



Elementary School Program Management Bosowa Nature School, Makassar

Rosika Indri Karadona[✉], Fakhruddin Fakhruddin, Noor Hudallah

Universitas Negeri Semarang, Indonesia

Article Info

Article History:

Received 01th December 2021

Accepted 02th

February 2022

Published 30th April 2022

Keywords:

Elementary School, Management Planning, Nature School.

Abstract

The aims of this study are to 1) describe and analyze the management planning, 2) to describe and analyze the implementation. 3) Describe and analyze the evaluation of the Management 4) Describe and analyze the achievement of the Natural School Primary School Program at the Bosowa Natural School Makassar. Bosowa Nature School implements the Bosowa Nature School curriculum and the Independent Learning Curriculum which are combined and focus on eight things, namely, moral development, leadership, logical thinking, entrepreneurial spirit, Global Diversity, Mutual Cooperation, Critical Morals, Independent. This study uses a qualitative approach, namely research that prioritizes data collection or the reality of the problem based on the disclosure of what has been explored by the respondent. Sampling of data sources is carried out purposively, data collection techniques are triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. For data collection techniques through observation, documentation and interviews. Methods of data analysis using descriptive methods. The research result information and data in the field about the management (planning, implementation, evaluation and achievement) of the Bosowa Natural School Elementary School program according to the 8 focuses that must be met in Bosowa Natural School of these 8 focuses can be developed into School programs Natural.

[✉]Correspondence Address:

Kampus Pascasarjana UNNES Jl. Kelud Utara 3 Sampangan Semarang, Indonesia

E-mail: rosika@students.unnes.ac.id

p-ISSN 2252-7001

e-ISSN 2502-454X

INTRODUCTION

Environmental Education is a process that aims to create a world community that has concern for the environment and the problems associated with it. In the Law of the Republic of Indonesia no. 23 of 1997, it is stated that Environmental Education is defined as an effort to change behavior and attitudes carried out by various parties or elements of society which aims to increase knowledge, skills and public awareness about environmental values and issues of environmental problems which in turn can motivate society to play an active role in efforts to preserve and protect the environment for the benefit of present and future generations.

In connection with the increasing challenges related to environmental conditions, it is necessary to hold an effective direct application of environmental education. The most important role of life is how the environment affects learning. Education is a necessity for a decent life. Education is a conscious and planned effort to create an educational environment in which students actively develop their own strengths to possess spiritual, religious, self-control, personality, intelligence, human qualities and skills needed by themselves, society, nation and state.

Various efforts have been made so that humans no longer commit acts that cause a decrease in environmental quality, and with full awareness stop doing these actions, then turn around to carry out activities that can preserve the environment so that the ecosystem is maintained. safe and sustainable. There are many ways that can be done to provide a good understanding of the environment for each individual, such as information, counseling, guidance, and education (formal and non-formal starting from early childhood, elementary to tertiary institutions). The formation of awareness of the importance of caring for the environment is a form of individual mental attitude which is reflected in their behavior. The Center for Outdoor and Environmental Education provides programs designed to address a variety of environmental education goals, and contributes

broadly to student learning for sustainability Ballantyne, R. and Packer, J. (2006).

The essence of education is the need of everyone. Every individual must progress through increased knowledge and understanding in various aspects of life. Aprilia, L., & Trihantoyo, S. (2018). It is this increase in knowledge and understanding that plays a role in increasing individual competence to increase competitiveness to meet the demands of life in the future. One way to improve competence is through the educational process. Therefore, education is an important aspect of human life. The development, development and improvement of human life cannot be separated from the interaction with nature and the environment. As we all know, currently human activities cause a lot of damage to nature and the environment. Damage to nature and the environment causes an imbalance in the ecosystem. (Asrofah, 2018).

Bosowa Nature School is a nature-based school that adopts the National Education curriculum, namely the Freedom Learning Curriculum combined with the typical natural school curriculum. The essence of education is the need of everyone. Every individual must progress through increased knowledge and understanding in various aspects of life. It is this increase in knowledge and understanding that plays a role in increasing individual competence to increase competitiveness to meet the demands of life in the future. One way to improve competence is through the educational process. Therefore, education is an important aspect of human life. The development, development and improvement of human life cannot be separated from the interaction with nature and the environment. As we all know, currently human activities cause a lot of damage to nature and the environment. Damage to nature and the environment causes an imbalance in the ecosystem. It is structured like everyday life, so that students and the environment really relate to one another.

