

Belajar bagaimana untuk menjaga lingkungan

Disampaikan dalam Kuliah Umum bersama
dengan Program Studi Pendidikan Biologi
Universitas Muhammadiyah Makassar

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- Hasil riset pada masyarakat kontemporer yang antara lain dilakukan oleh Intergovernmental Panel on Climate Change (IPCC) serta puluhan badan riset dalam kelompok G-8 (negara-negara maju) dan G-20 (negara ekonomi besar berjumlah 20) menyimpulkan bahwa **peningkatan suhu permukaan bumi, kerusakan lingkungan hidup serta terkurasnya sumber daya alam disebabkan oleh aktivitas manusia** sepanjang sejarah

Lingkungan hidup?

- **Kesatuan ruang dengan semua benda, daya, keadaan, dan makhluk hidup, termasuk manusia dan perilakunya, yang mempengaruhi kelangsungan perikehidupan dan kesejahteraan manusia serta makhluk hidup lain**

Manusia tidak akan bisa
lepas dari
lingkungan tempat dia hidup

Apa yang bisa dilakukan?

- <https://www.menti.com/alifkp7st163>
- **4855 2174 (code)**



Pedagogy

- *paidos*
(child);
agogos
(leader)
→ Yunani
- Combination of →

Teaching methods

what instructors do

Learning activities

what instructors ask their
students to do

Learning assessments

the assignments, projects,
or tasks that measure
student learning

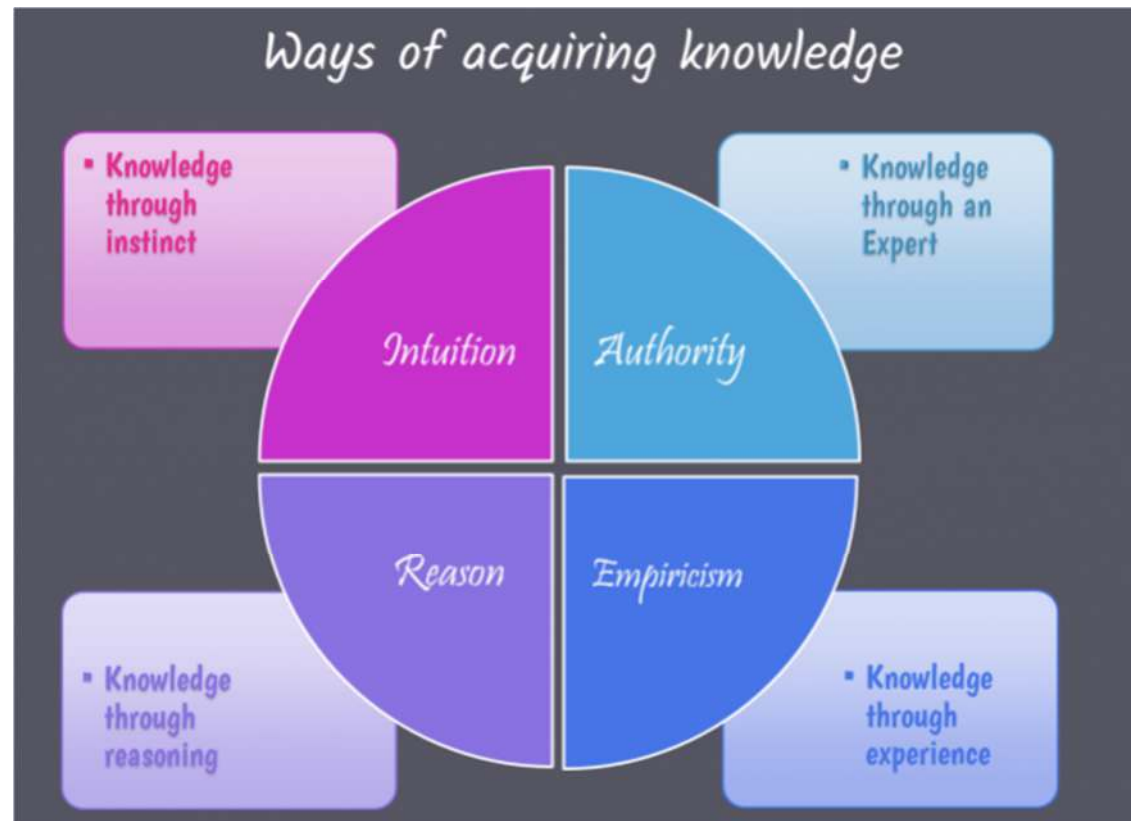
Berada di mana civitas akademika kampus?

	PEDAGOGY CHILDREN'S LEARNING	ANDRAGOGY ADULTS LEARNING	HEUTAGOGY SELF-DIRECTED LEARNING
DEPENDENCE	The learner is a dependent personality. Teacher determines what, how, and when anything is learned.	Adults are independent. They strive for autonomy and self-direction in learning.	Learners are interdependent. They identify the potential to learn from novel experiences as a matter of course. They are able to manage their own learning.
RESOURCES FOR LEARNING	The learner has few resources – the teacher devises transmission techniques to store knowledge in the learner's head.	Adults use their own and other's experience.	Teacher provides some resources, but the learner decides the path by negotiating the learning.
REASONS FOR LEARNING	Learn in order to advance to the next stage.	Adults learn when they experience a need to know or to perform more effectively.	Learning is not necessarily planned or linear. Learning is not necessarily based on need but on the identification of the potential to learn in novel situations.
FOCUS OF LEARNING	Learning is subject centered, focused on the prescribed curriculum and planned sequences according to the logic of the subject matter.	Adult learning is task or problem centered.	Learners can go beyond problem solving by enabling pro-activity. Learners use their own and others' experiences and internal processes such as reflection, environmental scanning, experience, interaction with others, and pro-active as well a problem-solving behaviors.

