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The Model and Curriculum Development of Nature School

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ABSTRAK

Saat ini, banyak sekolah masih belum berani mengembangkan kurikulum secara maksimal. Model kurikulum yang digunakan oleh sekolah juga masih kurang variatif karena masih menginduk pada model yang ditetapkan oleh pemerintah. Penelitian ini bertujuan untuk menganalisis model dan pengembangan kurikulum di sekolah alam. Penelitian kualitatif digunakan dalam penelitian ini. Lokasi penelitian yaitu Sekolah Dasar Alam dengan subjek penelitian berupa guru dan kepala sekolah. Data penelitian diambil dengan cara observasi, wawancara, dan dokumentasi. Data dianalisis dengan cara reduksi data, penyajian data, dan verifikasi/penarikan kesimpulan. Temuan penelitian menunjukkan bahwa Sekolah Dasar Alam mengadopsi model spider web dan model kurikulum 2013 dengan pengembangan kurikulum yang terdiri dari tiga hal, yakni pertama, perencanaan yang dibuktikan dengan adanya perumusan tujuan sekolah alam, program sekolah, kegiatan harian, mingguan, bulanan, dan tahunan, penentuan teknik pembelajaran, serta pengelolaan sarana dan prasana. Kedua, pelaksanaan kurikulum yang dibuktikan dengan penerapan pembelajaran yang berbasis keagamaan dan berorientasi pada alam. Ketiga, evaluasi kurikulum yang dibuktikan dengan pengadaan raport dinas dan raport narasi sebagai ciri khas sekolah alam.

ABSTRACT

Currently, many schools still do not have the courage to develop the curriculum to the fullest. The curriculum model used by schools is also less varied because it is still based on the model set by the government. This study aims to analyse the model and curriculum development at nature school. Qualitative research is used in this research. The research subjects are teachers and school principals at Nature-Based Elementary School. The research data was taken by means of observation, interviews, and documentation. Data were analysed by means of data reduction, data presentation, and verification/conclusion. The research findings show that Nature-Based Elementary School adopts the spider web model and the 2013 curriculum model with curriculum development consisting of three things, namely first, planning as evidenced by the formulation of natural school goals, school programs, daily, weekly, monthly activities, and annually, determining learning techniques, as well as management of facilities and infrastructure. Second, the implementation of the curriculum as evidenced by the implementation of religious-based and nature-oriented learning. Third, curriculum evaluation as evidenced by the provision of official report cards and narrative report cards as a characteristic of natural schools.

1. INTRODUCTION

The existence of curriculum is important in the continuity of education. The curriculum contains the formulation of goals to be achieved (Ndeot, 2019; Putri et al., 2020). This is intended to clarify the education system that is carried out and understand the learning experiences that students will go through. Curriculum and learning are like a coin whose sides cannot be separated. The sides both have an important position and are symbiotically connected. As a tool or program, a curriculum is meaningless if it is not implemented in learning (Achruh, 2019; Lubis, 2015). So, the curriculum should be implemented according to the right instructions and in harmony with the learning process. Considering the importance of the curriculum role in an institution, every stakeholder has an open opportunity to implement and develop the curriculum they need optimally. Curriculum development aims to update the existing

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curriculum so that the curriculum becomes a complete, innovative, contextual curriculum, and responds to output needs to compete at the local, national and international levels (Hacohen & Weinshall, 2019; Ndeot, 2019). Curriculum development is the responsibility of educators/teachers. The teacher has the authority to design the curriculum according to the characteristics, vision and mission of the school, as well as the learning experiences needed by students.

In fact, the need for models and curriculum development has not gone as expected. Based on the findings of previous study, education providers have not yet achieved good quality graduates because the education system that is implemented does not provide space for students to develop their interests and talents (Wahzudik et al., 2018). In addition, other findings inform that the existence of curriculum experts in educational institutions is an important need at this time. Unfortunately, the presence of curriculum experts has not been fulfilled in every education unit. Another problem that becomes an obstacle in curriculum development is the quality of human resources. One of them is the teacher. At the teacher level, their knowledge of characteristics and materials or information about the curriculum is often left behind due to teachers' lack of understanding and use of technology in an effort to develop curriculum (Mimin, 2022; Yunita & Suryana, 2022).