Bosowa Nature School is a natural school that emphasizes the success of instilling character values in the learning process for children,

including instilling a caring character for the environment. As said by Mr. Hairul as the principal of the Bosowa Nature School observed that the Bosowa Nature School in implementing its learning did not only focus on certain fields, but also fostered character values, morals, religious, interest in talent, and inculcating the character of caring for the environment is one of the inside it. Even though in the calistung learning process (reading, writing, counting) is still implemented, in shaping the character of children, educators make nature as a medium and in the learning process educators involve students in direct learning to the open nature, nature as a place to play and as a place to learn. This makes them have to work hard to continue to make innovations so that character education can be optimally realized because it has become a characteristic that distinguishes Bosowa Nature School from other schools in Makassar City. Educators have invested considerable effort in developing environmental education programs that address students' knowledge, attitudes, and action competencies regarding environmental issues Ballantyne, R., Fein, J. and Packer, J. (2001).

Makassar's Bosowa Nature School which refers to the integrity of the typical natural school curriculum with a combination of the Individual Curriculum and the Free Learning Curriculum, the individual curriculum which is the typical Natural School curriculum by detecting the role of the child individually for each student. The programs carried out are interesting, starting from intra-curricular programs inside and outside the classroom such as outbound and farming, extracurricular programs such as life skills and entrepreneurship as well as co-curricular programs in the form of outing classes and super camps with a combination of the Free Learning Curriculum which is based on the P5 principle, namely the Strengthening Project Pancasila Student Profile.

The Bosowa Makassar Nature School's interest is in implementing a child-centered learning system, using an individual curriculum that focuses on child development through assessing the success of individual children. So

that the goal of the Bosowa Makassar Nature School with a sense of concern for children for the environment is growing through the Natural School programs that have been implemented. So that the Bosowa Nature School focuses more on individual students based on child development, thus distinguishing schools in general from the Bosowa Nature School.

Makassar's Bosowa Nature School which refers to the integrity of the typical natural school curriculum with a combination of the Individual Curriculum and the Independent Learning Curriculum, the individual curriculum which is the typical Natural School curriculum by detecting the role of the child individually for each student (Wachidi et al., 2020). The programs implemented are interesting, starting from intra-curricular programs inside and outside the classroom such as outbound and farming, extracurricular programs such as life skills and entrepreneurship as well as co-curricular programs in the form of outing classes and super camps with a combination of the Free Learning Curriculum which is based on the P5 principle, namely the Strengthening Project Pancasila Student Profile.

This research technique was chosen to obtain valid data. The data used in this study are primary and secondary data. 1. Primary data, information from key members (informants) of the research. The primary data used in this study involved school principals, teachers, curriculum staff, students, parents of students at SD Sekolah Alam Bosowa Makassar. Data sources come from school principals and class teachers. The data needed is related to the emphasis on the problem, so that information can be obtained on how to implement programs at the Bosowa Nature School. 2. Secondary data needed in this study such as classroom learning tools, curriculum used, documentation of teaching and learning activities, extracurricular activities, and the availability of facilities and infrastructure at SD Sekolah Alam Bosowa Makassar.

The Bosowa Makassar Nature School's interest is in implementing a child-centered learning system, using an individual curriculum that focuses on child development through

assessing the success of individual children. So that the goal of the Bosowa Makassar Nature School is to grow children's sense of concern for the environment through the Nature School programs that have been implemented. So that the Bosowa Nature School focuses more on individual students based on child development, thereby distinguishing schools in general from the Bosowa Nature School. Increasingly, environmental educators are incorporating visits to natural areas into their environmental learning programs for school students Ballantyne, R. and Packer, J. (2002).

This phenomenon attracted the attention of the author to conduct further research in order to study, understand and analyze the pattern of education based on love for the environment through the management of the natural school program in Bosowa's Alam Elementary School.

