Increasing Interest in Early Childhood Learning in North Tapanuli through the Implementation of the Adiwiyata School Concept

Endang Junita Sinaga¹, Hisardo Sitorus¹, Ledyana Dwi Mei Situngkir¹, Winarti Agustina¹
Institut Agama Kristen Negeri Tarutung, Indonesia(¹)
DOI: 10.31004/obsesi.v7i3.3707

Abstract
In learning, interest from every child is needed so that they can absorb and understand every material presented by the teacher. However, in reality, children's interest in learning is often erratic, so their concentration is not focused. The purpose of this study was to determine the implementation of the Adiwiyata school concept for early childhood to increase the learning interests in 10 kindergartens throughout North Tapanuli Regency, with similar problems. The implementation of Adiwiyata was predicted increasing interest of early childhood in learning. This research was conducted in all kindergarten schools in North Tapanuli Regency which was carried out from April to October 2022 and used a mixed method approach, which is a mixture of qualitative and quantitative. Based on research that has been carried out in the field, the implementation of the adiwiyata school concept in North Tapanuli Regency Kindergarten is relatively good. This is based on the average value (mean) of the implementation of the adiwiyata school concept in the high category. Meanwhile, all students have a high interest in learning. Through this research, it is hoped that ECCE educators and education staff will make new innovations in the environment so that they can get the concept of adiwiyata to be achieved optimally.

Keywords: increasing interest; early childhood learning; adiwiyata school

Introduction
Education is an effort to form attitudes, gain knowledge and skills, both formally through schools and informally family and community education. Therefore education should be managed, both in quality and quantity. Early Childhood Education is no exception, as part of educational institutions in Indonesia. Early Childhood Education (PAUD) is an education that is held with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of a child's personality (Mochamad Riyanto, 2022). Juridically in Law Number 20 of 2003 concerning Sistem National Education Article 1 paragraph 14 it is stated that Early Childhood Education is an effort aimed at children from birth to the age of six which is carried out by providing educational stimuli to help the development of physical and spiritual growth so that children have readiness to enter further education (Sakti, 2021).
Therefore, ECCE provides opportunities for children to develop their personality and potential to the fullest, on this basis ECCE institutions need to provide various activities that can develop various aspects of development such as moral, cognitive, language, social, emotional, physical and motor development (Pakpahan et al., 2021). In learning, interest from every child is needed so that they can absorb and understand every material presented by the teacher. However, in reality, children's interest in learning is often erratic, so their concentration is not focused. Often children are not enthusiastic in following the learning process such as: lazy to come to school, parents have to take pains to persuade children to go to school, sleepy while studying, feeling bored at school, pingin quickly returning home from school. Based on this fact, teachers should design learning activities through play or activities that foster a sense of joy and joy and are free to form and condition a beautiful, healthy and comfortable school environment so as to foster children's interest in learning (Pramana, 2020).

ECCE teachers are often faced with problems that are carried out during learning. The problem is a matter of interest in learning. Learning is an activity that requires high concentration, a comfortable place and learning environment will make it easier for children to concentrate (Ariawan, 2022). By preparing the right learning environment, children will feel comfortable and calm enjoying the learning process carried out. In learning, interest from every child is needed so that they can absorb and understand every material presented by the teacher. However, in reality, children's interest in learning is often erratic, so their concentration is not focused. Often children are not enthusiastic in following the learning process such as: lazy to come to school, parents have to take pains to persuade children to go to school, sleepy while studying, feeling bored at school, quickly returning home from school (Meidi et al., 2021). Based on this fact, teachers should design learning activities through play or activities that foster a sense of joy and joy and are free to form and condition a beautiful, healthy and comfortable school environment so as to foster children's interest in learning. With the conditions of a safe, beautiful and healthy school environment and in accordance with the child's environment, children's interest in learning will grow and develop, in which case they become happy to learn and explore objects in the surrounding environment. Factors that influence interest are the conditions of the learning environment, the attention of the teacher, the way the teacher teaches, and the personality of the teacher, having great attention to the surrounding circumstances, teaching materials must be in accordance with the world around the child and in accordance with the level of development of the child's psyche (Oktaria & Putra, 2020).

Based on the previous studies about learning interest, this research tried to examine the implementation of Adiwiyata Concept in early childhood education. It will be the State of the Art of this research. The difference, the previous studies focused on optimizing learning environment to increase interest, while this research on Adiwiyata concept.

