



Green School-Based Animation Video Media In Increasing Student's Awareness Of The Environment

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ABSTRAK

Persoalan lingkungan sekolah akan jauh berkurang, jika siswa memiliki kepedulian pada lingkungan sekolah. Kepedulian siswa pada lingkungan harus ditanamkan sejak dini agar bisa terbentuk dari awal mengenyam pendidikan, agar menjadi lebih peduli dan menghargai lingkungan. Oleh karena itu, penelitian ini merupakan penelitian tindakan kelas yang bertujuan untuk menganalisis penggunaan media video animasi berbasis green school untuk meningkatkan kepedulian siswa pada lingkungan. Pendekatan yang digunakan adalah pendekatan kualitatif. Adapun yang menjadi subjek penelitian adalah guru dan siswa kelas III yang berjumlah 20 orang. Pengumpulan data menggunakan format observasi, tes, dan dokumentasi. Teknik analisis data yang digunakan adalah analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa ada peningkatan dalam pembelajaran pada penggunaan media video animasi berbasis green school baik pada aktivitas guru dan siswa maupun kepedulian siswa pada lingkungan sekolah. Kesimpulan penelitian ini yaitu aktivitas mengajar guru dan aktivitas belajar siswa terjadi peningkatan. Sehingga dengan adanya penelitian ini dapat membantu guru dalam memilih media untuk merangsang pemikiran siswa dalam meningkatkan kepedulian terhadap lingkungan.

ABSTRACT

Problems with the school environment will be much reduced if students have concerns about the school environment. Students' concern for the environment must be instilled from an early age so that it can be formed from the beginning of receiving an education so that they become more caring and respectful of the environment. Therefore, this research is a classroom action research that aims to analyze the use of green school-based animated video media to increase students' awareness of the environment. The approach used is qualitative. The research subjects were teachers and third-grade students, totaling 20 people. Data collection uses the format of observation, tests, and documentation. The data analysis technique used is descriptive qualitative and quantitative analysis. The results showed an increase in learning in the use of green school-based animated video media, both in the activities of teachers and students, as well as students' concern for the school environment. This study concludes that teacher-teaching activities and student-learning activities have increased. So that this research can help teachers in choosing media to stimulate students' thinking in increasing environmental awareness.

1. INTRODUCTION

Environmental problems are a serious and urgent problems. Environmental conditions that receive less attention and human ability to improve environmental conditions that are less precise create environmental problems. Environmental concern and responsibility show attitudes or actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair natural damage that has already occurred (Ferrari et al., 2019; Garcia & Fonseca, 2018). Humans and the environment have a very close relationship because every day humans face and come into direct contact with the surrounding natural conditions (Baroah & Qonita, 2020; (Fatmawati et al., 2018; Kahar et al., 2020; Sahabuddin & Makkasau, 2019) The two have a great influence on each other. Humans can exploit nature so that they can change it as desired (Novia & Idrus, 2018; Sukasih, 2018). Although nature has no active-exploitative desires and abilities for humans. What happens to nature, directly or indirectly, will have an impact on human life. A beautiful and sustainable environment will have a positive influence on human health and even safety. School environmental problems will be much reduced if you have concern for the school environment. This concern can grow from education in schools, in families, in organizations, and in places of worship. Since elementary school, students need to receive environmental education (Nafi'ah & Islakhudin, 2020; Pramilu et al., 2019; Wati et al., 2021). With this environmental education,

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they will know what needs to be done to reduce environmental damage, especially in the school environment. So as to make environmental knowledge a guideline for one's life, there needs to be habituation from childhood (Asri et al., 2020; Rochanah, 2018; Swadayaningsih, 2020).

Schools as educational institutions must be able to facilitate students in the learning process. A clean, beautiful, and healthy school atmosphere will affect student achievement in learning. Learning will be more fun and provide comfort for students if a clean, beautiful, and healthy school environment is created (Arvaniti & Fokides, 2020; Hanafi et al., 2021). However, this is not balanced with the awareness of school residents in maintaining a clean environment. The low concern for the environment of students is one of the problems that must be addressed immediately. In addition to caring for the environment that must be instilled in students, teachers must also be able to develop an attitude of student responsibility. Increasing students' concern for the environment must be instilled from an early age so that it can be formed from the beginning of receiving education so that they can be more sensitive and appreciate the environment (Nurhayati et al., 2022; Sahabuddin et al., 2017). Providing proper environmental education to children through positive habits will have an impact on their lives and the environment in the future for the better. The application of environmental education is certainly an important thing to introduce because basically this golden age is a period in which children form their character through the stimulation provided (Cihangir, Hasan Huseyin; Coklar, 2021; Syahrial et al., 2021).

