
INCREASING ENVIROMENTAL CARE ATTITUDES THROUGH THE OUTDOOR STUDY METHOD IN SCIENCE LEARNING AT SDN BEKTIHARJO VI

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ABSTRACT

A school environment that is maintained and cared for properly will create a beautiful and comfortable environment for student learning activities. Therefore, it is important to instill an attitude of caring for the environment in students so that they have a positive attitude towards their environment. The purpose of this research is to increase students' environmental care attitude through the outdoor study method in science learning at SDN Bektiharjo VI. The data collection method used is the method of observation, questionnaires, interviews, and documentation. The results of this study indicate that outdoor learning can increase the attitude of caring for the environment in fifth grade students at SDN Bektiharjo VI. This can be seen from the results of observations that show an increase in the number of students who are aware of caring for plants at school. In addition, it can also be seen from the average percentage per class, where in the pre-cycle the average score of the questionnaire shows 0% because students do not apply environmental care at all, then the percentage score increases to 81.81% in cycle I, and increases again to 93.54% in the second cycle.

ARTICLE INFO

Article History:

Received 11 Jun 2022

Revised 15 Jun 2022

Accepted 17 Jun 2022

Available online 18 Jun 2022

Keyword :

Keywords 1,
Environmental Care
Attitude

Keywords 2: Outdoor
Study Method

Keywords 3: Science
Learning

A. Introduction

The environment and humans have a close relationship and need each other (Effendi et al., 2018). Human behavior in everyday life will greatly affect the surrounding environment. Therefore, awareness and guidance are needed for humans to be able to protect the surrounding environment. One of the environments that must be maintained is the school environment. This is because a well-maintained and well-maintained school environment will make students comfortable in learning. This will then have an impact on improving student learning outcomes (Yana & Jayanti, 2014). Conversely, if the school environment is not maintained and cared for, problems will arise that can damage the school environment. Thus, it is very important for teachers to instill awareness and concern for students towards the school environment.

Based on the results of observations and interviews with fifth grade teachers at SDN Bektiharjo VI, it was found that schools seldom carry out school greening or community service activities. The school environment also looks poorly maintained and there are very few plants in the school. The fifth grade teacher said that the learning carried out outside the classroom did not pay attention to the attitude aspect but only paid attention to the knowledge and skill aspect. Other information obtained is that students have never carried out reforestation or plant planting activities at school. This is evidenced by the condition of the class that has no plants at all. Thus, it shows that the attitude of caring for the environment in schools is still very minimal.

Learning outside the classroom has also been carried out by fifth grade teachers, although not often because learning is still mostly done indoors. This is done by the teacher to anticipate student boredom during learning activities. Students feel happy when doing outdoor activities. Students' interest in this outdoor learning model can be used to instill an attitude of caring for the environment in students (Lestari, 2018).

Several previous studies have proven the relationship between outdoor study and increasing the value of caring for students. One of them is a study by (Efendi et al., 2019) entitled "Implementation of Environmental Care characters at SDN 13 Lolong Belanti Padang". This study shows that outdoor extracurricular activities can increase the environmental care value of students at SDN 13 Lolong Belanti Padang. Not only that, there is also research from (Desmawati, 2018) with the research title "Improving Environmental Care Attitudes Through Outdoor Study

in the Implementation of Learning in Class IV Elementary School". This research was conducted on the fourth grade students of SD Iqra Muara Bulian Jambi, totaling 23 students. The results of data analysis obtained in the first cycle of student attitudes 43% in the good category and 47% in the second cycle in the very good category. Thus, outdoor study can increase students' caring attitude towards their environment. His other research is from (Cintami & Mukminan, 2018) which shows that the outdoor study method carried out in senior high schools in Palembang has an effective impact on increasing environmental care attitudes and is very suitable for increasing student activity, especially for students who are introverted. Therefore, based on the description of the problems found during the preliminary study and several previous studies, the researcher wanted to conduct classroom action research, namely applying outdoor learning to improve environmental care attitudes in fifth grade students of SDN Bektiharjo VI.

