

Implementation of Environmental Awareness Through Ecopedagogic Approach to Environmental Issues Elementary Schools

Hari Nugroho, Winarno

Universitas Sebelas Maret
harinugroho.teacher@gmail.com

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Abstract

This research is motivated by the low level of student awareness in maintaining cleanliness in the school environment, where they assume that school cleaning is the responsibility of janitors. The focus of this research is to: 1) Identify the level of environmental awareness among elementary school students; 2) Identify factors that inhibit environmental awareness among elementary school students; 3) Evaluate the impact of the eco-pedagogical approach through environmental issues around students. This research used descriptive qualitative method. The research subjects were students, teachers, principals, and janitors, while the research object was the approach to environmental education through environmental issues around students. The data collection techniques used include observation, interview, and questionnaire. Observation sheets, interview guides, and questionnaire sheets were used as research instruments. The results obtained from this study are: 1) Increased environmental awareness among elementary school students; 2) Finding solutions to foster environmental awareness among elementary school students. 3) Developing an environmental awareness character education model among elementary school students. It can be concluded that bad habits related to the low environmental care attitude of students can be overcome by the school by making activities or habituation programs for environmental care.

Keywords: *Environmental care, ecopedagogic, elementary school.*

Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya kesadaran siswa dalam menjaga kebersihan di lingkungan sekolah, dimana mereka menganggap bahwa kebersihan sekolah adalah tanggung jawab petugas kebersihan. Fokus penelitian ini adalah untuk: 1) Mengidentifikasi tingkat kesadaran lingkungan pada siswa sekolah dasar; 2) Mengidentifikasi faktor-faktor penghambat kesadaran lingkungan pada siswa sekolah dasar; 3) Mengevaluasi dampak pendekatan ekopedagogis melalui permasalahan lingkungan di sekitar siswa. Penelitian ini menggunakan metode deskriptif kualitatif. Subyek penelitiannya adalah siswa, guru, kepala sekolah, dan petugas kebersihan, sedangkan objek penelitiannya adalah pendekatan pendidikan lingkungan hidup melalui permasalahan lingkungan hidup di sekitar siswa. Teknik pengumpulan data yang digunakan meliputi observasi, wawancara, dan angket. Lembar observasi, pedoman wawancara, dan lembar angket digunakan sebagai instrumen penelitian. Hasil yang diperoleh dari penelitian ini adalah: 1) Meningkatnya kesadaran lingkungan di kalangan siswa sekolah dasar; 2) Menemukan solusi untuk menumbuhkan kesadaran lingkungan di kalangan siswa sekolah dasar. 3) Mengembangkan model pendidikan karakter sadar lingkungan pada siswa sekolah dasar. Dapat disimpulkan bahwa kebiasaan buruk yang berkaitan dengan rendahnya sikap peduli lingkungan siswa dapat diatasi oleh pihak sekolah dengan membuat kegiatan atau program pembiasaan peduli lingkungan.

Kata kunci: *Peduli lingkungan, ekopedagogik, sekolah dasar.*

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INTRODUCTION

Education is a planned activity, realized in the learning process, aimed at helping students to actively develop their potential. The educational process cannot be separated from the environment. The educational process and the environment are closely related and inseparable. Environmental education is seen as a learner-centered approach that provides students with opportunities to construct their own understanding through hands-on experiences, which can lead to the development of practical skills and the ability to assess the state of the environment (Erharbor, 2016).

Recently, the quality of education in Indonesia has been declining. One of them lies in the low character of students' environmental care, which is currently being discussed. This problem shows that the school does not anticipate the emergence of student behavior. According to Putri (2023), the low environmental care attitude of students is the result of the learning process carried out by the teacher has not provided solutions to various problems that occur. In accordance with the opinion of Junita (2018) that students have not been invited to solve problems that occur in the environment. They have not been given real practice to solve problems that occur in the environment. Therefore, it is important to provide knowledge and understanding to students since entering school and practiced in real terms. Students' environmental care attitude must be instilled from an early age, because we live in the environment, carry out activities in the environment so that it must be preserved (Setyowati et al., 2013).

We can see the low character of environmental care from the daily lives of students when they are at school such as, littering, crossing out benches, ignoring the condition of plants in the school garden, damaging plants, throwing garbage in the desk drawer, and not keeping the toilet clean. One of the factors that cause environmental damage is the lack of awareness in the importance of disposing of waste in its place (Siskayanti, et al., 2022). It is difficult to instill the habit of throwing garbage in its place, even though a trash can has been provided, it is still littering and the habit of being indifferent to the cleanliness of the surrounding environment (Naziyah, et al., 2021). Therefore, schools are expected to make strategic steps in eliminating these bad habits.

