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THE USE OF CULTURE ENVIRONMENTAL POTENTIAL IN LEARNING AT ELEMENTARY SCHOOL FOR DEVELOPING STUDENTS CHARACTER

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Abstract:-

Student learning passion can be built through learning tasks are meaningful in the lives of students. The context of the environment is an important factor in developing teaching and learning activities. In society, there is a number of valuable cultural potential that is functional for student life. The potential wealth has not been used optimally in the world of education. Environmental education seeks not only emphasizes the doctrine and habituation. Environmental education seeks to apply the principles and methodology towards the character formation of students through an integrated curriculum developed at the school. Learning to use the environment is more contextual and more beneficial to the lives of students in the community. However, in general, teachers have not been made of planning, implementation, and evaluation of learning exploit the potential of the environment. This happens because the teachers do not fully understand the process of learning through observation environment by utilizing the potential of the cultural environment.

Keywords:-*Environmental potential of culture, learning, and character education*

INTRODUCTION

Activities of teaching and learning occur when there are interaction activities that can turn potential students into the figure of students who have the potential advantages of self. This interaction can occur if there is a relationship between something that has been understood and something new. Through the learning event, the students will experience a change in the direction of another and new self. If learning is not capable of changing the students, learning is futile. Therefore, the process of creating a connection between the old knowledge that has been owned by the students with a new subject to be studied is an important activity in the learning process.

Subject studied students need to be tailored to the needs of students in their life in society. Similarly, learning activities must be in accordance with the interests and learning styles of students every day. Thus learning activities that will excite student learning. If a student has a passion for learning, student success in learning will be improved. This happens because the high spirits, the students are encouraged to learn, then do something to be able to receive what he wanted to know it. Increased arousal students in learning can be seen in their active involvement of students to the things he learned. Conversely, the less teaching in accordance with students 'needs will be very boring, so the students' motivation is low.

Students learning passion can be built through learning tasks are meaningful in the lives of students. These tasks are a challenging task, the task that spans thinking skills and social skills of students. In addition, the task given to the students should be the task of the authentic, the real task that integrates with daily life experiences of students. In certain situations, to heighten the excitement of the students in learning, teachers can work together with teachers of other subjects to give the task of integrated/interdisciplinary, that task is the integration of several subjects.

Potential Environmental Culture

The context of the environment is an important factor in developing teaching and learning activities. It is based on the reason that in the hold of life, students will always depend on the environment in which they live. The relationship between a student's lives with the environment is not merely manifest as a dependency relationship of man to his environment, but also manifested as a relationship of mutual influence. In other words, humans also create patterns and shape the environment. Humans, on the one hand, to be part of the environment in which they live; but in terms of the environment in which they live is another part of him.

Framework foundation creates and makes people depend on the environment is the culture. Thus, people, culture, and the environment are the three factors that are integrally intertwined. This statement stems from the view Slotkin cited by Adimihardja (1993) that the organism and its environment must be suited to each other. This view implies the need for reciprocity in harmony and harmony between man and his environment. Thus, a kind of living creature will be able to sustain its existence throughout feel as an integral part of their environment and be able to adapt to the environment.

The natural environment can provide life support in various forms of human possibilities that can be selected to determine the course of his life. According to Forde (1963) that the relationship between humans and their environment activities mediated by cultural patterns of human beings. Therefore, the development of these choices are very dependent on the potential of human culture that according to historical fact may be growing rapidly because of the ability of his wits.

In addition to the form of nature, the environment in which people live also include sociocultural environment, and therefore the concept of man must be understood as a creature that is bio-social-cultural (Adimihardja, 1993). In the bio-social-cultural concept, the whole of human knowledge should be used to understand and interpret the environment and experiences, as well as a framework to form the foundation of his behavior in the community concerned (Suparlan, 1980). Listening to this definition, the culture can be seen as a "control mechanism" for the behavior and actions of human beings (Geertz, 1973), or as "patterns of human behavior" (Keesing & Keesing, 1971). In short, culture is a set of rules, instructions, and recipes consisting of a series of a cognitive model used selectively by humans who have it fit with the environment it faces (Spradley, 1972).

