

# CHAPTER I

## INTRODUCTION

### A. Research Context

Nowadays, many external factors affect the education system on the macro, including ideology, economy, politics, socio-culture, and natural environment. These factors affect each other in the educational system, including the interaction with the social and natural environment in the broader ecosystem. The current moral and ecological crisis is the relation crisis between people and cultures with the environment in which they shelter, live, and exploit natural resources. This condition has always been a challenge for schools as an educational base in Indonesia to prepare and produce people who care about environmental damage or pollution. There will be a harmonious balance between the environment and people who live and learn in it.

Environmental awareness needs to be instilled early. It can begin with the family environment. Parents have an important role in increasing children's care for the environment. Besides, children's care for the environment can be done formally from the moment that children begin to receive education at school. The student's care for the environment can be carried out from nearby environment. Students are accustomed to maintain the environmental cleanliness and have care for the environment. Students also need to be invited to make observations about the environment.

Educotourism is a form of responsible to the environmental care that aims to develop the *green school*, a school that consists of plants and

domestic animals, so that it caused the nuances of recreation or green tourism. While the same term called ecotourism is a form of responsible travel to natural areas to conserve the environment and preserve the lives and welfare of residents.<sup>1</sup> Ecotourism emphasizes the balance between enjoying the natural beauty and efforts to conserve the environment (nature and culture) and increasing community participation in its management. In these terms, educotourism has the exact definition and emphasizes education. The implementation of educotourism is the habituation of a healthy life, behaving in care of the environment to create a relaxed, beautiful, and pleasant class atmosphere.

In other cases, ecological literacy (eco-literacy) is a term used by Capra to describe a human who has achieved a high awareness level of the importance of the living environment. The term eco-literacy is more than a measurement of one's ecological knowledge. However, it also measures one's ability and willingness to use that knowledge for a sustainable lifestyle.<sup>2</sup> In the education field, eco-literacy should become the main focus of the curriculum to face severe challenges of environmental problems in the future. Aspects of knowledge are generally measured using questions of knowledge tests about ecosystems or the environment. In the aspect of the head of student eco-literacy, it is shown by being able to identify and solve environmental problems in schools. In the heart aspect of eco-literacy,

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<sup>1</sup> Moh Agus Krisno Budiyanto et al., "Ecotourism-Based Learning Models in Efforts to Implement Effective Learning," *Pisma Sains: Jurnal Pengkajian Ilmu Dan Pembelajaran MIPA IKIP Mataram* 8, no. 2 (December 2020). 69.

<sup>2</sup> Mirza Desfandi, Enok Maryani, and Disman, "Building Ecoliteracy through Adiwiyata Program," *Indonesian Journal of Geography* 49, no. 1 (June 2017), <http://dx.doi.org/10.22146/ijg.11230>. 51.

students are shown through the student's empathy attitude towards plants and have the responsibility of reminding the theme to maintain the environment. Student eco-literacy in the hand aspect is shown through cleaning and energy-efficient tools in the school environment.

The students' ecological intelligence can be grown through understanding the environment and how to be environmentally friendly. Eco-literacy or ecological intelligence of students can be grown through the teaching and learning process with the principles of organizing, head (cognitive), heart (emotional), hands (active), and spirit (connectedness).

The head domain (cognitive) includes the ability to think critically, and the ability to imagine the long-term impact of an action through the environment. The heart domain (emotional) includes a sense of attention, a sense of love, respect and empathy for all beings. The hands domain (action) includes the creativity of making tools and actions that support sustainability, as well as energy adjustment. The spirit domain (connectedness) includes an attitude of awe towards nature, feeling a strong bond and deep appreciation for nature, feeling closeness to nature and bringing out feelings of closeness to others. The spirit domain when viewed in the context of muslim can be interpreted by having admiration for nature as a creation of Allah SWT that must be maintained, and having love for fellow creatures created by Allah SWT.

From this, the eco-literacy will investigate to the English learning material. Tomlinson stated that materials mean anything which is used to help to teach language learners. Materials can be in the form of a textbook,

a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned.<sup>3</sup> The existence of English learning material is also can be used to facilitate the students in improving their ability exactly in the English skill. Besides, the use of English learning material could help students to feel easy and develop confidence in the learning process.

If educators are serious about preparing children to survive, find meaning, and explore more positive futures in a rapidly changing and increasingly disconnected world, eco-literacy is as essential as other literacies. While Capra's three principles are fundament to eco-literacy, they can be interpreted and experienced in many ways within education.<sup>4</sup>

The concept of Madrasah that pays attention to the environment currently being raised in Madrasah Tsanawiyah Sumber Bungur Pakong is a short answer to the current ecological crisis. This concept is an embodiment of:

الْعُقْلُ السَّلِيمُ فِي الْجِسْمِ السَّلِيمِ

*al-aqlu as-salim fil-jismi as-salim* (common sense exists in a healthy body), where this expression gives a little picture that physical health will affect the health of reason (achievement of learners). To make a healthy madrasah environment pollution-free, adequacy in the availability must be met to

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<sup>3</sup> Brian Tomlinson, *English Language Learning Materials* (London: Continuum International Publishing Group, 2008).

