



Fostering Ecopedagogy In Early Childhood

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Abstrak

Bencana diantaranya termasuk bencana longsor, perubahan iklim, bencana banjir dan bencana akibat gempa bumi. Tujuan dari penelitian ini yaitu untuk menemukan upaya-upaya atau mitigasi bencana pada anak usia dini sehingga siaga menghadapi bencana. Mitigasi termasuk upaya literasi bencana dalam peningkatan pengetahuan, kesadaran dan kegiatan nyata untuk membangun perilaku tanggap terhadap bencana. Penelitian ini menggunakan metode penelitian studi literature dengan menemukan literature pada berbagai jurnal dan buku. Sementara penelitian ini juga menggunakan kualitatif deskriptif. Hasil penelitian menunjukkan bahwa upaya-upaya yang dilakukan termasuk menggunakan buku bergambar yang memuat tentang kebencanaan. Sifat dari gambar yang ada didalam buku yaitu harus menarik sehingga anak usia dini tertarik sehingga tumbuh perilaku sadar bencana. Kedua, mitigasi melalui video dimana anak secara langsung bisa melihat kejadian pada video sehingga menstimulasi pemahaman anak akan bencana. Ditambah dengan pembelajaran sains yang berkaitan dengan bencana sehingga anak memahami proses terjadi bencana dan meningkatkan kesiagaan anak karena mulai sadar dengan kejadian yang sedang diamati serta baha yang ditimbulkan.

Kata Kunci: *Bencana, Mitigasi, Kesiapan bencana, anak usia dini*

Abstract

Environmental damage ranging from damage to forests, water, and soil and damage to ecosystems cannot be resolved. This research aims to find education based on ecology or ecopedagogy as a solution to form humans who have friendly behavior towards nature. Ecopedagogy includes education in schools that focuses on the formation of environmentally friendly behavior. The research method is descriptive qualitative. While the sampling technique, namely the teacher, was carried out using a purposive technique. While data collection was carried out through various methods including observation, documentation, and in-depth interviews with respondents. The results of the study show that ecopedagogy is carried out in various ways by teachers at school,

including the teacher explaining the process of animal breeding, such as chickens, from eggs to hatch into chicks through pictures. Next, children are asked to color each animal assigned to the book so that children understand the life cycle of animals. Second, children are accustomed to disposing of trash in its place and washing properly so they don't waste water. Another way is that learning is done outside the classroom, for example, children study in nature so that children feel that school is in nature

Keys word: *Ecopedagogy, earlychildhood, environment, ecology*

INTRODUCTION

The environment is an important part of the survival of living things, especially man. However, many ordinary people are not aware that human activity is the biggest contributor to environmental damage. Did not realize that various Various types of pollution resulting from human activities can damage the environment. Damage environment by humans caused by pollution or contamination of the environment itself (Ayu et al., 2022). During the period of one In recent decades, Indonesia has always been hit by natural disasters, be it floods, landslides, forest fires, or drought due to the long period of the dry season (Elyawati & Fatmawati, 2021). Environmental damage is caused by the actions of human hands not having the right vision and mission in managing the nature universe (Muzakkir et al., 2020). Environment damage can be categorized into three categories: (1) population growth man; (2) excessive consumption of resources nature: forests, fisheries, rivers, and so on, and; (3) pollution of air, water, and land (Dermawan, 2009).

Environmental damage is triggered by two factors, namely: natural factors and human activity factors. Natural factors in the form of natural disasters and bad weather are uncertain as a consequence of the age of the earth (nature) which has reached thousands of billion years, which of course will naturally experience aging and weakening of power hold the earth's structure. Included in the category of natural disasters are floods, landslides, tsunamis, volcanic eruptions, or earthquakes (L. Sholehuddin, 2021). Based on the environmental perspective, successful Development is not only measured by size economic growth, and achieving equity but also by environmental sustainability the development was going on. If environment damaged, the sources (resources) for development itself will be depleted. The environment as a place to live will be feels cramped and uncomfortable. Therefore, environmental damage will threaten not only on sustainable development itself but also threatens human existence (Sriyanto, 2007).

We can see the various environmental damages that often result in disasters increasing in frequency, of course due to the high rate of destruction as a result of religion being abandoned as an ethical norm as well as moral goodness (Mangunjaya, 2016). Based on this issues, the most pivotal nowadays is educate our children as early as possible. It lead to creating friendly environment in the future. The urgency is to educate our children in early childhood through ecopedagogy. It can stimulate the children have good attitude in environment management in further. Education is a conscious effort to realize something of cultural inheritance from one generation to another.

Education is realized by learning atmosphere and process learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society (Rahman, Munandar, et al., 2022).

