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Sekolah Lapang Program: Fostering Environmental Awareness Character Through Sustainable Education Approach

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Abstrak

Kurangnya kesadaran dan kepedulian terhadap lingkungan pada anak usia sekolah menjadi tantangan dalam pembentukan karakter peduli lingkungan sejak dini. Penelitian ini bertujuan untuk menganalisis pengaruh program Sekolah Lapang terhadap karakter peduli lingkungan peserta didik. Secara khusus, penelitian ini berupaya mengukur perubahan sikap sebelum dan sesudah mengikuti program serta menilai efektivitas program dalam membentuk kesadaran lingkungan pada anak-anak. Penelitian ini menggunakan metode eksperimen semu dengan desain pretest-posttest. Data dikumpulkan melalui angket yang terdiri atas 20 pernyataan yang mengukur sikap peduli lingkungan peserta didik. Analisis data dilakukan dengan teknik deskriptif untuk melihat kecenderungan umum hasil penelitian serta analisis inferensial menggunakan uji-t guna menguji perbedaan signifikan sebelum dan sesudah intervensi. Hasil penelitian menunjukkan bahwa program Sekolah Lapang berkontribusi secara signifikan dalam meningkatkan karakter peduli lingkungan peserta didik. Peningkatan rata-rata skor sebelum dan sesudah program mencapai 16,85 poin, dengan hasil uji-t menunjukkan nilai signifikansi sebesar 0,00 (p < 0,05), yang mengindikasikan perubahan yang signifikan. Temuan ini mengonfirmasi bahwa program Sekolah Lapang merupakan strategi yang efektif dalam menanamkan kepedulian lingkungan pada anak usia sekolah, sehingga dapat menjadi model edukasi lingkungan yang berkelanjutan.

Kata Kunci: *Peduli Lingkungan, Pendidikan Berkelanjutan, Karakter*

Abstract

The lack of environmental awareness and concern among school-age children poses a challenge in fostering environmentally responsible character from an early age. This study aims to analyze the impact of the *Sekolah Lapang* program on students' environmental awareness. Specifically, it seeks to measure changes in attitudes before and after participating in the program and to evaluate its effectiveness in cultivating environmental consciousness among children. This study employs a quasi-experimental method with a pretest-posttest design. Data were collected using a questionnaire consisting of 20 statements measuring students' environmental awareness. Data analysis was conducted using descriptive techniques to identify general trends and inferential analysis using a t-test to examine significant differences before and after the intervention. The findings indicate that the *Sekolah Lapang* program significantly enhances students' environmental responsibility. The average score increased by 16.85 points, with the t-test results showing a significance value of 0.00 ($p < 0.05$), indicating a statistically significant change. These findings confirm that the *Sekolah Lapang* program is an effective strategy for instilling environmental awareness in school-age children and can serve as a sustainable environmental education model.

Keywords: Environmental Awareness; Sustainable Education, Character

1. INTRODUCTION

Environmental sustainability is an integrated space that includes all objects, energy, conditions, and living beings, including humans and their behaviours, that affect nature, human survival, and the well-being of other living creatures (Purgianto, 2023). As an inseparable part of life, the environment plays a crucial role. A quality environment can provide basic human needs, such as clean air, safe drinking water, fertile soil, and various other natural resources, all of which support health and a decent life (Zebua, 2019). However, in reality, the quality of the environment today faces significant challenges. Environmental

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damage is increasing due to irresponsible human activities, such as illegal deforestation, air and water pollution, and the excessive exploitation of natural resources. These exploitative actions are often carried out without considering ecological carrying capacity and the essential functions of nature to maintain ecosystem balance (Dotulong et al., 2020; Nurfadilah et al., 2024). As a result, the decline in environmental quality has become a global issue that requires serious attention from all parties. One of the main factors contributing to the decline in environmental quality is the low level of environmental awareness. The environmental awareness, particularly among the younger generation, is still insufficient (Handayani & Sopandi, 2016; Lubis et al., 2024; Triani et al., 2019).

