

FUN LEARNING BASED ON ENVIRONMENTAL APPROACH CLEAN AND DIRTY WATER CLASS V SD NEGERI KEPATIHAN

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ABSTRACT

Learning through an environmental approach is a learning alternative for students, especially at the elementary school level, because in the environmental approach students are invited out of the classroom to carry out direct learning with the environment around them. The benefit of the environmental approach is that students can get to know their surroundings so that students can understand, care for, and be responsible for the environment. Environmental learning (PLH) can trigger learning to be more fun. Fun learning can stimulate students to actively participate in activities so that students can express what they feel. Fun learning based on an environmental approach will be carried out on clean water and dirty water because remembering water is very important for life. The research method uses an environmental approach. Students will observe the condition of the water in the bathroom tub, ablution area, and river water in the school environment. The research subjects were 21 students of class V SD Negeri Kapatihan. The study used the stages of learning, namely, question and answer between students and teachers, giving material, observing the environment, and presenting the results of the discussion. The results showed that students were able to understand and identify the differences between clean and dirty water and their impact on the surrounding environment. Students are also able to know what steps must be taken to take care of the environment, especially to keep water clean and healthy.

Keywords: environmental approach, fun learning, clean and dirty water materials

INTRODUCTION

Environmental education is an effective way to make students aware of the environment (Noverita et.al., 2022: 58). According to Widiawati, et.al. (2022: 181), environmental education is an educational program to stimulate children or students to understand, awareness, attitudes and behavior that are rational and responsible regarding the mutual influence between residents and the environment in various aspects of human life. Meanwhile, according to Nugroho (2022: 96), environmental education is an educational program to encourage children or students to understand, awareness, attitudes and behavior that are rational and responsible regarding the mutual influence between residents and the environment in various aspects of human life. Based on the above opinion, it can be concluded that environmental education is a program to stimulate, awaken, encourage students to act and behave and be responsible for the environment.

Widiawati, et.al., (2022:182) environmental education is needed to increase students' environmental awareness. With the application of the environment, it is hoped that environmental awareness can be realized by implementing a comfortable and ideal learning environment so that the learning process runs as it should. Environmental education has the objectives as formulated in the 1975 Interstate Conference on Environmental Education in Tbilisi, namely: to raise awareness about economic, social, political and environmental

interdependence between urban and rural areas; provide opportunities for every individual to acquire the knowledge, values, sense of responsibility and skills needed to protect and improve the environment; creating new patterns of individual, group and community behavior as a whole towards a healthy, harmonious and balanced environment. (Noverita et al., 2022: 56). Based on the opinion above, it can be concluded that environmental education aims to increase students' awareness of the environment, increase their sense of responsibility and skills in protecting the environment.

PLH includes affective aspects, namely behavior, values and commitments needed to build a sustainable society. Achieving affective goals is usually difficult to do. Therefore, in teaching teachers should use methods that allow clarification and internalization of values. In PLH it is necessary to mention or explain that in real life there are always differences in individual values. Differences in these values can make it difficult to collect facts, and can lead to controversy/conflict of opinion. Therefore, PLH must provide opportunities for students to build skills that can improve their problemsolving skills. (Noverita et al., 2022:53). Several important requirements that must be met by teachers in order to carry out their duties properly in the process of environmental education are: a) Mastery of materials that support environmental education; b) Be able to make a Learning Reference Unit (SAP) as a form of integration of student-centered environmental education materials (Student Centered Learning); c). Understand and be able to apply learning methods/methods that can encourage changes in environmental awareness and environmental care behavior in target materials and features that are attractive, effective and on target, and d) Understand and be able to apply student-centered learning in the learning process. environmental education, so that students can be creative by themselves, can build and have knowledge, attitudes and behaviors that are aware and care about the environment.

Environmental education will indirectly make learning more enjoyable. Fun learning is learning that takes place in a fun and impressive atmosphere that is carried out actively so that learning objectives are achieved, interspersed with games, easy and able to explain deeper theory where students not only passively consume material but can also build new skills (Sukmawati et al., 2022: 3). Meanwhile, according to Rahmawati (2022: 172) a fun learning process can be interpreted as a learning that involves learning interactions from educators with students in the learning environment to achieve learning goals by making students more motivated to take part in the learning. Based on the two opinions above, it can be concluded that fun learning is a learning process that takes place with active interaction between educators and students in learning activities in achieving learning with a pleasant atmosphere interspersed with games so that students are motivated and able to explain theory more deeply and acquire skills.

