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Profiles Junior high School West Java in Education Learning Environment

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Abstract

Descriptive studies have been conducted on the existing junior high profile in West Java on Education Learning Environment. The study was conducted by purposive sampling and descriptive done to get an idea about the profile of SMP in West Java implementation of the learning environment. in junior high school in West Java. Research conducted by distributing questionnaires, and observations based on the indicators developed. Based on this research, it is known that, PLH learning in junior high school in West Java has been in force since 2007 after the enactment of the Governor of West Java on environmental education for junior high school students in West Java. Learning that lasts generally implemented in conventional teacher, and it is without any innovations. It has made learning the essential condition runs well, but has not lasted optimally.

Keywords: *Profile of Learning, PLH, West Java*

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Introduction

The issue concerns the environmental crisis has indeed been predicted since the postulat Malthus that population's ability to grow in quantity is greater than the ability of natural resources to provide food as a basic human needs. According to him, can be mathematically explained that population growth will follow a geometric progression, while the growth of food follows arithmetically (Todaro, 1995). In turn, natural resources can no longer support human needs, so that when it is a tragedy of hunger, malnutrition, disease, natural disasters, etc., that could lead to prolonged suffering. This prediction is supported by the results of the study Meadow et.al. (1972) showed that if the consumption and abuse of human impact on natural resources in line with the exponential line, the quality of the human environment will decrease drastically. Furthermore, that will be the Day of Resurrection (dooms day) due to the exponential growth of the use of natural resources and environmental degradation, environmental pollution, population growth, and the growth of food production. The results of other studies with respect to environmental degradation proposed by Chiras (1995) that analyzes the environmental damage stems from the nature of humans as biological imperialism where he needs to eat and breed, regardless of the limited natural resources to provide the necessities of life for himself and his descendants. The accumulation of this nature form a mental view that man was created to dominate nature and existence of nature itself is unlimited. This view is further gives color to human behavior in the use of the environment, so the damage as noted above occur inevitably.

Thus, the environmental problems that arise can not be solved by purely technical, but more important is to change the mental breakdown and awareness of environmental management. Although it's a long process, and the results can not be seen immediately as well as technical solutions, but breaking through the coaching change behavior toward more responsible environmental management is a very strategic thing to do. This is a challenge for the development of environmental education to be able to contribute to the formation of responsible behavior towards the environment.

However, dissatisfaction will study Environmental Education (PLH) appears when the learning process does not support the development of reasoning power and creativity of children, and the creation of a learning environment that is boring and uninteresting. How teachers in the delivery of less oriented thinking level of students, and also the tendency that the learning process PLH using a monotonous lecture method is another factor. Meanwhile, growth in the direction of creative thinking will evolve if students always gain stimuli through learning to support the development process of creative thinking (creative thinking), giving stock skills for life (life skills), and create a fun learning environment (joyful learning). PLH learning conducted in West Java as development toward responsible behavior towards the environment has not been planned and implemented in conducive and fun, so that students have the motivation and interest to learn more.

Learning PLH in West Java

PLH is a field of study that studies unity with all things space, power, and circumstances of life including human beings and behavior that affect the continuity of life and well-being of humans and other living things. Philosophically, the environment itself is with respect to the earth's surface as a reference, and any human activities (Stapp & Swan, 1974:59). Because the earth is the starting point in a variety of human activities, the concept of environment can be classified as follows:

1. Earth as a closed system that obtain energy from the sun, have the water resources, air, and land with a limited supply of human well-being, the capacity of natural systems and cycles, and has a material or raw materials are limited.
2. Biosfera which includes living beings and inanimate objects.
3. Humans who have an important role in interacting with the natural environment.
4. Economic and technologies that contribute to human welfare and the environment and sustainability.
5. Environmental policies that can determine in environmental management.

