



Social awareness of clean environment as a source and media of learning

Muhammad Nur

Faculty of Social Studies Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

Abstract

The aim of this study are to understand and apply what shape the utilization of clean environment as a source and media of learning for students. The study was conducted in several villages in Makassar, Indonesia. The subject of this study are local government and the people living in the neighborhood of clean environment program. This study was conducted by qualitative ethnographic research. Data was collected by using in-depth interviews, documentation and observation. The results show that the use of clean environment to encourage students in the appreciation of the values of life in the environment. Utilization of clean environment fosters students' learning by learning at the outside of the classroom. Clean environment as a learning resource can greatly influence the development of social skills of cultural, intellectual and emotional development as well as entrepreneurship.

Keywords: environment, awareness, resources and learning media

1. Introduction

One of the province in Indonesia is Makassar. Makassar has implemented environmental management program. Slums in Makassar generally located in the aisles, so slum synonymous with the term "corridor", instead of "village". Environmental awareness program is not just to organize and beautify the physical neighborhood environments with a productive plant and supporting public facilities such as lighting, garbage bins, gardens, flowers and potted plants But also empower people in the neighborhood (empowerment). Environmental awareness program is designed so that people can participate lingkungannya organize itself without relying on the government.

Environmental seedy alley in Makassar amounted to 7,520, which is inhabited by 353,000 inhabitants^[8], Of the total population of the city of Makassar as much as 1,469,601 inhabitants^[1], This means that 24.69 percent of people living in a seedy neighborhood Makassar. Same with the characteristics of a slum in general, that the settlements are disorganized, scattered rubbish, drainage of stagnant and constantly emit a pungent odor, and the walls were dirty and mossy an illustration of a majority of the hallway. The physical condition of the slum neighborhood in turn cause other problems, namely crime, where the hall in Makassar is known as a nest robber^[16],

The majority of people living in slum neighborhood work in the informal sector as laborers, cleaners, and opened a small shop, as well as education and income levels in the community hall was also relatively low^[12], Their awareness of environmental improvement is also very low. This is evidenced by the behavior of people who build makeshift regardless of the ethics and aesthetics of the environment. They prioritize economic opportunities for subsistence (subsistence), compared to a good physical environment. Environmental awareness program is an example of urban

farming are expected to provide positive impact on society in the economic, social, and environmental^[10], This is also the same as with the application of green behavior is crucial to support sustainable development in the midst of people's behavior world cities termaksud in Badung in Indonesia which is full of competition, greedy for land, the spirit individualistik, consumptive on goods that are not environmentally friendly, conflict between social groups, and leave local wisdom about life to adapt to nature^[14].

However, the problem of environmental awareness programs are the environmental conditions in the slums, especially in the city of Makassar with all its limitations, primarily from the aspect of economy and education. Other than that, as an example of urban farming, Program hallway garden This of course has its own challenges. Land is narrow, the condition of a city full of pollution and busy people who live in urban areas makes a lot of people think that gardening is hard, dirty and unattractive^[4].

By looking at the attitude optimism government of Makassar and hardworking people independently fully supports environmental awareness programs have it with the naked eye and direct visits we've been able to prove the success of the passage of clean environment is the environment used to look rundown, dirty, dark, and full people who live in it now become an environment filled with gardens, lighted streets painted or lighting with lamps, paintings character and words of wisdom and character, flower pots everywhere, trees peppers, eggplant etc. It becomes an interesting thing for me to make as a medium of study trips for students as a source and the media to learn the new and the new atmosphere especially with the clean environment is a lot of learning that can be applied to the inside of the students, particularly related to learning materials.

2. Materials and Methods

Based on the research objectives, the research method used in this study is a qualitative research method ^[2]. This qualitative study tried to see and understand how to use the hall garden as a learning resource. The qualitative research used in this study is an ethnographic ^[13], Participatory observation techniques (participant observation) and in-depth interviews ^[9], the main technique used in the study.

