



The influence of nature school's curriculum on student's environmentally caring behaviour (Study on Sekolah Alam Bekasi)

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ABSTRACT

Background: Character education aims to teach the traits needed to build good character, including moral awareness and action. The purpose of developing environmental awareness is to create harmony between humans and the environment, forming individuals who act to protect and utilize natural resources wisely. Nature schools, or Sekolah Alam, utilize the natural environment as a central component of their educational approach, blending formal academic content with outdoor experiential learning. The curriculum in this school focuses on character development, environmental awareness, and practical life skills, rather than traditional academic achievements. **Method:** In this research, observations were made of the effect of a nature-based curriculum on the awareness of the natural environment by students who attend nature schools, especially at Sekolah Alam Bekasi (SASI). This research uses a qualitative approach that goes through a systematic literature review to assess how the curriculum encourages environmental awareness among students. The data in this research was collected from social media observations, related journals, and publications of Sekolah Alam Bekasi (SASI). **Findings:** Key elements of the curriculum in Sekolah Alam Bekasi (SASI) include activities like waste management, sustainable farming, and the integration of religious principles with environmental education. The results show that the nature-based curriculum, which integrates environmental education with traditional academic subjects, significantly increases environmental awareness and behavior by students. Results indicate that the nature school curriculum significantly influences students' attitudes toward the environment by promoting practical engagement and ethical stewardship. **Conclusion:** This research emphasizes the importance of early environmental education in shaping individuals who are responsible and concerned about the environment. **Novelty/Originality:** This research exploration of how a nature-based curriculum, uniquely integrating environmental education, religious principles, and practical activities, fosters significant environmental awareness and ethical behavior among students at Sekolah Alam Bekasi (SASI).

KEYWORDS: environmental awareness; character education; Nature-Based Curriculum Sekolah Alam Bekasi (SASI); sustainable education.

1. Introduction

Education is one of the needs of every individual. Education has also become one of the determining factors for the success of national development. Therefore, education is one of the important aspects of human life in the nation and state. Education is one of the ways to progress and develop for a nation. Even schools are the best instrument to date to advance a nation. Humans will not be separated from educational activities, both formal and non-formal education. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students will actively develop their potential to

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have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and the nation and state (Sadiyah et al., 2019).

Early childhood education is a very important thing to pay attention to because this is the period that will be the time when growth and development in children experience very rapid development. This is the greatest opportunity to educate children so that they grow and develop well. Early childhood education is a very important education for children when they grow up. The quality of experience gained by children at an early age will make it more meaningful to achieve their future. The formation of children's character in early childhood is a critical period that needs attention the most because if it fails to form a good personality at an early age, it can have an impact on a person who becomes less good for the child's adulthood later and vice versa if we are successful in guiding children in overcoming personality problems at an early age it will determine the child's success in social life in adulthood (Nengsi & Eliza, 2019).

Based on the 2018 Human Development Index and Indicators statistics, Indonesia's education position is still ranked 116th in the world with a moderate human development category. The percentage of elementary school dropouts in Indonesia is 18.1% of the total number of applicants. Increasing student enrollment rates will not have a positive impact on national economic growth if students do not receive adequate learning quality. The high cost of education and the unavailability of adequate infrastructure to support every learning activity are some of the things that affect it. With the excuse of providing good learning facilities to students, schools freely ask parents for monthly payments. In general, the contribution of infrastructure to education is only 10%, while 90% of the success of education is influenced by the quality of teachers, teaching methods provided, and the sources of knowledge used. Based on this, Lendo Novo came up with an idea to create a school with quality education that is accessible to the general public by establishing an alternative school called "Sekolah Alam" (Harjanti et al., 2019).

Nature school is a school using the concept of education that makes the universe an object of learning, teaching materials, and a place to learn (Yulianti, 2014). In the concept of nature schools, students are expected to be able to learn in the surrounding nature, relate lessons and apply the knowledge gained in everyday life (Mukarromah et al., 2023). Sekolah Alam Bekasi (SASI) is one of the nature schools in Bekasi City. This school provides educational programs from kindergarten (TK), elementary school (SD) (Rokhmah & Munir, 2021), and secondary school (SM), to inclusive education, which is an educational forum for children with special needs. This study aims to see whether the curriculum at Sekolah Alam Bekasi can influence students' sense of concern for the environment.

