Teacher’s Teaching Performance on Ecopedagogic Learning and Behavioral Framework

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ABSTRACT
This paper reviews a crucial aspect of education, namely pedagogy. Ecological trends have influenced many aspects of life, inseparable from the educational aspect. This research aims to explore the teacher's performance in implementing Ecopedagogic in language learning. The method used is observation and interviews. Observations were conducted using a checklist of observations, and interviews were conducted using semi-structured interviews. The sample that can be taken is ten teachers spread across high schools in Merauke Regency. As a result, the implementation of eco-pedagogic is applied unconsciously by the teacher, learning is oriented to introducing the surrounding environment, and student activities are project-based.

Keywords: Teachers; Teaching Performance; Ecopedagogic;

INTRODUCTION
Fast growth of the the technology has made people less aware on the impact that may occur in the future, Indonesian school curriculum implementation has so far ignored the aspect of sustainability, which mixes numerous elements into an ecosystem. The availability and maintenance of natural resources are frequently overlooked when improving the quality of education with modern technology. Similarly, the goal of developing students’ ability in order for them to be competent in the global era frequently separates them from local culture and wisdom. This will not only jeopardize human quality of life, but will also have an impact on the depletion of natural resources and other living species on the planet. Indonesia is a country rich in natural resources. This certainly makes people's lives side by side with nature. The rural environment that is sustainable and untouched by human hands can still be found, the stunning natural beauty becomes a tourist attraction that is converted into income to improve people's welfare. However, if this continues, it will significantly impact the stability of the natural ecosystem. The damage that occurs
is unavoidable, the nosy hands of tourists can be a threat to the resilience of the existing ecosystem. Indonesia needs the help of third parties in helping to deal with environmental damage that occurs in tourism objects (Widiatedja, 2019). One of the efforts that can be taken to realize the handling of environmental damage is to build a generation that has a high level of concern and sensitivity to the environment.

In the world of education, the orientation of success is the formation of rationality from students (Moshman, 1990). This rationality will be very influential in determining the pattern of action. For this reason, education is a very crucial component in determining the pattern of action of human civilization in the future. To form an eco-friendly civilization pattern, the education pattern must be directed to an environmentally friendly education base by implementing ecopedagogics.

Ecopedagogy is one component that is a concern in the world of education during the Covid-19 pandemic (William Misiaszek, 2021). According to Grigorove and Fleuri (2012) Ecopedagogy is a movement that departs from real life problems and is based on a life perspective (Supriatna, 2017). This movement is a reaction to the modern paradigm that places humans as the rulers of the earth who have power over the planet. According to Freire (1972) educational practices that depart from the positivistic philosophy of modernism have made students not only uprooted from their cultural roots but also from the environment in which they are located. Modern education has distanced students from their homeland and socio-cultural environment.

During the pandemic, learning was focusing on optimizing distance learning (Amoozegar et al., 2018; Mishra et al., 2021). Pandemics also bring about a revolution in the world of education, pandemics also function as dynamic forces that drive the development and transformation of societies and individuals in unpredictable and limitless ways. (Chen & Peng, 2020). The pandemic is driving changes in the world of education with an environment-based education foundation.

Environmental education is not new in the world of education. This environmental education emerges from learning based on environmental ethics (Mulyana, 2009). Then this pattern continues until the learning orientation changes that focus on the future of the human and ecological environment (Ahmad, 2010). The trend of integrated education makes environmental education one of its components (Muhammad, 2015; Rezkita & Wardani, 2018; Yusliani & Yanti, 2020).

Based on this understanding, the researcher assumes that environmental education is one of the important components in the world of education, this encourages teachers to implement ecopedagogy in the world of teaching so that the objectives of environmental education can be optimized. Previous research has focused more on eco-pedagogic studies to support eco-schools (Baker & Siddiqui, 2021; Huckle, 2013). Innovation in learning about the environment that is infused into sociology lessons (Pratiwi, 2019) and orientation of teachers' perceptions and principles towards environment-based learning (Smardon et al., 2016). In contrast to previous research, this research focuses on the application of the methods used by teachers in carrying out environmental-based education.

