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## Application of Environmental Learning Learning Strategies to Increasing Science Learning in MI/SD in View of Children's Gender

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### ABSTRACT

*Environmental learning strategies include the surrounding environment and students can easily master the material through observation. In this learning strategy students are required to be able to learn to love and be able to apply the learning of the surrounding environment to themselves and without coercion from anyone. The task of the teacher in this case, is to strive for this learning strategy to look fun and not boring for students. The research method used in this study is qualitative research. This research method usually uses data collection techniques consisting of observations, interviews and documentation studies. Through the Environmental Learning strategy, students can understand learning when outside the classroom and are also able to make the enthusiasm of learning students' motivation higher, because students experience a different learning atmosphere than usual.*

### ABSTRAK

*Strategi Pembelajaran environmental learning mencakup lingkungan sekitar dan siswa dapat dengan mudah menguasai materi melalui pengamatan. Pada strategi pembelajaran ini siswa dituntut untuk mampu belajar mencintai serta dapat menerapkan pembelajaran lingkungan sekitar terhadap dirinya sendiri dan tanpa adanya paksaan dari siapapun. Tugas guru dalam hal ini, yaitu mengupayakan agar strategi pembelajaran ini terlibat menyenangkan dan tidak membosankan bagi siswa. Adapun metode penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif. Metode penelitian ini biasanya menggunakan teknik pengumpulan data yang terdiri dari observasi, wawancara dan studi dokumentasi. Melalui strategi environmental learning, siswa dapat memahami pembelajaran ketika berada di luar kelas dan juga mampu membuat semangat belajar peserta didik menjadi lebih tinggi motivasinya, karena peserta didik mengalami suasana belajar yang berbeda dari biasanya.*

### PRELIMINARY

Basically playing is the thing most liked by children. Because, the world of children is the world of play. Playing is the land of children in expressing all forms of behavior that is fun and without coercion. By playing, children get lessons that contain aspects of cognitive, social, emotional and physical development (Mulyati, 2019). However, in reality the right to play is often forgotten, especially because playing is considered not important. Not many parents and professionals realize how closely related play is to the development of a child's natural instincts and the child's right to play in various ways is often ignored. This neglect can be triggered by poverty, the playground becomes private property, wrong institutional policies, or the result of too narrow a view of education, where academic achievement is the main goal (Murtiningsih, 2013).

Education is the most important part for the progress of a nation. Education in the past and present, including in the era of globalization, is expected to produce quality graduates who have the ability in science and faith (Akhirin, 2022). School as a place of learning for students must also be able to create a good atmosphere, especially in the classroom. However, sometimes in teaching and learning activities found problems related to learning experienced by these students. These problems are influenced by

internal and external factors. One of the internal factors is the saturation felt by the students themselves (Setyawan, *et.al.*, 2020). Therefore the learning carried out must be effective and fun so that students are comfortable and not bored with monotonous lessons.

In the reality of life, learning that takes place in schools only uses teacher books and student books. The method used is in the form of lectures, assignments and questions and answers. The media used are less varied. The media used only comes from the media in the book, namely simple illustration media. This resulted in students looking unenthusiastic in learning and a lack of student interest in learning. To overcome this, the teacher plays an important role in creating a pleasant and not boring classroom atmosphere so that students can improve their knowledge skills. One way to overcome this is by changing learning strategies.

Learning strategy is a way to convey learning to students. The definition of a learning strategy is the plan or strategy used by the teacher in carrying out the learning process. However, according to Seels and Richey in Syafaruddin (2012) the definition of learning strategy is a plan on how to activate and use existing abilities and goals to increase effectiveness and efficiency which in this context is learning. The learning strategy of environmental learning is an interesting strategy to be examined more deeply in this discussion.

Learning Strategies Environmental learning adheres to the concepts of science and the environment around students can easily be mastered by students through observation. In this learning strategy students are required to be able to learn to love and be able to apply learning to themselves and others and without coercion from anyone (Anjelia, *et.al.*, 2020). In this case, the teacher has an important role in carrying out the teaching and learning process.