Environmental care is a proactive attitude and action aimed at preventing environmental damage around them and developing efforts to repair the environmental damage that has occurred (Anilia, 2023; Musdalifa et al., 2024). This attitude reflects behavior committed to preserving the environment through preventive measures and innovations in addressing and repairing the environmental damage that has already happened (Irfianti et al., 2016; Qodriyanti et al., 2022). Environmental care is an important attitude in facing environmental problems and climate change events caused by human behavior (Islamey et al., 2023). The importance of fostering environmental awareness has been the subject of many studies, including research suggesting that the use of ethnopedagogy can enhance environmental care skills (Wurdianto et al., 2022). Other studies show that social media content can influence environmental care attitudes (Damayanti & Komsiah, 2024). Research has also demonstrated that animation media has an impact on forming environmental care character (Nugraha & Rachmawati, 2023). There is also evidence suggesting that the Problem-Based Learning (PBL) model, such as making bottle crafts, can increase students' environmental awareness (Yusuf et al., 2023).

Another study found that geography students' participation in environmental preservation through a project-based learning model in green city studies has a positive effect (Nurkolis et al., 2017). Moreover, research indicates that smartphone-based learning media on ecosystem topics effectively develops environmental care attitudes (Talakua & Maitimu, 2020). Educational materials on Population and Environmental Education also influence the improvement of environmental care behaviours (Khoiri & Peterianus, 2020). Additionally, studies show that episodic future thinking can positively influence environmental care attitudes (Islamey et al., 2023). Finally, the application of the Ecology Line Up (Ecolip) game strategy has been found to impact students' environmental care attitudes (Sukmawati, 2021). These studies provide an overview of various methods that have been used to enhance environmental awareness, such as the use of media and teaching models.

Although various efforts have been made to increase environmental awareness and concern, there are still certain areas or locations facing the same challenge: the low environmental care attitudes. Based on initial observations and pre-tests, it was found that the environmental care attitude of school-aged children was in the "adequate" category. However, this indicates that there is still room for improvement in instilling environmental values in the younger generation. The low environmental care attitudes among school-aged children are caused by various factors. One of the main reasons is that the learning process has not fully provided concrete solutions to the environmental problems faced. Learning approaches that are less relevant or fail to integrate environmental issues into the curriculum often leave students without critical awareness or practical skills needed to make a tangible contribution to environmental conservation efforts. The lack of environment-based projects, insufficient opportunities to engage in conservation activities, and the absence of in-depth discussions about the impact of human behavior on ecosystems make it difficult for students to realize the importance of their role in maintaining ecological balance. Therefore,

innovation in teaching methods is needed to connect students with environmental issues in a deeper and more practical way.

One solution proposed to enhance environmental care attitudes is the development of the *Sekolah Lapang* (Field School) program. This program is inspired by various Field School models previously implemented, especially in agriculture and livestock sectors. Previous studies have shown that the Field School program has positive impacts, such as improving community knowledge on the use of fertilizers (Dewi et al., 2023), increasing public understanding in agriculture (Liza Prayeti et al., 2024; Romulya et al., 2019), and contributing to economic improvement, especially for women (Muniroh & Amin, 2020). Based on these successes, the concept of Field School is adapted as a solution to increase environmental care. Unlike traditional Field Schools focused on agriculture or livestock, this program is specifically designed for school-aged children, using an integrated training and mentoring approach. In the training phase, children will be provided with in-depth knowledge on environmental issues, such as the importance of keeping the environment clean, the impact of human behavior on ecosystems, and simple ways to preserve nature.

Meanwhile, mentoring will be carried out regularly in the afternoon, according to the schedule established in the Field School program. This mentoring aims to provide direct guidance to children so that they can apply the knowledge they have learned in their daily lives. Through this approach, the Field School program is expected to not only increase children's understanding of the environment but also cultivate sustainable environmental care behaviors. By providing practical experience and consistent mentoring, children can become more aware of their role in preserving the environment. It is hoped that this positive impact will extend not only at the individual level but also at the community level, creating a society that is more concerned with environmental sustainability.

