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Environmental Based IPS Learning Model Based on Concepts School-Based Management (MBS)

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Abstract

The result of the research shows: (1) environmentally oriented IPS learning model can foster the love of regional cultural values as the basis of national cultural development, (2) community participation, and government participation in implementing the environment-based IPS learning model positively impact the improvement of management (3) learning model of environment-based IPS effectively creates a peaceful way of life, peacefully enhancing the intensity of togetherness and mutual respect (4) learning model of environment-based IPS can improve student learning outcomes, (5) there are differences in attitude and outcome expression learning between students residing in conflict areas with students outside the conflict area (6) attitude scale analysis between junior high school and high school students gained from the achievement of junior high and senior high school students towards the values of unity and unity of prestige, respect for diversity and peaceful coexistence . It is recommended that the authority of Dinas Pendidikan as an institution for fostering and developing socio-cultural values in the province can apply an environment-based IPS learning model.

Keywords: IPS Learning Model, School-Based Management

Introduction

This study aims to develop an Environmental Based IPS Learning Model based on the concept of school-based management (SBM) at SMP-SMA Negri in West Kalimantan Province. The reason for choosing this model is because; first, because "In recent years the Indonesian people are facing a tough test concerning the future of the nation. The political crisis, the moral crisis followed by the economic crisis is still looming and has not shown symptoms to recover in the near future "(A. Azis, 1998). The prolonged crisis is caused by various social problems such as political clashes, ethnic conflicts, religious sentiments, socio-cultural issues and pervasive attitudes, permissive behavior of corruption, collusion and nepotism. This condition is contrary to the values of professionalism, the rule of law and the universal ethics of the progress of a nation. The problem is how this condition can be improved into a better life elf through efforts to accommodate the changing demands of society (Suprastowo, 1998).

The prolonged multi-dimensional crisis triggered various problems which in turn caused unrest for the unrest in various regions, the conflict for the social conflict occurred in this homeland. Various acts of violence are not only committed by the security and order apparatus who legitimately have a monopoly over the means of violence but have also been done by society mostly to the rural communities, (Depdikbud, 1991: 1). Propensity differences

and horizontal conflicts tend to increase and ideological, political and even religious struggles begin to color the lives of people (A.Azis, 1998).

Second, the impact of multi-dimensional crisis raises the big problems and questions concerning the future of Indonesian society and nation and culture. If sustainable development over the last three decades has led to violence, intolerance, and the spirit of exaggerating differences, the ability of the Indonesian nation to maintain its existence as a whole and a united society in the future is questionable. Depdikbud (1999: 2); Supriadi (2000) indicates two major problems: the future of Indonesian national culture and the assurance of the integration of the nation. Both problems require serious attention and care from all parties, especially from the relevant government officials.

The central and still-experienced crusaders of the Indonesian nation cause symptoms that lead to disintegration should awaken all parties to always put the national integrity as a top priority in addressing the impact of multi-dimensional crisis, further strengthened through various steps of awareness of citizens through education as a renewal agent. The future of Indonesia's masculine culture is also at stake when the "culture image" once firmly planted suddenly raises the opposite, especially in this crisis situation.

The Indonesian nation that has been portrayed as a "friendly nation" and a "religious nation" has recorded many incidents of atrocities and human rights violations, either by State actors by peoples such as; looting, forest burning, burning of public facilities, school buildings, places of worship, law harassment, illegal fishing, illegal logging, drug abuse, and physical collisions between citizens and unimaginable inconsistencies (A.Azis, 1998).

Thirdly, to overcome these empirical problems, solutions and representatives of learning models that represent the role of education as a renewal agent are required. The educational model that is assumed appropriate to overcome various social conflicts is one of them is Environmental Based IPS Learning Model Based on MBS Concept. "The normative reason, the implementation of Environmental Based IPS Learning Model based on School-Based Management concept (SBM) Slamet (2000: 607) because (1) Centralized management that has been practiced has many disadvantages such as central decisions often not in accordance with the needs of schools in the regions; excessive bureaucracy causes inertia to deal with every problem, resulting in less optimal school performance; (2) Most school authorities understand the problem of their schooling. Schools, therefore, are the main unit that must solve the problem through a number of decisions made "as close as possible" and as appropriate to the needs of the school. Therefore, schools need to have authority (autonomy), not only in making decisions, but also in organizing and managing their school interests according to their own initiatives based on the aspirations of school people based on the concept of SBM; (3) Changes in school will occur if all school residents have a "sense of belonging" (sense of belonging). The sense of ownership leads to the opportunity to participate in the school community to formulate changes and flexibility to adopt and adapt the needs of individual school personnel. The sense of belonging will, in turn, increase the sense of responsibility. A high sense of responsibility will create a sense of social solidarity and high social sensitivity as well. The higher the level of participation of the citizens of the school, the greater the responsibility and sense of belonging to the school, (4) The bureaucratic arrangement has been more dominant than the professional responsibility, so that the creativity of the school in general and the teachers, in particular, are stuck and even killed their creativity. Not infrequently also found that the formalities often far beyond real. Even worse teachers lose the "educational spirit". Educating is nothing more than an introduction of values whose outcome is merely a knowledge of value (logos) and has not come to appreciation (ethos) much less to its experience. As a result, according to Aburizal Bakrie (1999), the process of teaching and learning in school is more concerned with the