Learning through an ecopedagogical approach to environmental issues can help students become more familiar with the surrounding environmental conditions through a problem or project based approach, so that they can provide solutions while constructing their knowledge through completing tasks both independently and in groups. In addition, the concept of ecopedagogy based on environmental issues can contribute to the preservation of local wisdom in primary schools. Students can have understanding, awareness and skills in maintaining and preserving nature and building an attitude of caring for the environment.

In implementing an attitude of environmental care through an ecopedagogic approach, it can be seen in research conducted (Finali, et al, 2022) that the need for the application of ecopedagogics in the learning process in elementary schools to support the strengthening of character education, especially character values that lead to an attitude of environmental care. Positive attitudes of learners should not only be done to themselves and their fellow humans. Ecopedagogic development integrated in learning can direct learners to understand the relationship between humans and

nature, making it easy to instill critical awareness of their concern for nature or the environment. In addition to facilitating students in mastering knowledge, teachers should teach and instill attitudes and familiarize students through good behavior habits, such as applying environmentally friendly attitudes.

In another study conducted by (Syah, et al, 2022) who applied the concept of ecopedagogy at MIN 10 Blitar, it can foster students to have ecological awareness and have skills to preserve the environment. With coaching through the concept of ecopedagogics at school, MIN 10 Blitar students can play an active role in the preservation of local wisdom "Resik Deso" by the people of Sukosewu Village, Gandusari Subdistrict, Gandusari. Sukosewu District Gandusari Blitar Regency in maintaining and preserving the environment.

This research does not only emphasize on the content (subject matter) aspect, it has not yet touched on the fundamental things related to ecopedagogics itself. From these results, there is a problem that ecopedagogics is not understood as a learning technique/method that can increase ecological awareness. But more than that, which is oriented to schools in instilling an attitude of environmental care with ecopedagogical approach programs or regulations in interpreting environmental issues in elementary schools can help improve environmental quality through the provision of problems and projects. Ecopedagogic-based education can foster students' environmental care and foster critical awareness in studying the nature of humans who have a relationship with nature or the environment and realize this awareness in wise behavior (Yunansah, et al., 2017). Ecopedagogics can help build awareness to be responsive to environmental issues around the school by actively maintaining and caring for the school environment.

Based on these problems, this article was created with the aim of analyzing the implementation of environmental care attitudes with an ecopedagogic approach to environmental issues, which was carried out at SD Negeri Bolo 02 Madiun. The objectives of this study, namely: 1) Identifying the level of environmental awareness among elementary school students; 2) Identifying factors that inhibit environmental awareness among elementary school students; 3) Evaluating the impact of the ecopedagogical approach through environmental issues around students.

METHOD

This research uses a descriptive qualitative method with an instrumental case study approach. Instrumental case studies examine the case under study into an instrument that can provide an understanding of a broader problem (Denzin & Lincoln, 2005). Data mining in case study research is carried out intensively through the factors involved in it (Hardani & Ustiawaty, 2020). The data sources used by researchers are primary data and secondary data. Primary data are interviews with principals, teachers and 5th grade students related to the implementation of environmental care attitudes. Secondary data are documents related to the implementation of environmental care attitudes. The data collection techniques used by researchers are observation, interviews and documentation. The results of data collection obtained through interview, observation, and documentation techniques. The data analysis technique in this study uses Milles and Huberman (2014) with three analysis steps, namely data

reduction, data presentation, and conclusion drawing. This research was conducted from August to November 2023.

This research explores environmental care attitudes in depth the concept of ecopedagogy on environmental issues at SD Negeri Bolo 02 Kabupaten Madiun. In addition, this school is a school that is committed to implementing education that is not only oriented to the development of the government/central curriculum, but also oriented to the application of ecopedagogic education, namely the concept of learning by bringing students to interact directly with the environment so that they have sensitivity and awareness about the condition of the surrounding environment. Research informants consisted of teachers (homeroom teachers) and students. In supporting the validity of the data, this research explores information from teacher informants and students of State Elementary School Bolo 02 Madiun. The researcher took the subject of SD Negeri Bolo 02 Kabupaten Madiun students in the study because this school applies an ecopedagogic approach in fostering students' environmental care attitude towards environmental issues around the school environment.