2. Methods

This research was conducted using a qualitative approach by collecting data using a systematic literature review method related to the nature school curriculum. The author used Google Scholar to search for articles with the keywords used as follows: "Nature School Education Curriculum" and "Nature School Student's Environmental Care Behavior". Petticrew and Roberts (2009) explain that to carry out a systematic literature review, researchers can take the following steps: 1) Identify the research question to be answered; 2) Identify the type of research; 3) Complete document identification; 4) Sorting search results; 5) Critically evaluate the included studies; 6) Synthesis of studies and evaluation of the diversity of research results; 7) Dissemination of article review results.

2.1 Data collecting

The aspect that is used as assessment material in this research is the nature school curriculum which is reflected in the environmental care attitudes of students. The discussion in this research is focused on the scope of the nature school curriculum and environmental education provided to students. Data was collected based on observations

via social media Sekolah Alam Bekasi (SASI), a journal related to nature schools and curriculum.

2.2 Data Analysis

Data analysis was carried out qualitatively by sorting journals related to the discussion of this research. The target of this research is to find out the extent of the influence of the nature school curriculum on students' environmental care behavior. Data extracted from related journals is a general description of the curriculum and history of natural schools. Furthermore, more specific information regarding the description of the Sekolah Alam Bekasi (SASI) and the curriculum implemented was obtained from social media such as YouTube, the official website and Instagram. The following are several types of data and information sources and their relation to this paper.

Table 1. Data and information's sources

No	Source	Type of Data/Information
1.	Related journal	Definition of nature school Curriculum in general History of nature school in Indonesia Implementation of nature school in Finland
2.	SASI's official Website	History of nature school in Indonesia Nature school's curriculum
3.	SASI's official Instagram	SASI's ongoing activities
4.	SASI's official Youtube	Explanation of teaching and learning activities Explanation of daily, weekly and monthly activities Student activities that reflect environmentally caring behavior

3. Results and Discussion

3.1 Nature school

Nature school is a learning process that combines a formal academic curriculum and learning about nature (Kartika, 2010). Nature school combines several non-formal education based on the Regulation of the Minister of Education and Culture which is planned to focus on shaping behavior and equipping with knowledge and skills to produce young people who are ready to develop regional potential (Cahyani, 2021). Nature school is one of the educational models that develop education naturally such as learning from various existing resources from the environment and nature around, namely nature schools (Kristina, 2021). Nature schools provide educational options that prioritize outdoor student activities over formal indoor education. Unlike the usual public schools, nature schools are more concerned with student activities to interact with nature.

Suhendi and Murdiana (2012) argue that a nature school is not a copyright for the name of the school but rather an educational concept. The learning model applied by nature schools, in general, is thematic-integralistic learning. One learning theme at a nature school can be developed and explored further. Nature schools do not limit students with predicates, rankings, and so on. The nature school believes that every student has diverse intelligence tendencies and learning styles and must be respected. In general, in schools, teachers prefer the method of "instilling fear" in their students so they want to learn and listen to the teacher when explaining. On the contrary, nature schools use other methods to carry out elementary and secondary practices regarding how to speak and express opinions.

In Finland, the idea of a nature school began to develop in the 1950s and what became the guideline to be taught to students was an understanding of the environmental philosopher paradigm which emphasized that humans must learn to be aware of their ethical responsibilities towards the environment (Jeronen, et al., 2009). At the beginning of its development, nature schools in Finland were an informal part of camp schools. However, over time this activity was added to the official program in the 1970s. Nature schools can generally be categorized into two types. Namely nature school which is formal education at

all levels from kindergarten to high school as well as informal activities after public school. In Finland itself, their nature schools do not have their own students. Students from nearby schools visited them and this was within school hours. Nature schools also receive funding from local municipal governments just like elementary and secondary schools in Finland.

