

IDENTIFYING OBJECTS AND NON-OBJECTS IN THE SCHOOL ENVIRONMENT FOR GRADES III AND IV SD NEGERI ROWODADI WITH STM AND PLAS LEARNING (APPROACH TO THE SURROUNDING NATURAL ENVIRONMENT)

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ABSTRACT

Learning using the Natural Environment Approach Around students can be directly involved through using the surrounding environment as a learning resource. Learning through the natural environment approach is carried out with learning outside the classroom, so that it can involve students to seek learning experiences using all the senses in learning activities using the surrounding natural environment approach with the aim of increasing student motivation through arguments based on experience that can be rearranged, added, and perfecting or getting the first experience obtained from something that has been seen before. Utilization of learning using the surrounding natural environment approach certainly provides benefits that can be used in achieving learning objectives. The method used in this research is descriptive. Descriptive research is research that contains an event that describes a certain situation for a certain population. According to Sugiyono, the research was conducted to find out the value of the independent variable, whether it consisted of one or more variables, without making comparisons or connecting them with other variables. This research was conducted at SDN Rowodadi. The subjects of this study were all of grade 3, totaling 14 students including female students and male students. The data obtained were qualitative data.

INTRODUCTION

Learning is a process of interaction between individuals and the environment. The environment provides a stimulus to the individual, otherwise the individual responds to the environment. Novianti (2019: 3) expressed his opinion that the environment is something that exists in the natural environment that has a certain meaning and effect on individuals. Fajri (2019: 120) adds that the environment is the basis for teaching to arouse students' learning interest by creating a conducive school environment, so that they can achieve learning goals well. Masitoh (2019: 95) adds that the environment is the most effective and efficient learning resource, and does not require large costs to increase student motivation in the learning process. Through the environment as a source of learning to form a creative learning intended to improve students' thinking skills. Creativity is also encouraged so that educators can design broad learning programs, so as to meet the various levels of student abilities.

Afifulloh (2019: 20) broadly classifies learning resources as follows: 1) Places or surroundings where a person can learn and change behavior, such as rivers, markets, mountains, museums, etc. 2) All objects that allow changes in student behavior. 3) People who have certain skills so that students can learn something from that person. 4) All kinds of books that students can read independently. 5) Events and facts that are happening. So that's why the natural environment (physical) is the single most important learning environment that is very important for learning, one of the natural environment that can be used as a learning resource is the natural environment found in the surrounding environment.

Eli & Fajari (2020: 59) argue that the Surrounding Natural Environment Approach (PLAS) is a development of the existing school curriculum by utilizing all available resources in the surrounding environment as learning resources. learning using the Surrounding Natural Environment Approach (PLAS) can be interpreted as the use or utilization of available resources in the environment around the school as a learning laboratory. Adela (2019: 27). Suprpto (2019: 81) The

Surrounding Environment Approach (PLAS) is a learning approach that seeks to increase student involvement through utilizing the surrounding environment as a learning resource. Learning to use the Surrounding Natural Environment Approach (PLAS) students can be directly involved through using the surrounding environment as a learning resource. Learning through the natural environment approach is carried out with learning outside the classroom, so that it can involve students to seek learning experiences using all the senses in learning activities using the surrounding natural environment approach with the aim of increasing student motivation through arguments based on the experience obtained to rearrange, adding, and perfecting or linking the first experience gained from something that has been seen before.

Mauliana, et al (2022: 46) state that there are characteristics of the approach to the surrounding natural environment, namely: 1) It is always associated with the surrounding nature directly, indirectly, or using the media, 2) There are always activities in the form of forecasting (predictions), observations, and explanations, 3) There are reports to be communicated either orally, in writing, pictures, photos, or audiovisual. Alimah & Marianti (2016: 20) adds that the characteristics of the natural environment approach include: 1) Learning is always directly or indirectly linked to the surrounding environment, 2) There are always activities in the form of forecasting (predictions), observations, and explanations, 3) There are reports to be communicated either in writing, orally, pictures, photos, or audiovisual, 4) The learning activities are designed in a fun way so as to generate interest in further learning.