RESULTS AND DISCUSSION

Based on the results of data analysis, it is found that the concept of ecopedagogy and environmental issues applied in SD Negeri Bolo 02 Madiun is able to create caring attitudes among students of SD Negeri Bolo 02 Madiun. Efforts to preserve the school environment and the school environment as a role model represent a caring and conscious attitude towards the school environment. Someone who has the habit of taking care of his environment will also take care of his environment (Naim, 2012). The ecopedagogical concept of SD Negeri Bolo 02 Madiun is integrated into learning so that students can clearly understand the relationship between subjects and the importance of caring for the environment. In addition, the ecopedagogical concept of environmental issues in SD Negeri Bolo 02 Madiun is implemented through an environmental protection program that includes daily habituation of learners, exemplary habituation and the application of school culture regulations.

Learning Through Environmental Education

Environmental Education (EE) at SD Negeri Bolo 02 Madiun has been integrated into learning activities. learning activities. In accordance with the Regulation of the Minister of Environment and Forestry No. 52 of 2019 on Environmental Care and Culture Movement in Schools, explains that the implementation of EE is integrated through subjects, extracurricular activities and habituation at school, which aims to introduce and instill a sense of love for the natural environment in students. In this way, when students learn the subject matter, they can know the integration of the material into environmental education at school. EE learning at SD Negeri Bolo 02 Madiun is taught up to high school level, namely Grade IV to Grade VI. The EE material is different in each grade, or if there is similarity, it is in the discussion and theory.

Similarities but with different discussions and theories. With the integration of EE into the subjects, there are assignments on conservation and waste management. One of the outcomes of students' assignments in waste management is sorting and recycling waste. This activity provides students with thinking skills to sort waste into organic and inorganic waste. Inorganic waste, such as food or beverage wrappers, is transformed into works of art that have aesthetic value. The results of these creations can then be displayed in their respective classrooms.



Picture 1. Making Works from Rubbish or Used Goods

Routine Habituation Activities

Routine habituation activities carried out at SD Negeri Bolo 02 Madiun in the implementation of environmental care attitude education are through routine class pickets. Routine picketing activities are carried out by teachers and students before and after classes according to an agreed schedule. Another routine activity is "Clean Friday". Clean Friday activities are carried out by all school residents, starting with identifying personal hygiene starting from the uniform worn, nail hygiene and dental hygiene. It continues with the cleaning of the school and its surroundings, and ends with the cleanliness of the classroom, all of which are evaluated to select the best, who receives a prize. The activity takes place every Friday from 07:00 to 07:30.



Picture 2. Students Compete to Pick Up Trash and Pull Weeds



Picture 3. Students Show The Garbage they have Collected to The Teacher

School routine activities are carried out by optimizing the facilities and infrastructure provided by the school in order to achieve the expected educational goals. Educators play an active role in participating in routine activities carried out by the school, as well as providing guidance to students in these routine activities. Routine can become a habit every day. In accordance with the opinion of Akhwani, (2014) the habit is how the activities carried out the most important is the habit of continuity. Habituation will form a sense of being a continuous habit in a personality character.

Habituation By Example

Exemplary is the behavior and attitude of principals, teachers, and staff who set good examples for students. The role model of the principal comes from the role of the principal himself. In accordance with the opinion of Zuchdi, (2011) who states that the role of the principal is very important in building a culture of character. The example of a teacher can also determine the implementation of environmental character education. This is similar to the opinion of Hidayatullah (2010) that teachers are people who often interact with students, so their role is very important in shaping the character of students. Based on the results of the study, exemplary habituation activities are supported by the exemplary principal and teachers. Principals and teachers are people who often interact at school and try to set an example and be a role model for students in their behavior at school. Based on the results of the study, the exemplary behavior of principals and teachers towards students is shown every day by giving examples such as spontaneously picking up litter when they see it and not smoking in the school environment.



Picture 4. Teachers Set an Example in Maintaining The Cleanliness of The School Environment

The principal also set an example for the students by encouraging them to wash their hands after each activity, to participate in cleaning the room, to dispose of garbage in its proper place, and to maintain and plant plants in the garden and schoolyard. Teachers also set a good example for students by tidying the school, cleaning the classrooms with the janitors, and participating in caring for and planting plants in the garden and in the pots in the classroom courtyard. In addition, teachers also set an example for themselves by always living a clean life, such as washing their hands with soap after coming to school, going to and after eating, and going home from school. From the example given, the students can imitate and do it. The habituation of exemplary behavior is also inseparable from schools providing adequate facilities and infrastructure in the implementation of environment-conscious character education, which aims at forming people with an environment-conscious character.

