



ECONOMIC MATERIAL DEVELOPMENT SUSTAINABLE DEVELOPMENT IN JUNIOR HIGH SCHOOL

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Abstract

It is an undeniable fact that currently there has been an extremely unfriendly economic behavior towards environmental preservation. This results in forest fires, landslides, floods, due to excessive exploitation of natural resources. Thus, there needs to be a paradigm shift in activities that are more environmentally friendly economic behavior. To change economic behavior, especially for future generations, it needs to be designed systematically and programmed according to the stages of the development of students. One of them can be included and integrated in social studies subjects, with the aim of forming students to have knowledge, attitudes, concerns and sensitivity to environmental preservation. Thus it should be designed sustainable economic learning materials, so students are more aware and concerned with environmental preservation and social environment.

KEYWORDS: Sustainable economic learning

Defenition of Sustainable Economic Science

The essence of sustainable economy is, economic action in meeting the needs of the present generation without ignoring future generations (Tatik Upami, 2014). Meanwhile the learning of sustainable economics education should and should be introduced early on to students integrated with environmental-based social studies subjects. Some experts express opinions about the notion of IPS: (Nasution, 1975:6) IPS is an educational program which is a whole, which is primarily concerned with human beings with their social environment and the material is taken from various social sciences, such as geography, sociology, anthropology, history, economics , politics and psychology.

Nursid Sumaatmadja (Supriatna, 2008:1) argues that "Fundamentally the teaching of social studies deals with human life which involves all behaviors and needs".

IPS is an integrated study material which is a simplification, adaptation, selection, and modification which is organized from concepts and skills - historical, geographic, sociological, anthropological, and economic skills. Studies that pay attention to how people build better lives for themselves and their family members, how to solve problems, how people live together, how people change and are changed by their environment.

Purpose of IPS

The purpose of Social Sciences according to Bruce Joyce (in Leonard S. Kenworthy, 1981:7) has three categories, namely: Humanitarian Education means that social studies must help children understand their experiences and find meaning in their lives. Citizenship Education means that students must be prepared to participate effectively in the dynamics of community life. Intellectual Education implies that children need to obtain analytical ideas and tools to solve problems developed from social science concepts. Jack R. Fraenkel (1980: 8-11) divides the objectives of IPS in four categories namely: Knowledge is the skill and understanding of a number of information and ideas. The purpose of this knowledge is to help students learn more about themselves and their physical and social world. Skills are the development of certain abilities so that the knowledge gained is used. Attitude is skill, developing and accepting certain beliefs, interests, views, and trends. Value is the proficiency of holding a number of deep commitments, supporting when something is considered important with appropriate action.

The purpose of social studies in junior high school

1. Get to know the concepts relating to people's lives and their environment.
2. Having the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life.
3. Having commitment and awareness of social and human values.
4. Having the ability to communicate, cooperate and compete in a pluralistic society, at the local, national and global level

Sources for Middle School Social Science Material Development:

1. Social Sciences: Economics. (Classical, Neoclassical and Sustainable Economics)
2. Society

Robert L. Heilbroner suggested that economics is basically, studying how people solve challenges in meeting their needs. Meanwhile Lawrence Senesh put forward 5 (five) basic concepts of Economics, namely:

1. The basic basic concept is scarcity that every society is faced with the problem of unlimited needs dealing with limited sources of production.
2. Because of this scarce resource, one must strive to develop new methods of production until a more profitable specialization arises.
3. The specialization system causes interdependence between one another, because it needs a monetary system and a transportation system.
4. Every community who wants and needs something must go to the market, to obtain goods and services, there will be an interaction of buying and selling so prices are formed with all the changes.
5. Decisions that occur in the market are influenced by government policy in the aim of public welfare (M)

Energy and Environment

Every person needs energy in his life, to cook food, for vehicles, for lighting, for communication, for industry, and so on. Energy is obtained from renewable and non-renewable sources. Both types of sources have limitations, so that one day it will run out. Therefore conservation of energy sources is an obligation and responsibility of all citizens of the world. Energy sources and other sources are found in the environment, whether local, national or global, therefore environmental sustainability is also a shared responsibility.

