

Environmentally Conscious Behavior Through Ecoliteracy Activities At Sekolah Alam Depok

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ABSTRACT

The background of this research addresses the issue of the public's lack of attention to the surrounding environment, which was observed by the researcher prior to conducting the study. This is evidenced by the presence of some students who still litter and the general lack of student awareness towards the environment. The aim of this research is to identify strategies to enhance environmentally conscious behavior through ecoliteracy activities at Sekolah Alam Depok. The research method used is descriptive qualitative. The data obtained includes the results of interviews, observations, and documentation. The data analysis technique used is SWOT analysis. The results of this research indicate strategies that can enhance environmentally conscious behavior through various ecoliteracy activities.

Keywords:

Environmentally
Conscious Behavior,
Ecoliteracy, Sekolah
Alam

INTRODUCTION

The environment is the most crucial place for the survival of living beings, where everything coexists and relies on each other. Within the environment, there are biotic and abiotic components that are interdependent. If any of these components are damaged, the sustainability of the environment and living beings will be affected, leading to adverse consequences.

Environmental issues currently facing the world have become a global focus due to the numerous problems arising, especially those related to solid waste. After China, Indonesia, with a population of 255,460,000 and a coastline of 99,093 kilometers, ranks as the second-largest producer of plastic waste globally (Widadio 2019). In 2019, the waste generated in Indonesia reached 66-67 million tons, an increase from the previous year's 64 million tons. Of this amount, plastic waste accounted for 3.2 million tons, with 1.3 million tons being dumped into the sea (Permana 2019).

Environmental care-oriented education is one of the solutions to enhance environmentally conscious behavior instilled at the school level (Zuchdi 2011). Sapanca (2012:4) states that ecoliteracy education strives to introduce and renew an individual's understanding that caring for the environment is vital for life. Ecoliteracy is a movement that helps individuals comprehend the importance of the environment. This aligns with Capra's (2017:14) definition of ecoliteracy as an understanding of ecosystem principles to foster a society with environmentally conscious behavior, which can be developed through school education. Kurniasari's (2018:10) research supports this, stating that ecoliteracy can enhance students' understanding of environmentally conscious behavior.

Ecoliteracy is a way of thinking that relates human behavior to their interaction with nature (Tamam, 2014). This explanation aligns with the principles of the Center for Ecoliteracy (2015), which asserts that ecoliteracy leads to green behavior, fostering a dynamic interaction between humans and nature, resulting in environmentally aware individuals capable of maintaining ecological balance. Raising awareness, attitudes, and understanding of environmentally conscious behavior among students can be

implemented in nature schools. Nadiroh and Indah (2019:3) claim that nature schools provide facilities for learning activities that explore nature more broadly. This is because nature schools are a response to improving the education system, aiming to develop children's potential according to their abilities (Suhendi and Murdiana 2012).

According to Narwanti (2011), environmentally conscious behavior involves societal actions to prevent environmental damage and efforts to repair such damage. Tijan (2010:17) states that environmentally conscious behavior always strives to repair environmental damage and prevent further damage to the surrounding natural environment. Qurrotaini (2017:38) suggests that environmentally conscious behavior can be taught in schools through environmental education, which includes knowledge, study materials, and practical methods for handling environmental problems that have become global issues. Based on the above explanations, environmentally conscious behavior can be defined as actions by individuals or communities to repair or prevent environmental damage.

Ratna Widyaningrum (2016:112) outlines several activities for developing environmentally conscious character in elementary school students, involving their active participation, including: a. Not littering. b. Identifying types of waste and disposing of them accordingly. c. Cleaning the school environment once a week. d. Classroom duty rotation.

A school with an environmental culture can be realized by implementing an environment-based curriculum, which aligns with Adam's (2014:170) view that school policies include curriculum development, budget policies for related activities, and adequate facilities to support an environmentally cultured school.

Several studies have been conducted on similar topics, including Indah Dwi et al. (2022), which demonstrated that students' creative thinking skills improved through media scrapbook-based ecoliteracy at Madrasah Aliyah NW Samawa, with achievements rising from 51% in the first cycle to a more creative criterion in the second cycle.

Another study by Rida Nurfarida et al. (2021) titled "Green Behavior Through Ecoliteracy Education for Early Childhood Character Development" showed that ecoliteracy education in early childhood increased green behavior, such as caring for animals, proper waste disposal, waste sorting, and water conservation. This research aims to build on previous studies and identify strategies to enhance environmentally conscious behavior through ecoliteracy activities at Sekolah Alam Depok.

