

**THE IMPLEMENTATION OF THE NATURAL SCHOOL  
CONCEPT AT SD SASMITA EDUKASI BLORA**



**Submitted as a Partial Fullfillment of the Requirements for completing the Strata 1  
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**by**

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THE IMPLEMENTATION OF THE NATURAL SCHOOL CONCEPT AT SD  
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## **THE IMPLEMENTATION OF THE NATURAL SCHOOL CONCEPT AT SD SASMITA EDUKASI BLORA**

### **Abstrak**

Sekolah alam merupakan salah satu model pendidikan yang berupaya mengembangkan pendidikan di alam, seperti belajar dari semua makhluk hidup di alam semesta ini. Penelitian ini bertujuan untuk mendeskripsikan bagaimana penerapan konsep sekolah alam dan dampak yang diterapkan pada anak di SD Sasmita Edukasi Blora . Penelitian ini menggunakan metode deskriptif kualitatif dan teknik pengumpulan data dalam penelitian ini berdasarkan hasil observasi, wawancara dan dokumentasi . Subjek penelitian ini adalah kepala sekolah, guru, siswa,dan orang tua siswa. Teknik pengumpulan data yang digunakan yaitu : wawancara, observasi, dan dokumentasi. Wujud data dianalisis dengan cara mereduksi, mengklarifikasi, menginterpretasi, dan mendeskripsikan untuk selanjutnya disimpulkan. Hasil penelitian menunjukkan 1) Penerapan konsep sekolah alam di SD Sasmita Edukasi yang ditinjau dari aktifitas pembelajaran. 2) Dampak dari penerapan konsep sekolah alam bagi anak adalah a) Menumbuhkan sikap cinta lingkungan, b) menghormati dan mencintai sesama makhluk hidup, c) Mengubah produk bekas menjadi produk yang bernilai jual.Implikasi dari penelitian ini adalah pihak sekolah harus menerapkan konsep sekolah alam sesuai dengan rancangan agar dampak yang diberikan kepada anak maksimal.

**Kata Kunci** : Sekolah Alam,Aktifitas Pembelajaran,Dampak pada Anak

### **Abstract**

A natural school is one of the educational models that seek to develop education in nature, such as learning from all living things in this universe. This study aims to describe the application of the concept of a natural school and its impact on children at SD Sasmita Edukasi Blora. This study used descriptive qualitative methods and data collection techniques in this study based on the results of observations, interviews, and documentation. The subjects of this research were principals, teachers, students, and parents of students. The data collection techniques used are interviews, observation, and documentation. Data is analyzed by reducing, clarifying, interpreting, and describing it in order to draw further conclusions. Based on the results of interviews, observations, and documentation conducted by researchers based on the formulation of the problem, two findings resulted, showed: 1) the Implementation of the concept of a natural school at SD Sasmita Edukasi in terms of learning activities, 2) The impact of implementing the concept of a natural school for children is as follows: a) fostering an attitude of love for the environment, b)

respecting and loving fellow living beings, and c) transforming used products into products worth selling. The implication of this research is that the school must apply the concept of a natural school in accordance with the design so that the impact given to children is maximized.

**Keyword** : Natural School, Learning Activities, Impact to the Children

## **1. INTRODUCTION**

Education is essentially a conscious, regular, and systematic effort, which is carried out to foster humans to become adults or reach a higher level of life or life in a mental sense (UU No. 20 of 2003 concerning SISDIKNAS). Education plays a role as assistance given to children in their physical and spiritual growth to reach the adult level and takes place in a place called an educational institution. This institution is an agency or organization that is tasked with systematically organizing in the field of education. The purpose of education is to be a guide in determining educational content, educational methods, educational tools and benchmarks in order to evaluate educational outcomes.

One of the school concepts being developed in Indonesia that is different from formal schools in contrast to the norm, the natural school founded by Lendo Novo. This school uses the natural surroundings as a medium of learning and prioritizes a fun learning experience. Students at this school are invited to interact directly with the natural surroundings and be brought closer to nature through the atmosphere and facilities that are deliberately designed to foster children's natural intelligence. Examples of activities that support learning in natural schools include: playing outbound, farming, raising livestock, playing football, and drawing.

