



Settings The Effective and Creative Method to Teach Environmental Care Attitudes for Early Childhood

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Abstract

Garbage is still a big problem for the world, especially Indonesia. The continual increase in waste production and the lack of environmental care are the cause of this problem. It is very important to teach attitudes of environmental care started in early age. Therefore, teachers should be able to find the right methods to make the students have an environmental care. The purpose of this research is to present the Method of Sampah Berkah used in TK Al-Huda Malang City in an effort to teach attitudes of environmental care for students. This research used a qualitative approach with descriptive analysis methods. Data collection techniques are observation and in-depth interviews. The results showed that Sampah Berkah can be an effective and creative method to teach environmental care attitudes for early childhood. Through this Sampah Berkah, children are trained to sort, give and use garbage for recycling, in order that garbage is not immediately thrown away. So, the child's environmental caring attitudes can grow and develop.

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INTRODUCTION

Garbage is becoming a global problem that gets in serious condition every year. Data sourced from ScienceMag showed that the world's waste production is dominated by plastic waste, each year increasing by about 5.8 tons per year (Azanella, 2018). The increasing production of garbage, added with the low public awareness of the environment will certainly more exacerbate this situation. That crucial issue is also a big issue for Indonesia. In 2019, Indonesia produced approximately 66 to 67 million tons of garbage which increased by about 3 million tons compared to the previous year, which is based on The World Bank data in 2018, as many as 87 cities in coastal areas of Indonesia contributed approximately 1.27 million tons of garbage to the sea (Permana, 2019). That fact also had a devastating impact, many marine animals died as consequence of accidentally consuming plastic waste in the sea (Utomo, 2018). That data shows that this garbage problem also threatens marine ecosystems that humans are supposed to protect.

The problem of garbage presented previously is compounded by the attitude of Indonesians who are not solutive to this problem. Reported from the www.cnnindonesia.com page, a study conducted by the Ministry of Health shows that only about 20% of the Indonesian population or about 52 million people out of a total of 262 million people in Indonesia are concerned about hygiene and health (CNN Indonesia, 2018). In addition, in a survey that examined the attitude of household waste management, it showed that about 75% of households are not used to sorting waste (Kutanegara et al., 2014). Whereas, the habit of sorting garbage is the beginning act of caring for garbage, before stepping in the next stage is the utilization of garbage again. Therefore, housewives should have knowledge of how to manage garbage, because as the results of Setyowati & Mulasari research (2013) showed that the level of knowledge of housewives greatly influences how behavior in managing plastic waste.

The continual increase in waste production without being accompanied by awareness of environmental concerns is considered to make the situation gets worse. In general, people think of garbage as discard. In fact, according to Tobing (2005), the perception of garbage should be disposed of, that should be changed. The waste can still be re-benefited, both recyclable an-organic waste and organic waste that can be used as compost raw materials. If every community can

change its mindset to be so, then the problem of garbage will find a solution. This effort certainly needs the cooperation of all part of society, so the goal of creating a healthy environment will be achieved to the maximum result. Because the problem of garbage is not comprehensive and does not involve all part of society is the main obstacle of sustainable waste management (Mahyudin, 2017).

Waste management that does not conform to environmentally friendly methods or management techniques will not only have a negative impact on health, but can also irritate the sustainability of environmental functions, whether in residential areas, rice fields, forests, rivers, or the oceans (Marliani, 2015). An-organic waste is a type of plastic waste that is more difficult to decompose, and it is not wise if an-organic waste is burned because it will cause air pollution, while when buried in the soil will be able to contaminate the soil and groundwater (Karuniastuti, 2013). So, whether burned or stockpiled, that both ways of managing an-organic waste will equally cause problems for the environment. Meanwhile, organic waste also has a negative impact. According to Haryanto (2008), organic waste that is stockpiled and decayed can produce methane gas (CH₄) that can cause greenhouse effects. Other impacts of garbage can lead to air pollution, water, flood causes, and disease causes that can threaten health (Tobing, 2005). While in the tourism sector, this problem of garbage, especially plastic waste, can have an impact on the decrease in the level of visits to the tourist areas (Qodriyatun, 2018).