Culture form is basically a binder supporter in the face of the environment. Then the culture form will be reflected in patterns of thinking and behavior of the totality of a society to live a life. Rusyana (1988) found a form of culture in a society can be approached through three perspectives. The first perspective, culture as a form of adaptive systems. In this perspective, the manifestation of culture in a society is a binder supporter in the face of the environment, natural environment, and social environment. Secondly, culture is seen as a form of the cognitive system, which reflects the totality of patterns of thinking and behavior in a society treat nature and live their lives. As for the third perspective, a form of culture can be seen as a structural system. According to this perspective, there is a culture in which orderly arrangement that is capable of regulating the survival and human life. Then through their culture that foster interaction with his fellow human beings, the environment, and pass on the values that are considered beneficial to their survival from generation to generation.

In society, there is a number of potential cultural and local knowledge that is worth functional for the life of individuals and groups in society. However, the potential wealth has not been used optimally in the world of education. Schools running on rails national curriculum forget the wealth of local potential. In fact, very ironic, many schools that develop local content, but it is not based on the potential of local wisdom, the school instead choose local content that is not relevant to the conditions and needs of learners. Finally, for children from disadvantaged families can only enjoy the shadow of the magnitude of the vision and mission of the school, but cannot reach what is thought by the school. As a result, after graduating from school, children can only boast of his alma mater while unemployed because they do not have the potential and provision of employment in accordance with the conditions of their communities.

In view of Snijders (2004: 143), each individual human being in relation to himself, his fellow man, nature is a relationship that is at once paradoxical appeal. Relationship with one another leads to a single entity, but each individual in the unity of the relationship leads to the uniqueness of her true self. In conjunction with nature, man becomes himself with

humanizing nature. Furthermore, as a cultured creature, a man claimed them as being religious. The religious dimension by Snijders said to be derived from the human dignity of each and be a reflection materials also to deepen the understanding of the human being itself. In a reflection on the principles of the appreciation of religion, humans find themselves directed to God.

The Cultural behavior of someone in the life of society is based and directed by his outlook on life. Koentjaraningrat (1981) explains that view of life is values embraced by the people chosen selectively by individuals and groups in society. The live view function as a code of conduct governing, controlling, and give direction to governance behavior and actions of people in society. The whole of human behavior patterns was patterned into an institution that can be specified according to the functions typical in the community.

Local wisdom in the school environment needs to be introduced and imparted to the students. School policies that do not address the conditions of learners and community environmental conditions will produce graduates that are less relevant to the needs of graduates and employment. Schools that rule out the potential of local wisdom in learning would create a double misery for students from disadvantaged families, which is suffering at the time of the study and suffering after they graduate from their studies. Character development in self-learners are no longer based on the skill character life based on local wisdom and insight of national, but only character learners global perspective.

With regards to the importance of character development to students, Niron, Budiningsih, and Pujirianto (2013) revealed that the activity of learning needs to be undertaken collaboratively by involving the wider community, especially parents. The school needs to do a partnership with the community in managing to learn in school. Thus, community involvement becomes much that can enrich and provide ease of access are more significant in the success of the learning process and improve the quality of learning outcomes. However, what happens on the field is not as such expectations. Niron research results, Budiningsih, and Pujirianto show that in the implementation of character education, students are placed only as an object. Reference procedural character education practices implemented by further highlight doctrine.