Ideally a teacher has a big role in the success of the learning process for students, these roles include: teacher as educator, teacher as teacher, teacher as a learning resource, teacher as facilitator, teacher as guide, teacher as demonstrator, teacher as manager, teacher as advisor, teachers as innovators, teachers as motivators, teachers as trainers, and teachers as elevators. With this role it is hoped that the teacher can create a conducive atmosphere in the teaching and learning process and through a conducive learning atmosphere make it easier for students to understand the subject matter and can help teach material related to life values (Yestiani & Zahwa, 2020).

Research on environmental learning strategies has been carried out and researched before by a number of people, such as studies on improving student learning outcomes with the help of environmental learning strategies (Khoiriyah, 2019), the effectiveness of environmental learning models (Perdiawan & Tini, 2021), writing ability of elementary age students (Abid, 2022), Environmental Learning in learning student creative writing (Listiani, *et.al.*, 2021).

Based on the literature review and some interesting facts from field observations and previous research listed above, it strengthens the researcher's desire to examine more deeply about environmental learning strategies with the title "Implementation of environmental learning strategies for improving science learning in MI/SD".

## **METHOD**

The research method used in this research is qualitative research. Qualitative is descriptive research that usually uses in-depth analysis. Thus, qualitative characteristics and characteristics depend more on the descriptive aspects of information from the field (Kaharuddin, 2021). This qualitative research method usually uses data collection techniques consisting of observation, interviews, and documentation research. The observations made in this study were observational. To complete the information, interviews were conducted and efforts were made to obtain the correct information and the right sources of information. In this research, the writer interviewed one of the informants. This research documentation study is needed to sharpen the research analysis on the impact of environmental learning strategies on improving science learning in MI/SD, usually this documentation is equipped with pictures or writing to support it (Prasanti, 2018).

## **FINDINGS AND DISCUSSION**

Natural Science is one of the learning materials that explains the entire universe and the events that occur in it. Science learning is one of the compulsory learning in the world of education, especially in SD/MI education (Panjaitan, 2017). Science is a medium or way of observing the world that is analytical,

comprehensive, nuanced, and relates phenomena to other phenomena, so that all of them form a new perspective to see the object to be observed (Surahman, *et.al.*, 2017). Natural Science (IPA) is concerned with how to systematically find out about nature, so that Natural Science is not only mastering a collection of knowledge in the form of facts, concepts or principles, but also a process of discovery (Kumala, 2016). Therefore, the implementation of an environmental learning strategy is carried out to maximize the science teaching and learning process for SD/MI students.

Environmental learning strategy is a way to do learning by focusing on the surrounding environment, with this learning strategy students are expected to be able to maintain and protect their surrounding environment so that it is maintained and not damaged by anyone. According to Abid (2022) the environmental learning model is one of the solutions to an environment-based learning model developed so that students gain experience more related to the surrounding environment. The material presented by the teacher, students can get in real terms by utilizing the surrounding environment even though it is not done in the laboratory.

Environmental learning is used so that students can easily interact with learning materials that have been prepared and adapted to the learning model. Learning materials delivered to students are arranged according to the surrounding environment. In other words, learning can be done not only in the classroom, but also outside the classroom so that students are more comfortable and active in learning. This environment-based learning strategy applies a game and learning system outside the classroom. Several things must be considered in the environmental learning model, namely the content and learning procedures must be in accordance with the learner's environment, the knowledge provided must provide a way out in response to the environment (Waeni, 2019).

The application of environmental learning strategies in science learning is carried out in the following steps: first, students are asked to briefly describe and describe their surroundings. Then students carry out learning outside the classroom to make direct observations and interactions with teaching materials. learning is done outside the classroom. Students listen to the material presented by the teacher. The teacher associates the material studied with the environment around him then invites students to carry out an analysis of environmental problems. The next step is to do reflection or self-reflection on the environment and the implementation of learning. At the end of the cycle, students are given a test to measure the success rate of the action (Khoiriyah, 2019).



Figure 1. Schematic of environmental learning steps.