METHOD

The research method is very important because it describes the researcher's methodical problem-solving approach. It also means a scientific way of getting data for a specific use and purpose. The research method used is a qualitative research method in this study, namely with a descriptive approach. Qualitative research is a research method for carefully examining the state of objects where the researcher is the main tool, data sources are deliberately selected and snowballed, data collection methods include (collective) data triangulation, inductive analysis and research results. Also, researchers are the main means of emphasizing importance, not generalizations (Sugiyono, 2015). In addition, descriptive qualitative research is a research approach that aims to understand a phenomenon that occurs in the experiences of research subjects, such as behavior, perceptions, motivations, and actions (Lexy J. Moelong, 2017). It is carried out intensively, researchers also participate, record carefully what happened, it is hoped that researchers will get detailed data. This descriptive qualitative research presents the data as it is, without any manipulation or other treatment. The title of this research is "Program

Management of SD Alam Bosowa Makassar Elementary School".

This research technique was chosen to obtain valid data. The data used in this study are primary and secondary data. 1. Primary data, information from key members (informants) of the research. The primary data used in this study involved school principals, teachers, curriculum staff, students, parents of students at SD Sekolah Alam Bosowa Makassar. Data sources come from school principals and class teachers. The data needed is related to the emphasis on the problem, so that information can be obtained on how to implement programs at the Bosowa Nature School. 2. Secondary data needed in this study such as classroom learning tools, the curriculum used, documentation of teaching and learning activities, extracurricular activities, and the availability of facilities and infrastructure at SD Sekolah Alam Bosowa Makassar.

RESULTS AND DISCUSSIONS

Bosowa Nature School implements the Individual Curriculum or Stages of Child Development and the Free Learning Curriculum. The school's way of integrating the curriculum is by implementing teaching modules and adding focus to the implementation of the focus on SAB, namely focusing on SAB (1) Moral Development, (2) Leadership, (3) Thinking Skills, (4) Entrepreneurial Spirit (Entrepreneurship), (5) Skills (Life Skills) and Free Learning Curriculum focused on P5 (Project of Strengthening Pancasila Student Profiles): (1) Faith, piety to God Almighty and noble character, (2) Global Diversity, (3) Mutual Cooperation, (4) Creative, (5) Critical Moral, (6) Independent (Abelairas-Gómez et al., 2020).

By applying this focus specifically in daily learning, SAB pays attention to the stages of child development with a focus on 6 child domains namely cognition, psychomotor, social, language, affective, and aesthetic domains. So that the 6 domains of children will be paid attention to continuously through the stimulus from the teacher who is a role model at school, so that the stages of child development will always

be observed through activities focused on combining the focus of SAB and the Free Learning Curriculum. The distinctive feature of the SAB and MB Curriculum is to develop student character through learning and from school programs that have been made, based on a focus on student character, schools, especially teachers, will pay more attention to the psychology of each individual child.

Superior programs and innovations held at the Bosowa Nature School which make nature schools unique, namely (1) Super Camp, (2) Market Day, (3) Mini Zoo and Farming, (4) Music Class, (5) Islamic Studies, (6) Outing Programs, (7) Bilingual, (8) Outdoor Activities. The programs implemented at SAB are inseparable from educators' assessment of the stages of child development, the focus of the individual curriculum with the Independent Curriculum Learning about the character of each individual child, and the development of 6 child domains which aim to make children excel in aspects of SIDIC (Smart, Islamic, Disciplined, Innovative, Competitive). All learning processes and other activities students spend more in open spaces than in the classroom, because the activity program at SAB contains environmental elements. The implementation of the environmental preservation process at the Bosowa Nature School is through implemented programs, then through ongoing learning, and outdoor activities organized by educators and schools. Students' affective tendencies toward the environment increased significantly after implementation. In addition, it is seen that students' scientific curiosity increases positively Erickson, M. F. (2008).

The learning evaluation technique applied at Alam Bosowa School is not much different from schools in general, where educators use observation, conversation, assignment, performance, and portfolio techniques. The evaluation technique carried out refers to competence and is carried out in line with the activities that have been determined, records all the results of child development based on the attitudes and behaviors shown, summarizes the results of the assessment in the form of a short

report, and describes objectively the features of the child under review. from all aspects of child development, children's learning success, important things that must be considered in child development, as well as solutions about things that educators and parents need to do in developing children's potential which are then written into the Child Development Achievement Report (LPPA) for each child, then conveyed to parents in the end of semester evaluation meeting at Bosowa Nature School.

