

NATURE AS A FUN SOCIAL STUDIES LEARNING MEDIA (EDUTAINMENT STRATEGY IN TOURISTS ATTRACTIONS)

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Abstract. This study uses a qualitative descriptive method. The aim is to describe nature as a fun learning media. In Jatijajar cave complex, social science learning media were obtained in the form of human interaction in the economic field, namely the presence of traders in the culinary stalls and traditional markets. Geographical conditions were also found in the form of limestone mountains, forests and rivers. Meanwhile, at the tourist sites of Logending and Jetis beach, landscapes were found in the form of river mouths with mangroves, hills and beaches. There is social interaction between tourists and local residents. The economic interaction was in the form of buying and selling, tour boat services. Cultural interaction was in the form of kentongan and angklung art performances. The results of the study prove that the nature around Jatijajar cave tourism objects, Logending and Jetis beach can be used as fun social studies learning media.

Keywords: nature, learning media, social studies, fun.

INTRODUCTION

The nature around us where we live in it is so beautiful as a masterpiece of Allah SWT's creation that has many benefits. Mountains can be used for agriculture, plantations, and forestry. In addition, mountainous areas can be used for tourism, recreation and sports activities. Finally, the mountains are also used for economic activities and efforts to improve people's welfare (Amali Fitri, 2022:145). In this case, it means that the natural mountains can be used as learning media, especially social studies learning which is interesting and fun.

Fun learning atmosphere carried out by a teacher can make students passionate about learning and not get bored quickly. Especially in teaching and learning activities in Social Sciences (IPS) subjects, a teacher is required to be able to create an active and fun learning atmosphere for students. Active and fun learning can be done in the classroom or outside the classroom. Learning in the classroom can take advantage of social studies books and through audiovisual by paying attention to video/youtube shows. While learning outside the classroom is by utilizing the natural surroundings. Teachers must be able to present appropriate learning media for their students.

One of the problems that arise in the world of education is the level of skill and professionalism of teachers. Low teacher quality and incompetent teachers are still often found in social studies learning. This is evidenced by the number of teachers who have not used innovative and varied learning methods. Likewise with the use of learning media and learning resources, many teachers only rely on student worksheet books. The surrounding environment (geographical, social, economic, and cultural) has not been fully utilized (Eko Heri widhiastuti, 2017:35).

In learning activities are often faced with several obstacles or problems that must be solved. Constraints in social studies learning include low learning motivation and lazy learning in students. In addition, boredom and boredom also often befall students when receiving social studies lessons. This boredom arises due to feelings of anxiety, fatigue, and demands for achieving academic grades beyond the abilities of students. In addition, the factor of the teacher as an educator can also lead to boredom. Teachers who do not carry out learning using a variety of

methods, coupled with a learning atmosphere in the classroom that does not change, and lack of recreation and entertainment (edutainment) are the causes of this boredom.

There are many ways that teachers can do to overcome boredom in learning, including the method of learning outside the classroom, namely learning while having fun (edutainment). The trick is to utilize the surrounding natural environment for fun learning. The use of the environment as a learning medium certainly considers several factors, including the effectiveness and efficiency factors. How can learning involve the environment, here the teacher must be creative. Teachers must be able to present ideal learning, namely learning in which a teacher makes optimal use of the environment during learning activities (Gunawan & Darmani, 2018:39).

Mohamad Miftah and Nur Rokhman in their research on the use and criteria for selecting learning media suggested that one of the factors causing the low learning motivation of students was the lack of attractive learning media. It is further said that the presence of learning media in the learning process is very useful in helping students understand the subject matter presented. Teachers are ultimately required to be able to present the right media so that learning objectives can be achieved effectively, efficiently and interestingly (Mohamad Fiftah & Nur Rokhman, 2022:413).

In order to be able to present the right learning media, the teacher must have the knowledge and ability to choose the right media and in accordance with the learning objectives. The reality in the field is that there are still teachers who are not careful in choosing the right learning media, there are even some teachers who are completely irrelevant in choosing media, the teacher just chooses the media. As a result, the use of inappropriate learning media has a negative impact on students. These adverse effects include the lack of students' absorption of the material being taught, not the clarity of the information obtained, but the blurring of information that students receive due to the use of inappropriate learning media.

