



Creating Nature-Friendly Behaviour in Nursery School Student

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Abstract

This study aims to determine the activities in learning to foster friendly behavior towards nature for children at the kindergarten level. The research method used a descriptive qualitative approach. In-depth interviews were used to collect data. The sample was selected through a purposive technique. The results are probed through triangulation techniques and triangulation sources. The research results show that a school that combines nature and school, even though it is not natural, plays a crucial role in fostering environmentally friendly behavior in children. The comprehensive environment provided by the school significantly influences children's behavior, as it meets their needs and encourages them to care for nature. However, it's important to note that there are children who like closed spaces. In addition, educational tours are a way to educate children and get to know the world of animals and plants firsthand. These stimuli can make children behave in caring for nature. Then, children given a garden visit learning method can let the child know the natural environment around them, starting from how to produce crops, harvest, and process crops – coupled with science learning where the events in the environment are used as an experiment in class. The impact is to make children know the causes and effects of events; it stimulates children to think creatively, analyze events, and become critical because they immediately see events. Friendly classrooms also include support for making children behave in a nature-friendly manner, and learning how to process waste from an early age makes it a habit not to produce much waste.

Keywords: *behavior, friendly, environment, nature, nursery-school*

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Introduction

People have numerous factors, including temperature, the frequency of rainfall, the rate of humidity, air pressure, geographical conditions, and other aspects that can cause some perception that nature is devastated. However, people are conscious that human activity is essential to ravage the environment, such as temperatures creating a disastrous environment like flooding (Hadi et al., 2020). The attitude of caring for the environment in social life is more visibly defined as a caring reaction from one's environment to the environment. For example, it does not destroy nature by permanently preserving the environment or, in other words, always protecting and preserving the environment so that it is not damaged, polluted, or even

extinct (Tamara, 2016). Meanwhile, Afriyeni (2018) cares about the environment, which is described as an attitude and action that constantly seeks to prevent damage to the natural environment around it and to develop efforts to repair the natural damage that has occurred; it is also necessary to implement efforts in daily life at school. Environmental education is a significant subject taught to elementary students to acquire knowledge and awareness and implement environmentally friendly attitudes and behavior (Muslich, 2015).

Rohinah (2017) reveals that the purpose of this is to make humans aware of their respective responsibilities to protect and develop the environment so that they behave and act by healthy environmental norms and that they have the initiative to participate in efforts for environmental protection, both at the local, national and international levels. Knowledge of the environment can influence friendly behavior toward the environment, both living and non-living environments such as land and water. Yusup, Kistiono, and Ariska (2018) reported sufficient knowledge of environmental problems to understand the consequences for themselves and the people and places that mattered to them (taking responsibility for the problems). Environmentally friendly behavior does not always happen immediately but takes a process. Several factors influence environmentally friendly behavior: awareness, knowledge, and environmental attitudes (Suyud et al., 2020).

For this reason, the character of the environment in children from an early age can be interpreted as an effort to provide space and opportunity to foster children's understanding and appreciation of the natural environment as a basis and commitment to caring for the Earth (Priyatna et al., 2017). In addition, early childhood naturalist intelligence can be nurtured through various activities, including reading books about animals and plants, visiting zoos and nature reserves, raising animals, planting plants, and inviting children to be sensitive to natural phenomena ranging from rain, rainbows, and volcanoes. , changing seasons and playing as an appropriate way to make children aware of their role in protecting the environment. How to foster environmentally friendly behavior in early childhood is done by using the material science approach. Diana and Setiadi (2018) said that science can be interpreted as a thought process carried out by humans so that they get answers to everything that happens in nature and its properties. Science is also a process of curiosity that arises in humans to be able to explain phenomena and events that occur in nature.

Handoko, Marmawi, and Fadillah (2019) also train children to use their five senses to recognize various symptoms of objects and symptoms of events. Children are trained to see, feel, help, feel and hear. The more senses are involved in learning, the more children understand what is being learned. Children gain new knowledge from sensing the various objects around them. The knowledge gained will be helpful as an asset for further thinking. Through the process of science, children are expected to be able to experiment and connect causes and effects. Saepudin (2011) reported that the higher the skills and attitudes toward science attached to children, the more meaningful these abilities are in supporting children's productivity and activities in disclosing science. Children's high ability and scientific attitudes reflect the more skilled children will be in exploring scientific objects, thinking logically, and following the required scientific standard work procedures. Learning science can be done on various topics such as plant biology material and environmental geography subjects.