Mahardika et al., (2018: 39) revealed that the use of appropriate learning strategies will provide great motivation for students to be able to absorb and implement what is conveyed by educators. Educators must be able to use appropriate learning strategies so they don't get bored easily. The characteristics of learning are being able to create a relaxed environment, the material taught is in accordance with the development of students, learning emotionally, for example, such as providing humor and encouragement, involving all the senses of the left brain and right brain and providing challenges to students to be able to express what that have been or are being studied (Sukmawati et al., 2022: 7). Based on the two opinions above, it can be concluded that fun learning requires good strategies from educators so that students do not feel bored. There are several characteristics of fun learning, including providing a relaxed atmosphere, humor and encouragement as well as providing opportunities for students to express what is being learned.

Bhakti et al., in Syarif et al., (2022: 105) explains that fun learning can be done through several stages including 1) The initial stage where this stage is carried out to determine the

readiness of students in carrying out learning activities, 2) The initial stage delivery at this stage aims to connect learning and start the learning process, 3) The training stage where at this stage learning takes place and gives students the opportunity to talk about what is learned, 4) The final stage is the teacher completes what has been learned and closes the lesson by pleasant words.

Fun learning based on an environmental approach is of course related to water in the surrounding environment. According to Akhmad Farhan et al., (2022: 288) water is something that is tasteless, colorless, odorless and clear which is usually used by humans to live their lives. Taufik Arif et al., (2022: 61) revealed that the provision of clean water both in terms of quality and quantity in an area is very important to avoid diseases that can be transmitted through water. According to Muhammad D Rizani (2022: 92) the availability of clean water is very important to use as an effort to improve people's welfare. In general, it can be said that clean water has economic value, the provision of which requires production costs because the way to get it uses processing technology. According to Asep Harja et al., (2022:77) clean water can be used to wash clothes, vegetables, fruits, and household items.

According to Mohammad Imamuddin et al., (2019:1) dirty water is waste water from the rest of the production of human activities that does not meet the requirements for clean water or health and cannot be consumed by humans. It is necessary to distribute dirty water and clean water for the benefit of human life. Herti W.P. et al., (2022:29) the characteristics of water environmental pollution are: 1) changes in color, smell, and taste in water; 2) emergence of sedimentary, colloidal, and dissolved materials; 3) the presence of microorganisms; 4) increased radioactivity of environmental water.

Based on the description above, the researcher is motivated to conduct research entitled "Environmentally Approach-Based Fun Learning on Clean and Dirty Water for Class V SD Negeri Kepatihan" with the aim that students care about and are responsible for their surroundings, especially keeping water clean through fun learning.

METHOD

The research will be conducted using the environmental approach (PLH). The environmental approach method is the learning activities of students carried out in their environment, so that learning can be more enjoyable and students can understand the importance of the environment for themselves. This method means that the research subjects, namely fifth grade students at Kepatihan Elementary School, totaling 21 people, make observations and direct learning with the surrounding environment. Activities carried out by students are observing the condition of clean water and dirty water in the environment around the school.

RESULTS

Learning based on an environmental approach to clean water and dirty water for class V Theme 8 Sub-theme 3 environmental preservation efforts through fun learning at SD Negeri Kepatihan results that students are able to learn with their surroundings, are happy during the learning process, and students understand more material given because it is practiced directly. The steps taken in learning through the environmental approach method are:

1. Students are given a stimulus in the form of basic questions regarding clean water and dirty water.



Figure 1. Documentation of preliminary activities

2. Students are given material about clean water and dirty water.
3. Students are divided into 5 groups to carry out practical activities.
4. Students are given directions to make observations.
5. Students observe water in the school environment, namely bathroom tub water, water for ablution, and river water.
 - a. Observations on the bathroom tub water



Figure 2. Observations on bathroom tub water

- b. Observations on the water where ablution



Figure 3. Observations on water where ablutions are performed

- c. Observations on river water



Figure 4. Observations on river water

6. Students fill out reports and answer questions that have been provided.



Figure 5. Writing the results of observations

7. Students make presentations in front of the class.



Figure 6. Presentation of the results of the discussion

Students and researchers exchange information.

