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Implementation of A School Based on A Wetland Environment From An Ecological Citizenship Perspective

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Abstrak

Manusia dan lingkungan hidup merupakan dua hal yang saling berhubungan dan tidak dapat dipisahkan satu sama lain. Mendidik masyarakat yang sadar akan pentingnya lingkungan hidup tentu memerlukan usaha. Salah satunya melalui lembaga pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan menyajikan data hasil penelitian. Diolah dan disajikan secara kualitatif. Penelitian ini menggunakan teknik pengumpulan data observasi, wawancara dan dokumentasi. Analisis data penelitian menggunakan teknik analisis model interaktif (interactive model of analysis) dari Miles dan Huberman. Dalam model analisis interaktif ini peneliti bergerak pada tiga komponen yaitu reduksi data, penyajian data, dan verifikasi. Fokus penelitian dalam artikel ini antara lain: (1) Implementasi kurikulum berwawasan lingkungan di sekolah adiwiyata, dan (2) dampak yang ditimbulkan dari kurikulum berbasis lingkungan di sekolah adiwiyata. Hasil penelitian ini menemukan bahwa kurikulum SMP Adiwiyata selalu mengedepankan keterlibatan aktif seluruh warga sekolah dalam pelestarian lingkungan hidup. Organisasi di sekolah Adiwiyata Kota Banjarmasin mempunyai salah satu misinya yaitu pelestarian lingkungan hidup. Adanya kurikulum berbasis lingkungan hidup akan memunculkan budaya baru yaitu budaya lingkungan hidup dimana warga sekolah akan semakin sadar akan pentingnya menjaga lingkungan hidup

Kata kunci: Adiwiyata, Ecological Citizenship, Pendidikan, Lahan Basah.

Abstract

Humans and the environment are two things that are interconnected and cannot be separated from each other. Educating people who are aware of the importance of the environment certainly requires effort. One of them is through educational institutions. This study uses a qualitative approach by presenting data from research results. Processed and presented qualitatively. This study used observation data collection techniques, interviews and documentation. Analysis of the research data used interactive model analysis techniques (interactive model of analysis) from Miles and Huberman. this interactive analysis model, the researcher moves on three components, namely data reduction, data display and verification. The results of this research found that the Adiwiyata Middle School curriculum always prioritizes the active involvement of all school members in environmental conservation. The organization at the Adiwiyata school in Banjarmasin City has one of its missions, namely environmental preservation. The existence of an environmentally based curriculum will create a new culture, namely an environmental culture where school residents will be more aware of the importance of protecting the environment.

Keywords: Adiwiyata, Ecologycal Citizenship, Education, Wetlands.

INTRODUCTION

The fact cannot be denied that the environment is an urgent part of human survival. Because the environment and all its contents really determine the quality of human life (Rambe et al., 2021). Environmental issues have become one of the main issues in almost all countries today, especially Indonesia. Environmental problems are natural problems, namely events that occur as part of natural processes. This natural process occurs without causing significant consequences for the environmental system itself and can recover later naturally (homeostasis). Ecological citizenship is always related to a citizen's commitment to the environment. How capable they are of protecting the natural environment so that it remains in good condition (Dobson, 2003)

However, now environmental problems can no longer be said to be purely natural problems, because humans provide very significant and variable causal factors for environmental events. It cannot be denied that environmental problems that are born and develop due to human factors are much bigger and more complicated (complicated) than natural factors themselves (Nina Herlina, 2017). In the past, many people thought that environmental damage was caused by natural factors, but with the development of technology, people realize that human activities have a more significant impact on climate and environmental change (Anggraini et al., 2021).

Humans are one of the determining factors in efforts to preserve the environment, while at the same time having a role and responsibility to empower environmental wealth for the survival of the ecosystem (Karim, 2018). Environmental problems are such a complex problem globally that they are a serious humanitarian problem (Rambe et al., 2021). Human behavior is the main factor causing global environmental damage. Especially in Indonesia, environmental damage is caused by very minimal environmental care behavior (Siskananti & Chastanti, 2022).

Law No. 23 of 1997 concerning environmental management. Article 5 paragraph (3) explains that everyone has the right to play a role in environmental management. This is clearly regulated so that citizens can play a role in preserving the environment. However, although legally regulated, awareness of environmental preservation is still very minimal.

Human behavior which increasingly does not care about environmental sustainability will have an impact on human life itself. Habits such as littering, throwing garbage in rivers, cutting down trees without carrying out rehabilitation, and burning forests are behaviors that can damage environmental sustainability.

Humans and the environment are two things that are interconnected and cannot be separated from each other. Educating people who are aware of the importance of the environment certainly requires effort. One of them is through educational institutions. Through educational institutions, the government hopes that an attitude of caring for the environment will emerge which will bring out stages of environmental concern in students from an early age.

