

Education and Sustainability: A Case Study on Environmental Care for Early Childhood at Cikeas Nature School Bogor

Siti Kholilah¹ and Hamdani Anwar¹

¹Universitas Islam Negeri Syarif Hidayatullah, Jl. Kertamukti No. 5, Kota Tangerang Selatan, Banten 15419

Keywords: Education, Environmental Care, Early Childhood, Cikeas Nature School

Abstract: This study discusses on the best practice of Cikeas Nature School (Sekolah Alam) in applying an environmental care program for early childhood classes at Cikeas Bogor. This study is important because Cikeas Nature School has been considered as one of the similar school which is successful in carrying out this program. As far as I have searched, I do not find yet another researcher focused his or her study on this issue at the this site. Deploying descriptive-analytic method, this study discusses on how Cikeas Nature School came to this level of best practice in developing an environmental care program. The study finds is an educational institution that focuses on character building. Character building in Cikeas Nature School starts from an early age by implementing habituation programs. Environmental care program early on is seen as an effective and efficient strategy to shape children's character. The eco-friendly culture that has become a habit and is consistent with the Cikeas Nature School has become a positive value that continues to be developed by the school. The development carried out by Cikeas Nature School is by fostering empathy for the environment taught from an early age. Early on children have been trained to care for the environment by building habits from the smallest things such as conducting ant operations, sorting garbage, and prohibiting the use of food packages made from materials that are difficult to decompose. This is an important agenda for the Cikeas Nature school in an effort to preserve nature so that it becomes a trendsetter in various fields and is able to inspire others.

1 INTRODUCTION

Indonesian Act Number 23 Year 1997 Article 1 states that the environment is the unity of space with all objects, power, circumstances, and living things, including humans and their behavior which affects the survival of life and welfare and other living things.

Environment is defined as a surrounding situation that influences human development and behavior. Concern for the environment is a psychological state of a person in the form of attention, awareness, and responsibility for environmental management, both the physical environment, the biological environment, and the social environment. currently in the international world issues regarding the environment have become the main focus. This is triggered by the behavior of people who are less concerned about the preservation of their environment so that the environment becomes increasingly alarming. According to (Wiyani, 2012) stated that one of the efforts to improve the quality of

human resources was the emergence of the idea of character education in the world of education in Indonesia. The importance of character education carried out in the world especially Indonesia aims to foster a caring attitude towards the environment since an early age. Educational institutions in Indonesia immediately build and foster the mindset of their students to be able to maintain and preserve the environment. Concern for the environment is the nature of humans created as leaders in the world that can benefit the environment and not only consist of humans but also animals, plants, rivers, air and so on.

Human behavior can affect the surrounding environment. Positive behavior can cause the environment to remain sustainable and negative behavior can cause damage to the natural environment. This integrity causes every human being to have a role and responsibility to behave well in the surrounding environment. (Mulyana, 2009) states that natural damage that occurs such as floods, landslides, illegal logging, mounting plastic waste, and pollution of factory waste is a result of human

actions. This started because of the lack of awareness of each individual in maintaining ecosystems and the sustainability of natural life. Given the state of the environment or nature is now in a critical condition that causes disasters and changes that occur everywhere. Regarding human behavior towards the condition of natural resources and the environment that tends to be ignorant, changing behavior is a top priority in overcoming the environmental crisis. overcoming the environmental crisis.

The Ministry of Environment in 2005 stated that "environmentally friendly or caring behavior has become our commitment, given the very clear correlation between the sustainability and welfare of human life with the quality of its environment". the meaning contained in the statement is that if the quality of the environment is getting better, the welfare and life expectancy of humans will be better too. However, on the contrary if the quality of the environment gets worse then the less guaranteed the welfare of human life on this earth. This is what must be instilled in every student in educational institutions both formal and non-formal so that being equipped with attitude and behavior towards the environment will have a positive impact on later adulthood. The attitude of not caring about the preservation of the natural environment must get a serious response from all parties. Especially for educational institutions, starting from the kindergarten level to higher education institutions must be called and play an active role in the environment care movement. The efforts taken are to foster an environmentally caring character in all levels of education in order to create a continuity and sustainability of the environmentally conscious cultural movement. The role of the school which is the place where education takes place has a function to shape character and one of them in the formation of caring behaviors. Environmental care behavior is something that must be instilled continuously through habituation. Environmental care aspects developed in the school include the habit of maintaining cleanliness and preservation of the school environment, available waste disposal sites, making habit of separating types of organic and inorganic waste, providing cleaning equipment, and programming clean environment. The awareness and awareness of students about the importance of protecting the environment will create a healthy and comfortable school environment. A healthy and comfortable school environment can improve the achievement and creativity of students.

