

# THE ROLE OF SCHOOL-BASED ENVIRONMENT TO MOTIVATE THE STUDENTS TO PARTICIPATE, CONSERVING, AND BECOMING PART OF THE ENVIRONMENT IN THE CURRENT AND IN THE FUTURE

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## **Abstrak**

Saatnya sekolah melakukan pembelajaran yang berbasis lingkungan hidup melalui keterlibatan siswa dalam lingkungan sekolah dan masyarakat. Sangat penting melibatkan siswa dalam partisipasi program penghijauan, kebersihan lingkungan, mencari pemecahan masalah mengenai kerusakan lingkungan dan kegiatan lainnya. Kemudian, inovasi di bidang pendidikan dan kurikulum perlu dikembangkan untuk menyeimbangkan antara pendidikan dan perhatian siswa terhadap lingkungan hidup. Informasi mengenai ramah lingkungan sangatlah mudah didapat, antara lain nara sumber, media elektronik, media cetak, lingkungan alam sekitar, dan lain-lain. Mengkaitkan pengetahuan Tenaga pendidik melakukan proses konseptual dan prosedural dalam perubahan perilaku yang berbudaya pemecahan masalah lingkungan hidup, serta lingkungan melalui upaya peningkatan penerapannya dalam kehidupan pengetahuan, ketertarikan, mengaplikasikan sehari-hari. dan akhirnya diharapkan menjadi suatu kebutuhan dalam kehidupan.

*Kata kunci: lingkungan hidup, kurikulum, partisipasi siswa*

## **Abstract**

Time for school-based learning environment through student involvement in school and community environments. Very important the participation of students in programs involving the greening, environmental hygiene, looking for problem-solving regarding environmental damage and other activities. Then, innovation in the field of education and curricula need to be developed to balance between education and students' attention to the environment. Information about eco-friendly is easy to come by, among others, resource person, electronic media, print media, the natural environment around, and others. Associate the knowledge educators conducting the process of conceptual and procedural changes in the behavior of cultured environmental problem solving, as well as the environment through efforts to increase its application in the life of knowledge, interest, apply daily and eventually is expected to be a necessity in life.

*Keywords: environmental, curriculum, studentens participation.*

## **Introduction**

The environmental education should be implemented to increase environmental literacy and natural resource stewardship in schools by encouraging, promoting and supporting environmental education programs,

facilities and resources throughout the educational area. It provides enrollees with outdoor teaching skills, science and nature content knowledge and environmental education methods. Many classroom teachers take advantage from environmental educational program and the program can connect all students with the multitude of environmental education resources that are available, from the classroom teacher who needs support for a science lesson, to the family looking for a fun, educational outing to the non formal educator in need of professional development. The objective of the environmental education program is to aid the educators in implementing environmental education amongst all the grades. Eco-schools program is designed to implement sustainable development education in schools by encouraging children and youth to take an active role in how their school can be run for the benefit of the environment. The reserve provides the schools with the support they need to fulfill their commitments to the program.

The current school policy development needs to be done to care and cultured environment, environment-based curriculum development, development of school activity-based management and participatory development as well as supporters of eco-friendly school. Therefore expected school can do development policies school care and culture environment and school revise against vision and a school that lead to eco friendly school. Planning program school based environmentally friendly aims to sharpen indicators attainments, evaluation, monitoring, socialization school cultured environment. Besides that also arrange school curriculum fields to each subject integrated with the environment.

Environmentally based curriculum development can be given in the form of the subject matter at a special school on the environment. The concept of the given material is on the importance of how to care for the environment around them, energy saving, the factors that can cause damage to the environment and environmental benefit to human life today and in the future. Thus in order to students understand how to love and care for the environment. Of course the learning activities are supported by the school's facilities and infrastructure to bring about awareness of keeping the environment and become a positive experience contributions to students.

