

# Organic Village as an Environmental Education Model based Community for Early Childhood in Semarang City, Central

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## Abstract

Environmental education should be imparted to children from an early age. Environmental education model based community is expected to be more striking for early age children in managing the environment. The research was designed with a "Research and Development?", to produce a prototype Organic Village As An Environmental Education Model Based Community for Early Childhood, taken systematic steps in the form of the process of action, reflection, evaluation and innovation by applying qualitative research methods, descriptive, development, experimentation and evaluation. This study aims to gain in-depth overview of the Organic Village As An Environmental Education. Village of Krobokan becoming a pilot village for urban areas for environmental regulation. For environmental education in early childhood, conducted in three schools namely Kindergarten Pembina State Semarang, Semarang Lab School kindergarten and kindergarten An Nur Semarang. The third school to apply the concept of habituation and role models as well as cooperation with parents.

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*Index terms*— international criminal court, international order, african union, genocide, war crimes.

## 1 Introduction

Environmental education is a process that aims to build the world's population conscious and have concern for the environment as a whole, as well as a variety of problems associated with it. Imparting knowledge, attitudes, skills, motivation, and commitment to work individually and together to find solutions to the problems that currently arise and prevent new problems. Despite this, the majority displayed relatively low levels of knowledge of key environmental concepts, and were involved in little environmental action-taking outside of household activities (Connell, et al. 2015:39). The correlations between expressed views about caring for the environment and environmentally friendly actions were surprising, however, as actions did not necessarily align with beliefs (Broom, 2017:34). Education in and about the environment is intended to develop the knowledge, awareness, attitude and skill objectives, while education for the environment has its focus on the values, ethics, problem solving and action objectives (Spork, 2015:147). Aspects of the emerging concept of "education for sustainable living" are used to analyse Author's Faculty of Education, Semarang State University. e-mails: mba\_fika@yahoo.co.id, sukirman\_fip55@yahoo.co.id some widely-held assumptions about environmental education practice. In doing so the paper seeks to contribute to the process of identifying a vision and practice appropriate to environmental education for a new millennium (Fien, 2015:21). The introduction of the environment for early childhood aims to build awareness from an early age the importance of education to give more attention to the environment. Longitudinal studies now confirm the economic, academic, and social importance of high-quality early childhood education (Cooper, 2014:85). As children develop as learners and thinkers from birth through high school, it is their teachers (including parents) who help shape their understanding of the world directly around them and, by extension, the world as a whole (Crawford, et al. 2014:54). If it can be agreed that a sustainable environment is a necessary prerequisite to a sustainable socio-economic system, then it also should make sense that the actions we take to remove threats to and foster environmental sustainability should

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44 contribute to such a system (Jonh ??orelli, 2011:4). Environmental Education has made numerous advances a  
45 number of fronts over the past decade ??Hungerford, et all. 2010:42). Environmental educators must learn from  
46 the mistakes by conservation educators, or as Hobart state. If, then, a major goal of environment education is  
47 the production of an active and informed citizenry, environmental educators should know the kind of learning  
48 experiences which produce such person ??Tanner, 2010:20).

49 Additionally, it will get closer to the natural environment so that the child more quickly interact menyadarai  
50 that nature is so essential for survival. Environmental management education should be imparted to children  
51 from an early age. Early age was the "golden age" for someone, does it mean when someone at that time got a  
52 proper education, he gained a good learning readiness and one of the main keys to the success of learning to the  
53 next level. Children are more easily internalized values and habits to preserve the environment than adults. It is  
54 expected that in future environmental destruction can be prevented through environmental awareness of future  
55 generations. To that end, the community as the environmental manager, should be able to instill the values of  
56 environmental education for children. The existence of communitybased environmental education will be easier  
57 for children to know how to manage the environment properly. The scope chosen at the primary level, which is  
58 to give more recognition to the child about the environment and natural diversity. As well as the provision of  
59 knowledge-based environment that can be applied to the wider community. Children experience nature through  
60 exploration of the world around them but are limited by the opportunities provided to them by adults ??Laird,  
61 et all. 2014:58). Thus, burgeoning interest in environmental education in early childhood has been a catalyst for  
62 sharing theories, concepts, and methods across the disciplines of early childhood education and environmental  
63 education ??Zurek, et all. 2014:28). Understanding early childhood educators" preferences and perceptions of  
64 outdoor settings is an important step toward bridging a potential gap between research and practice, helping guide  
65 professional development efforts by teacher educators and environmental educators to encourage selection and  
66 use of quality outdoor settings within early childhood education ??Ernst, 2014:97). Children allowed to regularly  
67 play in natural environments have increased coordination, balance, and agility ??Wood, 2013:42). Attaining a  
68 sustainable future environment requires a change in attitudes, beliefs and habits. This behavioural change and  
69 action can be achieved when there is adequate knowledge about the environment ??Owusu, et all. 2016:416).