According Perdana and Wahyudi (2004: 22) Natural school is one of the educational models that seeks to develop natural education, such as learning from all creatures in this universe. Furthermore, the natural school is an alternative form of education that uses nature as media, locations, and the primary object of learning.

Natural School arose from dissatisfaction with the existing educational system. The natural school was formed to realize the dream of a dream school, namely a superior school that does not drain the pocket, a school that teaches life lessons instead of pursuing grades, a school that produces leaders who do not create unemployment, and also a school that is fun and not restrictive. School of Nature is an educational model that seeks to adapt what has been proven by the Prophet Muhammad in his time to the present. Schools of Nature are developed to build basic abilities in children that make them proactive and adaptive to environmental changes.

SD Sasmita Edukasi has different aspects of learning, facilities and interiors from formal schools in general. Learning that is carried out is mostly done outside the classroom or can be known as learning while practicing it directly. In addition, on several occasions the school also brought in certain agencies such as the Fire Department, Local Police and many more. This is certainly a new color for students where they get a fun way of learning at the same time the school can also achieve extraordinary learning outcomes.

There are previous studies conducted the research that are related with this study. First study was conducted by Usada and Ismail (2015) discussed learning process in the Harapan Alam School. By using nature-based learning methods, students can learn and interact with nature, and nature schools become alternative schools for students. The second study was the process of Nature-Based Learning at Sekolah Alam Al-Izzah Krian is learning by utilizing the surrounding environment as a medium in supporting the learning process at the Al-Izzah Krian Natural School by Aprilian & Trihantoyo (2018). The third is study focuses on the implementation of nature as a medium for PAI learning by Lutfiani (2013). Then the study discussed the nature-based learning model is a plan or pattern for developing curriculum and learning that emphasizes direct learning in nature to provide opportunities for early childhood children to spend time playing with nature to help children grow and develop ( Sudarmiyanti,2014). Next is the importance of direct experiences of

children with nature and green places can change their attitude towards adults and respect the environment (Ward Thompson,2008). The last previous study conducted the efforts of the natural school in socializing the values and love for the environment towards children have been going well ( Yusnia R,2011).

Most of the previous studies had similar and also different research subjects. Based on the results of the study above, the researchers decided to conduct research. The first reason is that the researcher wants to describe the implementation of the concept of a natural school at SD Sasmita Edukasi as stated by the school authorities at the school. The second reason is that researcher want to know and explain the impact given to children through the concept of a natural school applied at SD Sasmita Edukasi.

## **2. METHOD**

This type of research is a qualitative descriptive method. The data obtained from the results of interviews, observations, and documentation conducted by researchers with five resource persons, consisting of principals, teachers, students, and parents, at SD Sasmita Edukasi. Data collection techniques in this study used interviews, observation, and documentation. This technique is used because it can communicate directly with information sources to obtain complete and detailed data. According to Sukmadinata (2013: 220), the observed is a technique or method of collecting data by observing ongoing activities. The interview, according to Moh. Nazir (2014: 170) is a technique carried out in the process of obtaining information or information for research purposes by means of questions and answers and is carried out face-to-face between the questioner or interviewer and the resource person or respondent. This method is used to obtain archives or school documents related to research problems Arikunto (2006:158). There are several ways to analyze data using Miles and Hubbermans (2014), which consist of (1) data reduction, (2) data display, and (3) conclusion. This study uses triangulation to check the validity of the data.



### **3. RESULT AND DISCUSSION**

#### **3.1.Result**

##### **3.1.1 Implementation of the Concept of a Natural School at SD Sasmita Edukasi Blora in terms of Learning Activities**

Based on the findings, the implementation of the concept of the natural school in learning activities consists of three activities: Happy Morning, Action Learning, and Writing Diary, where each of the three points of the findings will be described and analyzed based on the findings of researcher in the field.