For instance, student can discuss about energy, public policy about environment, waste, pollution, or global climate change. As described: The global climate change meeting in Bali in December of 2007, however, revealed developed countries still resisting changes which might cost their industries competitive advantages in trade. If effect, the world recognizes the urgent need for new international agreements limiting greenhouse gas emissions, but the largest emitter of gases – the United States – refuses join other nations in setting hard and fast standards.

Impact of Climate Change. Add to the picture the following information according to over 2000 scientists in the United Nations Intergovernmental Panel on Climate Change, rising global uses of fossil fuels are throwing the earth's natural systems seriously out of balance. Globalization has arrived at an ironic tipping point. Burning coal, oil, and gas in greater quantities to support global economic growth has triggered the beginnings of serious global warming that is

already increasing desertification, depleting glaciers as fresh water sources, melting polar sea ice, altering ocean currents, and destroying crops and natural resources, all patterns which suggest that global warming may cause the global economy to falter or in part collapse. CO<sub>2</sub> from fossil fuel constitutes 70% of all greenhouse gases. We have arrived in uncharted territory where assumptions about uses of available fossil fuel energy resources must change in order to preserve world economic order. At the Asia Pacific Economic Cooperation meeting in Sydney in September of 2007, 21 developed and developing nations adopted only non-binding greenhouse gas emissions targets. China acknowledged the need to limit its carbon emissions. (Hutzler, 2007).

Then activity that is not less important is with program one person one tree for restoration. One person planting and caring for a single tree can transform a backyard. Hundreds of thousands of people growing millions of healthy trees in some area could transform our region and create a model of sustainability for the world. Forestry is the science, art, and craft of creating, managing, using, conserving, and repairing [forests](#) and associated resources to meet desired goals, needs, and values for human benefit. Forestry is practiced in [plantations](#) and natural [stands](#). The main goal of forestry is to create and implement systems that manage forests to provide environmental supplies and services. The challenge of forestry is to create systems that are socially accepted while sustaining the resource and any other resources that might be affected. The forest science has elements that belong to the biological, physical, social, political and managerial sciences. Then to improve human health and the sustainability of forests, the necessary things to preserve forests for local people and contribute in improving forest management. Intervention against the forest, good responsible or not, has implications for other populations, such as the global warming. Therefore, by looking at the benefits of forests, we can contribute to the forest around us, maintain and preserve it.

Related to Wikipedia (2014) that Environmental education (EE) refers to organized efforts to teach about how natural environments function and, particularly, how human beings can manage their behavior and ecosystem in order to live sustainably. The term is often used to imply education within the school system, from primary to post-secondary. However, it is sometimes used more broadly to include all efforts to educate the public and other audiences, including print materials, websites, media campaigns, etc. Related disciplines include outdoor education and experiential education.

And also, Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration, 1978).

Environmental education focuses on:

- a) Awareness and sensitivity about the environment and environmental challenges
- b) Knowledge and understanding about the environment and environmental challenges

- c) Attitude concern for the environment and help to maintain environmental quality
- d) Skills to mitigate the environmental problems
- e) Participation for exercising existing knowledge and environmental related programs.

### **The School Curriculum and Environmental Education**

Education has an important role to play in the process of changing society. To prepare our pupils to be citizens of the twenty-first century, it is important to search for exemplary practical proposals in which environmental education is integrated into the curriculum. This requires a form of teaching in which the pupils acquire the courage, commitment, and desire to participate in social interests relating to environmental issues, learning to be active citizens. A key aspect is the acquisition of skills for alternative actions in which the pupils can choose whether or not to participate. The objectives of environmental education is to increase public awareness about environmental issues, as explore possible solutions, and to lay the foundations for a fully informed and active participation of individual in the protection of environment and the prudent and rational use of natural resources. It is important that we capture this enthusiasm and that no opportunity is lost to develop knowledge, understanding and concern for the environment through school education.

With the serious environmental issues we are facing today, the development of environmental education curriculum can be used as an instrument to continue to safeguard our environment. We can be assured this knowledge is passed on to our children to come as well as our community. Our Natural World is evident through the changes in our plant and animal health due to the many threats upon our air, land and water ecosystems. So that's why we need the programs have been put in place to reduce waste, and eliminate toxins that are released into our environment. These problems are at our doorstep and a plan is needed to restore and maintain our environment necessarily. All these can be addressed through an environmental curriculum.

