Environmental based social studies learning reconstruction in developing social skills during the COVID-2019 pandemic

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Article Info

Abstract

Utilization of the environment is a learning strategy that seeks to development student participation through the utilization of the environment as a learning resource. The aim of this study is to analyze the lesson preparation plan, implementation of learning and assessment of environmental-based social studies learning in developing social skills of junior high school students during The Covid-19 Pandemic. This study utilizes qualitative research methods, namely research that produces descriptive data. This research was conducted by taking locations in SMPN 1, SMPN 3 and SMPN 12 Pekalongan. Data collection techniques are in-depth interviews, observation, and documentation. The data that has been gathered is then resolved to applying qualitative descriptive research. The data that has been gathered will be interpreted with source triangulation and technical triangulation. The results obtained from the research that environmental-based social studies learning can improve students' social skills during The Covid-19 Pandemic. The development of students' ideas and intellect can be more optimal when students are able to take advantage of their environment as a learning resource.

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INTRODUCTION

The 21st century learning paradigm focuses on the ability of students to think critically, the ability to correlate knowledge with real life, the ability to follow the development of information and communication technology, and the ability to work together with others. This requires teachers to be able to direct students to have 21st century skills. Conventional learning has been abandoned at this time. Teachers no longer provide too much material to be given to students, but teachers have given flexibility to students so that they can learn actively in learning. In line with this paradigm, a child is not the same as an empty glass that is ready to pour some knowledge into it, but when studying in class, a child already has the knowledge and skills (Rusmono, 2017) Teachers must be able to provide facilities to them with a series of activities so that they can construct their own knowledge when children communicate with other people. This statement is in line with current conditions, teachers are no longer able to limit the activities of their students with classroom walls and school fences in digging for information which in time can become new knowledge. Learning is meaningful if the teacher is able to apply the principles of constructivism in their learning activities.

The principles of constructivism in learning include: students are able to actively build their knowledge, student-centered learning, teachers help students in learning, learning focuses more on the learning process than just the final result, the curriculum focuses on student activity and participation, the teacher's role in the learning process as mediator and facilitator (Suparno, 2018).

The series of constructivism learning includes observing all phenomena, events, collecting various kinds of data, formulating and testing a series of hypotheses, participating actively and collaborating with other parties. Another constructivism learning activity is to provide recommendations to students to travel to various places in the context of searching and extracting information (Schunk, 2012). The

school together with educators, education staff, school committees and parents of students are expected to monitor the progress and development of students. The hope is that students can develop all their potential according to their respective interests and talents.

A number of studies that support constructivism learning state that the constructivism approach with a critical pedagogy approach leads students to reach the stage of constructing critically acquired knowledge. Critical awareness makes students become Indonesian citizens who have a strong identity and personality. This statement can be interpreted that the constructivism approach with a critical pedagogy approach can make students as follows: possess a good personality, are able to reason and act critically, creatively, and communicatively; have a happy feeling when they are learning so that learning objectives can be achieved optimally (Birsyada, 2014). Other research states Social Studies learning using a media-assisted constructivism approach for teachers is able to improve the quality of learning, because the teacher's role as a facilitator as well as a motivator can stimulate children's ability to think critically, creatively and innovatively. This is because the use of learning media in a constructivist approach can increase students' active learning to find and look for problem solving solutions to the problems being studied (Yusri, 2014). Other research also says that critical thinking is seen mainly in active involvement in teaching. Critical thinking is considered as a process that students do with the fact they learn with the help of a teacher. Teachers view this as one of the dimensions of constructivist learning (Jitka, Jitka, & Pavlína, 2018).

Before the Covid-19 pandemic entered Indonesia, learning activities were carried out face-to-face. There is a harmonious reciprocal relationship from the school community. Teachers and students have the freedom and flexibility in learning activities. The obligation of students to study from home causes the role of parents to be important when their children study from home. Parental involvement is very

influential on student learning at home (Zsolnai & Kasik, 2014). The obligation of students to study from home brings changes in their learning process. Face-to-face learning has turned into distance learning. Distance learning is learning that gives directions and commands in separate places so that it requires an interactive information and communication technology network system to connect the two. When learning from home has begun to be implemented, it turns out that there are many obstacles. These obstacles are felt by both students and teachers.

