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INTEGRATING ENVIRONMENTAL LOCAL WISDOM IN LEARNING THROUGH OBSERVATION TECHNIQUES

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ABSTRACT

Community environment is one of the important factors considered in teaching and learning activities. In the community environment, there are a number of local wisdom that should be introduced, understood, and mastered by students. Through learning Indonesian, teachers can take advantage of local wisdom in the community as material and media learning. Teachers can use observation techniques to take advantage of the learning resources found in the school environment where students are studying. However, in reality, lesson practice in schools is less enabling the environment as a source and medium of learning. This is due to a lack of understanding of local wisdom in the school environment and the absence of standard reference that can be guided to apply the learning strategy. Therefore, to overcome these obstacles, it is necessary to study the inventory of local wisdom in the school environment and training learning strategies that utilize environmental observation techniques.

Keywords: local wisdom, environment local wisdom, learning, observation techniques

INTRODUCTION

Local wisdom in the school environment needs to be introduced and instilled in the students. School policies that do not take into account the condition of learners and the environmental conditions of their community can produce graduates that are less relevant to the needs of graduates and jobs. Schools that exclude the potential of local wisdom in learning can create double suffering for students from disadvantaged families, the suffering at the time of study and suffering upon completion of their studies. Character building in the students is no longer based on the character of the life-based life of local wisdom and national insight, but only the character of learners with insight global.

Currently, the issue of national cultural character becomes a strategic issue in the world of education. The weak character of the nation is often blamed for the low quality of processes and outcomes in the education sector although it is not only the education sector that should be responsible. Issues of the issue need to be addressed through the involvement of various parties in the development of community cultural climate, the creation of supporting tools, strategy changes, and human resource development. Hence, through this research activity will be carried out (a) an inventory of the environmental potential and local wisdom of the school environment community, (b) revitalization of potential environments and functional local wisdom for student life, (c) mapping the basic competence of Indonesian subjects relevant to (d) integrating potential local environmental and functional wisdom into learning-based Indonesian language practice, (e) developing innovative learning tools and strategies with the optimal use of potential environmental and local wisdom, and (f) dissemination and dissemination innovative learning tools and strategies based on environmental potential and local wisdom.dissemination innovative learning tools and strategies based on environmental potential and local wisdom.

The world of education must be able to play an active role in preparing educated human resources capable of facing various challenges of life both locally, regionally, nationally and internationally. It is not enough to master theories, but also willing and able to apply them in social life. He is not only able to apply the knowledge gained in school/college but also able to solve various problems encountered in everyday life.

Human resources characterized as described above can be achieved through education oriented to the formation of the soul of entrepreneurship, is the spirit of courage and willingness to face the problems of life and life naturally, the creative soul to find solutions and overcome the problem, independent and independent of others. One of the entrepreneurial spirits that need to be developed through education is a life skill.

An environmentally sound education is education that applies principles and methodology to the formation of life skill to its students through an integrated

curriculum developed at school. The framework for developing life skills through learning among educators is important. As an 'agent of change', educators are expected to be able to instill characteristics, traits, and character and independent soul, responsibility, and competence in life to learners. In addition, the character is also very necessary for an educator, because through this soul, educators can have a work orientation more efficient, creative, innovative, productive and independent.

ENVIRONMENTAL OBSERVATION TECHNIQUE LEARNING

In learning, in general, teachers have not used much environmental observation techniques. This is due to a lack of teacher understanding of nature and learning strategies that use environmental observation techniques. Thus, much potential local wisdom has not been utilized in the practice of learning.

The teacher realizes the importance of the environment as a learning resource that can be utilized. They have a great desire to be able to apply learning strategies with environmental observation and exploit the potential of local wisdom as a source, media, and teaching materials. However, in their teaching, they have not been able to apply them adequately.

The above conditions illustrate that learning activities that utilize environmental observation techniques have not been systematically and specifically designed for learning. This happens because the understanding of learning theory and learning theory about environmental observation technique and local wisdom potential is not sufficient. The design process covers the entire process, from the analysis of learning needs, the identification of learning objectives, and the development of learning systems to achieve the objectives, development of teaching materials and learning activities, piloting, and evaluating the entire learning process and the activities of the learners. This is in line with the assertion that to designate learning activities to include the determination of the initial state, the needs of the learners, determine the ultimate goal and create some treatment to assist in the transition period (en.wikipedia.org/wiki/Instructional_design).

Gagne (1985) states that instructional designs are structured to help learners learn, the learning process has the current stages and long-term stages. Shambaugh in (Sanjaya, 2009: 67) explains that instructional design is an intellectual process to help educators analyze the needs of learners and build possibilities to respond to those needs. The design of learning is concerned with the process of determining learning objectives, strategies, and techniques to achieve goals and designing media that can be used for the effectiveness of goal achievement. Starting from the statement, it can be argued that the design of learning is a systematic learning development to maximize the effectiveness and efficiency of learning.