The field of environmental education considers early childhood as a time to start the early development of environmental literacy, but not only understand the environment but also requires a positive attitude and care for the environment (Dewi, 2021; Wisnu & Komang, 2019). This opportunity can be used to shape the character of love for the environment for a better environment. Due to the best opportunities, environmental education is considered important to be applied to children to form the character of respecting the environment. One of the materials studied in class III SD is the environment. After studying material about the environment, students are expected to be able to raise awareness and maintain a good school environment. Caring is one of the important characters to instill in children from an early age. This is important so that children have a high sense of empathy and responsibility in their future life, both in the environment. Self-care is not something that can develop automatically, but something that needs to be learned. Environmental care behavior or better known as environmental care is a behavior or action that always tries to prevent damage to the surrounding natural environment and develops efforts to repair the natural damage that has occurred.

Effective learning requires good planning. So, in the learning process, teachers need media to stimulate children's thinking. The media that will be used in the learning process also requires good planning (Debeturu & Wijayaningsih, 2019; Hamzah et al., 2021; Juanda, 2019). However, the reality on the ground shows that a teacher chooses one of the media in his activities in the classroom on the basis of considerations, namely whether he has met the media. Facts that occur in the field, students' awareness of the school environment is still very lacking, especially in grade III SD Negeri 83 Dante Marari, Enrekang Regency. The main thing that appears is that students still often litter and the dry yard/park in front of class III SD Negeri 83 Dante Marari, Enrekang Regency. Teachers in class III have not used varied media in learning about environmental awareness. Teachers usually only use student books to carry out learning, so students complain, get sleepy, and even play around. This is due to the lack of inappropriate selection of learning media. The lack of learning media used by teachers and the lack of concern for students about the school environment were the reasons for conducting research in class III SD Negeri 83 Dante Marari, Enrekang Regency. This phenomenon was seen directly when visiting and making observations at school.

The findings of previous studies also state that appropriate media is needed to support the learning process (Astuti & Istiarini, 2020; Handayani, 2020; N. A. Suryani & Haryono, 2018). Other findings also state that learning media can make learning easier for students, so they are needed by students (Imran & Suryani, 2018; Rahmatia et al., 2021). Based on the description above, the authors are motivated to study conducting research with the title Use of Green School-Based Animated Video Media to Increase Student Concern for the School Environment in Class III SD Negeri 83 Dante Marari, Enrekang Regency to assist students in increasing awareness of the school environment in order to achieve a school that is *green school*. And help teachers choose the right media in learning so that learning is not too monotonous and not boring for students. The aim of this research is to increase students' awareness of the environment in class III SD Negeri 83 Dante Marari through the use of *green school -based animated video media*.

2. METHOD

This type of research is classroom action research which is divided into two cycles with 4 stages, namely planning, action, observation, and reflection which is done repeatedly. This study uses a

descriptive qualitative approach. A qualitative approach is used to examine the condition of natural objects, the results of the study emphasize meaning rather than generalizations and aim to find theories and obtain in-depth data (Sugiyono, 2017). This research was conducted at SD Negeri 83 Dante Marari, Enrekang Regency. The research subjects were third-grade students of SD Negeri 83 Dante Marari. This research was conducted in June 2022. The subjects of this study were teachers and third-grade students of SD Negeri 83 Dante Marari, Enrekang Regency, with a total of 20 students consisting of 12 male students and 8 female students. Action Research Cycle showed in Figure 1.