Online learning results in a lack of interaction between teachers and students and even between students themselves. This lack of interaction can slow down the formation of values and norms in the teaching-learning process. Online learning that is currently being carried out is something new that is felt by both teachers and students (Hadisi & Muna, 2015)

Online learning has many obstacles. The first obstacle is that students feel boredom, so teachers must look for learning strategies so that they can release the feeling of boredom. Teachers must have creativity to make online learning interesting, meaningful and also fun for students. The second obstacle is that parents often complain when they cannot teach their children clearly. Lessons will be easily understood by students if the teacher provides an explanation. Parents are often impatient in teaching their children to learn at home. The third obstacle is signal limitation. Many students often complain, because they have not been able to send assignments directly *online* due to signal problems. The fourth obstacle is that parents, in accompanying their children to study from home, do not have enough time because they have to work from morning to evening. The fifth obstacle is that students can send assignments directly *online* when parents are at home. The sixth obstacle, the teacher cannot supervise the learning process directly. Teachers can only accept student work. This results in the essence of learning that prioritizes the learning process that cannot be monitored by the teacher. The only thing that the teacher can observe during

learning from home is the result of the product made by the students (Anugrahana, 2020).

The pandemic outbreak caused by the corona virus that has occurred to date is a challenge for education in Indonesia. This pandemic can be used as an entry point for change in learning. Constructivism learning becomes important when students learn from home. The surrounding environment is a source of learning for them. Students are able to reconstruct their knowledge with real experience in the field so that learning has meaning.

Social skills really need to be taught in schools. The social skills that are successfully developed by students in constructivism learning can improve life skills, even in the conditions of the Covid-19 Pandemic. Social skills are defined as the abilities that students must possess to carry out social interactions with other people as a provision for life in facing all competitions and challenges in the order of life of a democratic society, the order of life of the nation and state and the order of life of the world community (Widoyoko, 2011).

Constructivism can train social skills in students in terms of digging up information, processing information and using information in solving a problem, listening skills, expressing opinions, skills in cooperating with others, skills in selecting right and wrong, cooperate in problem solving skills, the ability to exchange opinions, and the skills to accept and fulfill responsibilities. These social skills will be needed later when students have become adults to prepare themselves to live in the life of local, national and world communities.

A series of studies that are in line with social skills state that social skills are something that is very important in learning practice. The importance of social skills for students in learning practice because it is one of the provisions for students to be able to communicate with other people. If a person does not have social skills then he cannot adapt himself in his life. Conversely, if he has high social skills, then he will be able to establish communication with other people. In addition, someone who has high social skills, he will have

a sense of social care for others and can find solutions to the problems he faces (Ulum, 2019). Other research also states that there is a significant difference between students who have ordinary competence and students who have more competence in their social skills (Daraee, Salehi, & Fakhr, 2016).

Other studies also explain the importance of social skills in current learning practices which are getting less attention. Social skills, if they can be developed in students through positive habituation activities in everyday life continuously, can produce students with noble character and noble character. Social skills can be used as a parameter to assess the extent to which students can socialize with the surrounding environment (Budyartati, 2016).

Utilization of the environment in the learning process has an important meaning for students because they can observe objects directly up close so that they are more interesting. Utilization of the environment is one of the sources and learning media used by teachers to involve students so that they are actively involved in the learning process (Mulyasa, 2013).

In line with the statement conveyed by Mulyasa, there are five types of interactions between students and their learning environment, namely; interactions between teachers and students; interaction between fellow students or between peers; interaction between students and resource persons; interaction of students with teachers with learning resources that are deliberately developed; interaction between students and teachers with the social and natural environment (Rusman, 2015).

The environment around students can be applied in social studies learning by combining the subject matter with the learning model used. Learning is carried out in the form of an ongoing relationship between teachers, students and the environment. The teacher acts as a motivator, facilitator and reconstruction agent. The teacher persuade students to behave actively and cooperatively by exploring sources from the environment (Porda, 2016).

Environmental-based learning for students is not only doing outdoor learning, but they can take that learning from field investigations and then brought back to the room where the teacher provides time and support to analyze and understand their data (James & Williams, 2017).

Learning is more dependent on the teacher's efforts to invite students to find functional rules between everything that is being studied and the knowledge gained from students' daily experiences. Students' daily experiences can be found in the environment where they live (Aris, 2020).