The concept of Nature Schools was first initiated in Indonesia by Ir. Lendo Novo and was inspired by the thoughts of his father, Zuardin Azzaino, about divine scientific integration. Zuardin Azzaino stated that divine scientific integration or integration between faith and science-technology is the way to restore the revival of Islam. According to Lendo Novo, education in Islam aims to produce *khalifatullah fil ardh* (world leaders). Thus, the nature school curriculum also aims to produce individuals who are ready to carry out Allah's mandate in managing this earth (*khalifatullah fil ardh*). In Indonesia, the first nature school was established in Ciganjur in 1998 with the name Ciganjur Nature School. Initially, this school started with only 8 students, spread out 5 in Playgroup and 3 in Elementary School.

Nature schools in Indonesia have the principle of not only developing cognitive abilities but also building children's basic abilities which make them proactive and adaptive to change (Ningrum & Purnama, 2019). Furthermore, in their book, Ningrum & Purnama also explain that the concept of nature schools was built as an effort to develop education that is carried out in the open air so that they can learn directly from all living creatures in nature. The concepts applied in Indonesian nature schools include the use of nature as a place for learning, the use of nature as media and materials for teaching, and nature used as learning objects. This school is able to overcome the boredom that occurs in students if they only study indoors. The effect is that the existence of this nature school can realize the ideals of everyone who cares about the changes taking place in the world of education, especially in Indonesia.

In nature schools, the emphasis is not on grades but on behavior and the learning process. So there are no tests, no grades, and no rankings. Students are 'assessed' by their teachers through daily interactions. Because the emphasis is not on grades, children with special needs can enter here, such as autistic and hyperactive students. Learning activities are carried out through direct practice. Because this school is more like a large garden with trees and grass, the school becomes like a living laboratory (Hati, 2017). Furthermore, Hati also explained that nature schools are schools that have an active commitment to developing learning plans that focus on the environment. One of them is farming activities carried out at nature schools. The characteristics that are expected to be formed in this activity include appreciation for a process, patience, cooperation, empathy, building discipline, and respecting the environment.

3.2 Nature school's curriculum

The curriculum is a set or system of plans and arrangements regarding learning materials that can be guided in teaching and learning activities. Initially, the term curriculum was used in the world of sports in Ancient Greece. Curriculum in Greek comes from the words "Curir" meaning runner and "Curere" meaning to go or race. Curriculum is defined as the distance a runner must cover. Based on the meaning contained in these two words, curriculum in the world of education is defined as several subjects that students must take or complete to obtain a diploma or information stating that students have completed a learning stage. According to Hilda Taba, curriculum is defined as a plan for learning, namely something that is planned to be studied. J. Lloyd Trump and Delmas F. Miller define the curriculum as broader than just learning materials, the curriculum includes learning and teaching methods, how to evaluate student progress and entire programs, changes in teaching staff, guidance and counseling, supervision and administration, and other matters. structural matters regarding time, number, room, and the possibility of a choice of subjects.

According to Elisa (2018), the curriculum has three very important roles, namely a conservative role, a critical or evaluative role, and a creative role. Conservative Role, one of

the responsibilities of the curriculum is to transmit and interpret social heritage for the younger generation. Thus, the school as a social institution can influence and develop student behavior through various social values that exist in society, in line with the role of education as a social process. This is in line with the nature of education itself, which functions as a bridge between students as students and adults, in a process of acculturation that is increasingly becoming more complex. Therefore, in this framework, the function of the curriculum is very important, because it helps this process. With this conservative role, the curriculum is oriented toward the past. However, this role is very basic.

Evaluative Role, culture is always changing and improving. Schools not only inherit existing culture but also assess and select various cultural elements that will be inherited. In this case, the curriculum actively participates in social control and places emphasis on elements of critical thinking. Social values that are no longer appropriate to future conditions are eliminated, and modifications and improvements are made. Thus, the curriculum must be the right choice based on certain criteria.