## 2 II.

## 3 Method

72 Design and Methods Referring to the objectives to be achieved, the research program was designed with a  
73 "Research and Development". Methods of R & D is used when the researcher intends to produce a particular  
74 product, and also test the effectiveness of the product (Sugiyono, 2012:407). To produce a prototype Kampung  
75 Organik as a Environment Education Models Based Community for Early Childhood, taken systematic steps in  
76 the form of the process of action, reflection, evaluation and innovation by applying qualitative research methods,  
77 descriptive, development, experimentation and evaluation. This study aims to gain in-depth overview of the  
78 Kampung Organik as a Environment Education Models Based Community for Early Childhood. Therefore, as  
79 was common in scientific research steps taken by the researcher is doing exploratory (exploration) of the object  
80 being studied. In this connection, a qualitative method is a method of research that offers design exploratory  
81 research aiming. Unlike the design of experimental research for example on the design of qualitative research  
82 the researcher is not the starting point of a certain frame of mind, but let the natural setting of research / as  
83 they are and attempt to understand the phenomenon that is by putting yourself in the object being studied  
84 (empathy). Data collected from experienced background (natural setting) as the data source directly. Meanings  
85 of the data can only be done if the depth obtained on facts obtained. This approach is determined by observing  
86 the phenomena observed subjects conceptual world through the actions and thoughts in order to understand the  
87 meaning compiled by the subject around everyday events. This research program will be gradually carried out  
88 with the following activities: 1. Literature study across disciplines and undertake critical analysis of the results  
89 of previous studies that are relevant to the research theme. Descriptive analysis was also used to interpret the  
90 results of the analysis of quantitative data and gain an overview of the weaknesses of the model were validated  
91 and tested in the field, so the results can be used as a basis for revising and developing models.

## III.

## 4 Results

94 good plant. For people who want to grow plants but does not own the land, they are educated on how to plant  
95 and grow plants hydroponically in vertical land. Preferred crops are planted plants that have a direct benefit for  
96 example vegetables, chilies, fruits, plants for mosquito reppelant, etc. This is done so that citizens can directly  
97 benefit from plants crops, especially when the price of chili expensive, people very helpful because they live  
98 picking chili they had planted. For mosquito repellent plants, deliberately the headman promoting so that people  
99 can avoid dengue fever. Plants such as lavender, basil, citronella and aloe vera is some kind of useful plants that  
100 repel mosquitoes. Thus, what Krobokan village residents support the government's program on the prevention  
101 of dengue fever in a way of protecting the environment. How to prevent mosquito causing dengue fever through  
102 the planting of mosquito repellent plants, more effective and healthy. Another benefit is that they cost less,  
103 so healthy and beautiful environment. Currently,almost all the people planting plants that look beautiful and

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104 beautiful environment, not even in the middle of arid urban areas. Krobokan village so often participate in  
105 competitions on the environment.

