

Environment Cultural Learning Model: A New Perception in Socio-Cultural-Based Environment History Learning

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Abstrak

Tujuan dari penelitian ini adalah mendeskripsikan sebuah model pembelajaran baru dalam mengajarkan sejarah lingkungan berbasis sosiokultural. Penelitian ini menggunakan desain kualitatif, di mana kuesioner dibagikan kepada guru sejarah untuk mengumpulkan data. Proses analisis berlangsung dalam tiga tahap: reduksi data, display data, dan penarikan kesimpulan. Hasil penelitian ini adalah adanya model pembelajaran dengan perspektif baru yang disebut *environment cultural learning*. Model ini memiliki sintaks yang terdiri dari lima tahap: eksplorasi, kontekstualisasi, penerapan, kolaborasi, dan refleksi. Berdasarkan hasil penelitian ini, menunjukkan bahwa belum terdapat model khusus yang menguraikan sejarah lingkungan dan nilai-nilai sosiokultural. Hal ini membuat kami berupaya untuk memberikan sebuah inovasi model pembelajaran khusus untuk mempermudah guru. Oleh karena itu model *environment cultural learning* hadir dapat diterapkan dalam proses pembelajaran berbasis sejarah lingkungan dengan mengeksplorasi lingkungan dan mengidentifikasi nilai-nilai sosiokultural yang dapat diajarkan kepada siswa. Model ini terdiri dari lima tahap yaitu eksplorasi, kontekstualisasi, penerapan, kolaborasi, dan refleksi.

Kata kunci: *environment cultural learning*, nilai-nilai sosiokultural, sejarah lingkungan.

Abstract

The purpose of this study is to describe a new learning model for teaching environmental history based on a sociocultural approach. This research employs a qualitative design, in which questionnaires were distributed to history teachers to collect data. The analysis process was conducted in three stages: data reduction, data display, and conclusion drawing. The result of this study is the development of a new learning model referred to as Environment Cultural Learning. This model has a syntax consisting of five stages: exploration, contextualization, application, collaboration, and reflection. The findings indicate that no specific model has previously outlined environmental history along with sociocultural values. Therefore, this study aims to provide an innovative learning model to support teachers. The Environment Cultural Learning model can be applied in the teaching of environmental history by exploring the environment and identifying sociocultural values that can be taught to students. This model consists of five stages: exploration, contextualization, application, collaboration, and reflection.

Keywords: environment cultural learning, sociocultural values, environmental history.

INTRODUCTION

Currently, environment issues are receiving a great deal of attention in Indonesia and around the world. This is inseparable from the emergence of human concern and awareness in protecting the environment. In addition, the many

environment problems that contribute to global warming also affect society's current lifestyle. Looking back at history, climate crises occurred several thousand years ago. This can refer to policy and human behaviour in the coming years. Several events have been recorded,

proving that history repeats itself, albeit with different times, places, and people.

For example, the emergence of gas mud at Lapindo also has a phenomenon similar to bledug kuwu, which existed long before Lapindo occurred (Intakhiya, 2021; Safitri *et al.*, 2024). Although the causes of the events are different, the gas content and how it should be anticipated can be used as a reference in making mining and geological mapping policies. This is because humans can analyse why and how it happened, so that similar events do not occur again.

Therefore, environment history plays an important role in educating the younger generation to learn to respond wisely to environment changes. Learning environment history can give students an idea that what happened in the past can be a lesson for life in the present and future. However, in reality, teachers rarely teach environment history. This is inseparable from the role of teachers who direct the learning process. Based on regulations regarding independent curricula, teachers are free to create or integrate material not included in textbooks. So, even though environment history material is not highlighted in textbooks published by the government, teachers can still convey it in class.