##### **a. Happy morning Activities**

Based on the results of the observations conducted on July 20, 2022, Happy Morning activities are routine activities carried out by all students before learning begins. Happy Morning activities are carried out at 07.30 for 20 minutes. The Happy Morning activities are very varied; there are small exercises, guessing puzzles, ice breaking, role-playing from YouTube videos, as well as traditional games (such as Jamuran and Ularnaga). This activity is carried out in the schoolyard and in the classroom, led by the respective class teacher. One application of the activities taken by the researcher at that time was the Happy Morning activity with Roleplay video, where the teacher was in front, followed by the students behind him by holding the waist of the person in front of him. The hands of the two teachers were lifted up and shaken left and right while rotating in time with the music, and they did so while laughing.

##### **b. Action Learning Activities**

In the interview conducted by the researcher with Mrs. Noer Rizky, SD Sasmita applied the principle of action learning; students learnt by applying the learning directly. Considering that SD Sasmita has implemented the concept of a natural school, the students also learnt directly from the surrounding nature, which is expected to be in accordance with the initial goals of the school so that later students will more quickly capture and remember all learning as interesting

and useful learning experiences that can be applied when they are outside of school.

*“Sebelumnya kami guru-guru sudah sepakat bahwa ketika mereka belajar dialam kami akan membebaskan anak-anak untuk memilih desain ruang belajar di dalam maupun di luar kelas sesuai dengan desain yang mereka inginkan sesuai dengan kreatifitas anak-anak dan semua anak harus setuju, apakah itu duduk langsung di lantai, di kursi melingkar, U atau L ,juga berjajar seperti sekolah pada umumnya, kami berharap ketika mereka belajar langsung dialam maupun dikelas apa yang kami sampaikan dapat diterima dengan baik dan dapat bermanfaatserta bisa dibawa sampai mereka dewasa”(wawancara dengan kepala sekolah)*

[Previously, we teachers had agreed that we would free the children to choose the design of the study room inside or outside the classroom according to the design they wanted, and all children must agree, whether it is sitting directly on the floor, in a circular chair, or sitting in a circle. U or L also lined up like schools in general, we hope that when they learn directly in nature or in class, what we convey can be well received and can be useful and can be taken until they are adults.]

According to the data, school has also freed students to choose the class designs they want and the subjects that they want to study in the first hour until they are finished. The teachers did not feel that way, but the students also completed the schedule of their respective class teachers when the teacher was unable to attend or there was a score taking.

*“Di sini kita sama-sama belajar mbak , bukan hanya siswa tapi juga kita para guru yang terkadang harus eksplor lebih jauh lagi mengenai sekolah alam bahkan guru-guru juga ikut belajar lagi bareng mereka di sekolah alam ini dimana terdapat beberapa hal yang belum kita dapatkan semua itu di dunia*

*pendidikan atau di kurikulum sekolah mengenai sekolah alam. Walaupun konsepnya bermain dengan anak-anak, kami tidak membiarkan anak-anak kami terus bermain sepanjang pelajaran, tetapi tujuan kami dengan menerapkan belajar dengan bermain anak-anak dapat menyerap apa yang telah diajarkan lebih cepat”*

[Here, we learn together, Ms., not only students but also us teachers, who sometimes have to explore further about nature schools and even teachers also study with them at this natural school where there are some things that we haven't learned yet. all of that in the world of education or in the school curriculum regarding nature schools. Although the concept is playing with children, we do not let our children continue to play throughout the lesson; our goal is to apply learning and playing so that children can absorb what has been taught more quickly].

According to the data, at SD Sasmita Edukasi, children learnt not only to find value, but they also learnt to be able to use their knowledge in everyday life. They learnt not only by listening to the teacher's explanation but also by seeing, touching, feeling, and following the whole process of learning. Children are directed to understand their own basic potential.

### c. Writing Diary

Based on the results of interviews with participants, the purpose of holding a diary is to train students so that they can express themselves honestly. What students experience can be recorded in their respective diaries, whether it's feelings of sadness, joy, or anger that will be collected before going home from school. As stated by the principal,

*“Saat mereka datang kesekolah tentunya kami para guru melihat berbagai macam ekspresi wajah anak yang menyebabkan mereka tidak berkonsentrasi*

*maupun bersemangat ketika di dalam kelas jadi kami berinisiatif untuk mengadakan kegiatan program menulis diary yang nantinya dapat membantu mengembalikan atau memperbaiki suasana hati mereka"*

[When they come to school, of course, we teachers see various kinds of children's facial expressions that cause them not to concentrate or get excited when in class, so we took the initiative to hold a diary writing program, which in turn can help restore or improve their mood].