Interviews with residents of Sekolah Alam Depok revealed a lack of interest and attention towards environmentally conscious behavior. For example, there was a noticeable lack of empathy towards the environment and disinterest in maintaining cleanliness. Observations prior to the study indicated similar issues, such as students littering and neglecting scattered trash in the school environment.

These problems arise due to a lack of understanding among the school community about ecoliteracy-based education, especially among teachers. Based on the above background, this study aims to explore ecoliteracy-based education as a solution to environmental issues at Sekolah Alam Depok, titled "Strategies to Enhance Environmentally Conscious Behavior Through Ecoliteracy Activities at Sekolah Alam Depok."

METHOD

The type of research used by the researcher in this study is descriptive qualitative research. Primary data collection was conducted through interviews with school officials, government representatives, and students, as well as through observations. Secondary data collection was carried out using data sources through literature review and documentation. The data analysis used in this research, as stated by Neuman (2006: 417 – 443), includes the following stages: (a) Data organization stage; (b) Data processing stage; (c) Data interpretation stage; and (d) Conclusion stage.

RESULTS AND DISCUSSION

1. SWOT Analysis of Environmental Care Behavior

Based on the research findings, the factors that constitute the strengths, weaknesses, opportunities, and threats of Environmental Care Behavior through Eco-literacy Activities at Sekolah Alam Depok can be identified. Using the SWOT matrix, management strategies are categorized into four groups: Strengths-Opportunities (SO) Strategy, Weaknesses-Opportunities (WO) Strategy, Strengths-Threats (ST) Strategy, and Weaknesses-Threats (WT) Strategy. The proposed alternative strategies in these four groups are detailed as follows:

- a. Strengths-Opportunities (SO) Strategy The SO strategy is proposed by leveraging all strengths to capitalize on available opportunities. The suggested strategies include formulating an eco-literacy-based curriculum, developing school programs based on environmentally caring behavior, and creating learning activities oriented towards environmentally caring behavior through eco-literacy activities.
- b. Weaknesses-Opportunities (WO) Strategy This strategy aims to mitigate weaknesses by utilizing available opportunities. The proposed strategies include providing training for educators and educational staff related to eco-literacy activities, increasing teaching materials and reading resources related to eco-literacy understanding, and integrating eco-literacy activities into the learning process.
- c. Strengths-Threats (ST) Strategy The ST strategy is proposed to use the school's strengths to address threats. Suggested strategies include utilizing facilities and infrastructure to impart understanding of eco-literacy activities and delivering eco-literacy comprehension through creative teaching materials.
- d. Weaknesses-Threats (WT) Strategy The WT strategy is based on the following strategies: conducting in-house training by inviting speakers related to eco-literacy and establishing connections with other partners concerning eco-literacy.

2. Interpretation of Environmental Care

The interpretation of the research results that the author explains here is the final result of data analysis which is then explained with data interpretation regarding strategies to increase environmental care behavior through ecoliteracy activities at the Depok Nature School. The following are several factors that are internal and external to the strategy of increasing environmental care behavior through ecoliteracy activities at Sekolah Alam Depok. The first internal factor is the strength of Sekolah Alam Depok. The strengths found in the Depok Nature School are: nature-based curriculum, learning oriented towards environmentally caring behavior towards students, adequate learning facilities, learning programs with nature, learning oriented towards improving hard skills and soft skills, students have an interest in environmentally caring behavior, location strategic schools and a comfortable school environment, educators

and education staff who are of productive age, educators and education staff who have competence in their fields.

The second internal factor is the weakness of Sekolah Alam Depok. The factors that are weaknesses at the Depok Nature School are: the school community does not understand about ecoliteracy, there is no information about ecoliteracy available because the school lacks in providing reading materials or sources of information about ecoliteracy, students apply environmentally caring behavior only in the school environment and are not optimal. implementing it at home and the unavailability of ecoliteracy-based teaching media, this is due to the lack of teachers in understanding ecoliteracy.

The first external factor is the opportunity for Sekolah Alam Depok. The factors that become opportunities at Sekolah Alam Depok are: the amount of support from the school and the parents to increase environmental care behavior through ecoliteracy activities, the creation of student behavior based on ecoliteracy activities, this is due to the large support from both the school and the parents, and being The first natural school to implement ecoliteracy activities in learning.