B. Method

The method used in this research is Classroom Action Research (CAR) which will be carried out at SDN Bektiharjo VI class V with 11 students. Classroom Action Research is research whose purpose is to determine the impact of a treatment on an object of research (Meutiana, 2015). Data collection techniques in this study were questionnaires, observations, interviews, and documentation. Questionnaire is a method of collecting data by giving a set of questions or statements to a group of respondents (Widoyoko, 2016). In this study, a questionnaire contains 15 questions and will be given to students when the action has been carried out to find out how far the success of the action took place. Furthermore, the observation technique is an empirical data collection technique based on facts in the field that can be captured by the five senses (Hasanah, 2016). In this study, observations were made to determine the extent of the students' caring attitude. Another method is interviews. Interview is a technique of digging up certain information or data from someone through direct question and answer activities with sources (Hakim, 2013). The resource persons in this study were class teachers and fifth grade students at SDN Bektiharjo VI. The last is the documentation technique, namely checking documents or other data sources to obtain information (Nilamsari, 2014). In this study, the data obtained from the study of documentation in the form of the results of students' mathematics work and data on student learning outcomes.

C. Result and Discussion

This study aims to determine whether outdoor learning can improve environmental care attitudes in fifth grade students at SDN Bektiharjo VI. The attitude of caring for the environment itself is a positive attitude that shows alignment with environmental sustainability (Narut & Nardi, 2019). This attitude of caring for the environment is very important to be instilled in students so that students can get used to behaving positively towards the surrounding environment. Especially in the environment around the school, a sustainable, clean, and comfortable environment will greatly make learning more conducive and make students enthusiastic and more comfortable in learning. This will certainly have a positive impact on the achievement of student learning outcomes (Fajri, 2019). This classroom action research was conducted in two cycles. Each cycle consists of four stages, namely planning (planning), implementation (acting), observation (observing), and reflection (reflecting). The following is a description of the stages of research results in each cycle carried out in learning:

1. Precycle Action

The pre-cycle or preliminary stage is carried out on Friday, April 1, 2022 at 08.00-09.00 WIB. This pre-cycle stage was carried out by conducting interviews with the fifth grade teacher at SDN Bektiharjo VI. The interview results obtained from the fifth grade teacher showed that the students had never carried out any activities related to the development of an attitude of caring for the school environment which was integrated into the subject. Interviews were also conducted with fifth grade students, the results obtained were that the students had never carried out any attitude development activities related to environmental care. In addition, observations were made to find out the actual environmental conditions, that the surroundings of the class looked unkempt. Thus, in the pre-cycle, it is not known how many students' level of concern presentation is because there is no questionnaire given to students.

2. Cycle I Action

One aspect of assessing students' environmental care attitudes is maintaining plants (Wulandari et al., 2020). Therefore, in cycle 1, researchers took the aspect of maintaining plants around the school to assess the level of concern for fifth grade students at SDN Bektiharjo VI. The results of the observations obtained were that students watered the plants only when

reminded by the teacher, students did not pick haphazardly the plant parts, and were orderly to dispose of fallen leaves.

Apart from observation, researchers also used data collection techniques through questionnaires. Questionnaires are given at the end of each cycle, where at the pre-cycle stage, students do not fill out a questionnaire, so that the percentage of caring attitudes of 11 students is averaged, namely 0%. This is because students have never carried out greening activities at school. At the end of the first cycle, the researcher gave a questionnaire on environmental care attitudes to all students. The following are the results of the questionnaire for all fifth graders at SDN Bektiharjo VI:

Table 1. Results of the Environmental Care Attitude Questionnaire in Cycle I

No	Students Name	Questionnaire Score	Percentage	Description
1	H	48	80%	Good
2	ARNS	59	98%	Verry Good
3	AK	52	86%	Good
4	DA	42	70%	Verry Good
5	DCP	52	86%	Good
6	DV	52	85%	Good
7	KAP	49	81%	Good
8	DTY	60	100%	Verry Good
9	MFAP	41	68%	Enough
10	RA	36	60%	Not Enough
11	SN	52	86%	Good

Based on the table above, it can be seen that the highest score obtained by students was 60 with a percentage of 100% and the lowest score was 36 with a percentage of 60%. In this first cycle, the average student questionnaire results increased by 2.93. In addition, it can be seen that as many as 6 students (54.55%) are in the high category and the remaining 5 students (45.45%) are in the medium category. The percentage of students' environmental care attitudes in cycle I can be described in the following table:

