

GREEN EDUCATION BASED ON THE STAGE LEARNING MODEL TO BUILD THE CHARACTER OF STUDENTS IN THE NATURE SCHOOL

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ABSTRACT

The application of green education as a learning model can provide extensive knowledge and learning experience by understanding the environment around them so that students in the nature school can create positive characters as the next generation in preserving the surrounding nature. The role of educators is also expected to continue to be innovative and creative in creating learning media to increase response and interest in learning and build character at the first age of school. This study aims to find a way to build students' character through the stage learning model. The type of approach used in this research is a qualitative approach with case study methods. The location of this research is Sekolah Alam Pelopor Bandung. The research subjects were the institution's founders, educators, and guardians of students. The data collection techniques used were interviews, observation, and documentation studies. Followed by data analysis techniques using Miles and Huberman's analysis theory. Green education implemented in nature school through a stage learning model can build direct interaction between students and nature or the environment. In this way, it can create an attitude that fosters a love for the surrounding environment.

Keywords: Green Education, Stage Learning Model, Nature School, Student Character

INTRODUCTION

Education is a deliberate and planned effort to help improve the development and knowledge of children's potential and abilities to become useful individuals in their lives and as citizens of society. Based on the development seen from each child, education aims to help individuals face and carry out the developmental tasks experienced in each period of growth. Therefore, education is seen as an important role in achieving successful child development.

Fadillah (2020); Maureen et al (2018); Suri & Chandra (2021) explain that early childhood education is the golden age phase for children, so at that age, children are at a stage of rapid development and growth. In implementing the education taught, the targets of children and adults differ. Young children have a high memory and are sensitive to the surrounding environment. Curiosity during the golden age encourages children to try new things and understand everything using the five senses, which produces understanding through communication and learning from their natural surroundings.

Early childhood education is a coaching effort given to children from birth to six or eight years through various types of learning to help prepare them for further educational processes. This statement is also supported by Law Number 20 of 2003 concerning the National Education System, which states that early childhood education can be carried out through informal, formal, and non-formal education channels. Implementation of early childhood education activities as preparation for the next stage of education, namely entering elementary school, not only teaches cognitive abilities but also early childhood education has a role in building basic foundations, which include self-control, a personality with noble character and broad knowledge, and the ability to interact and be part of society (Werdiningsih, 2022).

Green education is a stage-based learning model that utilizes the natural surroundings as a learning resource for young children. Green Education aims to improve the quality of the learning process as the formation of students' character, which includes (a) providing real experiences for children with an unlimited learning environment from the surrounding environment, (b) providing opportunities for children to develop motoric, cognitive, language, social-emotional and artistic aspects; and (c) assisting educational for sustainable development programs to develop sustainable education in the field of natural sustainability (King et al., 2020).

Green education based on the stage learning model was formed to develop all children's potential, including their social abilities; activities in utilizing the environment are the development of children's social and personal relationships in understanding the natural surroundings. Therefore, the combination of real and academic learning through the stage learning model requires a strong relationship between students and the environment and is built with peers, adults, and nature.

Through the application of the stage learning model, educators encourage children to engage with the surrounding natural environment, ask questions, and make connections with their knowledge and experiences. Based on green education, a stage-based learning model is also considered a learning model that can build student character. Character is the values inherent in a person that reflect attitudes, character, and daily behavior. Character also includes a series of a person's attitudes in doing good things, intellectual abilities in critical thinking, and interpersonal and emotional skills in interacting with their environment.

Therefore, a learning model that adapts to school conditions is crucial to creating an interesting and enjoyable learning process. In general, schools are identical to the build of a building consisting of several classrooms and other rooms, so creative and innovative learning concepts are needed, one of which is learning with an open stage concept that utilizes the natural surroundings as a learning medium, learning place, and learning resource. The stage learning model can enrich students' knowledge, train students to adapt to the surrounding natural environment, build better character, and appreciate the natural surroundings (Kurniyah, 2020).

