

Environmental Cultural Education Through the Utilization of Social Capital

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Abstract: *Education is important to overcome the problem of environmental damage. Elementary School is an educational facility that is able to guide students to have good behavior. This study aims to analyze schools educate their students to form environmentally cultured behavior. This research took place at SD Negeri 08 Cilandak Barat, Jakarta Selatan. Informants in this research are principals, teachers, and parents of students. In depth interviews with informants revealed that SD Negeri 08 Cilandak Barat, Jakarta using social capital, namely the existence of public trust, instilling values into students, and networking with the private sector has succeeded in implementing environmentally cultured education for all school members.*

Keywords: *Education, Environmental Cultural, Adiwiyata, Social Capital*

Introduction

The government of the Republic of Indonesia has launched the Adiwiyata Program to become a lever for public awareness so that they can be environmentally cultured so that they can take responsibility for increasing efforts to save the environment and sustainable development, especially in the field of education

Findings in research in the field of education that recognize the concept of Adiwiyata can be applied to realize education for sustainable development. Then the question is whether the school has utilized Adiwiyata and social capital to realize environmental culture education?

Literature Review

According to Mulyana (2009) environmental culture education in the scope of the school is a basic capital of cross-generational education in creating an ethical environment. The School of Environmental Care and Culture (SECC) is the first step for students to behave ethically towards the environment. The SECC is proven to make a significant contribution in increasing awareness efforts to preserve nature and the environment. The planting of sustainable environmental ethics in the school environment is expected to be embedded in the minds of students so that later the behavior of students will love nature and the surrounding environment more. Environmental Education is one of the many efforts by the Indonesian government in increasing awareness of nature and the surrounding environment for students who are pursuing formal education from the Kindergarten-SMA/Equivalent level.

Environmental education should be implemented and spread out in every school in order to increase awareness of the importance of protecting the surrounding environment and nature, based on the agreement between the Indonesian government and the Minister of Environment

with the Minister of National Education No.07/MENLH/06/2005 and No.05/VI/ke/2005 on June 3, 2005.

Tompondung et al (2018) mention that Adiwiyata schools have a more caring attitude towards the environment such as leaving disposable items, saving on water and electricity use, and being orderly in the habit of throwing garbage in its place. In addition, research conducted by Pelita et al (2020) shows that not all Adiwiyata schools have inadequate human resources and infrastructure to implement Adiwiyata schools, which results in less than optimal output, including the lack of awareness of the environment for school students who researched.

Therefore, the evaluation given by Pelita et al (2020) for further research is the holding of a special intracurricular to increase environmental awareness for students. In addition, school residents should hold environmental awareness activities on a regular basis both inside and outside the school. According to Woolcock (in Fathy, 2019) social capital is a level of social attachment that exists between social life. It refers to the process between individuals that builds networking, social norms, trust, mutualistic coordination, and collaboration. Meanwhile, according to Bourdie (in Harsono, 2014) social capital arises from institutionalized social networks as a real potential resource arising from an individual among others in the form of recruitment and mutual recognition such as membership of social groups that provide several benefits to the members such as ongoing collective affiliation and support. So, it concluded that social capital indicators include: 1) Trust; 2) Networking; and 3) Norms.

Methodology

The research approach used is qualitative This research took place at SD Negeri 08 Cilandak Barat, Jakarta. As a driver of Community Awareness, the government gives appreciation to schools through Adiwiyata.

The qualitative approach uses data collection techniques with observation, in-depth interviews with informants, field notes, literature, and audio-visual documentation. The researcher also uses small notes on a piece of paper as an interview guide with the aim that the interviews conducted do not deviate from the main focus of the research.

Interviews were conducted informally and casually interspersed with discussions related to topics related to the research focus, namely the social capital of the adiwiyata school and the efforts that have been made in the adiwiyata school program.

Findings & Discussion

Since the Covid 19 pandemic took place which resulted in the implementation of distance learning, many Adiwiyata programs were neglected or not running at all. However, in implementing the school's internal program in developing interest in environmental care, the school's internal Adiwiyata award which is assessed for each class has been running again in the last half year.

