

The Reality of the Application of Environmental Education Programs at Schools With Environmental Insights in Sulteng

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ABSTRACT

Seeing from the continuous application and development of the Adiwiyata program in Indonesia, including in Palu City, where this program is an environmental education application program launched by the Indonesian state government and globally and is a global policy that is equally born to respond to climate change, the researchers consider it necessary to conduct research to see the relevance of the principles and objectives of PLH with its application in schools. This study uses a qualitative approach; the type of research used is explanatory case studies, and the research design is descriptive-qualitative. The research was conducted in April–August 2023. In the application of PLH, the material taught to students is still limited to keeping the school clean, sorting waste, and keeping plants at school from being damaged. As for material related to the causes of flooding and climate change, it was conveyed through socialization conducted by other parties in the school. The methods used in the application of PLH in schools are the lecture method during school orientation and when in the classroom; the reprimand/sanction method if students are found throwing garbage in any place; and the practice of planting trees. The methods used are still.

1. Introduction

Concerns about the impact of environmental damage caused by climate change have been discussed by countries in the world since 1972, known as the Stockholm Conference, to discuss concerns about environmental damage and the future of the Earth. Then, less than 20 years after the Stockholm Conference was held, the United Nations Conference on Environment and Development was held. This conference is also known as the Earth Summit, which was held on June 3–14, 1992, in the city of Rio de Janeiro, Brazil, with the aim of discussing the issue of Earth's safety. (Pradita, 2017).

The agreements of the countries of the world for reducing emissions have continued to this day by giving birth to various policies in various fields and one of them is in the field of education, this can be seen by the holding of an International Workshop on Environmental Education in the city of Belgrade, Jugoslavia in 1975, where this workshop issued a statement between the countries involved, and is known as "The Belgrade Charter - a Global Framework for Environmental Education"

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namely a global framework for environmental education, with the aim of 1) increasing awareness and attention to the interconnectedness of the fields of ecology, politics, economics, and social services in urban and rural areas, 2) provide opportunities for everyone to gain skills, knowledge, motivation, behavior and commitment, which are needed to work individually and together in solving environmental problems related to climate change and preventing problems -new problems, 3) creating a whole new pattern of behavior in a person or society towards the environment. (Sekarwinahyu, 2019) Then in 1977, the first Inter-State Conference on PLH (environmental education) was held in the city of Tbilisi, Georgia (USSR), which produced the Tbilisi Declaration and its contents, which recommended principles, frameworks, and guidelines in the field of environmental education at all levels, namely local, national, regional, and international levels. This PLH is for all age groups and for the formal and non-formal education systems.

At the ASEAN level, since the first workshop in 1975 in the city of Belgrade on the PLH, countries that are members of ASEAN have developed programs or activities for the development of environmental education. Then in 2000, the Ministers of the Environment in ASEAN countries endorsed the AEEAP (ASEAN Environmental Education Action Plan) program, which is a program to support environmental education in ASEAN member countries. Since the issuance of this AEEAP in 2000–2005, ASEAN member countries have had a framework for developing and implementing environmental education in their respective countries, so that Indonesia, which is a member of ASEAN countries, also actively participates in designing and implementing the AEEAP. This is an important history at the inter-regional level. fellow ASEAN member countries in cooperation to improve the implementation of environmental education in each country. (Sekarwinahyu, 2019).

The development of the implementation of environmental education in Indonesia itself has started since 1975, when the Jakarta State University first developed environmental education, which was then tested on 15 elementary schools in Jakarta in 1977–1978. Until now, the implementation and development of PLH have continued to be carried out in various parts of Indonesia. (Sekarwinahyu, 2019).