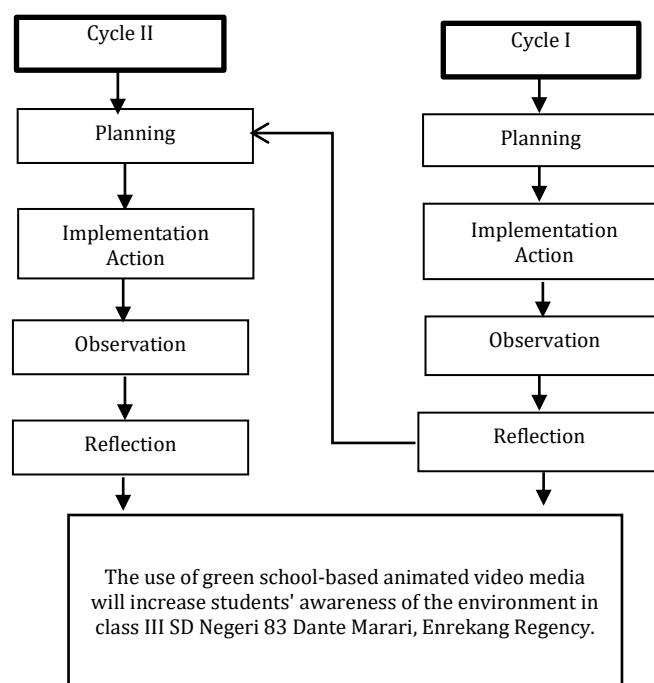


Figure 1. Action Research Cycle

The research instruments used in this study were observation sheets, tests, and documentation. Observations were made on all activities aimed at identifying, recording and documenting every indicator of the process and the results achieved, whether caused by planned actions or by-products. The test is given at the end of the lesson for process assessment, questions about the Indonesian language material, namely problem sentences and suggestions for solving them. The technique used to analyze the data is descriptive qualitative and quantitative analysis.

3. RESULT AND DISCUSSION

Result

Based on data analysis, it can be concluded that the presentation of the results of observations of teacher teaching activities in cycle I, meeting 1 obtained an overall score of 7 with a maximum score of 15 with a percentage of 46.66% which was stated to be in the sufficient category (C). While meeting 2 obtained as a whole was 12 maximum scores of 15 with a percentage of 80% and also stated to be in the good category (B). Results of observations of teacher-teaching activities through the use of *green school-based animated video media* showed in Table 1. Results of observations of teacher-teaching activities through the use of green school-based animated video media showed in Table 2.

Table 1. Results of Observations of Teacher-Teaching Activities Through the Use of Green School -Based Animated Video Media

Cycle I	Total Acquisition Score	Max Score	Percentage	Category
Meeting 1	7	15	46.66%	Enough
Meeting 2	12	15	80%	Well

Table 2. Results of Observations of Teacher-Teaching Activities Through the Use of Green School-Based Animated Video Media

Cycle II	Total Acquisition Score	Max Score	Percentage	Category
Meeting 1	12	15	80%	Well
Meeting 2	14	15	93.33%	Well

Based on Table 2, it can be concluded that the exposure of the observation results of teacher-teaching activities in the second cycle above, meeting 1 obtained an overall score of 12, a maximum score of 15 with a percentage of 80% which was stated to be in the good category (B). While meeting 2 obtained a total of 14 scores, a maximum of 15 with a percentage of 93.33% and also stated to be in the good category (B). Data description of the frequency and percentage of student learning outcomes in Cycle I showed in Table 3.

Table 3. Data Description of the Frequency and Percentage of Student Learning Outcomes in Cycle I

Score	Category	Frequency	Percentage
70-100	Complete	9	45%
0-69	Not finished	11	55%
Amount		20	100%

Based on the level of success indicators above, the authors choose and set a minimum standard of success in this study in terms of results, which is 80% of the number of students who get a learning outcome score of 70 in Indonesian subjects through the use of *green school -based animated video media* in cycle I. then the class that is in class III is considered classically incomplete. Then proceed to the next cycle with the following learning outcomes. Data description of the frequency and percentage of student learning outcomes in Cycle II showed in Table 4.

Table 4. Data Description of the Frequency and Percentage of Student Learning Outcomes in Cycle II

Score	Category	Frequency	Percentage
70-100	Complete	20	45%
0-69	Not finished	0	55%
Amount		20	100%

Based on the level of success indicators above, the authors chose and set a minimum standard of success in this study in terms of results, namely 80% of the number of students who scored ≥ 70 in Indonesian subjects through the use of *green school -based animated video media* in cycle I then the class that is in class III is considered classically complete and stopped until this cycle.