The goals of energy and environmental learning are:

- a. Give students the opportunity to develop a basic understanding of energy and environmental issues, the causes and consequences of natural disasters, legal sanctions for environmental destruction, and so on (cognitive).
- b. Helping students to develop responsible attitudes towards energy use and environmental quality, so that they feel they have (handarbeni) towards the surrounding environment, and realize that energy and the environment are everyone's responsibility (affective).
- c. Give students opportunities to do something to improve the environment (psychomotor). (Mukminan, 119).

Theory-theory of Economy

Building a new theory, means we must start from the philosophical foundation of economic theory itself. Adam Smith built economic theories based on consumer satisfaction, while Mangunpranoto built economic theories based on creative satisfaction. Here is the definition of creative satisfaction:

- a. Creative satisfaction itself is human, while consumer satisfaction applies to humans.
- b. Creative satisfaction can be directly linked to religious teachings, namely creation as a charity for the common good.
- c. Creative happiness is clearly spiritual in nature which cannot be viewed as a derivative of consumption satisfaction.
- d. In the new theory, consumer satisfaction is maintained, but it is subordinated to creative satisfaction. Objective consumption has the main objective to increase creativity.
- e. Spoiled consumption or 'conspicuous consumption' according to Veblen is the result of Smithian consumerist philosophy.
- f. Creative satisfaction can be seen as additive, so it can be proven that there is a function of social welfare that Arrow has not proven.
- g. The economic balance that occurs with the application of wages is proportional to achievement, very compatible with creativity and vice versa "cannot be explained" by Smith's economic theory that requires "power equilibrium" where a person's wages are proportional to his power.
- h. Market competition is not just competition, but creative competition with full attention to moral principles.
- i. This new economic theory is very suitable as a basis for entrepreneurship, or entrepreneurship.

Westernism:	Understand Indonesia:
<ol style="list-style-type: none"> 1. Basic: understand liberalism and individualism (perfect individual liberty) 2. Individual interests are the main 3. The state is formed through social contracts of free individuals. 4. Representative: All elected and decision makers by voting. 5. In economic life: "Market Sovereignty", competition. Based on the understanding of liberalism/neoliberalism, capitalism/neocapitalism, Smithian market fundamentalism. 6. Property rights are absolute, democratization of privatization, liberalization. 7. Adagium: Competitive Globalization (Fiction) 	<ol style="list-style-type: none"> 1. Basic: understand togetherness in the principle of kinship (mutualism and brotherhood) 2. The interests of the community first, not the interests of individuals. 3. Society exists as a given (humans are social creatures, homo-socius). The community forms a social consensus among its members. 4. Representatives: all represented (group delegates / regional messengers). Make decisions with consensus agreement based on Pancasila Democracy. 5. In economic life: "People's Sovereignty" based on the understanding of economic democracy, (production is done by all for all, earth and water and natural resources for the greatest prosperity of the people and so on). The role of the people is central-substantial. 6. Property rights function socially (although the rights of individual citizens are respected, not arbitrarily ignored). Democratization of the expansion of the distribution of assets, structuralism. 7. Adagium: Globalization is justly controlled, prioritizing national interests without ignoring global responsibility, Pancasila (constitutional economy).

Models and Media of Sustainable Economic Learning in IPS of SMP

The social studies learning model is cooperative (cooperative learning) prioritizing cooperation between students to achieve learning goals. The cooperative learning model requires students to learn by collaborating in completing tasks given by the teacher (Arends, 1997; Jacobs, et al, 1996). The cooperative learning model has the following characteristics: (1) positive dependency, (2) face-to-face interaction (3) individual responsibility, (4) group cooperation, (5) heterogeneous grouping.