The universe, in principle, is an indisputable fact that can be a sign of science to children. The universe includes biotic and abiotic environments and humans as scientific materials. When it rains from the sky and reaches the earth, it is classified as environmental science learning. Even rivers that flow from upstream to downstream include natural learning for children. So, the closer the child is to nature, the closer the child will be to scientific facts that hone children's thinking. Risnawati (2020) remarked that the existence of learning science in early childhood education will undoubtedly make children's learning fun and can improve the ability to observe, clarify, draw conclusions, and communicate and apply based on the scientific experiences that children get. Research findings prove differences in children's behavior before and after providing science material. For example, children still score around

35.94 percent when they do not know which organic and inorganic waste are. However, after using storybooks with science content, the criteria for this indicator became entrenched with a percentage of 92.19%. This shows that children know the difference between organic and inorganic waste and habitually separate waste according to the label printed on the trash (Yulianti et al., 2014).

Roostin and Swandhina (2020) reveal numerous characteristics children have when practical science is performed, including hard work, honesty, discipline, responsibility, independence, high curiosity, and respect for achievement. This study does not intend to repeat the studies found in several of the above studies. Research on creating nature-friendly behavior is essential to comprehend what kind of action nursery schools should take to support reacting to this behavior. From the former leader's perspective, some of the aims of this research include discovering what sort of activity schools can conduct to create friendly traits in students in nursery school. There are some activities that the researcher intends to investigate, such as outdoor and indoor activities, integrating school and nature, education tourism, and garden visits. The other aspect that the researcher would like to find out is the influence of science learning in nursery school on student behavior and a friendly natural environment, as well as the impact of science on the creative thinking of nursery students.

Methodology

The research topic about creating nature-friendly behavior in nursery schools, namely Azzuhra Islamic Kindergarten, was conducted in Keradenan District Bogor West Java. The research method used is a qualitative descriptive approach. A descriptive method comprehensively depicts the action and builds a friendly attitude toward nature. While qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon, focus and multimethod, natural and holistic, prioritizes quality, uses several methods, and is presented in a narrative (Sidiq & Choiri, 2019). Meanwhile, qualitative research is transforming the world and converting the world into representation, including fieldwork notes, interviews, conversations, photos, records, and private notes (Creswell, 2014). The research uses purposive sampling to select the sample. This sampling technique is implied because the sampling must be pondered aspects, including respondents' knowledge about the purpose of the research.

The sample is the head of social connection and development of Azzuhra Islamic Nursery School, namely Kartiwi. She is deemed the best sampling because she created the school of concept to combine nature and student needs. What is more, Kartiwi is also the former head of Azzuhra School, meaning that she has the most comprehensive knowledge about the goal of this research. The data collected considers implementing the natural environment in school to support environment-friendly attitudes in nursery students. In this, several aspects can be investigated, such as the connection between the natural environment and student behavior and the linkage between the combination of school and environment nuance. The other is to ask about the connection between education Tourisme for creating friendly behavior and the charity of students to animals, nature, and plants.

The other is to raise the question about garden visit education and the attitude of nursery students after this action is performed. Another question includes the linkage between the friendly behavior of nursery students and the learning of science, and the students' creative thinking must bolster it. Then, we will trace the creation of student behavior in garbage management and embed hygiene behavior in early time for nursery students. It is lastly demanding to answer about the term for indicating whether the classroom space can be categorized as a friendly class for supporting student learning.

The data collected from in-depth interviews must be combined with other methods like observation and documentation. Observation must be conducted to see the location and the actual actions of cities. Once the data from some methods have been gathered, the data must

be analyzed by triangulation data. Suciana (2018) said there are two triangulations: time and technique. Triangulation time is to collect data based on time (morning, daylight, and evening). When data is collected in the morning, respondents are still fresh, and it is distinguished as garnishing data in the evening. The triangulation technique is used in a variety of ways. In this research, the combination of numerous sources, including in-depth interviews, observation, and documentation, can be reliable data.