Creative Role, the curriculum plays a role in carrying out various creative and constructive activities, in the sense of creating and compiling something new according to the needs of society in the future. To help each individual develop everything they have, the curriculum creates new lessons, experiences, ways of thinking, abilities, and skills, which provide benefits to society. These three curriculum roles must run in balance, or in other words, there is harmony between the three. In this way, the curriculum can meet the demands of time and circumstances in bringing students towards the culture of the future.

The ideal concept of education today views education as a process of humanization. This concept states that the meaning of humanization is the existence of a positive pattern of interaction between educators and students which ensures that students can develop their potential. In the process of developing human potential, education should be formulated or planned which can provide a forum for developing the diverse potential of each individual. Looking at the concept of education, if education is understood as a series of mechanistic activities, then education has not yet reached something that makes humans feel free. This means there is a problem with their education pattern. Educational patterns can be interpreted as a description of educational activities that are systematized or have a clear framework. If the educational pattern is understood at a macro level, it can be defined as an education system, while the micro educational pattern can be interpreted as a learning syntax. Therefore, the educational pattern is devoted to educational activities that have a long and continuous period of time. Continuing from the concept above, in this case education provides a constructive role in civilized human life. Therefore, education can develop humans as subjects of life to understand their role and function in this life. So education is a process that has no end (never-ending process). Tilaar (2002) further stated that education is a human effort to learn "a process is coming". This means that by learning humans can make choices that are considered good for themselves by actualizing themselves with their environment, in other words, this process is a search for one's own meaning through the learning process.

With the various roles of the curriculum, it is hoped that students can take part in protecting the environment. Education regarding the environment must be given to children from an early age, and most importantly, environmental education must be based on direct experience of contact with the environment so that this direct experience can shape behavior, values, and habits to respect the environment. According to Hadziq (2016), rationally there are three main reasons why environmental education must be given from an early age. First, children must develop a sense of love for the environment at an early age because, with the development of this feeling, it is hoped that the development of this feeling will be well ingrained. Second, interaction with the natural environment is an important part of a child's healthy life development and this interaction can encourage children's learning abilities and quality of life in the future. Third, provide children with an understanding that in any religion it is recommended to preserve and protect the universe from damage.

Environmental problems that occur nowadays are often the result of human negligence or intentionality. Problems that often arise due to human actions include excessive exploitation of natural resources and illegal logging of trees which causes rainwater to not be absorbed into the ground and causes flooding, especially in downstream areas. One way to overcome environmental problems caused by humans is to develop the character of environmental care for everyone (Priambodo et al., 2021). An understanding of environmental care is very important to be instilled as early as possible to prevent arbitrary behavior toward the environment.

Nature schools emphasize a learning process that is delivered actively and fun. By being creative in an open and free school environment, children can enjoy their school time so that the development of their creative values and abilities becomes more effective. The main way to develop education is to give children confidence and a positive attitude towards their environment because intellectual, emotional, and spiritual intelligence development is greatly influenced by the surrounding natural environment. Hati (2017) explains that the nature school curriculum is deliberately designed so that students and teachers can practice activities to overcome environmental problems. For example, saving energy, waste disposal management, recycling, and so on.

Research conducted by Sagala, et al. (2019) has identified several activities implementing environmental care behavior carried out by the Lampung Nature School, including: (1) Waste Bank. Students are taught to be able to collect and manage their own waste. For the implementation system, students are required to deposit and store their waste and then the waste will be managed by special employees who are experts in their fields. Every student is required to have trash savings and whoever has the most savings will be rewarded at the end of the year. This is to motivate students to sort waste and teach them to care about the environment and be responsible for their own waste. Creating a waste bank is one of the right alternatives to overcome the impact of waste on the environment. (2) Not Burning Waste Because It Damages the Ozone. Lampung Nature School applies the principle that one of the causes of the accelerated destruction of the ozone layer is the burning of waste. Therefore, the Lampung Nature School teaches its students not to burn rubbish because the negative impact is very dangerous for nature and human health. The results of various research surveys also found that warnings not to burn waste were quite successful in influencing students and educators. (3) Green Lab. The concept of environmentally friendly education implemented by the Lampung Nature School is supported by the existence of this green laboratory. Green Lab is a set of environmentally friendly teaching and learning activity facilities. Green lab is the result of abiotic and biotic environmental engineering from the potential of the Lampung area as an agricultural base which is used as a learning tool for students. Thus, from the start students are required to love nature and the environment.

