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Improvement of Syudents` Ecoliteracy in Consuming Healthy Food Via Food Vlogs on Social Studies Learning

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Abstract-- This research is motivated by the researcher's findings from an observation at SMPN 45 Bandung. The observation showed the high consumption of VII-G class students on food sold in the school environment. Therefore, researchers felt the need to increase the students' Eco literacy in consuming healthy food. Researcher used project-based learning through the making of food vlogs on social studies. This study used John Elliot's class action research method consisted of three cycles with 3 actions in each cycle. Based on the research's result, it is safe to state that the lessons were planned well by educators; lesson implementation of project-based learning model through the creation of food vlog ran well in each cycle. The final product in the form of food vlog was done in groups with different themes in each cycle; in the first cycle of food vlogs made with the theme "Knowing the benefits of healthy food", the second cycle themed "Processing pre-historic human food" and the theme in the third cycle is "Indonesian Golden Spices". Reflection has been carried out to determine the obstacles encountered and the solutions to overcome them. The conclusion of this study is that the *student's ecoliteracy* in consuming healthy food increased in every cycle as it was evidenced by the changing patterns of students' consumption to be healthier than before.

Keywords: Ecoliteracy, healthy food, food vlog, Social Studies learning

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A. INTRODUCTION

This research departs from the problem that researchers found at SMP Negeri 45 Bandung class VII-G. In pre-research observations it was found that the consumption of class VII-G students of food sold in the school environment was very high, evidenced by the absence of students who brought food to school.

In the middle of SMP Negeri 45 Bandung itself, there are several places to sell food or drink such as school cafeteria, school cooperative and merchants who sell in the schoolyard. Food sold in the school environment is very diverse and different in every place, food sold in the cafeteria will be different from the cooperative, as well as the food sold in the schoolyard is different from

the cafeteria and cooperatives. Food sold in the cafeteria is food made directly by sellers such as seblak, bakso tahu, and instant drinks. Food sold in school cooperatives are usually instant foods such as milk, snacks, chocolates, bottled drinks that are found in many television advertisement. While in the yard of food schools sold among others are batagor, martabak telur, cimin, cilok, bacil, egg rolls, and pisang ijo.

Food has the role of a very basic necessity for students as humans; food is needed as a source of energy to do daily activities such as walking, monastic, thinking and so forth. The food consumed by students during the school has a role to fulfil students' energy intake, a learning activity that takes up to almost 8 hours from 07.00, which is

enough to drain students' energy, So that when the time breaks arrive students will use that time to fulfil their energy needs by eating and drinking.

Food sold in the cafeteria, school cooperatives and also the schoolyard is not necessarily healthy for the body, the phenomenon of adding substances that are not supposed to be consumed humans such as textile dyes, formalin, boraks, many artificial sweeteners are done by the seller to gain more benefit. Food hygiene is also not necessarily assured, such as foods that use oil repeatedly and food exposed to vehicle's smoke.

Seeing the issue researchers concluded that the focus of the problem in this research is still the lack of ecoliteracy or ecological intelligence of students in consuming healthy food.

According to Goleman in Muhaimin (2015, p. 89-92) One form of ecoliteracy is to choose and make the decision to use the goods by becoming a savvy consumer by using and utilizing items that are not damaging Environment, not the exploitation of nature and labour and health-damaging goods. Being an intelligent consumer becomes an important thing to do to reduce the adverse effects of various actions that are detrimental to health as well as the environment. The lack of ecoliteracy or ecological intelligence of students in consuming healthy food is seen from the many students who prefer to consume food in the cafeteria and schoolyard than to bring a meal from home.

Nowadays a variety of products to meet the needs of everyday human life such as food, household appliances, etc. many contain harmful substances either for health or damaging the environment. Likewise with food consumed by students during the school which is usually fast food or junk food and also instant food is certainly less healthy than if you eat from the house.

In the syllabus issued by the Ministry of Education and Culture (2017) mentioned there are several competencies that are expected after students study social sciences in primary education and secondary education one of them is understanding the impact of the development of science on

technological developments and human life both in the past and potential future impacts for himself, others, and the environment. Problems on consumer goods such as food containing harmful substances such as the use of food preservatives, artificial dyes are one form of the development of IPTEK with certain objectives that can provide benefits against the manufacturer; therefore it is important to increase the student's ecoliteracy in consuming healthy foods to avoid the unwanted effects of their consumption habits now.

