The Environmental Utilization as a Learning Resource for Civic Education in Elementary Schools by Prospective Teacher College Students

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Abstract: Civic education is one of the compulsory subjects in elementary schools. This subject has a strong relationship with the social environment. This study aims to identify various types of environmental learning resources used by prospective teacher students in designing learning tools for civic education in elementary schools. Furthermore, the type of this research is descriptive research with a qualitative approach. The subjects of this study were college students of the elementary school teacher education study program who took the civic education development course. The data collection in this study was carried out by observations, interviews, and document analysis. The validity of the data was checked using triangulation. The analysis used in this study is inductive. Finally, the results showed that the environmental utilization by prospective teacher college students in the learning of civic education in elementary schools involves the family environment, school environment, and community environment. In addition, the use of the environment as a learning resource is intended to develop teaching materials and prepare LKPD activities.

Keywords: learning resources, environment, civic education

Introduction

The learning process is an educational interaction that contains the learning message to be conveyed with the hope that the message will reach the recipient of the message (students) as expected (Herwin, 2019; Wuryandani & Herwin, 2021). The form of the learning message in educational interactions is teaching material (Tjabolo & Herwin, 2020). In designing teaching materials, teachers should be able to utilize various learning resources to make the learning process more creative and interesting for students (Ningrum et al., 2022; Sartono, Ambarsari, et al., 2022; Sartono, Sekarwangi, et al., 2022). One of the learning resources that can be utilized is the environment.

The environment is one of the learning resources that can be utilized in civic learning. There are lots of materials of civic in primary schools related to the social environment. Materials related to the social environment include rights and obligations, living in harmony, globalization, and character education.

In reality, teachers only rely on textbooks as the only learning resource for their learning process. They probably realize that the teaching materials in the textbooks are not necessarily related to the student's learning environment as they are designed nationally. The material in the textbook must be delivered to students and teachers can develop their innovation and creativity in designing teaching materials by utilizing the environment as a learning resource.

If the environmental utilization as a learning resource is still lacking, the learning message conveyed by the teacher will not be received by students ideally. Moreover, the learning objectives formulated from basic competencies are also not achieved completely. Similarly, the learning experience that students get will be very minimal.

Based on the above explanation, teachers should be able to develop their creativity and innovation in designing various forms of companion teaching materials by using the environment as a learning resource. The use of the environment as a learning resource in the learning content of civic education is in line with what was conveyed by 'Ulum (2017) that the social environment is appropriately used in

teaching materials related to social sciences. Furthermore, Hendarwati (2013) argues that the use of the environment as a learning resource can increase students' activities and learning outcomes.

The civic education learning process requires lots of students' active involvement. It is important to provide learning experiences for students to be connected to their social environment so that students have the opportunity to explore their environment when they are learning. Nowadays, it is time to move the teacher-centered to student-centered learning civic education. In the teacher-centered, students are not able to relate the material to their life and solve civic problems by themselves. The long-term consequence is that the goal of civic education in developing civic competencies which include knowledge competencies, civic values, and citizenship skills is not achieved (Suhartono, 2018).

The variety of the use of learning resources by teachers will have an impact on the implementation of joyful learning (Andewi & Pujiastuti, 2021; Dewanti & Sujarwo, 2021). Learning resources are described as everything in this universe (Satrianawati, 2018). In principle, the learning resource is everything around the students that can stimulate them to learn. Noting that the content of the elementary school civic education materials has a great relation to social life, therefore, the environment is one of the learning resources that should be widely used in learning.

Learning resources that can be used by teachers in the teaching and learning process are divided into two, namely resources by design and resources by utilization. The environment is one of the learning resources that can be utilized by teachers. The environment as a source of learning can be (a) the natural environment, such as volcanoes, beaches, rivers, land, etc; (b) the social environment, for example, family, neighborhoods, villages, villages, towns, markets, etc; and (c) cultural environments, for example, temples, customs, etc.

The social environment can be used to strengthen the social sciences and humanity while the natural environment can be used to learn about the symptoms of nature to foster students' awareness of the love of nature and participation in supporting and preserving nature. The use of the environment can be achieved through some activities by inviting students to the environment such as field trips, camping, field practice, surveys, and so on. Currently, learning activities have also developed into outdoor learning activities such as outbound. However, there are still many who consider that the provision of teaching materials demands high costs and is difficult to obtain, therefore it is sometimes considered burdensome for parents or students to contribute to larger education funds. Moreover, with creativity, teachers can create and provide affordable learning resources (Daryanto, 2016).