Education is a tool to direct growth and development human life to the optimal point, namely achieving the goodness of life in the world and hereafter. In addition, education as excavation and development of human nature. So that students acquire skills and expertise in accordance with expected educational goals and talents (Musyaffa & Haris, 2022). Education as a conscious effort to humanize humans, in the process Education is not the main task for schools alone, but all elements must have the same role in advancing education. All elements must have a share and connected between elements in the development of educational institutions or processes continuity of an education (Oktariani et al., 2022). In a simple sense and general meaning of education as a human effort to grow and develop the innate potentials both physically and spiritually in accordance with the values that exist in in society and culture (Rahman, Munandar, et al., 2022).

Based on this theory show that education have numerous of goal including through education, the human can be better in the next future because education enable to improve the human toward better man because education can alter the attitude and morality. Even it must be conducted without any enforcement, it make the people can change they knowledge and have the science for surviving from life disruption. It is connected to ecopedagogy where the education in early childhood focus on improving the behaviour through education to become friendly environment attitude. The nature continue to devastate because the education need to boost sustainable of nature. Human enable to separate from nature because human necessary nature for breathing, life, and water as well as food. Ecopedagogy strive to educate the human typically children where they still in early childhood.

It can stimulate them become better awareness, attitude, and behaviour as well as the knowledge which it can support conservation of nature in next future. Ecopedagogic (ecopedagogy) is a combination of the two terms. First is ecology (ecology) which means science studying the interrelationships between living things and their environment, and second is pedagogic (pedagogy) which means science education (Sair et al., 2019). Ecopedagogic is oriented towards internalizing values or ethics environment, by looking at patterns education held in schooling. So ecopedagogic not partially understood ie as environmental related knowledge, however how students interpret himself to the environment itself (Yunansah et al., 2020). Ecopedagogic is necessary for make everyone aware of it human exploitation of nature as well as the exploitation of other groups that have power over the group other.

Therefore, ecopedagogic as a learning approach supported by critical theory and Critical pedagogy requires it empowering learning process students from the shackles of power Politics, economics, culture, and major ideologies are no exception to the problems of the social environment within them (Yunansah & Herlambang, 2017). Ecopedagogy is a critical approach to the teaching and

learning of connections between environmental and social problems (Misiaszek, 2015). Implementation of environmental programs in the curriculum it is expected to make changes, both changes in attitudes and knowledge and able shape the personality of students to be better. Efforts made by the school to make it happen students' concern for the environment, that is, the school seeks to include environmental programs live into the curriculum (Kariadi, 2019). Ecopedagogic needs to be incorporated into learning so that citizens schools that are aware and responsible in protecting, preserving, and preventing damage environment and natural resources can be realized (Finali et al., 2022).

It can be seen that ecopedagogic is a approach in the world of education that aims to build ecological awareness learners (Nafisah et al., 2020). Educators are required to be able to use or utilize materials that are are in the environment like dry leaves that are made into decorations that are installed on figura, used bottles that can be used to make pencil cases or plant pots, plant stems that have been cut from trees can be created to make fake trees. the activity besides being able to create a love for the environment, but can also hone the mindset as well early childhood creativity (Kusumawardani & Kuswanto, 2020). Activities that have ecopedagogic nuances are seen when children involved in cleaning the yard and yard, making compost from garbage kitchen and livestock manure to reduce consumption of packaged food and beverages. Practice The method proved to be effective because children from farming families could apply it directly knowledge they get at school (Rahman, Tenriawaru, et al., 2022). Therefore the path of education is the right means to build a society that applies principles sustainability and environmental ethics. The educational path can be reached starting from the level of Kindergarten to College. The aim is to develop citizens countries that have knowledge of the biophysical environment and related issues. Besides that, the rising of awareness to engage effectively in action towards building a better future, inhabitable and motivating to do it (Adlika, 2016).

The above understanding gives a message that the concept of education for development is Continuous learning is a learning process that is carried out continuously and consciously to build a society and take good care of the earth (Matitaputty et al., 2022). Based on the above, it can be It is understood that the aim of ecopedagogy is build collective awareness for play an active role in maintaining and caring for planet earth, because nature is space giver and meaning of life, and not only as a living environment (environment) only (Fauzi et al., 2022). Principles in implementing ecopedagogy in learning is student-oriented, making the environment as learning resources, linking local and global issues as well as process and result based evaluation (Supriatna et al., 2018). However, to apply this view confront to some obastacle because the student rare to discover wild nature like in rural are where there is large rice paddy field, green nature space, and in village can discover wild animals as well as forest ecosystem. It is obstacle for the student where they dwell in urban zone. Especially in urban schools, the lack of learning tools and media, lack of PLH learning resources both from the aspect of educators and learning resources in the form of textbooks on

ecopedagogy, lack of strategies or methods in implementing eco pedagogical learning in elementary schools, no role models or examples in students' daily life in environmental preservation, and students do not care enough about the environment (Hendrawan et al., 2020).