Healthy food does not mean delicious food, many scattered food vendors such as snacks that according to the buyers is a good food to be consumed especially the price is relatively affordable. Healthy food According to Surtiretna (2007, p. 13) is healthful, clean and contains no harmful chemicals.

Healthy and good food according to Ahmad (2007) is a food that contains the following conditions:

1. Contains enough energy
2. Contains enough carbohydrates, proteins, fats, vitamins, water and minerals
3. Easy to digest
4. Avoid harmful chemical substances such as preservatives, artificial sweeteners and textile dyes.
5. Hygienic

To address the problem of the lack of student's ecoliteracy in consuming healthy food, researchers give action through project-based learning with the making of food vlog. According to Gao (2014) vlog is a combination of the roots of blogging with the richness of expression that can be obtained in a video. Content delivered in vlogs can vary depending on the interest and attractiveness of vlogger itself. In Agung (2008, pp. 2-8) There are several types of vlogs that can be made, namely: daily vlog, animal behaviour vlog, mixed vlog, Music vlog, serialized story vlog and vlog tutorial. Food Vlog is one of the content included in the daily vlog, this food vlog content devoted to the food, content in the food vlog usually contains the process of cooking a cuisine, how to eat, how

to enjoy the food, reviews about A dish so the food is recommended to the audience.

B. METHOD

The methods used in this research are class action research, according to Kemmis (in Wiriaatmadja, 2008) Class action research is a reflective inquisition form that is committed in partnership with the social situation To increase the rationality and fairness of their social or educational activities, an understanding of educational practices and situations that allow for the implementation of this practice.

It can be concluded that the research of class action is an act of observing a particular object that is a student to improve the practice that occurs in the field. The reason researchers use class action research methods because of the problems found by researchers at the initial observation is the lack of student's ecoliteracy, so it takes an action to improve the student's ecoliteracy.

The act that researchers use in this study was model John Elliot. John Elliot's Model consists of cycles in which the cycle consists of several action actions, which are between three and five actions. Here are the stages in the design of the action of John Elliot's research model (Wiriaatmadja, 2018):

1. Problem identification
2. Reconnaissance
3. Planning
4. Implementation
5. Observation
6. Reflection
7. Revise general idea

The data collection techniques conducted by researchers in this study are observations, interviews and documentation Sugiyono (2017) said that this observation is a data collection technique that has a specific characteristic that is not limited to the person as the source but also other natural objects. The observations made in this study consisted of several forms. First, field observations were conducted at the beginning of the study used to find problems in the field to be researched. Secondly, observations on the implementation of learning conducted by researchers as educators. Thirdly,

observations on the student's ecoliteracy to see how the students' ecoliteracy progress in consuming healthy food is measured through an educator observation sheet created based on the ecoliteracy indicator developed by Goleman. Fourth, observation of Students' performance assessment of the making of food vlog is the final result in learning.

Sugiyono (2017) explained that interviews were used when researchers wanted to conduct preliminary studies as well as when researchers wanted to know the depth of the respondents were partner teachers and some VII-G class students. The documentation is also used as a data collection technique by taking photos of learning activities, recording interviews and taking screenshots of the final product of a food vlog student project. Once data is collected, researchers perform processing of data, be it qualitative or quantitative data. Then the result of data processing will be in the analysis by reducing the data obtained to facilitate the researcher in the conclusion, the data that has been reduced then presented in the form of graphs or tables, the last researchers will take research conclusions based on the data obtained. The data that has been analysed is then validity, to measure the accuracy or correctness between data that occurs on the research object with the data that can be reported.

C. RESULTS AND DISCUSSIONS

The results and discussions in this research to describe and see the improvement of student's ecoliteracy in consuming healthy food through the food vlog on social studies learning in class VII-G SMP Negeri 45 Bandung.

Based on the results of data analysis in the display according to the problem formula as follows::

a. Planning process of social studies through food vlog to improve student's ecoliteracy in eating healthy foods.

Planning activities designed by educators are poured into the RPP which consists of the identity of the subjects, competency standards, basic competencies, learning materials, activities Assessment,

time allocation, learning resources and the purpose of learning activities.

