Learning Indonesian History of the Colonial Period: An Ecopedagogical Perspective

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Abstract: This article aims to analyze and describe the implementation of ecopedagogic-based history learning in the Colonial Indonesian History course. This research uses this qualitative research method, and the data analysis model used is an interactive analysis model. Starting from the stages of data condensation, data presentation, and conclusion and verification. The results showed that the history learning process carried out in sixteen face-to-face meetings had been carried out by integrating elements or main pillars in ecopedagogic-based learning, namely historical environmental literacy, cultural literacy, and utilization. This research is relevant to Bloom's competency domain, namely the competency domain of knowledge, attitudes, and skills. Previous research related to ecopedagogy only focused on the natural environment and its relevance to biology and social studies learning. Meanwhile, this research focuses on historical environments such as forts, museums, and monuments and their relevance to learning history. Ecopedagogic-based history learning is one of the solutions to monotonous history learning and is associated with the negative connotation that history learning is a boring memorization lesson.

Keywords: Ecopaedagogic Perspective, History Learning, Learning Resources

A. Introduction

History learning has its own characteristics, namely studying the facts of historical events (Chan et al., 2023). History learning can provide values and norms that can be used as guidelines for students' daily lives. History learning has a purpose in accordance with the National Education Law, which can provide guidelines for the progress of the country. In studying history, it turns out to play an important role in shaping character, arousing awareness of the main aspects before mankind (development and constant changes from the past to the future), directing the idea of trust and intelligence in students, and instilling a sense of love for the country and mankind. The significance of learning history is the choice to deal with current issues by drawing on the past (Yulianti & Seprina, 2022). To achieve this goal, a plan for the teaching and learning process, teaching methods, subject matter, and teaching evaluation is needed. In addition, it is necessary to pay attention to the problem of

learning resources.

Learning resources are everything that educators and students can use to learn subject matter (Vereijken & van der Rijst, 2023), so they can make it easier for students to understand the subject matter. The learning resources used by history students are historical resources related to the course, both as literature and assignment reference materials (Mustika. et al., 2017). Learning resources help maximize the results that can be seen not only from the learning outcomes but also from the learning process. Learning resources can provide learning stimuli to accelerate understanding of the material itself.

One of the criteria for a good learning resource for history students is that it can attract students' interest in learning it (Wu et al., 2023). An interesting learning resource in this era is presenting learning in the outdoors, which is based on the environment around student life. Environment-based learning is currently very widely used by educators because what is presented in the surrounding environment will make students interested in observing it, especially for history students who are based on the social environment (Hidayah, 2019). Environment-based learning can utilize objects in the surrounding environment as learning resources in the form of historical remains such as buildings, heritage sites of a kingdom, or temples built in the past. The use of buildings, sites, and temples in the past as a source of learning allows humans to obtain elements of past civilizations so that humans can take a role in present and future civilizations (Septiani, 2018).

The environment-based learning process requires students to try to find evidence of past events (historical sources) by utilizing objects in the surrounding environment (Peleg et al., 2024), processing or criticizing these sources, and compiling them into useful historical information. Lecturers are no longer the only source of information in the classroom, but lecturers play a more important role as guides for activities carried out by students. The student's task is like that of a professional historian, even though this student is only at the introductory level. Lecturers who play the role of course facilitators need to present historical sources or bring students directly to these sources as historical evidence that can be collaborated with in the tourism work method or fieldtrip (Ekwandari et al., 2021).

The use of the environment as a learning resource (Shank, 2023), has long been known for its concept of ecopedagogy. Ecopedagogy is a very important approach in the world of education (Misiaszek, 2023). Ecopedagogy is actually also based on critical pedagogy (Korsant, 2024), which in essence provides flexibility and independence for students in exploring what interests them, but further ekopedagogy also seeks to develop aspects of students' attitudes and skills (Irianto et al., 2022).