Sekolah Alam Bekasi (SASI) is one of the nature schools in Bekasi. This school provides educational programs from kindergarten (TK), elementary school (SD), and secondary school (SM), to inclusive education, which is an educational forum for children with special needs. Sekolah Alam Bekasi (SASI) is located at Jalan Raya Hankam No. 99, Kelurahan Jatiranggon, Kecamatan Jatisampurna, Bekasi, West Java, Indonesia. The school is located in a strategic area and is easily accessible by public transportation and private vehicles. The educational objectives of SASI are to lay the foundation of a straight aqidah, noble morals, scientific logic, leadership character, love for the environment, and the basics of skills for independent living. This objective refers to the general objective of basic education which is to lay the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and follow further education. The vision of SASI is to become an OASIS to learn, grow, and live in harmony and with the school mission of preparing a generation of leaders who are devoted, knowledgeable, and wise so that they become a blessing to the universe. The basic principle used in the teaching and learning process at this school is to shift the paradigm from schools identical to buildings to schools with structured activities, facilitating activities that explore the potential of Natural and Cultural Resources, because together with nature children will be able to grow and develop into the best humans and

take lessons behind the events seen in nature. It is also expected to be a learning activity that makes children happy, not burdened. The learning activity model contained in this school can be seen in Table 2 below.

Table 2. Sekolah Alam Bekasi's activities

No	Type of Activity	Output
1.	Religious Activities	
	Congregational Prayer	By cultivating religious knowledge from an early age, it is hoped that students can understand and interpret all religious worship activities that they believe in.
	Learning the Quran	
2.	Developing Shared Rules	A model implemented by SASI is to determine the Do's and Don'ts of the class rules together so that the rules in their class are in line with the ability and capability of the students. Such a model is made so that they are aware of the consequences that will be received if they violate it. It can also train students' responsibility to obey the rules that apply.
3.	Green Camp	This activity applies from kindergarten to grade 3 of elementary school. This activity aims to train courage, discipline, and responsibility. Each green camp activity has a different theme and is tailored to the conditions and competencies of the students. For example, at the initial level, students are less able to control fear, so in the next green camp, the emphasis is on how to overcome fear and become a brave person.
4.	Outbound	SASI implements outbound activities every week. Outbound activities are generally to train soft skills and hard skills. In this activity, students are expected to apply leadership behavior.
5.	Sale Day	The expected output of this activity is for students to know the concept of trading, and foster a sense of creativity in students.
6.	Learning Together with Nature/ Belajar Bersama Alam (BBA)	
	Exploration	Exploration activities are activities designed to encourage students to explore, observe, and learn about their environment first-hand. They usually involve practical and interactive experiences that allow students to be actively involved in the learning process. The main objectives of exploratory activities are to develop critical thinking skills, increase curiosity, and provide a deeper understanding of various concepts through real experiences.
	Observation	Observation is an activity that involves systematic observation of objects, phenomena, or certain processes to collect data or information. The purpose of observation is to understand and analyze something more deeply based on what is seen, heard, or felt. In an educational context, observation is used to develop critical thinking skills, expand knowledge, and increase students' awareness of their surrounding environment.
	Experiments	Experimentation comes into the learning section when students feel the need to develop some materials or subjects. For example, we have done experiments where nature school students try to make organic fertilizer for plants from their daily food scraps.
7.	Outing	

No	Type of Activity	Output
	Study Tour	Study tours are conducted with a note if the facilities or facilities within the school environment are deemed insufficient for learning activities. For example, when nature school students learn about mangrove forests, due to limitations in the nature school environment, they visit selected mangrove forests.
	Home Visit	This activity is conducted twice a year. The essence of this activity is to introduce the life and home environment of one of the selected students. In addition to introducing their home environment, this activity is also to find out what their parents do for a living and what their family activities are.