2. METHODS

The research conducted in this study utilizes a quasi-experimental design. This method was selected to measure the effectiveness of the *Sekolah Lapang* (Field School) program in improving environmental care attitudes among school-aged children. The focus of this research is on the change in environmental care attitudes as a result of the treatment, which in this case is the implementation of the *Sekolah Lapang* program. The *Sekolah Lapang* program is designed with an integrated approach that includes training and mentoring. The training aims to provide basic knowledge about the environment, while mentoring is intended to strengthen real-life practices. In the framework of this quasi-experimental research, the subjects will be divided into two groups: the treatment group, which will participate in the *Sekolah Lapang* program, and the control group, which will not receive the same intervention. This design will allow for the identification of significant differences in environmental care attitudes between the two groups. Data will be collected using valid and reliable instruments, such as an environmental care attitude questionnaire and observations of participants' behaviors in protecting the environment. Data analysis will be performed to determine whether the *Sekolah Lapang* program has a significant positive impact on the improvement of environmental care attitudes.

The subjects of this study are school-aged children, specifically those aged 11-12 years, who are in the 5th and 6th grades of elementary school. The total number of subjects is 30, consisting of 17 boys and 13 girls. The selection of these subjects is based on several considerations. First, children aged 11-12 years are at a developmental stage where they begin to have better cognitive abilities to understand abstract concepts, including environmental issues. At this age, they also tend to show an increase in social awareness and responsibility for their surroundings, making them a suitable group to receive the *Sekolah*

Lapang intervention. Second, 5th and 6th-grade students were chosen because they are at the end of their elementary education, where character formation, including environmental awareness, is a priority before moving on to higher levels of education. The *Sekolah Lapang* program is expected to have a significant impact on their environmental care attitudes at this stage. Third, the subject group of 17 boys and 13 girls provides a relatively balanced distribution in terms of gender. This is important to ensure that the research results can reflect the program's impact in a more general way and avoid gender bias. With this targeted subject selection, the research aims to assess the effectiveness of the *Sekolah Lapang* program in improving school-aged children's environmental care attitudes and provide insights that can be used for the development of similar programs in the future.

The data collection method used in this study is a questionnaire, specifically designed to measure environmental care attitudes in the subjects. The questionnaire consists of 20 statements developed based on indicators of environmental care attitudes, including awareness of environmental impact, commitment to positive actions, concern for the surrounding ecosystem, and involvement in environmentally friendly activities. Each statement in the questionnaire is designed to explore the children's understanding and behavior related to environmental preservation, such as their awareness of the importance of maintaining the environment, participating in eco-friendly activities, and taking action to preserve cleanliness and nature. The questionnaire uses a Likert scale with five response options: strongly agree, agree, somewhat agree, disagree, and strongly disagree. This response scale allows respondents to express the degree of agreement with each statement, making it easier for researchers to measure the participants' attitudes and levels of environmental care.

The data analysis methods used in this study include both descriptive and inferential analysis. Descriptive analysis aims to describe and summarize the collected data by identifying relevant statistical measures such as mean (average), standard deviation, range, maximum, and minimum. These measures will provide an overview of the distribution and trends of the data obtained from the questionnaire responses. Meanwhile, for inferential analysis, a t-test will be used to examine significant differences between the groups involved in the study. Before performing the t-test, normality and homogeneity tests will be conducted to ensure that the data meet the necessary assumptions. The normality test ensures that the data distribution is normal, while the homogeneity test checks whether the variances of the data between the groups being compared are homogeneous. Therefore, the combination of descriptive and inferential analysis used in this study will provide a comprehensive picture of the participants' environmental care attitudes and the effectiveness of the *Sekolah Lapang* program in raising environmental awareness and promoting eco-friendly behavior.