The activities carried out can stimulate students' thinking to understand the activities to be carried out. Based on the observations that have been made, the results of students' answers can be described as follows:

1. Research Results Group 1

Lembar Observasi Lingkungan Sekolah

Kelompok : 11
 Anggota kelompok :
 1. Ketjono
 2. Yohanis Alifan
 3. Rifan
 4. Putu
 5. Wajidi

Berilah tanda centang (✓) pada kondisi air yang sesuai dengan pengamatan!

Tempat Pengamatan	Kondisi Air					
	Bening/ tidak berwarna	Berwarna Keruh	Berbau	Tidak Berbau	Lengket	Tidak Lengket
Air Bak Kamar Mandi	✓	✗	✗	✓	✗	✓
Air Wudhu	✓	✗	✗	✓	✗	✓
Air Sungai	✗	✓	✓	✗	✓	✗

Figure 9. Group 1 Observation Sheet

The results of the answers of group 1 students can be said that students have understood the material about clean water and dirty water, which can be seen from the answers that have been written down. Students are also able to identify the differences between clean water and dirty water.

2. Group 2 Research Results

Lembar Penilaian Pengetahuan

Kelompok : 12
 Anggota kelompok :
 1. Rizki
 2. Rizki
 3. Rizki
 4. Rizki

No	Isi	Jawab
1	Apakah air yang layak di minum?	- Bersih / tidak tercemar - Tidak berbau - Tidak lengket
2	Apakah air yang layak di minum?	- Bersih / tidak tercemar / tidak berbau - Tidak lengket - Tidak berbau / tidak berbau
3	Apakah air yang layak di minum?	- Bersih / tidak tercemar / tidak berbau - Tidak lengket / tidak berbau - Tidak berbau / tidak berbau
4	Apakah air yang layak di minum?	- Bersih / tidak tercemar / tidak berbau - Tidak lengket / tidak berbau - Tidak berbau / tidak berbau

Figure 10. First Sheet of Group 2 Knowledge Assessment

5.	Upaya apa yang dapat dilakukan untuk menjamin ketersediaan air bersih?	<ul style="list-style-type: none"> - Menunggu saat hujan - Mengikuti Pengisian air yang ada - Membayar Sumbu & Pda - Berpatisir
6.	Apa yang terjadi apabila tidak ada air bersih?	Adanya keluhan air debit berkurang masalah sanitasi dan kesehatan Pofasit
7.	Bagaimana kualitas air yang ada di lingkungan sekolah?	Kualitas di kelas air putih = cukup kualitas di kamar mandi = cukup baik kualitas di Sungai = cukup baik
8.	Berikan saran yang tepat terhadap kualitas air yang ada di lingkungan sekolah!	Sangat Tidak baik
Kesimpulan:		
<p>air hanya ada di kelas dan di kamar mandi air hanya ada di kamar mandi dan di kelas air hanya ada di kamar mandi dan di kelas air hanya ada di kamar mandi dan di kelas air hanya ada di kamar mandi dan di kelas masalah sanitasi Pda dan Pda</p>		

Figure 11. Second Sheet of Group 2 Knowledge Assessment

Lembar Observasi Lingkungan Sekolah

Kelompok : 12
 Anggota kelompok : 1. Rizki, 2. Rizki, 3. Rizki, 4. Rizki

Berilah tanda centang (✓) pada kondisi air yang sesuai dengan pengamatan!

Tempat Pengamatan	Kondisi Air					
	Berang tidak berwarna	Berwarna Keras	Bekas	Tidak Bekas	Legit	Tidak Legit
Air Bak Kamar Mandi	✓	✗	✓	✓	✗	✓
Air Wudhu	✓	✗	✗	✓	✗	✓
Air Sungai	✗	✓	✓	✓	✓	✗

Figure 12. Group 2 Observation Sheet

The results of group 2 students' answers showed that students were able to understand the material and identify clean water and dirty water.

