

The Relation of Social Studies Learning with Flood Response Attitudes Students of Walisongo Junior High School in Pecangaan Jepara in 2017/2018

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Abstract

Social studies learning aims to enable students to solve the social problems they face and make as good citizens. Walisongo Junior High School is a school where most of the students live in flood-prone areas, so that students' home affect their caring attitude towards their environment. The purpose of this study is to analyze the relationship of social studies learning to the flood caring attitude of students at Walisongo Junior High School. The method used in this research is qualitative method. The technique of collecting data is in-depth interviews, observation and document study. The results showed that students' caring attitude towards the environment at Walisongo Junior High School was still low. Social studies learning that is still monotonous has a direct impact on students' caring attitude towards the environment. This research is expected to be able to provide solutions to increase the concerning of environment particularly.

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INTRODUCTION

Social studies education is one of the education delivered in learning activities in Indonesia. Social studies learning in Junior High School as social studies is an integrated subject that integrates aspects of anthropology, sociology, geography, history, and economics so that students have a wide opportunity to master the various basic competencies needed to understand, identify, and find solutions to solve life (social) problems. Whereas IPS education as a civic education aims to develop the potential of students to become good citizens (National Council for The Social Studies, 2000). Thus social studies learning in Junior High School has two main purpose, namely to equip students to have the ability to solve social problems which they face and make students become good citizens.

Walisongo Pecangaan junior High School is one of the school located in Pecangaan, Jepara, Central Java. The composition of students who attend school in this Junior High School is dominated by students who live in flood areas. This is because of the villages around the SMP are students residece such as Sowan Kidul, Batu Kali, Troso , and Karangrandu are villages that passed by the Kali Pecangaan flow, Kali Ampel, and Kali Kedungbule which is the main river flow that connects Pecangaan river with Serang river which empties into the Java Sea, so that it has high volume of water when it rains.

The villages have lower altitude and are parallel with the river flow so automatically when the volume of water increases, the flood disaster is inevitable. This situation is exacerbated by the condition of the unkempt river, many of which are found trash scattered on the banks of the river, the condition of the river edge is also still largely an ordinary mound of land and untouched by buildings, river sediments are also still less attention, so it makes the river become shallower.

The villages above have the same morphology with Welahan village, where Welahan and Ketileng Singolelo are the most severely exposed villages in Jepara (Aji, 2015).

The facts about the situation of the villages that are residences of students as described in the paragraph above, can be used as a benchmark that public awareness of floods in the area are still low. Such thinking is further strengthened by the results of preliminary observations of the attitudes of students at Walisongo Pecangaan Junior High School in Jepara Regency.

The results of preliminary research show that garbage in every class has trash, although not much, the majority is under the table of boys, even though garbage is one of the causes of floods that often hit their home. This reflects that students' awareness to throw the garbage in its place is still low.

Social studies learning problems and the challenges of social problems faced by social studies at Walisongo Pecangaan Jepara Junior High School, the researcher has the idea to do in-depth research on the implementation of social studies learning that has been going on all the time in Walisongo Pecangaan Jepara Junior High School.

This study is intended to know the relation of social studies learning that has been done with flood response of students. Thus, it is expected that the social studies learning problems that exist in Walisongo Pecangaan Junior High School will be mapped in detail, so that they can be used as evaluation materials for the implementation of social studies in the future, which can support and make it easier to reach the goal of social studies learning objectives as social studies and civic education. So that students can have responsiveness to flood disasters which are often happen in their area of residences.

Knowledge and attitudes possessed by junior high school students are not much different from the age of adolescents aged 15-18 years in the study of Purwoko, Sunarko & Putro (2015) stated in his research that the knowledge and attitudes of adolescents aged 15-18 years have great influences to overcome the risk of flood disasters that occur in the Village of Pedurangan Kidul, Semarang City. This case is proved by the result of the analysis of knowledge and attitudes is 63.6% influenced by the knowledge and attitudes of adolescents.

The results of this study are expected to be able to raise the attractiveness of students in social studies learning, social studies learning becomes more meaningful, and more contextual to the lives of students. So that it can improve students' responsiveness to flood disasters which are essential social problems in their daily lives.

Responsive attitudes to disasters that are expected to be owned by students in suitable with preparedness parameter references. Parameters are minimum standards that are qualitative and determine the minimum level that must be achieved in providing educational responses. The preparedness parameter which is intended to consist of 4 elements, namely: (1) attitudes and actions, (2) public policy, (3) preparedness planning, (4) facilities and infrastructure (Consortium, 2008). Because the object of the research that will be carried out is the students of Walisongo Pecangaan Junior High School in Jepara Regency, the preparedness parameters that will be used are the attitudes and actions of students.

The purpose of this study is to analyze the relationship of social studies learning to the flood caring attitude of students at Walisongo Junior High School.

METHODS

This study uses a qualitative approach because this study will more observe the attitudes, and actions of students in matters related to indicators of response to flood disasters. The main focus of this research is on flood response attitudes owned by 8th grade students and on the implementation of social studies learning that has been going on so far in Walisongo Junior High School in Pecangaan Jepara in 2017/2018.