Many educators are unable to seize the opportunity and interest in the curriculum for the continuity of education in their institutions. So far, school institutions have not considered the students' maturity aspects (Hacohen & Weinshall, 2019; Taufik, 2019). Many schools do not consider the maturity aspect of students' thinking. Consequently, the teaching-learning process still often relies only on the left-brain development and ignores the right brain development (Fauziah et al., 2020; Permatasari, 2014). On the other hand, teachers need to be digitally literate and able to use IT (Information Technology)-based media in their teaching-learning process in this digital era (Chusna & Utami, 2020; Hacohen & Weinshall, 2019). In the virtual-based learning activity, students also have to adjust themselves to unusual conditions during their teaching-learning activity. As a result, they cannot study optimally because they cannot meet and study with their teachers and classmates in a classroom directly. Furthermore, in such a teaching-learning activity, students cannot learn effectively because teachers only assign some tasks sent via WhatsApp (Hacohen & Weinshall, 2019; Sadikin & Hamidah, 2020). Moreover, in the process of doing the tasks, students' parents often assist their children to complete the assignments. This fact is certainly not in line with the 2013 student-centered curriculum.

To handle the challenges, natural-based schools emerge with a curriculum concept that is unique and different from the existing curriculum in general. Nature-based schools are those with changes in systems, methods, learning targets, and educational paradigms as a whole to improve the quality and results of the educational process (Quaicoe & Pata, 2020; Saadati, 2019). The model and curriculum development in nature-based schools are very different from those implemented in ordinary public schools. Nature-based schools have the characteristic of nature-based learning where students are not separated by classroom walls (Fariyani et al., 2021; Yulianti, 2016). This helps students to develop their knowledge and learn many things from their surroundings. In addition, the curriculum development of nature-based schools also leads to the learning process, daily activities, character, students' self-development, and other routine activities.

Several previous researchers have highlighted the curriculum model. Previous study has researched the curriculum model for children with special needs (ABK) (Fajra et al., 2020). In his research, the curriculum model used contains basic competencies according to the abilities of students with special needs. Next researcher has researched the curriculum model of the salafiyah Islamic boarding school viewed from a multicultural perspective (Syafe'i, 2017). The findings inform that the multicultural education transformation model has been integrated with the content of Islamic boarding schools. On the other hand, research on the Islamic religious education curriculum model in the 21st century era has also been carried out by previous researchers (Zakariyah et al., 2022). Their findings show that curriculum research in 21st century education gives colour through curriculum design using the core design curriculum model. Others studies highlighting the curriculum model of thinking competence in Indonesian language learning. The findings result that the curriculum is an alternative curriculum model, especially in learning Indonesian at vocational tertiary institutions (Achruh, 2019; Fadlillah, 2017; Putera & Shofiah, 2021).

Research on models and curriculum development has been looked at by many previous researchers. Previous researchers were still highlighting the curriculum model for Islamic boarding schools, vocational higher education, kindergarten education, education for children with special needs, and also multicultural education at the elementary school level. However, there are no researchers who mention the model and curriculum development at the natural elementary school level. This research contains a review of models and curriculum development in nature-based schools. Discussing and reviewing nature-based schools is always interesting to do. This is what makes this research unique.

Recognizing the importance of curriculum development as an effort to develop students' potential, this research aims to analyse the model and curriculum development at Nature-Based Elementary School of Lukulo, Kebumen.

2. METHOD

This is qualitative research in the form of a case study. This type of research was chosen because the research aims to analyse a phenomenon related to the model and curriculum development at Nature-Based Elementary School of Lukulo, Kebumen (Creswell, 2014). This study uses a single case study anchored. Single case study research is research that places a case as the focus of the research (Yin, 2009). This type was chosen because the focus and research location is only in one research location. This study has a design as shown in Figure 1.