The second external factor is a threat to the Depok Natural School. The factors that pose a threat to the Depok Natural School are: there has not been a collective awareness of the lack of understanding regarding ecoliteracy activities even though ecoliteracy can help problems that occur in the surrounding environment, the school community's understanding of ecoliteracy activities is still low, ecoliteracy has not become the main focus in learning.

Based on the results of the study, the researcher proposes strategies to be used in improving environmental care behaviour through ecoliteracy activities at Sekolah Alam Depok, so that it can help school members in overcoming environmental problems with ecoliteracy activities and be able to bring up environmental care behaviour for each individual, in improving environmental care behaviour through ecoliteracy activities at Sekolah Alam Depok begins with the formulation of programs that will be carried out on the strategies that have been determined.

Previously, it has been formulated what strategies will be proposed to improve environmental care behaviour through ecoliteracy activities at Sekolah Alam Depok. The programmes listed in the table will be implemented to achieve the target of improving environmental behaviour through ecoliteracy activities at Sekolah Alam Depok. The programmes are carried out in three stages.

The first stage, the first programme proposed is to introduce school community about ecoliteracy so that school community can know about ecoliteracy and can attract their curiosity towards ecoliteracy. The second programme is to hold training for teachers regarding ecoliteracy activities can be done approximately once a month with the aim that teachers gain knowledge about ecoliteracy activities so that teachers can provide information to students about ecoliteracy. The third programme is to formulate a learning programme regarding ecoliteracy activities so that ecoliteracy can be part of learning so that students can find out more about ecoliteracy. The fourth programme is to carry out activities based on environmental care, this programme is carried out in order to create a sense of concern in students because students can learn directly about caring for the environment through ecoliteracy activities. The fifth program is to conduct outing class activities based on environmental care behaviour, this activity is carried out so that students feel happy with various kinds of activities that lead to environmental care behaviour.

In the second stage, the sixth proposed programme is to maximise learning activities both in the classroom or outside the classroom oriented towards environmental care behaviour through ecoliteracy activities. This activity is carried out so that students can animate environmental care behaviour so that students can apply environmental care through ecoliteracy activities in their daily lives. The seventh programme is to hold a reading corner containing books or teaching materials related to ecoliteracy activities, in this case it can help teachers to add information to students about ecoliteracy. The eighth programme is to apply the understanding of ecoliteracy in learning activities, this is done to measure the extent of students' understanding of ecoliteracy. This activity can be done at least once a week to maximise students' understanding of ecoliteracy and how to apply it. The ninth programme is to utilise existing facilities and infrastructure to implement ecoliteracy activities in learning, this shows that facilities and infrastructure must be utilised as well as possible in supporting the learning process. So that it can maximise the ecoliteracy activities that students will carry out at school.

The last stage, the tenth programme proposed is to hold training on making learning media for teachers on understanding ecoliteracy, the training aims to make teachers more creative in making learning media. So that it can attract students to learn ecoliteracy not only that, creative learning media can facilitate teachers in delivering information about the material being taught. The eleventh programme is to bring resource persons from outside the school to teach ecoliteracy in class, this activity is carried out so that schools can facilitate students to learn with experts to get clear and definite information about ecoliteracy. The twelfth programme is to collaborate with other parties to support the ecoliteracy activities implemented at school, in order to strengthen the ecoliteracy activities that have been implemented at school. Thus the provision of proposed strategies by making various programs that aim to improve environmental care behaviour through ecoliteracy activities to the fullest.

CONCLUSIONS

Based on the results of the study, it can be concluded that environmental care behaviour can be improved through ecoliteracy activities with the following strategies:

1. Formulate a curriculum based on ecoliteracy activities.
2. Creating a school program based on environmental care behaviour.
3. Creating learning activities oriented towards environmental care behaviour through ecoliteracy activities.
4. Adding teaching materials and reading materials related to understanding ecoliteracy.
5. Using facilities and infrastructure to provide an understanding of ecoliteracy activities.
6. Delivering an understanding of ecoliteracy with creative teaching materials.
7. Adding connections with other partners related to ecoliteracy.

Based on the results of the study, there are several things that need to be suggested, including:

1. It is necessary to hold a learning programme based on ecoliteracy activities.
2. It is necessary to improve the competence of teachers to teach the understanding of ecoliteracy.
3. Maximising the learning process to improve environmental care behaviour.

4. Maximising the cultivation of environmental care behaviour through ecoliteracy activities.

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