Ecopaedagogy reviews three basic things (Kopnina & Bedford, 2024). *First*, ecological literacy means understanding what is meant by the historical environment, the

background and process of its formation, as well as the positive and negative impacts of human attitudes on the historical ecological system. *Second,* cultural literacy will increase insight, awareness, and understanding of various cultural perspectives in the relationship between humans and the environment that produces a historical legacy. *Third*, the use of information technology to encourage learning as a social process and improve students' social skills in interacting both in the classroom and outside the classroom through "literacy" of information technology.

Ecopaedagogics in the world of education teach about the environment more broadly, not only about the human environment (Finali & Budyawati, 2022). Ekopedagogy is not limited to cognitive aspects but includes a wide range of challenges, behaviors, attitudes, perspectives, concerns, and the ability to feel attached to the human community. This has an impact on the achievement of academic competence at a higher level, in accordance with Bloom's taxonomy (Yunansah & Herlambang, 2017).

The concept of ecopaedagogy, with the method of learning about tourism works, historical visits, or other learning outside the classroom (Misiaszek, 2023), can be applied to studying historical learning resources in Maluku. Based on initial observations and interviews, three lecturers of the History Study Program at Pattimura University studied history by utilizing historical objects in the surrounding environment, namely JKM (Lecturer of Historical Geography and Anthropology course), BDSH (Lecturer of Local History course), and JP (Lecturer of the Colonial Period Indonesian History course and Historical Tourism course). It was found that after learning history by utilizing the surrounding environment, students only observed and analyzed the situation that occurred in the community, poured it into the report of the results of the activity, and presented it in class (April 13–18, 2023). This means that ecopadogagogic-based history learning has been carried out by lecturers of the history education study program at Pattimura University but has not reviewed three basic things, namely ecological literacy, cultural literacy, and the use of information technology. However, if studied, there is its own uniqueness, where in one course that applies the concept of ecopaedagogy, the item of information technology utilization is omitted. There are even courses that change the item with art performances. This is what makes researchers interested in exploring it.

On the other hand, the concept of ekopedagogy is not well known and is considered important to help maximize learning outcomes. Ecopaedagogy also accelerates the understanding of the material taught in history learning; this is one of the factors that attracts the attention of researchers to carry out research on Ecopaedagogic-based history learning.

Regarding the course that is seen in the history learning process based on ekopedagogy, it is the History of Indonesia in the Colonial Period. This is because of the selection of history learning resources in this course. The learning resources are the historical environment around students. The basis for choosing this learning

resource is the lack of historical literacy in the community, so many people commit vandalism and tend to forget historical buildings. Another factor that makes the basis for researchers to conduct research is the novelty of the research or *state of the art,* where many studies related to Ecopaedagogics only focus on the natural environment and its relevance in learning biology and social studies, while this research focuses on historical environments such as fortresses and their relevance in learning history.

The above reasons are the basis of this research. By utilizing the historical environment that exists around student life with the use of the concept of ecopadogogic in history learning, it will have an impact on students' enthusiasm for learning as well as encourage students to be active in developing their thinking patterns. This study focuses on learning the Colonial Period Indonesian History Course based on ecopaedagogy in students of the History Education Study Program at Pattimura University. The main problem is how to implement the learning of the Indonesian History course in the Colonial Period based on economics.

B. Methods

This research uses a qualitative method, which is a type of case study research. A case study as a qualitative research strategy is then defined by Creswell (2016) as a qualitative strategy in which the researcher examines a program, event, activity, process, or one or more individuals in more depth. These cases are limited by time and activity, so researchers must collect detailed information by using various data collection procedures over a period of time.

The researcher chose an intrinsic case study as the type of research, where the intrinsic case study in this study contains interesting things to be learned in ecopaedagogic-based history learning by utilizing history learning resources in the surrounding environment. Interest and concern in a case study are the reasons why intrinsic case studies are used, so that researchers can understand the case more deeply.