Eko Heri Widiastuti in his research entitled "Utilization of the Environment as a Learning Resource for Social Studies Subjects" stated that the social studies learning process would be easier for students to understand if the teacher was able to utilize the surrounding environment as a learning resource. The environmental conditions are very varied to be used as a potential learning resource, easy to obtain, and can be understood by students. This environmental potential can be in the form of social, economic, cultural and geographical environments (Eko Heri Widiastuti, 2017:30).

This study strengthens the two researches mentioned above. In essence, the selection and use of appropriate social science learning media will have a positive impact on students in understanding the subject matter. Inappropriate use of media results in less than optimal learning outcomes. The researcher utilizes tourist objects around the school where he teaches so that research is effective and efficient.

RESEARCH METHOD

This study uses qualitative methods, carried out in natural conditions, namely as-is conditions, researchers do not carry out activities that affect the scientific object of research. This research is a descriptive qualitative research. The data presented is in the form of words or pictures, not emphasizing numbers. Furthermore, the data that has been collected is analyzed and described so that it can be understood. The data collection technique is by means of triangulation, namely combining observations, interviews, and documentation (Sugiyono, 2022:7). In this qualitative research, data collection was not guided by existing theory, but was guided by facts obtained when research was carried out in the field. Therefore, the data analysis carried out is inductive based on existing facts and then constructed into a hypothesis or theory. So, data analysis in qualitative research is needed to build hypotheses.

The research focus was obtained after the researcher carried out general exploration activities (grand tour observation and grand tour question). From this general exploration, the researcher gets a thorough general picture of the social situation, but it is still only at the surface stage. In order to understand more broadly and deeply, the researcher determines the research focus. The focus of this research is the natural environment around the tourist attractions of Jatijajar cave, Logending, and Jetis beach as fun social studies learning media.

The subjects of this study were students of grade 5 MIN 3 Cilacap in the 2022/2023 academic year. While the object of research is the environment around the tourist object as a fun media for

edutainment for students. The research locations are the tourism objects of Goa Jatijajar and Logending Beach in Ayah District, Kebumen Regency, as well as Jetis Beach, Nusawungu District, Cilacap Regency.

Data analysis techniques include descriptive, comparative, and associative analysis/constructing relationships between categories. Descriptive analysis is carried out by selecting data that are considered important, unique, and related to the research problem formulation. Comparative analysis is carried out by sorting and classifying the data that has been described into units, themes, or categorization. Associative analysis is done by constructing the relationships between the categories that have been found (Sugiyono, 2019:358).

RESULT AND ANALYSIS

According to Poerwadarminta the Big Indonesian Dictionary (*Kamus Besar Bahasa Indonesia*), nature is everything that exists in the heavens and on earth (eg earth, stars, power). Surrounding nature means the environment of life. The nature referred to by the author is the surrounding nature, namely all living and non-living objects in the surrounding environment that can be used as learning media.

Humans must be able to use nature properly and correctly for the common good, namely the survival of all living things. Protecting the natural environment is a shared responsibility. Environmental damage in Indonesia that occurs in the form of land damage, water crisis, massive forest destruction, is a serious threat to the sustainability of human civilization. Whereas water, soil, and forests are important elements for human life (Rahman, Abdul, at.al, 2020:78).

According to Kristanto, learning media are anything that can be used to channel learning messages that can foster stimulation of attention, interest, focus on thinking, and feelings of students in learning activities to achieve learning goals. Thus, each learning media must be able to deliver to the learning objectives. In learning media, information is taken from the internet, books, films, television, and others that can be communicated to students (Kristanto, 2016: 6).

Learning media has several important meanings in learning activities. These meanings are as follows: 1) Learning media can clarify learning material. 2) Media can help the teacher to lead the class. 3) The media can lighten the role of the teacher. 4) Media can stimulate students to carry out internal dialogue. 5) Media can encourage active learners. 5) Media can facilitate the availability of place, space, and time. 6) Media can provide real experiences for students. 7) Media can provide the same stimulation, experience and observation at the same time for students. (Ramli, Muhammad, 2012:7-10).

1.1. Social Science

Social Sciences is a subject taught to students at the elementary, middle and high school levels. Social science subjects were born as a result of the desire of social science and education experts in order to strengthen the unity and integrity of the nation. (Susanti, Eka, 2018:2). This knowledge originates from the social life of the people who are selected by using social science concepts for the benefit of learning. IPS is an integrated study which is a simplification, adjustment, selection, and modification organized from the concepts and skills of history, geography, sociology, anthropology, and economics.