Discussion

Environmental care behavior is shown, one of which is the household's concern for the environment around where they live. The behavior asked in the Module is related to the experience of households in assessing the condition or quality of the environment around their homes and household efforts when disturbance or pollution occurs in the environment around their homes (Badan Pusat Statistik, 2014; Ferrari et al., 2019). Environmental care behaviors in general include household behavior related to household water resource management, energy management, transportation use, waste management, concern for the surrounding environment, and natural disaster mitigation (Ismail, 2021; Masruroh, 2018). The condition of the school environment that is still not well maintained due to the lack of application of cleanliness and greening in the school environment. It can be seen in the outdated and arid school environment due to the sparse existence of trees and the cleanliness of schools that are poorly maintained and dirty, such as in school toilets, school sewers, classrooms and school gardens. Many students ignore the cleanliness of school toilets, such as water tanks that are rarely drained so that mosquito larvae nest in the water tubs, sometimes there are some students who forget to flush the toilet when finished, and there is no trash can in the toilet. There are still some students who don't pay attention to the cleanliness of the sewers in front of the class because there is still a lot of garbage and grass growing in the gutters. In the classroom, students are seen who habitually throw garbage in any place such as in desk drawers, under tables and on shoe racks. The picket schedule is not carried out optimally so that the classroom becomes dirty and dusty. In the school garden there is not a single plant that grows in front of each class (barren), the school yard does not have plants, be it flowers or other plants. The number of

students who throw garbage carelessly in the school environment (L. Suryani & Seto, 2020; Zain & Gunawan, 2019).

Based on the results of research on student learning outcomes after using green school-based animated videos. Complete learning outcomes, after using green school-based animated video media to increase students' awareness of the school environment 100% with good category (B). Animated videos will improve student learning outcomes (Alfianti et al., 2020; Noviyanto et al., 2015; Ponza et al., 2018). The use of green school-based animated video media, students' concern for the school environment is obtained and student learning outcomes always increase at each meeting in each cycle. This is evidenced by before applying the use of green school-based animated video media, it is known that there are only 10% with less category (K) students who get scores above the KKM, after using green school-based animated video media in the first cycle of meeting 1 the number of students who get the value above the KKM increased to 15% while at the second meeting it increased to 45% and in the second cycle of the first meeting it increased to 85% and at the second meeting all students completed classically, which was up to 100%. This means that at this meeting all students have understood the material and are able to implement the material that has been given during the research. It is by the findings of previous studies, state that the use of instructional media in the form of animated videos will help students learn (Candra Dewi & Negara, 2021; Permatasari et al., 2019; Yuniarni et al., 2020).

The state of the school after implementing green school and getting used to clean living behavior and caring for the school environment (Azrai et al., 2017; Singh et al., 2022). Students become more concerned with the school environment by paying attention to cleanliness in the school area and classrooms, students have disposed of garbage in the places provided in each classroom. Every morning, students also regularly water the plants in the school yard, every Friday morning the school community does a clean Friday to work together to clean the school environment. In addition, students are given a written test and also students go directly to the field to observe the state of the school to find out what environmental problems are happening around their school environment and what are the suggestions for solving the problems that have been obtained previously. Based on the habituation that has been applied, the teachers at SD Negeri 83 Dante Marari, Enrekang Regency, especially grade III teachers, are motivated to use learning media in the form of videos and PPT so that students become more enthusiastic about participating in learning, besides that students are easier to understand the material being taught. Thus the teaching and learning process becomes more varied and not monotonous. Indirectly, the teachers at SD Negeri 83 Dante Marari participate in implementing an attitude of caring for the environment in order to achieve a green school.

Based on the results of observations of teacher-teaching activities, learning activities, as well as increasing student awareness of the school environment from cycle I and cycle II in the description above, it can be concluded that the use of green school-based animated video media to increase student awareness of the school environment in class III SD Negeri 83 Dante Marari, Enrekang Regency, is stated to be able to increase students' awareness of the school environment so that there is no need for action research in the next cycle. This is in line with Masykuroh & Khairunnisa's (2022) research, namely the application of animated video media can have a positive impact on students in carrying out daily activities at school or at home. So that it can raise the attitude of environmental awareness of students to be awakened. Therefore, animated videos that are used as media in learning can build students' environmental awareness and have a very big influence.

4. CONCLUSION

Based on the results, using green school-based animated video media can increase students' awareness of the school environment for third-grade elementary school students. It is evidenced by the teacher and student activities and learning outcomes using green school-based animated video media in Indonesian language learning. There is an increase. Using green school-based animated video media in Indonesian language learning can increase students' awareness of the school environment.

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