Broadly speaking, the application of the environmental learning approach has several advantages. The advantages of the environmental learning approach are: (1) Students are brought directly into a concrete world, so that students do not fantasize about the material, (2) The environment can be used at any time, anytime and anywhere, depending on the type of material to be taught, (3) Does not require costs because everything has been provided by nature, (4) Presentation of material is concrete or real so that it is easy for students to understand, (5) Students' motivation to learn will increase because students experience a different learning atmosphere than usual, (6) A comfortable learning atmosphere, allows students not to get bored in the learning process, (7) Students will be more flexible in thinking because the material being taught is real (Uno & Mohamad, 2012).

Learning by applying the environmental learning approach also has drawbacks. Uno & Mohamad (2018) argue that the environmental learning approach has several drawbacks, namely as follows: (1) It tends to be used more in science learning and very little can be used for social studies learning, (2) environmental conditions in each region are different, Seasonal changes cause changes in environmental conditions. Meanwhile, Barlia (2008) argues that the environmental learning approach has several drawbacks, namely: (1) It is difficult to control student activities and success, (2) The criteria for learning success are determined by the ability of students to master the subject matter, (3) Requires a very long time so that the teacher difficult to adjust to the time allotted.

From some of the deficiencies mentioned above, it can be concluded that there is a lack of an environmental education approach because it is widely used for science learning, so very little can be used for social studies learning, it is very difficult to control students, because it takes a very long time. In addition, the success of learning also depends on the ability of students to master subjects and different environmental conditions hinder learning, when the seasons change, learning cannot be completed.

In addition to the advantages and disadvantages of the environmental learning strategy, the supporting factors for this environmental learning system are that students do not feel bored with the delivery of the material being taught, students can also gain knowledge and understanding by observing themselves and students can also foster a sense of love for environment through this learning strategy. Thus, it can be said that with environmental learning strategies, students will better understand themselves and understand the environment around them. In addition, students are also expected to be able to protect the environment around them (Dayanti, 2018).

The inhibiting factor in implementing environmental learning strategies is that there are still a few students who have not been able to participate in protecting the surrounding environment. That is because the pattern of education of each student is different from one another when students are in a family environment. In addition, the large number of students in one class is also an obstacle when learning is carried out outside, because the teacher cannot possibly manage all students (Khoiriyah, 2015).

Based on the results of observations that have been made by researchers, the application of environmental learning strategies can make SD/MI children feel happy as well as become more active, this strategy also makes children think critically and helps students increase their self-confidence. This is proven when researchers provide examples of healthy and unhealthy environments through unique learning media. The media used is environmental bag media. The use of this media is that the researcher will give some pictures to the students then the students will guess the pictures include from a clean environment or a dirty environment after that the researcher asks students who want to try the learning media and the students are very enthusiastic about trying the media used. In closing, the researcher gave tests to students, namely students wrote down parts of the environment around them.



Figure 2. Learning with students.



Figure 3. Learning Media

The researcher also conducted an interview with one of the students named Silvia, the researcher asked about the learning that was carried out which was more fun with the material that the researcher did or learning at school. The resource person also answered that what the researchers conveyed was more fun because learning at school only focused on books and the teacher only explained a little, after which students were given questions from books for daily tasks. So it makes him feel bored and sometimes sleepy. So, it can be concluded that with the learning carried out by researchers, students can better understand the material and not feel bored in learning.

The application of environmental learning strategies to SD/MI students can be said to be good. This is proven by the results of researchers' observations and interviews that students have been able to fulfill indicators on environmental learning strategies, including: (1) students can understand the surrounding environment through observations made. (2) students can think critically in differentiating

the images given (3) students can briefly describe and describe the surrounding environment through the tests given.

## CONCLUSION

Based on the previous description, it can be concluded that the application of environmental learning strategies to improving science learning in MI/SD, namely, students can understand learning when they are outside the classroom. Student learning motivation will also increase because students experience a different learning atmosphere than usual. This strategy also makes students able to apply it to themselves in order to preserve the environment around them. students can also foster a sense of love for the environment through this learning strategy. With this strategy, it is hoped that the learning atmosphere will be comfortable and allow students not to get bored in the learning process.

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