The respondents in this study are coordinators of the history education study program, lecturers of the Colonial Period Indonesian History course, and students who offer the course. The research took place at the History Education Study Program, FKIP, Pattimura University, Ambon. The research was conducted from May 1 to 31, 2024. There are two techniques used by the researcher in collecting data in this study: learning observation and interviews with respondents.

In this qualitative research, the data analysis model used is the model *Analysis Interactive* from In this qualitative research, the data analysis model used is the model *Analysis Interactive* from Miles et al., (2014). The analysis consists of data condensation, data presentation, and conclusion drawing/verification. Data analysis is carried out at the time of data collection and after the completion of data collection within a certain period.

C. Results and Discussion

Preliminary Stage (First meeting)

The learning process of the Indonesian History Course in the Colonial Period is guided by the semester learning plan that has been prepared by the course lecturer. At the inaugural meeting, the lecturer will convey an introduction to the Colonial Period Indonesian History course. Lecturers and students will agree on several things related to the rights and obligations of lecturers and students. They will also agree on the assessment rubric that will be used by lecturers to assess students for one semester in the form of a lecture contract.

Lecturers will also deliver study materials or teaching materials that will be discussed for one semester. This is so important that students can also find reference sources that are used to enrich the treasures of student knowledge as well as open the horizons of student knowledge because, in this learning, lecturers are not the main source of learning, but the learning becomes student-centered learning. The application of learning that is student-centered can improve students' creative thinking skills and communicative skills (Medriati & Risdianto, 2020). Learning that is student-centered can facilitate students. Students can directly or indirectly be involved in the learning process (Pangathousands et al., 2023).

Lecturers also open opportunities for students to provide input and suggestions related to strategies, approaches, methods, models, media, and learning resources that will be used in the teaching and learning process, so that learning is more active, innovative, creative, ephectic, fun, and can answer the learning objectives described both in the course learning outcomes and also the graduate learning outcomes charged in this Colonial Period Indonesian History course. This is in line with Sitepu & Lestari statement, (2018) that, in the process of discussing the RPS, it is possible to negotiate between students and lecturers related to each aspect described in the RPS. Furthermore, it is suggested that in the negotiation process, students and lecturers adhere to the course objectives set in the curriculum; students must be willing to learn and give opinions on each component in the RPS design; lecturers are willing to change the learning approach after listening, asking, and helping students; and if necessary, lecturers ask for help from other parties, for example, the head of the department or study program, in carrying out lectures (Boak in Sitepu & Lestari, 2018).

At this initial meeting, the lecturer also delivered an introduction in the form of material on the scope of Indonesian history during the Colonial Period, as well as about the concepts of colonialism and imperialism. The lecturer gave students the opportunity to conduct group discussions and display the results of the discussions in the presentation *slides*. This first meeting was closed with a conclusion given by a lecturer in the Indonesian History course during the Colonial Period.

As part of the follow-up to the study of the Indonesian History course during the Colonial Period, the class will be distributed in several groups that will discuss material related to the colonization of the Portuguese nation to the end of Japanese colonialism, which starts from the process of the arrival of colonizers from various nations and policies made and implemented in Indonesia to the end of the colonial period of each nation based on historical periodization. The other group also discussed the strategy of resistance of the Indonesian nation against each colonizer, as well as the impact inflicted by the colonizers ranging from social, cultural, political, economic, to the field of education. The use of the discussion method in this group is expected to increase creativity and activeness and increase student understanding, making the classroom active, creative, and fun; students are not afraid to express their opinions; students are not bored in class; giving recognition to outstanding students; and giving students the opportunity to ask questions and respond to questions from lecturers (Purwati, 2017).

The group that has been given the distribution of the material will also discuss the learning outcomes and what will be produced as the output of the learning process that has been implemented. The output can be in the form of a work title or an analysis of cultural values obtained during the process of collecting field data in the historical environment chosen by the group.