(Sekolah Alam Bekasi Official Youtube, 2020)

The school also has values that are the soul as the basis for carrying out all activities within the school which are summarized in the slogan "OASIS". These values describe the spirit of the Bekasi Nature School community to continue to grow. The OASIS values are: (1) Obey to Allah, is a value that describes the form of faith, sincerity and obedience in worshiping Allah; (2) *Akhlaq first*, is a value that illustrates that morals are the main thing that must be prioritized in daily life; (3) *Sharpen the strengths*, is a value that illustrates the need to keep learning, working and creating; (4) *Initiative to be better*, is a value that illustrates that we must be brave, alert and confident in taking the initiative to be better than the previous condition; (5) *Serve others happily*, is a value that illustrates that we should be able to serve everyone with empathy, sharing and happiness.

Sekolah Alam Bekasi (SASI) education program, especially at the elementary level, focuses on exploring the interests and talents of students. The achievement targets (outputs) of students during learning are divided into several levels according to grade levels 1-6. Each level has different achievement indicators to be achieved. Each student's achievement (output) that has been achieved is expected to have a positive impact (outcome) at the end of the learning period that has been designed through the curriculum structure of the Sekolah Alam Bekasi program. Education is designed so that students can develop their interests without setting aside formal education in general.

Based on the explanation presented on youtube Sekolah Alam Bekasi, the first vision of Sekolah Alam Bekasi (SASI) was to become an OASIS to grow to learn and live in harmony. This vision of becoming an oasis is expected to make students a source of fertility and a spring of goodness. This is not only a lesson for students but also for teachers, parents, and the entire Sekolah Alam Bekasi (SASI) community to learn as well as possible to take knowledge from Sasi which refers to the OASIS and the natural environment. This is expected to make the students grow into a good person and always worship Allah as well as possible and be able to provide better benefits for their environment. The SASI aims for all of its students to be able to provide benefits not only for the school and the people around it but also for social life.

Based on its mission, Sekolah Alam Bekasi (SASI) has a mission to produce a generation of leaders who are pious, knowledgeable, wise, and able to provide benefits to humans and the environment. This mission refers to the main purpose of humans based on Islamic teachings, namely as caliphs on earth who have devotion, intelligence, and abilities that can be a blessing. SASI has a general purpose as in ordinary schools, such as to deliver basic intelligence, knowledge, and independence for students to be able to go to the next level from elementary to junior high school and so on. The thing that distinguishes Sekolah Alam from other schools is the specific goal of nature schools is that students after graduating can become people who believe and fear God. Students are also expected to be students who can believe that the existence of God is the main thing in life so that students will worship God in all the processes of life.

On Sekolah Alam Bekasi's youtube channel, there's an explanation about the four pillars of Sekolah Alam that form the foundation of the curriculum at Sekolah Alam Bekasi (SASI). The first pillar is the pillar of devotion, which is a form of human submission to God in living life by following God's commands and avoiding God's prohibitions. The pillar of devotion is implemented in daily life through a variety of activities from the beginning of school entry which begins with greetings and greetings, dhuha sunnah prayer worship activities, Qur'an memorization activities, eating together while reading prayers, congregational dhuhr prayers, and ends with reflection activities related to the learning that has been done. This reflection activity at the end of learning aims to enable students to determine the wisdom of all activities carried out. SASI emphasizes the pillar of piety towards God because nature teaches students to know themselves more deeply as humans who live in nature created by Allah SWT. Student character education is centered on the pillar of piety that synergizes with nature. This form of synergy can be seen when students carry out out-of-school activities such as camping, students still have to perform five daily prayers and students are also taught how to perform plural prayers and ablution by Tayamum if they are in a location that does not have water for ablution.