Humans from an early age need to be taught and accustomed to doing acts of neglect and protecting the environment. Early age is the beginning of forming a good character so that after adulthood they are aware of God's commands that must be obeyed, obeying government regulations on environmental sustainability (Ariawan et al., 2021). Adiwiyata is an effort to build a good and ideal program of forum to obtain knowledge and various norms and ethics that can be the basis of human beings towards the creation of life welfare for the ideals of sustainable development. The lack of interest and enthusiasm of students is experienced by almost all kindergartens that are used as research objects. This should be expected because they have not been optimal in implementing the Adiwiyata concept. In some school, cleanliness and green environment arrangements have been made, but they have not been maximized.

Methodology

This research uses a mixed method approach, which is a mixture of qualitative and quantitative. However, this research is more likely to be quantitative, using Likert scale, while qualitative research is only as supporting data (Sugiyono, 2011). This research was used to find
the magnitude of the influence of the implementation of the adiwiyata school concept on early childhood learning interest in kindergartens throughout North Tapanuli Regency.

The population in this study was all teachers in kindergartens in the North Tapanuli Regency, with a total sample of 30 people of teachers. The data obtained in this study is sourced from data collection directly in the field. The quantitative approach is the score of the implementation scale of the implementation of the Adiwiyata school concept with a questionnaire where the assessment scale uses a Likert scale. The data was processed with SPSS, resulting in an interpretable view. While, the qualitative approach will carry out data collection using observation, interview and documentation techniques to the data source, in this case the principal of a Kindergarten in North Tapanuli Regency.

### Table 1. Stages of Work

| 1. INTERVIEW | The focus of the question is the forms of program activities for implementing the Adiwiyata concept in the school environment, the impact on students' interest in learning and increasing awareness of love for the environment |
| 2. OBSERVATION | Observations were made to see the implementation of adiwiyata in the school environment and to monitor students' interest in learning with an environment that reflects the adiwiyata environment |
| 3. DOCUMENTATION | Documentation is carried out to find all things in the form of records of research implementation |

### Result and Discussion

#### Result of Implementation of the Adiwiyata School Concept in ECCE Institutions

**Beringin Permai Kindergarten**

This PAUD institution is located at Jalan Protokol No. 245 Komplek Perumnas Pagar Batu, Sipoholon District, North Tapanuli. The vision of this institution is: "A school that has a learning environment that is religious, safe, comfortable, fun, and in demand by the community." The missions of this institution include: First, creating a religious school atmosphere; Second, reaching out to early childhood to recognize letters and religion; Third, train children to be more independent and confident; Fourth, creating a safe, tidy, clean, comfortable, and green school physical environment.

In learning activities, on a scheduled Friday basis children and teachers do Friday clean, smart, and healthy. The form of activity is by working together to clean the school environment and morning exercises. This activity is a form of implementation of the adiwiyata school concept in this institution.

**ABCD Mandiri Kindergarten**

This PAUD institution is located at Jalan Seminarium, Sipoholon District, North Tapanuli Regency. The vision of this institution is: "To make a healthy, intelligent, cheerful, and faithful generation." The missions of this institution include: providing services to early childhood, organizing affordable early childhood education for all levels of society, develop the professionalism of teachers/tutors, and creating an ecoliteracy learning environment.

The form of implementation of the Adiwiyata school concept in this institution is by getting children to wash their hands diligently, giving healthy food every Friday in the form of mung bean porridge, cleaning around the school environment, and conducting fieldtrips at the peak of the environmental theme by planting plants.

**Cerdas Ceria Kindergarten**

This PAUD institution is located at Jalan Desa Tapian Nauli, Sipoholon District. The vision of this institution is: "To become a center for early childhood education that excels in society." The missions of this institution include: instilling moral values, religion, and national
character, get used to a healthy and clean child's life, and optimally develop children's talents, interests, and potential. In accordance with the concept of Adiwiyata, this institution implements the concept by arranging a green play environment, teaching children to take care of plants in the school environment, holding healthy Fridays, providing hand washing areas, and others.