Result and Discussion

Strategies to foster environmentally friendly behavior, such as abiotic and abiotic environments, are carried out starting from the school environment. The school environment includes the school's social environment and the school's natural environment. Both of these environments affect children's behavior and learning success in school. Based on interviews with former school coconuts and public relations and development of the Cokat Indonesia Foundation. Nature and school must be integrated into one part to organize the school space properly. There are several reasons why kindergarten children prefer open spaces to outdoor spaces, but the rules of the class government must be closed. So finally, two types of rooms were created: open and closed. So schools combine government regulations with children's needs. The open space is made with no walls so that early childhood can get and breathe fresh air.

Children are also more accessible to play in, so they feel less confined. At the same time, children can enjoy the green scenery designed by the school. Meanwhile, the green area impacts improving the right brain in children. So schools must integrate government regulations with children's needs because the government already has regulations. In this way, the child will not be damaged by his brain. The goal is to make it easy for children to breathe fresh air. Another reason is that the needs of each child are different; some children like to study in closed spaces. On the other hand, some children like to learn in open spaces. Children with kinesthetic intelligence, like open spaces, must move a lot. Kinesthetic intelligence is the ability to use the whole body to express ideas and feelings in handling or creating something adequately (Umami et al., 2016). It is encouraged by stimulation for kinesthetic intelligence, which should be open spaces that allow high mobility for the child. However, this becomes a serious obstacle due to insufficient space for expression (Mukti et al., 2020).

This finding is also supported by Amalia, Sobarna, and Inten (2018), who reveal that kinesthetic intelligence is one part of multiple intelligences related to skills in controlling the coordination of limb movements to perform gross and fine motoric movements, such as jumping, running, and making movements. Dance and rhythmic gymnastics. For this reason, children who learn in the open, where children are not limited by space and movement, can support children with kinesthetic intelligence. Kamelia, Nurillah, and Jannah (2020) said that they usually do not develop their abilities when placed in the classroom in early childhood. Sunanik (2018) remarked that the surrounding environment can be an alternative for teaching and learning activities. This is expected to establish harmony between the subject matter and the natural surroundings. Nature contains much knowledge—nature is a natural educator. Nature is one of the learning media and can be used to carry out the teaching and learning process.

Various fruit plants and trees are overgrown in the Azzurra Islamic Kindergarten environment. The fruit plants include mango, mangosteen, longan, malinjo, durian, sapodilla, rambutan, star fruit, and ornamental plants. Photographic evidence of the school environment is as follows. Amiliya and Aminah (2020) said that this learning system has three principles: learning in nature, using nature, and learning with nature. Green areas combined with the Environment must be organized into schools that combine natural values with schools. Mukaromah (2020) said that nature-based learning is carried out in the open by utilizing nature as a learning medium, and learning while playing activities is filled with games that can certainly develop aspects of students' intelligence. If the combination of nature and school

is inadequate, the school has tried to strive to become a vehicle for learning that is friendly to nature and the environment. Directly, school children will experience nature as an inseparable part of life.

These environmental attitudes and awareness will grow automatically when the kindergarten level children are at school with a design that is friendly to children and nature. Ginanjar (2013) reported that the role of the environment in shaping and realizing a person's personality, both the social environment and the natural environment, is a problem that anyone cannot ignore, especially parents, teachers, or educators. The Azzuhra Islamic School designed a child-friendly school by arranging the environment around the school and making gardens in front of the children's schoolroom so that when the students came to school, they immediately felt the coolness and beauty of the grass and plants at school. When students take a break, the children also feel that their life is not separate from nature. Besides that, the school is equipped with greening in the form of trees so that children can feel the coolness of the trees while playing and resting under the trees. Children do not experience stress while studying because it is erased by the arrangement of the environment at school in ongoing environmental damage.

