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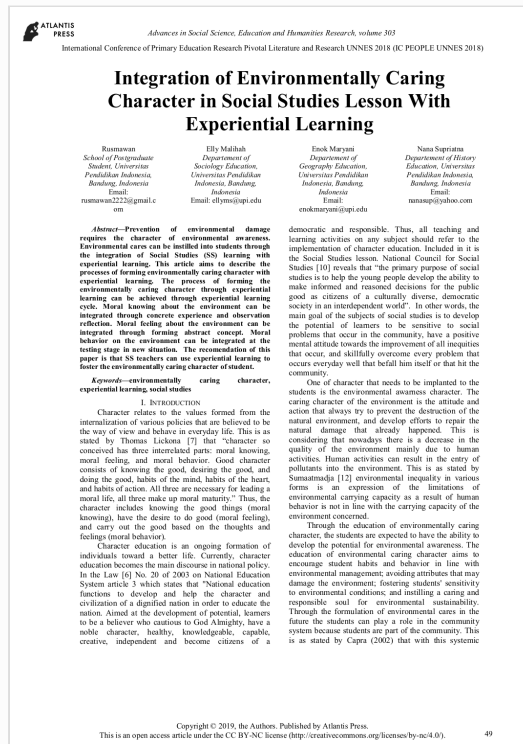# Digital Receipt

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File name: Character_In_Social_Studies_Lesson_With_Experiental_Learni...

File size: 2.19M

Page count: 4

Word count: 2,384

Character count: 14,432

Submission date: 15-Jun-2022 08:47AM (UTC+0700)

Submission ID: 1857022827

Integration Of Environmentally Caring Character In Social Studies Lesson With Experiental Learning

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Integration of Environmentally Caring Character in Social Studies Lesson With Experiential Learning

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Abstract—Prevention of environmental damage requires the character of environmental awareness. Environmental cares can be instilled into students through the integration of Social Studies (SS) learning with experiential learning. This article aims to describe the processes of forming environmentally caring character with experiential learning. The process of forming the environmentally caring character through experiential learning can be achieved through experiential learning cycle. Moral knowing about the environment can be integrated through concrete experience and observation reflection. Moral feeling about the environment can be integrated through forming abstract concept. Moral behavior on the environment can be integrated at the testing stage in new situation. The recomendation of this paper is that SS teachers can use experiential learning to foster the environmentally caring character of student.

Keywords—environmentally caring character, experiential learning, social studies

I. INTRODUCTION

Character relates to the values formed from the internalization of various policies that are believed to be the way of view and behave in everyday life. This is as stated by Thomas Lickona [7] that "character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior. Good character consists of knowing the good, desiring the good, and doing the good, habits of the mind, habits of the heart, and habits of action. All three are necessary for leading a moral life, all three make up moral maturity." Thus, the character includes knowing the good things (moral knowing), have the desire to do good (moral feeling), and carry out the good based on the thoughts and feelings (moral behavior).

Character education is an ongoing formation of individuals toward a better life. Currently, character education becomes the main discourse in national policy. In the Law [6] No. 20 of 2003 on National Education System article 3 which states that "National education functions to develop and help the character and civilization of a dignified nation in order to educate the nation. Aimed at the development of potential, learners to be a believer who cautious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and become citizens of a

democratic and responsible. Thus, all teaching learning activities on any subject should refer to the implementation of character education. Included in it is the Social Studies lesson. National Council for Social Studies [10] reveals that "the primary purpose of social studies is to help the 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 interdependent world". In other words, the main goal of the subjects of social studies is to develop the potential of learners to be sensitive to social problems that occur in the community, have a positive mental attitude towards the improvement of all inequities that occur, and skillfully overcome every problem that occurs everyday well that befall him itself or that hit the community.

One of character that needs to be implanted to the students is the environmental awarness character. The caring character of the environment is the attitude and action that always try to prevent the destruction of the natural environment, and develop efforts to repair the natural damage that already happened. This is considering that nowadays there is a decrease in the quality of the environment mainly due to human activities. Human activities can result in the entry of pollutants into the environment. This is as stated by Sumaatmadja [12] environmental inequality in various forms is an expression of the limitations of environmental carrying capacity as a result of human behavior is not in line with the carrying capacity of the environment concerned.

Through the education of environmentally caring character, the students are expected to have the ability to develop the potential for environmental awareness. The education of environmental caring character aims to encourage student habits and behavior in line with environmental management; avoiding attributes that may damage the environment; fostering students' sensitivity to environmental conditions; and instilling a caring and responsible soul for environmental sustainability. Through the formulation of environmental cares in the future the students can play a role in the community system because students are part of the community. This is as stated by Capra (2002) that with this systemic

concept hopes the creation of environmentally conscious society.

However, the fact that the education of environmentally careful characters has not been supported by an effective learning system that has not been optimally succeeded. This is evidenced by the abundance of littering behavior.

One of the learning that enables the integration of environmental cares is through experiential learning. Based on the background, this article aims to describe the processes of formation of environmentally caring character with experiential learning in social studies learning.

II. METHOD

This paper uses descriptive analysis methods from various research articles to examine the relationship between experiential learning and the character of environmental care in social studies learning.

III. RESULT AND DISCUSSION

Experiential learning in social studies learning facilitates the formation of environmental awareness character. This is due to the nature of in-context experiential learning. Arends [1] states there are two learning styles that are "in-context" and "out-context". Learning "in-context" is a learning style where learners gain skills and knowledge according to their real needs and life, while learning "out-context" is a learning style where learning is not related to real and urgent needs. The context in the formation of environmental caring characters through experiential learning is designed by the teacher by considering the needs of the students.

