

economic life of the community, especially the poor. The level of ecological intelligence examined on students of grade XA majoring TKR in SMK N Jatipuro was illustrated in Watsiqotul's scientific work from the results of development research, more specifically on the pretest the results which gained 63.08% and by the posttest results has increased into 89.48%. Definitely after having accomplished the action, therefore, the results from the pretest up until the posttest, it increased by 26.40%.

As illustrated in UNDP (2007: 10) , it is stated that people's lives that are essentially their lives are already difficult and then become increasingly difficult because of the added burden of climate change, with increasingly demanding costs, for example farmers who use hybrid varieties demand water availability when rain does not fall so they owe and at harvest most of the proceeds must be used to repay the debt. Farmers living in high places tend to experience fear and anxiety when the layers of soil they plant with various crops declining due to erosion.

In this study, students' awareness ecological was studied in accordance with several recognizing indicators on ecological intelligence which particularly referred to Hines et al. (cited in Muhaimin, 2015) in his book "Global Issues and Environment Education", emphasizes that the formation of knowledge on environmental issues being applied in real terms is aimed at acting to cope with the occurring environmental problems by identifying the four main elements addressed in ecological competencies, among others are: 1) Knowledge of environmental issues, 2) Knowledge of specific action strategies to be applied to environmental issues, 3) Ability to act on environmental issues, and 4) Having quality in addressing and attitude of good personality.

The results of in-depth interviews to students of class X SMK Jatipuro about ecological intelligence terkait climate change impact analysis on the socio-economic life of the poor are done by referring to the indicators on above, as follows:

1. The knowledge of environmental issues

The Knowledge of environmental issues specially the impacts of climate change on the socio-economic of the poor, such as students enough to know how climate change issues are causing losses to socio-economic conditions of the community, such as the lack of competitiveness in terms of food costs of the poor and the vulnerability of illness and death as a consequence. Students' knowledge of natural change comes from various references and knowledge around their environment.

2. Knowledge of action oriented strategies toward environmental issues

The action oriented strategic knowledge applied by the government has so far been proved to have not shown its widespread impact in overcoming the impacts of climate change suffered by the poor. However, individually students have done little things to safeguard and protect the environment from the effects of climate change. As well as some of the things that indicate student behavior, some of them reduce the use of spray perfume (spray) in order to maintain the thin layer of ozone due to the danger of spray from perfume bottles. Even on other environmental issues, students seem to be wiser in disposing of trash in its place, turning off the water so as not to be wasted, etc.

3. Students' competence to act on environmental issues

Students' responses to their ecological sensitivity on the environment, especially climate change. This can be done through students' efforts in studying the impact of climate change, especially on the poor. Besides that, most of the students of X class of TKR majors in SMK Jatipuro even other class of students come from economic poor or sufficient families in fulfilling their daily life. This then makes them enthusiastic about learning and understanding the issues that occur around their environment. In addition, if this is understood based on the background

of the TKR students, they increasingly understand that pollution and problems caused by vehicles both private and public (transportation means) contribute to various natural damage likewise; air pollution, the effects of car glass, and so forth. Then students' awareness of environmental issues, especially the impact of climate change on the poor, will increase and are expected to be able to find new breakthroughs as a response to the crisis.

4. Having excellent quality in addressing the situation and attitude of good personality

In addressing environmental issues, students become more wise in maintaining and managing the natural environment. Just as students become active in finding solutions to be able to avoid the emergence of environmental problems, especially social change for the poor. Thus, it is necessary to master the material on insight and knowledge that enables them to comprehensively comprehend the impact of social change and prevent the possible greater damage. In this case, ecological intelligence is needed to increase students' awareness of the environment and related issues.