Developing and determining learning models based on program characteristics, needs, and learning principles is necessary in organizing educational programs. Early childhood education also implements this at the Sekolah Alam Pelopor Bandung, which applies to learning in an open system, namely implementing the stage learning model as a characteristic of the nature school. The application of green education as a stage learning model at the Sekolah Alam Pelopor Bandung means that the surrounding natural resources

are managed optimally so that learning is not centered on the formal school system in general. However, educators also create learning using the natural surroundings as a learning medium.

This study complements research conducted by a previous researcher, Wulansari (2017), who explained the "Nature-Based Learning Model as an Alternative for Developing Environmentally Caring Characters," stating that the destruction of Indonesia's environment began with worrying economic expansion. Therefore, the nature-based learning model aims to ensure that children have basic economic principles that are balanced with the principles of environmental sustainability, one of which is building the character of caring for the environment in children from an early age. The learning model in an open environment can also bring children closer to nature, care about environmental sustainability, and learn to protect their natural environment.

Furthermore, research conducted by Mukaromah (2020) on "Nature-Based Learning in Shaping the Character of Early Childhood (Analytical Study in Jogja Green School Kindergarten)" stated that the nature-based learning model is the main principle for learning together in the open air. Students at the Jogja Green School Kindergarten blend into one another with the environment; this environment includes nature, Teachers, and their students. In their learning, children are not only allowed to experiment but are also trained to think freely and follow their train of thought based on experiences gained from their surroundings.

The research conducted by Burhanudin & Ariska (2024), which explains "Nature-Based Islamic Religious Education Learning in Forming Student Character At School," states that green education-based learning is learning that preserves nature, utilizes nature, and is based on the principles of learning about nature by utilizing environmental learning media. Through the concept of learning with nature, students can learn while playing to make learning more fun and comfortable in the long term.

This research focuses on implementing green education as a stage learning model to build students' character in nature school, namely Sekolah Alam Pelopor Bandung. Applying green education as a learning model can provide extensive knowledge and learning experience by understanding the environment around them so that students in nature school can create positive characters as the next generation in preserving the surrounding nature. The role of educators is also expected to continue to be innovative and creative in creating learning media to increase response and interest in learning and build character at the first age of school. This study aims to find a way to build students' character through the stage learning model.

Hopefully, this research can become a source of information and a main reference in research related to green education as a stage learning model for building students' character. The stage learning model applied by early childhood education educators has the concept that 90% of learning is carried out in the open air, and the learning model differs daily. The stage also adapts to students' learning needs, such as a creation stage created to improve students' critical thinking through creating previously desired works, and so on. Thus, there is a need for research regarding the application of green education based on the stage learning model to form critical thinking skills, creative abilities, and responsibility for the learning process obtained as a form of character building.

Nature schools in Finland have become the spotlight of the world of education because the implementation of the learning system is not focused on what must be achieved theoretically, and success is measured numerically. However, students learn by prioritizing their happiness until they perform best (Rahmi et al., 2021).

The use of nature by humans in education has a new meaning in teaching and learning as a reference for educational innovation in achieving optimal learning goals. Therefore, nature schools with green education can be an example of schools that build their students to have noble character and morals and love the environment around them.

This research focuses on applying green education based on the stage learning model in building students' character. Meanwhile, this research aims to examine the application of green education based on the stage learning model in building students' character.

METHOD

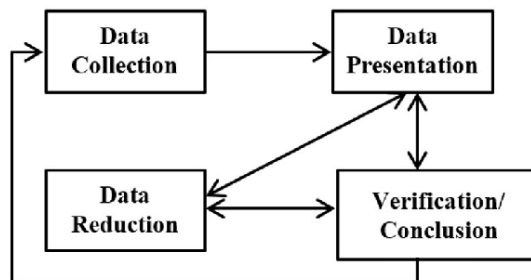
The approach used in this research is qualitative, with a case study method. According to the explanation, the qualitative approach captures social situations naturally through the history, behavior, organizational functionalization, experience, and behavior of individuals or groups (Leko et al., 2021).

This research focuses on applying green education based on the stage learning model to build students' character at the Sekolah Alam Pelopor Bandung. The research subjects were the institution's founders, educators, and guardians of the students. The data collection technique used interviews as the main technique, prioritizing researchers' presence as data collectors and collecting complementary data using observation and documentation studies.