Environmental education seeks not only emphasizes the doctrine and habituation. Environmental education seeks to apply the principles and methodology toward developing life skills (life skills) in learners through an integrated curriculum developed at the school. Learning to use the environment more contextual and more beneficial to the lives of students in the community. This can be evidenced by the results of research Hadiyanta (2013) which shows that contextual learning can improve learning outcomes PKN class X-1 MAN Popongan Prambanan Klaten district in 2011/2012 academic year. Framework for the development of life skills through learning insights need to be done and strengthened among educators. As agents of change, educators expected to instill the characteristics, traits, and character and independent spirit, responsibility, and proficient in the lives of the learners. In addition, the character is also very necessary for an educator, because through this life, educators will have a more efficient work orientation, creative, innovative, productive and independent.

In connection with the necessity of planting cultural character for learners, system performance education institutions need to develop a mature and effective learning. What is meant by a mature and effective learning is a learning program that is solid, simple, complete, and has a high visibility to be applied in efforts to achieve the expected education.

Character building

In addition to the formation and development of intellectual knowledge, character formation of students is essential or primary education. Basically said that because education aims at developing the potential of intellectual and character of students. This is emphasized by various thoughts about education and various legislations on education. For example, several decades ago Ki Hadjar Dewantara, the father of education in Indonesia, has been stressed explicitly that "Education is the effort to promote the growth of morality (inner strength, character), mind (intellectual) and the child's body. The parts that should not be separated so that we can promote the fullness of life of our children "(Work Ki Hadjar Dewantara Book I: Education). Likewise report Delors to education XXI century, as stated in the book Learning: Treasure in depth, confirms that education XXI century rests on four pillars of learning universal (four pillars of learning), namely learning to know, learning to do, learning to live together, and learning to be. In the meantime, as expressly provided in Law Number 20 Year 2003 on National Education System confirmed that, "The national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials to become a man faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible ".

Content (content, subject matter) national character education concerned with the concept of the character. The term is derived from the Greek term character charade in which means "carve patterns are fixed and indelible". According to Ki Hadjar Dewantara, a character is a "blend of all human nature is fixed so that a special mark to distinguish people from one another". Therefore, further Dewantara, that character is "the balance between one's inner life with the birth of deeds; therefore, seems to be layer or joints in his life, which always embody a special trait or mannerism that for each man. This suggests that the overall character of a psychological nature, personality, and character or character that distinguishes a human being with another human being. Can be concluded, is the overall character of human nature that includes the ability, habits, preferences, behavior, potential, value, and the mindset of a man. In the current era, man of strong character usually has a characteristic: (a) faith and piety were good, (b) spirituality strong, (c) emotionality steady, (d) high discipline, (e) the attitudes and actions fair and wise, (f) the courage responsible high, (g) the ability to appreciate and respect others, (h) orientation to excellence and perfection, (i) the ability to cooperate with other parties, (j) the attitude and behavior of democratic and rights or ability to uphold democracy and human rights, and (k) the attitudes and behaviors that prioritizes the truth. Does a person's character to be strong or weak as those formed by "base has been subject to influence teaching", said Dewantara

The quality of a person's character or a human can determine the dignity and civilized man; the quality of the character of a nation will determine the dignity and the manners of a nation. If a person or group of people has the quality of a strong character, he or they will be a dignified and civilized man. Conversely, if a person or group of people have a quality of character, then he or they are considered no or less dignified and civilized. This indicates that the characters become preconditions that must exist - a conditio sine qua non - human dignity. Human dignity and civilized here is a person or group of people respected, honored, respected, taken into account, and recognized their existence by another party or another human. In addition, human dignity and the civilized always heard his views, referred to actions, and exemplified all human behavior by others or other nations. In the present, a human being or group of human beings (read: nation) dignified and civilized among others, has the following characteristics: (a) have faith and piety and morals strong, (b) have the ability, courage, honesty, and sincerity to declare all truth for the benefit of other human beings; (C) have sovereignty, resilience, self-reliance, independence, and competitiveness at the same time sending positive power of the other party or any other human being; (C) have the empowerment, strength, and ability to determine their own faith both politically, economically and socio-cultural; (D) have the ability to promote and encourage cooperation and inter-human relationships, (e) have a steadiness, endurance, and flexibility of the political, economic, social, cultural, and technology; (F) master the science, technology, and economics are meaningful and useful for improving the prosperity and welfare of all citizens of man and the world; (G) able to contribute (contribution) is important for the world and certain regions, i.e world peace and progress of the world; and (h) is able to bring about justice, prosperity, democracy, human rights and good for anyone. Based on these descriptions can be concluded that the human dignity and the civilized always capitalize a strong character who utilizing for other human beings and life together.