Sources of data in this research is divided into two, namely primary data and secondary data. Primary data obtained from direct observation to the study site. While the secondary data obtained of documents relating to the Program Loosely, including data from BPS Makassar, Department of Marine Fisheries, Agriculture and Livestock (DKP3) of Makassar as the technical authority planning development Loosely program, and Parks and Cleanliness of Makassar as the institution in charge of evaluating the program Loose,

In this study, the informant is determined by using the technique of construction corpus. Determination of informants (corpus construction) is done by identifying the diversity of individuals and groups that serve as sources of information. It aims to get as much variety as possible answers thus enriching the data ^[7].

3. Results & Discussion

Utilizing the surrounding environment by bringing students to observe the environment clean will add balance in learning activities. It means learning not only in the classroom but also outside the classroom in this case in a clean environment as a learning resource that greatly influence the development of social skills, cultural, economic, entrepreneurship mental, emotional and intellectual development. Environment that is around is a source of learning that can be optimized one of them is in a clean environment for the achievement of the process and result quality education and innovation.

Clean environment provides a variety of things that can be learned. Number of learning resources available in this environment is not limited to, though generally not been deliberately designed for educational purposes. Learning resources clean environment will further enrich the knowledge and the knowledge of students as they learn are not limited by where the classroom walls. Other than that the truth is more accurate, because students can experience firsthand and to optimize the potential of the five senses to communicate with the environment.

The use of a clean environment enables the process of learning more meaningful (meaningful learning) because students are confronted with the actual circumstances and situations. This will fulfill the principle of concreteness in the study as one of the principles of education of students. The use of a clean environment as a learning resource will encourage the appreciation of the values or aspects of life in the environment. As can be students in order and environmental facilities where the start of the aspects of sociological we see the environment clean a meeting place for people to do friendship, interact and even transact to individual households, to the value of loving environment where students can see how the garden space arranged pickup by residents the independently,

The use of a clean environment could be interesting for students in learning activities possible will be more attractive

to students because the environment providing learning resources are very diverse and plenty of choice. The penchant to learn the basic capital is necessary in order to set up learning community and human resources in the future.

Utilization of clean environment fosters student learning activities (learning activities) is further improved. Use of the method or methods that varies is the demands and needs that must be met in education. It means learning not only in the classroom but also outside the classroom in this case a clean environment as a learning resource that greatly influence the development of social skills of cultural, intellectual and emotional development as well as entrepreneurship.

The development of the cultural aspects of social skills; Natural environment encourages students to interact with other students and even with adults where in this garden hall as a meeting place for people as well as interact and stay in touch. As the opinion of August John Hoffman: "The benefits of garden work also include improvements in how students communicate and relate to each other while working outside.

^[3] found that when racially diverse student groups worked together in a community garden, ethnic tension and a significant Decreased Increase in physical and verbal interaction among diverse student groups developed" ^[5].

According to August with the use of the park will include improvements in the students to communicate and relate to one another as they stay out of the classroom. And also found that when a group of racially diverse students work together the garden community, then understand the differences will decrease and significant ethnic with intertwining of physical and verbal interaction that develops growing in students. The planting of cultural values can be applied in the learning process with separate garden as a learning medium. This is in line with the opinion of: "Gardens are places where identity can be constructed and acculturation affirmed (Matt Morris).

The garden is a place where identities can be built and acculturation. And the garden as a place where nature and culture meet meeting place for nature and culture brought by humans they learned as natural may contain, build, they enjoy the park as seen beautiful and as human attempts to display control nature or keeping the natural surroundings. Gardens are places where nature and culture meet. On the one hand, we cannot study them as only "nature" Because people conceive, construct, and enjoy them. Garden is to display the control of nature ^[11].