Curriculum is the foundation of student learning. If curricula are designed with environmental education in mind students will experience increased engagement with environmental education. Related to María del Carmen Conde & J. Samuel Sánchez (2010: 479) that integrating environmental education into school life requires a coherent approach on various fronts for there to be progress towards sustainable development in the school itself. The guiding rule is to practice what we preach. In particular, environmental management, the greening of the curriculum, the type of organization, and the relationships among members of the educational community need to be consistent with the environmental education that is being advocated. The school's entire educational community must participate in moving towards a comprehensive working commitment.

In [secondary school](#), environmental curriculum can be a focused subject within the sciences or is a part of student interest groups or clubs. At the undergraduate and graduate level, it can be considered its own field within

education, environmental studies, environmental science and policy, ecology, or human/cultural ecology programs. Environmental education is not restricted to in-class lesson plans. There are numerous ways children can learn about the environment in which they live. From experiential lessons in the school yard and field trips to national parks to after-school green clubs and school wide sustainability projects, the environment is a topic which is readily and easily accessible. Furthermore, celebration of Earth Day or participation in another environmental educational is a great way to dedicate the lessons to environmental education. To be most effective, promote a holistic approach and lead by example, using sustainable practices in the classroom and school grounds and encouraging students and parents to bring environmental education into their home. One needs to know what is really incorporated into the curriculum and how it is worked on in order to understand how these experiences contribute to achieving the objectives of environmental education for sustainable development in schools.

### **Broaden of Thinking , Learning and Teaching Eco Friendly at School**

Everyone who is involved in learning needs to have some understanding of its nature and purpose. A framework for understanding thinking and learning can be used at different levels; for example, as a general guide to the formulation of an environment mission or in formulating specific learning objectives, aware of environmental educational. When a theoretical framework is used consistently and explicitly, it is likely that communication within an educational or training context will be enhanced, as well as communication with the outside world. This should therefore be of direct benefit to teachers and learners as well as others involved such as parents, employers, policy-makers and the educational research community.

There are a number of subject disciplines which have as their focus the study of human beings. These include philosophy, psychology, sociology and anthropology, where almost every aspect of human behavior is of potential interest. Geographers and historians are clearly interested in a broad spectrum of human behavior and we could add other disciplines to the list. The point is that in the humanities, just as much as in the sciences, there are benefits to be obtained through collaboration and this too requires a shared language about how people think and learn. It is certainly possible for a thinking skills framework to be drawn up for each subject area, but if this were done, the differences would probably lie only in the detail. In our view, many benefits would flow from the interdisciplinary development of a common framework, especially if care were taken to avoid the use of the kind of esoteric or abstruse language which tends to maintain artificial boundaries between traditional academic subjects.

The viewpoint that continuously excavated from the student life experience will be easier to develop and expand the knowledge of students about the environment. At the next stage the teacher is able to give an explanation and examples of real-life environment. So that the students will understand how to participate and do positive actions to safeguard the environment. And provision

of knowledge they have surely will be done constantly with the program or curriculum-based friendly environmental school. Based on Ee North Carolina (2014) The components of environmental education are:

- a) Awareness and sensitivity to the environment and environmental challenges<sup>[1]</sup><sub>[SEP]</sub>
- b) Knowledge and understanding of the environment and environmental challenges
- c) Attitudes of concern for the environment and motivation to improve or maintain environmental quality<sup>[1]</sup><sub>[SEP]</sub>
- d) Skills to identify and help resolve environmental challenges<sup>[1]</sup><sub>[SEP]</sub>
- e) Participation in activities that lead to the resolution of environmental challenges

Key Characteristics of Environmental Education (Ee North Carolina, 2014)