Process Stages (Second meeting to fifteenth meeting)

In the next meeting, starting from the second meeting to the thirteenth meeting, students will present the results of their literature data analysis that they collected and then processed regarding the material assigned to their group with various learning models and methods. Starting from *project-based learning, problem-based learning*, discussions, questions and answers, and others, which are student-centered learning, Course lecturers are only facilitators and mediators in cases of problems that do not find common ground or solutions and are not the main source of learning.

The activity of presenting the results of the analysis of the literature data that they collected and then processed is expected to build their understanding of the events of colonialism in Indonesia so that students can take positive lessons from past events to use now for a better future. In relation to being a medium that shapes the nation's character, history has a role that cannot be underestimated (Sukardi & Sepriady, 2020).

After the researcher analyzed the learning carried out from the first meeting to the thirteenth meeting, it can be concluded that this is in accordance with the learning outcomes of graduates charged with the Indonesian History course during the Colonial Period. In the realm of knowledge, students can master historical material in temporal, spatial, and thematic aspects as the basis for developing knowledge and skill competencies in history learning. This also answers the learning outcomes of the course regarding students' understanding of the scope of material on Indonesian

history during the Colonial Period, the life of the Indonesian nation in various fields during the colonial period, the strategy of resistance of the Indonesian nation against colonialism, and the impact of colonialism in Indonesia. The first course learning sub-outcomes have also been fulfilled in the same way as the thirteenth course learning sub-outcomes.

The researcher also saw that the learning carried out from the first meeting to the thirteenth meeting had answered the first pillar of the three elements of ecopadigic learning, where students had opened their horizons of mind and students' initial understanding of historical environmental literacy, which would be collected, processed, and presented in groups for one semester in this Colonial Period Indonesian History course. Although, at this stage, the data collected still comes from literary sources.

The next stage is the process of taking and analyzing field data at the fourteenth and fifteenth meetings. At this stage, students will directly observe and analyze learning resources in the chosen historical environment. This activity itself is carried out so that students understand the importance of a historical source and want to preserve and utilize the source for various interests that surround it, both public and academic in nature (Padiatra & Juhaeriyah, 2020). Groups that have been divided at the initial meeting will determine for themselves which historical environment will be used in their group learning and what outputs they will produce from the learning process that has been implemented. *Output,* or the output, can be in the form of a work title or an analysis of cultural values obtained during the process of collecting field data in the historical environment selected by the group.

At the stage of the process of taking and analyzing field data at the fourteenth and fifteenth meetings, the lecturer freed his students to work in groups and did not intervene in the student group to choose learning resources in the historical environment they wanted. The lecturer only gives consideration to the student group about the profits and losses of learning resources in the chosen historical environment.

The stage of the process of taking and analyzing field data, which was carried out by a group of students in the field, occurred for approximately two weeks. Lecturers function as controllers of activities without going directly to the field. lecturers also provide input on the draft works that have been made by the student group as outputs or outputs they produce from the learning process that has been implemented.

After the researcher analyzed the learning carried out at this stage at the fourteenth and fifteenth meetings, it can be concluded that this stage has answered the first and second pillars of the three elements of ecopadigic learning, where students have opened their horizons of thinking about historical environmental literacy and cultural literacy obtained from the culture of the supporting community around the historical environment. At this stage, the knowledge and attitude values that have been

internalized from the culture of the supporting community have been collected through field observation, processed, and presented as the end of the learning process of the Colonial Period Indonesian History course that has been carried out for one semester.