In the practice of learning, teachers still have difficulty to apply learning strategies that use environmental observation techniques by utilizing the potential of local wisdom. This is due to the lack of reference that can be guided in implementing the program. In addition, there are also documents that can guide learning using environmental observation techniques by utilizing the potential of local wisdom.

The above fact supports a statement that explains that the components contained in the design of the learning system are usually depicted in a form represented in graphical form. Learning system design model describes the steps or procedures that need to be taken to create effective learning activities, efficient, and interesting. According to Morisson, Ross, and Kemp (2001), the design of the learning system will help educators as program designers or implementers of learning activities in understanding better theoretical frameworks and applying them to create more effective, efficient, productive and interesting learning activities. The design of the learning system acts as a conceptual, management, a communication tool for analyzing, designing, creating, evaluating learning programs, and training programs. Each design of the learning system has uniqueness and differences in the steps and procedures applied. Differences in understanding lie in the terms used. Nevertheless, these design models have a foundation of a similar principle in the effort to design a quality learning program.

In line with the above description, Fausner (2006) argues that a designer of a learning program cannot create an effective learning program if only one model of instructional design is understood. The designer of the learning program should be able to choose the right design according to the situation or specific learning setting. It is necessary to have a good knowledge and understanding of the models of learning system design and implementation.

In learning, schools have not involved many other parties outside the school as a source or learning media that can support the learning experience of students. In teaching, teachers only utilize the teaching materials that come from the student package books. Teachers have not adequately cooperated to plan learning activities with others outside the school. Therefore, the process of documenting local wisdom in the school environment has not been implemented optimally. Or, it can be said that documenting the potential of local wisdom in the school environment is not intended intentionally for the benefit of learning. Based on these conditions, environmental observation techniques that utilize the potential of local wisdom have not been adequately included in the lesson planning.

Based on the above description, it can be argued that the development of the design of learning should pay attention to the principles of development so that the process can be implemented effectively. A teacher who wants to be involved in a planning activity should know the principles of planning, as Sagala (2003) suggests. General learning design principles include (1) determining what the teacher wants to do, when and how to do it in the implementation of learning, (2) limiting the objectives on the basis of specific instructional goals and establishing the implementation of work to achieve maximum results through the process of targeting learning, (3) developing alternatives appropriate to the learning strategy, (4) collecting and analyzing important information to support learning activities, and (5) prepare and communicate plans and decisions relating to learning to the interested parties.

If the principles are met, theoretically the design of the lesson provides an affirmation to achieve the objectives according to the scenario that has been prepared.

This is in line with Mulyasa's (2003) opinion that (a) the competencies formulated in the lesson planning should be clearer, the more concrete the competencies are more easily observed, and the more precise the activities must be done to establish those competencies, (b) learning should be simple and flexible, and can be carried out in the learning activities, and the formation of student competence; (c) activities developed and developed in the learning plan must support and conform to the established competencies; and (d) the developed learning plan must whole and thorough and clear achievements.

In relation to the above opinion, Hamalik (1980) argues that (a) the designs made must be adapted to the availability of resources, (b) the learning organization must always pay attention to the situation and condition of the school community, (c) the teacher as the learning manager must perform the task and its function with full responsibility, and (d) human factor as member of organization always faced with limitations.

FACTORS AFFECTING THE IMPLEMENTATION OF LEARNING

There are a number of factors that can be seen to influence the implementation of learning that uses environmental observation techniques by exploiting the potential of local wisdom. The factors are (1) government/school policy, (2) implementation guidance/guidance, (3) resources, (4) environmental conditions, (5) facilities and infrastructure, (6) togetherness, (7) (8) religion, (9) ethnic/ethnicity, (10) culture, and (11) students' economic background. A number of factors mentioned above can be a supporting factor in the implementation of learning that uses environmental observation techniques by utilizing the potential of local wisdom.

In the practice of learning, these factors have not been utilized optimally, especially related to coordination in a balanced and adequate. In terms of government/school policy, learning still prioritizes the completion of learning materials included in the curriculum and textbooks. Thus, the concentration of development towards more innovative and more enjoyable learning has not been adequately implemented. In addition, guidance factors for the implementation of models, facilities,

and infrastructure, and togetherness are not sufficient for learning activities that use environmental observation techniques that utilize the potential of local wisdom.

The factors mentioned above are in line with the principles to be considered in the development of lesson planning. (2) the lesson plan should be simple and flexible and can be implemented in the learning activities and the formation of student competence, (4) the prepared lesson plans should be intact and comprehensive (holistic) and clear their achievements, and (5) there should be coordination among school implementing groups, especially if the learning is carried out on a team teaching basis, or moving class.