In order to address this problem and to increase knowledge and understanding of the environment among students and the public, on June 3 2005 a Joint Agreement was signed between the State Minister for the Environment and the Minister of National Education. In realization of this agreement, on February 21 2006 the Adiwiyata Program was launched, namely a school that cares and has an environmental culture. The Adiwiyata program was launched to encourage and

shape schools in Indonesia to participate in implementing government efforts towards environmental preservation and sustainable development for the benefit of current and future generations (Wagiran, 2017)

This program is a program packaged in the form of education, guidance, training and appreciation for people or institutions in the environmental sector. Adiwiyata is a breakthrough in getting used to and forming a sense of concern and empathy for nature. Various literature explains different terminology regarding ecological citizenship. There are those who interpret it as ecological citizenship and there are also those who term it as environmental citizenship. However, both have the same root definition, namely relating to the strategic position of citizens in overcoming environmental problems (Nugroho, 2021).

Discussion of environmental problems in Indonesia has been going on for a long time, but the efforts made by elements of society through the environmental drivingcommunity or strengthening knowledge about the importance of environmental issues in schools have also not been optimal. This is shown in the scope of learning materials in schools, especially in learning Pancasila and Citizenship Education which is still very minimal. Therefore, it is important to understand the concept of ecological citizenship (Mariyani, 2017).

Every citizen is obliged and responsible to maintain a good living environment. Citizen participation in preventing pollution, damage and preserving the environment can be carried out with the cooperation of all levels of society. Efforts to build environmentally caring character are carried out through environmental education (Gusmadi & Samsuri, 2020). Ecology is closely related to the organizational levels of living things, namely: populations, communities and ecosystems that influence each other as a system that shows unity.

A wetland environment is a place that is flooded with water or a place where water is supplied. Examples of wetlands include swamps, peat soil and brackish water. Wetlands are considered areas that are difficult for people to use. One of the areas in Indonesia that is a wetland is the city of Banjarmasin.

The purpose of this study is to analyze what schools do to form wetland ecological citizenship, especially for students. It is from this that makes researchers interested in conducting research on "Grand Design Schools Based on Wetland Environments in the Perspective of Ecological Citizenship"

METHOD

Jenis This research uses a qualitative approach by presenting data from research results. Processed and presented qualitatively. This study uses data collection techniques as follows:

1. Observation, carried out to obtain data about the implementation of environmentally cultured schools.

2. In-depth interviews, which were conducted to obtain data on various obstacles faced by schools in implementing an environmentally cultured school program.

3. Documentation, carried out to collect data on various school documents regarding environmentally cultured school programs.

This research was conducted in Banjarmasin City, South Kalimantan. The schools used as research samples are schools that have the status of adiwiyata schools, and have been running the Environmental Care and Culture School program for at least 2 years. The duration

of this research was carried out for eight months from April to November 2023. In this research, researchers obtained data from school principals, teachers, education staff, students and residents around the school. About how to implement an environmentally based curriculum and also the impact felt after implementing an environmentally based curriculum, namely character formation.

Analysis of the research data used interactive model analysis techniques (interactive model of analysis) from Miles and Huberman. In this interactive analysis model, the researcher moves on three components, namely data reduction, data display and verification.

1. Data reduction means that the data obtained from the research location or field data is presented in a complete and detailed description or report. Field reports by researchers will be reduced, summarized, the main points selected, focused on the important things and then looked for themes or patterns (through the process of editing, coding and tabulating). This data reduction was carried out continuously during the research process.

2. Presentation of data, intended to make it easier for researchers to see the overall picture or certain parts of the research. In other words, it is organizing data into a certain form so that it appears with a more complete figure. Data collection, data reduction, data presentation and drawing conclusions is not something that takes place linearly, but is an interactive cycle, because it shows a genuine willingness to understand or get an in-depth, comprehensive, detailed

picture and understanding of a problem so that it can be generate an inductive conclusion.

3. Drawing conclusions/verifying data, in this qualitative research is done continuously throughout the research. From the moment they enter the field and during the data collection process, researchers try to analyze and find meaning from the data collected, namely looking for patterns, themes, similarities, things that often arise, hypotheses and so on which are outlined in tentative conclusions. However, with the addition of data through continuous verification, a "grounded" conclusion will be obtained. In other words, every conclusion continues to be verified during the research involving the researcher's interpretation. The components of the data analysis mentioned above by Miles and Huberman (1992:20) are referred to as "interactive models".

RESULT

1. **Implementation of a curriculum with an ecological citizenship perspective at Adiwiyata Middle School, Banjarmasin City**

   Adiwiyata School is a program which aims to create conditions that good for the school community (teachers, students and workers others), to encourage rescue efforts environment and sustainable development in the end, it can create institutions a school that cares and has an environmental culture based on norms of togetherness, openness, honesty, justice and environmental sustainability life and

natural resources (https://www.menlhk.go.id/).