<sup>4</sup> Caroline Smith, "Education and Society: The Case for Ecoliteracy," *Education and Society*, 1, no. 25 (2007).

study in Madrasah to be passionate, engaging, and fun, which will ultimately result in educational outcomes that achieve morally, academically, and non-academically.

The nuances of recreation or green tourism, namely tourism care and respect for the environment, conservation action, local products and culture, and recycled products, implement the concept of Madrasah Adiwiyata and environment care.

Departing from the three concepts of education, ecology, and tourism, Madrasah Tsanawiyah Sumber Bungur Pakong, became a Madrasah that is taken into account and became the main choice not only for the people of Madura but also for Indonesia because then a myriad of achievements both the achievements and learners, educators and madrasah achievements as an institution, both academic and non-academic, can show well to stakeholders and users. This concept leads to the understanding and discussion of the transformation of Madrasah towards "*educotourism*" (education, ecology, and tourism) as an innovation and development of Madrasah Tsanawiyah Sumber Bungur Pakong, especially in the aspects of educational goals and their implications in the learning process and the resulting outcomes.<sup>5</sup>

Various previous studies have shown that educotourism has excellent potential and benefits when associated with education, especially in learning. Based on Sekarsari's conceptual research, the study aimed to

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<sup>5</sup> Mohammad Holis, Kepala Sekolah MTs Sumber Bungur Pakong, *Wawancara Langsung*, (26 Maret 2022)

determine the increase in eco-literacy and creativity in waste utilization by using a project-based learning model in social studies learning. The research used classroom action research conducted in the fifth grade of primary schools. The researcher used observation sheets, interviews, documentation, and field notes instruments in collecting data. Her study was resulting students becoming more active in increasing the ability of eco-literacy in the learning process.<sup>6</sup> Another research study showed the eco-literacy in higher education that determine the knowledge of local flora and fauna of undergraduate and graduate students at the largest universities.<sup>7</sup>

In contrast to both researches, the research will specifically explore English learning materials that will identify eco-literacy through English learning. The aim of this study is to develop English teacher ability to be more creative in composing the English learning materials.

Based on the above discussion, the researcher is interested to find out and explore how the educotourism is implemented through eco-literacy in English learning materials in Madrasah Tsanawiyah Sumber Bungur Pakong.

## **B. Research Focus**

John W. Creswell stated that research focus or research problem is the educational issues, controversies, or concerns that guide the need for

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<sup>6</sup> Sekarsari Sunaryo Putri, "Increasing Ecoliteracy and Student Creativity in Waste Utilization," *International Journal of Evaluation and Research in Education (IJERE)* 8, no. 2 (June 2019):<https://doi.org/10.11591/ijere.v8i2.18901>. 255.

<sup>7</sup> Sarah Wheelless Hammond and Sherry S Herron, "The Natural Provenance: Ecoliteracy in Higher Education in Mississippi," *Environmental Education Research* 18, no. 1 (February 2012): 117.

conducting research.<sup>8</sup> Qualitative research also can look to their personal experiences and interests, to theory, to the professional literature, or to current social issues and real-world concerns to find a potential problem.<sup>9</sup> Both statements from the research focus description had the same objective and meaning. The researcher needed to decide on the research focus before conducting research. These are several problems that will be answered in this research.

1. How does the English teacher implement the educotourism through eco-literacy in English learning materials in MTs Sumber Bungur Pakong?
2. What are the advantages and disadvantages of the implementation in the educotourism through eco-literacy in English learning materials in Sumber Bungur Pakong?

### **C. Research Objectives**

A research objective was a statement of intent used in research that specifies goals that the investigator plans to achieve in a study.<sup>10</sup> A research objective could be defined as solving a problem and formulating a statement. It means that the research objective answers the research focus that the researcher has formulated. They are:

1. To explore the English teacher that implement the educotourism through eco-literacy in English learning materials in MTs Sumber Bungur Pakong.

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<sup>8</sup> John W Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012). 59.

<sup>9</sup> Donald Ary, *Introduction to Research in Education* (Belmont, CA: Wadsworth Cengage Learning, 2010), 48.

<sup>10</sup> Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. 111.

2. To classify the advantages and disadvantages of the implementation in the educotourism through eco-literacy in English learning materials in Sumber Bungur Pakong.

#### **D. Research Significance**

The significance of study stated the implications of the findings for educational practice and theory.<sup>11</sup> The researcher tried to explain the significance of the study as follows:

1. English Teacher and English Lecturer

The result of this research is beneficial for English teachers and English lecturers to make this as a reference to start exploring the eco-literacy in developing the English learning. Besides, the researcher hopes that this research will give new concept to the educators especially to the English teacher to be a new field in developing the English materials that related to eco-literacy.