3. Group 3 Research Results

Lembar Penilaian Pengetahuan

Kelompok : 13
 Anggota kelompok :
 1. Sevilla
 2. Siti
 3. Tasya
 4. Yona

No	Soal	Jawab
1.	Apakah syarat-syarat air bersih?	Berang dan tidak berbau - Tidak berbau - Tidak berbau - Tidak berbau - Tidak berbau - Tidak berbau
2.	Apakah ciri-ciri air yang kotor?	- Berbau (bau) bahan Baku/T atau - Berbau - Air berbau - Berbau
3.	Apakah penyebab pencemaran air bersih bagi kesehatan?	- Penyakit - Penyakit - Penyakit - Penyakit - Penyakit
4.	Apakah dampak air bersih bagi kehidupan?	- Untuk membersihkan air badan - Untuk mencuci - Untuk mencuci

Figure 13. First Sheet of Group 3 Knowledge Assessment

3.	Uraikan apa yang dapat dilakukan untuk menjamin ketersediaan air bersih?	- Menjaga ketersediaan air - Menjaga ketersediaan lingkungan - Menjaga ketersediaan lingkungan
4.	Apakah yang terjadi apabila tidak ada air bersih?	- Pada bidang kesehatan - Pada bidang pendidikan - Pada bidang ekonomi
5.	Bagaimana kualitas air yang ada di lingkungan sekolah?	- Bersih air kamar mandi - Bersih air mencuci - Bersih air Sungai
6.	Berikan nama yang tepat terhadap kualitas air yang ada di lingkungan sekolah!	- Bersih air kamar mandi - Bersih air mencuci - Bersih air Sungai

Kesimpulan:
 Air kamar mandi Bersih
 Air mencuci Bersih
 Air Sungai kotor

Figure 14. Second Sheet of Group 3 Knowledge Assessment

Lembar Observasi Lingkungan Sekolah

Kelompok : 3
 Anggota kelompok :
 1. Shafiq
 2. Gaby
 3. Rizki
 4. Ummi

Berilah tanda centang (✓) pada kondisi air yang sesuai dengan pengamatan!

Tempat Pengamatan	Kondisi air					
	Bening/ Jernih Jernih	Berawan (Keruh)	Berbau	Tidak Berbau	Lengket	Tidak Lengket
Air Bekas Kamar Mandi	✓	✗	✗	✓	✗	✓
Air Waduk	✓	✗	✗	✓	✗	✓
Air Sungai	✗	✓	✓	✗	✓	✗

Figure 15. Group 3 Observation Sheet

The results of the students' answers showed that students were able to master the material of clean water and dirty water.

DISCUSSION

In general, the results of the study of fifth grade students at Kepatihan Public Elementary School had understood the material of clean water and dirty water. Not only that, students also understand the importance of environmental conditions for the self development of students. When the environment is dirty it will cause disease, so students understand that they must have a caring and responsible attitude towards the environment. Students are also able to convey conclusions and suggestions for a dirty environment, including how to prevent it. The results of the students' answers varied, but the intent and purpose of the answers were the same. Overall student answers can be concluded that appropriate with the material presented. The activeness of students can also be seen in this lesson. Active students will always lead and direct their friends in making observations. Students look happy and relaxed while doing this observation activity. Not only that, the enthusiasm of the data students for the first time being invited outside the room showed high enthusiasm. Based on the description above, it can be said that Fun Learning Based on an Environmental Approach on Clean and Dirty Water for Class V SD Negeri Kepatihan was successfully carried out.

CONCLUSION

Fun learning through an environmental approach can train students to be active in the activity process. Students will certainly have a caring attitude towards the environment which is manifested by a sense of responsibility to protect the environment. It is important for students to observe and observe clean water and dirty water in their environment because water is very important for life. Clean and healthy water will encourage healthy survival as well. The activity steps begin with: 1) the researcher provides a stimulus in the form of questions that are appropriate to the material to students; 2) students are given related material; 3) students are divided into 5 groups; 4) students are given directions before making observations; 5) students make observations and observe the condition of the water in the school environment where the place has been determined; 6) students write down the results of observations and observations; 7) students present the results of the discussion; 8) students and researchers exchange information.

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