Discussion

Based on the above understanding, it can be argued that students are agents of change that must be equipped with knowledge of environmental issues, especially climate change. Because students are part of society, so will be the successor of generation in maintaining environmental sustainability. So that students should be educated and guided to apply more sensitive to nature or the environment around. In addition, students' knowledge of environmental issues, especially climate change, is expected to be able to find alternative solutions as an effort to overcome climate change, which will impact on the survival of human life, especially lower-income of society. As according to Supriatna (2016) argues that ecological intelligence is urgently important to be developed in the learning process because school graduates will act as: 1) agent of change in society, that is agents in developing behavior of people who have knowledge, insight, attitude and behavior that uphold sustainability or sustainability, 2) agents that have awareness of natural resource constraints and global warming issues and 3) agents capable of applying ecological intelligence or ecopedagogy learning applications in their actual lives.

Based on the results of the overall study, it was found that ecological intelligence in the cognitive and affective aspects of class X students in the TKR majors showed that, in general students had understood ecological issues related to knowledge about climate change, such as the causes of climate change, the effects of climate change, and predictions of climate change issues. Basically they realize that issues related to global warming, depletion of ozone, greenhouse effect and so on are the causes of climate change, but that knowledge is still relatively minimal if it is related to the problems faced by the poor and also alternative solutions to the impacts of climate change. Thus, there is further instruction and understanding of efforts to address or solve the impacts of climate change.

On the basis of the obtained findings illustrated above, this was further strengthened by a research results obtained by Nasution & Manurang (2016: 142-143) whose have argued that the students' level of ecological ability was categorized as good with elaboration namely; in evaluating ecological intelligence and knowledge in the level of ecological intelligence of high school students based on local wisdom in using the mangrove forests found in Jaring Halus Village, Sicanggang sub-district, Langkat Regency is categorized as good.

CONCLUSION

Climate change is one of the greatest challenges faced by humans, rising temperatures and changing weather patterns exacerbating the risks of existing natural disasters or triggering new disasters, resulting in deep suffering, especially for the poor, this is because they economically very weak, as well as the lack of environmental and social capacity to face the consequences of climate change and natural disasters.

In general, students already understand the ecological issues related to knowledge about climate change, such as the causes of climate change, its impacts, and predictions on climate change issues. They are aware that issues of global warming, the depletion of ozone, the greenhouse effect and so on are the causes of climate change. The impact will further complicate the lives of poor people. Thus it can be concluded that students' awareness of ecological intelligence on the impact of climate change is good enough.

SUGGESTIONS

The changing circumstances of the environment have resulted in socioeconomic inequalities in society, this continues to inhibit capital growth due to the high price of food, water and energy flows, resulting in poorer communities and increasingly feeling the burden of their livelihoods. Strategic and sustainable efforts are needed in different layers to cope with the effects of widespread climate change. Nation Focal Point within the framework of the United Nations climate change convention, or united nations framework convention on climate change (UNFCCC) facilitates climate change programs and processes that have been undertaken by various government sectors and stakeholders. Given climate change has local and international levels of dimensions, coordination and synergy continues to be strengthened by the Ministry of Environment and Forestry with the National Development Agency and the Ministry of Finance in the context of climate change, national development and budget. Added to the efforts of the Foreign Ministry in the international negotiations on environmental issues at the global level.

This study reflects a number implications, especially for overcoming climate change. First of all, it is suggested to the government to implement more sustainable and equitable development, in addition to willingly demonstrate to the public on the dangers of climate change. Whereas in the realm of education, the Ministry of Education and Culture should emphasize in applying the ecological sources to interdisciplinary lessons. Of course, teachers are also expected to be able to reconstruct subject matter, which is more inclined to facilitating students in increasing their ecological intelligence to cope with the impacts of climate change. Teachers are supposed to be able to introduce more about the living local wisdom partly as the substantial material in the lessons taught in establishing the students' ecological intelligence. Understanding climate change as a very serious threat, similarly UNDP (2007: 18) argues that the best way in adapting to climate change is through switching to more sustainable forms of development, learning to live in ways that are more respectful of the natural surroundings and the balance and sustainability of ecosystems. Therefore, these efforts can also be used as protection for the environment.

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