THE IMPROVEMENT OF STUDENTS ECOLITERACY IN EATING HEALTHY FOOD TOGETHER AT SCHOOLS THROUGH PROJECT BASED LEARNING ON SOCIAL SUBJECT

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Abstract

This research is about the students’ ecoliteracy in eating healthy food together was held because of the lack of public and students awareness to the importance of maintaining health, especially in terms of eating healthy foods. In fact, eating healthy foods in school-age children is very important for their development and growth. On the other hand, the 21st century learning demands the ability of individuals to have an ecoliteracy attitude need to be supported with appropriate and effective learning. The purpose of this research is to improve ecoliteracy students in eating healthy food together through project based learning. The method used in this research is the Classroom Action Research (CAR) with the research subject is in grade IV SDN Pahlawan of Tasikmalaya about 30 students. The results showed that there was an increasing in ecoliteracy students in eating healthy food together through project based learning, if compared to the initial condition of students before their post-test, the observation of students, field notes and the use of project-based learning model of learning. The conclusion of this study is a project based learning can be used as an alternative model of learning social subject in improving student ecoliteracy eat healthy food together.

Keywords: Ecoliteracy in eating healthy food, Project Based Learning

INTRODUCTION

This research is motivated by the phenomenon of food variety sold by traders at school. The researcher as a teacher at SDN Pahlawan Kota Tasikmalaya is concerned to see the behavior of the students who consumes snacks everyday regardless of their health and environmental impact. This is due to the occurrence of poisoning events in Elementary School in Tasikmalaya that food poisoning from snacks are sold in the neighborhood around the school. In the event, dozens of students experienced nausea, vomiting, and dizziness after consuming chicken using flour with sauce sold by merchants around the school. Primary school-aged students are still not quite knowledgeable about consuming food.

Food is primary need for every human, because food has a very important role for humans as a source of energy, growth, and protect the body from disease (Sujatmiko, 2009: p. 7). Currently, consuming food is needed not only to meet the hunger, but also for the fulfillment of nutrition and optimal health of the body (Supriatna, 2016: pp. 213). Healthy foods are foods that contain the nutrients needed by our bodies. While BPOM (2009) stated that healthy food is food that contains balanced nutritious substances that the body needs and does not contain substances that are harmful to our bodies. In line to Soekirman (2000) said that healthy food is a food free of bacteria, viruses, parasites and free from chemical substances contamination. Through social studies in primary school, researchers will conduct research to improve the ecoliteracy of students in providing knowledge about healthy foods, have awareness to consume healthy foods, and will prefer to consume healthy food with bringing food from home rather to buy snacks at school.
Social Studies is a subject that helps teach students to develop various aspects such as knowledge, attitudes, skills, and values to be sensitive to social issues to be able to solve problems in local and global communities and can be applied in everyday life. Ecoliteracy is indispensable for responding to social problems including its impact on the environment. Such problems can be solved by using ecoliteracy, but of course depending on the socio-cultural situation and demographics and the local environment (Supriatna, 2016: p. 36).

The use of the term ecoliteracy does not mean just raise awareness to care about the environment, but to understand the principle of sustainable living. In line to Goleman (2012: p.10) that one of the developments of ecoliteracy for sustainable living anticipates unintended consequences. So by having the attitude of ecoliteracy in consuming healthy food we can anticipate the consequences for the unexpected such as by habitually consume a healthy diet is expected to anticipate various diseases and food poisoning. Ecoliteracy is very important to be taught to elementary school students who are still in the basic stages and easier to be conditioned to be more sensitive to environment (Goleman, 2012). Therefore, efforts to form the character of the students' ecoliteracy should be done as early as possible, it is important to primary school age students to form their knowledge, awareness, and actions about the importance of surrounding environment.

To improve the learning objectives of social subject in improving the ecoliteracy of students in consuming healthy food in elementary school requires an effort in choosing appropriate effective learning model. This learning model is expected to help students develop their potential knowledge, attitude and skills in order to be able to solve problems in everyday life. One alternative model to overcome these problems is to use project based learning. Project based learning is an in-depth investigation of a real-world topic, it will be valuable to the attention and effort of students (Kemdikbud, 2014, p.33). Through project based learning students are required to work in groups to solve various problems in daily life which will then generate new information (Solomon, 2003, p.22). The final result in learning is a product that is the result of student group work (Kurniawan, 2012 pp.10). Based on the above understanding, it can be concluded that project based learning is a student-centered learning model to build and apply the concept of the project generated by exploring and solving problems in the real world independently.

