

# Building Environmental Caring Character through Local Wisdom-Based Education

Santi Susanti, Iwan Koswara, Fitri Perdana

Faculty of Communication Science, Universitas Padjadjaran, Jl. Raya Bandung-Sumedang Km. 21, Sumedang, Indonesia  
santisusanti2202@gmail.com

**Keywords:** Natural Environment, Caring Character, Sundanese Local Wisdom.

**Abstract:** This study aims to reveal training methods by Eco Learning Camp in raising individual awareness to love the environment based on local wisdom of Sundanese community. This research used qualitative method with phenomenology approach. Data collection obtained through interview with Eco Learning Camp managers and observations the activities at Eco Learning Camp in Dago Pakar. Literature and documents used to complete the research data. The results show that awareness in loving the environment can be raised through environmental education. Traditional games and gardening are some methods used to foster an individual's consciousness to love the environment. The implications of this study are the similar ways can be applied in formal education to make students accustomed themselves to love and care the nature without being forced.

## 1 INTRODUCTION

Climate change raises concerns that it will continue to spread and cause a harmful impact for the earth and humans to survive. Efforts to reduce the growing of global warming continues to be done in order to make the earth survive longer. One of the efforts is education, which is done by Environment Friends Foundation through Eco Learning Camp (ELC) or Eco Camp, environment learning house located in the area of Ir. H. Juanda Forest Park, Dago, Bandung. This non-profit foundation established in 2012, focuses on efforts to develop education, conservation, research and community development as well as other creative activities related to the environment.

Eco Camp was built as an environmental learning house, which offers a model of environment-based value education. As an educational house, the teaching aimed to build awareness of how importance is the environment. One way to do it is by implementing green living or eco living lifestyle and provide education to learning participants, both children and adults.

Educational patterns in ELC, based on the principle of Sundanese local wisdom, mulasara bumi, guguru ka bumi, (caring for the Earth, learning to the earth). These principles encourage

ELC to utilizes the existing land area for implementing ecological life as well as keeping the Earth where they stand.

Environment education cannot be separated from value education or character education provided to children in order to be embedded in their consciousness to sustain the environment.

This study aims to reveal the forms of training and communication in the process of environmental-based value education at Eco Camp in order to foster awareness of the younger generation to maintain the environment.

Research related to environmental values has been done by some previous researchers. Heny Djoehaeni (2014) study on Model Pembelajaran Pendidikan Lingkungan Hidup pada Pendidikan Anak Usia Dini (Learning Model of Environmental Education on Early Childhood Education), Kholifatul Wakhidah (2014) study on Pengaruh Penanaman Nilai-Nilai Konservasi terhadap Karakter Peduli pada Lingkungan Anak Usia Dini. (The Effect of Instilling Conservation Value on Environment Care for the Early Childhood Environment).

There is also a research by Pipit Andriani and Afakhrul Masub Bakhtiar on Integrasi Pendidikan Lingkungan Hidup pada Pembelajaran Ilmu Pengetahuan Sosial di Sekolah Dasar (2017) (Integration of Environmental Education on Social

Science Learning in Primary Schools). Then Rachmat Mulyana (2009) research on the Cultivation of Environmental Ethics through School of Care and Culture of Environment, as well as Rifki Afandi's research (2013) on the Integration of Environmental Education by Learning IPS in Primary School as an Alternative to Create Green School.

These five studies focused on education in formal schools, while this study's subject is an informal institution, namely Environment Friends Foundation, which organizes values education to stimulate participants awareness on the importance of friendship with the environment and maintain its sustainability.

## 2 METHODS

This study uses qualitative phenomenological methods, to gather and reveal the informant experiences in applying local wisdom in building environmental caring character. The experience described in accordance with the facts delivered by informants.

The subject of this study is people who manage ELC. The sample of this study chosen based on purposive sampling. This procedure is taken so the informant selected according to the criteria relevant to the research problem.

The process of data collection and analysis take place simultaneously. Components of data analysis such as data presentation, data reduction, and drawing and verifying conclusion are interconnected with one another, during and after the period of data collection. The connection of data analysis components shown in Figure 1.