Activities, phenomena and symptoms that emerge from students are the main studies of this study. The forms of activities, phenomena, and symptoms of students intended are all forms of activities, phenomena, and symptoms that contain several indicators of students' responsiveness to floods such as; the habit of students throwing garbage, the habits of students scribbling walls, tables, and benches in schools

(as a reflection of students' concern for a clean lifestyle), class cleanliness and school environment from garbage, and all forms of documentation that reflect the implementation of Social Studies learning at Walisongo Pecangaan Junior High School.

The data collected in this study are data that are in accordance with the focus of the research, namely about flood disaster responsiveness possessed by grade 8. Types of data in this study are: (1) primary data, (2) secondary data.

Primary data is obtained directly through observations and in the form of verbal or words or sayings from the subject (informant) which related to knowledge about social studies learning carried out at Jepara Walisongo Pecangaan Junior High School. The informants in this study consisted of the Principal, Social Sciences Teacher, and Grade 8. Secondary data came from documents and photographs that could be used as complementary primary data, such as the Learning Implementation Plan (RPP) and Social Studies Learning Syllabus.

Data collection techniques in this study used observation, documentation, questionnaires, and interviews. Observation sheets related to the activities and behavior of students in schools which are indicators of flood response attitudes, including the habits of students throwing garbage, environmental concerns, and documents as supporting research observation results. Questionnaires of this study relate to students' knowledge of flood disasters, which include: causes of flood, kinds of floods, and efforts to prevent flood, and this research interview contains questions about student knowledge about flood and also questions about the implementation of social studies that have been going on so far from the teacher and the principal.

The data triangulation technique used in this study is the triangulation method. that is by compared data from observations or with interview data that is reinforced with documentation data. Researchers in this stage compared the data from interviews with subjects and informants about social studies learning and

their relation to flood response attitudes of students in Jepara Walisongo Pecangaan Junior High School.

Data analysis in this study used qualitative data analysis, namely analysis interactive models from Miles & Huberman (1992), which consisted of three main components, namely: data reduction, data presentation, and conclusion or verification (Miles & Huberman, 1992; Sutopo, 1990).

RESULTS AND DISCUSSION

Social studies learning is not only limited to the transfer of knowledge or the transfer of knowledge but rather to the transfer of value. If social studies learning (transfer of value) can be implemented properly, the objectives of social studies learning as social studies or civic education will be achieved. Social studies learning like this has not been carried out at Walisongo Pecangaan Junior High School, as proved by the learning that has been going on so far is still in the method of giving material only, and has not been linked to concrete problems that many students face. One of them is in the 8th Chapter Environmental Material, learning only conveys the concepts with the lecture method, assignments are also limited to look up the material and have not yet linked the environmental problems surrounding the place of residences of the students, the majority of which are prone to flood.

The implementation of social studies learning that takes place at Walisongo Pecangaan Middle School is no different from the description of the implementation of Social Studies learning that has been written in learning devices such as in the RPP and the Syllabus.

The results of observations on the implementation of social studies in Walisongo Pecangaan Middle School in Jepara Regency can be described that the implementation of social studies learning still uses conventional methods, it is the lecture method

Learning media used are only limited to literature books and student worksheets (LKS). Therefore, learning looks very monotonous and

does not look enthusiastic from students, the average student looks sluggish, sleepy, and also looks bored when they join the learning activities. Similar social studies learning also exists in research (Sutrisna, 2012), the difference is only in the use of an integrated approach in social studies learning, and all of them have not been realized because of constraints.

The innovation and creativity of social studies teachers is very important in implementing social studies. The sensitivity of social studies teachers to the social conditions surrounding the school environment and the environment where students live may be one source of inspiration for teachers to carry out an innovation and creation in presenting social studies. As we all know, the object of the study of social studies is environment and society. So that, by having sensitivity to the problems around the school environment and around the residence of students it can be a source of ideas for the teacher in packing social studies so that social studies can be more attract students 'attention and can also be more applicable and contextual to students' lives.

The disaster response attitude of Walisongo Pecangaan Middle School students from the cognitive aspect, basically the students' knowledge of flood disaster is very wide and the essence of this knowledge is enough to be used as a provision in carrying out a preventive action against floods that often happen in their residential areas. This contradicts use is with the research Umar (2013) and Adiwijaya (2017) that knowledge is influential with people's preparedness in facing disasters.

Prevention measures intended by researchers are like the smallest flood prevention measures such as habituating oneself to throw garbage in its place and clean life habit and love environment the sustainability of beautiful.

Affective aspects, student attitudes in responding to floods are still very less reactive. It is proved by the discovery of garbage scattered both in the classroom, and in the school environment. In fact, the school has also provided trash bins for each class room that placed in front of the class.

Psychomotor aspects, many students at Walisongo Junior High School throw the garbage in its place, but a small number of students who are reluctant to throw the garbage in place like paper waste are scattered in the classroom because of the activities of students who sometimes throw paper at their friends or just draw the paper and throw it in the class. Even, there are still students who like to cross out the table, and many male students who didn't do the class picket.

