

GROWING ENVIRONMENTAL CONCERN IN CLASS V STUDENTS THROUGH ENVIRONMENTAL EDUCATION LEARNING

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ABSTRACT

Environmental education research aims to foster students' understanding that the relationship between education and the environment is living things that are able to adapt to their environment. This study was designed using the Library Research method. In this study, the researcher collected various literature that was in accordance with the subject matter of the study, then read, recorded and searched and put it theoretically into a framework that is closely related to concern for the environment in environmental education. Besides, the researcher also uses the method of accessing websites and sites that provide various information related to the development of a caring and critical attitude towards the problems of elementary school level students as well as various data regarding environmental education. The results of this study are that the implementation of environmental education begins when children are in elementary school. This environmental education is carried out to provide training for students to think about life around them in a comprehensive manner. Environmental education can be applied to formal education by inserting environmental education material into existing subject matter, starting from the concept of protecting the environment to the ways it can be done.

Keywords: Environmental education, PLH

INTRODUCTION

The environment is a spatial unit with all objects, power, conditions, and living things including humans and their behavior that affects nature, the chain of life. The environment is a set of conditions that surround the development and behavior of living things (Wiharjo and Rahmayanti, 2021). Everything that surrounds humans and influences the development of human life, directly or indirectly, is also an understanding of the environment. The environment is the sum total of all the conditions that exist in the space we occupy and affect our lives. Theoretically unlimited in number, for example the sun and the stars included in it. But in fact, we always limit environmental space. According to our needs, this limit can be determined by natural factors such as ravines, river or sea, economic factors, political factors or others. Human behavior is also part of our environment; therefore, the environment must be understood in a broad sense, not only the physical and biological environment, but also the economic, societal and cultural environment.

Education must be able to produce quality and character Human Resources (HR) and be able to produce environmentally sound education. Environmental education can be used as a key to the success of teachers in managing their environment to create facilities and infrastructure so that students want to care about their environment. According to Arif, the relationship between education and the environment is like living things that adapt to their environment (Trahati, 2015). School is a place of education where students interact with

teachers, principals and friends for a long time. Social interactions such as rules, ethics, norms that apply at school. According to Ririhena (2021), Environmental education is an educational program that aims to foster understanding, awareness, attitudes and behavior that are rational, responsible for nature and implement sustainable development. Based on these two opinions, it can be concluded that environmental education is an educational program that aims to foster understanding in students, that the relationship between education and the environment is living things that are able to adapt to their environment.

Utilization of the environment as a learning resource can be understood as everything around children that can be used and supported by science learning activities based on environmental awareness optimally for children. Science learning based on environmental concern allows children to see, participate in the learning process, experience concrete things firsthand so that they understand problems more easily.

According to Allil, et al (2018) The concept of learning Environmental Education has several advantages, including the following:

- 1) Teaching students in the real world with concrete learning concepts so that students can not only imagine the material
- 2) The environment can be used at any time,
- 3) save more costs
- 4) Facilitate students in understanding the purpose of the material presented.
- 5) Students will be more flexible in thinking and tend to think about the material being taught because the material being taught has been presented before their eyes.

Meanwhile, according to Kurniawati (2015) revealed the advantages gained from studying the environment in the learning process are:

- 1) Learning activities are more interesting and not boring
- 2) The nature of learning will be more meaningful.
- 3) Learning activities are more comprehensive and more active.
- 4) Learning resources are richer as the accuracy of factual material
- 5) Facilitate in understanding and living the aspects of life that exist in the surrounding environment.

Based on the explanations from several experts above, it was concluded that the advantages of environmental education are that PLH deals with situations that are natural, thus learning can be done in various ways such as observing, questioning, proving, and testing facts. In this way, a wide variety of living environments, such as the social environment, the natural environment, and even the artificial environment, can be used as an effort to form a person who cares about the environment in students. Therefore, the implementation of PLH learning must be planned so that it does not overlap so as to present negative/failed learning.