Followed by data analysis techniques using Miles & Huberman (1994) analysis theory with a description of the steps as follows:

Figure 1

Interactive Model Data Analysis Technique (Miles & Huberman, 1994)



In this study, triangulation techniques were used to test the validity of the data. Triangulation is comparing or crosschecking the level of truth or trustworthiness of information obtained using research methods, sources or informants with each other, and research time. In this regard, the researcher used triangulation techniques by comparing research findings from interviews and observations. Apart from that, he also used source triangulation to compare research findings from one informant.

DISCUSSION

Green Education at Sekolah Alam Pelopor Bandung

Sekolah Alam Pelopor Bandung is located on Jl. Kaktus Raya Housing No.100, Rancaekek Wetan, Bandung Regency, West Java. Sekolah Alam Pelopor Bandung was inaugurated by the Bandung City Education Department in 2000 and was named TKIT Pelopor Al Munawwar. The founder of Sekolah Alam Pelopor is Dedi Wahyudi. The Sekolah Alam Pelopor Bandung atmosphere is still filled with beautiful surroundings and is far from the busy main roads. The concept of Sekolah Alam Pelopor Bandung is that 90% of learning activities are outside, and each study group has no permanent classroom.

This statement is also supported by the results of an interview with the founder, who said, "Schools generally have classes that are divided into sections, and there are special rooms that are tailored to the study group. "The location of the nature school is still very beautiful and, of course, surrounded by rice fields, so the concept promoted is open system learning, which provides freedom to explore the natural surroundings as part of the children's learning process." This nature school utilizes all learning activities in the open air. However, Sekolah Alam Pelopor Bandung also has a learning place called the "Panggung."

The stage used in the learning process has 11 stages, including (a) the Cooking Stage, (b) the Play stage, (c) the Development stage, (d) the Cruising stage, (e) the Science stage, (f) the Kasundaan stage; (g) the Creation stage; (h) Gardening stage; (i) Imtaq stage; (j) Music stage; and (k) Breeding stage. Each stage provided has a different function, so the learning activities implemented every day are different. The stage allows children to explore natural materials and conduct simple experiments such as mixing natural elements (sand with water, et cetera).

Considering the city's increasingly advanced development, which needs to be balanced with environmental sustainability, the founder of the Sekolah Alam Pelopor Bandung was motivated by the idea of developing human resources by balancing environmental sustainability amidst the city of Bandung. Mrs. Imas, head of the foundation, explains, "The development of the city of Bandung is increasingly developing every period. Many educational institutions are converting agricultural land into industrial land and making this land less good for preserving nature in the Rancaekek area. "It is hoped that the existence of the Sekolah Alam Pelopor Bandung will be able to reflect other schools to preserve nature and the environment through learning green education."

The learning process applied in early childhood education is considered an appropriate and long-term strategy because it starts with educators providing positive direction for their students. Learning at the Sekolah Alam Pelopor Bandung aims to build children's character from now on by utilizing natural materials as a learning resource (green education). Learning media that can be used include tree branches, leaves, stones, plants, et cetera. In this way, children gain knowledge and learning experiences from what is obtained and observed so that later, children will have a sense of concern for the natural surroundings and become individuals who love the natural surroundings.

Based on the results of interviews with Mrs. Ade, the school administration staff explained that currently, 150 students are divided into two study groups. There are four study groups in class A and four in class B, each consisting of 13-15 students. Meanwhile, there are 15 educators. This statement is supported by observations that each learning group has a

different learning concept to ensure children do not get bored quickly. For example, the learning material in Group A in Team I is the gardening stage of the learning model, while in Team II, it is the creation stage of the learning model, et cetera.

Green Education based on the Stage Learning Model in Building Student Character

Early childhood education presents the concept of learning while playing, learning that is applied to perfect potential abilities such as language, social, emotional, intellectual, and motor skills. Effective learning for young children needs to be supported by a pleasant and comfortable learning environment.