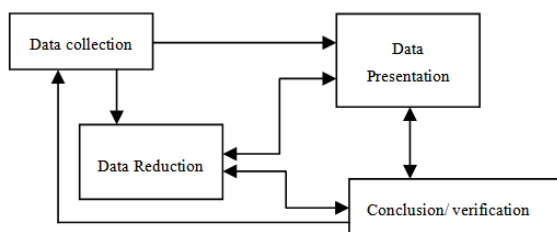


Figure 1: Model of interactive data analysis (Miles and Huberman, 1994).

Data of this study obtained through in-depth interviews, observation, document review, and any data to support this study. This study uses Husserl's theory of phenomenology, Schutz's theory of Social Phenomenology and Social Action theory of Max Weber.

## 3 RESULTS

The eco camp education leads children to a number of playing activities in natural environment. Eco camp education was started from the concern on children and their future. Yayasan Sahabat Lingkungan Hidup which was founded in 2002, started its activities by conducting Spirit Camp in Ledeng, Bandung. Spirit Camp was moved to Kota Baru Parahyangan before finally took place in Ir. H. Juanda Forest Park, Dago, Bandung in 2012.

Eco Learning Camp is a model of environment education with material that includes the environmental in the broad sense, i.e. the dimension of nature, culture and science-technology with group activity games method and shared reflection in the context of an open nature, as well as for the purpose of education and foster the values of love and responsibility towards society and the environment. (Widjaja, 2012: 289).

In doing its activities, Eco Camp has a vision to produce a quality human being who cares about taking care of the Earth and learned on Earth. The concept of caring for the Earth and learned on Earth, in Sundanese language is mulasara bumi, guguru ka bumi is a concept based on local wisdom Sundanese to always close to nature and nature as the part that is not an integral part of human life of Sunda. In practice, human is not to conquer nature, but to adapt to nature.

Building a younger generation to have awareness of better living environment and improve quality of life through education, conservation, research, and community empowerment, drives Eco Camp invites everybody to loves nature and keeping up and learned to the nature.

In managing Eco Learning Camp, Yayasan Sahabat Lingkungan Hidup collaborates with Balai Pengelolaan Taman Hutan Raya Djuanda, local Government of West Java and Parahyangan Catholic University.

Value education in Eco Learning Camp is a non-formal education delivered in natural environment discourse and integrated with knowledge of science and culture to arouse the awareness of keeping up natural environment and active participation to care the environment and nature.

The values embedded in environmental education at Eco Learning Camp consists of integrity, the spirit of sharing, responsibilities and rewards. Participants learn methods of the environment in a shared reflection and group games which includes the realm of affective, cognitive and psychomotor.

The concept of learning house at Eco Camp is outdoors. The purpose of Eco Learning Camp is

human values (good, perfect and holistic), the valuable community (green families, green schools, green society) and valuable environment (sustainable and intact) or by another term integrity of creation

According to Barlia (2008: 7), specific purposes of environmental education are a) awareness to the environment and its problem thoroughly; b) knowledge about environmental function and human interaction with the environment. c) attitudes that help students get a set of values and feelings of responsibility towards the natural environment d) skills to identify, investigate and contribute to solving and managing environmental issues, and e) participation to solve the environmental issues.

### 3.1 Sundanese Local Wisdom in Values Education at Eco Learning Camp

Sundanese local wisdom places nature and man in equal position as fellow creatures of God. The harmony of their relationship is the lifestyle that should be run by the people and Sundanese people. For Sundanese society, nature is not just viewed from the "economic" side to meet the needs of life and life, but as a partner to be preserved by creating a harmonious relationship between the two.

Sundanese local wisdom can manifest in various forms. Forms of local wisdom that exist in society according to Aulia and Dharmawan (2010) can be values, norms, beliefs and special rules. The functions of local wisdom include: (1) conservation and preservation of natural resources; (2) developing human resources; (3) development of culture and science; and (4) guidance on advice, beliefs, literature, and abstinence.

Sundanese local wisdom by Eco Learning Camp aimed to preserve and conserve natural resources and develop human resources to care to the environment.

Planting the foundation of environment from an early age is the main solution to make younger generation have a good and properly understanding of the environment (Sumarmi, 2008: 19).