The data presented above showed how exactly this problem of garbage is crucial which has a negative impact on various sectors. The low environmental concern is considered to be the main problem. Therefore, environmental care is a must for the whole community. The character education should be gave from an early age, because early age is a golden age that determines the quality of children in adulthood (Silahuddin, 2017). The child character at an early age is easier to form, because he or she more easily absorbs behavior from the surrounding environment and his mental development progresses very quickly (Rustini, 2012). This environmental caring character is hard to be obtained instantly, but it must be taught for a long, continuous and without interruption in order to form habits that are firmly embedded in the child, so that it will be expressed by the child in his daily actions (Jayawardana, 2016). Therefore, it is very appropriate if the effort to teach the character value of environmental

care attitudes is used from an early age in order to be embedded into adulthood later.

Discussing about the attitude of environmental care, according to Khasanah, et al (2015) it is a positive attitude that shows behavior or actions that pay attention to the surrounding environment, especially the school environment and keep it clean and healthy. So, a person can be said to have an environmental care attitude if he has a sense of care as well as has the will to nurture the environment. Teaching environmental care behavior in early childhood is one of the components contained in character education, such as the behavior of have a great interest in environment or environmentally friendly (Lidwina et al., 2015). The discourse of character education movement is set out in the policy of Penguatan Pendidikan Karakter (PPK) launched by President Joko Widodo in Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 Tentang Penguatan Pendidikan Karakter, 2017. This policy is part of the Gerakan Nasional Revolusi Mental (GNRM) which is under the responsibility of the education unit. Nevertheless, the education movement still demands cooperation, not only from the education unit, but the family and the community. As the opinion of Khaironi (2017) states that parents have a leading position in carrying out character education, so that, the responsibility should not only be left to teachers as executors in the education unit. However, for parents who have a busy life and make them don't have much time with their child, this is where the role of the teacher as the spearhead in carrying out character education for the child (Rustini, 2012). Here is teachers as the driving force of educational institutions has a very important role. Educational institutions must continue to innovate in order to make their institutions effective in carrying out character education, especially the teaching of environmental care attitudes for early childhood.

According to Miranto (2018), there are several environmental learning criterias that must be considered in developing it to fit the characteristics that early childhood has, that are: aim to teach environmental love behavior, the intensity of interaction between students and learning resources, implemented with playing, aim at developing the potential of students, can provide a safety feeling for students, implemented in an integrated way, there is participation and community involvement, then thematic and environmentally based. While, the implementations of character education in the form of environmental care according to Purwanti (2017) that are,

integrated in each subject through existing competency standards, active learning aims to teach the character of environmental care in learning activities on every main discussion, and carried out through self-development activities that have been determined by the school and the school culture that is featured by the school as a characteristic of the school.

Based on previous researchs conducted by several researchers, there are several methods that are done to teach environmental care for early childhood. For example, the research conducted by Yulianti, et al (2014) that tries to develop environmentally minded characters for early childhood by using storybooks containing conservation-minded SCIENCE materials, which after the use of the book as teaching materials, the level of concern for the child to the environment increases. Furthermore, there is research conducted by Khasanah, et al (2015) which efforts to improve the environmental care of early childhood who are in Kindergarten Class B through group working methods. Then, the research from Harlisty-arentica, et al (2017) which teach the education of environmental care characters with the children's garbage creations fingers in prangtritis area, which children are invited to learn about making various dolls based on garbage. In previous studies, it was commonly used in classroom-based learning and only touched the realm of teachers and learners. The purpose of this research aims to expose other forms of creative methods that are effectively carried out in TK Al-Huda Malang City in an effort to teach environmental care attitudes in early childhood in the form of Sampah Berkah, which is not only teachers and students are involved, but the parents or the general public are also involved as garbage donors. It is hoped that the results of this study can be a reference and model for other early childhood education institutions that also have the goal for their students to have an attitude of concern for the environment. So that, the results of this study can add treasures and inspiration in the form of methods of teaching environmental care attitudes for early childhood.

METHOD

This research used a qualitative approach with descriptive analysis methods. The research was conducted at TK Al-Huda which is located at AL-Huda Mosque, St. Raya Kendalsari, Tulusrejo, Lowokwaru District, Malang City. The research was conducted on principals, teachers, and students of Play Groups Class, Class A, and

Class B in TK Al-Huda. While the researcher has a role as analyzer and observer of the data and also simultaneously reported the results of the study. The data collection techniques used by researcher are observation and in-depth interview. Observation is done by observing activities in TK Al-Huda in relation to The Sampah Berkah. The interview was conducted with the Principal of TK Al-Huda to collect information that has not been obtained through observation.