In his study, Environmental Management in West Java integrated in various fields of study that studied the relationship between body and environment to live with the terms. This includes fields of study science, social studies, orchestra, and language. Multiple disciplines is considered within a scope and a broad perspective and intertwined. Basically, PLH is a forum for an interdisciplinary approach in addressing issues regarding the particular human environment and living organisms in general. In reviewing PLH, pressure aimed primarily to reunite all the sciences related to environmental issues into categories related to variable energy, matter, space, time and diversity.

Learning objectives PLH itself is fostering increased knowledge, awareness, attitudes, values and behavior of environmental responsibility. The behavior in this case is directly related to the

intention to act (intention to act) (Orams, 1994). However, prior to the determination to act, there are several factors, namely: (1) the readiness to act, (2) knowledge of action strategies, (3) knowledge on the issue, and (4) personality factors create attitudes, locus of control, and individual responsibility. Task of teachers in the learning PLH is apart from the student to have a positive intention to act on the environment, as well as providing conditions conducive to behavior in accordance with the intentions earlier. This is due, to reach towards environmental sustainability, intentions alone are not enough without behavioral support.

Approaches to Learning Approach PLH

In accordance with the purpose of learning PLH, then effective learning should use a variety of approaches that can be fun and attract the attention of students. Its main purpose is to help students to learn to be happy, so learning that is fun and not a burden. To help students widely used mnemonic memory with a few symbols, songs, and poems into mnemonics. For example, adding the days in a month with a jingle 'September, April, June and November has 30 days, the remaining 31 days, except for February which had 28 days are exceptions to leap years, we need to add one more day.' Similarly, in studying the names of the planets in the solar system with the mnemonic 'MOVE MY SUN' where M is Mercury, O discarded, Venus V, E (Earth) Earth and so on (= ff.). Pluto should be added at the end.

In addition, students are invited to better help solve the problem rather than just listening. They will learn more about the concept of PLH if they are actively involved in the experiment, talk about it, think about it and apply it to the real world around them. Keep in mind that new scientific principles will not be found by sitting in a classroom alone, but examined in a laboratory to experiment and be actively engaged in learning. In addition, learning is an ongoing process, so that learning activities should be developed based on the order in which each experience developed by previous learning processes. If the PLH learning through joyful learning approach to achieve the goal, then you should consider several factors as follows:

1. Meaningfulness; understanding will increase if new information ideas and knowledge that has been mastered by the students. In particular, the terms and concepts are often difficult to understand. Pemahaman needs to be explored through the experiences of students themselves.
2. Strengthening; consists of repetition by the teacher and student training. Repetition and practice can overcome the forgotten. In a joyful approach to learning, reinforcement is to be aware of.
3. Feedback; learning is effective when students receive quickly on the results of the learning task. Simple feedback, for example, correction of students answers to the teacher during the lesson, or correction of student work.

Several models of learning that can support the Joyful Learning approach include:

1. Discussion
Discussion has great significance in developing understanding. This is due to discussions bring their students to use the concepts learned and turn it into a form of expression that is fun for students. Discussions are fun to be fulfilled denagan (a) Grouping the meaning of terms and statements, (b) Establish a shared understanding within a group, (c) Sharing of knowledge and experience, (d) help students understand new information, (e) Identify the various opinions and view, and (f) To cooperate in solving problems
2. Guided Inquiry Guided Inquiry learning is relevant PLH, while fun are also opportunities for students to examine what they have learned and apply it to the real world. Guided investigations can be done in various forms, which are to find out about the water cycle for example or figure out the aspects that cause the water to become polluted, and so on. Guided Inquiry will be effective if the following series of steps: (a) students choose or are given topic that needs to be investigated or researched, (b) collect the information they need, (c) analyze the information they have collected, and (d) present a report findings of these investigations can be shaped in a class presentation, a series of pictures, diagrams and graphs wall, or written reports.
3. Model IODE IODE term is an acronym for the English language intake (Reception), Organization (Settings), Demonstration (Demonstration), and Expression (Disclosure). The fourth letter indicates that there are four types of student activities in sequence learning. The model is a natural way of learning in acquiring new knowledge in the field of study and fun enough students. For example, in learning PLH is the topic of climate disruption effects of El Nino which has led to widespread drought, crop failures and forest fires in Indonesia. The application of learning in the classroom is as follow:
 - a. Acceptance (intake) Listening lesson information, view photos, maps and images showing the effects of El Nino, reading newspapers, magazines and books, listen to radio reports and watching TV reports about El Nino, interviewing farmers whose crops have been damaged by El Nino.