Utilization of learning using the surrounding natural environment approach certainly provides benefits that can be used in achieving learning objectives. et al (2020: 31) The benefits obtained by using the surrounding natural environment approach are 1) Providing a more concrete and real learning experience for students so as to make learning outcomes more meaningful, 2) Utilizing learning resources in the form of the surrounding natural environment can overcome limitations in space and time and sense power. 3) Add insight and experience to children, 4)

Increase students' learning motivation, and 5) Develop children's thinking skills to be more critical and positive. Rizak., et al (2020: 387) Another opinion is that the natural environment approach provides benefits to the learning process, namely: 1) Learning activities are more interesting and not boring, 2) The materials studied are more factual so that the truth is more accurate, 3) Sources learning is richer because the environment that can be studied can vary, 4) The nature of learning will be more meaningful because students are faced with actual or

natural situations and conditions, and 5) Make each individual develop creativity and personal initiative.

Wulandari (2020: 106) Through the use of the surrounding environment (PLAS) as a learning resource, it is hoped that it can assist in improving the quality of student learning in the learning process. Learning resources, as it is known, are educational facilities or facilities which are important components for implementing the teaching and learning process in schools. the process of implementing teaching and learning educators should utilize adequate learning resources, because the use of learning resources is important in the teaching and learning process. It is said to be important because utilizing learning resources will be able to help and provide opportunities for students to be more active in the learning process and can provide a more concrete learning journey. Learning resources will be meaningful for students and educators if learning resources are organized through a design that allows someone to use them as learning resources. However, the reality is that in schools, there are still teachers who ignore the use of the environment as a learning resource. For example, in learning related to the external form of plants and their functions, the teacher can use the environment (plants) outside the classroom to explain the material so that students will understand it more easily. Likewise with other learning that can utilize the environment as a source of learning.

Based on this description, the researcher is interested in conducting a literature review study with the title "Identifying Objects and Non-objects in the Class III School Environment of Rowodadi Public Elementary School with PLAS Learning (Approach to the Surrounding Natural Environment)". Besides that, this researcher also aims to obtain studies and information related to the importance of positive and good environmental conditions as a source of learning so that learning can be provided that invites students to be active by going directly to the field.

In grade 3 learning activities with the theme of objects around me, the material to be studied is objects and non-objects. At the core of the student activity is to provide an explanation or understanding of objects and non-objects, objects are anything that has a form, for example, tables, chairs, blackboards, cupboards, etc., while non objects are something that cannot be touched physically and does not produce an object. like animals and plants. After finishing explaining the meaning of objects and non-objects students are divided into several groups for learning outside the classroom. In learning outside the classroom students are invited to go around the Rowodadi SDN school environment to be able to identify objects and non-objects based on the size, color, shape of the objects encountered which are done in their respective groups with one member writing them down on paper. In this case students discuss and work together with groups to observe carefully what they encounter from objects and non-objects in the school environment by writing them down on paper. After finishing the students were asked to return to class, then a representative from each group was asked to come to the front of the class to read the results that had been obtained.

METHOD

The method used in this research is descriptive. Descriptive research is research that contains an event that describes a certain situation for a certain population. According to Sugiyono (2018) the research was conducted to find out the value of the independent variable, whether it consisted of one or more variables by not making comparisons or connecting with other variables.

This research was conducted at SDN Rowodadi. The subjects of this study were all 14th grade students, including (6) female students and (8) male students. The data obtained is qualitative data. Qualitative data is data that contains sentences, words, narration, or pictures. According to Moelog (2017: 6) research is research related to understanding phenomena regarding what is experienced by research subjects such as behavior, attitudes, motivation, perceptions, and actions of the subject. The purpose of this research is to facilitate researchers when researching a phenomenon.

This data source was obtained from observations and interviews during research. The collection technique used in this study was in the form of documentation regarding activities carried out by students. Documentation is a data collection technique by collecting data by photographing activities. According to Sukmadinata (2021: 221) documentation is research that uses data collection techniques by collecting and analyzing documents both in writing, pictures, and electronically.

The research instrument used in this case is to record the results of formative tests. The process of analyzing worksheets is carried out as follows: 1) Collecting student worksheets, 2) Checking student worksheets.

CONCLUSION

Learning is a process of interaction between individuals and the environment. The environment provides a stimulus to the individual, otherwise the individual responds to the environment. Through the environment as a source of learning to form a creative learning intended to improve students' thinking skills. So that's why the natural environment is the single most important learning environment that is very important for learning. one of the natural environment that can be used as a learning resource is the natural environment found in the surrounding environment.

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