From the informant, , the purpose of holding a diary is to train students so that they can express themselves honestly. What students experience can be recorded in their respective diaries, whether it's feelings of sadness, joy, or anger that will be collected before going home from school.

### 3.1.2 The Impact of the Implementation of the Natural School at SD Sasmita Edukasi on Students

#### a. Cultivate an attitude of love for the environment.

The socialization implemented by the Alam Sasmita Educational Elementary School through learning that blends with nature, using nature as a source of learning, indirectly, has fostered concern and love in students for nature and the surrounding environment. As expressed by Donita Putri Kirana, a fifth grade student, in her interview

*"Dulu saya suka membuang sampah sembarang kak, dan saya juga tidak peduli dengan lingkungan masih seenaknya. Namun setelah saya belajar di sekolah dan bu guru mengatakan tentang pentingnya kita menjaga lingkungan, saya sudah tidak membuang sampah dimana-mana, apalagi di sekolah nanti bisa dimarahi guru dan ditiru teman-teman selain itu nanti bisa menyebabkan banjir seperti apa kata bu guru".*

[I used to like throwing trash anywhere, Mis, and I also didn't care about the environment. I still liked it. However, after I studied at school and the teacher said about the importance of protecting the environment, I no longer throw garbage everywhere, especially at school, where the teacher will scold and imitate my friend other than that, later it can cause flooding like what the teacher said.].

From the data demonstrate that the socialization implemented by the Alam Sasmita Educational Elementary School through learning that blends with nature, using nature as a source of learning, indirectly, has fostered concern and love in students for nature and the surrounding environment.

*“ ketika saya belajar disini saya sudah mulai menerapkan apa yang saya pelajari dan harus patuh sam aturan jadi saya tidak boleh membuang sampah sembarangan lagi apalagi nanti saya kena denda jika saya membuang sampah sembarangan”*

[ When I studied here, I started to apply what I learned and had to obey the rules, so I shouldn't litter anymore. Furthermore, I'll be fined if I litter.]

From the statement, students' understanding of actions that can damage the environment is one of the impacts implemented by SD Sasmita Edukasi through the implementation of a nature school at SD Sasmita. The provision of fines as punishment for children who violate them has also proven effective in implementing the concept.

#### b. Respect and love your fellow living beings

The behavior of loving fellow living beings was also expressed by Mrs. Hima as a 5th-grade teacher in her interview with the researcher:

*"Ketika mereka belajar langsung di alam kita sudah mengajarkan maupun mengingatkan mereka agar mereka selalu merawat dan menyayangi makhluk hidup, saat kami belajar semua harus menggunakan media yang telah kita bawa dan tidak merusak maupun mengganggu hewan dan tumbuhan di sekitar kita"*

[When they learn directly from nature, we have taught and reminded them to always care for and love living things. When we learn everything must use the media that we have brought and not damage or disturb the animals and plants around us].

The statement about the impact of the natural school was also felt by one of the parents of the children, namely Mr. Edi, who at that time needed to be at school. Finally, the researcher was able to take the data from the parent's point of view.

*" Kebetulan dirumah kami memelihara kucing dan burung mba, dampaknya setelah anak saya sekolah disini anak saya selalu mengingatkan saya untuk tidak lupa memberi makan hewa-hewan yang kami pelihara, bahkan kucing dirumah diberi makan yang sama seperti apa yang telah kita makan"*

[ Incidentally, at home, we keep cats and birds. The impact after my son goes to school here: My son always reminds me not to forget to feed the animals we raise. Even the cats at home are fed the same as what we have eaten].

From the data 1 and 2 conclude that students at SD Sasmita Edukasi are also taught to love animals. They should not torture animals or plants because animals and plants are God's creatures. In learning activities in elementary school, students learn while playing. When they play, they still affect the environment around them. preserving the surrounding environment, not only

not littering and littering. However, it must also preserve the existence of and not kill animals and plants in the surrounding environment.

c. Convert used products into selling points.