From the research results, it was found that the Adiwiyata curriculum in Banjarmasin City Middle Schools always prioritizes the active involvement of all school residents in environmental conservation. The applied curriculum incorporates environmental-based main activities both inside and outside the classroom. Local content given to students is formulated in specific lessons. Where in the curriculum with an ecological citizenship perspective at Banjarmasin City Middle Schools, there are many programs that can increase students' civic insight towards caring for the environment, including:

Clean Friday program that focuses on activities outside the classroom, by cleaning the environment. In this activity, students are invited to clean the school environment so that students are aware of the importance of protecting the environment around them.

Environmental health outreach program for new students. Schools carry out environmental health socialization to introduce that their school is an environmentally sound school. Apart from that, the above school program at Banjarmasin City Middle School also organizes extracurricular activities that focus on the environment. Where students are given the freedom to take part in activities outside school hours to gain experience and insight into the environment.

School regulations are also made to create a culture of order and cleanliness in the environment. So that school residents will pay more attention to the surrounding school environment to keep it clean and tidy.

To support the implementation of an ecological citizenship-oriented curriculum, adequate school environmental facilities and infrastructure are required, such as the provision of organic and inorganic waste bins. This is necessary for students to learn to differentiate between organic and inorganic.

The organization at Adiwiyata Middle School, Banjarmasin City, carries out one of its missions, namely environmental preservation. In particular, preserving the wetland environment, Banjarmasin with its entire territory including wetland areas must be a concern for preservation. Because many problems will arise if there is no effort to preserve it.

2. The impact of implementing environmentally friendly school policies on the formation of students' character

With an environment-based curriculum, it will create a new culture, namely an environmental culture where school members will be more aware of the importance of protecting the environment.

If there is a change in the culture of the school community to become an environmental culture, this will certainly create a school environment that is always clean and tidy. So, all school residents will enjoy the changes by living in a healthy environment.

Teachers will increasingly innovate to include character building content that cares about the environment in learning. Because the character of caring for the

environment is very important for students to get to deal with climate change that is happening now and how to care for the environment around them.

Apart from that, teachers will also be motivated to become examples/role models for a culture of environmental order. Teachers will indirectly learn about how to shape the character of students who have insight into the environment.

The formation of environmentally-minded characters in students can certainly gain knowledge about clean culture and environmental health. By creating an environment-based character, students will act to always keep their environment clean.

Students also gain the ability to optimize their role and how to protect the environment around them.

And the most important thing is that students get the attitude and character of caring for the environment from what they see by following the example of their teachers, and also what they have learned.

DISCUSSION

Based on the data collection method by means of observation, interviews and collecting documentation related to the grand design of a school based on a wetland environment from an ecological citizenship perspective, it is described as follows:

A curriculum that uses learning related to the environment makes school residents more aware and have insight into the importance of preserving the environment. From here, a culture of school residents will be formed who have ideas about how to protect and care for the environment.

This is in line with the provisions of the State Ministry of the Environment (KNLH) with the Department of National Education, the Department of Religion and the Department of Home Affairs which have established an Environmental Education Policy (PLH). This PLH policy is a basic policy as direction for all stakeholders in the implementation and development of PLH in Indonesia. PLH is believed to be an effective and efficient solution in an effort to increase public knowledge and understanding of the preservation of environmental functions.

In its implementation, programs in schools related to the school environment are effective in fostering awareness and insight into the environment. The Clean Friday program is a real action by the school community in cleaning the school environment. Activities such as cleaning gutters, school gardens, inside and outside classrooms and other places around the school. This habit creates a culture that will have a positive impact on the school community itself. This program will also shape the character of school residents because they work together with each other to create a clean environment so that everyone will be more sensitive to the environment around them.

Apart from that, delivering programs about environmental health knowledge to new students also produces students' mindsets that are environmentally aware, thereby creating a character that cares about the environment. Students will understand that their school takes great care of school cleanliness. Where apart from explaining about maintaining and caring for the school environment, it also

explains school regulations relating to the environment.

School regulations are made in an effort to shape the character of students with environmental characteristics. In this case, the regulations start from his writings which remind him of the importance of maintaining school cleanliness. Apart from that, there are also regulations relating to the environment that apply in schools, including:

1) Perrules regarding disposing of garbage in its place, where parties have provided various trash bins, namely wet trash bins, dry trash bins, and plastic trash bins. If students are wrong in disposing of trash to a place with the designation of waste, they will get sanctions. This sanction can be in the form of a warning and if there have been several violations, sanctions will be given to clean up the school environment.

2) Other regulations are about maintaining plants and facilities related to the environment in schools. Students are prohibited from destroying existing plants at school or letting them die. If you are caught violating, you will receive sanctions in the form of replacing damaged or dead plants with new plants.