In addition, in the lesson plan, there are some important things to note, namely (a) learning is seen as a process that is carefully directed to future action, eg for the establishment of competence and may involve other people, such as supervisors and committees schools, (b) learning is directed at future actions confronted with unclear and uncertain problems, challenges and obstacles, (c) learning as a form of planning activity is closely related to how something can be done optimally. Therefore, the lesson plan is an instrument that contains holistic learning planning and can be implemented optimally in the learning so that it can stimulate and assist the formation of student competence.

To create an optimal and quality learning process, based on the development of the learning plan, Gagne and Briggs proposed four assumptions: (a) the lesson plans need to be well developed and using the system approach; (b) the lesson plans should be developed to students' knowledge, (c) the lesson plan should be developed to enable students to learn and establish their own competence, and (d) the lesson plans should not be arbitrary, let alone just to meet the administrative needs, but the lesson plan must be scientifical, comprehensively and guidance in achieving the formation of student competence in the learning process.

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IMPLEMENTATION STRATEGY FOR ENVIRONMENTAL OBSERVATION IN LEARNING

Implementation strategy of environmental observation covers three main points, namely (a) learning planning strategy, (b) learning implementation strategy, and (c) learning evaluation strategy.

Lesson planning that uses environmental observation techniques by utilizing the potential of local wisdom can be studied based on objective formulation, material selection, and translation in learning scenarios, the determination of learning resources and media, and learning evaluation models. In general, learning planning needs to utilize observational techniques of learning strategy environments. In addition, the potential of local wisdom in primary schools is also important to be optimally utilized in the planning of learning practices. For that, teachers need operational steps on the use of environmental observation techniques and the potential of local wisdom. This is in line with the opinion that to be able to create a good learning plan and that supports an effective and efficient learning process, a teacher needs to know the elements of preparation of learning, which among others is the analysis of student needs, objectives to be achieved, various relevant strategies are used and evaluation criteria (Rosyada, 2003:123). From this description, there are at least four steps in the lesson plan, namely (a) appreciating diversity, (b) formulating objectives and competencies, (c) developing classroom implementation plans, and (d) determining evaluation models.

Basically, more innovative learning planning and improving students' learning motivation need to be developed by teachers. Learning planning models that utilize the environment as a learning resource need to be optimized so that the success of learning can be maximized. This is in line with the opinion that the learning plan aims to direct and guide the activities of teachers and students in the learning process (Sagala, 2003). Planning objectives not only master fundamental principles, but also develop positive attitudes toward learning, research, and problem-solving programs. Ideally, the purpose of learning planning is to fully master the teaching materials and materials, methods and

use of learning tools and equipment, to deliver the curriculum on the basis of discussion and to manage the available time allocations, and to teach the students as programmed.

The above statement is in line with Hamalik's (2001) opinion which explains that the outline of instructional planning serves as a means to (a) provide a clearer understanding of teachers about the purpose of school education and its relation to learning done to achieve that goal; (b) help teachers clarify thinking about their learning contributions to the attainment of educational goals, (c) increase teacher confidence in the values of learning provided and procedures used, (d) assist teachers in order to recognize student needs, student interests and encourage motivation learning, (e) reducing trial and error activities in teaching with good organization and appropriate methods, and (f) helping teachers maintain the excitement of teaching and always providing up-to-date materials to students.

Implementation of learning that uses environmental observation techniques by utilizing the potential of local wisdom is done through explanation and discussion of local wisdom. In addition, the presentation of pictures or photographs of the environment and assignments leads students to observe the environment or invite students to visit the perceived load of local wisdom. The assignment is conducted to direct the student to observe the environment and report the observations.

In relation to the evaluation, learning using environmental observation techniques by utilizing the potential of local wisdom can be observed from tasks that measure students' ability in (1) preparing individual reports about outcomes/interviews with resource persons, (2) making group reports of observations, (3) create a portfolio of activities or data about the environment. This fact shows that in general the evaluation of learning using environmental observation technique by utilizing the potential of local wisdom has not been implemented optimally. This needs improvement so that through learning the students gain learning experience that can be applied for the benefit of living in the community.

Life skills education needs to be thematically related to real-life issues. The themes set must be absolutely meaningful for the students, both for now and for their

later life. The approach used is problem-solving in case that can be linked to some other subjects to strengthen the mastery of certain life skills. With the problem-solving approach to everyday life, the students become more trained to face real life. The themes presented can be classroom discussion materials, for the same grade level and for all students. The scope of each subject also needs to be rearranged and rearranged its time and hour allocations each week. Within the allocation of lessons taught during this time, for certain hours of study, it is necessary to agree on the reduction to be reallocated as a contribution to life skills education activities into a collection of lessons to discuss a particular theme together with all related subjects.