RESULT AND DISCUSSION

TK Al-Huda Malang City has an effective and creative method to teach environmental care for its students with an activity called Sampah Berkah. Before discussing more about Sampah Berkah, it will be presented first about the beginning of Sampah Berkah formation. Based on the information obtained from the principal through interviews, it turns out that a lot of garbage production in Kendalsari which is the location of TK Al-Huda. In addition, there has been no effort or action from the community aimed at managing waste. Garbage is collected only and then disposed of in landfills. That attitude is certainly not the right action. If it continues, then the garbage will continue to accumulate more and more without any integrated management. The excessive garbage buildup will certainly cause problems, not only for the environment, but also for the personal health of the residents in Kendalsari area. Based on that problem, this Sampah Berkah was formed as an integrated garbage management method in Kendalsari area. Seeing that the majority of students in TK Al-Huda are residents in Kendalsari, then it becomes the right way if the teaching of environmental care attitudes initiated by Sampah Berkah is taught in the students in TK Al-Huda. Good habits in treating garbage that is used in school, it is expected that children will bring to home, so that indirectly Sampah Berkah will also educate the community of Kendalsari. So that the problem of garbage in Kendalsari environment can be resolved.

Furthermore, it will be discussed more deeply about Sampah Berkah. Sampah Berkah has been around since 2017, initiated by the youth of Al-Huda Mosque which is under the same foundation as TK Al-Huda, Al-Huda Foundation. Administratively, Sampah Berkah is under the auspices of TK Al-Huda with its principal as guarantor, and members of its management involving teachers of TK Al-Huda and Takmir of Al-Huda Mosque. The focus activities of Sampah Berkah is in garbage management. In

its name it uses the term *Berkah*, because the frame used is a garbage charity that is reused later. Sampah Berkah is included in the integrated waste treatment place. In Undang-Undang Republik Indonesia Nomor 18 Tahun 2008 Tentang Pengelolaan Sampah, 2008 mentioned that integrated waste processing place is the place of collection, sorting, reusing, recycling, processing, and final processing of waste.

The activity carried out by Sampah Berkah is the receipt of garbage charity that is worth recycling, such as plastic bottles, cardboard, paper, and so on. The garbage charity was received from TK Al-Huda students and the general public. Then, the waste is managed and reused or recycled. Because of the too much garbage collected, some of the garbage is sold to collectors, then the money is distributed for social activities, such as for orphanages or orphan compensation and dhuafa. In addition, Sampah Berkah has activities in the form of waste recycling training given to the general public by utilizing the garbage that has been collected. In addition, TK Al-Huda teachers use that garbage to make as a teaching material in daily learning activities in TK Al-Huda that will be explained completely later.

The activities in Sampah Berkah as described above are used by teachers to teach environmental care attitudes for students. The teacher encouraged the children to collect the garbage that had been sorted from their home. Teacher also explain that program to parent, in order that parent can help to teach environmental care attitudes for students. So, parent would carry their child to collect the garbage at home and help to sort it, which garbage that can be reused or recycle to bring it to school. Usually, when the morning arriving at school, some students bring garbage that wants to be handed over to the Sampah Berkah. As a form of appreciation, the students who gave the garbage were photographed by the teacher and then the photo was shared to WhatsApp Group of school with a caption that appreciated the actions of the children, so that the child and parents were happy and proud. It can also certainly be motivation for other students so want to give charity with garbage as well.

In addition, all TK Al-Huda students are also taught to sort out garbage. Important to note that in TK Al-Huda there is a canteen that sells some snacks and bottled milk for students to consume in breaktime. In each class from Playgroup Class, Class A, until Class B are provided two trash cans, one for milk bottles that can be recycled later, and the other for other plastic waste. At the end of first learning session before

breaktime, teacher directs students to dispose of garbage according to the type and put it in the right place. About a month teacher had to direct and keep reminding from beginning forth. But gradually, over time majority of students became accustomed and few of students forgot or lazy to do that. If one of the students forgot to throw the garbage out of place, then his friend will remind. The habit of sorting garbage is very good, especially if taught from an early age, because it will be more embedded in the mind of the child and remembered until adulthood.