- a) Relates to environmental topics or issues
- b) Uses the outdoors as a learning environment
- c) Is a lifelong learning process
- d) Is interdisciplinary and draws upon many fields of study and learning
- e) Is relevant to the needs, interests and motivations of the learner
- f) Is based on accurate and factual information
- g) Presents information in a balanced, unbiased manner
- h) Inspires critical thinking and decision-making
- i) Motivates people to take responsible action
- j) Improves learner achievement and outcomes

Related to David Moseley et al (2005) that Understanding thinking and learning is important not only in academic study, but also in professional and vocational courses and in working effectively with younger learners. Some kinds of teaching have traditionally included the philosophical study of theories of knowledge, but most have not included any study of theories of learning. However, it would make good sense for thinking and learning to form the core of such studies, associated with another subject of choice in which human behavior is the focus. An understanding of thinking and learning frameworks should inform the planning of appropriate curricula for all kinds of learning, in order to ensure that they are realistic and achievable.

### **A Fun Classroom**

Manifest class a fun and uplifting and inspiring for students is very important. Why is this so? A fun class will give students a taste of fun for students. Not just up here, with a fun class, will surely provide a sense of security and comfort for students at the learning in the classroom. Just imagine: Supposed we as a current student who was in the classroom, what your current expectations. The first answer is wanting a fun class. Fun means not boring, containing things or new information for students, refreshing for students, adding to the knowledge that would be useful in life, as well as interactive in the classroom so that there is an exchange of information and additions that occurred

in the learning process.

The question is how to manage classes that are fun. This required an understanding of concepts and creativity guru. Realizing the fun class requires a few steps so that the created class harmonies and understated. As the first step is to find the ideas useful and creative, secondly, outlines the ideas into the process of implementation, preparation of the implementation process of the three: ideas, fourth: implementation of ideas, and the last, fifth: assessment of the process of implementation of those ideas, it's important to look back about the effectiveness and advantages the ideas that are correspond to a fun learning in the classroom so that the created class is interactive and not boring.

In addition to learning in the classroom, the other important thing is the availability of adequate facilities for students. How these facilities are said to be quite?. Said enough when these facilities can assist the implementation of the process of teaching and learning in the classroom. Then said simply when the facility can reach out to the needs of students during the learning process and facilitate students in its activities during the study. As an example, among others, the availability of learning materials in the form of books, multimedia, internet facilities that can provide more insight to students via video/film screenings or impressions-impressions-related material in the classroom, a good sound system for the message to be carried well in a voice that is heard quite clearly for students. Even through the multimedia available, students can create their own impressions or video that can be displayed in the classroom as a result of their own work can be shown in the process of

Still regarding facilities, comfortable seats for students also need to be taken care of, so that they can at home and comfortable during learning, imaginable if students continue to sit on a chair that is uncomfortable, it will affect student learning and motivation. In class, he also provided the cabinets/shelves of books that could easily save the results to the working student/assignment/student work, so students can easily look back on the results of their work if at any time is required at the time of learning in the classroom. Later classes also it would be nice if there was a map of the world that are big enough for students to realize that they are living a large part of life (global/international), making it appear a sense of nationalism and students determined to become better in the future. In addition to the map, it is also good if there are pictures that can inspire and educate the students indirectly. The teaching and learning process fun and interactive and inspiring for students is the best step to produce a generation that can also contribute in the future will certainly be better.

## **Conclusion**

The desired outcome of environmental education is environmental literacy. Environmental education strives to provide learners with sound scientific information and the vital skills of problem solving, critical thinking and decision-making. The public will more frequently be called upon to understand complex environmental issues, assess risk, evaluate proposed environmental

plans and understand how individual decisions affect the environment at local and global scales. Creating a scientifically informed citizenry requires a concerted, systematic approach to environmental education. In the classroom, environmental education takes its cue from children's natural curiosity about animals, plants and other elements of nature. Research reveals that using the environment as a context for learning can increase student performance on standardized measurements of academic achievement in science, math and other subjects, and may reduce discipline and classroom management problems as well. In addition, environmental education is often credited with reaching students who do not perform well in the traditional classroom.

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