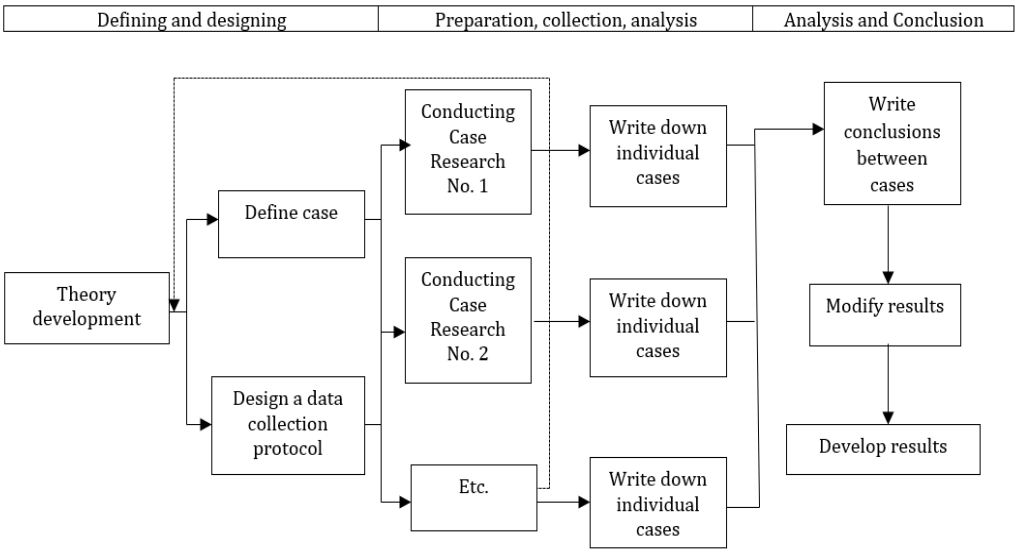

Figure 1. Case Study Research Process

Therefore, the research was conducted at the Nature-Based Elementary School of Lukulo, Kebumen. The research subjects were the teachers and the school principal of Nature-Based Elementary School of Lukulo, Kebumen. Subject selection was carried out by purposive sampling technique. This is because the researchers want to focus on research sources that experience the research phenomena or apply models and curriculum development. The researchers used observation, interview, and documentation techniques to obtain the research data. Observation techniques were used to observe events experienced by the students of Nature-Based Elementary School of Lukulo, Kebumen in the implementation of models and curriculum development. Interview techniques were conducted to dig up more in-depth information from the data that had not yet been obtained, especially regarding the implementation of the model and curriculum development process at Nature-Based Elementary School of Lukulo, Kebumen. The documentation technique was used to review the data that had not been obtained from the observation and interview techniques so that the research data became more complete. The instruments used in this research were interview guides, observation sheets, and documentation checklist sheets. The lattice for each instrument can be seen in Table 1.

Table 1. Research Instruments Grid

No.	Instrument Type	Indicator	Number of statements/ questions
1.	Interview	1. Curriculum models 2. How to develop a curriculum 3. Teacher readiness in curriculum development 4. Facilities and infrastructure 5. Characteristics of the natural school 6. Obstacles to the implementation of the natural school curriculum	10

No.	Instrument Type	Indicator	Number of statements/ questions
2.	Observation	1. Natural school curriculum planning 2. Implementation of the natural school curriculum 3. Natural school curriculum assessment	3
3.	Documentation	1. Nature School Planning Document 2. Nature School Implementation Document 3. Natural School Assessment Document	3

Each research instrument was tested for its validity and reliability. Validity is the degree of accuracy between the data that occurs on the object of research with data that can be reported by researchers. Validity test is done by testing credibility (internal). Testing the credibility of the data was carried out by extending observations, increasing research, triangulation, discussions with colleagues, analysis of negative cases, and member checks. The credibility test in this study focuses on source and technique triangulation. Source triangulation is done by checking the data that has been obtained through several sources. The data was obtained from school principals and teachers. Next, technical triangulation is carried out by checking data from the same source with different techniques. The techniques are interviews, observation, and documentation. Meanwhile, in the data analysis techniques, interactive analysis techniques were used. At this stage, there were several stages carried out, namely data reduction, data presentation, and drawing a conclusion (Miles et al., 2014). The stages of data analysis are presented in Figure 2.