standard answer that is considered correct by the teacher, compared to creativity, reason, and experimentation to determine new possibilities. There is no openness and democracy. There is no tolerance for the fallacy due to the creativity of thinking because what is prepared by teachers is not true, finally, teachers lazy to creativity so that what happens is memorizing "recall" and not appreciated the creativity and ability of learners. Though the actual education is more concerned with the process of "search for answers" rather than "have answered".

Fourth, the environment-based IPS Learning Model based on the MBS concept demands the role of school performance optimization including decision-making process (Goodman, 1994). School management in educational decentralization by Bovin (1998: 181) demands: (1) optimal human resource empowerment, (2) accommodates and facilitates school members to continue to improve Paedagogic, Personal, Professional and Social competencies (Law No.14 / 2005); (3) encourage the autonomy of each school to continue to develop activities and creativity, (4) give accountable responsibilities to schoolchildren, (5) encourage every citizen to be accountable (accountability) of his work, (6) encourage (7) responds quickly to suplay and where (8) invites people to make their school as coustomer focused, (9) invites its citizens to be ready for innovation change, (10) encourage citizens thinking system, (11) encouraging citizens to commit to local, national and global quality excellence, (12) encouraging citizens to make continuous improvement, and (13) involving citizens in the implementation of sound school management.

The idea of developing an environment-based IPS education model based on the MBS concept is aimed at improving the efficiency and effectiveness of school education management. Theoretically, this model has the potential to generate noble values that should be developed in the personality of learners in the educational process in the form of behavioral rules, social relations between people, between learners, and learners with educators, in order to create a culture of peace of peace) Fuad Hasan (2000) by understanding and respecting each other regardless of the tribe, religion, and color of the skin. Through the environment-based IPS, Learning Model is expected to form a commendable behavior, respectable and responsible person and able to solve social problems and social conflicts that often occur in the environment.

Being able to accept the differences, and able to address the differences that become the nation's cultural wealth rides that need to be preserved in order to realize the unity and unity of a harmonious nation. IPS education is environmentally oriented, assumed to be able to instill skills and ability optimally to the students, which in the end is expected to form a good citizen (Barr, 1978) as mandated in the curriculum 1994. Therefore the role of teachers as implementers and developers of education in schools should have adequate skills and skills in choosing the approach and methods used (Kosasih, 1994: 43) so that the lesson is able to encourage the development of the ability and thinking skills of students significantly.

Fifthly, empirical analysis of the past shows that the existing IPS learning has not fulfilled the ideal expectation and the basic essence of IPS learning model. This indication can be known through the IPS Learning Model oriented on the transferring process of mere knowledge without regard to the formation of moral values that should be inculcated (Slavin, 1983). The existing IPS learning model tends to be teacher-centered, which tends to move only some of the concepts and information from the teacher to the students. Such an IPS learning model causes the IPS teaching and learning interaction to be static, so the learning communication tends to be only one-sided from the student teacher. Education climate is so lack of alignment between the expectations with the reality of the field. This problem occurs because of the existing IPS learning model: (1) lack of stimulation and cultivate student learning, (2) less support for development and training of students' thinking skill, (3) organizing lesson material only "textbook oriented", and (4)) tends to extinguish the

creativity and productivity of students and contradict the goals and missions of IPS education (Shaver, 1992: 224; NCSS, 1997; Slavin, 1983).