**METHOD**

This research is a qualitative descriptive exploratory research. This research was conducted for one month in March in several schools in Merauke district involving 10 teachers. The research instrument used was an observation sheet. The observation sheet used is a modification of Gould (2019) which is a theoretical framework that the researcher then adapts into the form of an Observation checklist, in the observation checklist, there are two main groupings, namely Learning and Behavior. In the learning framework, learning is a change process from changing how students think about how students see the world (Gould et al., 2019). While Behavior is a complex thing, to understand behavior is a complex thing, but many studies have proven that the most influential primary factor in behavior is the knowledge possessed by the individual. (Schultz, 2011). The observation results of the teaching process in the classroom are then classified based on Learning and Observation. After being classified, the data is then analyzed descriptively and qualitatively.

**FINDINGS AND DISCUSSION**
Learning
In the observations that the researchers made on the learning process in the classroom, the learning orientation was directed at the phenomena that occurred in the classroom. Minimal learning abstraction occurs, all forms of material are delivered by providing evidence of explicit phenomena that occur in the environment making it easier for students to understand and understand the material. This is very basic because the teacher has the main goal of achieving the learning target at the end of the meeting.

Learning that is oriented towards learning objectives certainly has certain limitations. Assuming that learning is a way of exploring life (Russell, 2008) Therefore, learning should provide the widest possible space for students to explore. In the assumptions given by Russell (2008), several paradigms in learning are owned by each generation, in this case ecopedagogic learning is the concept of Later-Life learning because it is oriented towards preservation.

In other learning frameworks, the concept of preservation in learning can be mapped into two, namely preserving students or students (Willis, 2007) and also teaches students to preserve (!). In preserving means that as a teacher the teacher has a function to ensure the ability of students to become environmental saviors in the future, while in the concept of teaching students to preserve means that providing reinforcement in terms of behavior to form environmentally friendly behavior patterns. The two concepts go hand in hand, this is certainly one of the orientations of teachers in teaching and can be seen from the form of learning implementation that always sees a world phenomenon from an environmental perspective. An example is the teaching of ethnography which in learning is always considered as one of the things most closely related to the word "preservation". Students are constantly reminded of how rich the Indonesian nation is, this wealth is in the form of culture. Cultural wealth requires the nation to be able to do preservation. This is of course the opposite of technology which requires its nation to be able to carry out development. Development in terms of culture can be done, but it takes special action to maintain the originality of these cultural values.

The learning pattern that the teacher can observe is certainly oriented towards forming a person who is able to develop his abilities, but unfortunately some things are still not optimized based on the observation sheet used by the researcher. Autonomous learner is a concept where learners are directed to become learners automatically. With the concept of automatic learning, students are not only equipped with mastery of the material, but also the ability independently to be able to master the material outside the learning that occurs.

Behavior
In this concept of behavior, students are directed to how students should recognize the concept of preservation through habituation actions. However, this rarely happens in the classroom because the teacher is more oriented to the completion of learning materials and only provides knowledge in the form of insight to students. The pattern of giving habits that is usually applied is in the wider learning area, namely at the school scale. These larger activities are rarely carried out, usually just waiting for events or other social activities. Learning like this can actually be done in various ways, one alternative that can be done is by looking at the habituation pattern of the characters in literary works. (Anggawirya & Prihandoko, 2020). This will indirectly help students in improving students behavioral abilities, and also students' literacy skills (Fredy et al., 2020)

CONCLUSION
As a conclusion from the results of this study, insight into the world of ecology is one of the important components in the world of education that cannot be forgotten. Improvement efforts can be made and must be optimized through providing insight and behavioral actions that will further strengthen conservation efforts in the future. The Indonesian nation is a nation that is rich in resources and cultural values, for that education that provides teaching in the form of preservation will greatly support the value of the wealth owned by the Indonesian nation.

REFERENCE


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