning social science because journalistic activity consists of searching, collecting, arranging, processing, editing and sharing the news (Suryawati 2014, page 4). From the journalistic activity, students directly do in field to search problems around them then to be covered and processed become news that contains phenomenon, fact and their idea about the problem they find.

In this research, researcher focuses on problem that will be used in in learning is about living environment. As we have known the development of science and technology have rapid evolvment in 21st century. The advance technologies make all human activities are easy to do including the development. The development in every country continuously grows such as the emergence of industries. In other side, development brings good impact for society, for the larger jobs and increasing economic. However, it is like two sides of bade, development also brings negative impact if it is done without concerning environmental insight.

Human and environment are the unity that influence one another. Based on constitution of Living Environment Number 4 in 1982, Living Environment is space with things, power, condition and creature including the human and the behavior that influence continuity of life and welfares of human and other creatures. Absolutely, all human activity will be very influenced the nature, the good or bad things, people will feel the impact. Recently, the natural disaster often occurs. It can actually be prevented, such as flood.

Flood happens because the river can't accommodate water discharge from headwaters. Of course, there are many factors of flood cause but one of the factors is human who do not care about the environment by making the river as trash can. There are people who have anthropocentrism that consider that the human has full right to do the exploitation toward all things of earth, so that the kind of behavior does not consider environmental sustainability and they thing, it was not a problem.

Ward, B & Dubos (in Muhaimin, 2015 pg 4) explains that earth is one (only one earth) that the environmental sustainability depends on people to keep and converse. Therefore, the concern is needed about keeping and tend our earth. School as tool for learning can become liaison to build environmental concern to the students. Social science is one of subjects in junior high school. The subject contains human and environment as the central theme. Social science integrates social knowledge as Sociology, Economy, history, geography, politic, law and culture to cover happened phenomenon in environment such as nature and social culture phenomenon. Environment in social science is laboratories and learning source in which expected competences are concern toward environment.

Developing ecological intelligence in learning social science is by integrating in learning because learning social science is integration from many social sciences for education purpose. Philosophically, learning social science is integrated, based on value and based on problem and contextual. Other than that, learning social learning social science also has dynamic characteristic or it always changes as the level of society development so it needs to build appropriate learning with recent condition in society. Increasing students' sensitivity toward the change of environment is needed because in environment, the activities happen. The decrease Environment quality will influence creature's activity including human's. It needs to develop environment sensitivity for students through learning in class.

One of competences in social science that is expected belonging to students is how they can understand human effort knowing their developing environment, which is how people effort to keep, treat, realize, understand, behave and converse their environment. Those efforts can be done by students if they have understanding about ecological intelligence because it combines the understanding about environment and implementation with an action such as behavior, example and idea in keeping environment balance (Wahyudi, 2015. Pg 2). Based on the explanation, environment education in learning social science is an important thing to learn, even by integrating to all subject material so that students can be more sensitive toward their environment.

Based on the background of the problem, researcher is interested to conduct the classroom action research about Developing students through journalistic activity in Social Science Subject in class VIII C SMPN 19 Banding. To make this research directed, formulation of the problem as follow: First, how to plan journalistic environment in social science subject to develop students' ecological intelligence? Second, how to implement students' ecological students' through journalistic activity in learning social science, Third, what is the solution from obstacle of journalistic activity in learning social science to develop students' ecological intelligence? Forth, how the result of developing ecological intelligence toward living environment problem of students through journalistic activity in learning social science?

RESEARCH METHOD

The used research method was classroom action research (PTK). According to Ebutt (in Wiriataatmaja, 2014, pg 12) classroom action research is systematic study of improvement effort to implement education practice by teacher by doing actions in learning based on their reflection about the action result. Research design which was used in this research was spiral model of Kemmis and Teggart Tagart that was conducted in cycle of four steps, planning, action, observation and reflection with the cycle numbers that implemented as enough successful level. This research was conducted in three cycles. In each cycle consisted of three actions.

Technique of collecting the data in this research was really needed, so that obtained data in this research was relevant with problems and aims of the study. The techniques were observation, questionnaire, test, field recording and interview. Analysis technique that was used in this research referred to interactive analysis technique which was developed by Miles and Huberman (in Kunandar, 2012, pg 102) which consisted of data reduction, serving the data and drawing the conclusion/ verification. To strengthen qualitative data, researcher calculated simply using percentage as Komalasari explained (2014, pg 156) by using formulation percentage = obtained score x 100

Maximum score

percentage scale

| Value | Percentage score |
|--------|------------------|
| Less | 0% - 33,3% |
| Enough | 33,4% - 66,7% |
| Good | 66,8% - 100% |

RESULT AND DISCUSSION

A. Planning

Before learning started, the planning process should be done first. It is important in order to make learning process fits to the goal. So that before doing action research, there are things researcher prepared related to learning process in VIII C especially in combining social science material with ecological intelligence that will be developed in this research. the conducted action was, researcher contacted social science teacher and colleagues to become research observer. After that, the researcher determined competence standard and basic competence according to syllabus material that would be given, arrange learning implementation planning instrument, instrument value, prepare teaching materials, teaching source and media that would be used.