School Culture

School is a place of education where students interact with teachers, principals and friends over a long period of time. The school culture in implementing environmentally caring character education at SD Negeri Bolo 02 Madiun is the implementation of habituation through school programs or activities. The school implements an environmentally caring school culture which aims to form students who are sensitive to their environment (Trahati, 2015). The school also provides very adequate facilities to support the implementation of character education that cares about the environment in the form of rubbish bins, wheelie bins and cleaning tools. Apart from that, the teacher also provided education on the importance of protecting the environment through lectures, questions and answers, video screenings, inviting village officials and inviting officials from the Madiun Regency Environmental Hygiene Service and the Madiun Regency Regional Disaster Management Agency.

In addition to the teachers, several people who are competent in their fields also motivate the students to increase their sensitivity and concern for their environment. This culture will also be used in everyday life. Motivation is given in the form of giving consequences to students who make mistakes or violate rules and do not maintain cleanliness by giving warnings, advice to warnings. Consequences are not given by the school, but by mutual agreement with the students. In addition to giving punishment for violations, the school also gives appreciation in the form of praise and prizes during class hygiene and garden cleanliness competitions held by the school related to environmental cleanliness. In accordance with Marijan's opinion, (2012) explains that schools should build a culture of character by arranging activities related to character education in schools as a habitual behavior, providing space and opportunities for school residents to apply good character behaviors, teachers always provide motivation for good character, provide consequences or rewards that are in line, and become role models for students.

From this theory, it can be concluded that the school culture developed in schools is supported by all school members to create an attitude of environmental care. School culture also promotes the achievement of environmental education.



Picture 5. Knowledge About Waste Segregation Through Learning Videos



Picture 6. The Teacher Conveys The Importance of Protecting The Environment From Waste

Challenges in realizing an environmentally friendly attitude

In the implementation of education, an environmentally friendly attitude is realized through efforts to develop students' awareness of the ecological environment, to protect it, and to develop sensitivity to environmental problems around them. In character education, concern for the environment is an important value to be instilled. This is because people with character are people who care about their environment, both the physical environment and the social environment (Trahati, 2015). The attitude of caring for the environment is instilled early to shape one's behavior. In addition, there are other obstacles in implementing environmentally friendly character education, so it is difficult to implement in SD Negeri Bolo 02 Madiun Regency. Some of the obstacles that exist in practicing an environmentally caring attitude through an ecopedagogical approach to environmental issues include.

Bad habits of students who do not care and are indifferent to environmental cleanliness. This is still evident in the habit of throwing garbage carelessly, low knowledge and concern for littered garbage, as evidenced by students who still do not pay attention to garbage in the school yard. The routine activities of Clean Friday, when the entire school community does community service to clean the school building and the surrounding area, cannot be done optimally due to time constraints.

Another challenge is the habit of the surrounding community to throw garbage and damage the school garden when entering the school area. Supervision is not fully carried out by school guards. In accordance with the opinion that explains that the challenges of environmental education can be overcome with effective solutions in the form of learning activities and school programs to create a conducive school

environment, forming students who have emotional intelligence and spiritual intelligence, strengthening behavioral habits at school, correcting the behavior of students who are not good, installing information boards about the importance of protecting the environment and providing knowledge about care in the school environment.

The solution in overcoming obstacles in the implementation of environmental awareness education in SD Negeri Bolo 02 Madiun Regency is to provide more intensive knowledge or education to students by giving instructions, forming environmental agents in each class and appreciating everyone to always protect the environment by throwing garbage in the trash. Besides that, by providing planting environmental awareness values from outside school such as providing influence from a good home environment and increasing interaction between parents and community with the school in providing education to students about the importance of protecting the environment so that all parties can work together to educate students to get used to caring for their environment.

CONCLUSION

Based on the application of environmental care attitudes at SD Negeri Bolo 02, strategic steps have been made that need to be taken by the school into programs or activities. Ecopedagogical concepts and environmental issues need to be integrated into school programs or activities. Through these programs or activities we can shape, grow, and accustom conscious behavior to the importance of protecting and caring for the environment.

In the implementation of shaping students' environmental care attitudes, it is certainly not easy, how to overcome a challenge by providing effective solutions in accordance with existing conditions. The solution in overcoming the obstacles to the implementation of environmental care education at SD Negeri Bolo 02 Madiun Regency is to provide learning through environmental education, routine habituation activities to clean and care for the school environment through clean friday activities, exemplary behavior or attitudes from principals and teachers, creating a school culture supported by school residents, and providing challenges to students in realizing environmental care attitudes.

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