On the basis of such exposure above can be said that basically the educational content of national character with regard to the values and cultural norms, ethical-moral, spiritual, and philosophical and aesthetic nation positively and constructively so that the people become a nation of good and strong in middle Gentiles. Comprehensively, it consists of cognitive, affective and psychomotor; or thoughts, feelings, and behavior. That is, the values and cultural norms (ethical-moral, spiritual, philosophical and aesthetic), which became the basis of the nation's character embodied or manifest in thoughts, feelings, and behavior; in the cognitive, affective and psychomotor nation. Values and cultural norms that become elements or components of the nation's character that matters is: (a) faith, (b) piety, (c) good morals, (d) honesty, (d) justice, (e) awareness, (f) all cherish-an (respect), (g) skills, (h) expertise, (i) all fairness, (j) discipline, (j) integrity, (k) accountability, (l) of mutual cooperation , (m) creativity-innovative, (n) independence, (o) of democratic citizenship and (p) the orientation of excellence. Values and norms that can still be added based on local wisdom at the same global trends that are required by the Indonesian people so dignified and civilized.

Implementation of a national character education in schools can use three track strategy, namely through (i) the learning path, (ii) track the development of the school culture, and (iii) the empowerment of educational stakeholders or community education. First, the implementation of national character education through learning paths means integrating or combining components or elements of the nation's character into learning (planning, execution, and assessment). Core competencies, basic competencies, indicators of achievement of competencies, and learning processes or scenarios can be loaded or compromised components of the nation's character so that the syllabus and lesson plans and learning process conveying character of the nation. Second, the implementation of national character education through the development of a school culture means to combine or integrate components or elements of the character of the nation as a school cultural program content development. Here the components of the nation's character can be combined with a variety of programs and activities within the framework of the development of the school culture, for example, the creation of a healthy living environment, clean environment, and the environment of mutual respect among the school community. In other words, the creation of the cultural environment conducive or convenient for the formation of nation characterbangsaa. Third, the implementation of character education of the nation through the empowerment of educational stakeholders or the school community means to integrate or incorporate components or elements of the character of the nation with programs or activities in the community and or the student's family , For example, held a field trip to a place, visits to historic sites, and work together with the community, and race-art sports science with the public. Here various programs and activities of the community or society or educational stakeholders be charged so that the nation's character education stakeholders or communities become a means forming a functional national character.

Utilizing Environment Potential in Learning

In general, learning that utilizes the potential of the environment has not been systematically and specifically designed for learning. This happens because the teachers' understanding of the theory of learning and theory-based learning potential of cultural environment is not adequate. The design process includes the entire process, from the analysis of learning needs, identification of learning objectives, and the development of learning systems to achieve the goal, the development of teaching materials and learning activities, testing, and evaluation of the whole process of learning and learners' activity. This is in line with the statement that for designing learning activities include the determination of the initial state, the needs of learners, determining the final destination and create some treatment to help in the transition period (en.wikipedia.org/wiki/Instructional_design).

Gagne (1989) states that the learning design is structured to help the learning process of students, the learning process has stages of current and long-term phases. Shambaugh in (Sanjaya, 2009: 67) explains that the design of learning is an intellectual process to help educators analyze the needs of learners and builds a wide range of possibilities to respond to those needs. In this case, with regard to the learning design process of determining the learning objectives, strategies, and techniques to achieve the goals and designing media that can be used for the effectiveness of the achievement of

objectives. Starting from the statement, it can be argued that the design of learning is learning development systematically to maximize the effectiveness and efficiency of learning.