Supervision is carried out by the school regarding the ongoing learning activities and other activities by making observations every day and the school conducts a weekly "daily report" evaluation. So that the observations are carried out in facts and concrete with the desired results. Paying attention to these 6 domains to be able to see the character from the teacher's observations through the person table or individual webbing owned by the teacher in each student person.

Bosowa Nature School aims for children to become SIDIC (smart, Islamic, discipline, innovative, and competitive) children according to their age. The growth and development of children in SAB is very concerned with that there is an evaluation of the growth and development of children with guidelines for child growth according to what is determined by SAB. The following achievements have been made by SAB as a reference in the implementation of education in other schools, various schools from the South Sulawesi region and outside the island, various universities have visited SAB to find out the learning process in SAB. It can be seen that SAB is a competent school.

Parents' perceptions of environment-based education carried out at Sekolah Alam Bosowa were very positive, they stated that there was a change in children's attitudes for the better and the expectations of parents of students with environment-based education were implemented very well (Song & Rim, 2021). Students appreciate the environment around them, think critically and respect environmental conditions is the hope of parents for their children. SAB adheres to a child development stage curriculum or individual curriculum, so parents and

educators must be more observant and careful in supervising children while studying because children are sometimes too active while studying with a broad learning environment in the school environment. To anticipate this, it is hoped that schools will implement a learning system that keeps children focused and careful during the learning process. Communication with parents requires schools to communicate regularly because the stages of child development need the knowledge of parents, so that there is cooperation between teachers at school and parents at home as a stimulus that is always sustainable at home and the school environment.

The educational planning process at Alam Bosowa School includes establishing the school's vision and mission, implementing the Individual Curriculum or Stages of Child Development and the Independent Learning Curriculum, integrating the curriculum by implementing teaching modules and adding focus to the implementation of the focus on SAB, namely the focus on SAB (1) Moral Development, (2) Leadership, (3) Thinking Skills, (4) Entrepreneurship, (5) Life Skills and Independent Learning Curriculum focusing on P5 (Project of Strengthening Pancasila Student Profiles): (1) Faith, piety to God Almighty and noble character, (2) Global Diversity, (3) Mutual Cooperation, (4) Creative, (5) Critical Morality, (6) Independent. By applying this focus specifically in daily learning, SAB pays attention to the stages of child development with a focus on 6 child domains namely cognition, psychomotor, social, language, affective, and aesthetic domains.

Superior programs and innovations held at the Bosowa Nature School which make nature schools unique, namely (1) Super Camp, (2) Market Day, (3) Mini Zoo and Farming, (4) Music Class, (5) Islamic Studies, (6) Outing Programs, (7) Bilingual, (8) Outdoor Activities. The programs implemented at SAB are inseparable from educators' assessment of the stages of child development, the focus of the individual curriculum with the Independent Curriculum Learning about the character of each individual child, and the development of 6 child

domains which aim to make children excel in aspects of SIDIC (Smart, Islamic, Disciplined, Innovative, Competitive). All learning processes and other activities students spend more in open spaces than in the classroom, because the activity program at SAB contains environmental elements. The implementation of the environmental preservation process at the Bosowa Nature School is through implemented programs, then through ongoing learning, and outdoor activities organized by educators and schools.

Supervision is carried out by the school regarding the ongoing learning activities and other activities by making observations every day and the school conducts a weekly "daily report" evaluation. So that the observations are carried out in facts and concrete with the desired results. Paying attention to these 6 domains to be able to see the character from the teacher's observations through the person table or individual webbing owned by the teacher in each student person (Pangestuweni et al., 2021). So that the 6 domains of children will be paid attention to continuously through the stimulus from the teacher who is a role model at school, so that the stages of child development will always be observed through activities focused on combining the focus of SAB and the Free Learning Curriculum. The distinctive feature of the SAB and MB Curriculum is to develop student character through learning and from school programs that have been made, based on a focus on student character, schools, especially teachers, will pay more attention to the psychology of each individual child. Outdoor learning has significant educational benefits for children in the elementary school years and the need to connect with nature is increasing Lloyd, A., & Gray, T. (2014). Green schools can be locations where these constraints can be minimized. Dymont, J. E. (2005).