Utilization of the environment as a learning resource can be interpreted as everything that exists in the surrounding environment for early childhood that can be used and supports science learning activities based on environmental recognition for science that has a clear object and purpose, to become a storehouse of mystical phenomena (symptoms) of knowledge that disseminated systematically and based on the results of experiments and observations made by children. The natural environment provides all concrete information that can be understood by

achild (Wihardjo & Rahmayanti 2021: 87).

According to Akbar & Ali (2021) There are two reasons why environmental education must be taught from an early age, namely: first, students need to develop a sense of care for the environment, with this feeling it is hoped that a sense of love will be instilled from birth. The development of these feelings will be well instilled, such as the feelings of love mentioned above. Second engagement with the environment is an important element of healthy infant development and has the potential to enhance a baby's capacity for learning and quality of life in the future. Based on the findings above, environmental education is a process that seeks to improve behavior, attitudes and habits in order to be able to assess the environment. From the description above it can be concluded that environmental education must be instilled in children from an early age.

The Environmental Education Program (PLH) has the potential to provide a solution to humanity's urgent need to understand the environment. This is intended to increase awareness of the need to live in harmony with the environment and empower human resources (HR). Environmental education is carried out in the classroom and outside the classroom. One of the environmental education materials that is integrated into thematic learning subjects is the 8th grade theme of Elementary School, by bringing environmental education methods closer to good and correct planting activities. This planting activity is expected so that grade 5 students are able to foster their sense of concern for the surrounding environment.

METHOD

This research was designed using the Library Research method (Library Study). Literature study is a research method that examines various theories, hypotheses and various different reference sources related to values, culture and living standards that are created in the social situations studied (Sugiyono, 2014). In this study, the researcher collected various literature that was in accordance with the subject matter of the study, then read, recorded and searched and put it theoretically into a framework that is closely related to concern for the environment in environmental education. This was carried out in such a way that the various facts obtained can be examined to find out the similarities and differences both theoretically and based on the reality in the field.

RESULTS AND DISCUSSION

PLH is an effort to change the behavior and attitudes of students which aims to increase knowledge, skills and public awareness about environmental values and issues of environmental problems which in turn can move students to play an active role in efforts to preserve and protect the environment for the benefit of generations. now and that will come (Wiharjo and Rahmayanti, 2021).

Environmental education, if implemented properly, will create students who are aware and interested in a good environment at all ages. Awareness, attitudes, skills and participation are important points in the implementation of environmental education. Each of these points has a positive impact on the environment which can shape the character of students.

According to (Nugraha et al., 2022), in carrying out learning, it certainly requires the role of educators as facilitators, educators should further improve, develop planning, implementation and assessment of learning by applying a scientific approach to learning in accordance with applicable regulations. Integration of environmental education content can be provided in various types of learning, one of which is by using a simple practicum approach, it

is hoped that students will be able to utilize materials that are easy to find as materials for learning. However, implementing environmental education requires good and optimal stimulation according to child development. Thanks to this stimulation, the purpose of this environmental education can be successful and become a positive behavior for children. Children will become a generation that is aware of environmental concerns that can be applied in everyday life. The implementation of environmental education begins when children are in elementary school. This is because at elementary school age, children's cognitive, attitude and psychomotor development is experiencing a very rapid increase (Wijaya, 2018). This environmental education is carried out to provide training for students to think about life around them in a comprehensive manner. That way, environmental education is able to provide solutions to natural environmental problems. Environmental education (PLH) can be applied to formal education by inserting environmental education (PLH) material into existing subject matter, starting from the concept of environmental preservation to ways that can be done.

CONCLUSION

The curriculum used in elementary schools today is the 2013 curriculum which has the characteristics of using thematic learning, so that in this case educators must be good at choosing learning strategies, approaches, techniques, models and so on. As a result, educators must be able to incorporate local content that has been provided by schools into the curriculum. One of them is by using an environmental approach. This environmental approach must be integrated as effectively as possible in order to influence local environmental conditions and achieve sustainable development goals. The purpose of environmental education is to shape students to become human beings who have a sense of responsibility and awareness about the environment.

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