Table 2. Percentage of Students Environmental Care Attitude Questionnaire in Cycle I

No	Score	Criteria	Number of Students	Percentage
1	<35	Low	0	0%
2	$35 \leq x \leq 49$	Medium	5	45,45%
3	≥ 50	High	6	54,55%
Amount			11	100%

After getting the data, the researcher then analyzed the results of the questionnaire that had been obtained. Based on the results of the first cycle of questionnaires, it is known that students' environmental care attitudes are in the

very good (54.50%), good (18.2%), sufficient (18.2%) and poor (9.1%) categories. However, when viewed from each student, 6 students (54.55%) were in the high category and the remaining 5 students (45.45%) were in the medium category. The results of the reflection of the first cycle can be obtained information that after learning is complete students water the plants when they go home from school, throw garbage in the final disposal before leaving the classroom, and students do not damage the surrounding plants. The disadvantage in cycle I is that students do not have the awareness to remind their friends to take care of plants like not picking plants and watering plants.

Based on the results of the reflection in the first cycle, it can be concluded that the actions in the first cycle have made the students' environmental care attitude increase when viewed from the environmental awareness attitude at the pre-cycle stage, but have not reached the target indicator of success. The research target related to students environmental care attitudes is in the high category with a percentage of 75%. Therefore, this action research will be continued in cycle II. This may be done because it is in accordance with (Anjelina et al., 2016), that the second cycle in CAR research is carried out when the results obtained in the first cycle have not met the achievement targets formulated by the researchers. In the second cycle of action, improvement efforts will be made so that the achievements in the first cycle will increase again. The improvement plan in cycle II is that students will be given a regulation that those who pick plants carelessly and are reluctant to water the plants will be subject to a penalty of bringing 1 plant to school.

3. Cycle II Action

In cycle II, the researcher got some data related to the level of concern for fifth grade students at SDN Bektiharjo VI, related to the aspect of maintaining plants around the school. The results of the observations obtained were that all students watered the plants only when the teacher reminded them, students did not pick haphazardly the plant parts, and were orderly to dispose of fallen leaves. Apart from observation, researchers also used data collection techniques through questionnaires. The following are the results of the questionnaire for all fifth graders at SDN Bektiharjo VI:

Tabel 3. Results of the Environmental Care Attitude Questionnaire in Cycle II

No	Students Name	Questionnaire Score	Percentage	Description
1	H	52	86%	Baik
2	ARNS	60	100%	Sangat baik

3	AK	60	100%	Baik
4	DA	56	93%	Cukup
5	DCP	60	100%	Baik
6	DV	60	100%	Baik
7	KAP	54	90%	Baik
8	DTY	60	100%	Sangat baik
9	MFAP	48	80%	Cukup
10	RA	48	80%	Kurang
11	SN	60	100%	Baik

Based on the table above, it can be seen that the highest score obtained by students was 60 with a percentage of 100% and the lowest score was 36 with a percentage of 60%. In this first cycle, the average student questionnaire results increased by 2.93. In addition, it can be seen that as many as 6 students (54.55%) are in the high category and the remaining 5 students (45.45%) are in the medium category. The percentage of students environmental care attitudes in cycle I can be described in the following table:

Tabel 4. Percentage of Students Environmental Care Attitude Questionnaire in Cycle II

No	Score	Criteria	Number of Students	Percentage
1	<35	Low	0	0%
2	$35 \leq x \leq 49$	Medium	2	18,2%
3	≥ 50	High	9	81,8%
Amount			11	100%

The results of the second cycle of reflection can be obtained information that after learning is complete students water the plants when they go home from school, throw garbage in the final disposal before leaving the classroom, and students do not damage the surrounding plants. In the second cycle, there was a very drastic increase from the first cycle which averaged 81.81% per class to 93.54% in the first cycle.

D. Conclusion

Based on the data obtained from cycle I and cycle 2, there was an increase in environmental care attitudes in fifth grade students of SDN Bektiharjo VI due to the application of outdoor learning. This can be seen from the results of observations that show an increase in the number of students who are aware of caring for plants at school. In addition, it can also be seen from the average percentage per class, where in the pre-cycle the average score of the questionnaire shows 0% because students do not apply environmental care at all,

then the percentage score increases to 81.81% in cycle I, and increases again to 93.54% in the second cycle.

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