3. RESULTS AND DISCUSSION

Results

The results of the study indicate a significant increase in the average environmental care attitudes of school-aged children after participating in the *Sekolah Lapang* (Field School) program. The difference in the average scores before and after the program implementation reached 16.85, reflecting a positive shift in their attitudes toward the environment. Children who participated in this program exhibited a much higher level of concern for the environment compared to before they received the training and mentoring. More detailed data on these differences can be seen in Table 1. This improvement is attributed to the design and implementation of the *Sekolah Lapang* program, which was specifically crafted to instill environmental care values in children. In this program, they were not only taught theoretical concepts but also actively involved in practical activities that

demonstrated how to treat nature well, maintain its sustainability, and understand the importance of environmental preservation. The children were trained to recognize various environmentally friendly practices, such as waste management, wise resource utilization, and reforestation. Additionally, the program provided a deep understanding of ecosystems and the role of humans in maintaining environmental balance. The approach used in the program involved various interactive methods, such as discussions, simulations, and hands-on field activities. This approach not only helped the children gain a deeper understanding of the material but also enhanced their awareness of the impact of their actions on the environment. With this comprehensive approach, the *Sekolah Lapang* program succeeded in encouraging the children to change their habits and attitudes, making them more environmentally conscious and responsible toward the environment around them.

Tabel 1. Research Result Environmental Care

Environmental care	Mean	Std. Deviasi	Minimum	Maximum	Range
Before the Program	57.87	14.65	31.74	87.32	55.58
After the Program	74.72	12.10	50.28	96.91	46.63

To strengthen the descriptive analysis results, an inferential analysis was conducted using the t-test. However, before performing the t-test, a series of preliminary tests were carried out to ensure the validity of the data. These tests included normality testing and homogeneity testing as essential steps in statistical analysis. Normality testing was performed using the Kolmogorov-Smirnov method. The results of the test showed that the data followed a normal distribution, as indicated by the significance value (sig.) of 0.200. Since this value is greater than 0.05, it meets the assumption of normality. More detailed information regarding the results of the normality test can be found in Table 2. Additionally, homogeneity testing was carried out using Levene's Test for Equality of Variances. The result showed a significance value (sig.) of 0.193 with an F value of 1.736. Since the sig. value is greater than 0.05, this indicates that the variance of the data is homogeneous, thus fulfilling the assumption of homogeneity. With both of these prerequisite tests-normality and homogeneity-being met, the inferential analysis using the t-test could be shown to be valid. These results provide a strong foundation that the inferential analysis conducted is accurate and can be used to support more reliable decision-making.

Tabel 2. Tests of Normality Environmental Care

	Kolmogorov-Smirnov			Shapiro-Wilk		
Data	Statistic	df	Sig.	Statistic	df	Sig.
Before the Program	0.107	30	0.200	0.956	30	0.251
After the Program	0.107	30	0.200	0.971	30	0.561

After all satisfaction tests were met, the analysis continued with a t-test to test the research hypothesis. The t-test results showed a significance value (sig.) of 0.00, which is less than 0.05. This indicates that there is a significant effect of the School Field Program on the environmental awareness attitudes of school-aged children. This finding strengthens the conclusion that the implementation of the program has a real impact on increasing children's awareness and concern for the environment. The program, which was regularly designed and involved direct training, proved effective in shaping environmentally conscious attitudes in this age group. These findings highlight the importance of implementing similar programs as a strategy to instill environmental values early on, which can have a lasting impact on shaping responsible and environmentally aware future generations.

Discussion

The research findings indicate that the School Field Program has a significant impact on enhancing the environmental awareness attitudes of school-aged children. This is evidenced by the average score difference before and after the implementation of the program, with an increase of 16.85 points. This success can be attributed to the structured implementation of the program, which employed various methods such as training, simulation, and guidance. These methods provided children with the opportunity to actively and deeply engage in learning, while also fostering a better understanding of the importance of environmental conservation. Particularly through intensive mentoring, the children were guided to develop and strengthen their environmental awareness sustainably. Mentoring plays a crucial role in improving the quality of learning, especially considering the characteristics of the community where the research was conducted. In this community, parents are often busy with work, such as fishing and hunting, which limits the time they can spend assisting their children in learning. As a result, the quality of the students' learning may be affected, which in turn influences the development of their attitudes and character. With the support of mentoring, students received more optimal guidance, thereby enhancing the effectiveness and sustainability of their learning process.

