INCREASE THE ECOLITERACY IN ASPECTS OF KNOWLEDGE AND AWARENESS STUDENT IN PLANTING THROUGH PROJECT BASED LEARNING (PJBL)

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Abstract

This study aims to improve the ecoliteracy of students in the planting grade IV SDN 2 Mulya Mekar Purwakarta. The design of this study used a classroom action research consisting of four stages: planning, implementation, observation, and reflection. The subjects of this study were 23 students of grade IV SDN 2 Mulya Mekar Purwakarta. Technique of collecting data using test. Data analysis technique using quantitative descriptive technical analysis. The results showed that there was an increase in aspects of knowledge, awareness, and application of students' ecoliteracy in planting. Initial data of ecoliteracy knowledge aspect in planting student obtained class average that is 59.7, increase in cycle I by obtaining average of class 76.35, then in cycle II increase by getting mean of class 84.20, and at cycle III increased to 88.50. The conclusion of this research is the model of Project Based Learning (PJBL) can improve aspects of knowledge, awareness, and application of students' ecoliteracy in planting grade 4 students of SDN 2 Mulya Mekar Purwakarta.

Keywords: awareness, ecoliteracy, knowledge, project based learning

INTRODUCTION

Education is a process to change the identity of a person or learners to be better again. The role of teachers is very important to achieve learning objectives, but the success of learning is not only determined by teachers. Students are expected to be actively involved in learning activities. The success or failure of the learning process is highly dependent on the interaction of teaching and learning between teachers and students in school regardless of orantua teaching at home. Education teaches to be able to demonstrate good quality and have value on how to interact with the social community and to have a reliable ability in dealing with various circumstances around the environment. It can also be found in social subjects that emphasize the skills to interact and communicate in real or social terms.

In the purpose of IPS education developed to enhance the ability of learners in mastering the disciplines of social sciences. IPS learning aims to convey an understanding of the concept of sociology, economics, geography, history, citizenship, psychological and pedagogical. Improving the ability to think creatively and think critically, solve problems, inquiry, and social skills, and create awareness of social values prevailing in society.

According to Hasan (in Supriatna, 2007, p.5) that the goals in social studies can be divided into three categories, the first is the intellectual ability of the student, the second is the development of ability, and the third is the sense of responsibility as a member of society. As well as self-development as a personal respective. In this case students are required to be an active student in order to make the learning qualities of IPS able to face global challenges.

Ecological intelligence is an attitude and actions that always try to prevent damage to the surrounding natural environment and make improvements to the natural environment that
has been damaged and encourage willingness to be active in maintaining and maintaining the quality of environmental sustainability. Goleman also believes that ecological intelligence is our ability to adapt to Ecological place we are. Ecology means understanding of organisms and ecosystems, while intelligence is the capacity to learn from experience and effectively deal with the environment. Ecological intelligence allows us to share what we learn about the effects of human activity on the ecosystem so as to reduce damage and sustain life.

Salmah (2010, p.13) explains that: The human being is ecologically part of the environment. The survival of human life depends on the needs of the environment. This means that the survival of human life on earth is strongly influenced by the component of the environment. As a place of life requires there must be harmony between man and his environment.

Based on the above exposure can be drawn an assumption that humans do have an important role in environmental management, especially the environment in which the place where humans live and settle. But the important role of humans also can not be separated from the function of environmental components that become the human bearing capacity itself in fulfilling the needs of his life, so as to create a harmony and mutualism symbiotic relationship between humans and the environment where he settled.

Sani (2014: p.779) explains that the consideration of choosing the appropriate model or method of instruction for the subject matter must be related to the characteristics of the material. The material in IPS learning is closely related to the problems in human life and environment including the problems that occur in society and environment. This is in line with the characteristics of PjBL that can make learners learn through efforts to solve real world problems (real world problem).

According to Rusman (2010: pp. 229) an alternative model or learning method that allows the development of thinking skills of learners (reasoning, communication, and connections) is problem-based learning. Project-based learning is a learning based on cognitive psychology theory that is constructivism theory from Piaget and Vygotsky.

