

The Study of analysis of student Needs on the Development of integrated Historical Learning model of value of SERAT TJARIOSIPOEN BENAWI SALA to improve Ecological intelligence in SMA Negeri 1 Kalitidu

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Abstract— *This study aims to analyze the needs of students of SMA Negeri 1 Kalitidu for the development of an integrated historical learning model value of SERAT TJARIOSIPOEN BENAWI SALA to improve ecological intelligence. The research method used is the descriptive analysis by analyzing student needs for model development through a questionnaire. The results showed that 96% of students needed and needed the development of an integrated History learning model of SERAT TJARIOSIPOEN BENAWI SALA Value. The integrated history learning of SERAT TJARIOSIPOEN BENAWI SALA Value has strategic meaning in increasing students' ecological intelligence. This learning model can help students to better understand the values contained in the SERAT TJARIOSIPOEN BENAWI SALA Value and improve the ecological intelligence of students.*

Keywords— *Learning Model, Serat Tjariosipoen Benawi Sala, Ecological Intelligence.*

I. INTRODUCTION

Ecological problems are one of the problems that are often discussed today. This occurs due to low human awareness of the importance of the environment so that it needs to be preserved and preserved. It is strengthened by the existence of globalization which allows all human beings to be able to relate to other humans very easily, effectively and efficiently, resulting in excessive exploitation of nature. For example, large-scale forest clearing to open new jobs in the oil palm plantation sector, construction of roads that require expansion by clearing forests or rice fields, and disposing of garbage and factory waste to pollute river flow (Nasution, et al, 2016: 141).

Ecological issues can be used as an interesting study and taught to students. So far, history learning which is monotonous and dry, and dominant in the mastery of cognitive aspects causes students to be less interested in

learning history, so it is necessary to make innovations in teacher teaching models and styles. This is done so that the essence of history learning becomes meaningful learning, and is not limited to memorization and other cognitive aspects.

One of the innovations in history learning that is offered related to ecological problems is through past cultural values that are trying to be revived so that they can be used in the learning process. The SERAT TJARIOSIPOEN BENAWI SALA Manuscript is one of the cultural heritage of the past which contains values to protect the ecology. The Serat was compiled by the 20th Regent of Bojonegoro, namely RadenAdipati Arya Reksakusuma in 1916. The Serat text is in the form of prose and ecological value is found in every sentence in the prose.

SERAT TJARIOSIPOEN BENAWI SALA which means Bengawan Solo story script contains stories related to the Bengawan Solo river, including river currents, the benefits of the river, to the dangers posed by the existence of the Bengawan Solo river. It is interesting content about the importance of preserving ecology by being linked to local community wisdom is important to be introduced to students, especially in history learning in high school. The values contained in the Serat text, such as religion, responsibility, cooperation, tolerance, and love for the environment can be used as capital so that ecological problems can be minimized by the formation of ecological intelligence, especially in students as the nation's next generation.

Based on the above phenomena, it is deemed necessary to make improvements in teaching and learning activities, such as improving learning models and methods so that the objectives of learning history can be maximally achieved, especially in instilling a caring character for the environment in students. In addition, it can be said that history learning by integrating the values contained in ancient manuscripts is still very rare.

II. METHOD

The method used in this research is descriptive analysis, namely by analyzing the needs of students for the development of an integrated learning model of the value of SERAT TJARIOSIPOEN BENAWI SALA through questionnaires and interviews. Besides, it also uses literature studies by looking for theoretical references from books and journals that are relevant to the cases or problems found. The theoretical references obtained

through literature study research serve as the basic foundation and the main tool for research practice in the field. The data collection method in this study is to search as much literature as possible, then study and compare the literature obtained so that it finds the data discussed in this study.

III. RESULT AND DISCUSSION

Based on preliminary research conducted by researchers, it can be found that the ecological intelligence of students or students' concern for the environment can be said to be still low, even though some already care about the environment around them. It can be seen from the observation that there are still many students who throw garbage inappropriately. Old bottles, paper, plastic are still scattered under the benches and in the table drawers. Besides, less attention has been paid to water use, such as not closing the water tap after use. Based on the results of interviews conducted by researchers with several students related to the need for learning models, it can be concluded that there is a need for innovation in learning history in the classroom, especially to be able to increase students' awareness of the environment. The same thing was also expressed by the history teacher that the need for learning by integrating values in ancient texts was deemed necessary to be given to students with one of its goals so that cultural heritage was not lost and considered suitable for application in history learning. Following are the results of the analysis of student needs for the development of an integrated learning model with the value of SERAT TJARIOSIPOEN BENAWI SALA.