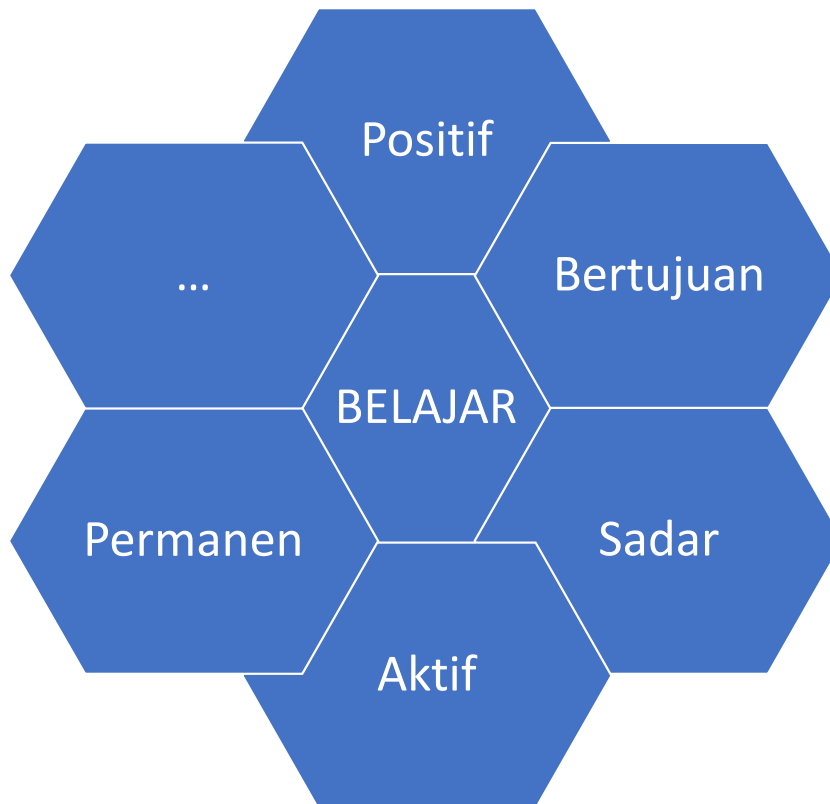
	PEDAGOGY CHILDREN'S LEARNING	ANDRAGOGY ADULTS LEARNING	HEUTAGOGY SELF-DIRECTED LEARNING
MOTIVATION	Motivation comes from external sources – usually parents, teachers, and a sense of competition.	Motivation stems from internal sources – the increased self-esteem, confidence and recognition that come from successful performance.	Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as situations, and working with others.
ROLE OF THE TEACHER	Designs the learning process, imposes material, is assumed to know best.	Enabler or facilitator, climate of collaboration, respect and openness	Develop the learner's capability. Capable people: Know how to learn Are creative Have a high degree of self-efficacy Apply competencies in novel as well as familiar situations Can work well with others

Ways of acquiring knowledge

- Thinking
- Sensing
- Feeling
- Believing



Belajar



Belajar merupakan **proses** yang dilakukan individu guna **mencapai** perubahan **tingkah laku** yang **bermanfaat** bagi kehidupan yang bersangkutan

Tingkah laku ini berkaitan dengan **pengetahuan**, **sikap**, dan **keterampilan** individu

- Pedagogy is not about training; it is about **critically educating people to be self-reflective, capable of critically addressing their relationship with others and with the larger world** (Henry Giroux)

Manusia, Pendidikan dan Lingkungan

ecology and pedagogy

- ecopedagogy is not an education *about* ecology but an education *through* ecology, meaning that it is an education based on an ecological worldview
- A *worldview* is the fundamental understanding of life and the world.
- *Ecological worldview* means the ecological approach to the understanding of life and the world.

Ecopedagogy

- Ecopedagogy indicates a pedagogy grounded on the ecological worldview, which means the **ecological approach** to the **understanding of life and the world**. The basic ideas of the ecological worldview come from the **science of ecology**
- a discourse, a movement and an approach to education to **re-educate** “planetary citizens” to care for, respect and take action for all life

Ecopedagogy

- Dalam cara pandang *ecopedagogy*, para siswa harus diberdayakan untuk **memiliki pandangan kritis** tentang **pembangunan berkelanjutan** (*sustainable development*) dan **keterbatasan sumber daya alam**, serta **kemampuan beradaptasi dengan lingkungan** yang semakin berubah agar *power (kuasa)* melekat dalam diri mereka sehingga tidak menjadi korban dari hegemoni kelompok lain
- Ekopedagogi merupakan **gerakan akademik** untuk menyadarkan siswa menjadi **pribadi yang memiliki pemahaman, kesadaran, dan keterampilan dalam menjaga dan melestarikan alam**

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