Bosowa Nature School aims for children to become SIDIC (smart, Islamic, discipline, innovative, and competitive) children according to their age. The growth and development of children in SAB is very concerned with that there is an evaluation of the growth and development

of children with guidelines for child growth according to what is determined by SAB. The following achievements have been made by SAB as a reference in the implementation of education in other schools, various schools from the South Sulawesi region and outside the island, various universities have visited SAB to find out the learning process in SAB. It can be seen that SAB is a competent school.

CONCLUSION

Based on the results of the study, it can be concluded that program management at the Bosowa Nature School has been successfully implemented by implementing the typical Bosowa Natural School curriculum and the Free Learning Curriculum which combines and focuses on eight things namely, moral development, leadership, logical thinking, entrepreneurial spirit, Global Diversity, Collaboration Cooperation, Critical Morality, Independent. A dynamic integrated school based on the stages of child development based on the values of the Al-Quran and Hadith. A learning environment based on the belief that each student is a unique individual with abilities, strengths, potential talents to be developed respectively. The learning process both in class and outside the classroom contains philosophical values, namely Smart, Islamic, Disciplined, Innovative and Competitive which develops students' intellectual, social and spiritual potential. Thus, the Natural School does not only emphasize cognitive aspects but various other aspects that are very important for students' lives in the future.

REFERENCES

- Abelairas-Gómez, C., Carballo-Fazanes, A., Martínez-Isasi, S., López-García, S., Rico-Díaz, J., & Rodríguez-Núñez, A. (2020). Knowledge and attitudes on first aid and basic life support of pre-and elementary school teachers and parents. *Anales de Pediatría (English Edition)*, 92(5), 268-276.
- Aprilia, L., & Trihantoyo, S. (2018). Pembelajaran Berbasis Alam Dalam Membentuk Karakter Siswa Cinta Lingkungan Dan Berbasis Religi Islami Di Jenjang Sd Sekolah Alam Al-Izzah Krian. *Inspirasi Manajemen Pendidikan*, 6(2), 1-8.
- Ballantyne, R. and Packer, J. (2002). Nature-based excursions: School students' perceptions of learning in natural environments. *International Research in Geographical and Environmental Education*, 11(3), 218-236.
- Ballantyne, R. and Packer, J. (2006). Promoting learning for sustainability: Principals' perceptions of the role of Outdoor and Environmental Education Centres. *Australian Journal of Environmental Education*, 22 (1), 15-30.
- Ballantyne, R., Fien, J., & Packer, J. (2001). Program effectiveness in facilitating intergenerational influence in environmental education: Lessons from the field. *The journal of environmental education*, 32(4), 8-15.
- Dyment, J. E. (2005). Green school grounds as sites for outdoor learning: Barriers and opportunities. *International Research in Geographical & Environmental Education*, 14(1), 28-45.
- Erickson, M. F. (2008). Ensuring That All Children Can Spend Quality Time Outdoors. *Beyond the Journal: The Children & Nature Network*.
- Lloyd, A., & Gray, T. (2014). Place-based outdoor learning and environmental sustainability within Australian Primary Schools. *Journal of Sustainability Education*, 1(9), 1-15.
- Pangestuweni, I., Sugiharto, D. Y. P., & Hudallah, N. (2021). The Implementation of Child-Friendly School Innovation in Al Azhar Islamic Elementary School 60 Pekalongan. *Educational Management*, 10(3), 485-491.
- Qibtiyah, E. A., Retnowati, R., & Laihad, G. H. (2018). Manajemen Sekolah Alam Dalam Pengembangan Karakter Pada Jenjang Sekolah Dasar Di School of

- Universe. *Jurnal Pendidikan, 6*(2), 626-635.
- Song, U. S., & Rim, H. K. (2021). The Necessity of an Elementary School Information Curriculum based on the Analysis of Overseas SW and AI Education. *Journal of The Korean Association of Information Education, 25*(2), 301-308.
- Manajemen* Wachidi, W., Rodgers, A., & Tumanov, D. Y. (2020). Professional competence understanding level of elementary school in implementing curriculum 2013. *International Journal of Educational Review, 2*(1), 99-105.