Seeing that the Adiwiyata program continues to be implemented and developed in Indonesia, including in Palu City, where this program is an environmental education implementation program launched by the Indonesian state government and globally and is a global policy that was equally born to respond to climate change, the researchers consider it necessary to conduct research related to the application of environmental education to see the relevance of the principles and objectives of PLH with their application in schools, especially in SMA Negeri 3 Palu, which is known as an environmentally sound school in Central Sulawesi and is a school that has won the national Adiwiyata Mandiri school award. This national-level independent Adiwiyata school award was given to Palu 3 Public High School because it was one of the schools that became the coach of 10 other schools in Central Sulawesi that received a National Adiwiyata award at the district or city level, while the school would have received a National Adiwiyata award at the district or city level if it had become a school that implemented environmental education. This research was conducted in April–August 2023.

2. Literature Review

In conducting the research, the researcher used some literature, which contributed significantly to this research, but in the literature, the researcher did not find writings that examined how environmental education was implemented in Central Sulawesi, especially at SMA Negeri 3 Palu; therefore, this research is still relevant to be conducted. The literature includes: 1) a journal written by Yanti Darsita in 2015 with the title Adiwiyata School Student Environmental Awareness; 2) A journal written by Ellen Landriany in 2014 with the title Implementation of Adiwiyata Policy in Efforts to Realize the Education Environment in Malang City High School, 3) Research written by Ariyadi, Dody, Isjoni, and Daeng Ayub Natuna in 2016, with the title Evaluation of the Adiwiyata Program (School with Environmental Insight) at SD Negeri 44 Pekanbaru, 4) Research written by Khoirul Umam in 2018, with the title Implementation of Environmental Education at Mandiri Adiwiyata School, SDN Sidoyo 2 Malang City, and 5) Research written by Lusya Dwi Septy Cahyanti and Setya Raharja in 2019, with the title The Implementation of Environment-Based Curriculum in Adiwiyata State Primary School.

3. Methodology

This research uses a qualitative approach, while the type of research used is an explanatory case study. This research uses explanatory case studies to look at the details of the events in this study. The design of this research is descriptive-qualitative.

4. Results and Discussion

In the implementation of environmental education (PLH) globally, the Tbilisi Declaration in 1977 became the basis for implementing PLH at all levels, namely local, national, regional, and international levels in all age groups and for the formal and non-formal education systems. The Tbilisi Declaration recommends principles in the application of PLH that must be fulfilled, namely: 1) considering the environment as a totality—natural and artificial, technological and social (economic, political, cultural, historical, moral, and aesthetic); 2) as a process that runs continuously and throughout life, starting at preschool and continuing to the stages of formal and non-formal education; 3) having an interdisciplinary approach by drawing or taking specific content or characteristics from each scientific discipline so as to enable a holistic approach and a balanced perspective; 4) examine major environmental issues from local, national, regional, and international perspectives so that students can gain insight into environmental conditions in other geographical areas; 5) emphasizing the current and potential environmental situations by taking into account the historical perspective; 6) promote the value and importance of local, national, and international cooperation to prevent and solve environmental problems; 7) explicitly considering or accounting for environmental aspects in development and growth plans; 8) Enable students to have a role in planning their learning experiences and provide opportunities for them to make decisions and accept the consequences of these decisions; 9) connecting sensitivity to the environment, knowledge, skills for solving problems, and clarifying values at each age stage, but for young people (the first years), special emphasis is placed on environmental sensitivity to the environment in which they live; 10) Help students find and discover the symptoms and causes of environmental problems; 11) emphasizing the complexity of environmental problems so that the ability to think critically with skills to solve problems is required; and 12) utilizing a variety of learning situations (the learning environment) and various approaches in learning about and from the environment with a strong emphasis on activities that are practical in nature and provide direct experience (first-hand experience). (Sekarwinahyu, 2019).