The development of environmental-based learning models is a renewal in learning that has the aim of achieving learning outcomes not only emphasizing aspects of knowledge, but also aspects of attitudes, skills aspects (Suniti, 2019).

One of the materials used in social studies learning by utilizing the environment is "Strengthening the Maritime Economy in Indonesia".

Social Studies Learning during the Covid-19 Pandemic become a challenge for social studies teachers not to give up easily under these conditions. Collaboration between schools, students and parents is very much needed to support 21st century education during the Covid-19 Pandemic. Another research that is in line with this research is about the effectiveness of the eco-edutainment model in social studies learning with environmental insight at the Semarang City Junior High School which is very effective in improving student achievement (Santoso, 2019). Another research that uses environmental-based social studies learning is about outdoor learning activities by utilizing tourist villages as social studies learning resources (Fatmawati, Setyowati, & Utomo, 2018).

In line with some of these studies, environmental-based learning for students is one of the sources and learning media that can be used in learning from home during the Covid-19 Pandemic.

The reason SMPN 1, SMPN 3 and SMP 12 Pekalongan are used as research locations is

because they have the same geographical location, namely in coastal areas. The coastal area in Pekalongan City is very interesting to study with all its potential and problems. The potential possessed by Pekalongan City as one of the northern coastal areas of the island of Java includes: potential marine fisheries resources, ponds, mangrove forests, potential for marine tourism, fish processing industries and fish auction places. Problems that occur in this coastal area include: tidal flooding, damage to mangrove forests, management of marine tourism which is still not optimal.

Based on the description of the background of the problem, this research is focused on efforts to find out the reconstruction of environmental-based social studies learning in developing social skills during the Covid-19 pandemic. The reconstruction carried out by social studies teachers includes lesson preparation plans, implementation and assessments.

The purpose of this study was to analyze the teacher's efforts to reconstruct environmental-based social studies learning in developing social skills during the Covid-19 Pandemic.

METHOD

This study employed qualitative method. This research was conducted in three locations, namely SMPN 1, SMPN 3 and SMPN 12 Pekalongan. This study used 21 informants including 3 social studies teachers and 18 students. Each school has 6 students as informants. The 6 students were 3 male students and 3 female students with the criteria of smart students, moderate students and less intelligent students. This research was carried out for 5 months, from preparation to report preparation. The data analysis process is carried out by examining all data from various sources such as observations, interviews and documentation. If all the data has been collected then the data is then analyzed using qualitative descriptive analysis. The qualitatively described data were interpreted using source triangulation and

technical triangulation. This is done to test the validity of the data. Triangulation of sources in this study is to test the validity of the data includes: Events, phenomena and events that occur during the teacher's efforts to reconstruct environmental-based social studies learning in developing social skills during the Covid-19 pandemic, attitudes and behavior of students in developing social skills in learning Environmental-based Social studies, the researchers verify data from various sources. The first data is verified from sources of school supervisors, principals, teachers and students. The second data is verified from teacher and student sources. Triangulation techniques in this study are researchers verify data from the same source with various techniques, namely observation with interviews, interviews with documentation and observations with documentation. The data relates to the assessment of students' attitudes and behavior in developing social skills in environmental-based social studies learning during the Covid-19 Pandemic.

RESULTS AND DISCUSSION

Environmental-Based Social Studies Learning Plans During the Covid-19 Pandemic

The steps for the preparation plan for the implementation of environmental-based social studies learning are as follows:

Preliminary Activities

The teacher greets students when they come to school in turn by paying attention to health protocols, the teacher asks students to fill out the attendance list, and checks the attendance of students who have not attended school, the teacher makes apperception, among others, the teacher conveys the students' condition and enthusiasm for learning during the pandemic Covid-19, the teacher conveys the goals and benefits of learning about the topics to be taught, the teacher gives directions to students to be careful when walking to the "Mangrove Forest" which is located not far from the school.