Table 1. Analysis of Student Needs on the Development of the Integrated History Learning Model of SERAT TJARIOSIPOEN BENAWI SALA

No	Rated Aspect	Students' Answer(%)	
		Yes	No
1.	Do you agree that history lessons are fun?	35,20 %	64,80%
2.	Is history lesson one of the favourite subjects?	58,40%	41,60%
3.	Is history lesson including subjects that are difficult to understand?	81,09%	18,91%
4.	In delivering material, does the teacher use the learning model?	80,15%	19,85%
5.	Does the teacher still use the lecture method in explaining?	92,00%	8,00%
6.	Has the teacher ever used an integrated learning model with the value of SERAT TJARIOSIPOEN BENAWI SALA in delivering material?	6,10%	93,90%
7.	Do you need a collaborative learning model that is integrated with the value of SERAT TJARIOSIPOEN BENAWI SALA?	96,00%	4,00%
8.	Do you agree that in history learning, an integrated learning model with the value of SERAT TJARIOSIPOEN BENAWI SALA is used?	84,00%	16,00%

Based on the table above, it can be seen that 35.20% said that history learning is less fun for students. Although in fact there is 58.40% like history lessons. However, on the other hand, 81.09% of students said history lessons were difficult to understand. Of course, some factors make history lessons less motivating students learn. One of the factors is the use of learning models and methods used by teachers that are engaging, namely lectures. No model innovation can improve students' ecological intelligence. So that 96% of students need a collaborative learning model that is integrated with the value of SERAT TJARIOSIPOEN BENAWI SALA which can be applied in history learning. This is done as an effort to raise students' awareness of the importance of protecting the environment. This is following the objectives of learning history according to Kuntowijoyo (2005: 18). In general, history has an educational function, namely as moral education, reasoning education, political education, education for change, education for the future, and beauty.

The close relationship between history and education then requires the actualization of historical values in real life. The cultural wealth possessed by the Indonesian people should be a reflection of the behaviour and positive thinking of Indonesian people (Setiawan, 2016: 11). The wealth of local wisdom values in the form of moral teachings stored in old literary works. The teachings in literary works contain many moral teachings, life policies, which are full of exemplary in them.

So that planting the value of preservation and caring for the environment becomes an inseparable part of the educational process. Even all subjects can be positioned as part of environmental conservation efforts. This is because environmental education is multidisciplinary (Cole, 2007). Tilbury (1995: 199) explains that environmental education is not only related to physical-biological problems, but also aesthetic, economic, political, social, historical, and cultural aspects. Therefore, many disciplines have an intersection with environmental education.

Ecological issues can be used as an interesting study and taught to students. So far, history learning which is monotonous and dry, and dominant in the mastery of cognitive aspects causes students to be less interested in learning history, so it is necessary to make innovations in teacher teaching models and styles. This is done so that the essence of history learning becomes meaningful learning, and is not limited to memorization and other cognitive aspects.

Because historical factors are part of environmental education, there is a link between historical learning and the environment. This linkage is further

strengthened by the development of a new study in history called environmental history. Environmental history is a study of the relationship between humans and the environment diachronic (Hughes, 2012: 1). Thus, environmental history examines the development of the reciprocal relationship between humans and nature (McNeill, 2003).

In Permendiknas Number 22 of 2006 concerning Standard Content for Primary and Secondary Education Units, it is explicitly explained that historical material is "useful for instilling and developing a responsible attitude in maintaining balance and preservation of the environment". However, there are only a few Basic Competencies (KD) that really accommodate environmental problems. In class X, there is a basic competency in "Describing historical traditions in Indonesian society during the pre-literacy and literacy periods". In this basic competency, several textbooks such as the work of Tarunasena (2009a) contain various conceptions, especially concerning the interdependence between the traditions of society and nature. In this case, the traditions that have emerged among traditional societies are closely related to respect for nature. In semester X, there is a KD "Analyzing the early life of Indonesian society". This KD discusses the life of people who still have a high dependence on nature.

History lessons should be designed and developed to be able to provide opportunities for students to develop their knowledge maximally. Problems related to the ecological crisis are a dangerous condition for the lives of students as the next generation of the nation in the future. Schools become the foundation for developing students' ecological intelligence because they are seen as educational institutions capable of creating a generation that cares about their environment. Through the values in SERAT TJARIOSIPOEN BENAWI SALA which are integrated into history learning, it is hoped that it will be able to improve the ecological intelligence of students, especially in the millennial era like today.

The values in SERAT TJARIOSIPOEN BENAWI SALA which are full of ecological values associated with the local wisdom of the community in today's era can be translated into historical learning. This can minimize the shortcomings that occur in learning history because ancient manuscripts are still very rarely used directly in the history learning process in class. The integrated history learning of SERAT TJARIOSIPOEN BENAWI SALA has strategic meaning in handling environmental problems in Indonesia. Like the adage "finding the root of the problem is essentially the part of problem-solving", integrated historical learning by SERAT

TJARIOSIPOEN BENAWI SALA through contextual learning has the role of finding the root of the problem, development patterns, as well as policies and strategies that have been pursued in environmental management. From the above thought, integrated learning history, SERAT TJARIOSIPOEN BENAWI SALA, is essentially able to be a solution so that students are aware of the environment. You do this by tracing the roots and development of environmental problems. Thus, it is hoped that the community will be able to take the meaning of the various problems that occur while at the same time trying not to make the same mistakes.

IV. CONCLUSION

Basically, history learning is learning that is full of character values. These character values need to be implanted in students as a whole. One of the characters that need to be developed is caring for the environment. In history learning, teacher activities are mostly still centred on cognitive aspects, so students tend to judge history as a rote subject. Regarding the character of caring for the environment, noble values have existed in one of the historical sources, namely SERAT TJARIOSIPOEN BENAWI SALA. The manuscript is in the form of a story and contains appropriate messages or advice given to the current generation to care about the environment or ecology by linking it to local wisdom so that it is interesting to be researched and developed into a historical learning model. This learning model can help students to better understand the values contained in the SERAT TJARIOSIPOEN BENAWI SALA and improve the ecological intelligence of students.

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