The Environmentally Cultured Behaviors that have been running in the context of implementing the Adiwiyata Program in schools are as follows: 1. Save water - Water saving is only done by putting signs on every faucet or sink in the school with writing or an appeal to use enough water. Water saving behavior is applied to every student as the teacher often at every opportunity reminds students about the importance of saving water. 2. Save electricity, The electricity saving program is also encouraged to use written warnings on several light switches in

classrooms and other rooms. Electricity savings in schools are carried out when students return to school. Students are reminded not to forget to turn off the electricity.

Paper Saving is no. 3. Paper saving is formed when playing in class against waste paper; also in the form of an appeal affixed to the walls of the school. 4. Dispose of Segregated Garbage, Schools have provided an organic and organic waste disposal site. The habituation of students in disposing of non-organic waste separately from organic waste is still not fully implemented. Disposal of sorted waste is forwarded to the waste bank owned by the school. 5. Utilization of Used Goods, In the use of used goods in SD, it is more about the production of works by students made from used goods such as used bottles made into plant pots, plastic flower decorations and others. Used cardboard is made into various useful items such as tissue boxes and pencil cases and also made into decorations with elements of Jakarta's culture such as miniature Monas, Jakarta traditional houses and ondel-ondel. 6. Waste Recycling, At the back of the school there is a special place for recycling waste, especially organic waste. At that place, containers are also made with their respective process flows. Containers with grooves are intended to make it easier for students to know the stages that must be passed in recycling waste. Recycling is carried out by the entire school community, both students and teachers.

Functional Drains is no. 7, There are many water channels to accommodate and run used water from the sink in front of the class. This water channel also looks clean and there is no garbage that hinders the flow of the waterway. The drains have functioned properly and are kept clean so that there are no problems they cause. There are also fish that are kept in the pond that has been made, and as a result the fish can be enjoyed by the teachers. 8. Page Design with Water Infiltration, There are large water infiltration wells in the school yard, totaling 3 infiltration wells made by the DKI Jakarta government as a form of preventing waterlogging in schools. In addition, in the waterways inside the school there are several biopores planted under the waterways. The construction of water catchment in schools is a collaboration with the DKI Jakarta Provincial Government.

Tree Planting is no. 9. Before the pandemic, tree planting was carried out for large trees so that the school area felt shady, for now tree planting is focused on small trees or ornamental plants. Tree planting is carried out in many parts of the school such as in the school yard, around classrooms and other rooms in the school, there is also a mini garden in the backyard of the school. 10. Reducing the Use of Plastic Goods, The use of plastic goods in schools is designed in a plastic reduction program by providing direction and socialization to parents and students that students are required to bring their own food and drink using a place to eat or a tumbler.

SD Negeri 08 Cilandak Barat in preparing Adiwiyata, created a work team formed based on 11 points of environmental culture and a filing team. With Adiwiyata, schools make innovations that make it possible to further preserve the values of environmental care for school residents. In preserving the environment, schools make habits for school residents (teachers, and students), starting from school entry to school return so that school residents have been instilled in each other an attitude of caring for the environment.

Adiwiyata indicators and the implementation of these indicators which intersect with social capital at SD Negeri 08 Cilandak Barat are 1. Development of School Policies that Care and Culture of the Environment, namely through the implementation of the school's vision. The school's vision is to excel in achievement, technology, nationalism, care for the environment, based on faith and piety. 2. Development of Environment-Based Curriculum, that almost all

subjects are embedded with the values of knowing and loving the environment 3. Development of Participatory-Based Environmental Activities, by involving community outside the school who are around the school environment, by distributing some tree seeds to them with an appeal to participate in planting and caring for trees. Also by involving parents and for planting and caring for trees on one day a week, namely Saturday. 4. Development of Funds or Management of Environmentally Friendly School Supporting Facilities, this is also carried out in collaboration with networking with the DKI Jakarta Provincial Government's Water Resources Service and the implementation of Corporate Social Responsibility from a company or some companies. Then it can be concluded that through the use of social capital, namely the existence of public trust, instilling values into students, and networking with the private sector has succeeded in implementing environmentally cultured education for all school members.

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