**HKBP Pembina Kindergarten**

This PAUD institution is located at Jalan Pierre Tendean No. 1, Huta Toruan X Village, Tarutung District, North Tapanuli Regency. The vision of this institution is: "To become a center for the development of education for young children who are smart, quality, and talented." The missions of this institution include: laying down the foundations of the Christian faith that are based on the example of Jesus' life, educate children according to their talents and interests and develop in an integrated manner, develop intellectual intelligence, emotional intelligence, spiritual intelligence, and social intelligence for children, improving the learning environment, educational children's play, compassion and cheerfulness, and developing children's potential and creativity.

In HKBP Pembina Kindergarten, the implementation of the Adiwiyata school concept in learning is showed with familiarizing children with concrete learning examples on environmental themes, children are invited to go around the school environment to observe green areas, water school plants, harvest fruits / vegetables at school, throw garbage in its place. Children are also accustomed to bringing healthy food and drinks as their daily provisions.

In the implementation of an environmentally sound curriculum, teachers are an important factor that has a great influence on the learning process and outcomes, even determining whether students succeed in learning. Teachers are required to be creative in carrying out learning, so as to be able to form the personal competence of students, especially those who care about the environment. Teachers also need to pay attention to the differences of students so that the curriculum can be developed effectively, and can improve the quality of learning.

The success or failure of curriculum implementation in schools depends largely on the teacher because the teacher is the key that determines and drives the components in the school. The development of school policies to realize Adiwiyata should be guided by the existing Adiwiyata manual for school programs to comply with existing indicators. And according to assessment standards, both in terms of curriculum implementation, environmentally friendly supporting facilities, and participatory school program activities.

The indicators for implementing an environmentally sound curriculum described in the Adiwiyata manual are as follows (Nurwidodo et al., 2020): First, apply learning approaches, strategies, methods, and techniques that actively engage learners in learning; Second, develop local issues and/or global issues as environmental learning materials in accordance with the level of education; Third, develop indicators and environmental learning assessment instruments. Fourth, develop a complete learning design, both for activities in the classroom, laboratory, and outside the classroom; Fifth, include parents of students and the community in learning programs; Sixth, communicate the results of school program learning innovations; Seventh, relates conceptual and procedural knowledge in problem solving school programs, as well as their implementation in everyday life; Eighth, produce real work related to the preservation of the function of the school program and prevent pollution and damage to the school program.

In the 2013 Adiwiyata guidebook, it is stated that the indicators of participatory-based school program activities in an effort to realize the concept of adiwiyata can be seen as follows (Susilawati et al., 2020): maintain and maintain school buildings and programs, utilizing school land and facilities in accordance with the rules of protection and management of school programs (impacts caused by school activities), develop extra-curricular activities in
Increasing Interest in Early Childhood Learning in North Tapanuli through the Implementation
accordance with environmental protection and management efforts, there is creativity and
innovation of school residents in efforts to protect and manage school programs, participating in
school program action activities carried out by outsiders, utilizing resource persons to
improve school program learning, get support from people related to the school (parents,
alumni, media/press, business, government, NGOs, universities, other schools) to improve
efforts to protect and manage programs in schools (Siburian et al., 2022).

Etymologically Adiwiyata comes from the Sanskrit word "Adi" meaning: big, great,
good, perfect. "Wiyata" means: the place where a person gets knowledge. So, Adiwiyata has
the understanding of a good and ideal place where all science and various norms and ethics
can be obtained that can be the basis of human beings towards the creation of our life welfare
and towards the ideal of sustainable development (Latunde, 2016). Adiwiyata was launched
to encourage and form ECCE in Indonesia so that it can participate in implementing the
government's efforts towards early childhood Christian education or ECCE and sustainable
development for the benefit of current and future generations.

In running and implementing the adiwiyata school program, each school at least meets
at least 4 main indicators that are required. For this reason, what must be considered by the
school is (Nurhafni et al., 2019): 1) Environmentally sound policies, in this case, include: The
vision and mission of schools that care and are environmentally cultured, school policies on
the development of environmental management, improvement of HR education, saving
natural resources, clean and healthy lifestyles (according to the conditions of each
region/school), 2) Implementation and development of an environmental-based curriculum,
can be described as the development of cross-subject learning models, excavation and
development of materials and environmental problems that exist in the surrounding
community, Development of based learning methods environment and culture, development
of curricular activities for the improvement of students' knowledge and awareness of the
environment, 3) Participatory-based environmental activities, in this case include: Creating
extracurricular/curricular activities in the field of participatory-based environment in
schools, participating in environmental action activities carried out by outside parties,
building partnership activities or initiating the development of environmental education in
school (according to the conditions of each region/school), 4) Management of environmentally friendly supporting facilities. Development of the function of existing school support facilities for environmental education, Improving the quality of environmental management inside and outside the school area, Saving natural resources (electricity, water and ATK), Improving the quality of healthy food services, Development of management systems garbage (according to the conditions of each region/school).