Children and teenagers period are the right time to receive an understanding of how importance in loving and preserving nature in order to make nature gives a positive feedback to human beings.

According to Parsons (1959), Education is a process of socialization within each individual that allows the development of a sense of responsibility and various skills (commitment and capacities).

In an ELC environment, as an institution oriented towards values education and ecological education, local forms of wisdom are applied,

among others in land use, land use, traditional games, food processing and utilization, waste utilization, ecological values.

#### 3.1.1 Land Utilization

Eco Learning Camp has a garden area of 2,000 square meters. Half of the land area or 1,000 square meters is used for vegetable areas. Farming is then taught to children and adult trainees as an effort to get closer to nature and love the environment to stay sustainable.

Fertilization uses organic fertilizers and organic pesticides. Vegetables grown in the garden area are used for self-consumption so that vegetables produced are healthier and beneficial to the health of individuals who consume them. According to Ferry Sutrisna Wijaya, one of the founders of Eco Camp, one of Eco Camp's tasks as a home for environmental study is to offer a more organic life continuously. The utilization of land and the use of organic fertilizer is part of the effort to respect the environment by preserving soil fertility as one part of the local wisdom of Sunda that keeps the harmonious relationship with nature.

#### 3.1.2 Food Processing and Utilization

Food consumed at Eco Learning Camp cooked from the plants of own garden products. Eco Learning Camp does not provide meat-sourced food so that Eco Learning Camp managers and participants are taught to live vegetarian. The provision of meat-based foods is not provided, according to Ferry based on the fact that meat industry gave great contribution to global warming. (Widjaja, 2016)

Vegetarian living is one solution to respect animals and to appreciate the existence of those who are in the meat industry, treated arbitrarily. By eating vegetables and fruits, an effort to apply local wisdom to respect fellow beings. Then in eating food, strived to eat sufficiently to avoid residue. (<https://www.ecolearningcamp.org>)

#### 3.1.3 Traditional Games

Traditional games are one of the ways in which the ELC embodies the moral values associated with the environment. According to Ferry, in traditional games consist of so many values that can be invested to the perpetrators of the game. These values include honesty, courage, greatness of heart to accept defeat, cooperation, sportsmanship, mutual respect, simplicity and so on. The idea to include traditional games in the cultivation of moral values of goodness

and environmental value because nature is the source of the games, so it can be returned to nature to instill the values of goodness.

Ferry felt the values in the game still relevant to apply in today's conditions. With traditional games, the cultivation of moral values does not feel forced, because the process is not directly delivered, but through the comprehension of moral values of the game in the form of reflection delivered after the game is done.

Ferry believes if children often play traditional games, then can live up the values in it and carry out those values in everyday life, will be realized a better society, more peaceful, harmless, reconciled with fellow human beings, reconciled with the universe, his life is more comfortable,

### 3.1.4 Instilling Ecological Values

Instilling ecological values at Eco Learning Camp is done through seven awareness of ecological life, which consists of quality life pattern, simple, efficient, caring, sharing spirit, meaningful and hope.

**QUALITY:** willing to learn to be responsible and not depend entirely on others. Learn simple things to do your own work such as washing dishes, installing bed linen, cleaning rooms, and so on.

**SIMPLE:** learn to be simple in lifestyle with no exaggeration in eating, shopping and ownership, as well as mindset. For example, calming the mind when faced with problems, to find a solution.

**SAVE:** applying a frugal lifestyle by utilizing resources as necessary and not excessive. Using solar electricity for lighting, save on water use by drinking from each bottle so there is no need to wash glasses over and over and spend water.

**CARE:** cultivate concerns ranging from concern for self, others, and the environment. Conducted behaviour is not smoking.

**SHARE:** learn to share in the limitations. Not just the material, also the ability of science and so on.

**MEANING:** Find meaningfulness with simple things, such as being happy with others. When sharing we will find ourselves meaningful and happy.

**HOPE:** to be a bearer of hope by doing good in each environment.

Implementation of the seven new awareness of ecological living is carried out through a simple and ecological lifestyle as follows:

BBM (Bawa Botol Minum/Bring a Drinking Bottle) to reduce glass laundry, get used to drink water and refractory bringing a drink.