Ecologically, schools have played a significant role in making the earth better by providing water for life and, at the same time, reducing glass emissions from schools. Every tree and grass planted in the school produces oxygen for the children and the surrounding community. Meanwhile, the availability of sufficient oxygen can support students' health so that they can study well. Another impact of designing a child-friendly school is that it can reduce flooding in the surrounding community. When the rainy season arrives, some water is absorbed into the ground. Every rain that falls on the school can reduce environmental impacts such as floods and drought. Then, schools also provide biopori holes for children's literacy to control flood disasters, even though this is not done directly. The biopic hole has a role in fertilizing the soil because organic material is inserted into the hole. Worms and naturally decomposing animals will decompose the organic material as humus.

The positive impact is that the surrounding land is no longer dense and can receive rainwater during the rainy season. Of course, biopori holes control disasters and preserve soil-degrading animals. This activity is in line with government programs. Rasyid & Muzaki (2016) said the government implemented environmentally friendly schools through the Adiwiyata program. This program creates school members, especially students who want to care and are responsible for protecting and managing the environment through good school governance. There is a difference between schools that are not environmentally friendly and children who go to schools that are regulated to meet the needs of the children in school. A school environment with natural nuances will shape caring attitudes and behaviors toward the environment. Coupled with a room that is quite wide and not narrow, from gardens at schools, education cares about the environment towards the natural environment, especially the biotic and abiotic environments.

Azzuhra Kindergarten students conduct garden visits to learn about agricultural activities around the school. There is little open land for children to visit. The aim is to teach the children how to grow crops such as vegetables and reap the yields. Another goal is to return the child to the child's habits so that the child does not injure his brain by seeing and feeling the large plantation. There is about 3 ha of the agricultural area around the school. Kindergarten school children get a task from the teacher to ask questions directly to farmers in the area. The task that kindergarten school children must carry out is to ask and record directly all types of plants in the surrounding environment so that nature becomes a vehicle for learning for students. An environment that provides various things that can be learning materials. The number of learning resources available in the environment is unlimited. This depends on how much the person concerned can use it effectively (Irmeilyana et al., 2020).

During the garden visit, the children were asked to record various plant types, including chilies, sweet potatoes, mustard greens, and tomatoes. This activity aims to make the children at school see the growth of plants on the land and simultaneously get to know the various types of plants and plants that physically grow in nature. At the same time, it increases students' awareness of plants because they see plants directly. Children will understand how these plants grow in nature, whereas, so far, they have only seen plants and plants in literature, such as books, magazines, and films. Nowadays, children find it increasingly difficult to learn directly from nature. This action can foster children's behavior of loving the environment, such as land or land because children will directly feel the beauty of agricultural land. If children are far from nature, their knowledge will decrease and will help keep them away from loving behavior toward the environment.

The root of the problem of environmental damage stems from the lack of awareness and concern for children towards the environment so that when they become adults, they do not become part of their habits. Ulum (2014) said that making the environment around by letting children observe the environment increases the proportion of learning activities. In this way, learning is tied to the classroom and outside the school environment, in this case, the learning environment, which plays a vital role in enhancing children's physical development, social skills, culture, emotional and intellectual development. Another finding is supported by Utaminingsih (2015), who said that the number of learning resources available in this environment is not limited. In general, they are not designed deliberately for educational purposes. This environmental learning resource will further enrich children's insights and knowledge because four classroom walls do not limit their learning. Erwin (2019) reveals that by learning from nature, children will understand the natural phenomena that occur in everyday life, jump the rate of student consciousness in an environment in early periods, and enable the student to be involved in saving and caring for the environment.

There is even a difference in children's learning success at the kindergarten level. Hendarwati (2013) reveals that students who take lessons using the environment as a learning resource through the inquiry method are better than students who take learning using the lecture method. The children also feel that being a farmer is not easy because they have to feel the hot sun and are willing to work with dirt from the soil. If the student has finished visiting the farmer and is accompanied by the student, the student will collect the work results from the school teacher. The method of children who are involved directly as a form of garden visits can help children find out the facts of reality with the concepts taught in school through literature such as books. Haryati (2016) it is just that the use of the environment as a learning resource by elementary school teachers is still lacking. Learning primarily conveys information on concepts and facts using the classical lecture method. The way to get children closer to the environment is also through educational tours. Educational tourism destinations are in the theme of teaching.