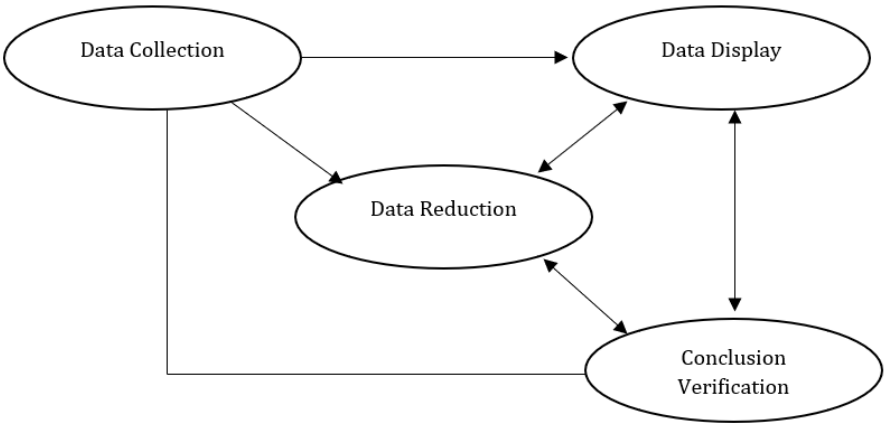

Figure 2. Data Analysis Flow

Base on Figure 2 the slow of data analyses consist of first, data reduction is an effort to conclude data, and then sort the data into certain conceptual units, certain categories, and certain themes. The results of data reduction are processed in such a way as to make the figures more fully visible. Data reduction includes activities of summarizing data, coding, tracing themes, and making groups in a broader pattern. Second, the presentation of data is an activity of compiling information so as to produce data for making conclusions and taking action. The form of data presentation can be in the form of narrative text in the form of field notes, charts and tables. These forms combine arranged information in a coherent form making it easier to draw conclusions and perform back analysis. Third, conclusions are drawn continuously while in the field. The process carried out is to find the meaning of the data collected, record the pattern regularity, and record the flow. The conclusions were also verified during the research, by: (1) rethinking during writing, (2) reviewing field notes, (3) reviewing and sharing ideas among colleagues to develop inter subjective agreements, and (4) efforts to extensive efforts to place a copy of a finding in another data set.

3. RESULT AND DISCUSSION

Result

The first thing to be discussed in this section is the curriculum model implemented at Nature-Based Elementary School of Lukulo, Kebumen. Based on the results of observations and interviews, it was found that the curriculum implemented at Nature-Based Elementary School of Lukulo, Kebumen is the

2013 curriculum and a special curriculum. Both of these curricula are implemented in each class. Nature-Based Elementary School of Lukulo, Kebumen implements environmental education and character development. The presentation is integrated into the entire lesson contents. The learning model used is a spider web. This model is defined as a learning model that integrates various sciences into one theme. According to the school principal, the spider web model provides opportunities for teachers to act as facilitators and direct students to experiment more. This is in line with the concept of Nature-Based Elementary School of Lukulo, Kebumen which state that the learning activities' sources are from nature, done in nature, and done with nature. Meanwhile, from the statements from grade 4 teachers, it can be concluded that the implementation of the 2013 curriculum was carried out under the government directives, while the spider web curriculum model that has been implemented so far is a complement and a trademark of Nature-Based Elementary School of Lukulo, Kebumen. The content of the Nature-Based Elementary School of Lukulo, Kebumen curriculum is in the form of learning materials that have accumulated in the form of competencies. The details of the learning materials is show in Table 2.

Table 2. The Detailed Curriculum of Nature-Based Elementary School of Lukulo, Kebumen

No.	Lesson Content	Local Curriculum	Self-Development
1.	Verbal Competency (Indonesian)	Verbal Competence (B. English and Javanese)	Rock Climbing, Scouts
2.	Numerical Competence (Mathematics)	BTQ (Reading and Writing Skills of Al Quran)	Karate Science Project
3.	Science Competency (IPA)	Tahfidz (Memorizing Al Quran)	Journalism
4.	Social Competence (Civics and Social Sciences)		English Club
5	Competence Motor (PJOK/Physical Education and SBdP/Art and creative work)		Football Archery
6	Moral Competence (PAI/Islamic Education)		Crafting

Next, the second research result is the development of the curriculum at Nature-Based Elementary School of Lukulo, Kebumen. This data was obtained from interviews and documentation methods. From the results of the interviews, it was known that the curriculum development was carried out based on three stages. First is the learning planning stage. Learning planning at Nature-Based Elementary School of Lukulo, Kebumen is carried out by creating an annual work program. This program is obtained from the results of the combination between the 2013 curriculum and the Nature-Based Elementary School of Lukulo, Kebumen curriculum. In addition, the teachers and school principal also develop semester programs, syllabi, lesson plans, and to-do lists (Learning Implementation Plans).