Competence standard and basic competence that will be used in this research is cycle 1, researcher chooses SK 7, understanding economy of Indonesia and KD 7.1 describe problems of workforce and labor as sources in economic activity and government's role in countermeasures. In cycle 2, researcher chooses SK 7. "understand economic activity of Indonesia" and KD 7.3 "Describe tax function in national economic" and in cycle 3, researcher chooses KD 7.4 Demand, over and market price.

Arranging learning implementation plan combined with environment around, that related to effort of increasing students' concern toward environment problem at school or outside school. Learning implementation in each cycle is planned in three meetings, 2 x 40 minutes for each. In first meeting, teacher will give understanding about social science which is combined with material about environment to develop students' ecological intelligence using medias of video and power point. In second meeting, students will discuss about planing of journalistic activity that will be conducted and third meeting, they do journalistic activity then they present in front of the class. After arranging RPP, teacher prepares teaching material and media that will used in learning process such as textbook of social science, power point and video related to material and developing ecological intelligence. After that arranging instrument research which will be used as collecting data tools in this research is assessment of journalistic works of students', field recording, questionnaire, testing the students, interviewing teacher of social science. Observation will be done by observer as researcher's colleague.

B. IMPLEMENTATION

Implementation of journalistic activity in learning social science to develop ecological intelligence in class VIII C SMP Negeri 19 Bandung is done well, three cycles that consist of 9 actions of journalistic activity are effective enough and they can develop students' ecological intelligence.

In cycle 1 at first meeting, teacher gave understanding material to the students which was connected to ecological intelligence, which was problems of living environment and teacher asked the students to care about their environment. The next action, teacher used discussion method to make students understood the problem of living environment by giving the picture that had to be analyzed by the groups. The pictures related to living environment problem which also related to social science subject material of employment. In the third action in first cycle to do journalistic activity at school, students were give the instruction to search living environmental problem at school and interview corresponding interviewees, then the result of the report was presented in front of the class.

Learning implementation in cycle 2 is not too different with implementation in cycle 1. In first action teacher gave understanding about students' ecological intelligence that was connected to learning material that was about tax. Teacher gave understanding about tax as the source of national income which is used for country's interest such as infrastructure like avenue, school etc. Yet, society often do not care and they do not keep public facility. Media which is used by teacher in this meeting was video about tax and environment problem. In further meeting, teacher gave understanding again and coincided by group activity to do journalistic activity planning. Each group determined the place for report place, division work and list of question. Teacher in this activity became facilitator and watched how discussion process in doing journalistic activity planning. At the last action, students presented article they had been made based on report they did. The aim of this understanding that there are many problems in environment.

Cycle three is not different from first and second cycle. At first action gave understanding about social science that connected to problems of living environmental.

C. Obstacle and Solution

In conducting research absolutely has obstacle. In this research, there are obstacle that are faced in planning, implementation and observation. Therefore, it is important to do the evaluation with teacher or colleague to obtain suggestion in improving the mistakes that have been done before. The obstacles that have been faced by teacher and students in implementing the action, as follow:

1. Social science subject is in the first and second line that make the time is not enough because there is religion study together in school yard and students are a must to attend.
2. There are works of journalistic of students that are not suitable with expected indicator

from ecology intelligence toward living environment.

3. The lack of teacher ability in teaching in class.

Based on explanation above, it is needed to do effort to maintain the obstacle, by doing discussion again with teacher to obtain the solution for the next action. The solutions as follow:

1. Teacher tries better to maintain time in learning step that have been arranged.
2. Teacher tries better to give clear direction so that students can do the task well and result good journalistic work.
3. Teacher tries to be assertive in facing crowded students, by giving warning, giving ice breaking to focus.

D. the result of Developing Ecological Intelligence

Implementation of journalistic activity in learning social science to develop students' ecological intelligence toward problem of living environment in class VIII C SMP Negeri 19 Bandung is done well, three cycles that consisted of 9 actions that used journalistic activity are effective enough and they can develop students' ecological intelligence.

Ecological intelligence indicator in this research is developed based on Goleman, Bennet & Barlow (in Muhaimin 2015, pg 87) which develop 5 indicators in increasing ecological intelligence, as follow:

- a. developing empathy to all form of life.
- b. Develop sustainable life with collective capability
- c. Developing harmonious behavior with the environment
- d. Anticipate unexpected consequences
- e. Understand how nature sustains life.