The second pillar is the leadership pillar, which is a way for humans to become brave leaders and play a role in all spheres. This leadership pillar aims to build student confidence. Student confidence is built by the many activities that students do and try until they become more confident doing their activities. Apart from self-confidence, this leadership pillar has another important point, namely the physical strength of students so that they can protect those around them. This physical strengthening of students is supported by various activities at school such as sports activities, expeditions, and outbound activities. Conflict management is also important in achieving the leadership pillar, this conflict management activity is carried out by providing a problem that must be solved by students so that students have good problem-solving skills. The last point of this leadership pillar is independence. This independence can be formed with student camping activities in nature that are built because students are independent without the help of their parents again in this activity.

The third pillar is the scientific logic pillar, which aims to make students able to learn about nature and be able to protect the surrounding environment and cultivate and care for nature. Scientific logic activities at Sekolah Alam Bekasi (SASI) include the green lab, which is an activity for students to grow crops and get to know farm animals. This Green Lab teaches students to be able to explore the natural resources that exist in the typical environment of Sekolah Alam. In this green lab activity, students are also taught how to cultivate and harvest plants that grow in the surrounding environment. SASI also teaches students to know how to use good technology and the application of technology to everyday life. In addition, this school also provides library facilities to foster students' interest in reading. Each class is also provided with a reading corner to increase students' knowledge. The learning process at SASI is not only carried out inside the school but also outside the school in the form of outings with students to deepen their knowledge. This activity can be done by visiting several factories such as milk factories, museums, and other places that can support the learning program. Based on this scientific logic pillar, SASI uses a variety of learning methods that refer to learning with nature. Students are taught to explore local resources and natural resources in the surrounding environment to become regional potential development activities, for example, related to waste in Bekasi, making compost fertilizer, and so on. In addition, students are also taught to develop cultural heritage, for example by naming classes according to the names of regions in Indonesia.

Another activity related to the scientific logic pillar found at Sekolah Alam Bekasi (SASI) is the Science Project which is held annually. In this activity, students are trained to have the character of critical thinking and dare to innovate. This science project teaches students to create an experimental concept that is preceded by making a proposal, and then experiments until the final result is a scientific paper document. SASI also accommodates student activities to conduct interviews with Maestros in a particular field. After the interview activity, students will be given time to present so that students are accustomed to

presenting and speaking in public. Students are expected to be able to explain what they want to convey related to the project.

The fourth pillar of Sekolah Alam Bekasi (SASI) is the business pillar where students are trained to have business entrepreneurship skills and have income. This activity is carried out in reference to Surah As-Saff verse 11 which states that you believe in Allah and His Messenger and strive in the way of Allah with your wealth and soul. Based on this verse, it is explained that as Muslims, humans must have financial independence in the form of wealth and souls so that they can be donated in the way of Allah to benefit other humans sincerely and be pleased by Allah. In this business curriculum, students are taught how to do simple entrepreneurial trading such as offering goods and services, making financial reports, and small bookkeeping. Activities that support this curriculum include Sale Day where students will conduct group selling activities in their respective classes. In addition, there are market day activities where students create works and designs that can be sold at school and outside of school. In addition, the school also conducts internship activities at places that have been determined by the school or chosen by the students themselves. This internship can be done at restaurants, workshops, salons, boutiques, and various other places where students can learn how to sell concepts and good entrepreneurship.

3.4 Student's Environmentally Caring Behaviour

The existence of the social environment has an important role in forming students' environmentally caring attitudes (Tamara, 2016). Educational activities in the school environment have the role of providing value to students. In connection with the formation of students' character values for the nation's next generation and realizing this goal, character education should be given to children as early as possible and must receive support from all parties. Caring for the environment in social life is more closely defined as a person's reaction to their environment. Ebreo (2003) in Gumelar (2016) state that environmentally friendly behavior is conceptualized as altruistic behavior where individuals who carry out this behavior because they want to protect the natural environment and society as a whole. Pro-environmental behavior according to Linear Models theory states that teaching environmental issues to the public will automatically produce pro-environmental behavior (Gumelar, 2016).