METHOD

The topic research disaster mitigation in early childhood is conducted by library research or literature studies. The main focus of an academic research paper is to develop a new argument, and a research paper will contain a literature review as one of its parts. In a research paper, you use the literature as a foundation and as support for a new insight that you contribute. The focus of a literature review, however, is to summarize and synthesize the arguments and ideas of others without adding new contributions (Ramdhani et al., 2014). It turns out that the library is not only collecting, reading and recording literature books that many people understand, but far from that, literature research is a must pay attention to the steps in researching the literature, must pay attention to the method research in order to collect data, read and process library materials as well equipment that must be prepared in the research, its use makes it easier researchers in obtaining data (Heliati Fajriah, Dewi Fitriani, 2020). The method in this article uses study library (library research), namely the method with data collection by understanding and studying theories from various literatures related to the research (Miza Nina Adlini, Anisya Hanifa Dinda, Sarah Yulinda, Octavia Chotimah, 2022). Researchers conduct research for get data on how much material appropriate to the topic of discussion, for example psychology is used in books references, for example methodology books study (Fatha Pringgar & Sujatmiko, 2020). A the researcher is not just a "compiler", but he must act as "analytical and critical thinker", so he will be able to fuse various the concepts in the reference to be mixed with data analysis into a partially modified or fully modified theory (Karuru, 2013). This study will collect literature related to ecopedagogy research in early childhood. Findings in articles and journals will be collected and discussed so that there is an update on the findings. Besides that, it also tries to make comparisons with the findings that have been obtained by previous researchers. Specifically, the study will focus on how to educate children to have knowledge, attitudes and behavior towards the environment. When early childhood is growing up there is hope to implement stimulation of children's closeness to nature starting from cleaning behavior, eating healthy food and disposing of food waste and spending food without any waste. At the same time, children are stimulated to use water properly during their first period. Finally, literature related to the role of drawing animals and explaining the life cycle of animals on the ability to understand wildlife. These findings will be discussed so that they become valid data.

RESULT AND DISCUSSION

The environment for humans is one of the most important elements in supporting humans to carry out various activities. However, often what humans do in managing the environment is not balanced with the future thinking of the lives of the next generation. This results in the emergence of environmental problems that will be felt by all living things (Fadjarajani & As'ari, 2021). Ecopedagogy termasuk salah satu cara untuk menjamin anak agar bisa paham terhadap lingkungan hidup. If the knowledge and concern for the environment can be instilled In childhood it can be expected when they are teenagers and adults, then the attitude and behavior in him towards the environment will positive impact. Even global warming issues is a result of environmental damage today. Youth generation is the one who plays a great role in the application of caring behavior towards environment (Lidwina et al., 2015). There are several ways that can be done including, students are given knowledge by asking students about the life cycle of living things.

The life cycle of these living things is depicted in the form of pictures. Drawing activities that can stimulate drawing creativity namely drawing activities that begin with by drawing basic shapes, then the child adds with a scratch Images of other forms on the basic shape image, which is then the child is allowed to color it freely, through this process the child can produces a picture of that image. It is unique and creative (R. Sari & Prayogo, 2019). At school students are asked to explain about the life cycle or stages of chickens. The main goal is to help students know the steps of chicken breeding from eggs to becoming children and becoming adult chickens again. In addition, to provide understanding to children so that children understand the shape of chickens and can verbally express the steps of chicken breeding. Meanwhile, another goal is for students to be able to draw the process or cycle of chicken breeding through drawing patterns that have been provided by the school.

In fact, students can explain where the hen, chicks and chicken eggs are so that students have the ability to understand the biotic environment or living things such as animals. Students are also asked to count how many chicks, eggs, and also how many hens are shown in the picture. Pictures of students giving color to animal breeding can be seen in the following picture. In fact, some findings show that drawing adds to the skills of students. Drawing using patterns at the kindergarten level to help them improve mindset, focus and dare to complete a picture not perfect as to one other point so as to create a whole picture (F. P. Sari et al., 2020). The benefits of drawing for early childhood are to improve fine motor skills the child in holding a pencil or crayon in preparation for writing and to find out artistic ability (Ningrum et al., 2014). Another way to impart knowledge to students is for students to draw animals such as butterflies, goats, cows, and pictures of rabbits. Students not only draw but also color each animal according to the original form of the animal. There are several uses, including students will understand the conditions in the pictures and the living conditions of animals in the real world.