RPP is structured to design learning activities using Project-based learning model because the purpose of the study in this research is that students can produce a food vlog product. In addition, educators and researchers use learning methods in the form of discussions and lectures with discussion techniques, lectures and questions and answers.

At the planning stage also, educators as well as the insulation design assessment instruments or learning evaluations. In this case, researchers prepare assessment instruments for educators' activities in learning activities, product assessments and observation instruments to measure the student's ecoliteracy.

b. Implementation of social studies learning through food vlog to increase the Ecoliteracy of students in consuming healthy food

The implementation of the social studies learning to improve the ecoliteracy of students in consuming healthy food through food vlog is conducted in three cycles with 3 actions on each cycle, to see if there is a change in the students. Researchers who act as educators, implement the steps of learning activities by using RPP as a guideline.

The actions teachers provide to the students in each cycle differ, in which the first act of educators will focus on providing understanding or knowledge of the ecoliteracy aspect, in which the second act of educators will ask students to Planning a food vlog and on the third act students will present their food vlog in front of the class.

In the implementation of learning, activities are divided into 3 parts, namely preliminary activities, core activities and closing activities.

The learning activities in this study use project-based learning models that are conducted in groups by students. Group division implemented by way of friendship grouping, Sutopo (in

Wakhanda, 2018. pp. 67) explains that friendship grouping is a grouping of students based on liking in selecting students' friends,

each student is given a The opportunity to select its own group members and set the people who are the leaders of the group, through this method of grouping obtained 5 groups consisting of 5-7 members.

In the first cycle, educators focus on eating healthy foods such as vegetables and fruits that are associated in learning materials social studies learning basic competencies 3.3 and 4.3 "human activity in fulfilling the needs" with products produced by students in the form of food Vlog with the theme "Knowing the price and the benefits of healthy food". In the second cycle, educators focus on consumption of healthy foods such as tubers attributed to the learning materials of social studies learning basic competencies 3.4 and 4.4 "human life of the pre-alphabet" with products produced by the students in the form of food vlog with Theme "To cultivate the human food ingredient Praaksara". In the third cycle, educators focus on food consumption with the use of spices that are later preached in the learning materials social studies learning Basic competencies 3.4 and 4.4 on "The human life of the Hindu-Buddhist" with the final product is a food vlog themed "Spices Is Indonesian's Gold".

c. Increase of Ecoliteracy of students in consuming healthy food through the manufacture of food vlog on learning social studies learning

To measure the improvement of ecoliteracy of participants in consuming healthy food, researchers use measuring instrument in the form of assessment instruments on the final outcome of food vlog products and observations of the ecoliteracy aspects to consumption of healthy food.

The assessment of food vlog is conducted by assessing several aspects including: 1) food selection, 2) exposure to the benefits of selected foods, 3) delivery of invitations to consume healthy food, 4) connection with the social studies learning, 6) vlog's quality, 7) cooperation and 8) vlog duration. Based on the aspect of the assessment, the data obtained in the graphic image below:

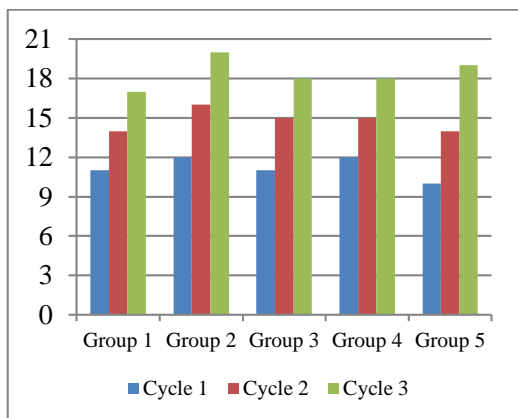


Figure 1. Improvement Charts Project Food vlog Group

Based on the chart above, it can be seen that the results of the food vlog products that are bolt-on students in the group experienced an increase in each cycle.

At Cycle I The average score was 56 with a percentage of 53.3% categorized as "enough". In cycle II The average student score is 74 with the percentage gained by the student is 70.4% categorized as "good". Meanwhile, in cycle III, the average score obtained by 92 with a percentage of 87.6%, categorized as "good".

Student's ecoliteracy in consuming healthy food is done using instruments created by researchers by developing a ecoliteracy indicator expressed by Goleman.