2 LITERATURE REVIEW

2.1 Education and Sustainability

In the large Indonesian dictionary (2002) states that the process carried out to foster awareness of the importance of natural sustainability is through education. (Djumransyah, 2004) states that Education is a human endeavor to grow and develop the potentials of carrying out, both physically and spiritually according to the values that exist in society and culture. efforts made to instill these values and norms, and pass them on to the next generation to be developed in life and life that occur in an educational process. Therefore, however, a society's civilization, in which it takes place and an educational process takes place as a human effort to preserve its life. (Ki Hadjar Dewantara, 1987) said that education is a cultural endeavor that intends to provide guidance in the life of the growth of the child's body so that in his personal nature and environmental influences, they gain inner and outer progress toward the human civilization. According to (Novan Ardy Wiyani, 2018) Education in an Islamic perspective is universal, namely divinity, humanity and the whole as a whole and integrative. In other words, education must be objectively (human and natural) paradigm of transcendence (divinity) in an integrated manner. (Arifin, 1984) Said that education is fostering personality (personality) and instilling a sense of responsibility. (Ahmad, 1989) provides a definition of education is guidance or leadership consciously by the educator on the physical and spiritual development of the educated towards the main personality.

Thus the main purpose of education is to form noble students. Character education that is carried out optimally can give birth to children of character. Early childhood education is the right period to instill the importance of awareness in maintaining natural preservation. This period is the initial foundation for character building, this period is also the best absorption period for children because it has a unique capacity that is extraordinarily great for learning some skills. (Yusuf, 2012) stated that childhood experiences have a strong influence on subsequent developments. In a sense, if good experience and understanding of the environment are introduced from an early age, it will have a positive impact and will shape the character of the students' environmental care in the future.

Lickona defines people who have character as a person's nature in responding to moral situations that are manifested in real action through good behavior,

honesty, responsibility, respect for others and other noble characters. Character education according to Thomas Lickona can be described through the following concept maps:



Figure 1: Thomas Lickona's Character Theory of Education

From the picture above it can be concluded that good character is the right behavior when dealing with other people and with yourself. Good character consists of knowing goodness, wanting goodness, and doing good (habits of mind, habits of heart, and habits of action). Teaching moral values needs to be done to realize the three character dimensions above through the process of character education.

2.2 Environmental Care

(Hamzah, 2013) explained that environmental awareness is a manifestation of the individual's mental attitude reflected in his behavior. Environmental education is an inevitable need to realize civil society as aspired. Environmental education has a mission to shape this human character in relation to its environment which is useful for the benefit of humanity on earth.

(Jumadil, Kahar Mustari, Alimuddin Hamzah, 2015) in his study explained that the cognitive, affective and psychomotor abilities of students in Adiwiyata schools were higher than those of schools that were not yet adiwiyata. This is the collaboration of all school members, so that the character and

environment-friendly culture for the school community are formed everywhere. According to (Barlia, 2008) specifically the objectives of environmental education are as follows: Awareness, Attitude, Skills, and Participation. The Ministry of Environment in 2006 developed an environmental education program at the elementary and secondary education levels through the Adiwiyata program. Adiwiyata is one of the programs of the State Ministry of Environment in order to encourage the creation of knowledge and awareness of school residents so that it becomes a character of environmental care in efforts to preserve the environment. Initially this program was implemented in 10 schools in Java as a model school involving universities and NGOs engaged in the field of environmental education (Cooperation between the Ministry of Environment and the Ministry of Education and Culture, 2011: 2) (Mulyana, 2009) with the Title of Planting Environmental Ethics Through Care and Environmental Culture Schools, which was published through he found that environmental education carried out in caring and cultured schools was considered effective in instilling care for the preservation of natural and environmental resources.

Based on the explanation above, it can be concluded that the importance of environmental care character education needs to be instilled in students from an early age with daily habits.