The purpose of the Adiwiyata concept is to realize the PKAUD program which is
responsible for efforts to protect and manage the ECCE program through good school
governance. According to the previous study managed by Siswanto, the Adiwiyata concept
related to all school program that care about learning interests for all school residents
(Siswanto et al., 2019). To realize the Adiwiyata school, schools are required to be able to
develop environmentally sound policies. Policies or decisions made should involve school
stakeholders so that the results can be accounted for. The findings of this research are some
implementations of developing environmentally that had relation with the interest of

Data Description

The results of the calculation of the analysis of early childhood learning interests and
the implementation of the adiwiyata school concept are presented as follows.

Description of Early Childhood Learning Interest Data
Increasing Interest in Early Childhood Learning in North Tapanuli through the Implementation

Research data for early childhood learning interests were taken from 11 respondents with 8 research instruments processed using SPSS for windows. Of the 30 respondents, it was found that 10 or 33.3% of early childhood teachers had an answer that their students fairly high interest in learning, as many as 20 teachers of early childhood or 66.7% had an answer that their students high interest in learning and 0 or 0% were in the fairly low and low category. This means that the whole student has a high interest in learning.

Description of Adiwiyata School Implementation Data

Data on the implementation of adiwiyata schools was obtained from 11 respondents using a scale of 17 statement items. From 30 respondents, 16 respondents or 53.3% had a high implementation of adiwiyata schools, 14 respondents or 46.7%, categorized as high enough and no schools found or 0% categorized as quite low and low. From the results of this analysis, it is concluded that the implementation of adiwiyata schools is in the high category.

In the results of the recapitulation of data on the implementation of the adiwiyata school concept, the highest aspect is in the Environmentally Sound Policy where the indicators that affect it include the vision and mission of the institution that has inserted the adiwiyata concept in it. In the institutional curriculum, it has also realized the concept of adiwiyata with the theme of the Environment and habituations such as praying by respecting God's creation, practicing hand washing activities, bringing healthy food supplies, doing gymnastics, and other activities that reflect the concept of adiwiyata. The curriculum that has been implemented by the institution is in line with the K-13 curriculum by taking into account the level of child development in Regulation of the Minister of Education and Culture No. 146 of 2014.

The results of previous research by Liaoa, et al (2019:70-76) stated that a green school environment will affect cognitive, emotional, and school performance development. Research by Neitzel, et al (2016:18) states that one of the factors that influence children's interest in learning is a comfortable and green classroom environment. This factor will also help children to improve academic behavior, children's creativity, and self-regulation. This is in line with the research data obtained that the implementation of the adiwiyata school concept has a positive influence on children's interest in learning.

Conclusion

The implementation of the adiwiyata school concept in North Tapanuli Regency Kindergarten is relatively good. This is based on the average value (mean) of the implementation of the adiwiyata school concept in the high category. Meanwhile, all students have a high interest in learning. As the novelty, it is found that the implementation of Adiwiyata concept can increase the interest of students in early childhood. There is a significant influence between the implementation of the adiwiyata school concept on students' interest in learning in North Tapanuli Regency Kindergarten. This is based on the results of data analysis obtained and proven through linear regression statistical analysis techniques with a correlation of -3.121 and a significance of 0.000. The positive value contained in the regression coefficient of free variables (implementation of adiwiyata schools) illustrates that the direction of the relationship between free variables (adiwiyata school implementation) and bound variables (AUD learning interest) is unidirectional, where each increase in one unit of adiwiyata school implementation variables will cause an increase in interest in learning AUD 0.146.

Acknowledgment

The highest expression of gratitude to IAKN Tarutung, especially the PKAUD study program for all the support for this research. Furthermore, we would also like to thank all principals and teachers who became the locus of this research.
Increasing Interest in Early Childhood Learning in North Tapanuli through the Implementation

DOI: 10.31004/obsesi.v7i3.2023

References