2. Students of Junior High School

This research is hopefully useful for learners especially junior high school students in seeking the learning related to the eco-literacy. This research will explore the English learning materials related to eco-literacy so that the students will explore more about the eco-literacy in English learning.

3. Researcher

This research provides beneficial contributions in giving general knowledge to other researcher about the eco-literacy in English learning.

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<sup>11</sup> Ary, *Introduction to Research in Education*. 258.



And this research also can be used as a deeper study in the research study case by other researchers as the previous study in their research.

### **E. Definition of Key Terms**

Creswell suggested us to begin our research by narrowing our topic to a few key terms in using one or two words or short phrase.<sup>12</sup> In this research, the researcher will identify the several definitions of key terms:

#### 1. Educotourism

Educotourism is a form of responsible to the environmental care that aims to develop the *green school*, a school that consists of plants and domestic animals, so that it caused the nuances of recreation or green tourism.

#### 2. Eco-literacy

Eco-literacy or ecological literacy is a term used by Fritjof Capra, to describe the highest level of human consciousness, namely respecting the environment (ecosystem).

#### 3. English Learning Materials in MTs Sumber Bungur Pakong

English learning material is a tool or media that contains and conveys all English learning including learning instructions, learning objectives, topics and learning subject, learning activities, material summaries, evaluations, and assessments developed in MTs Sumber Bungur Pakong.

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<sup>12</sup> Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 82.

## F. Previous Study

In this part, previous study is the important thing to describe and differentiate between this research and other research. Here are some of the previous study that will be explained by the researcher.

Dhea Adela, as the first writer in the article of “*Integration of Environmental Educational at the Adiwiyata Program Recipient School in Growing Ecoliteracy of Students*”, was a qualitative research study that aims to find out how the integration of environmental education in Adiwiyata recipient schools in growing the students’ ecoliteracy through intracurricular and extracurricular program.<sup>13</sup> Dhea’s research had the same research method with this research in using the descriptive and explorative research. However, both researches study had contradiction in data sources. The object of Dhea’s research study was explored the environmental education at the Adiwiyata program recipient in growing the eco-literacy. In contrast to Dhea’s research, this research explored the educotourism through eco-literacy at the same school, it is Adiwiyata program, in growing the English learning materials.

Another previous study was also conducted in Salimi’s descriptive research describing the natural school in students’ eco-literacy entitle “*The Profile of Students’ Eco-literacy at Nature Primary School*”. This result study revealed that: (1) cognitive aspects were quite good, indicated by a systematic understanding of nature; (2) emotional aspects were good, shown

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<sup>13</sup> Dhea Adela, Sukarno, and Mintasih Indriayu, “Integration of Environmental Education at the Adiwiyata Program Recipient School in Growing Ecoliteracy of Students,” *Atlantis Press* 262 (2018): 67.

by high caring and empathy; (3) spiritual aspects were good, indicated by the attitude of respecting nature; (4) high activity aspects, shown by ability to apply ecological knowledge into life practices.<sup>14</sup> However, this result study revealed the English teacher in MTs Sumber Bungur Pakong using the educotourism through eco-literacy in the English learning materials. In conclusion, Salimi's research was very contrast to this research that will be observed.

Besides, the contradiction research occurred in Alessandro research study that began with an analysis of the way children develop eco-literacy, including the processes of affection development and knowledge building, which are two ways of fostering environmental concern and, possibly, stewardship.<sup>15</sup> This research study generally presented various lessons on ecoliteracy as the guideline to teach those lessons. Some examples are children's learning process related to the nature in both outdoor and indoor environments, asserting local building materials and plants, and others. In line with this, Alessandro research study could be more general than this research that will be observed.

In line with this, Supriatna's research study under the title "*Local Wisdom in Constructing Students' Ecoliteracy through Ethnopedagogy and Ecopedagogy*" entailed some ideas of how students' ecological intelligence is constructed through ethnopedagogy and ecopedagogy within the process

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<sup>14</sup> Moh Salimi, Achmad Dardiri, and Sujarwo, "The Profile of Students' Eco-Literacy at Nature Primary School," *Cypriot Journal of Educational Sciences* 16, no. 4 (2021): 1450.

<sup>15</sup> Alessandro Rigolon, "A Greener Future: The Active Role of Place in Enhancing Ecoliteracy in Children," *Journal of Architectural and Planning Research* 29, no. 3 (2012): 181.

of teaching and learning at schools in Indonesia.<sup>16</sup> The significance of Supriatna's research had the same idea with this research. Both research study described the English teacher skills to explore the educotourism in order to support students' eco-literacy.

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<sup>16</sup> N Supriatna, "Local Wisdom in Constructing Students' Ecoliteracy through Ethnopedagogy and Ecopedagogy" (Bandung: Atlantis Press, 2016), 126.