The impact of the socialization of love for the environment on children at SD Sasmita through learning activities in the classroom and outside the classroom, not only makes children know how to care for and protect the environment, but here children have also begun to show attitudes and behaviors to care for and care for the environment. Although it is still limited to maintaining it has not taken a comprehensive action. The impact on children was also explained by the principal to researchers in an interview conducted on July 22, 2022

*“Di SD Sasmita selain membiasakan membuang sampah pada tempatnya dan menerapkan denda bagi yang melanggar , kita juga mulai mengajarkan bahwa anak-anak harus bisa membedakan sampah organik dan anorganik agar nantinya kita bisa mengajarkan mereka cara mengelola sampah yang baik dengan mendaur ulang sampah, agar mereka tahu bahwa sampah bisa jadi barang yang digunakan kembali bahwan erlihat lebih menarik ketika kita dapat mengolahnya dengan baik selain itu bisa menjadi karya seni yang bisa juga dijual”*

[ At SD Sasmita, apart from getting used to throwing garbage in its place and applying fines to those who violate it, we also start teaching that children must be able to distinguish between organic and inorganic waste so that later we can teach them how to manage waste properly by recycling waste so that they can know that waste can be reused, that it looks more interesting when we can process it properly, and that it can become a work of art that can also be sold.]

From the statement above, it can be concluded that the SD Sasmita in applying the concept of a natural school in schools has fostered students'

understanding of love for the environment in children. So that the application of environmental values, attitudes and behavior in children is not only applied when they are at school, but also when they are at home. The habit factor of students when they are at school to pay attention and care for the environment has been embedded in students.

### **3.2 Discussion.**

#### 3.2.1 1.Implementation of the Concept of a Natural School at SD Sasmita Edukasi Blora in terms of Learning Activities

Learning activities that have been arranged in such a way as to achieve learning objectives through the concept of a natural school at SD Sasmita have several learning activities that are applied to achieve these goals. Learning activities have also varied as stated by student learning activities, which include mental, visual, motor, and emotional activities (Samuel et al., 2009). Based on the findings, the researcher describes the discussion of the implementation of the concept of a natural school based on learning activities as follows:

##### a. Happy morning

Based on the findings made by researcher with research observations, this research has several similarities with research conducted by Usada & Ismail (2015) in their research entitled "The Nature-Based Learning Process in Class VI at Harapan Alam School, Klaten Regency". In this study, both groups used early learning activities before starting the core learning with the morning talk program. This research also focuses on the learning process at Harapan Alam School. By using nature-based learning methods, students can learn and interact with nature, and nature schools become alternative schools for students, making the learning process fun. The implementation of learning begins with a morning talk, continues with subjects, and ends with a review. It



continues with subjects and ends with a review learning materials in the form of subjects, character building, and skills training

Furthermore, according to the findings of the observations, students can be fresh and ready to participate in learning by engaging in happy morning activities. According to Akhter (2014) warm-up activities are interesting, responsive, and provide motivation and purpose at the beginning of learning. Furthermore, activities foster a positive environment for learning and teaching.

#### b. Action Learning Activities

Learning outside the classroom (outdoor study) will bring students into integration with nature. Nature will open students' horizons of view wider than learning done in the classroom. This method is also expected to establish harmony between the learning material and the surrounding environment. Based on the results of interviews with participants, the principal said that not all materials can be applied using this method, but it would be nice if occasionally students were invited to go directly to the field to see the real world. Students are expected to be able to gain knowledge directly from existing real experiences so that the learning material is easier to understand and remember in the long term. There is a saying that what is seen is what is remembered.

Based on previous research, the research was conducted by Naili Fauziah Lutfiani (2013) with the title "Nature as a Media for Islamic Religious Education at SMPIT Nurul Islam Yogyakarta". This research focuses on the application of nature as a medium for PAI learning. The researcher concludes that the application of nature as a medium for PAI learning is very good because nature can develop students' creativity in learning. This statement has similarities with what the researchers found, based on the results of interviews

with school principals who said that learning while practicing what was done with nature as a medium would foster student creativity. However, there are several differences between these studies and the research conducted by Naili, namely the location of the previous research, conducted in a junior high school, while this research was carried out by researchers in an elementary school. In addition, the research conducted by Naili focuses on discussing PAI learning that uses nature as a medium, while the author discusses the application of the concept of a natural school as a whole.

c. Writing a diary

From these findings, the researcher found the similarity of the objectives revealed by the resource person with Senny's research (in Alwasilah, (2020, p.43) that the purpose of writing is to convey the message in the author's thoughts to the reader. If it is not read, then the writing activity will be in vain and is useless. Writing will break the rule that writing depends on the reader and the quality of the reader's response, so that both of them will determine the success of a person in communicating in writing. The difference between this theory and this research is that in this theory, the purpose of writing is used comprehensively for all types of writing, but in this study, the researcher only focuses on one topic of discussion regarding writing diaries.