Some of the garbage that has been collected in Sampah Berkah sometimes teachers use it as teaching material in learning activities. Teachers not use that material everyday and every theme in learning activities, but just as one need it. For example, at the closing of theme about plants, teachers made a outdoor activity bring all students (Playgroup, Class A, and Class B) to take a part. teachers ask students to learn how to plant with media used as a place to plant using plastic cups that have been collected in Sampah Berkah. So, students can learn that garbage can be reused for other utilising. As the result, the student is taught not to immediately dispose of the garbage, but to reuse it, so that it has the value of returning.

In addition, teachers also teach making handicraft from plastic bottles into pencil cases, toy cars, and so on. Or utilization of used paper to make craft such as bags or wallets. So, plastic cups, plastic bottles, used paper, or other garbage that is usually wasted so useful again. That activity is useful for developing of children's fine motor skills. Such as substance of *Permendikbud No 146 Tahun 2014* about *Kurikulum 2013 Pendidikan Anak Usia Dini*, that one of important children's developments aspect that is must to be developed is fine motor skills, be side gross motor skills.

As explained before that teachers teach to utilize or recycle garbage by utilizing it as teaching materials. From these activities children are taught to be able to recycle garbage. The creativity of the children will also be aroused, because the child is trained to reuse things that have initially been wasted into something new that is worthwhile again. Children are trained to come up with new ideas to create new things or reuse wasted items. In this activity, the creativity of the teacher is needed, and with this activity the soul of creativity of the children is also aroused and developed.

Talking about creativity, it is an ability possessed by a person who can produce something new or original and have usability value, obtained

through an imaginative activity process or a synthesis of thought whose result is not only a summarising, but includes the formation of a new pattern as well as the merging of information obtained from previous experience (Masganti et al., 2016). So that, one can be said to has creativity if He is able to create something new and have value or benefit.

There are several benefits that can be obtained if the child has a spirit of creativity according to Hurlock (2014) firstly, creativity gives children great pleasure and personal satisfaction that has a real influence on the development of his personality. Secondly, creativity can make the game that is the center of the child's life more enjoyable, which makes the child feel happy and satisfied, so as to foster good personal and social adjustments. Thirdly, in reaching an achievement, creativity can help the child in achieving it in order to be seen as good by the person who means to him in order to fulfill the satisfaction of his ego. Fourthly, the value of creativity that children have is important in terms of leadership, which is considered important for a playing group in providing proposals for the members of the group. In addition to some of these benefits, creativity is also considered very important for the life of early childhood because it can make the child more productive, improve the quality of life, and can equip the child in finding a solution or way out when facing a problem, so that the child does not easily hang himself to others (Mulyati & Sukmajaya, 2013). In particular, this creativity will also be very beneficial for children in fostering an environmental care attitude, where creative children certainly have more varied ideas in utilizing garbage again.

The efforts done to teach an environmental care attitude for students at TK Al-Huda in Malang City proved effective in providing positive impacts and results. As mentioned earlier that every morning always there are students alternately who bring recyclable waste to school to be served in Sampah Berkah. This gives the children the sense that rubbish should not be thrown away immediately. Children are also trained to sort out recyclable waste and not. Children are taught to sort out garbage, which can be reused and which are not, so that the garbage does not continue to increase and accumulate.

This method of teaching environmental care through Sampah Berkah can also be said as a creative method, because the results of this study are different from previous studies presented in the introduction. In previous studies in general, several methods were used in classroom-based

learning and only touched the realm of teachers and learners. But this form of Sampah Berkah is more creative, where not only teachers and students are involved, but the parents or the general public are also involved as garbage donors. In addition, with learning activities whose teaching materials utilize garbage also encourages teachers to be more creative, while the creativity of students will also be aroused. In addition, the attitude of caring for the environment of the students also grows.

CONCLUSION

Based on the results of research conducted in TK Al-Huda, Sampah Berkah is an effective and creative method in the effort to teach an environmental care attitude in early childhood. This method is said to be effective, because it had a real impact that trained children to sort garbage and not throw it directly, but give it to Sampah Berkah. In addition, children also learn to reuse recyclable garbage, for example as learning materials in the classroom to be utilized to make new worth using. This method is also said to be creative, because it has an innovative novelty value and is different from other methods of teaching environmental care.

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