



Implementation Environmental Education With 2013 Curriculum of Early Childhood Education (Study Descriptive in PAUD Taman Belia Candi Semarang 2016-2017)

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Abstract

The provision of environmental education can be provided in accordance with the competencies in the 2013 curriculum of core competencies number 3 and 4 which can not be separated from each other as they are interconnected, containing knowledge and skills that can provide environmental education. Children have the skills and knowledge in the form of skills in solving problems, especially problems in the environment. This research uses qualitative method with descriptive research type in early childhood of Taman Belia Candi Semarang. Data collection in this study includes observation, interview and documentation. Interview with headmaster, head of curriculum, all central teachers and students from kindergarten class A student of Taman Belia Candi Semarang City. Environmental Education. Provision of environmental education in early childhood of Taman Belia Candi is given indirectly and activities. There are several factors that support and hinder the provision of environmental education. Supporting factors are; Improved curriculum, clean and healthy living habits, provision of hygiene aids, good communication with parents, and out-of-school visits for strengthening knowledge. Inhibiting factors include; Changing child responsiveness and lack of teacher and parent collaboration to develop the curriculum.

INTRODUCTION

Education is a very important thing needed by humans because education is one of the efforts to provide supplies to children so as not to experience difficulties in life and have responsibility to himself, family, community and the environment. Education in Kindergarten is the initial foundation in shaping the nature and character of the child. Children will be trained and given knowledge according to their level of development. Management in preschool education also becomes an important variable in facilitating optimal child development. Creation of a learning climate at school contributes to the coloring of students, such as the climate of freedom, discipline, order, sustainability and creativity that is really created in the school environment.

Currently, schooling only emphasizes the cognitive aspects of general knowledge only. The world of education must go according to the times. The rapid development of the age can affect all components of life. It takes the nation's next generation to be reliable and responsive to new things. Children as the successor of the nation have full potential to the knowledge that exists in the surrounding environment. Environmental problems are caused by the inability to develop social value systems and lifestyles.

Education is an appropriate means to build a society that applies the principles of sustainable and ethical environment. The lack of knowledge of children about the current environmental conditions is a problem that must be addressed immediately, the provision of environmental education for early childhood is expected to increase the awareness of children about the environment considering that children are the next generation of the nation so that children get the inspection, awareness and attitude and environmental caring behavior.

Awareness of environmental sustainability can be instilled from an early age through learning in school. In accordance with the 2013 curriculum in Basic Competence from no 3 and 4, which contains about knowledge and skills of children. The application of these core competencies can be applied in teaching and learning activities. Children learn about the environment and build awareness of the environment, starting from examples close to the child's daily like throwing garbage in place. Teachers' learning about the environment around the child can be adapted to the theme given the themes given are the closest things to the child.

Provision of environmental education is expected to change the mindset, attitude and environmental knowledge. The mindset changes how to think about how to solve environmental problems without affecting other environments so that problems are over without creating new problems. Attitude, understanding of the environment is expected to change the attitude of learners in order to have a caring attitude to the environment and always consider the things that will result in the environment.

Provision of good environmental education can influence the mindset and attitude of learners to be able to live in harmony environment. Curriculum 2013 can optimize the development of children because it provides the widest learning experience of children in developing skills in the form of attitude, knowledge, and skills reflected in the habits of thinking and acting.

Taman Belia Candi uses the curriculum 2013 PAUD since the government set the curriculum 2013 PAUD as the latest curriculum used. PAUD Taman Belia Candi also conducts curative improvements at the end of each year with the evaluation of learning programs that are not yet suitable to be adjusted for additional or shortcomings. Supporting learning activities are always included in each theme, each theme has supporting activities such as out-of-school visits to better introduce children with themes and the environment.

Based on the background, the problem in this research is. (1) How is the implementation of environmental education in the 2013 curriculum? (2) What are the factors that support and hinder the implementation of environmental education in the 2013 Early Childhood Education curriculum?