The majority of teachers still have difficulties in implementing learning strategies using environmental observation techniques to exploit the potential of local wisdom. This is due to the lack of reference to carry out these programs so that they require the presence of reference or guidelines which may be a clue that the implementation of learning strategies. In addition, the school also has not been found in the documents that can guide learning environment using observation techniques to exploit the potential of local wisdom. In fact, according to Morrison, Ross, and Kemp (2004), the design of the learning system will help educators as a program designer or implementing learning activities in understanding the theoretical framework better and to apply the theory to create learning activities more effective, efficient, productive, and attractive.

Lesson plan needs to pay attention to the principles of development so that the process can be implemented effectively pursued. A teacher who wants to engage in an activity planning, should know the principles of planning, as proposed by Sagala (2003) Principles of design education in general, include (1) define what is to be done by teachers, when and how to do it in the implementation of learning, (2) define the target on the basis of specific instructional interest and set the execution of work to achieve maximum results through the process of determining the learning targets, (3) develop alternatives that match the learning strategy, (4) collect and analyze information that it is important to support learning activities, and (5) prepare and communicate plans and decisions relating to learning to interested parties.

If these principles are met, in theory, the design of learning that will give affirmation to achieve the objectives under the scenarios that have been compiled. It suitable with the opinion of Mulyasa (2007) which says that that (a) the competencies outlined in the learning plan should be clear, the more concrete the competence of the more easily observed, and more precisely the activities that must be carried out to establish the competence, (b) planning learning should be simple and flexible and can be implemented in learning activities, and the establishment of student competence, (c) activities that are conceived and developed in lesson planning should support and in accordance with the competencies that have been defined, and (d) learning plan developed should whole and complete and clear achievement.

Related to the above opinion, Hamalik (2001) suggested that (a) the design of which is made to be adapted to the availability of resources, (b) the learning organization must always pay attention to the situation and condition of public schools, (c) the teacher as manager of learning should carry out tasks and functions with full responsibility, and (d) the human factor as the organization's members are always faced with limitations.

To create the optimal learning and quality, based on the development planning of learning, Gagne dean Briggs (1992) proposed four assumptions, namely (a) learning plans should be developed properly and using a systems approach, (b) learning plans should be developed knowledge about students, (c) learning plans should be developed to help students learn and establish competency itself, and (d) learning plans should not make carelessly, let alone to meet the needs of administrative, but learning plans should be made in a scientific, comprehensive and can be used as a guide in achieving competence formation of students in the learning process.

The potential cultural environment in schools yet to be optimally utilized in the planning of instructional practices. The reasons for this are not yet adequately understood the strategy by teachers. In addition, due to the absence of guidelines or operational measures on the use of environmental observation techniques and potential local wisdom. The fact is a gap that must be addressed so that teachers actually have a sufficient understanding of the learning strategies that exploit the potential of the cultural environment. Therefore, teachers need to know the elements of lesson preparation, which include analysis of student needs, the goals to be achieved, the strategies used and the relevant evaluation criteria.

Learning plan aims to direct and guide the activities of teachers and students in the learning process (Sagala, 2003). The purpose of planning is not only master the fundamental principles, but also develop a positive attitude toward learning programs, research, and problem-solving learning. Ideally purpose learning plan is in full control of materials and teaching materials, methods and use tools and learning equipment, deliver a curriculum on the basis of discussion and manage the allocation of time available, and students learning according to the program.

The above statement is in line with the opinion of Hamalik (2001), which explains that the outline planning of the learning function as a means to (a) provide a clearer understanding to the teacher about the educational goals of the school and its relationship to learning is done in order to achieve that objective, (b) help teachers clarify thoughts about the contribution of learning to the achievement of educational goals, (c) increase the confidence of teachers on learning values given and the procedures used, (d) assist teachers in order to know the needs of students, interests of students and encourage motivation learning, (e) reducing the activities of a trial and error in teaching with their good organization and appropriate methods, and (f) help teachers teach and nurture the excitement continues to provide materials that have novelty to students.