2.3 Early Childhood

Undang Undang No. 20 of 2003 concerning the National Education System Article 1 point 14 explains that early childhood education is an effort aimed at providing guidance to children from birth to the age of six years, by providing educational stimuli to help growth and physical and spiritual development so that children have preparation in entering further education. Early age is an important period in one's character education. Early age is the initial foundation for character formation. Maria Montessori (2016) mentions that this period is also the best absorption period for children because it has a unique capacity that is extraordinarily great for learning some skills. If the early childhood has been built in a healthy soul according to psychological conditions, it will affect the appreciation and practice of characters throughout his life. Education and psychology experts argue that the early stages of a child's life is a very important time to lay the foundations of personality that will give color to adults later. At this age it is necessary to establish the

basic sensing, thinking, and growth standards of religious values and morals as the initial achievement of a child's identity. Zubaedi (2017) The attitudes, habits and behaviors that are formed in the early years of a child's life greatly determine how far he has succeeded in adjusting to life as an adult.

According to Nashih Ulwan (1997) Every child who was created, that is, since they were born in the world, has fulfilled pure tauhid, namely a straight religion, having faith in Allah.

2.4 Cikeas Nature School

Alam Cikeas School is a nature-based school, which has the vision to become a leading school that prints the generation of leaders and noble characters, and has a mission to build a natural-based education system with international standard learning while also conserving nature in the surrounding environment. Anshori (2008) states that substantially nature-based schools are school systems that offer how to invite students to be more familiar with nature, while making it a spirit to carry out teaching and learning activities. Cikeas Nature School has a high biodiversity. Flora and fauna can live in a sustainable ecosystem environment. Ecosystems managed in Cikeas natural schools are learning media and environmental learning media for students in the learning process. One of the efforts made by Cikeas Nature School is to educate students, facilitators, parents of students and residents around the school about the importance of protecting the environment and its ecosystem for the survival of the biodiversity contained.

The habituation program instilled in the Cikeas Nature School in fostering concern for the environment is by building empathy for the environment. According to Kunti Indra Karmadewi (2016) who served as director of the Cikeas Nature School explained that there were three points in building empathy for the environment. First, from an early age, every individual needs to be invested as part of an environment that interacts with each other, needs each other and benefits each other. Second, from the very beginning, they must be trained so that they care about the environment from the smallest things. In the Cikeas Nature School, they are used to carrying out ant operations, sorting waste such as plastic bottles of drinks and bottle caps is saved in the waste bank that has been provided, and the prohibition on using food wrap from materials that are difficult to decompose. Third, a consistent example from parents at home.



Picture 1: Recycling Garden Cikeas Nature School

From the picture above it can be seen that the Cikeas Nature School trains school residents (students, facilitators / teachers, school guards, gardeners and parents) to reduce the use of plastic waste which is very difficult to decipher by recycling used items to be creative and innovative so that the establishment of a recycling garden in the Cikeas Nature School which can be enjoyed by all school members. Schools do not focus on achieving value alone, but the most important thing is to encourage the formation of an environment of leadership that is environmentally sound. The learning process approach that uses a direct line between educators and students creates a positive correlation in character formation.



Picture 2: Purified and Sterilized Drinking Water

Cikeas Nature School is one of the schools that managed to get an award from the Ministry of Environment and Forestry as a National-level Adiwiyata school on December 13, 2016. The adiwiyata school is an award for schools that are already cultured. The habit of environmentally friendly learning carried out by students in the Cikeas Nature School became an advantage as a school that is culturally cultured.

3 METHODOLOGY

This study uses a qualitative research approach, which is arranged in descriptive analytical form. The location of this study is the Cikeas Nature School Bogor which is a nature-based school as a learning facility and is an Adiwiyata status school. The subject of this research was specifically focused on early childhood. By using primary data sources and secondary data. The primary data source is empirical data about environmental care character education for early childhood in the Alam Cikeas School, which is obtained through observation, interviews, documents, manuscripts, archives, and so on. While secondary data sources are journals, papers, seminars, articles, school bulletins. for early childhood at the Alam Cikeas School, which is obtained through observation, interviews, documents, manuscripts, archives, and so on.

4 RESULT

Experience is the best school, this is the basic motto of the Cikeas Nature School, namely experience and nature. One method used in learning activities at the Cikeas Nature School is:

1. Experiential learning is a method of learning by doing where there is a process of meaning or reflection on what has been done. So, whatever learning activities at school, facilitators always reflect with their students.
2. Nature. In the Sekolah Alam Cikeas, use the universe as the best learning media. Experience with nature is a form of positive collaboration full of learning.
3. Alam Cikeas School was one of the schools that had won an award from the Ministry of Environment and Forestry as Adiwiyata School on December 13, 2016. The Adiwiyata School was an award for schools that were already cultured.