Its implementation is still not optimal, as teachers rely heavily on textbooks and rarely explore new materials, media, and learning resources,

including environment history materials (Utari, 2024). In fact, history learning should be context-based and linked to the needs of the times (Susilo & Sofiarini, 2020; Muis, Napitu & Saragih, 2023). Studying environment history is expected to address the increasingly complex challenges of the times and the alarming environment crisis. As the younger generation and agents of change, students will become the cornerstone of national progress, who will later enter society and play an important role in preserving the earth.

There are many sources on environment history on the internet, including journals, popular articles, books, videos, and websites. However, teachers still find it difficult and lack time to explore these sources. Therefore, in previous research, the researcher developed a website to accommodate this problem. Then, when teachers implemented it, another difficulty was integrating it into learning, because there was no specific model. Based on these issues, the researcher sought to develop a model of environment cultural learning assisted by the previously developed eco-history website.

In this case, the *environment cultural learning* model is also integrated with the sociocultural values that develop in the students' surroundings. This is because environment history can also be learned from the surrounding

environment, indirectly influencing society and culture (Hanim, 2020; Santosa & Irawan, 2020). Environment history also relates to the sociocultural values that develop in society, including those around students. Various historical events will cause changes and adaptations in the surrounding community to survive and internalise them in their behaviour. For example, floods in rural areas occur due to waste problems. Therefore, a tradition of village clean-ups has emerged as a sociocultural value, with people working together to clean up the surrounding environment. This is also an effort to prevent flooding and improve relations between residents.

Research on the relationship between the environment and culture has been extensively studied. One such study found that integrating a green learning model is effective in English language learning (Peng & Chen, 2023). This is done by integrating media and interactive teaching materials, such as simulations, diagrams, lectures, graphs, and data tables related to the environment. This specific learning model allows students to learn the language while also learning about environment conservation. Another study (Gashi, 2021) also shows that engaging learning and understanding between teachers and students play an important role in creating an effective learning environment. This is related to green technology learning and its benefits

in minimising pollution, which is integrated into English lessons. Specific learning models have also been researched and can help integrate subjects with green environment education (Rehman & Umar, 2019). Conditioned learning activities will be in harmony between teachers and students. Learning that is close to the environment and surrounding culture will also make students more motivated to understand the learning (Matsuda, 2018).

However, few people associate environmental history with socio-cultural values in history learning and its application. Socio-cultural values are often integrated with language learning, which is closely tied to student diversity. This article differs from previous learning models integrated with language learning, which is synonymous with student diversity. However, in this article, we attempt to construct a new perception, namely that these socio-cultural values can be integrated into history learning. In addition, the existence of a specific syntax will make it easier for teachers to teach environmental history and analyse it using the socio-cultural values that exist in society. Students will also have the opportunity to interact directly with the community, refining their social skills and environmental sensitivity.

This article emphasises how environment history is studied in conjunction with sociocultural values in society. Students will learn about the

influence of environment history on the environment and culture, which has shaped traditions that continue to this day. The values inherent in these traditions will then be examined in greater depth and internalised through analysis and discussion in class.

METHODS

This study uses a descriptive qualitative method to analyse research findings on the *Environment Cultural Learning* model assisted by ecohistory websites and sociocultural values. Qualitative descriptive research is an approach that aims to formulate problems that will explore or describe the social situation being studied comprehensively, broadly, and deeply (Ardayan *et al.*, 2023; Yuliani & Supriatna, 2023). In this article, the researcher attempts to explore the problems and potential in the field and offers a new learning model that integrates environment history with the sociocultural values around students.

The subjects of this study were 33 students from class XII IPS 1 at Malang State University High School. This selection was based on the fact that Year 12 students were studying material on disasters and their management during the reform era, which was in line with the research topic (Safitry, Utami & Ratmanto, 2022). In this case, the researcher will discuss the reform era and the previous era, such as the colonial era.

This will give students a broader perspective on environment history and sociocultural values.

This study used data collection techniques in the form of interviews and open questionnaires to gather information about the potential for learning and the application of a sociocultural-based *environment cultural learning* model. Based on the preliminary analysis, it was found that teachers still did not have a specific model for teaching environment history material in class. In addition, environment history was still not being taught optimally in class due to limited learning materials.