This regulation is made must be supported by adequate infrastructure such as trash cans that are already available according to the type of waste. Then, classroom gardens and school gardens are provided as a form of greening at the school.

All of this will work well if the implementation of an environmentally friendly curriculum runs optimally. In order to run an adiwiyata program that can shape the character of students who care about the environment. So the teacher must do learning that relates to environmental material. The idea of awareness of the environment (ecoliteracy) can also be carried out through ecoliteracy-based Civics learning. Understanding the idea of the importance of ecological awareness in order to create a balance between the needs of the world's citizens and the ability of the earth to support them. Such an understanding is also called ecological literacy.

The school program that cares and has an environmental culture aims to create good conditions for schools to become places of learning and awareness for school citizens which is realized in the form of: (1) Developing school policies that care and have an environmental culture, (2) Developing an environmentally based curriculum, (3) Development of participatory-based environmental activities, and (4) Development and management of supporting facilities for schools with an environmental culture such as: saving energy or using alternative energy, saving water, managing waste, using organic fertilizer. It is hoped that through this program in the future the school community will be able to take responsibility for efforts to save the environment and sustainable development (Ministry of the Environment 2013). This program is one of the strategies for providing environmental education carried out by the government with the aim of creating schools that care and have an environmental culture (Resa, 2014).

With the development of the school program that cares and has an environmental culture, it is hoped that it will be able to slowly and in a process to form attitudes and behavior of students who care about the environment. Because in essence, schools are places for the transfer of knowledge and various kinds of information. Apart from that, what is more important is being able to shape students' attitudes and behavior to protect and love the environment. This is in accordance with the aim of schools with an environmental culture, namely to create school citizens who are responsible for protecting and managing the environment through good governance, to support sustainable development. Apart from that, the character of caring for the environment is one of the 18 character values emphasized by the Ministry of Education and Culture (Kemendikbud, 2014).

The development of schools with an environmental culture can be described in several forms including: (1) Directions for sharpening the vision and mission of schools that care about and have an environmental culture. (2) School policy in developing Environmental Education (PLH) or Conservation Education (PKo) by recruiting/assigning teachers in PLH subjects or other subjects to teach at KBM. (3) Policy for Increasing Human Resources (HR) for both educators and educational staff in the field of Environmental Education through seminars, comparative studies, workshops, training and environmental training. (4) School policy in terms of saving natural resources (electricity, water, stationery, etc.) and creating a clean and healthy school environment. (5) School policy for allocating and using funds for activities related to the environment. (6) Form a small team consisting of 2-3 teachers, equipped with an organizational structure to handle the SBL pilot program that will be implemented and school administration needs. (KLH Sukabumi, 2018).

It is also undeniable that the implementation of an environment-based curriculum has had a tremendous impact on students, teachers and other school members. There is a new cultural change that cares more about the environment. School residents pay more attention to the cleanliness of the surrounding environment. It can be seen from the school environment that it is neat and clean.

This also cannot be separated from the hard work of teachers who instill environmentally caring character attitudes in learning. The innovations provided by teachers in learning in fact instill character in students. Learning that is always linked to the environment gives its own color to every lesson. Start trying to study in an open space to open the minds of students. Project learning that practices how to protect and care for the environment.

Teachers who set an example to always apply an orderly environmental culture. It is mandatory for teachers who implement an environment-based curriculum. This is what makes teachers more motivated in implementing environmental orderly culture. According to Mariyani (2017) that before developing ecological citizenship in students, teachers must have a strong understanding of ecological concepts and have the skills to develop ecological literacy values.

Teachers have the potential to influence students' neighborhood citizens especially their knowledge, values, beliefs and actions towards the environment (Hungerford, 2010; Yavetz, Goldman, & Pe'er, 2009).

This is where students gain knowledge about clean culture and a healthy environment. Students who from the start have gained knowledge about caring for the environment plus environmental-based learning. Students also see teachers who are used to protecting the environment. Creating students' character to care about the environment. Plus, students gain skills on how to protect the environment. This is where the role of students takes real action in protecting the environment. For example, if students see rubbish scattered around, they will take the initiative to clean it not only within the school area but also outside the school environment.

CONCLUSION

The implementation of an ecological citizenship-oriented curriculum for schools in the city of Banjarmasin has become a good way for environmental sustainability. With programs that make students have insight into the environment. The role of the teacher is central in providing environment-based learning. Apart from that, cooperation between school members makes everything better.

Policies from junior high schools in the city of Banjarmasin that use an environmental insight curriculum have an impact on the character formation of students. Changes can be seen in the culture of school residents who care more

about the environment. This is formed from the role of the teacher who provides a direct example. Thus, it becomes a habit for students to make it a habit to look after and care for the school environment. The suggestion for future researchers is to be able to research in a social environment, so as to create comprehensive research data from the school environment and community environment.

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