In an interview with a teacher of grade four, it is known that the lesson plans made by the teachers of Nature-Based Elementary School of Lukulo, Kebumen are the same as what the government has instructed. However, Nature-Based Elementary School of Lukulo, Kebumen has something different from the to-do list created by general schools. Nature-Based Elementary School of Lukulo, Kebumen presents an only one-sheet of list to do. In the sheet, the important components of the proper lesson plans are presented fully. Before the enactment of the Merdeka Belajar (Independent Learning) lesson plans by Minister of Education, Nadiem Makarim, Nature-Based Elementary School of Lukulo, Kebumen had already implemented a one-sheet to-do list model first. Another plan prepared by the Nature-Based Elementary School of Lukulo, Kebumen is the selection of media, tools, materials, and learning resources. The media that is often used by teachers is media that is available in the surroundings. The use of books is still adjusted to the central reference, but other references are also added personally by the teachers.

As part of the planning, Nature-Based Elementary School of Lukulo, Kebumen establishes a rule regarding student clothing or school uniforms. Students wear different clothes every day. For example: on Mondays, students wear red and white clothes, on Tuesdays they wear free clothes, on Wednesdays they wear sports clothes, on Thursdays they wear batik clothes, and on Fridays they wear Muslim clothes. The implementation of the rule also has a reason. Based on the results of the interview, the school principal said, "This liberation is justified so that students have the trait of respecting differences, avoiding bullying, and avoiding social inequality between students who come from capable families and those who come from underprivileged families." The second is related to the implementation stage of learning. The process of teaching-learning at Nature-Based Elementary School of Lukulo, Kebumen does not always have to be in classrooms. Students often study outside their classrooms. Student activities are still adjusted to the theme of learning. As a way to streamline learning, the school facilitates the students with school facilities and infrastructure. Some of the facilities provided by the school are Wi-Fi, a green laboratory, and a

library. Another interesting thing about Nature-Based Elementary School of Lukulo, Kebumen is the way the school calls the classes. The students and teachers call the class a basecamp. The base camp is also made in a stage style without any walls separating each class. It was made so for a reason. The principal said that the class design was made without partitions so that students were more relaxed and felt in nature. The ventilation is open so students don't feel hot. As a divider, each class is limited only by a blackboard. It is also reasonable that students are expected to respect and tolerate each other. The base camp has no seats or chairs. Students study with a sitting system and only use a small table as a writing aid. This condition is expected that students are more familiar with the teacher and can express themselves more freely. The basecamp documentation at Nature-Based Elementary School of Lukulo, Kebumen is show in Figure 2.

Figure 2. The Basecamp of Nature-Based Elementary School of Lukulo, Kebumen

Another interesting facility at Nature-Based Elementary School of Lukulo, Kebumen is the existence of small shelves used for storing students' books and school equipment. The school also has an interesting way to name the classes. Schools provide names that are similar to local natural resources, such as cassava class and coffee class. Apart from that, Nature-Based Elementary School of Lukulo, Kebumen also provides infrastructure such as a playing ground, slides, swings, a garden, a fish pond, a soccer field, a dwarf hut, a tool garden, gardening boots, huts, a praying room, canteens, a parking lot, and an outbound arena. The learning method used is different every day because it is adjusted to the learning materials the teacher will deliver. For example, when children are going to learn how to appropriately behave and treat others in a social context, teachers have to implement a routine program in the form of dluha prayers, congregational prayers, tahfidz, Qiroati, and others. Documentation of moral inculcation activities in Nature-Based Elementary School of Lukulo, Kebumen is show in Figure 3.

Figure 3. Students' Congregational Prayer Activities

Next, students' academic activities are carried out by teaching lesson content related to the conditions of the school surroundings. In the implementation of other learning materials for the assessment of talents and interests, the teacher provides extracurricular and routine activities for the students. According to the principal's explanation, the curriculum development at Nature-Based Elementary School of Lukulo, Kebumen is not only the learning process but also doing routines and joining extracurricular activities at the school. Everything has been integrated with the lesson content in each class. The details of the activities are presented in the Table 3.