There are four approaches in the cooperative learning model namely, STAD (Student Teams Achievement Divisions), Jigsaw, Group Investigations, and Structural Approaches (Subianto:

2015). Arends, 1997; Jacobs, et al 1996; Hill and Hill, 1993 (in Demitra, 2010) argue the cooperative learning model approach namely,

- a. MURDER (Mood, Understand, Recall, Detect, Elaborate, Review) is more suitable for teaching material that contains enough length of teaching material or for training students' understanding of the text.
- b. STAD (Student Team Achievement Division), (1) The teacher presents the material, (2) students work together in groups to understand the material presented by the teacher, (3) students complete the questions, (4) the results of students' answers are assessed and ranked (Jacob, et al., 1997). STAD cooperative learning is often used in learning mathematics. The teacher is in charge of preparing material, making questions and giving assessments.
- c. The Investigation Group, designed to help students learn facts, concepts, skills, and organize material. This learning model can be used to develop problem-solving abilities and creative thinking (Eggen and Kauchak, 1996).

Assessment uses a rating scale to assess the inquiry process and the effectiveness of group collaboration. The learning model used in junior high schools is cooperative with a scientific approach (2013 curriculum). Scientific approach is a form of adaptation of scientific steps in science. The steps of scientific learning according to Permendikbud No 81 A 2013 annex IV are as follows; (1) observing, (2) asking, (3) collecting information, (4) associating or processing information, (5) communicating.

Social studies learning uses integrated learning. Integrated learning is essentially a learning approach that allows students both individually and in groups to actively seek, explore, and discover concepts and principles as a whole (holistic) and authentic (Depdikbud, 2006: 2). Robin Forgaty and Collins and Dixon (in Sri Hayati et al. 2004: 45) there are three dimensions in integrated learning, namely:

- a. Vertical Spiral, developing learning materials and curriculum that are vertically integrated from low class to high class, with the development of themes and deepening of learning materials according to the characteristics, background, interests and age of students in each class.
- b. Horizontal Band, the development of learning materials, both the scope and depth (scope /width and depthness) that are tailored to the objectives of the integrated subjects. Thus, there is integration of learning experiences in a subject (within discipline), and at the same thing an integrated learning experience can also be developed by involving various subjects (across several disciplines).
- c. Circle, the integration of various learning experiences concerning the abilities, concepts, and topics of various subjects (integration of skills, themes, concepts, and topics across disciplines).

Integrated learning can be packaged and started with a theme or topic about a discourse that is discussed from various perspectives or scientific disciplines that are easy for students to understand and understand. For example the theme of the environment can be discussed from the

point of social studies (Geography, History and Economics), or science (Biology, Physics, and Chemistry).

Integrated Learning Weaknesses

Integrated learning has several disadvantages including:

a. Weaknesses in the teacher

Teachers must be knowledgeable and broad-minded, have high creativity, reliable methodological skills, high self-confidence, and dare to package and develop material

b. Weaknesses in students

Students are required to have the ability to learn in a relatively high intelligence, both in academic ability and creativity.

c. Weaknesses in learning tools and resources

Requires reading material or sources of information that are quite a lot and varied, useful, complete (such as internet facilities).

d. Weaknesses in curriculum aspects

The curriculum must be flexible (flexible), oriented towards achieving students' comprehension of learning material (not towards achieving the target delivery of learning material).

e. Weaknesses in the evaluation aspect

Requires a comprehensive (comprehensive) evaluation method, which determines the success of student learning from several related subjects integrated.

f. Weaknesses in the learning atmosphere

There is a tendency to prioritize one subject and less attention or forget other subjects.

Integrated learning Strength

Strengths or benefits of implementing integrated learning, are:

a. Promotes the integration of knowledge in students

b. Enables students to use their knowledge more functionally

c. Time savings occur because of the merging of various subjects that can be learned at once.

d. Improve the level of thinking ability of students, because it is confronted with broader ideas or thoughts.

e. Learning steps are simpler so as to save energy and facilities and learning costs.

Evaluation in learning IPS

a. Evaluation of learning is done more emphasis on practices and processes not on results.

b. Using performance assessment is not a test that only tests aspects of knowledge.

c. Use portfolios to see progress towards improvement, so that the quality of student work can improve over time (Curriculum 2013, SMP)

Core Competence (IC)

1. Appreciate and live the teachings of the religion that is followed.

2. Respect nature and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation, polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence).

3. Understanding knowledge (factual, conceptual, and procedural) based on curiosity about technological science, art and culture related to phenomena and events seen in the eye.