Minimizing plastic and packaging to reduce waste that produces toxins

100% non-smoking. If anyone smokes, they are charged Rp 500,000 for air cleansing compensation

Life Skill, learn the simple things that support daily life, tidy up the room, wash dishes, install bed linen, clean the room, help cook, and others.

Simple lifestyle; take food with attention to other friends, no leftover food, simple and healthy food, drink healthy water.

Life-saving patterns; using electrical energy wisely and economically because it is limited, its source of solar energy. Use enough water.

A moment of silence at 12:00 and 15:00, where all activities must be stopped and we learn to listen to the sound of nature.

## 4 CONCLUSIONS

The awareness of loving the environment can be raised in so many ways. Value education is one of them. Yayasan Sahabat Lingkungan Hidup, conducted environmental-based value education in Eco Learning Camp. Traditional games and farming are some methods used to foster an individual consciousness to love the environment. By giving informal education in fun atmosphere, the value can be added without feeling forced. The implications of this study are that similar ways can be applied in formal education to give students awareness to love and care the nature without being forced.

## REFERENCES

- Afandi, R., 2013. Integrasi Pendidikan Lingkungan Hidup Melalui Pembelajaran IPS di Sekolah Dasar Sebagai Alternatif Menciptakan Sekolah Hijau. *Jurnal Pedagogia*, Vol. 2, No. 1: 98-108.
- Andriani, P., Bakhtiar, A. M., 2017. Integrasi Pendidikan Lingkungan Hidup pada Pembelajaran Ilmu Pengetahuan Sosial Di Sekolah Dasar. *Didaktika*, 24 (1).
- Aulia, T. O. S., Dharmawan, A. H., 2010. Kearifan Lokal dalam Pengelolaan Sumberdaya Air di Kampung Kuta. *Sodality: Jurnal Transdisiplin Sosiologi, Komunikasi dan Ekologi Manusia*. 4 (3): 345-355.
- Barlia, L., 2008. *Teori Pembelajaran Lingkungan Hidup di Sekolah Dasar*, Royyan Press. Subang

- Djoehaeni, H., 2014. Model Pembelajaran Pendidikan Lingkungan Hidup Pada Pendidikan Anak Usia Dini. *Jurnal Edutech*, Tahun 13, 1(1).
- Miles, M. B., Huberman, A. M., 1994. *Qualitative Data Analysis: An Expanded Sourcebook*, Sage Publication. USA.
- Mulyana, R., 2009. Penanaman Etika Lingkungan Melalui Sekolah Peduli dan Berbudaya Lingkungan. *Jurnal Tabularasa*, 6(2). pp. 175-180. ISSN 1693-7732.
- Parsons, T., 1959. *The School Class as Social System: Some of Its Functions in American Society*. In Ballantine, JH., (Ed) *Schools and Society, A Reader in Education and Sociology*, Mayfield. California.
- Sumarmi, S., 2008. Sekolah Hijau Sebagai Alternatif Pendidikan Lingkungan Hidup dengan Menggunakan Pendekatan Kontekstual. *Jurnal Ilmu Pendidikan*, 15(1): 19-25. Malang: LPTK (Lembaga Pendidikan dan Tenaga Pendidikan) dan ISPI (Ikatan Sarjana Pendidikan Indonesia).
- Wakhidah, K., 2014. Pengaruh Penanaman Nilai-Nilai Konservasi terhadap Karakter Peduli pada Lingkungan Anak Usia Dini. *Jurnal BELIA*, Vol 3 No 2.
- Widjaja, S., 2012. Pengembangan Model Konseptual Rumah Belajar Lingkungan Hidup (Eco Learning Camp) sebagai Model Pendidikan Nilai. *Disertasi*, Universitas Pendidikan Indonesia. Bandung.
- Widjaja, S., 2016. Makan Berkesadaran. *DAAI TV*. Available online @<https://www.youtube.com/watch?v=LhmRjdUsW0I>

SCITEPRESS  
SCIENCE AND TECHNOLOGY PUBLICATIONS