In experiential learning, learning is an interaction between subject matter with experiences that mutually transform each other rather than just receiving or transmitting the subject matter. This is reinforced by the views of Mughal [9] who tried to criticize Kolb's view that knowledge creation through experience is not only based on learners but some perspectives that act as forces that put pressure on the learner.

The results of research on junior high school students conducted by Budiaman [2] showed that students who were given learning with experiential learning model have the ability to solve environmental problems higher than those who get expository learning. Experiential learning is a learning process that enables learners to build knowledge, skills, values and attitudes through direct student experience.

Through experiential learning, learning becomes more meaningful because the learner participates in the activities. After the activity, students reflect the results of their activities so as to gain an understanding in accordance with the objectives of learning. Kolb [8] in Boyatzis, & Mainemelis (8 99) asserted that the mention of "experiential learning" emphasizes the central role of experience in the learning process. The term is also to distinguish with other learning theories. In addition, the mention of "experience" refers to the intellectual origins referring to the work of Kurt Lewin, and Jean Piaget.

Sharlanova [11] explains that experiential learning has a variety of uses such as helping students become aware of themselves, helping teachers become reflective teachers, identifying student learning styles, and developing teacher skills. Darmiany's research [3] shows that experiential learning through four stages cyclically namely concrete experience, reflective observation, abstract conceptua-lization, and active experimentation successfully help students to apply independence in learning.

Experiential learning supports the achievement environmental knowledge (moral knowing). This is supported by the results of Jannati's [5] study concluding that the Kolb's Experiential model can further improve the explanatory ability compared with conventional learning. In addition, students' responses show that students have a positive response to the application of Kolb's Experiential learning model.

Illersis [4] states that there is no generally accepted definition of experiential learning concept and seems to be used in many different ways. In primary and secondary schools, experiential learning experiences can refer to visits, projects and the like, but it can also imply that teachers try to engage students' experiences from outside the school. Experiential learning by Kolb is rooted in the learning by doing paradigm proposed by John Dewey. Kolb presents four experiential learning stages, including: concrete experience, active and reflective experience (observation and reflection), conceptualization (forming abstract concept), and active experimentation (testing in new situation).

In the first stage, students feel the incident as it is and have not been able to understand and explain how and why the incident happened. In the second stage, learning must give the opportunity for all students to observe actively on the events they experienced. The third stage, students are given the freedom to formulate (conceptualization) of the results of his observations. Fourth stage, students have been able to apply concepts, theories or rules into real situations.
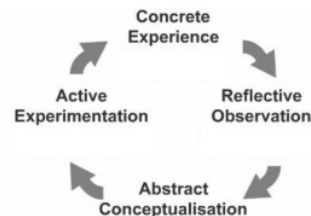

Figure 1. Experiential Learning Cycle

The process of formation of environmental caring character through experiential learning in social studies learning can be explained based on experiential learning cycle. First, learning social studies starts from the concrete experience experienced by individuals. In this case, students learn social knowledge especially about the environment such as the habits and behavior of students in line with environmental management, the properties that can damage the environment, the sensitivity of students to environmental conditions, and

care and responsible for environmental sustainability. Second, students make reflective observations on the implementation and monitoring of knowledge on environmental issues.

Third, students perform conceptual process (abstract conceptualization). This stage occurs when students have a desire to do good about the habits and behavior of students in line with environmental management, properties that can damage the environment, the sensitivity of students to environmental conditions, and care and responsible for environmental sustainability. Fourth, students do active experimentation. At this stage it deals with testing in new situations, conducting good on the basis of thought, and the feelings about the student's habits and behaviors that are aligned with environmental management, traits that can damage the environment, the students' sensitivity to environmental conditions, and care and responsible for environmental sustainability.

The processes of forming environmental caring character through experiential learning is certainly implicated in the activities that must be done by teachers. The implication is that teachers should facilitate students' learning experiences with reference to the experiential learning stages. In concrete experience, teachers must plan, implement and evaluate experiences experienced by students who support students' care for the environment. Teachers need to prepare relevant learning resources.

Table 1. Matrix of experiential learning in character of environmental awarness forming

Stage of EL	Environmentally caring character forming
concrete experiece observation & reflection	It knows the good things (moral knowing) about the habits and behavior of students in line with environmental management, the properties that can damage the environment, the sensitivity of students to environmental conditions, and care and responsible for environmental sustainability.
forming abstract concept	It has a desire to do good (moral feeling) about the habits and behavior of students in line with environmental management, the properties that can damage the environment, the sensitivity of students to environmental conditions, and care and responsible for environmental sustainability.
testing in new situation	It does good based on thoughts, and feelings (moral behavior) about the habits and behavior of students in line with environmental management, properties that can damage the environment, the sensitivity of students to environmental conditions, and care and responsible for environmental sustainability.

At the active and observational stage of active experience, teachers should plan, facilitate and evaluate observation and reflection activities undertaken by students. Even help if students have difficulty in doing reflection. At the stage of concept abstraction, teachers encourage students to reach concepts based on experiences that have been done by students. And in the last stage of testing in new situations, teachers need to encourage students to do something real activity related to environmental concerns.

IV. CONCLUSION

Environmental cares can be attached to students through the integration of social studies learning with experiential learning. The process of formation of environmental caring character through experiential learning can be integrated through experiential learning cycle. Moral knowing about the environment can be integrated through steps including concrete experience and observation and reflection. Moral feeling about the environment can be integrated through step forming abstract concept. Moral behavior on the environment can be integrated at the testing stage in new situation. The recomendation of this paper is that social studies teachers can use experiential learning to foster the environmentally caring character of student.

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