Table 3. The Curriculum Development of Nature-Based Elementary School Routine Activities

No.	Routine Activities	Description
1.	Religious	The activities undertaken are praying dluha, Tahfidzul Qur'an, and BTQ. The goal is to build students' morals and train students to be charitable, soulful leaders, self-loving, and environment-loving.
2.	Gardening	A routine gardening activity integrated with a learning activity. It is carried out once a month. The activity is conducted to grow students' good attitudes such as cooperation, responsibility, and nature-loving.
3.	Fun cooking	This is a cooking activity done together at the school. The activity is conducted in groups. While the purpose of this activity is to train students to be creative, independent, and patient.
4.	Market Day	This activity is conducted to practice selling and buying at the school. It is done once a month to instill entrepreneurship in students' minds.
5.	Outing Class	This program is conducted outside the classroom by visiting designated places according to the theme or learning materials.
6.	OTFA (Out Tracking Fun Adventure)	This is an annual activity done by all the students of Nature-Based Elementary School of Lukulo, Kebumen for three days and two nights.
7.	Outbound	This is an outbound activity that is carried out once a month. It is carried out at places around the school.
8.	Live in	This activity is carried out once every semester through observation and interviews with local residents according to the teacher's assignment.

In addition to the routine activities presented in Table 3, Nature-Based Elementary School of Lukulo, Kebumen also organizes extracurricular activities which are usually carried out outside of school hours. This activity is carried out every Thursday, Friday, and Saturday. There are several activities set, namely football, cooking, rock climbing, karate, scouting, drawing, science, journalism, craft, English club, and archery. These activities are organized by the upper class and the lower class. From the results of the interviews, it is known that extracurricular activities were directly accompanied by Nature-Based Elementary School of Lukulo, Kebumen teachers and special trainers coming from various extracurricular activities. However, the information obtained was that only three trainers were coming from outside the school. They are trainers in drawing, karate, and rock climbing. Especially for lower grades, before the students take part in extracurricular activities, their guardian first fills in their child's interests and talents. Documentation of the extracurricular activities at Nature-Based Elementary School of Lukulo, Kebumen is show in Figure 4.

Figure 4. Archery Activities

The learning evaluation is carried out to assess the effectiveness of the learning activities conducted at Nature-Based Elementary School of Lukulo, Kebumen. This program has various forms of activities such as oral or written practice. In the evaluation process, Nature-Based Elementary School of Lukulo, Kebumen follows the rules of the education office, especially in implementing mid-term examination and final term examination. Meanwhile, at the end of the semester, Nature-Based Elementary School of Lukulo, Kebumen makes two report cards which are distributed to the students' parents. They

are the official report card containing the rankings and the narrative report card containing a description of the four pillars of the nature-based schools.

Discussion

Based on the research findings, it is known that Nature-Based Elementary School of Lukulo, Kebumen uses the spider web model as a special teaching-learning model in nature-based schools. The spider web model is theme-based and is included in the thematic approach (Goettke et al., 2019; Mei, 2019). This method or model integrates some of the lesson contents so that students' understanding becomes wider (Devi & Mustakim, 2019; Pu et al., 2022). The spider web model provides an appropriate concept and framework towards the alignment of effective curriculum design concepts and presents logic as an important element of the curriculum (Bavafa et al., 2021; Makumane & Ngcobo, 2020). This is in line with the theory expressed by Fogarty that the spider web model has the characteristics of a network form of various theme development (Akib et al., 2020; Hacohen & Weinshall, 2019; Muchyidin et al., 2022). In line with that, Akker argues that the core of the spiderweb model curriculum contains learning objectives and content where all elements and components of the curriculum are connected to one another (Nasrabad et al., 2020; Sakti et al., 2020). These elements are objectives, content, learning activities, the role of the teacher, learning materials and resources, learning time, location, grouping of students, and evaluation. The spider web method is implemented by collaborating with students' parents. The involvement of parents is important in building an educational institution because they are the targets of educational implementers and also customers who are expected to always put their trust in the school. Therefore, transparency and parental involvement support the ongoing learning of their children at school.

The advantage of the spider web model implementation can be felt by the teachers and students at Nature-Based Elementary School of Lukulo, Kebumen. Students get the freedom to explore various things because it is suitable to the students' interests. This finding is in line with the opinion that state the spider web model has the advantage of completing themes according to students' learning interests and makes it easier for students to carry out various activities (Delismar et al., 2019; Faisol & Raharjo, 2022; Kurniawan, 2016; Maulidin et al., 2020). In line with this finding, the spider web model has proven to be effective in writing simple essays in German for high school students in Makassar (Susilawati, 2013).