According to Berg in Prayekti (2006) the quality of teaching is always associated with the optimal use of learning strategies, this means that to achieve a high teaching every subject must be organized with appropriate organizing strategies too. One of the learning strategies that is believed to empower and improve intelligence Ecological learners are Project Based Learning (PjBL). PjBL is an innovative learning that emphasizes contextual learning through complex activities. The focus of PjBL lies in the core concepts and principles of a study discipline, engaging learners in problem-solving investigations and other meaningful task activities, giving learners the opportunity to learn autonomously to construct their own knowledge, and culminate in Real products (Nurhari: 2003)

Directly, IPS provides support towards the creation of the participants who care about the environment. It is very important to create a school system that can educate and prepare students to be citizens who have environmental concerns, and become useful citizens for the community. What the learners learn at present will enrich their knowledge and experience in the future to anticipate what will happen in their life.

Based on the above background, the authors make a study with the title: "Enhancement of Students Ecoliteracy in Planting through Project Based Learning on IPS Learning in Class IV SDN 2 MulyaMekar Babakancikao District Purwakarta District"

Based on the description of the background, the formulation of the problem to be revealed in this study are: How to plan the implementation of the model Based Learning to improve ecoliteracy in planting in the IPS Learning in SDN 2 MulyaMekar?, How implementation of the model of Project Based Learning to improve ecoliteracy in planting in
IPS In SDN 2 MulyaMekar?, How to increase the ecoliteracy of students in planting in learning social studies at SDN 2 MulyaMekar?

To solve the problems that have been formulated above, the researchers apply the model of Project Based Learning to improve ecoliteracy in planting. With Project Based Learning students will interact with the environment and investigate the surrounding environment there are unused and unused land.

Judging from the word ecoliteracy comes from ecological literacy. Ecology or in Indonesian is called ecology means the reciprocal relationship between living things and the environment, while the literacy according to Garrett Hardin (Orr: 1992: pp. 85) is the ability to read.

According to Capra (2009: 283) in his book entitled the hidden connections, developing a conceptual framework that integrates the biological, cognitive, and social dimensions of life in which it relates to the concept of ecoliteracy as an effort to the importance of environmental awareness. Humans need to appreciate and view other living beings as part of the community of his life. In this community, humans interact with elements of the physical environment to form an ecological system called ecosystems. In the ecosystem there are biotic elements and physical environment (abiotic) and form a function as a natural resource. Project Based Learning (PjBL) Or Project-Based Learning is a method of providing complex tasks, based on challenging questions or problems, involving learners in design, problem solving, decision making, or investigative activities; Allowing learners to work autonomously over long periods of time; And ultimately produce tangible products or presentations (Thomas in Supardan, 2006: 137). The steps of project based learning as developed by The George Lucas Educational Foundation (2005) consist of:

a. Determination of Basic Questions (Start With The Essential Question)
b. Design a Project for the Project.
c. Arrange Schedule (Create a Schedule).
d. Monitor the student and the progress of the project (Monitor the Students and the Progress of the Project).
e. Assess the Outcome.
f. Evaluate the Experience.

The goal to be achieved in this research is to increase the ecoliteracy of students in planting in the IPS learning in the fourth grade of SDN 2 Mulya Mekar Purwakarta by applying the model of project based learning.

RESEARCH METHODS

The type of research conducted by researchers is a classroom action research using Kemmis and Taggart research design or called a spiral model. Research design according to Kasbolah (1996, pp. 70), there are several steps that must be done as follows, 1) Stages of Action Planning. 2) Implementation Stage Action, perform action / action as the second stage. 3) Observation stage, which is observation or observation in every activity monitored by research partner, in the hope to know the accuracy of action implementation with plan which have been prepared. 4) The reflection stage, as the fourth stage or action of reflection.

The location of this research is done in SDN 2 Mulya Mekar The subject of this research focuses on fourth grade students of SDN 2 Mulya Mekar 2016/2017. There are 23 students, consisting of 9 female students and 14 male students.

RESULTS

<table>
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<th>Recapitulation of Improved Ecoliteracy Aspects of Knowledge Initial</th>
<th>Recapitulation of Increased Ecoliteracy aspects of Cycle Awareness I.</th>
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### Data, Cycle I, Cycle II, and Cycle III

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### Recapitulation of Student Activity Increase Cycle I, Cycle II, and Cycle III

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### BIBLIOGRAPHY