Core activities

The teacher re-attends upon arrival at the destination location, the teacher delivers the material with the assistance of resource persons from the Environmental Service to invite students to learn about Mangrove Forests which is one of the strengths of the maritime economy in Indonesia, students are given motivation, direction and guidance to see and observe things. -what things are in the Mangrove Forest, the teacher observes all student activities in their exploration activities in the Mangrove Forest, the teacher gives the opportunity to write down their learning experiences at that location, after students write down their new experiences, then the teacher facilitates and directs students to build knowledge and new experience in the field *(HOTS)*, students are given the opportunity to discuss, gather information, re-present, and exchange information about the material advantages of the maritime economy in Indonesia (*collecting information and problem solving)*, students present their work which is then responded to by other students *(Communications), the teacher and students* make conclusions about the things that have been learned and ask questions about things that have not been understood.

Closing Activity

The teacher and students reflect on the learning experience, the teacher conveys the lesson for the next meeting and ends with a prayer.

Environmental-Based Social Studies Learning Plans During the Covid-19 Pandemic

The implementation of environmental-based social studies learning activities in developing social skills during the Covid-19 pandemic can be seen in Figures 1, 2 and 3 below

Figure 1. Implementation of Social Studies Learning at SMPN 1 Pekalongan

Figure 2. Implementation of Social Studies Learning at SMPN 3 Pekalongan

Figure 3. Implementation of Social Studies Learning at SMPN 12 Pekalongan

Based on pictures 1, 2 and 3, it can be explained that during the Covid-19 pandemic, it turned out that environmental-based social studies learning made learning fun for students. The surrounding environment can be used as a natural laboratory that can provide all information and things that previously students did not know. The ability of students to construct social studies learning can be done by developing learning in real contexts and their

experiences become new knowledge for them. The researcher conducted an interview with one of the students from SMPN 1, SMPN 3 and SMPN 12 Pekalongan about his experience in conducting study studies in the mangrove forest area as one of the strengths of the maritime economy in Indonesia.

The results of an interview with a student named Ayu from SMPN 1 Pekalongan said that,

"My friends and I were taught how to properly plant mangrove trees and how to do mangrove nurseries". (interview, Monday 12 April 2021).

The same thing was conveyed by Khoiriyah from SMPN 3 Pekalongan about the experience gained from studying in the mangrove forest area.

"My friends and I were taught how to plant mangrove trees properly and how to do mangrove nurseries. In addition, there are economic benefits from mangrove trees which can be used as a good business opportunity" (interview, Saturday 10 April 2021).

The learning experience in the mangrove forest area was also conveyed by Revi Ngasta from SMPN 12 Pekalongan who said that,

"My friends and I got a new experience, namely being taught how to plant mangroves properly and correctly. My friends and I were assisted by Ms. Ersa as a resource person from the Environmental Service. He advised us that the Mangrove Plants must be taken care of properly so as not to be damaged. Mangrove forests that are spread throughout Indonesia have suffered high damage due to human activities. It is hoped that by studying in this area, it will increase a high sense of concern for mangroves and help the government to provide education to the community to actively participate in maintaining and protecting mangrove forests" (interview, Monday 12 April 2021).

Students' learning experience of everything that is seen and observed in the mangrove forest area as one of the strengths of Indonesia's maritime economy is a capital for students to solve problems that occur and find solutions to solve them.

Environmental-Based Social Studies Learning Assessment During the Covid-19 Pandemic Affective Assessment (Attitude)

Attitude assessment for environmental-based social studies learning in developing students' social skills during the Covid-19 Pandemic is divided into 2, namely assessment of spiritual attitudes and assessment of social attitudes. Assessment of attitudes from environmental-based social studies learning include: Reading prayers both before and after learning, greeting before and after learning, being grateful for the blessings and gifts given, being grateful when you succeed in doing something, Establishing good relationships with fellow creations of The One Almighty God.

The assessment of social attitudes in this study is divided into 4 namely, social and environmental care, courtesy, confidence, responsibility. The results of observations and interviews from the three schools, namely SMPN 1, SMPN 3 and SMPN 12 Pekalongan about the process of assessing the habituation of caring character formation said that the assessment of the application of caring character habituation was carried out during the learning process in the classroom and outside the classroom. Both care about the environment and care about social.

The following table compares the assessment of spiritual attitudes from the three schools in environmental-based social studies learning in developing social skills during the Covid-19 pandemic.