In the Independent Learning Curriculum launched by the Ministry of Education, Culture, Research and Technology of Republic of Indonesia in 2022, “social studies subjects” are merged into one with “science”. The result of this combination is the science subject, which consists of science and social studies subjects.

The teacher's keys to teach social science are: (1). The teacher acts as a facilitator. (2). Doing differentiation and modification learning. (3). Creative use of learning approach techniques. (4). The teacher is appreciative of the activities and work of students. (5). Involve students in learning activities. (6). Activate students to ask lots of questions and think critically (Fitri, Amalia, 2021:7-8).

1.2. Edutainment Strategy in Learning

Edutainment comes from the word education which means education, and entertainment which means entertainment. It can be interpreted that edutainment is fun learning. According to Hamruni in Santoso, edutainment means a learning process that contains a combination of educational and entertainment content in harmony and harmony, so that learning activities run in a fun way. (Santoso, 2018:63).

Fun learning according to the concept of edutainment can be done by incorporating humor and games into the learning process. It can also be done by role playing methods, doing demonstrations, and using multimedia. The goal is for students to be able to participate in learning activities with pleasure and full of joy (Yanuardianto, Elga, 2020:224-225).

1.3. Application of The Edutainment Concept

The concept of learning with an edutainment design is a fun learning concept, stimulating students to be able to explore and imagine. In addition, edutainment learning is carried out in an interesting, creative, innovative way so that the learning atmosphere becomes conducive, comfortable, enjoyable, relaxed, not stressful, not scary (santoso, 2018 :63). In short, edutainment learning is learning that combines with fun entertainment.

Utilizing the tourist attractions of Jatijajar cave, Logending Beach and Jetis Beach as social studies learning media is an interesting and challenging activity. These places are located close to affordable admission prices, so that it is effective and efficient for teachers and students for learning activities.

2. Social Studies Activity

2.1. Human Interaction with Nature in Jatijajar Cave

Jatijajar Cave is located in Jatijajar Village, Ayah District, Kebumen Regency. The location is in the karst hills of southern Gombong. The length of this cave reaches 250 meters, the average height is 12 meters, the average width is 15 meters, it is located 50 meters below sea level.



Fig. 1.The Entrance of Jatijajar Cave

The Jatijajar cave complex is an area of limestone hills where many teak trees and other trees grow. The surrounding natural conditions are fresh because there is a flowing river. Students can use this area to study social studies on the theme of human interaction with nature. The teacher explains the benefits of trees for the preservation of nature. The teacher also explains how to keep the river from being polluted. Next, it explains the negative impact received by humans as a result of not being able to preserve nature.



Fig. 2. The Exit gate of Jatijajar cave



Fig. 3. Stalactites of the Cave

2.2. Human Interaction in the Economic Sector.

Students observed and reported the learning activities they done around the Jatijajar traditional market. There they saw the activities of traders and visitors who came. The teacher practices examples of interactions and buying and selling transactions between traders and consumers. The teacher also conducts interviews with traders about their wares. Bargain the price, then buy the item. This activity is in accordance with IPS learning with the theme of human interaction with the economic environment.



Fig. 4. Jatijajar Traditional Market

2.3. Social Interaction at Logending Beach



Fig. 5. View of Logending Beach

The tour boat is an interesting IPS learning media. Boat operators offer services around the brackish forest around the coast. This is an example of social interaction in the service sector. While riding a boat around the Ijo river, students can enjoy the beauty of the hills to the east of the beach and the brackish forest around the river. In this activity the teacher conducts transactions with tour boat managers by prioritizing noble character. So that it can be said that the teacher has implemented the “*Pancasila*” student profile as demanded by the independent learning curriculum proclaimed by the Indonesian government.

2.4. Social Learning at Jetis Beach

Jetis beach is a famous tourist attraction which is located next to Logending beach. Beach it has south sea waves with big waves. Located in Jetis village, Nusawungu sub-district, Cilacap district. This beach offers beautiful panoramas with views of the limestone mountains, has a coastline spanning almost 3 kilometers. This beach is also directly opposite the Ijo river which is the boundary between two districts, namely Cilacap Regency and Kebumen Regency. Because it has big waves, this beach has many stone arrangements that are neatly lined up and jugged into the beach. These stones are deliberately made to break big waves and these artificial stones are used as attractive spots for tourists to take pictures.



Fig. 6. Jetis Beach

First, the teacher explains about the benefits of the sea for human life. It also explains the occurrence of land breezes and sea breezes. Furthermore, students were given an explanation of how to preserve the sea. The way to protect it is not to throw trash into the sea, not to use explosives when catching fish, and to plant plants on the beach.