One of them is to introduce themes about pets and wild animals. They also learn about plants in the garden. The types of animals that are studied are ducks, cows, and chickens. They study animal habitats. They get a souvenir in the form of a tree. Before that, the children were taught to plant in polybags and mix the soil, and each child got the results of what was done. Kindergarten children in grade B already understand letters; children know the shape of a pet, and they can feel a pet. The implementation mechanism is scheduled for annual activities and at least once a year. Heldanita (2018) said that activities like this are carried out by directly observing the world around them by the existing reality. These observations can be in the environment, including forests, hills, sand, seas, ponds, and other natural environments. Another method is done by teaching students at school by the teacher not to litter. Before starting the lesson, the teacher stimulates the children to sweep even though it is not optimal.

This is the case with arranging the benches to be neat and teaching them to put shoes on the shelves even though they still need further learning. Another way is that children always bring food and drink to school. The teacher teaches children not to use plastic

packaging so that more plastic waste is not produced. The children still brought food and drinks but with unchanging rudeness, like a rice box, so the rice box could be used many times. However, there are obstacles where children always throw garbage in its place. Another way is for the teacher to give directions to the children to dispose of the trash in its place. The students will sort each item before putting it into the trash can. This behavior fosters students' knowledge of the impact of waste on the environment from an early age. Students can organize and dispose of organic waste in green and red trash cans for inorganic waste, such as food scraps.

The purpose of learning waste selection is to grow and improve students' knowledge and behavior in handling waste. Besides that, teachers, parents, and cleaning staff are also educated on how to manage waste properly. Another method used is the learning method with science. The teacher made the media like how the rainbow happened. When the rainbow has happened, the children will ask why it happened as seen. This stimulates children to think about the cause and effect of scientific practice. Another example is inviting children to play with water; for example, a basin filled with water can be prepared, and various children's toy basins can be filled with various toys, ranging from paper boats to plastic patterns and small imitation cars. There are several things science skills, in this case, include observing, comparing, clarifying, and communicating.

Ultimately, there is a curious, critical, and open attitude (Wijaya & Dewi, 2021). Science for early childhood: Children are trained to think critically and creatively by providing science to children. For example, children will ask about the cause and effect of events practiced in science while studying in school. These findings indicate that early childhood children are stimulated to develop behaviors that can analyze every event in the universe through the five senses. Creativity is essential to be developed from an early age because it is a significant ability in human life; with creativity, humans will give birth to something in the form of creative works that color the history of their lives (Kartika et al., 2019). Musdalifah, Anas, and Sadaruddin (2020) said that children's creativity will appear in those with high motivation, curiosity, and imagination. Creative children will seek to find answers; in other words, children can solve problems and always be open to new things that they did not know beforehand; they are also flexible, like to express themselves, and look very natural.

It is supported by Poerwati, Dantes, and Dantes (2014), who remarked that the introduction of science with the correct method and fun and meaningful learning can foster children's interest in loving science from an early age, children who can think critically and creatively and skillfully. Children interested in science are expected also to enjoy science lessons at the next level of education. After the trial, students who learned improved their learning abilities. Nurhayati (2012) reported that children's creativity emerged by letting children pour their imagination. Children who develop creative skills can generate innovative ideas and solutions to solve problems and improve their memory. Waiting (2019) said that by learning science, there was an increase in the percentage of learning.

In cycle 1, the cognitive domain of students reached 58.5% in the affective domain of 47.1%, the psychomotor domain of 56.1%, the second cycle of the cognitive domain of 66.7%, the affective domain of 59%, the psychomotor domain of 65.7% and in the third cycle the realm cognitive 78.9%, 84.1% affective domain, 84.3% psychomotor domain. Another facility that supports children's education is an environmentally friendly room. Environmentally friendly rooms have several criteria, including very smooth air circulation, children getting good lighting, ensuring a garden in the school, and ensuring that all organic waste, such as leaf litter, is cleaned, coupled with the learning media using paints that do not contain toxic and dangerous materials. Another learning medium, the teacher, provides directions for using recycled materials.

Conclusion

The research shows that integrating natural elements into kindergarten schools benefits children by reducing stress and supporting their learning. Providing green spaces, teaching about plants and animals, and conducting simple scientific experiments can cultivate environmental awareness and responsibility from a young age. Creating environmentally friendly facilities and promoting sustainable habits can further support this goal.

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