From the data found in the findings carried out by the researchers in his interview, Sasmita SD wrote a diary book not only to find out the contents of a person's mind and a person's heart but unconsciously by writing Dairy is expected to be able to improve writing skills well and structured, which may be when their learning is only focused on the teacher's commands, but by writing dairy they are able to understand how to write spontaneously

### 3.2.2 The Impact of the Implementation of the Natural School at SD Sasmita Edukasi on Students

a. Cultivate an attitude of love for the environment.

Environmental love behavior and environmental appreciation is one of the impacts obtained from children through the concept of implementing the nature school. The researcher found similarities with previous research conducted by Ward Thompson (2008) which suggested that the importance of direct experiences of children with nature and green places can change their attitudes towards adults and respect the environment. The similarity of the findings with this study is that children can feel freedom and a sense of appreciation for the diversity of nature that surrounds them begins from childhood. The difference between this study and previous research is almost non-existent, the difference is the location of the research.

From the data generated, the impact that is applied through the nature school has a big effect on students, they have realized that it is important to respect the environment with behaviors that protect the environment such as throwing garbage in its place, not destroying the natural surroundings when they learn directly from nature.

b. Respect and love fellow living beings.

Sasmita Elementary School's efforts in applying the concept of nature to schools through learning activities have fostered students' understanding of love and respect for fellow living things around us. so that the application of the concept of nature in schools is not only applied when they are at school but also when they are at home. The habit factor of students when they are in school to continue to pay attention and care for living things other than humans has been embedded in students.

As said by Rizki Yusnia (2011), found, in common with previous studies carried out by researchers, in her research that said that managerial school efforts in socializing the values and love of the environment. attitudes and behaviors of environmental love for children and respecting living things,

able to foster an attitude of environmental love for their students with evidence of some reality of changes in the attitude of the child's environment. The difference in research was not found in this research.

From the data above, the impact of the application of natural schools on children through learning activities in class and outside the classroom, not only makes children know how to care about fellow living things around them and also protect the environment, but here children have also begun to show attitudes and behaviors that care for the environment and fellow living. Although the action has not been said to be perfect, it is better than the attitude of the child before.

c. Convert used products into selling points.

In addition to the impact generated above, the other impacts generated through natural schools for children are starting to learn to use and recycle waste into useful goods and goods of sale value, as stated by the principal in his interview with researchers. The results of this study also have similarities with research conducted by Nigrum (2013), where this research is focused on the recycling of organic and non-organic waste, recycled by students and used as works of art to be sold at natural schools located in Cianjur or Jakarta. south. Students do not just learn the materials that are in other public schools, but the Cianjur nature school also practices making waste that can be recycled or can be managed into a work of art.

From the data in the findings, schools have taught children the value of entrepreneurship, starting with getting used to disposing of waste by distinguishing organic and inorganic waste. In addition, through weekly programs held by schools in collaboration with local banks and local municipalities, children are taught not to dump things that can still be used to make high-value crafts.

#### 4. CLOSING

The implementation of the concept of a natural school through learning activities in the classroom and also outside the classroom resulted in three activities, namely Happy Morning, Action Learning, and Writing a Diary. Happy Morning or what can be called a warm-up before starting learning also serves to refresh the brain so that it is able to absorb learning well. Action Learning, or what can be called the core of the activity, also explains a series of activities in the classroom and outside the classroom that are packaged by the school and applied to students on how to make the natural learning process fun. The writing diary activity can be called the closing activity of the learning series to express each other's feelings as well as review what material they have learned that day. Each application has a purpose that is constructive and varied with the theme of direct nature.

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