The behavior of students who are less responsible as above shows the lack of awareness of students' attitudes towards cleanliness and the beauty of the school environment and these habits can also describe the behavior of students around their homes. So the social approach is needed to improve students' attitudes towards flooding, as in the study (Yingjie & Yaikun, 2010) the difference with this study is only in the implementation of social approaches, the implementation of social approaches used by linking learning material with environmental problems in the residences of students.

Social approaches in the method of social learning are also needed in changing the paradigm of students in responding to flooding (Johannessen & Hahn, 2013). So that students can be more concerned about the environment.

The relationship of social studies learning to flood response attitudes of Walisongo Pecangaan Junior High School students shows that the implementation of Social Studies learning which has been taking place at Walisongo Junior High School has been dominated by using lecture learning methods and using learning media limited to teacher handbooks and student worksheets only. The teacher has not tried to combine or integrate the problems faced by his students or the problems that happen around their homes and their daily environment. Thus, social studies learning is only limited to memorizing theories, and it is not followed by a certain benefit that can be implemented by students in their lives.

Other facts at Walisongo Junior High School also found data that the flood disaster response of students was still very low. It can be

seen from the way they throw the garbage and their concerning of environmental hygiene that is still very low. Students are still accustomed to throwing garbage at random and they have not seen any concern to clean up the scattered rubbish, even if the garbage is in the school environment. These students think that the cleanliness of the students' environment is one of the tasks of the school guards or school gardeners. On the other hand, this flood is a disaster that often occurs and happen the environment where students live. The results of this study are almost the same with research (Kobayashi, Mikio: 2010), the difference lies in the use of technology, while this study only wants to increase human awareness for flood prevention and build the human resources in the field of education.

In essence, by often feeling how difficult it is and suffering from life by being suffer by floods, these students have more sensitivity to floods. So that, they will be more in love with cleanliness and environmental sustainability in order to floods do not occur again in their area. However, the facts that found by researchers are the opposite.

The emergence or discovery of such facts at the research place, can be a basis for researchers in attracting continuity or relation between social studies learning that has been carried out with the response attitude of students at the research place. The low flood response attitude of students in Walisongo Pecangaan Junior High School in Jepara Regency is likely to be formed because social studies learning that has been done has not been oriented to the essence of the Social Studies learning objectives, both social studies and social studies as civic education which is social studies - students to be able to solve the social problems they face and make their students become good citizens. Thus, social studies learning is carried out only teach the material targets (transfer of knowledge) and less attention to the transfer of value.

Research Murniati (2012) and Indriastuti, Pramono & Suhandini (2018) are almost the same as this study is different in the application of learning. Social studies learning in this study takes place only in teach of material, while his

research applies value analysis learning that has a positive influence on improving students' social care attitudes, namely improving: tolerance, caring, cooperation, empathy, help, and discipline. This ultimately causes the teacher to be less sensitive to the social problems being faced by his students so that the teacher does not internalize the problems that are being faced by students with the material being studied at school. That is why social studies learning that takes place is only monotonous by using the lecture method and with the help of textbooks and student worksheets so that students are less enthusiastic and less interested in taking social studies.

The community disaster learning model is also effective in preventing and overcoming floods (Setyowati, 2010). Similarly, in the use of learning models adapted to the characteristics of the residence of students, by combining various models, media, and integrating appropriate evaluations (Maryani, 2010). It will have different results with monotonous learning, lectures with the help of other teaching books.

Facts found at the research location may be different if social studies learning is carried out with interesting, method contextual and applicable to the lives of the students. Thus, the teacher's sensitivity to the social problems being faced by his students must be enhanced so that the teacher can internalize them into social studies learning that is being carried out and will be implemented. This is because this social issue is the object of the study of social studies itself.

Sensitivity to social problems surrounding the environment of students and internalizing these problems into social studies learning will make social studies learning more interesting, contextual, applicable, and more meaningful for students' lives. Besides, it will also be able to increase students' enthusiasm and interest in studying social studies.

CONCLUSION

The implementation of social studies learning that has been going on so far in Walisongo Pecangaan Junior High School in

Jepara Regency is still dominated by using the lecture method and only using teacher handbooks and student worksheets as a media to support the implementation of social studies. Social studies teachers have not yet internalized the social problems that happen around the environment where students and the school environment live in social studies. This causes social studies learning to be monotonous, boring, less interesting, less contextual, and less applicable to students' lives. The flood disaster response attitudes that students have are also still very low, students still do not have the awareness to throw garbage in its place and do not yet have caring for cleanliness and environmental sustainability. Even though they have already know that garbage is one of the main causes of flooding and flooding often happen in their homes. Even though the garbage bins have been provided by the school in each class a garbage bin is placed in front of the classroom. So that, the relationship between social studies learning that has been carried out with the flood disaster response of the students at Walisongo Pecangaan Junior High School in Jepara Regency is that Social Studies learning that has been implemented so far in Walisongo Junior High School has not yet be able to improve the students' attitude of the flood disaster.

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