Coloring each picture which the teacher have pointed out enable to student for matching the colour of animals with the habitate of animals. In this mechanism, student who have completed their

picture. The teacher demand to pupil for showing their picture in front of the class. It make the student understand numerous of coloring in some animals. The other method to stimulate the student ecopedagogy is to draw their environment including the student ask to image their house where there some view such as there is montaint environment, trees, garden, as well as the flower. Other knowledge is given by structuring a healthy menu. A healthy menu or eating together in class supports the formation of social behavior among friends but is also related to imparting knowledge to the environment. At this stage children are given knowledge about the function of each food ingredient. For example, the nutritional value of eggs and vegetables such as green beans and long beans and other healthy menus such as giving spinach.

At the same time teaching children to be able to live cleanly starting from food and drinks that are not scattered even though children at the kindergarten level still need guidance. Children are not yet independent when it comes to eating so a lot of food waste is produced. When children are accustomed to eating together, children will learn to eat but food and drinks are not spilled. Children are also taught to appreciate food such as rice and side dishes so that they eat up all the food that has been given. Children are also given knowledge about the quality and quality of vegetables. This knowledge includes ecological knowledge because children will understand one day to choose healthy vegetables. The values of ecological education in eating healthy together, that is, children get environmental education, such as a clean life. When they haven't started eating and drinking, the child will be told to wash their hands. After that, the hands are dried with a tissue and the tissue must be disposed of in its place.

Another value of ecological education is that children will learn to manage waste properly. Currently, food and beverage waste is classified as very large and includes waste that is not yet optimal for processing. Healthy eating behavior at school can accustom children not to produce waste from food scraps. In fact, children will learn to dispose of trash in its place because they eat healthy menus including chicken and fish. These two types of healthy menus will remove organic waste such as chicken bones and fish bones. Organic waste will be disposed of by children in landfills. Here children are told to learn to dispose of trash in its place and avoid littering behavior. Garbage piled up is none other than because children throw garbage carelessly. The formation of the behavior of managing waste from an early age can be started from Formation of the habit of sorting and placing waste in its place. If the habit Sorting and placing garbage in its place has been embedded from an early age, next is expected to continue to carry over until the next age journey, which in turn will be more easy together in managing waste and creating a clean environment and healthy (Amri & Dan Widyanoro, 2017).

Disposing the garbage in right place in early childhood can stimulate and creating student character until the student becoming adult in next time (Suhada & Purba, 2020). Then, to stimulate children to grow ecological awareness, namely by washing properly. When a child is taught to perform ablution, the child will immediately come into contact with water. Directly there will also be

a behavior that saves water and the behavior of choosing clean water. In life, water is very valuable so it is necessary to preserve it and water needs to be preserved. Through the ablution activity, children get the habit of not overusing water for religious activities at school. This habit will grow in the future for children so they don't pollute water sources, including well water and river water. This is related because water is a part that must be treated in worship, if the water is dirty then worship is also not valid so children will know that there is a spiritual value to water where water has something to do with religion.

In addition, to cultivate children's behavior so they are environmentally aware, namely by providing a lot of textbooks related to the environment. There are several books taught including the universe created by Allah, nature, and stars, as well as other books related to the environment. These books will increase children's knowledge about the parts of nature, both the biotic environment and the a-biotic environment. Knowledge of the biotic environment is related to students' knowledge of plants and animals (living things) and students' knowledge of the a-biotic environment related to the physical environment. The physical environment consists of soil, water, air, temperature, humidity, and sunlight. Even though not all of the a-biotic environments are in the books, children can already understand some of the components of the a-biotic environment so they can understand what the function of each of these environments is. The findings above are related to sustainable development through education. Sustainable development is related to economic, social and environmental sustainability. This is in line with sustainable development where one of the components.

CONCLUSION

Based on this study, several conclusions can be drawn, including that the environment has been damaged as a result of part of human behavior, it is necessary to educate early childhood from an early age so that they develop loving behavior for the environment. Second, stimulating children to behave environmentally friendly can be done in various ways including eating and drinking healthy, but every time they eat, children at school are taught to wash their hands, eat and drink should not be left over so as not to add organic waste from food and pick up food waste. If there is. Furthermore, children are taught to save water such as during ablution so that water-free behavior grows. Furthermore, children are taught to know the life cycle for example the life cycle of chickens. The teacher explains the cycle, but the children are left to explain first so that knowledge and awareness about the environment, namely animals, grows. When the child is asked to draw the cycle using the pattern provided, the child will understand the combination of colors so that he understands the shape and color of the animal in the picture and in nature.

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