106 To clean the race village, the village Krobokan won 1 provincial level. In addition to planting organic crops,  
107 pack headman also encourages citizens to manage waste. Garbage is a problem faced by almost all masyarakat  
108 in Indonesia and the world. Average daily big cities in Indonesia resulted in tens of tons of trash. The rubbish  
109 was Transported by special trucks and dumped or stacked away in a place that has been provided without left  
110 unharmed again. From day to day it continues to accumulate trash and garbage hill there as we often see.  
111 Garbage is piling up, it certainly will disturb the surrounding population. In addition to the unpleasant smell,  
112 trash often flies. And it can also bring disease. Although it proved to be detrimental to the trash, but there is a  
113 side benefit. This is because in addition can be catastrophic for the people, the trash also can be converted into  
114 useful goods. The usefulness of this waste is inseparable from the use of science and technology in handling it.  
115 Organic garbage is an item that is considered obsolete and is removed by the owner / user before, but can still  
116 be used if managed with the correct procedure. Organic is a process that is robust and relatively fast, then mark  
117 what we have to declare that the basic ingredients of life. Organic waste is waste that can undergo weathering  
118 (decomposition) and break down into smaller materials and odorless (often referred to as compost). Compost is  
119 the result of weathering of organic materials such as leaves, straw, weeds, trash, grass, and other materials similar  
120 process of weathering accelerated by human assistance Waste originating from settlements generally very diverse,  
121 but Year 2017 plant organic crops. Every citizen who wants to plant crops, they are educated on how to plant  
122 and maintain Research result In managing the environment, Krobokan Village has become a Krobokan for other  
123 village in Semarang City. This was mainly driven by a Headman of Village Krobokan who had a hobby of growing  
124 crops. Starting from his hobby, he grows a variety of organic herbs and rare plants. His yard was transformed into  
125 gardens and medicinal plants so it looks green and lush. Although there amid the region Krobokan Villages, but  
126 the atmosphere is beautiful and green felt. This is what makes the Krobokan Village is known as the hometown  
127 of organic village. The head of village encourage all citizens to love to plant so they can get the benefits. The  
128 minimum requirement will be met from the vegetable crops they had planted on their home page. Although  
129 most citizens only have a narrow field and some even have no land at all, but this does not make the headman  
130 bored to encourage citizens to generally at least 75% consisting of organic and inorganic rest. Krobokan urban  
131 village itself has begun promoting the recycling of garbage, especially organic waste that leaves of trees that have  
132 fallen. The leaves are processed into compost, but before it becomes compost. These leaves, crushed in advance  
133 by using a grinding machine garbage. It is intended to order the leaves into small pieces, so that when inserted  
134 into the barrel composer of the leaf pieces faster into fertilizer. The finished compost directly used to fertilize  
135 plants that live in stalls in the village Krobokan. For structuring the environment, so that the cleanliness and  
136 beauty of the environment awake, the Headman implemented regulations for open environments that are used  
137 for reforestation. In addition, at the roadside given the plants grown in pots. In addition, the administration and  
138 management of sewers and drains is done regularly. For the management given to each household to maintain  
139 the cleanliness of the environment is the responsibility together. Thus, it is expected no dirty and clogged gutters  
140 are made of mosquito breeding and the source of the disease. Public awareness of the importance of keeping the  
141 environment clean and healthy so that always been very high. So it is not wrong if the village Krobokan confirmed  
142 as organic village and village to village pilot in urban areas.

143 1. Environmental Education for Early Childhood Preschool phase is the phase that will be experienced every  
144 child after breastfeeding. In this phase of the exploration period for children who experience rapid development  
145 in speaking, want to always moving, always want to have something selfish. Phase of the school are aged between  
146 3 to 6 years and is part of the early childhood are at the age range of birth to 6 years. At this age terminology  
147 is referred to as preschool age children. To find out how the implementation of environmental education in early  
148 childhood, research conducted research in three different schools, namely: a. TK Negeri Pembina Semarang, as  
149 a pilot project character education school, the school trustees strive to always be the leader in instilling good  
150 character for students. Planting character patriotism one of which is to maintain the environment. There are  
151 a few things done is to teach children to protect the environment, dispose of waste in place, maintain personal  
152 hygiene and encourage children to make props / educational media from the bins.

153 To maintain the character of the environment through the planting of habituation, the teacher as a role  
154 model will set an example by taking garbage scattered and then thrown into the trash, throw garbage into  
155 the appropriate bins. Eg plastic waste will be dumped into the trash that is drawing the plastic. Maintain  
156 personal hygiene by washing hands. The children were given a cloth that has been given the name of each. On  
157 handwashing, the children taught to queue so not overcrowded. Limitations of land did not dampen the school  
158 to teach the importance of planting crops in order to keep the environment sustainable. One is to use old plastic  
159 cups of mineral water as a growing medium.

160 Besides the children know how to grow crops, they also understand that plastic waste can be used as a place  
161 to sow the seed. One by one the children were given beans and plastic cups that have been filled with soil and  
162 a hole so it's great to be used as a growing medium. After several days of sowing seeds grow into plants. After  
163 that, the new plant was moved to land that had been prepared as a planting medium. Vacant land owned by  
164 the State Trustees kindergarten is very limited, however, the school tried to use it optimally for greening. b.  
165 TK Labschool Semarang Almost the same as kindergarten Pembina State Semarang, cultivation of character  
166 patriotism one of which is to maintain the environment. This is in line with the Semarang State University as