This study used three stages of interactive qualitative analysis techniques (Miles & Huberman, 2014). The three main stages were: (1) data reduction, which involved evaluating and simplifying the data obtained from questionnaires given to Year 12 Social Studies students regarding the *environment cultural learning* model, environment history, and sociocultural aspects. (2) Data display, where the data collected from the previous survey is presented in the form of diagrams, tables, or graphs that are easy to understand. (3) Concluding/verification is the stage where the data collected and analysed is summarised and discussed in this article.

RESULTS AND DISCUSSION

Environmental History Learning

Environmental history is a multidisciplinary approach that examines ecological changes and the interaction between humans and their environment (Mosley, 2023; McNeill & Mauldin, 2025). Environmental history studies have become quite popular in Indonesia in recent years. Many historians have researched and written articles on the development of environmental history in Indonesia. However, many foreign researchers still study Indonesia as a research subject, such as Clifford Geertz in his work *Agricultural Involution: the Process of Ecological Change in Indonesia* (Santosa & Irawan, 2020). Environmental history discusses various environmental issues that occurred in the past and reveals their causes and effects. From these studies, humans can learn about the causes of environmental damage and its consequences in the form of greater disasters.

Environmental conservation awareness began to take shape during a United Nations conference in Stockholm, Sweden, in 1972 (Paglia, 2021; Joos, 2023). Following the conference, countries worldwide, particularly the European Union, began implementing various policies. This led to the formation of the Environmental Action Programme (EAP), which became the basis for policy-making for countries belonging to the European

Union (Pindaru *et al.*, 2023; Ruiz, Martín & Prados-Castillo, 2023). This was inseparable from the awareness of the potential dangers in the future regarding global warming and other environmental issues. Therefore, various sciences also began to study various environmental phenomena, including history. However, historiography on environmental history did not emerge in Europe but in the United States, and had even developed long before 1972, precisely when George Perkins' work was published in 1864 (Attfield, 2021; Tyrell, 2022). This work discusses various environmental changes caused by human behaviour since ancient Mediterranean civilisation. Then, in the 20th century, a geographer named William L. Thomas also discussed environmental changes from prehistoric times to the contemporary era (Santosa & Irawan, 2020; Simpson, 2020).

Environmental history gained popularity when Roderick Nash published a book in 1967 and used environmental history in the American Historical Association in 1969 (Santosa & Irawan, 2020). According to Roderick Nash (dalam Nawiyanto, 2012) environmental history seeks to explain the reciprocal relationship between humans and nature. In this case, environmental history examines how environmental characteristics shaped human life in the past and how human activities, in turn, affected the environment.

Environmental history education in schools can be integrated with material on the history of disasters and their management during the Reformation era in Year 12. The concept of disaster can be linked to environmental changes caused by human behaviour that exploits the environment unsustainably (Safitry, Utami & Ratmanto, 2022). However, not all disasters can be correlated with human interaction with the environment.

Disasters did not only occur during the reform era; even before the reform era, many disasters were caused by human interaction with nature. Therefore, teachers can expand the teaching material to the era before the reform. These changes and expansions are permitted by the independent curriculum because, in essence, teachers are no longer bound by textbooks but can develop their own teaching materials (Safitry, Utami & Ilyas, 2021; Anggraini *et al.*, 2022; Alfaeni & Asbari, 2023). The independent curriculum gives teachers the freedom to be creative as long as they remain in line with the objectives and elements of the curriculum.

Sociocultural-based Environment Cultural Learning Model

The *environment cultural learning* model is a strategy that focuses on applying environmental history material in the classroom. This model will be supported by web-based teaching materials

previously developed by researchers, namely, *ecohistory* (Wahyudi *et al.*, 2025). This website will provide references for teachers and students who want to learn about various environmental histories in Indonesia. These historical events can then be analysed using sociocultural values.