These five indicators include the ecological competence designed by the National Curicullum Council (NCC) UK which covers aspects of knowledge, attitude and skills so that it can be used as a reference in designing the learning process to develop ecological intelligence on the environmental issues of learners through journalism activities in social studies. Using a prepared research instrument, namely journalism assessment sheets for assessing the skills of learners in pouring out their thoughts on the problems found, Tests to measure the understanding of learners and questionnaires to measure the empathy of learners.

Through journalism activities in social studies learning, the ecological intelligence of learners on environmental issues has increased. This is apparent from the observer's assessment using the

instruments provided which continue to increase in each cycle, so that it can be said that the journalism activities bring changes to the development of ecological intelligence of learners on the environmental issues. The improvement result of ecological intelligence of learners on environmental issues can be seen in table below:

| Instrument | Cyle 1 | Cyle 2 | Cyle 3 |
|-------------------------|--------|--------|--------|
| Test | 69 | 78 | 80 |
| Questionnaire | 74,4 | 77,5 | 81 |
| Journalistic Assessment | 57 | 72 | 81 |
| Mean | 66% | 75% | 81% |

From the table, at cycle I, it is apparent that the development of the ecological intelligence of learners is not yet optimal. It is seen from the lack of students understanding about ecological intelligence, the results of journalism activities produced is still not optimal although it belongs to the sufficient category. At cycle II there is a significant increase in the average percentage of ecological intelligence of learners on environmental issues either in terms of understanding, attitudes or skills assessed using the instruments that have been compiled. At cycle III the percentage of learners obtained increased but not significantly as obtained in cycle II. Development of the ecological intelligence of learners have reached optimal results, so the researchers assume that the implementation of measures is sufficient in cycle III.

CONCLUSION

Based on the research that has been carried out by researcher by using journalism activities in social studies learning to develop the ecological intelligence of learners on environmental issues, it can be concluded as follows:

1. Initial planning that has been carried out in applying journalism activities in social studies learning to develop the ecological intelligence of learners on environmental issues, is done by determining SK/KD which then implemented in designing the whole learning process in the Learning Implementation Plan (RPP) by using journalism activity techniques, preparing teaching materials, learning media in the form of video and power point slides, student worksheets and instruments that will be used to see the improvement of the ecological intelligence of learners in the form of assessment instruments of journalism activities, questionnaires and tests. Journalism activities of participants students are divided into several steps including the action 1 which focusing on the understanding of learners on the material and environmental issues, action 2 process of journalism activities planning and cycle 3 is a

presentation of the product of journalism activities that has been performed by each group.

2. Implementation of journalism activities to develop the ecological intelligence of participant students conducted in three cycles and each cycle consists of 3 actions. Cycle I conducted on 15, 16 and 22 March 2017. The learning implementation plan (RPP) made by the researcher refers to choose SK 7. Understanding Indonesia's economic activities, and KD 7.1 Describe labor force and labor issues as a resource in economic activities, as well as the government's role in tackling it. Cycle II conducted on 5, 6 and 20 April 2017 with reference to KD 7.3 "Describe the tax function in the national economy". And cycle 3 conducted on 26, 27 April 2017 and 10 May 2017 at C class eight grade student of SMPN 19 Bandung with reference to KD 7.4 Demand, Supply and Market Price.
3. In the implementation of journalism activities in social studies learning to develop the ecological intelligence of learners, there are several obstacles in its implementation First, social studies lessons that are on the first and second hours make the allocation of time become less due to cut off by the activities of joint study of reciting the Qur'an in the school field which is obligatory agenda every morning at SMPN 19 Bandung. Second, the products of journalism activities of learners are still not in accordance with the expected indicators of ecological intelligence on environmental issues and the lack of teachers' ability in mastering the classroom so that it can create a conducive situation.

Based on the obstacles faced by teachers in the implementation of learning in the classroom, it needs efforts to address these problems, solutions that can be done to overcome the obstacles which occur during the learning process of journalism activities in social studies learning to develop the ecological intelligence of learners are, Firstly, teacher tries to be better in managing the time they have as good as possible so that in studying the learning steps that have been compiled previously can be done properly. Secondly, the teacher tries to be better to provide clearer and systematic direction to the students, so that the learners are able to do the job well and produce good journalism products as well. The third, teacher tries to be more assertive in dealing with the noisy students, by giving warning, also provide ice breaking to refocus the learners on learning
4. Development of the ecological intelligence of the participant students on environmental

issues through journalism activities in the social studies learning in each cycle has increased the average percentage. Based on the instrument of assessment of journalism activities product, Questionnaires and Tests on the cycle I class C eight grade students of SMPN 19 Bandung obtained average percentage amounted to 57%, in cycle II data result obtained experienced an increased by 9% with the average percentage of obtained amounted to 75%, and in cycle III, it once again increased to 81%, increased 6% from the previous cycle. Based on the data result, it can be concluded that the ecological intelligence of learners on environmental issues through journalism activities in social studies learning has increased well in each cycle.

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