2.5. Interaction in the Economic Sector



Fig. 7. Jetis beach sea food

Students are presented with a delicious seafood menu at affordable prices. Enjoying food while resting and unwinding is certainly a pleasant thing. On this occasion the teacher used culinary stalls as social studies learning media. Students are taught to be good consumers by communicating in a polite and friendly manner to shop managers.

2.6. Fish Auction

Teachers use the Fish Auction Place (TPI) as social studies learning media. In this activity the teacher explains the meaning of fishermen, TPI, auctioneers, transactions, buying and selling systems from fishermen to consumers. The teacher also explains the difference between the Fish Auction Place (TPI) and a regular fish market. Thus, students will be able to understand



Fig. 8. Jetis Fish Auction

3. Edutainment in Social Subject Learning

As stated above that one method to get rid of boredom in learning is by learning while having fun. The learning was carried out with full of joy and cheerfulness. Students see firsthand the natural beauty that they visit, they also see directly community activities in the form of social interaction, economic interaction, and culture. This is certainly an interesting and fun thing for those who have only learned in the classroom through books, lectures, and audio-visual broadcasts. Thus, means learning while looking for entertainment has been implemented.

In Jatijajar Cave, students witness human interaction in the social field, namely the existence of human activities in the tourist object complex. Students can dig up historical information on the formation of Jatijajar cave. Followed by looking at the condition of the cave which has stalactites and stalagmites in it. In addition, students also observe the river flowing in the cave. This activity is certainly very fun and interesting.

Then students are invited to observe social interactions in the economic field. The teacher invites students to see the activities of handicrafts and see buying and selling transactions in traditional markets in the complex of tourist objects. The teacher gives a lighter so that students ask a lot of questions, then they are required to find the answer. Then the teacher gives reinforcement or repetition.

Other social interactions are in the field of services around the Jatijajar cave tourism object, namely motorbike storage places, public toilets, and umbrella and mat rental services. Interaction in the field of culture, namely the appearance of an angklung/kentongan group which always entertains visitors with their songs and dances. Here the teacher gives an explanation between social studies material and the tourist objects he visits. Thus, students can gain knowledge while having fun and not getting bored.

From Jatijajar cave the trip continues to Logending Beach and Jetis Beach. The locations of these two beaches are next to each other, only separated by the mouth of the Ijo river. At Logending Beach and Jetis Beach, students see first-hand social interaction in the economic field, namely buying and selling activities at culinary stalls and souvenir stalls in the terminal complex. In addition, students also saw fishermen's activities when they went to look for fish in the sea and returned from the sea. Students also witnessed the activities of traders and buyers at the fish market, as well as at the traditional market in the tourist attraction complex. Here the teacher provides opportunities for students to ask many questions about something that is observed.

Human interaction in the service sector at Logending and Jetis beaches is not much different from Jatijajar cave. There are motorbike storage places, public toilets, mat rental and beach chair rental. There is also a barbershop available. In this observation activity the teacher explains the material of human interaction in the service sector.

Interaction in the field of culture, namely the appearance of an angklung/kentongan group to entertain visitors with songs and dances. The teacher also explains some of the crafts that are sold in the traditional market in the tourist attraction complex, including masks, horse braids, blangkon, traditional weapons, and musical instruments such as the saron and flute. Thus, here students can obtain social studies happily and enthusiastically.

CONCLUSION

Using nature as a social studies learning media is interesting and full of challenges. The teacher does not dwell in the classroom in delivering lessons, but goes directly to the field, directly practicing the knowledge learned. The teacher must be able to present the right learning by using the right media. The accuracy of the selection of learning media will determine the success of learning.

Jatijajar Cave, Logending Beach, and Jetis Beach are tourist attractions that are located close together. In this place, students can learn social studies happily and enthusiastically. There students with the facilitation of the teacher can learn history. They also witness social activities in the form of human interaction with nature, human interaction in the social, economic and cultural fields.

Edutainment activities in social studies learning by using the natural surroundings (Jatijajar Cave, Logending Beach, and Jetis Beach) as a medium can overcome the boredom of students in learning. This can be seen from their joy when participating in activities. Their activities are also full of enthusiasm. Furthermore, during the reflection activity the teacher asked about the material that had been studied, the students enthusiastically answered the questions. The teacher provides reinforcement or repetition.

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