Based on the Tbilisi Declaration, the objectives of PLH are described in six groups: 1) awareness, namely giving encouragement to each individual to gain awareness and sensitivity to the environment and its problems; 2) Knowledge, namely, helping each individual gain various experiences and a basic understanding of the environment and its problems; 3) Attitude, namely helping each individual to acquire a set of values and the ability to make the right choice, as well as developing feelings that are sensitive to the environment and provide motivation to participate actively in the improvement and protection of the environment; 4) Skills, namely, helping each individual acquire skills in identifying and solving environmental problems; 5) Participation, namely providing motivation to each individual to participate actively in solving environmental problems; and 6) Evaluation, namely encouraging each individual to have the ability to evaluate environmental knowledge in terms of ecological, social, economic, political, and educational factors. (Istiadi, 1970)

Regarding the principles and objectives of implementing PLH, the researchers conducted interviews regarding how PLH was implemented in their schools, which included the materials taught, the methods used, and the situation of students' awareness of the environment. Interviews were conducted with 20 students of SMA Negeri 3 Palu, consisting of 6 students of class XII, 4 students of class XI, and 10 students of class X.

As for the results of the interviews, it was found that 18 students stated that related 1) the material taught to students was still limited to maintaining school cleanliness and segregation of waste and keeping plants at school from being damaged,

while 2 other students said that in addition to these 2 things had also been conveyed regarding the causes of flooding and the causes of climate change, but not in the lessons delivered by teachers/educational personnel but from speakers invited from outside such as socialization from the Meteorology, Climatology and Geophysics Agency (BMKG); 2) The method used by the teacher in conveying related to cleanliness and keeping the school environment green is the lecture method during school orientation and while in the classroom by the homeroom teacher, teacher or head master the method of reprimand/sanction if students are found throwing garbage in any place and the practice of planting trees in class 10 for each student where all students are required to plant and care for trees/flowers in 1 semester, related to this method there are 14 students saying that the methods used are still ineffective in raising students' awareness of their environment, and students

say that the discussion and practice is more effective because students focus more on the material being taught and it is easy for students to remember and easy to understand, while the method of giving sanctions/reprimands without explaining the importance of protecting the environment and its relationship with nature makes students only afraid of sanctions but does not grow self-awareness in full; 3) the situation of student awareness of maintaining environmental cleanliness according to students there were 12 students who said that out of 100 percent of student awareness as a whole only around 50 percent while the remaining 8 students said that there were around 75 percent of students who already had awareness in protecting the environment but because of sanctions given while the awareness from within oneself is still around 50 percent.

In this study, the researchers also conducted interviews with teachers and education staff, including the deputy head of the school curriculum section and three Islamic Religious Education subject teachers, who said that the implementation of PLH in schools had actually been included in every subject at school, but that the focus on PLH itself, namely only on craft subjects, did not yet contain the relationship between environmental protection and climate change, so this research has not answered the principles of implementing PLH, especially on principles 4–12 above, which must be fulfilled in implementing PLH, and the purpose of PLH itself. As for the teachers who were interviewed regarding increasing teacher knowledge and capacity in implementing PLH, they said that teachers at SMA Negeri 3 had not received special training for implementing this PLH until what was conveyed was still focused on maintaining the cleanliness and greenness of the school environment, not yet more deeply related to the environment at large and climate change.

In addition to interviews, researchers also observed students' behavior towards maintaining environmental cleanliness as taught at school, and researchers found that when in a school situation that is active in learning, it tends to be clean, but when during school exam periods or before school exams, when class hours are still empty, the school environment tends to be more dirty with scattered garbage.

5. Conclusion

From the results of interviews, observations, and document searches related to the application of PLH at SMA Negeri 3 Palu, the application of PLH has not answered the principles of PLH implementation, especially in principles 4–12, which must be fulfilled in implementing PLH, and the objectives of PLH itself. The application of PLH still needs to develop methods, provide deeper material related to environmental problems and causes of environmental problems, and provide other materials that develop students' knowledge and awareness of the environmental situation and climate change. In addition, teachers and education staff still need to gain knowledge and capacity for the application of this PLH. The application of the PLH program, especially in Central Sulawesi, still needs to be better applied.

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