The stage learning model applied emphasizes supporting children's potential and learning needs. Playing in the golden age of children is seen as a learning experience process that allows starting to develop ideas to complete learning outcomes (Rachmah et al., 2023). Educator support facilitates students in developing critical thinking skills and allows them to explore their environment.

Initial observations by researchers at the Sekolah Alam Pelopor Bandung gave an interesting impression. The school environment is still beautiful and combines with its students' friendliness, order, and intelligence. This certainly provides comfort, especially using the stage as a learning place, and promotes green education, namely a learning place surrounded by plants, fruit, rice fields, and so on. These plants grew well without looking damaged or broken even though they were among children's games. This raises the question of how children, still at an early age, understand how to care for and respect their environment.

Green education is learning that utilizes the natural surroundings as a medium and learning resource. Green education aims to provide learning motivation to students regarding concern for nature and environmental sustainability. The implementation of green education is not only carried out outside the environment but can also use what is around it in learning classes.

Nature-based learning aims to develop students' intelligence through observing their surroundings. The open-air is used for fun teaching and learning activities. This explanation is supported by the results of Zein's interview as an educator: "Green Education, if observed in detail, has the meaning of helping children gain intrinsic intelligence when they play, which involves people around them, their peers, and collaborating, not only that, children are also taught not to "Picking flowers carelessly aims to maintain the flora ecosystem."

Green education is effective in stage learning models, especially for young children. Using natural materials can help children develop several aspects, including social, cognitive, emotional, and life skills. Natural materials that can be used include wood, twigs, seeds, leaves, fronds, and others found nearby. Sommerfeld (2021), nature and the surrounding environment are excellent learning media if applied to early childhood education because using natural media will help children digest what has been taught to them.

According to the explanation of Hou et al (2019), the application of green education in the teaching and learning process is emphasized as an effort made in educational innovation to achieve optimal learning goals. Therefore, green education implemented in the nature school can be used as an example of a school that forms a noble moral character

towards the surrounding environment. Natural resources used as green education have a role in conserving or saving biodiversity, including 3R waste management (Reduce, Re-use, Recycle).

Sekolah Alam Pelopor Bandung is an Islamic-based nature school that empowers what is around the school environment to be used as teaching media and learning models. The stage learning model is a learning area that is maximized to prepare for the learning needs of young children. This explanation is also supported by the results of an interview with Iren th, the student's guardian: "At first, I did not know about the concept of learning; it turns out that in nature school, children learn from the surrounding environment, and the learning area is carried out on stage according to today's material, which is different."

Figure 2

Group A's learning activities are outside the stage, and group B's are on the learning stage



In this stage area, children learn, play, take initiative, learn to negotiate, and there are various other character-building processes. From the results of the learning process, children are directed to become individuals who are superior, creative, have noble character, and have good empathy so that they will become individuals who are brave and have self-confidence with the various material provisions they receive. Like appearing on a stage, the stage name in the learning model becomes a place where children's work progresses until finally, the children can become part of the wider community and make positive contributions.

The stage learning model not only gives confidence and courage but the application of the stage learning model is also involved in forming the character of early childhood. Character is moral quality, a person's character traits that are inherent and owned by each individual. Asadullah & Nurhalin (2021); Indriani et al (2023) believes that character is a series of a person's attitudes to do good things, the ability to think critically, and an honest and responsible attitude. Embedded character values can help students develop in a better direction.

In building character through learning, educators are required to always be creative in developing learning materials by including character values in each learning process and being able to utilize the surrounding environment as a means and source of enjoyable learning. In the stage learning model organized by the Alam School, three characters are applied: example, habituation, and agreement. Sekolah Alam Pelopor has 11 types of stages, of which three types of stages are identical to the implementation of green education, namely the creation stage, the cooking stage, and the gardening stage as follows:

The Creation Stage

In the creation stage learning model, educators provoke students first by asking what students like. For example, if students like cars, the teacher or teacher responds again by asking what kind of car their favorite is and so on. After asking this question, the educator begins learning by telling stories about processing objects into works and toys. After the educator knows what work the children will create, the educator asks what rules are to be obeyed and what consequences should be taken if someone violates these rules.