Sixth, explicitly the concept of IPS Education based on the environment has been implicit in the IPS 1994 curriculum, but the condition of the field shows not yet allow teachers to implement it formally because the existing educational curriculum is centralized. Principals and Teachers are afraid of being accused of deviating from the provisions, fearing the target curriculum is not achieved and various other unconstitutional reasons. The condition of the IPS Learning Model needs to find a solution as early as possible so that the IPS Learning Model returns to its "nature" as a strategic medium for the formation of good and responsible citizens. Therefore, this research is focused on the development of Social Based IPS Learning Model Based on MBS Concept "on Junior and Senior High School in West Kalimantan.

Research Method

This research is done through the method and development (research and development) Borg and Gall (1989: 624) for that done the steps of this study as shown in Figure 2. Subjects of this study are 401 students of junior high school, 373 high school students, 12 principals, 24 KKK teachers, 12 Historical Teachers, 12 geography teachers, 12 economics teachers and 12 MBS school supervisors and 9 Heads of Education Offices in West Kalimantan Province. The first phase of the research focused on the IPS Junior-Senior High School Education which is spread in Kota District in West Kalimantan. The data processing techniques used consist of:

1. Observation
2. Interview
3. Documentation
4. Attitude scale
5. Study test

Validation of data is done in two forms, namely: the form of learning test is analyzed descriptively and percentage. The conceptual validation of the IPS learning model of expert judgment, practical, and limited trials. data were analyzed in two parts by checking, organizing, and coding. subsequently performed domain analysis, taxonomy, components, and themes Spradley (1980: 87). Internal validation is done in the form of credibility (trust), including:

1. Extend the residence time in the research location
2. Make more observation/interview more diligently
3. Triangulation test, method triangulation, and triangulation of method sources
4. Hold discussions with colleagues
5. Conduct case analysis
6. Checking the adequacy of references
7. Conduct member checks.

In the form of Transferability (external validation) is done with the intention to see the extent to which the results of this study can be transferred to other subjects, then made a thorough description and detailed (thick description) events that occur in the study subjects. in the form of dependability (reliability) refers to the extent to which the quality of the process in conceptualizing data collection research, interpretation of findings and reporting results, and conducted audit trail (inspection process and results) both content and language by some editors. In the form of confirmability (objectivity) to test the certainty and correctness of the data, it is done by checking the temporary findings with newly obtained data

summarized in observational notes, interviews, and learning tests (Lincon and Guba 1984: 219).

Fig.1 Flow Research and Development Model

Results and Discussion

The findings of this study are as follows:

1. The curriculum of IPS learning that is in effect so far is less in line with the demands of regional autonomy, because in addition to still being decentralized, it has not neglected the characteristics of regionalism.
2. SMP IPS teachers in West Kalimantan who are eligible to teach 33.3%. semi-decent Teaching 40.2% tidal is worth teaching 26.5%. high school IPS teachers worth 65.11%, while teaching 21.35% unfit to teach 13.53%.
3. There is no good coordination between fellow teachers of IPS either in a school or in a region about the material presented so that the quality improvement and learning outcomes of IPS difficult to achieve.
4. Participation and participation of the community are felt to be limited to level providing financial assistance through school committees, whereas donations that are donations of thought/opinion or accumulated.
5. Respect for the values of unity and peaceful coexistence between the junior high school and the junior high school in West Kalimantan are relatively equally good.
6. There are differences in learning outcomes between junior high school students in the provincial capital (riot-free areas) and junior high school students residing in the district (formerly riot areas).
7. There is a very significant difference between the preliminary test score and the final test score of each school subject to the study. in other words, IPS based education environment based on the concept of MBS can improve the learning outcomes of junior high school students in West Kalimantan.
8. The effectiveness of the IPS-oriented education model in SMP is relatively low. effectiveness of environmentally oriented IPS education model in SMA is relatively moderate.

Conclusions

Based on the focus of the problems and objectives of the study and associated with the results of analysis and discussion both qualitatively and quantitatively, it can be formulated conclusions of this study as follows:

First: the learning model of IPS oriented environment can be realized as expected if in the implementation there is a conducive climate, atmosphere that supports in accordance with the demands of reform and the same desire of all parties to the guidance and culture values in the life of the community.

Second: the IPS-oriented learning model of environment can foster the love of regional cultural values as the basis for national cultural development to foster human rights and democratic values and justice.

Thirdly: community participation and government participation in implementing the IPS model of environment-oriented learning has a positive impact on school resource management, provision of learning infrastructure advice, school relationships with communities, improvement of school committee/board performance, parent participation, and other social interactions both inside and outside of school.

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Volume 1 | Number 2 | May |2018, Page 63-69

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