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167 a college conservation. There are a few things done is to teach children to protect the environment, dispose of  
168 waste in place, maintain personal hygiene and the environment, crops and encourage children to make props  
169 / educational media from the bins. These activities involve the parents so that there is great synergy in the  
170 relationship of children and parents. For planting the character of protecting the environment, the teacher as  
171 a role model will set an example by taking garbage scattered and then thrown into the trash, throw garbage  
172 into the appropriate bins. Eg plastic waste will be dumped into the trash that is drawing the plastic. Maintain  
173 personal hygiene by washing hands. The children were given a cloth that has been given the name of each.  
174 On hand washing, the children taught to queue so not overcrowded. L and large enough to be one advantage  
175 for greening schools. Even in kindergarten Lab school available green house that is very useful to provide the  
176 planting of educational values to students about the importance of maintaining a sustainable environment in  
177 order to continue with the planting of trees. However, the biggest obstacle faced by the school is the limited  
178 cleaning service personnel. This makes the school trouble clearing dry leaves in the roofs of schools. Of course  
179 this does not deter the school to develop a live shop to be created in a corner of the school. Incidentally cleaning  
180 service that is really like to plant a tree. c. TK An Nur Semarang managed to become the best in Central Java,  
181 with The result in Competition Healthy School National Level kindergarten An Nur get the 1st place national  
182 level. Each class has a handwashing alone that is located in front of the classroom. This is because children are  
183 taught to wash their hands in order to keep it clean. In addition, children are taught to dispose of waste by  
184 sorting rubbish before inserting it into the trash. There are three bins that are red, yellow and green. According  
185 to the color, green bins for organic waste, plastic and clear to red for glass and trash in the trash cans where  
186 affixed whatever garbage they can put in the dumpster. Children are taught to sort the waste to be dumped  
187 into the trash according to its type. Every day the trash is collected to be processed. Organic waste such as  
188 leaves processed into compost in a way through the processing of composting, waste plastic to be used to create  
189 educational media. Composting processing carried out with the involvement of school students so that they can  
190 understand the usefulness of compost. Same also for the processing of plastic waste into props. The school also  
191 involves the parents. Where those who deliver and care for their children schools, invited the school to process  
192 waste, especially plastic waste to be props. The compost produced from the composting is used to fertilize crops  
193 that have been planted by the students. The land area of the school is very possible to be utilized as a stall  
194 life. Of course this makes the neighborhood kindergarten An Nur into a beautiful, leafy and green so that each  
195 year becomes the champion of healthy schools and even to the national level. Based on empirical studies of the  
196 Kampung Organic For Model-Based Environmental Education Society For Childhood In Semarang, the design  
197 of the initial model is structured as follows. Feed Back <sup>1 2 3</sup>

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observations followed by recording learning through video and photo cameras.

b) In-depth interviews with open interview guide instrument made to capture data from key informants with a flexible structure so that the information obtained has sufficient depth. Interviews were conducted to educators, students and program organizers organic village.

c) Questionnaire with instruments to complete the enclosed questionnaire data can not be obtained through in -depth interviews of key informants.

d) Documentary study, conducted on problem documents relating to the investigation, including a review of the literature sources. Validity of the data in this study pursued by: (a) test of the credibility that include triangulation, perseverance observation, discussion with colleagues; (b) transferability test by presenting data that is easy to understand, a detailed report; (c) test of dependability by conducting an audit of the whole process of research; (d) confirmability test, the results of the research process.

9. Analysis of qualitative description, is used to analyze the data and information obtained from a preliminary study with a survey method, the process of design development models and modeling work of experts through Delphi technique. The use of descriptive qualitative analysis is intended to gain an overview of the organic village as a model of environmental education that has been done today, needs assessment learning model development.

To disseminate the development of Kampung Organik as a Environment Education Models Based Community for Early Childhood.

Central Java Champion. An-Nur is the only schools that implement environmentally friendly concept is with its minizoo (a small zoo) with a wide variety of animals. It also has a wide area with diverse medicinal plants and fruit. As a means of learning support, TK An Nur provide facilities among others minizoo, area / vegetable and fruit plantations, large yard and garden traffic education. With these facilities the students TK An Nur will gain direct experience by exploring their environment. Of education applied at TK An Nur is expected to give birth to generations of pious-sholehah, creative, love of culture and environment. After won the Healthy Schools Competition from the District Level, Level City, level of residency, and the Provincial Level, Monday June 18, 2012 TK An Nur become ambassadors of Central Java province to follow the Healthy School Competition National Level in 2012. In the process of learning environment for children, is one form of matter patriotism. Habituation clean and healthy lifestyle from an early age is the foundation for the growth of cultured generation and healthy behavior and clean school anyway. The creation of healthy school, comfortable and beautiful is the result of the synergy of the various relevant elements from Team Coach School Health from district level up to the provincial level, Foundation Board An Nur, public school, school committees, parents or guardians, Agency SelfSupporting Communities Tugurejo, Environment Agency Semarang City, the Department of Agriculture, Department of Hygiene Semarang City.

Figure 2:

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