This finding is consistent with previous studies that have shown that mentoring positively impacts various aspects of learning. Mentoring has been proven to enhance student motivation (Juwita et al., 2022; Maufiroh et al., 2015), maintain academic achievement (Erica & Lasmono, 2019; Putri Amanda & Mahidin, 2023), and has a positive and significant effect on science learning outcomes (Jariyah et al., 2022). Moreover, mentoring has been effective in helping students overcome learning difficulties (Susanti, 2023). These findings further emphasize the importance of mentoring in supporting the quality of learning and students' learning outcomes. In addition to mentoring, the School Field Program also incorporates training methods as part of its approach. This training plays a vital role in enhancing children's knowledge, as it provides them with new, systematic, and applicable information. Through training, students are not only taught basic concepts but also given the opportunity to develop their understanding and skills through hands-on practice. This directly impacts the development of the children's knowledge, preparing them to face various challenges, particularly those related to environmental awareness.

These insights demonstrate that the School Field Program has a significant influence on the development of environmental awareness attitudes among the students. The program helps children become more concerned about the environment, which positively affects the formation of their character. As described, the more frequently children engage in an activity, the greater the impact on their knowledge and understanding (Swider-Cios et al., 2023). A key difference between the School Field Program and traditional teaching methods is its emphasis on direct outdoor experiences. This program allows students to engage with their surrounding environment through practical activities like training and simulations, which supports their understanding of the importance of environmental preservation. In contrast to conventional teaching methods that tend to be theoretical, the School Field Program provides children with the opportunity to learn while interacting with nature and their community. This leads to the development of attitudes that are more responsive and responsible towards environmental issues. This research shows a highly positive outcome, as it encourages a shift in behavior towards greater care and responsibility for the environment among children, contrasting with traditional approaches that may not have as direct an impact on attitude and understanding changes.

The findings of this study contribute significantly to the field of environmental education by demonstrating the effectiveness of the School Field Program in fostering

environmental awareness among school-aged children. This research highlights the crucial role of structured mentoring and experiential learning methods in enhancing students' attitudes and engagement with environmental issues, aligning with previous studies that underscore the positive impact of mentoring on student motivation, academic achievement, and learning outcomes. The implications of this study suggest that incorporating direct outdoor experiences and systematic training into educational programs can lead to a more profound and sustainable development of environmental consciousness. Moreover, considering the socio-economic background of the students, where parental involvement in education is limited due to occupational constraints, this research reinforces the necessity of school-based mentoring to bridge the gap in learning support. Therefore, it is recommended that policymakers and educators integrate similar field-based experiential programs into school curricula, ensuring that students, particularly in communities with limited parental engagement, receive adequate guidance and opportunities for hands-on environmental learning. Future research should explore the long-term impact of such programs on students' environmental behaviors and examine their applicability in diverse educational and socio-cultural settings.

4. CONCLUSION

This study concludes that the School Field Program significantly enhances students' environmental awareness by integrating structured mentoring, training, and experiential learning. The program's hands-on approach, particularly through outdoor activities and guided mentoring, proves to be more effective than traditional theoretical teaching methods in fostering sustainable environmental attitudes among children. Given the socio-economic context of the research setting, where parental involvement in education is limited, school-based mentoring plays a crucial role in supporting students' learning and character development. These findings underscore the importance of incorporating experiential and community-based learning strategies into educational curricula to ensure long-term behavioural changes. Future research should examine the sustainability of these impacts and explore the program's effectiveness across different educational and cultural contexts.

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