Majid (2012) categorizes learning resources into the following types: (1) The place or the surrounding of the natural environment, a place where a person can do learning or change his behavior and it can be categorized as a learning place which also means a learning resource, for example, libraries, markets, museums, rivers, mountains, landfills, fish ponds, etc., (2) Objects, all things that allow changes in behavior for learners, then those things can be categorized as learning resources. For example, sites, temples, and other relics, (3) People, anyone who has certain skills where students can learn something from him, therefore this person can be categorized as a learning resource. For example, teachers, geologists, police, and other experts, (4) Books, all kinds of books that can be read independently by students can be categorized as learning resources. For example, textbooks, course books, dictionaries, encyclopedias, fiction, etc., and (5) Events and facts that are happening, for example, riots, disasters, and other events that teachers can make these events or facts as learning resources.

Mostly, every environment around children can be used to optimize early childhood education activities as long as they are relevant to their basic competencies and learning outcomes which can be in the form of a natural environment or physical environment, social environment, and cultural or artificial environment. The natural environment or physical environment is all natural things in nature, such as natural resources (water, forests, soil, rocks), plants and animals (flora and fauna), rivers, climate, temperature, and so on. The natural environment is relatively permanent, therefore this type of environment will be easier for the child to recognize and learn. In line with their abilities, children can observe the changes that occur and are experienced in everyday life, including the process of how the phenomenon happened. By studying this natural environment, children will have a better understanding of the symptoms of nature that occur in their daily lives and they can also increase their awareness from an early time to love nature. Furthermore, it will be great if children can participate in maintaining and preserving the natural environment.

The use of the environment as a learning resource will give a positive impact on students. Based on the results of research conducted by (Rahmawati & Dewi, 2019), the scientific approach and the use

of environmental-based learning resources are two forms of learning that give a positive impact on the learning process. The study was conducted on grade V of elementary school students. These two variables have a significant effect on student learning outcomes.

Methods

This research used a qualitative research method with descriptive qualitative. The subjects of this study were prospective teacher college students of the elementary school teacher education study program who took the course on the development of civic education learning. College students who were the subjects of this study were selected with the consideration that they were in the process of designing a learning planning tool that utilized environmental learning resources for civic education in elementary schools. Furthermore, the data collection techniques used in this study were interviews, observations, and documentation. After that, the validity of the data was checked using a triangulation technique by comparing the data from the three data collection techniques. Finally, the data were then analyzed inductively.

Results and Discussion

The use of the environment as a learning resource by college students in designing learning planning tools obtained data that the environment used as a learning resource involves the family environment, community environment, and school environment. These three types of learning resources are used by college students in designing learning plan tools both for the design of activities at school and at home. The demands of the implemented learning curriculum are not only oriented to activities at school, but also at home.

The use of the family environment as a learning resource is mostly intended for materials related to code of behavior, rights, and obligations, and living in harmony at home. This is relevant and has been conveyed in several previous studies (Herwin & Dahalan, 2022; Sujarwo et al., 2021). In utilizing the family environment as a learning resource, students learn a lot of learning activities to explore experiences at home related to the material being taught. A variety of student learning activities are widely in the form of Student Worksheets (LKPD) and innovative teaching materials which are attractive to students.

Activities made by college students allow them to ask their students to tell their experiences in implementing codes of behavior at home. These codes of behavior include eating rules, procedures for entering and leaving the house, study hours, rules for talking to parents at home, rules for getting up early, and so on. At home, these rules can be both written and unwritten. Besides the character values mentioned before, the reason for college students to take advantage of the family environment as a learning resource is that the students spent most of their time at home with their families. This allows students to observe and then imitate a good example of behavior from their family.

The community environment used by college students in planning for civic education learning is from the community environment around the school, as well as the environment where students live. Some of the social environments that can be used are museums, police stations, village government offices, sub-district government offices, city parks, traffics on highways, historical buildings, and places of worship. These learning resources are useful for supporting teaching materials related to nationalism, cultural diversity, rights and obligations as citizens, and social interactions as citizens.

Meanwhile, for historical buildings and museums, college students were chosen as a source of civic education learning in elementary schools related to the history of the nation's war. For example, the history of the proclamation of independence, the history of the formulation of Pancasila, and the history of the Youth Pledge. Furthermore, city parks are used for materials related to preserving and supporting the environment. City parks as a learning resource allow students to learn about how to not damage plants, how to maintain cleanliness, how to minimize pollution, and so on.

The environment is one thing that cannot be separated from human life and human interaction. The environment has an important meaning for a person. The environment is a natural component that influences a person's development and behavior. Therefore, the environment can be used as a place for someone to interact, and socialize, and can even be used as a learning resource that is studied directly by observing changes and other symptoms in learning activities (Apriani & Rahmanelli, 2018).

The use of the community environment as a learning resource is planned by visiting the object of the learning resource directly. While visiting, there will be a speaker from the object concerned. Direct visits are carried out at the right time and at the right cost. However, if it is not possible, it will be done by bringing in experts from these learning resources for students.

The use of the school environment is also one of the learning resources for students in developing civic education learning planning tools. Parts of the school environment that can be used for civic education learning in elementary schools as an example, libraries, schoolyards, and school gardens. Those environments will be a good learning source for students to learn about how to take care of the environment, discipline, have good manners, live in harmony, grow love for the country, and learn their rights and obligations.