- b. Settings (Organize) Mapping of the areas affected by El Nino, the report of the farmers affected by drought, prepare charts and tables showing the losses due to the loss of agricultural production and losses due to forest fires, combine the newspaper reports about the decline in the number of forest due to fire forest and so on.
 - c. Demonstration (demonstrate) Explain how El Nino forms, illustrates the world regions affected by the El Nino effect, and summarizes the influence of El Nino on rice production, loss of forest, forest loss and death of animals and so on.
 - d. Disclosure (Express) Make a diagram illustrating the effects of El Nino, as well as presenting talks in class about El Nino. Or also wrote a poem that describes the feelings of a drought affected farmers and write stories about forest fires and so on.
4. Problem Solving Model
 This model can be used in Joyful Learning approach because it can attract students to solve environmental problems in the neighborhood. Such as, why floods, cholera outbreaks why, why the forest is important to human life, and so on. In this problem-solving model, the stages in solving problems vary according to the issue in question, but in general these stages can be sorted as follow:
 - a. Problem Identification stage is recognition of existing problems or issues around students. In this case, students can be involved to raise issues they see and feel
 - b. Issues Survey Considerations about different perspectives and aspects related to the issue in order to improve the understanding of the problem.
 - c. Problem Definition Defining the problem properly will help children to resolve the problem.
 - d. Focus issue size issues need to be considered to understand because it will affect how the settlement will be done; teachers have an important role in helping students to lead a major issue.
 - e. Analysis of Factors Contributing to. The causes must be sought once the problem has been identified and specified size. Therefore, we need to develop students' understanding of the problem itself.
 - f. Solving problems as it attempts to resolve the problems often cause other problems. Students in this case should be included.
5. Group Work Through group work the students are given the opportunity to set goals, propose and investigate, explain the concept, and discuss the issue. Cooperation students can stimulate their minds to share ideas. Being part of a group will foster a sense of belonging, mutual respect, and responsibility. Attitudes and behavior as well as open-mindedness, responsibility, cooperation, and attention to others can also be developed. That's all important features of effective group behavior. Good teamwork requires careful preparation and use only:
 - a. For activities that have clear goals and that can be done better by a group rather than by individuals.
 - b. For activities in which all members of the group in question can be given useful tasks to be performed.
 - c. If all members of the group have the necessary skills to perform the tasks that have been given to them.
 These skills need time to be developed and practiced continuously. The following suggestions may be useful when starting with a class group work, namely:
 - a. Begin group work slowly. Keep relevant groups remain small, probably no more than 5-8 children.
 - b. Pilihiiah task is simple, concise and well defined, and may be completed successfully by the group.
 - c. Pick up a leader and a recorder for the group or command that concerned children up. Explain the responsibility-responsibility leader, registrar and other members.
 - d. Give students the material resources they need to complete the task in question (when they are more experienced, they can collect their own resources).
 - e. Use some time with each group at the beginning and end of each work period. Give them some help and advice on how they are to do their jobs and how to report back to the class about what they are doing. Make sure that the group report to the whole class is really concise and interesting.

Conclusion

Learning approaches have become PLH PLH learning strategies that support the development of creative thinking and menciipaan enjoyable learning atmosphere. With the expected learning models

produced innovations that can be fun and exciting perhation student, the student is expected to feel good and happy (enjoy) in following pelajaran PLH. Furthermore, students can develop their creativity in developing the knowledge, attitudes, values and responsible behavior towards the environment. Thus, PLH learning in school to achieve the target in accordance with the objectives to be achieved.

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