Students as whole human beings have the potential of themselves, both as individuals and members of society. These potentials can thrive if they are optimally sought through the education process. Through this education, students can be directed to become a personal person who has multiple competencies so that it can grow and develop into members of the community who are able to solve the problem of life. In this case, the main key is learning activities at school.

Growth and development of students through learning does not only occur on the school bench is limited by the walls of the classroom. However, the learning process for students can also occur in the neighborhood, the activity of students outside the classroom. Learning enshrined in the classroom often creates saturation in students because students feel they are in another world that is not their world. In the classroom, the student feels his freedom is deprived, his enjoyment is limited, his laughter is false, his will is inhibited. As a result, their creativity is limited to fulfilling and complying with the willingness of the learning system that schools demand. Students yearn for returning to the environment that has been fused since early in the personal unity that has long formed it.

Environmental-based learning can bridge students to rediscover their expectations. The definition of environment-based learning is a learning strategy that utilizes the environment as a target for learning, learning resources, and learning tools. It can be used to solve environmental problems and to instill an attitude of

environmental love. Such learning is very effective when applied in primary school. This is relevant to the level of intellectual development of elementary school students (7-11 years) who are in the concrete operational stage. Elementary students tend to enjoy playing and moving so they prefer learning through exploration and outside classroom investigation.

Through environmental-based learning, students' saturation can be minimized and their love for the environment can be rebuilt. Thus, the learning process activities are more meaningful and can create student enthusiasm in learning. With the excitement of learning, the activity of pseudo-thinking and students' verbalistic understanding of the concepts learned can be minimized so that students can optimally gain a true learning experience. This meaningful learning experience can be felt back by the environment because, in the end, the students will also return to the community environment where he lives. The benefits of successful learning are felt when experience gained from learning can be applied and implemented in the reality of life. This is one of the positive sides of the learning environment approach.

In an environment-based learning, students may think globally, but they must act locally. That is, every person/student needs to learn anything, even seek wisdom from the various experiences of other nations around the world, but knowledge of the experiences of other nations is used as learning in action in the environment locally. With such a working model, we do not have to do prolonged trial and error, but we learn from the mistakes of others, while we simply continue the work of the right paradigm.

Working and learning that is based on the surrounding environment provide more value for both the learner and the environment. Let's say studying social science or studying economics, then the surrounding social and economic environment can be a natural laboratory. This learning can be done while empowering the social and economic life of the community, while the learner can make the learning process better and more efficient.

CONCLUSION

Based on the above description, it can be concluded that the learning technique using environmental observation has not been included and formulated in the learning objectives because the preparation of the learning plan only adjusts to the indicators contained in the syllabus. This is because the teacher's understanding of environmental observation techniques has not been sufficient. In the meantime, there are no standard and operational guidelines that direct teachers to implement the intended learning strategy. This causes the learning of teachers only uses the subject matter contained in the package does not use other materials taken from reading about the environment.

Lack of teachers' understanding of environmental observation learning, learning activities are only designed by adjusting the steps of the scientific approach and have not been elaborated by extending to the observations of the surrounding environment due to the heavy density of school hours. Environmental observation techniques are not specifically formulated in the learning steps because they do not yet understand clear. Likewise, the learning evaluation formulated and included in learning plan is only in the form of questions about learning materials.

Implementation of learning is only centered in the classroom due to the efficiency of study time and collision on a solid schedule of study. In the implementation of learning, teachers have not involved students to observe the learning environment, especially the environment that has the potential as a local wisdom, because it has not been designed environmental involvement in the learning process. Implementation of the evaluation has not taken advantage of assignment or portfolio techniques. Evaluation of learning is based only on test results, either oral tests or written tests.

The absence of guidelines and socialization causes theoretical and practical observation of the environment is not understood by the teachers. School hours arrangements in schools have not been regulated freely to carry out the activities of visits at study hours. The inventory of potential local wisdom existing in the school

environment has not been done so cannot put it into part of a teaching-learning plan or in the implementation of learning. Learning techniques through environmental observations that have the potential of local wisdom have not been regulated by the school program. Learning techniques through environmental observations that have the potential of local wisdom have never been done programmed, only done temporally.

In line with the above conditions, it is necessary to develop a learning guide that utilizes environmental observation techniques as a learning strategy. In addition, an inventory of potential local wisdom in the school environment that can be utilized to enrich the process and student learning outcomes needs to be done. In line with the preparation of the guidelines, further technical guidance needs to be taken of the learning model steps using environmental observation techniques and utilizing the potential of local wisdom. In the technical manual, an example of learning plan model for learning using environmental observation techniques and utilizing the potential of local wisdom should be provided, (2) an evaluation model for learning using environmental observation techniques and utilizing the potential of local wisdom.

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