Based learning can bridge the cultural environment of students to rediscover hope. The meaning-based learning environment is a learning strategy that utilizes the environment as a learning goal, learning resources and learning tools. It can be used to solve environmental problems and to inculcate the love of the environment. The learning is most effective when applied in primary schools. This is relevant to the level of intellectual development of primary school age (7-11 years) are in the concrete operational stage. Elementary school students tend to be happy to play and move around so they prefer to learn through exploration and the investigation beyond the classroom.

Through culture-based learning environment, students saturation can be minimized and their love of the environment will be rebuilt. Thus, the activity of the learning process will be more meaningful and can create excitement for students to learn. With the excitement of learning, activity and the apparent thinking verbalism, students' understanding concepts learned can be optimally minimized so that students will be able to obtain real learning experience. Meaningful learning experiences will be felt again by the environment because, in the end, the students will also be back in society where he

lives. Benefits of learning success will be felt when the data obtained from the learning can be applied and implemented in the reality of life. This is one positive side behind learning with an environmental approach.

The in-based learning environment, students may think globally, but they must act locally. That is, any person/student needs to learn anything, even seek wisdom from a wide variety of experiences of other nations around the world, but the knowledge of the experience of other nations are taken as learning in action on the environment locally. By way of such work, we do not need to do a prolonged trial and error, but we learn from the mistakes of others, while we simply continue the work of a true paradigm.

Lack of understanding teachers about the learning environment, learning activities are designed simply by adjusting steps scientific approach and not yet elaborated by extending observations to the environment due to hit the solid hour lesson. Environmental observation techniques not specifically formulated in learning steps because they have not understood clearly. Likewise, evaluation of learning is formulated and included in the learning plan only shaped the questions about the study material.

Implementation of learning-centered only in the classroom due to the efficiency of learning time and knock on a solid study schedule. In the implementation of learning, teachers do not engage students to observe the learning environment, especially the environment has potential as a local wisdom, because it has not been designed environmental engagement in the learning process. The evaluation has not utilized the technical assignment or portfolio. Evaluation of learning is based solely on the results of the test, either oral or written tests test.

The absence of guidelines and socialization cause environmental observation techniques theoretically and practically not been understood by the teachers. Setting hours of study in schools has not been set freely to carry out the visits at odd hours of learning. Inventory of potential local wisdom in the school setting has not been done so that can not be put into the planning department of learning or in the implementation of learning. Learning techniques through observation environment that has the potential of local wisdom Program is not yet set in a school. Learning techniques through observation environment that has the potential of local knowledge has never been done programmatically, just do temporally.

Conclusion

Teachers' understanding of learning that utilizes the potential of the cultural environment is still lacking. This happens because there is no operational guidelines and adequate socialization of the prototype model of learning that uses environmental observation techniques to exploit the potential of local wisdom. In this case the need to consider a number of factors, namely (1) the government policy/school, (2) guidelines/implementation guidelines, (3) resources, (4) environmental conditions, (5) infrastructure, (6) together, (7) stakeholders (Ministry of Education, principals, and school committee), (8) religion, (9) ethnic / tribal, (10) the culture, and (11) the economic background of the students.

Learning that exploit the potential of the cultural environment has not been reflected fully and clearly in lesson planning, implementation of learning, or in the evaluation of learning. This happens because there is no clear reference to the implementation of learning environment using observation techniques to exploit the potential of the local wisdom. The learning by using the environmental observation that harnesses the potential of local knowledge is a new strategy in the learning process. Therefore, we have prepared a clear reference and operations that can be guided by teachers in preparing lesson plans, learning implementation, and evaluation.

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