RESEARCH METHODS

This study used a qualitative approach with natural setting as a direct source of data on the implementation of environmental education using the curriculum of 2013 PAUD (case study at PAUD Taman Belia Candi 2016). The research method used is descriptive, that is a collection of data as much as possible about factors related to the constraints of environmental education. Objects to be observed in this study are the curriculum used and the learning in group A of kindergarten (4-5 years). Interaction between teachers and learners (as actors) and classes (as places) will result in certain learning situations. Because the importance of this research is the process, the

data that has been collected is analyzed inductively and the results are presented in descriptive form, ie in the form of words. The data collection in this study is not intended to test the hypothesis, but to describe the data based on the research focus studied.

This study has a descriptive mission, which aims to describe a complex phenomenon, focus on the process of interaction between humans, and examine in detail and depth of specific cases (Ekosulilo, 2003:40). This research also focuses on the implementation of environmental education in PAUD Taman Belia Candi using curriculum 2013 PAUD. The learning process in kindergarten class A is deeply explored through direct observation, interviews and corrosion on other sources, in order to get a complete picture of the implementation of environmental education provided using the Early childhood education curriculum 2013, the data obtained are further described.

RESULTS AND DISCUSSION

The results and discussion of this research have been done in accordance with the formulation of the problem, the first is how the implementation of environmental education using the early childhood education curriculum 2013. Curriculum 2013 Early childhood early in Taman Belia is well implemented. Environmental education can be applied using the 2013 curriculum from (based competetion) KI 3 and KI 4. Learning about environmental education in early childhood of Taman Belia Candi is given indirectly and habitually. Environmental education is always included in the opening, core, and closing activities.

The way the teacher provides environmental education is by way of direct examples of little things that are close to the child, introducing risk, habituating the child and teaching the child to take responsibility for what has been done.

“... They e ... have been getting a foothold in the past. In a sense, they know what to do before, because we always provide education like that ... the capital is theoretical ... More than an example, and what this is ?, and something really look but more flowing so wrote “(interview, 8 December 2016)

Environmental education has been included in every learning in early childhood Park, teachers give it indirectly, not realized by the child. With the core competencies in the curriculum 2013 PAUD, early childhood Park Belia Candi able to maximize the education required for

children, many teachers emphasize the formation of children's character. As according to Daryanto (2013: 1-2) environmental education is a process to build people who are aware and care about the environment and all the problems associated with it, and people who have knowledge, skills, attitudes and behavior and commitment to work together Individually or collectively to prevent environmental problems and to address various problems in the environment. A child with a good character is able to know himself, able to put himself in the right condition, not easily discouraged and able to solve the problem and understand the risk of cause and effect for his actions.

A study by Wahyuningsih (2015:81-85) after the scientific process was done, there is the last part which is also important. It is assessing or marking process. Marking process in TKIT BinaAmal It self refers to curriculum 2013 Which is suggested by the government. It has the quality of detail description.

“... environmental education is integrated with any name, through the theme, then we do not do separate assessment, but integral ... We are more there, more to the indicators we choose and we lift in the RPPH (implementation of daily learning).” (Interview, February 10, 2017)

Classroom learning can be related to environmental education as the learning themes used are closely related to the child. Habituation activities teach children to always be responsible for their actions, in addition to responsible for the environment of children are also invited to take responsibility for themselves through activities of clean and healthy living habits.

The second result and discussion are factors that influence the provision of environmental education, including the supporting factors (1) the improvement of the curriculum is always done, (2) clean and healthy living habits, (3) the provision of hygiene aids, (4) cooperation with Health institutions, (5) out-of-school visits for knowledge strengthening.