Learning resources can be found anywhere, including in the immediate environment. Family situations, school grounds, and communities can be potential sources for learning and implementing educational goals in various activities to build one's understanding through the use of the environment (Hasnah, 2019; Wahid et al., 2020). It consists of various elements, both natural and artificial. It can be a micro-representation of our larger-scale environment on a smaller scale. Thus, a person's environment has the potential to be a setting for him to carry out learning activities (Atmodiwirjo, 2013).

The use of the environment in civic education learning in elementary schools is in line with the theory of contextual learning approaches. Contextual learning will have a positive effect on students' cognitive learning outcomes because it involves the students' active participation to gain their knowledge, discuss questions compilation, answer questions and share ideas (Putri et al., 2014). Through this contextual learning, students will get direct experience of the environment.

Contextual learning provides opportunities for students to learn directly from the environment. Activities that are directly related to the student environment will have a positive impact on students as they could get a better understanding of a concept that is previously abstract into a concrete one. This is in line with the learning characteristics of elementary school students who are in a stage of concrete operational development. This good understanding of concepts by students will certainly affect their learning achievements. Moreover, contextual learning approaches can affect student learning achievement (Suhadak, 2018).

The environment has an important function in learning, one of which is to function as a source of learning and learning media in schools (Muliyono, 2018; Mutiani, 2016; Wulandari, 2020). The concept of education generally agrees that the environment is positively correlated to one's educational success (Kusani et al., 2019). The use of the environment as a learning resource is important in the process of civic education learning in elementary schools as the content of civics learning is mostly in the form of abstract concepts and is difficult for students to understand. As mentioned before that elementary school-age students are in a stage of concrete operational cognitive development, various media and other tools will be very helpful for students to get a good comprehension of an abstract concept.

In addition, the environment as a learning resource in civic education learning in elementary schools is relevant as its materials are mostly related to the dynamics of social life. The use of the environment as a learning resource, especially the social context, is expected to be able to provide a direct illustration of the real situation that occurs in the environment. The direct experience obtained by students is in line with the concept of learning to do, where students in this case are empowered to get direct experience from their environment (Hendarwati, 2013). The environment can be used as a learning resource to foster students' love for the environment and to create a meaningful impression in their lives.

The use of the environment as a learning resource in the teaching materials and LKPD innovatively and contextually will give an impact on increasing students' learning outcomes. This is in line with Purnomo & Wilujeng (2016) that the development of teaching materials is effective to improve students' learning outcomes specifically in their knowledge, attitudes, and skills. Utilizing the surrounding environment as a learning resource is hoped that it can help in improving the quality of student learning in the learning process (Fitriani et al., 2019). Furthermore, the use of the environment in learning activities can encourage students to better preserve and love the surrounding environment (Ferdianto & Rusman, 2019).

The use of the environment as a learning resource is in line with the characteristics of civic education learning materials as they are mostly related to social life. From here, students can learn about the social organizations, the religious life embraced, the culture including the arts, and the local government structure such as neighborhood, hamlet, village or urban village, and sub-district that exist

in the community around their place and school. 'Ulum (2017) argues that the social environment can be used appropriately in teaching materials related to the social sciences.

The student's active participation in using various learning resources from the environment is also expected to have a better impact. The student's learning experience is not only limited to verbalism but also to giving meaning to students' attitudes/behaviors and skills in communicating with others. Various activities carried out by students through LKPD by using the learning environment are also expected to develop students' characters. This is supported by (Hasanah, 2019) that character-based LKPD for grade III elementary school students is effective in improving the students' characters. Thus, in developing teaching materials and LKPD based on the environment as a learning resource, teachers need to have an orientation towards the development of students' attitudes.

Based on the data analysis, the use of the environment as a learning resource in civic education learning in elementary schools is very relevant as it provides a lot of benefits for students. In addition, environment utilization is also related to the characteristics of civic education materials in elementary schools which are close to the dynamism that exists in the social environment. Moreover, this kind of learning is expected to give a good impact on improving learning outcomes, especially in their affective, cognitive, and psychomotor.

Conclusion

Based on the results of the study, it can be concluded that the environment used by prospective teacher college students in the elementary school teacher education study program in civic education learning in elementary schools involves the family environment, school environment, and community environment. In addition, the use of the environment as a learning resource is in line with the characteristics of civic education in elementary schools. Moreover, this type of learning has many benefits for students as they get a better understanding of learning a new concept and they also get direct experiences related to the materials in their schools.

This study recommends the importance of strengthening the environment as a form of increasing student learning potential. The importance of good collaboration and coordination between families, formal educational institutions, and the community. This is very important because the environment is everything that can stimulate a person so that he experiences changes or developments in behavior. These three environmental components must play a maximum role because the success of education is triggered by a supportive educational environment.

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