By the time students observe certain objects in the environment clean for sure he wanted to share his findings with others. So that its findings are known ole fellow students tried to approach the other students so that a process of interaction / relationships harmonious. Students can build their social skills when they made a pact with friends to take turns in using certain tools when they play the objects that exist in a particular environment. Through this activity students crate mutual friends and enjoy the atmosphere relaxed and enjoyable experience Makassar Buginese community cultural element here is very visible that sipakatau, sipakalebi, sipakainge through a spirit of mutual cooperation to build a clean environment. Spaces and gardens of the mind, encapsulated in one grand plan, are all restrained and Recognized within the Reviews largest boundary of a culture that guides and protects when it is not suffocating and

conditioning. Culture is in constant communication with nature; hence, it is a source of different symbols (quantitatively and qualitatively recognizable in each case) that define how the landscape is perceived. This perception becomes aesthetic when the landscape itself is annexed to culture, a feat that is achieved through art, religion, and myth. As each change to the landscape has a unique cultural intention, the landscape itself can also be interpreted culturally [6].

The development of the emotional aspects, the clean environment can be a challenge to be passed by the students. Utilization will enable students to develop a positive self-esteem. In this case the students are invited to enter the hallway of-aisle that we know that students come from various layers of society that were once students never get into gangs because students come from complex or residential housing elite with the experience of the students to develop aspects of courage as part of the development aspects of emotion. Confidence possessed by the students towards themselves and others developed through real life experiences. The neighborhood itself provides facilities for students to gain real life experience. As in the opinion of the expert gardening overseas research that suggests "Gardening is about attitude [10]. You cannot make a flower bloom grow. All you can do as a gardener is to create an environment that helps the plant to reach its potential. Likewise, in teaching, you cannot make a student learn. All you can do is create an environment that fosters learning and personal growth" [3]. To familiarize the Students dispose of waste in place, learning can be done outside the classroom. They practice the skills how to dispose of waste in places that are available, how to choose organic and inorganic. Garbage taken out of the school yard and the neighborhood around the school. This is an effective way to remove clean up plastic waste, paper, bottles and others which exist in the area around the school. In addition, social skills in reprimanding someone littering done by playing a role in the classroom. This method is expected to shape the attitudes and character of caring for others [15].

Intellectual development; Students learn through direct interaction with objects or ideas. The neighborhood offers teachers the opportunity to reinforce the concepts such as colors, numbers, shapes and sizes. Utilizing the garden aisle environment is basically to explain certain concepts naturally, seen in the hallway garden is a garden arrangement in the hall that was once have been inconceivable for identic park with wide open spaces. Obviously with such environment based learning in the garden hall can cultivate an attitude of creativity and skills of students. "Gardening benefits all children in ways that are particularly subject to evident for Reviews those with special needs, such as fostering inquiry and developing the motor skills [13].

The development of cultivation of character values and local wisdom; students can learn from the facility or facilities provided in the garden such as painting the hallway wise words Buginese-Makassar-speaking regions were invited to the end of the hallway to always keep and take care for the gardens of the hall and felt embarrassed when intentionally destroy or disturb garden hall facilities. On the other, the freedom of a garden, an expression of culture entailing equal measures of shape and quality, is always restricted by the

twofold problem of beauty and limitation of space. Perceived as *Weltanschauung*, part of a landscape-world, gardens evoke a set of cultural features that can be interpreted both functionally and aesthetically. Functionally, features are social, religious, economic, technical, and political, but they may also take on a more typically aesthetic value [6]. Cultural expressions with the same size and quality, is always limited by the two parts of the problem of beauty and space limitations. Wildlife can generate a set of cultural features that can be construed functionally and aesthetically. Functionally, the features are social, religious, economic, technical, and political, but also can take a more distinctive aesthetic value.

The development of an entrepreneurial spirit; students can see firsthand how the cultivation of plants in the hallway of the garden from planting chili, vegetable, passion fruit, and others. In addition students can also seek to know how the process of implementation and development banks in the hallway of garden rubbish implemented this program certainly all can motivate and students can apply directly at the spirit of entrepreneurship start early.