Having environmentally caring behavior is very important because the good and bad conditions of an environment are also determined based on the good and bad of human behavior towards the environment (Hamzah, 2013). The environment for humans is a very important element because the environment is not only a place for humans to do their activities, but the environment also plays a very important role in supporting various human activities. With this interaction, it can be ensured that environmental conditions will also be influenced by human behavior. Human behavior will determine whether the condition of an environment is good or bad. On the other hand, how humans treat the environment will have an impact on the quality of human life itself.

One of the principles that the Bekasi Nature School (SASI) firmly adheres to for students to practice is *khalifatullah fil ardh*, namely the duty of humans as managers of this earth. Character formation with the curriculum run by this school is believed to be able to shape the character of students who care about the environment. With this factor, teachers as educators must inform and raise awareness that understanding the environment must be the basis of attitudes to be able to solve environmental problems (Priambodo et al., 2021). An attitude of caring for the environment is an attitude that must be instilled in children from an early age. This must continue to be instilled so that children as future generations understand the role of the environment in life.

The behavior of environmentally conscious students at Sekolah Alam Bekasi (SASI) can be seen in their various activities. One of them is the Urban Oasis Festival, a festival intended to instill concern for the environment while having a positive impact on environmental cleanliness. In this activity, there are various series of activities including making bio pore holes. The making of this hole is expected to reduce organic waste in the environment to landfills. This biopore hole has been realized in several places including SASI itself. In

addition to biopore holes, the festival also held innovations with natural materials where SASI students were accustomed to being creative by utilizing natural materials and leftover materials. This activity is expected to produce innovative, valuable, and usable products.

Furthermore, in daily learning activities Sekolah Alam Bekasi (SASI) also implements several points that hopefully can foster a sense of environmental care by students. These activities are not only included in their learning curriculum but are also spontaneous daily activities developed by both teachers and students. Some of the activities that are indeed part of the curriculum set by SASI are Green Lab. This activity is in the form of routine tree planting carried out by students. Not only that, Green Lab also implements a concept where students not only plant trees but also take care of them until they bear fruit and then sell them. This activity is also included in the entrepreneurship pillar.

At Sekolah Alam Bekasi (SASI), several spontaneous activities have evolved into routines that reflect a strong commitment to environmental care. During green camp events, students and teaching staff take responsibility for waste management by sorting and collecting waste after the activities. Additionally, used items such as cardboard boxes and shopping bags are repurposed into learning media, fostering creativity and sustainability. Washing tableware using natural loofahs is another environmentally friendly practice adopted at the school. Paper scraps generated during learning activities are also recycled and reused, minimizing waste. Moreover, most classrooms at SASI are designed as open spaces, reducing the reliance on air conditioning and promoting a sustainable school environment (Mogren et al., 2019).

Based on these nature-based activities and curriculum implemented by Sekolah Alam Bekasi (SASI) has a positive impact on students' environmental awareness. This curriculum integrates academic learning with hands-on experience in nature, which can increase student's awareness and positive behavior toward the environment. Students at SASI will get not only a theoretical knowledge but also practical skills in preserving nature.

4. Conclusions

This research shows that the nature-based curriculum implemented by Sekolah Alam Bekasi has a positive impact on students' environmental awareness. This curriculum integrates academic learning with hands-on experience in nature, which can increase student's awareness and positive behavior toward the environment. Through interactive and environmentally-based learning methods, students not only gain theoretical knowledge, but also practical skills in protecting and preserving nature. The results of this study underscore the importance of environmental education being implemented early in the education system. Nature-based education not only provides knowledge, but also shapes students' characters into more responsible and environmentally conscious individuals. The implementation of a nature-based curriculum can be an alternative model for other schools to increase environmental awareness among the younger generation. Thus, Sekolah Alam Bekasi has successfully demonstrated that an educational approach that combines academic elements and nature experiences can provide significant results in developing students' environmental awareness. This proves that effective environmental education can be achieved through learning methods that are holistic and contextual, and encourage students' active participation in nature-related activities.

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