Final Presentation Stage (Sixteenth Meeting)

At the last meeting of this learning process, namely the sixteenth meeting, there was a uniqueness to this research. In general, in Ecopaedagogic learning, the learning stage ends with technology utilization activities. However, based on the observation carried out by the researcher, a uniqueness was found in the course History of Indonesia in the Colonial Period based on economics in the History Education Study Program of FKIP Pattimura University. The uniqueness is that there is an improvisation in the third pillar of ecopadigic learning, where the third pillar is replaced with work title activities and art performances. This is because the Maluku area is still minimal in the use of technology; moreover, the internet network has not been comprehensive to all islands in Maluku. Learning with the use of technology has not been achieved optimally due to the lack of adequate educational facilities such as computers and smooth internet access to support education services. In addition, students and educators have not been able to access the internet network properly in the learning process in the classroom (Syahril, 2023). This fact is then related to the vision, mission, and goals of the FKIP History Education Study Program at Pattimura University, which is to create educators in the field of history education based on the educational needs of the island sea community.

The fact that there is still a lack of use of technology and internet networks has not been comprehensive to all islands in Maluku, which makes lecturers in this course carry out work-related activities and art performances. The work title activity displays work produced by students in the form of learning comics, scientific articles published in journals, *handicrafts,* learning videos, and scientific posters. Meanwhile, in art performance activities, which are the result of cultural literacy obtained from the culture of the supporting community around the historical environment, The works performed are traditional dances, fashion shows of traditional clothing, music, and weapons, traditional singing or spoken literature, and traditional food. These cultures are the result of the lives of the Maluku people during the period of resistance against the colonizers in the land of Maluku. These works are the final result of the learning process of the Colonial Period Indonesian History course, which has been carried out for one semester.

Activities Degrees of work and art performance can increase students' cultural literacy. According to Pujiono & Sahayu, (2021) Student cultural literacy includes three things. *First, there are* values that are reflected in student behavior. *Second*, students' literacy actions are reflected in reading and writing activities, competitions, and art or drama performances. *Third*, the form of student activities consists of student

works in the library, laboratory, or work room (paintings, sculptures, batik, photographs, etc.) and certificates or certificates of appreciation obtained by students.

After the researcher analyzed the learning carried out at this stage at the sixteenth meeting, it can be concluded that this stage is in accordance with the learning outcomes of graduates charged in this course, namely, in the realm of general skills, students can apply logical, critical, systematic, and analytical thinking in solving the problem of historical education due to the impact of science and technology development. In the realm of special skills, students can organize historical materials in temporal, spatial, and thematic aspects of history learning in high school.

The researcher also saw that the learning carried out at the last meeting of this learning process, namely the sixteenth meeting, had answered the third pillar of the elements of ecopadogic learning, namely the use of technology, despite the improvisation in the third pillar of ecopadogic learning, where the third pillar was replaced with work title activities and art performances.

Therefore, in the stages of the learning process of the Colonial Period Indonesian History course, it has been carried out based on the semester learning plan with adjustments to classroom conditions. The stages of the learning process of the Colonial Period Indonesian History course have also been carried out by integrating the main elements or pillars of ecopadoggic-based learning. Finally, from the learning process of this ecopadragagogic-based Colonial Indonesian History course, if it is associated with the realm of competence based on the Bloom taxonomy, it can answer the three domains of competence, both from the realm of competence of knowledge, attitudes, and skills.

D. Conclusion

Ecopaedagogic-based history learning is learning that seeks to build students' ecological intelligence, especially regarding historical environmental literacy, and must free them from the ideological obstacles that have occurred so far. The praxis curriculum on campus must be directed to place students in an autonomous position who can determine their life choices in the future. For this reason, in the history learning process, careful history learning planning is needed. After preparing a good history learning plan, it will be implemented in the implementation of learning.

The implementation of history learning in the Colonial Period Indonesian History course in the History Education study program of FKIP Pattimura University, which was carried out in sixteen face-to-face meetings, has been carried out by integrating the main elements or pillars of ecopadoggic-based learning. And if it is associated with the realm of competence based on the Bloom taxonomy, it can answer the three domains of competence, both from the realm of competence of knowledge, attitudes, and skills.

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