There are five stages in the environmental cultural learning model, including:

a. Exploration

Teachers will allow students to explore the teaching materials provided or through other learning resources in this stage. In addition, students are also allowed to carry out activities such as simple research by conducting interviews and observations in their surroundings. This activity also serves as a means for students to apply the heuristic stage in historical methodology. In this case, teachers can direct students to access the *ecohistory* website, which contains various articles and learning resources.

b. Contextualisation

After determining the topic, students will connect the historical events they encounter with socio-cultural values. This aims to enable students to contextualise historical events around them and existing socio-cultural values.

c. Application

Students apply this by creating articles, papers, and infographics.

This analysis involves group discussions and connecting causes and effects with people's lives today.

d. Collaboration

This stage involves students from other groups and students outside the class to ask questions and give suggestions to the group. This activity can be done by conducting presentations or simple workshops that allow students from other classes to participate in the discussion. The group will present their work visually, in writing, or verbally in class. Then, other students will take turns viewing and providing feedback.

e. Reflection

After discussing with other student groups, the teacher and students will reflect on the previous activities. In this case, the feedback provided by other students and the teacher will be discussed. Then, students are allowed to reflect on and summarise the results of the previous activities.

The syntax of the *environmental cultural learning* model comprises five stages, each designed to equip students with critical thinking skills in analysing environmental history and sociocultural values. This model teaches students to think critically and master the four-phase F history subject skills that students must possess based on the independent curriculum.

The first skill is historical thinking, which is the ability to think diachronically,

synchronically, and causally by connecting the causes and effects of historical environmental events. In addition, students can also think from multiple perspectives by looking at various multidisciplinary aspects in analysing historical environmental events. Historical awareness is implemented by students analysing the relationship between historical environmental events that occurred in the past, with the present, and the future.

Students can analyse the factors that occurred, for example, in the floods in Batavia. One of the causes was inappropriate urban planning and geographical factors. Then, the Batavia government made improvements and built canals to minimise flooding. In addition, routine dredging of rivers was carried out to reduce river siltation. The steps taken then can be used as a benchmark for other places to do the same. This is one way for students to connect it with the present and the future. In addition, these preventive measures can be linked to the local area where students live, which is rich in sociocultural values. In some villages, rivers and ditches are cleaned together through community service activities and village clean-ups to prevent flooding.

Another skill is historical research, where each stage of the environmental cultural learning model applies the five stages of historical research. Topic

selection is represented in the exploration stage, where students determine the topics they want to choose for discussion and their work. The heuristic stage is carried out by students collecting data online, either through the ecohistory website or other sources such as interviews, observations, or the internet. Then, verification is carried out to verify whether the sources obtained are valid by comparing them with other sources. The interpretation stage begins at the contextualisation stage, with students connecting historical environmental events with the community's present, future, and sociocultural values. Finally, historiography is applied in the application stage, where students write articles, papers, or infographics. This stage of historiography and heuristics also represents practical historical skills, where students can read various historical sources, process them, and turn them into a product.

CONCLUSION

The environmental cultural learning model is a new learning model offered by researchers to be applied in learning that integrates environmental history with sociocultural values. This model is based on the need for a specific model that enables teachers to make students aware of their environment and more sensitive to disaster and climate crisis issues inside and outside the classroom.

History learning does not only focus on past political and economic events, but also on environmental changes. This serves as a reminder that in the past, there were also environmental changes that resulted in disasters and climate crises. These events can be used as a basis for decision-making in preventing and overcoming environmental problems with similar characteristics. Therefore, the environmental cultural learning model helps teachers to integrate environmental history into learning.

This research provides new insights for teachers regarding a new model that integrates environmental history and sociocultural values. This study is limited to analysing potential problems in the learning environment and proposing the environmental cultural learning model as a new perspective in teaching environmental history and sociocultural values. This model will be integrated into learning in future research, with its impact evaluated through specific variables determined in advance.

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