RESEARCH OBJECTIVES

This research was conducted to find out how the use of project based learning model to improve the ecoliteracy of students in consuming healthy food together in school on social subject learning.

POPULATION AND SAMPLE

The subjects of the study were the fourth graders of SDN Pahlawan in the even semester of the academic year 2016/2017, the number of students were 30 students, consisting of 16 male students and 14 female students.

INSTRUMENTS

Collection techniques used are test and non test techniques. Observations are used to collect data about the actions or behaviors of students on the project based learning that will be given, to improve the ecoliteracy of students in consuming healthy foods in class IV. These interviews were conducted to support the data in the study so as to get a clear picture of the research. The tests were conducted to obtain data about student learning outcomes of healthy foods knowledge.
METHODOLOGY

This research was conducted with qualitative approach, the research method is Classroom Action Research (CAR). To increase the competence of the students' ecoliteracy, the researcher refers to the ecoliteracy indicator developed by The Center for Ecoliteracy (2011) which includes the knowledge aspect (head/cognitive), attitude (heart/emotional), and skill (hand/active). The data collected by observation, interview, documentation, written test, attitude assessment sheet, skill assessment sheet, and knowledge assessment sheet in the form of worksheet discussed and presented by the students.

DISCUSSION

Before doing the action, firstly, researcher discuss to classroom teacher as the observer and the partner teacher in research about the weakness of teacher and student during the learning, then the researcher determines the learning process that will be implemented using project based learning, in each learning consist of 3 cycles with several actions. The following is a recapitulation diagram of Ecoliteracy students' Posttest on the head / knowledge, heart / attitude, and hand / skill aspects of cycles I, II, and III:

(Figure 1. Research Result)

These results indicate the competence of students' ecoliteracy is satisfactory enough to improve the students’ ecoliteracy in consuming healthy food together through project based learning on social subject. Based on the scores recapitulation of ecoliteracy competence in the first cycle is optimal, the scores 76.39 is in the "good" category, so cycle I is stopped. To increase students' ecoliteracy in consuming healthy food together through project-based learning on social studies is not enough just on the knowledge aspect so that additional cycles with the actions needed to know the ecoliteracy aspects of attitude and skill.

While on the implementation of action cycle II, through field trip study or out-of-class visit also having an increase. It is seen from the competency value of students' ecoliteracy developed in some indicators are increasing. The competency value of the student's ecoliteracy attitude aspect generally shows an improvement of each action. It can be seen that the overall value of the questionnaire improves the students' ecoliteracy of the heart / attitude aspect is in the "good" category or starts to develop and the score of student questionnaire has increased. The increase in the first questionnaire 70.90, in the second questionnaire increase to 79.77 and in the third questionnaire increased to 88.65.

In this third cycle, students' ecoliteracy value of hand / skill aspect shows improvement as well. It can be seen that the overall value of hand / skill ecoliteracy is in first action 65.17 in the competent enough category (C), increased in the second action 78.57 in the competent category (B ), and the last increase in the third is 82.93 in competent category (B). Students are able to create their own favorite healthy food menu for daily consumption.
CONCLUSION AND SUGGESTION
Based on the data result and discussion, it can be presented several conclusions as follows:

1. The design of learning by using project based learning model is quite an impact on student learning dynamics. The PjBL model helps students develop their potential, knowledge, attitude and skills in order to solve problems in everyday life, especially to improve the ecoliteracy of students in consuming healthy foods that impact on health and the environment. Through learning about knowledge about healthy foods and substances that are dangerous for food, students become aware of dangerous food and more selective in choosing healthy food for consumption.

2. Based on data analysis, the result of students’ ecoliteracy increasing in consuming healthy food by using project based learning in social subject that is improvement of ecoliteracy of head / knowledge, heart / attitude, and hand / skill aspect have been competent.

Based on the results, here are some suggestions that might be considered:

1. Seeing the goal achievement of project based learning on social subjects can improve the students’ ecoliteracy in consuming healthy food together, then this model can be referenced for classroom learning.

2. Project based learning model is expected to inspire teachers to improve the quality of social subject so students have various competencies in life, especially ecoliteracy competence.

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