

Integrated Teaching Material with Education for Sustainable Development on History Subject for High Schools Curriculum Development

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Abstract. This study aims to identify History subject materials that can be integrated with Education for Sustainable Development (ESD) for curriculum development in high schools. This research uses the documentation study method which is collaborated with the Focus Group Discussion (FGD) method. Data validation of FGD results was carried out with expert judgment. Data were analyzed using descriptive statistics. The results of the study showed that there were historical subject materials which made it possible to be integrated with ESD. The conclusion of this research is that the history subjects in high school have the potential to be integrated with ESD so that this can be a significant point in the development of the history curriculum in high school.

1. Introduction

ESD is implemented with the aim of providing understanding, skills and instilling values for sustainable living in society and education itself is seen as the duty of everyone, so that all members of the community take responsibility [1]. Education is an effort to improve human resources. Quality human resources plays an important role in the implementation of sustainable development. Why is that, because development does not only provide various positive impacts, such as economic growth and increasing people's welfare, but also brings negative impacts such as environmental damage and environmental pollution [1]. If human resources as the implementation of development, both in the ranks of policies, decision-making and implementing in the field of quality, then development is not merely pursuing maximum benefits and benefits, but carried out wisely by considering the benefits obtained economically and its loss to environment. On the other hand, if quality resources are affected, negative impacts will receive less attention and concern. As a result, not infrequently the benefits and benefits obtained are not balanced with the environmental damage caused. It needs dynamic adaptation in human-environment relations to help advance our understanding of past and future changes, including sustainability and potential global effects [2].

ESD is strived to realize quality human resources, of course what is needed in realizing sustainable development. Because qualified human beings are expected to be able to utilize and process natural resources optimally with sustainability and natural balance [3] [1] [4] [5]. Education for sustainable development is more than just teaching knowledge and principles related to sustainability. Education for sustainable development aims to transform social values with the aim of creating a more sustainable society. Education for sustainable development touches every aspect of education including



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planning, policy development, program implementation, finance, curricular, teaching, learning, assessment, administration [3].

ESD aims to provide a coherent interaction between education, public awareness, and training with the aim of creating a more sustainable future and encouraging the transformation of education so that it can contribute effectively to the reorientation of society towards sustainable development [3]. ESD contributes to quality education. Curricula that include sustainability content in local, social, economic and environmental contexts have been able to change the context of the teaching paradigm and the learning process that starts from basic education to secondary education. ESD facilitates learning of knowledge, and promotes learning of the skills, perspectives and values needed to encourage and sustain a sustainable society [6].

The goals of ESD and the subjects of History are similar in terms of "creating - preparing" for humanity and for a better future. Human studies and concepts, space, time become the focus on the integration of ESD and History subjects. Historical (High School) Courses in Senior School and ESD both require new directions through a critical pedagogy approach. This gives students the opportunity to take concrete action, in maintaining and improving the environment through appreciation of critical environmental issues and situations, ethical development as well as understanding, motivation and skills to act based on values and commitments [7] through studies that are integrated in the subjects of History. Collaboration on past and future studies is something that must be implemented in order to maintain human and environmental existence across time and space.

2. Methodology

To collect data, this study uses documentation and survey study methods that are collaborated with expert judgment through FGD. The documentation study was carried out through a review of the Indonesia History subject curriculum in senior high school from grade X to grade XII. Curriculum studies are carried out on compulsory Indonesia History subjects and ESD competencies which include the environmental dimension, the socio-cultural dimension and the economic dimension.

3. Results

Based on the results of identification of curriculum materials in the History subjects contained in the 2013 high school curriculum documents, not all of the History curriculum materials can be integrated with ESD. Research and documentation study on curriculum material for Historical subjects includes identification of Indonesian History subject competencies from grade X to grade XII obtained based on survey results and FGDs. The results of the survey and FGD are then analyzed, through analysis of the description of the data presented in the form of quantitative data. The results of the study show that there are seven basic competencies and 19 indicators of achievement of competencies in History subjects that can be integrated with ESD. The results of the study are presented in Table 1.1 Distribution of Integrated ESD on Basic Competence in Historical Subjects in Senior High Schools as follows:

Table 1. ESD Distribution Integrated in Basic Competence Historical Subjects in High School

Grade	Semester		Note
	Term 1	Term 2	
X	√		Basic Competency 3.2
	√		Basic Competency 3.6
		√	Basic Competency 3.8
XI	√		Basic Competency 3.3
XII	√		Basic Competency 3.1
	√		Basic Competency 3.3
		√	Basic Competency 3.6

Based on Table 1, it can be described that there are two basic competencies in grade X in semester 1 and one basic competency in semester 2 that can be integrated with ESD. In grade XI there is one basic competency in semester 1 that can be integrated with ESD. And in grade XII in semester 1 there are two basic competencies and one basic competency in semester 2 that can be integrated with ESD. Specific data related to the research results are presented in Table 2, Table 3 and Table 4 as follows:

Table 2. Historical Material that can be Integrated with ESD in Grade X

Subject Basic Competency	ESD
3.2 Understanding the concepts of change and sustainability in history	3.1 Analyze the impact of environmental damage and determine how to prevent environmental damage
4.4 Applying the concept of change and sustainability in studying historical events	4.1 Presenting ways to prevent the impact of environmental damage
3.6 Analyze the development of community life, government, and culture during the Hindu and Buddhist kingdoms in Indonesia and show examples of evidence that still applies to the life of Indonesian society today	3.2 Analyze ways to maintain a sustainable environment 4.2 Design ways to maintain environmental sustainability
4.6 Presenting the results of reasoning in written form about the values and cultural elements that developed during the Hindu and Buddhist kingdoms that are still sustainable in the life of the Indonesian people today	
3.8 Analyze the development of community life, government, and culture during the Islamic empires in Indonesia and show examples of evidence that still applies to the life of Indonesian society today	3.4 Analyze efforts to preserve the socio-cultural environment in a sustainable manner 4.4 Carry out efforts to preserve the socio-cultural environment in a sustainable manner
4.8 Presenting the results of reasoning in written form about the values and cultural elements that developed during the Islamic kingdom and are still sustainable in the life of the Indonesian people today	

Table 3. Historical Material that can be Integrated with ESD in Grade XI

Subject Basic Competency	ESD
3.3 Analyzing the impact of politics, culture, social, economics, and education in the European colonial period (Portuguese, Spanish, Dutch, English) in the life of the Indonesian people today	3.3 Analyze steps to overcome the impact of environmental damage that occurs
4.3 Reasoning the political, cultural, social, economic, and educational impacts of the European colonial period (Portuguese, Spanish, Dutch, English) on the lives of the Indonesian people today and presenting them in the form of historical stories	4.3 Design steps to deal with the impact of environmental damage that occurs

Table 4. Historical Material that can be Integrated with ESD in Grade XII

Subject Basic Competency	ESD
3.1 Analyzing the efforts of the Indonesian people in facing the threat of national disintegration including PKI Madiun 1948, DI / TII, APRA, Andi Aziz, RMS, PRRI, Permesta, G-30-S / PKI	3.5 Analyze efforts to preserve socio-cultural diversity
4.1 Reconstructing the efforts of the Indonesian people in facing the threat of national disintegration including PKI Madiun 1948, DI / TII, APRA, Andi Aziz, RMS, PRRI, Permesta, G-30-S / PKI and presenting it in the form of Historical stories	4.5 Carry out efforts to preserve socio-cultural diversity
3.3 Analyze the development of political and economic life of the Indonesian people in the early days of independence until the period of Liberal Democracy	3.6 Evaluating the economic empowerment of communities in efforts to reduce poverty
4.3 Reconstruct the development of the political and economic life of the Indonesian people in the early days of independence until the period of Liberal Democracy and present it in the form of a written report	4.6 Empowering the community's economy in poverty reduction efforts
3.6 Analyzing the development of political and economic life of the Indonesian people in the early Reformation	3.7 Analyzing strategies and forms of building economic independence
4.6 Conduct a simple study of the development of the political and economic life of the Indonesian Nation in the early Reformation period and present it in the form of a written report	4.7 Designing strategies and forms for building economic independence

4. Discussion

ESD is a program that must be implemented in schools, but in the reality this program has not been implemented. Schools cannot implement this program because there is no curriculum. Therefore schools need to have programs designed to integrate them in the curriculum. This integration is a way that schools can take in this case teachers, without adding to the burden of student learning. The results of research implemented on the subject of History prove that not all basic competencies can be integrated with ESD. In the fact the existing curriculum does not have the content and ESD program. Therefore, efforts are needed to include ESD in the existing curriculum [8]. One alternative through the subject of History has the opportunity to be integrated with ESD. Why, because the nature of the subjects of History and ESD has an inseparable connection in terms of studies of people, space (environment) and time. Change and sustainability are the focus of History [9] and ESD [10]. The integration of ESD in the subject matter of History in Indonesia can be said to be one form of curriculum reform [11].

Efforts to integrate ESD into the History curriculum are carried out through an analysis of the needs of competencies and basic competencies that ESD can integrate into. Based on the results of the FGD in grade X of the eight existing historical competencies there are three basic competencies that

ESD has the opportunity to be integrated with or equal to 37.5%. In grade XI of the ten basic competencies there is one ESD basic competency that has the opportunity to be integrated or equal to 10%. In grade XII of the nine basic competencies available, there are three basic ESD competencies that have the opportunity to be integrated or equal to 33.3%. As for the Basic Competencies of Indonesian History and other History, further research and studies need to be done.

Based on the description above we can get an understanding that ESD integration is a process that should be carried out by every level, type of educational institution and each subject [8] [12]. Nevertheless, especially in Indonesia that there is no curriculum related to sustainable development, in its implementation it can be done in ESD learning through integration into subjects [13] especially Indonesian History.

5. Conclusion

The study of curriculum materials in Historical subjects as a whole relates to human life in crossing the space of time in the past, present and future. While the study of ESD programs focuses on how humans must act and behave in the present towards their environmental space in order to continue to develop sustainably. There is a complementary relationship between the history subjects in high school with the ESD program so that it can become a transdisciplinary study. Curriculum materials for History are likely to be integrated with ESD in senior high school.

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