REFERENCES

- Undang Undang, Nomor 23 Tahun 1997 Pasal 1.
 Undang Undang Republik Indonesia No. 20 Tahun 2003, Tentang Sistem Pendidikan Nasional, h. 2
 Departemen Pendidikan Nasional, Kamus Besar Bahasa Indonesia (Jakarta: Pusat Bahasa Departemen Pendidikan Nasional, 2008).
 Setiawan, N., Pengaruh pelatihan peduli lingkungan terhadap efikasi diri siswa daerah rawan abrasi, *Jurnal Ilmiah Berkala Psikologi*, Vol. 11, No. 2 (2009), 74-80.
 R., Mulyana., Penanaman Etika Lingkungan Melalui Sekolah Perduli dan Berbudaya Lingkungan, *Jurnal Tabularasa*, Vol. 6, No. 2, (2009), 175-180.
 Zubaedi, M.Ag, M. P d, Dr., Strategi taktis pendidikan karakter untuk paud dan sekolah (Depok: rajawali press, 2017), 418.
 Alwi, Hasan dkk., *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2002), 263.
 Djumransyah., *Filsafat Pendidikan* (Malang: Bayumedia Publishing, 2004), 22.
 Lickona, Thomas ., *Educating For Character: How Our School Can Teach respect and Responsibility* (New York: Bantam Books, 1992), 12-22.
 Ardy Wiyani, Novan, M.Pd.I, Dr., *Manajemen Program Pembiasaan Bagi Anak Usia Dini* (Yogyakarta: Gava Media, 2018), 24-25.
 Montessori, Maria., menyebut kapasitas anak yang unik ini "sebagai pikiran yang mudah menyerap" (*the absorbent mind*). Maria Montessori, *Metode Pengajaran Montessori Tingkat Dasar: Aktifitas Belajar Untuk Anak Balita* (Yogyakarta: Pustaka Pelajar, 2016), 6.

- Zubaedi, Strategi Taktis Pendidikan Karakter Untuk PAUD dan Sekolah (Depok: PT. Rajagrafindo Persada, 2017), 1.
- Rosyadi, Rahmat, A., Pendidikan Islam dan Pembentukan Karakter Anak Usia Dini (Konsep dan Praktik PAUD Islam, (Jakarta: Rajawali, 2013), 20.
- Jumadil, Mustari, Kahar, Hamzah, Alimuddin., Penerapan Program Adiwiyata Pada Aspek Kognitif, Afektif dan Psikomotor Tentang Pengelolaan Lingkungan Hidup Sekolah Dasar di Kendari, Jurnal Sains dan Teknologi, Vol. 15, No. 2, (Agustus, 2015), 195-202.
- Barlia, Lily ., Teori Pembelajaran Lingkungan Hidup di Sekolah Dasar (Subang: Royyan Press, 2008), 103.
- Cikeas Nature School, Menanam Empati Membangun Peduli, (Bogor: Saung, 2016), 7
- Hamzah, Syukri., Pendidikan Lingkungan: Sekelompok Wawasan Pengantar (Bandung: Refika Aditama, 2013).
- Hafiz, Anggi., Alam Sebagai Media Belajar dan Pembentukan Karakter, p. 1. 2009 (<http://www.slideshare.net/anggihafiz/alamsebagai-media-belajar-dan-pembentukankarakter>). 18
- Yusuf, Syamsul. 2012. Psikologi Perkembangan Anak & Remaja. Bandung: Remaja Rosdakarya.
- Nashih Ulwan, Abdullah, Tarbiyat al-Aulad fi al-Islam, Dar al-Salam, Mesir, juz 2, 1997, hlm.498.
- Mulyana, Rahmat., Jurnal Tabularasa PPs Unimed Vol. 6 No. 2 Desember 2009,
- Arifin, H.M., Ilmu Pendidikan Islam, (Jakarta: Bumi Aksara, 1984), cet. ke-III, hlm. 10.
- www.sacikeas.com

SCITEPRESS
SCIENCE AND TECHNOLOGY PUBLICATIONS