4. Conclusions

Environmental awareness or clean environment program was originally the initiative of the community but also served, supported and developed by the city of Makassar. The program is in addition intended to improve environmental conditions in the city of Makassar where environmental conditions are usually seedy and often a source of social ills, to be converted into a beautiful environment, cool, beautiful, and even targeted to be one source of the local economy. During this time the sustainability of the arrangement and maintenance of clean environment that involves the direct participation of each community residing their environment independently participate and work together every day or every weekend. Providing tools or materials for a means of supporting their garden occasionally get help from the local government, but primarily they who voluntarily provide such needs. The responsibility to maintain, preserve and develop environmental programs are well known to very pretty to look good and satisfactorily implemented by all the people who live in a clean environment it is also because of the motivation and appreciation from the Mayor of Makassar conducting a race clean environment of the most cleanest and friendly environment that is held every year.

Clean environment as a learning resource can this very influential and can contribute to the development of students' social and cultural skills, entrepreneurship spirit, emotional and intellectual development. Environment that is around is a source of learning that can be optimized one that is on the hallway garden for the achievement of the process and result quality education and innovation.

5. Acknowledgments

The author would like to acknowledge and express the greatest gratitude to the Indonesia Endowment Fund for Education (LPDP) to support this research. And the author would also like to thank Prof. Dr. Nana Supriatna, M.Ed, Dr. Hj. Siti Nurbayani K, S.Pd., M.Si, for their assistance, advice and support during the research. The author gratefully

acknowledge the efforts of all teachers and students who participated.

6. References

1. BPS. Makassar in Figures 2015. <http://makassarkota.bps.go.id>. 2015.
2. Creswell JW. *Research Design: Qualitative Approach, Quantitative, and Mixed*. Yogyakarta: Student Library, 2010.
3. Gary LM. Gardening In Cyberspace: A Metaphor to Enhance Online Teaching and Learning. Darren Short *Journal of Management Education Perspectives, Organizational Behavior Teaching Society*. 2003; 27(6):673-693.
4. Indonesia Gardening. *Urban Gardening Farming Ala Indonesia*, Jakarta, Agro Media Reader, 2015.
5. John August, Luis F, Julie Wallach. Gardening Activities, Education, and Self Esteem Learning Outside the Classroom *Urban Education*. 2007; 42(5):403-411.
6. Laura Verdi. The Garden and the Scene of the Power Laura Verdi University of Padua, Italy space and culture, Sage Publications. 2014; 7(4):360-385.
7. Marton A. Purposive Selection and Evaluation Criteria for Qualitative Research. Thirty Fourth International Conference on Information Systems. Denmark, 2013.
8. Mediatataruang.com. Reforming Lorong Kota, Mission Making Makassar as the City of the World. <Http://mediatataruang.com/menata-lorong-kota-misi-menjadikan-makassar-kota-dunia/>. 2016.
9. Mulyana D. *Qualitative Research Methodology*. Fourth. Bandung: PT Young Rosdakarya, 2004.
10. Pomeroy, Rene Van Veenhu, Robert S, Rebecca Rivera Guieb. *Fishery Co-Management: A Practical Handbook*. Oxford: CABI Publishing, 2006.
11. Pierrette Hondagneu. Cultivating. Questions for a Sociology of Gardens. *Journal of Contemporary Ethnography*. 2010; 39(5):498-516.
12. Rifai Ahmad. *Regional Action Plan for Climate Change Adaptation and Disaster Risk Reduction (RAD-PRB API) Makassar*, 2015.
13. Spradley JP. *Ethnographic Method*. Second. Yogyakarta: Tiara Discourse, 2006.
14. Supriatna Ecopedagogy N. ecological building intelligence into social studies learning. Bandung. PT. Youth Rosdakarya, 2016.
15. Supriatna, Nana. Developing Green Behavior through Ecopedagogy in Social Studies Learning in Elementary School in Bandung, Indonesia. Eight Biennial Comperence of the Comparative Education Society of Asia (CESA 2012), Chulalongkorn University, Bangkok, Thailand, 2012.
16. viva.co.id. Makassar, City of Thousand Thousands and hallways. [Viva.co.id](http://viva.co.id). 2016.