4. Trying, processing and presenting in the realm of concrete (using, decomposing, assembling, modifying, and making) the realm of abstract (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other sources in the same perspective/theory. (2013 curriculum, junior high school).

No.	Basic Competency (KD).	Indicator
1.	Appreciate the gift of God Almighty who has created time with all its changes.	<ol style="list-style-type: none"> 1. Pray before and after learning activities 2. Respect and respect others
2.	Demonstrate curiosity, care, respect and responsibility towards social, cultural, economic and political institutions.	<ol style="list-style-type: none"> 1. Maintain cleanliness of the classroom environment 2. Maintaining good relations with classmate.
3.	Understand aspects of spatial and connectivity between space and time in a regional scope and the change and sustainability of human life (economic, social, cultural, educational, and political).	<ol style="list-style-type: none"> 1. Describe the types of existing mines in Indonesia. 2. Explain the most mining products in Indonesia 3. Explain the function of a mine
4	Understand aspects of spatial and connectivity between space and time in a regional scope and the change and sustainability of human life (economic, social, cultural, educational, and political). Presenting the results of a review of spatial aspects and connectivity between space and time in a regional scope and the change and sustainability of human life (economic, social, cultural, educational and political).	<ol style="list-style-type: none"> 1. Explain how to mine ones correct. 2. Give examples of mining products 3. Explain the positive impact and mining negatives

Source: 2013 curriculum, junior high school

Development of Sustainable Economic Materials in SMP IPS Learning

The subject of sustainable economy can be integrated with the subject matter of the 2013 2013 SMP curriculum namely; (1) the natural state of Indonesia, (2) the potential of Indonesia's land and water natural resources, (3) the effect of geographical conditions on human life (social, economic, cultural, educational, and political). (4) The effect of changing various aspects of life on economic, social, cultural, geographic, educational, and political life in society. A social studies teacher should and should develop learning materials in accordance with developments that occur around his school and relate to national and international issues. The subject, about the influence of life changes in the use of environmentally friendly technology can change the behavior of production, consumption and distribution. For example, peatland ecosystems should be maintained so that eventually local fish habitat is maintained.

This allows various types of endemic local fish to continue to breed, to meet the needs of the animal protein community without ignoring the sustainability of the economic interests of future generations. Besides that, a well-maintained ecosystem is an economic source of the local population to conduct production activities adjusted to the potential of local natural resources. For fertile mountain areas suitable for growing horticulture such as vegetables, fruits and local crops that can be utilized. To meet their own needs and for sale. The following is an example of developing sustainable economic material on environmentally friendly traditional gold mining activities.

TRADITIONAL GOLD MINING ACTIVITIES

Economy:

Environmentally friendly community gold mining activities.

- Students can give examples of environmentally friendly gold mining activities
- Students can describe the system for the results of traditional gold mining
- Students can mention the technology used in traditional gold mining.
- Students can mention the traditional gold mining marketing system
- Students can mention the profit sharing system at a traditional gold mine.
- Students can estimate the income of traditional gold miners.
- Students can mention the characteristics of environmentally friendly traditional gold mining workers.
- Students can participate in maintaining the cleanliness of the school environment
- Students can participate in saving electricity in the school and surrounding environment. (attending school on foot and riding a bicycle)
- Initiative to dispose of garbage and sort waste

Sociology:

- Students can distinguish the characteristics of traditional mining technology and modern mining
- Can cite examples of associative interactions between landowners, machine owners and traditional mine workers.
- Being negative towards technologies that are not environmentally friendly
- Dissociative towards technologies that are not environmentally friendly, pollute and damage the environment. Especially river ecosystems.
- Refuse various types of technology against the use of technologies that damage the environment.

History:

- Students can mention a brief history of the discovery of gold in Central Kalimantan
- Students can mention the local technology of traditional gold mining

Geography:

- Students can show on the map the location of traditional gold mining
- Students can identify the characteristics of gold-containing soil.

CONCLUSION

Current economic behavior is very unfriendly to environmental preservation. For this reason, it is necessary to have a program of teaching sustainable economics which is integrated in learning social science. The concept of sustainable economy needs to be introduced: environmentally friendly production, consumption and distribution behavior.

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