Furthermore, the curriculum development at Nature-Based Elementary School of Lukulo, Kebumen is carried out through three stages. First, Nature-Based Elementary School of Lukulo, Kebumen conducts the planning. The planning is carried out by formulating objectives, programs, learning techniques, and the management of nature-based school facilities and infrastructure. This kind of planning is very important for a school. In an article written by previous study curriculum development also begins with curriculum planning (Dhanapala, 2021; Kelly et al., 2019). The planning carried out by Susilawati also formulates the curriculum objectives and identifies problems. In line with that, previous study state that in the curriculum planning process, teachers begin their activity by determining the school's vision and mission, school objectives, school programs, curriculum structures, learning load, and assessment (Adipratama et al., 2018). Furthermore, curriculum planning is carried out by establishing the school's vision and mission first, then formulating school objectives, school programs, curriculum structure and organization to the entire learning process in schools (Anif et al., 2020; Ayuningsih & Ms, 2020; Chiu & Chai, 2020).

Second, curriculum development is carried out by implementing learning through various methods and infrastructure available at the school and also by carrying out routine and extracurricular activities as well. Many methods can be applied to nature-based school curriculum development such as the spider web method. The method used usually combines learning activities in the classroom and outside the classroom. Various facilities available in the room are used by the teacher to maximize learning. However, teachers also take advantage of learning resources that exist in the environment around the school. This implementation is in line with previous findings, outdoor learning activities can maximize student activity (Chin et al., 2019; Lian et al., 2018). To maximize learning, the provision of facilities is an important thing that must be available. This is in line with the statement stating that curriculum implementation can be implemented by providing facilities, materials, teacher readiness personally, or school conditions (Huda, 2017; Maryanti et al., 2020; Suryaman et al., 2020).

Third, the curriculum evaluation is carried out by applying official reports and special reports provided by schools. Evaluation activities are not only recorded on the report cards, but also on the evaluation of each curriculum program that has been implemented at the beginning or the end of each semester. Evaluation in the form of report cards is carried out to measure the students' level of understanding in the form of their academic fields. As stated by previous researchers, learning evaluation is a tool to determine students' knowledge and cognitive skills (Almusharraf et al., 2020; Rashidov, 2020).

Meanwhile, a special report card in the form of a narrative report card is made by the teacher to narrate the behavior of students while studying at school. The narrative report card consists of four pillars; morals, leadership, knowledge, and business or entrepreneur pillar. In line with previous findings that evaluation is expected to improve inputs, processes, outputs, and outcomes for students and schools (Cikka et al., 2022; Nafi'ah, 2019; Sukenti & Tambak, 2020; Syauqi et al., 2020). Therefore, the application of curriculum evaluation carried out by researchers is also in line with the findings stating that in curriculum evaluation, schools must evaluate all school activities from planning to implementation (Hidayat et al., 2019). On the same hand, other researchers also revealed that curriculum evaluation is an important thing that schools must emphasize as a form of reflecting on all school programs (Danju, 2019; Jiang et al., 2021; Yazici & Taşgın, 2021). The school conducted the evaluation to find out the effectiveness of students' learning experiences and to know the extent to which educational objectives have been achieved.

The implication of this research can be a reference for other researchers who will examine natural schools, especially in terms of theory. In addition, these findings can also be used as a reference source for natural school administrators to maximize the natural school curriculum model. In this study, researchers experienced limitations. First, the research was only carried out in one school. Thus, future researchers can conduct research by comparing two or three natural schools in one research location. Second, research only focuses on models and curriculum development. Thus, future researchers can highlight other things about natural schools, such as the implementation of learning or curriculum evaluation. The researcher provides suggestions for future researchers to dig for information more deeply to find new theories related to nature-based schools. Future researchers can also conduct research by comparing nature-based schools in two different regions at once so that the differences between those schools can be obtained as a complement to other new theories.

4. CONCLUSION

Based on the research results and discussion, it can be concluded that Nature-Based Elementary School of Lukulo, Kebumen implements the spider web model in the curriculum development which is integrated with the 2013 curriculum through three stages, namely planning (formulation of nature-based school goals, school programs; determining learning techniques; and determining management of facilities); implementation of the curriculum is carried out by implementing learning through various methods and infrastructure available at the school, carrying out routine and extracurricular activities; and curriculum evaluation (determination of students' learning completeness by procuring official report cards and narrative report cards according to the nature-based school pillars).

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