Table 1. Spiritual Affective Assessment Comparison

Spiritual Affective Assessment
SMPN 1 Pekalongan
the number of class VIIID students of SMPN 1 Pekalongan as many as 32 people, students who have very good criteria is 4 people and 28 students with good predicate
SMPN 3 Pekalongan
The number of students in class VIII C of SMPN 3 Pekalongan is 33 people, students who have very good criteria is 1 person and 31 students with good predicate and 1 person with

sufficient predicate.
SMPN 12 Pekalongan
the number of students in class VIII D SMPN 12 Pekalongan as many as 30 people, students who have very good criteria is 8 people and 19 students with good predicate, and 3 people with moderate predicate.

Table 2. Comparison of Social Affective Assessment 1

Social Affective Assessment
SMPN 1 Pekalongan the number of class VIIID students of SMPN 1 Pekalongan as many as 32 people, students who have very good criteria is 3 people and 29 students with good predicate. SMPN 3 Pekalongan The number of students in class VIII C of SMPN 3 Pekalongan is 33 people, students who have very good criteria is 2 person and 31 students with excellent predicate. SMPN 12 Pekalongan the number of students in class VIII D SMPN 12 Pekalongan as many as 30 people, students who have very good criteria is 6 people and 23 students with good predicate, and 1 people with moderate predicate.

Cognitive Assessment

The form of cognitive or knowledge assessment in this assessment is non-test in the form of questions and answers during discussions and group assignments that are done at home when students study online. This study measures cognitive assessment which focuses more on the assessment of the process than on the outcome alone. Question-and-answer activities during the discussion to assess student activity in asking questions. It is intended to measure students' ability to answer questions orally submitted in discussion forums.

The following table compares the assessment of spiritual attitudes from the three schools in environmental-based social studies learning in developing social skills during the Covid-19 pandemic.

Tabel 3. Perbandingan Penilaian Kognitif

Cognitive Assessment
SMPN 1 Pekalongan the number of students in class VIII D of SMPN 1 Pekalongan is 32 people, students who have very good criteria is 3 person and 27 students with good predicate and 2 person with sufficient predicate. SMPN 3 Pekalongan The number of students in class VIII C of SMPN 3 Pekalongan is 33 people, students who have very good criteria is 3 person and 26 students with good predicate and 4 person with sufficient predicate. SMPN 12 Pekalongan the number of students in class VIII D SMPN 12 Pekalongan as many as 30 people, students who have very good criteria is 10 people and 17 students with good predicate, and 3 people with moderate predicate.

Psychomotor Assessment

Psychomotor assessment in this study leads to 21st century skills including, creative thinking, think critically and solve problems, communication, collaboration. The following are 21st century skills in environmental-based social studies learning in developing social skills during the Covid-19 pandemic.

Creative thinking skills (*Creative Thinking*)

Students have fluency and flexibility in thinking and the ability to generate ideas.

Critical thinking and problem solving skills *(Critical thinking and Problem solving)*

Students are able to analyze arguments, students are able to observe and consider the results of observations, students are able to make deductive and inductive conclusions.

Communication

Students convey ideas or discussion results in a clear, effective, systematic and convincing manner, students are able to respond positively to the interlocutor.

Collaboration

Students have responsibility for the assigned tasks, students are able to create a conducive atmosphere during discussion, students are able to respect the opinions and decisions of the group.

Table 4. Comparison of Psychomotor Assessment.

Psychomotor Assessment
SMPN 1 Pekalongan
the number of students in class VIII D of SMPN 1 Pekalongan is 32 people, students who have very good criteria is 3 person and 28 students with good predicate and 1 person with sufficient predicate.
SMPN 3 Pekalongan
The number of students in class VIII C of SMPN 3 Pekalongan is 33 people, students who have very good criteria is 2 person and 31 students with excellent predicate.
SMPN 12 Pekalongan
the number of students in class VIII D SMPN 12 Pekalongan as many as 30 people, students who have very good criteria is 6 people and 23 students with good predicate, and 1 people with moderate predicate.

CONCLUSION

The results of this study can be concluded that the purpose of this research is to rebuild environmental-based social studies learning to develop social skills during the Covid-19 pandemic. The environmental-based social studies learning reconstruction activity starts from preparing a preparatory plan, then proceeds with implementation to learning assessment. Environmentally-based social studies learning reconstruction activities can improve students' social skills during the Covid-19 pandemic.

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