These regulations and consequences aim to improve student's critical thinking, and educators allow students to create works, whether toys or paintings, according to their wishes on the work stage. The creation stage learning model is centered on students who are free to choose according to their interests and talents so that the learning process implemented is free from coercion.

Figure 3
Learning activities in the creation stage



The experience that students gain through doing creation by thinking critically can build children's character by increasing cognitive development or reasoning. In this way, the character that students build will emerge when they try to gain the ability to express emotions, empathize with others, and develop feelings so that if viewed sustainably, students can live in society and have good character.

This explanation is also supported by the results of an interview with one of the educators who explained that "the use of expressive creation in building character grows through managing emotions, ideas held and creative views. The creation has an imaginative aspect of reality, which means that there are negative and positive actions in social life so that, as individuals, we are expected to choose better things through critical thinking."

The Cooking Stage

In the cooking stage, students are taught to wash their hands before cooking. According to the interview results, Mrs. Ade, as an educator, explained, "At this cooking stage, children are given examples of cooking by educators and then continue to practice; for example, in making jelly, children are guided from readiness to the final process of making jelly. The aim is for children to pay attention first so that students prioritize safety when cooking."

Figure 4
Learning activities in the cooking stage



The cooking stage provides education about responsibility, independence, and discipline regarding something that will be done, such as preparing ingredients and the cooking process until completion, by paying attention to safety in cooking. Not only that, the cooking stage also builds children's character, allowing them to have communication and social skills to work together with a team.

Based on the results of observations made by researchers, students were formed into groups of three or four people on the cooking stage to practice cooperation. Not only that, educators also gave each participant tasks, which would later be carried out in turns. The character built through the cooking stage prepares students for responsibility, independence, and cooperation.

The Gardening Stage

At this stage, educators invite students to explore outside, which is realized in the gardening stage as education about preserving the surrounding environment. The gardening stage provides the goal of preserving nature, such as caring for plants by providing fertilizer and water, cleaning plants from weeds, et cetera. The character formed through the gardening stage is caring for the surrounding environment.

Figure 5
Learning activities in the gardening stage



Training children to engage in gardening is an effort to motivate them to care about the environment around them and have a sense of responsibility for something that has been looked after and cared for. Judging from the increasingly developing conditions of industrial development, it gives children an idea that preserving nature has become an obligation for each individual.

Furthermore, according to the interview results, it was explained that "stage gardening is also a way of survival for Indonesian people by planting, caring for and harvesting the crops or garden produce to be eaten or distributed to other parties to generate a certain income. That way, children learn how to continue the legacy of their predecessors from generation to generation through the practice of simple life skills that are very familiar to the people around these children."

Green education based on stage learning allows students to explore natural materials to carry out several simple experiments, such as making toy cars using grapefruit peels, mixing water with sand to produce colors, et cetera. Thus, constructivist learning theory means that children can build their ideas or thoughts based on the knowledge and experience they have gained. Also, implementing green education on the gardening stage is building the character of responsibility and a sense of concern for the surrounding environment. During the gardening stage, students are invited to plant, care for, and harvest the plants.

Based on this explanation, it can be concluded that the application of green education based on the stage learning model in building the character of the students at the Sekolah Alam Pelopor Bandung is that the nature school always strives to build students' basic abilities, which are not only oriented towards cognitive abilities but focus on their interests and talents. Educators and parents present every aspect of a child's development through a learning progress report.

There are so many positive values integrated into these green education activities. Starting from building children's courage to do good and useful things, caring and being serious about what they do to enjoy good results, cooperation that fosters patience and tolerance, caring for the environment around them, and accuracy in recognizing things that can still be used.

CONCLUSION

Green education emphasizes increasing children's knowledge and abilities to engage with the natural surroundings. This aims to provide opportunities to explore and learn about the surrounding environment to foster a love of nature. Regarding learning activities that involve direct interaction.

Green education implemented in nature schools through a stage learning model can build direct interaction between students and nature or the environment. By using nature or the environment as a medium, without realizing it, they carry out activities aimed at instilling character in themselves. This means that what is expected is more straightforward to convey. Educators also hope that children will be more familiar with the environment, fostering a love for the surrounding environment.

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