“Yes we are here there are activities for teachers as there are clusters, HIMPAUDI also, they also learn. So stay back to the institution of each teacher, even if we invite teacher cooperation, we also usually have training here, together. So e the use of the 2013 curriculum of course from webbing, then from PROSEM, then RPPM, RPPH, so we all learn together as well. “(Interview, December 9, 2016)

Evaluation done at the end of the learning year can be the basis for making the curriculum in the school year continues to be even better. Accord-

ding to Nasution (2003: 231-232), the early childhood education (ECE) as part of a community that provides planned learning, early childhood education institutes develops a development program plan to achieve the standard of child learning readiness (KBA). With the evaluation, the teacher reviews what things need to be improved and added in the next curriculum to help the child achieve the standard of learning readiness.

Class of nature all children can learning, after the children finished clearing their own plates backwards, if there is still the rest of the rice is thrown first in the garbage. Denis cannot ate well, many rice left on the table, Denis took a broom of her own and cleaned it for herself and then dumped in the garbage. Rilo also helped clean up the rest of his food because his cabbage ate had fallen scattered on the table. After eating the children are invited to pray then brush your teeth and wash your hands. (Observation January 9, 2017)

Children are trained to discipline clean and healthy life, such as the concept of discipline according to Wiyani (2013:46) discipline based on the concept of responsible freedom in early childhood is very appropriate given, this is because in principle there are democratic values Emphasizing the right of the child to make his choice in doing and the child's obligation to accept the consequences of his actions.

"There is still a supporter here actually, directly our environment here the good air, toothbrush facilities, that if the child after eating let his name the bottle spilled he knew what he was doing. Because we are here to love the example, yes we provide the mops that include the means to provide environmental education itself, then we also help the important one he should be responsible first "(interview, December 9, 2016)

A study by Susanne (208:429-447) concluded that the results obtained from students from Chile seem to have greater difficulty in recognizing the social aspects of biodiversity loss due to poor environmental conditions, while German students with good environmental conditions . The environmental conditions of the children also affect the way the child assesses the environment.

"Until now we have been working with many parties ... The most recent is with the PKBI jateng about your and your program, it's a program to improve children's social life skills so that they are protected from the dangers of sexual violence, but the program runs everywhere , Run to the environment really ... ". (Interview, February 10, 2017)

PAUD Taman Belia Candi has been cooperating with many parties, both to provide health services and information amplifier in children. According to Astuti (2013:9), one of the roles of the family to improve the physical growth of children can be done with basic health care efforts. Teachers invite parents to always do more frequent checks with the general practitioner in order to more controlled early.

Field Trip School visits for knowledge reinforcement are on the theme plan of Early Childhood Education of Taman Belia Candi. The next factor is the inhibiting factor, namely: (1) the child's fluid response, (2) lack of cooperation with parents in curriculum development.

"Most of this what in the child's response child is also sometimes change feeling if it is fitting children easy to invite to communicate usually we also give it easier. But if the child's child again there may be a little problem at home disruption also the uncertain weather it sometimes also affect "(interview, December 8, 2016)

According to Soetjiningsih, (2004:112) the role of parents is very important in helping children to develop intellectual, limited ability of the family can also limit the opportunity of children to develop their potential, environmental conditions affect the development of children through the availability of facilities and stimulation given to children. Preparation of curriculum involving parents to add inputs can provide a curriculum that suits their needs. ECE of Taman Belia Candi has not involved knowing people to participate in curriculum development, parents are only given extension of school programs that are used.

CONCLUSION

The provision of life-linked education using the 2013 PAUD curriculum can be given using existing competencies in BC 3 and 4 and follow-up of holistic integrative curriculum programs. ECE of Taman Belia Candi provides environmental education from opening activities, core to cover that is indirectly in daily habituation and in theme. Factors that support the provision of environmental education in early childhood of Taman Belia Candi consist of curriculum improvement which is always done at the end of each school year and maximizing integrative holistic program of ECE and various visits done out of school to provide strengthening of children's knowledge. In addition there are several inhibiting factors, parents have not involved in curriculum develop-

ment and lack of supervision of children at home to be one obstacle in addition to innate factors of the child himself.

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