Goleman (in Rusmana, 2017) presented five points to develop an ecoliteracy as follows:

1. Develop Empathy For All forms of life (develops empathy For any form of life). Then it is explained that students should have a sense of empathy for his friend if they still choose unhealthy food by doing it to choose healthy food in the school cafeteria.
2. Embrace Sustainability as A Community Practice in the act of Community action. By inviting people to consume healthy food through the project of making food Vlog created with the group.
3. Make the invisible visible (create something that doesn't look to be visible). This indicator is described by researchers into the behavior of carrying food and drinking water from home.

4. Anticipate Unintended Consequences (anticipating unexpected impacts). This indicator is explained in the ability of students to choose healthy foods in the school cafeteria to anticipate unexpected impacts.
5. Understand How Nature Sustains Life (Understanding how nature supports life). In this indicator researchers are selling it into the form of students' ability to bring food to eat healthy foods.

Based on the aspects that need to be observed above, obtained the following results:

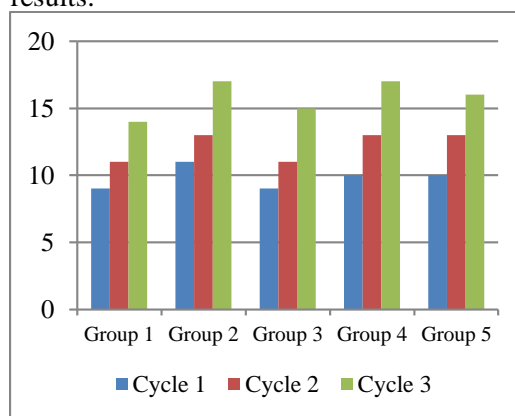


Figure 2. Ecoliteracy Enhancement Chart in student's consuming healthy food

Based on the table and graph above, it can be noted that the ecoliteracy of students in consuming healthy food increases on each cycle. With a maximum score of 90, on the I cycle the student earns an average score of 49 with a percentage of 54.4% categorized as "enough" to have ecoliteracy in consuming healthy foods. In the next cycle is the cycle II score gained by the average student of 61 with a percentage of 67.7% increase by 13.3% from the previous cycle, with the score ecoliteracy of students in cycle II categorized as "good". While in cycle III, students get an average score of 79 with a percentage of 87.7% increased by 20% of the previous cycle and categorized as "good".

d. Constraints and efforts to cope with the social studies learning through Food vlog to increase the Ecoliteracy of students in consuming healthy food.

In the course of learning activities or research actions, researchers will find that there are constraints and deficiencies, as well as the study carried out in this research, the shortcomings and constraints are one of them. Because of the lack of experience and the ability of educators to teach. The obstacles are that when researchers and educators are less able to contact the class, especially when students have to discuss in groups. Time allocation that is not in compliance with RPP, sometimes educators exceed the planned time allotment and Mengakibatkan there are learning steps that are not maximally such as the activity of learning activities.

The delivery of learning materials is too broad and less enjoyable that students appear bored. Seeing these constraints, researchers evaluated and conducted discussions with peers, partner teachers, tutor teachers, and mentor lecturers to get input on the solutions needed.

D. CONCLUSION

Based on research results, social studies learning with project-based food-making vlogs can improve the ecoliteracy of students especially in consuming healthy foods. Here is a specific exposure to the conclusion of this study:

First, regarding the education planning of social studies learning through the manufacture of food vlog to improve the ecoliteracy of students in the consumption of healthy food that educators do is good enough. RPP educators prior to conducting their studies, consisting of the identity of subjects, competency standards, basic competencies, learning indicators, learning objectives, learning resources, learning activities and Evaluation of learning. RPP is prepared in such a way as to increase the ecoliteracy of students in eating healthy foods.

Secondly, the implementation of social studies learning through food vlog to increase the ecoliteracy of students in consuming healthy food performed educators well on each cycle, although sometimes there are obstacles. Learning activities are conducted through three activities namely preliminary

activities, core activities and closure activities.

Third, learning social studies learning through project based learning with the creation of food vlog products in eating healthy food in class VII G SMP Negeri 45 Bandung shows the increasing results in each cycle.

Lastly, after conducting the learning activities, researchers reflect to find obstacles during the learning activities that are then discussed with partner teachers to be repaired at the next meeting or action.

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