

IMPLEMENTATION OF CARING FOR THE ENVIRONMENT GREEN SCHOOL IN NORTH ACEH DISTRICT – INDONESIA

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ABSTRACT: This study examines the implementation of the green school environmental care program. This type of research is survey research using a quantitative approach. The sampling technique used a purposive technique totaling 27 public elementary schools in North Aceh district. The data collection tool uses a questionnaire. Data collection techniques using observation, interviews, documentation. Data analysis techniques using percentage analysis. The results showed that the implementation of green schools in North Aceh District was in good category (81%). This means that the school has implemented the green school environmental care program well to create a clean and comfortable school environment as a place for learning process activities to take place.

Key Words: Implementation, Care for the Environment, Green School, Cleanliness

1. INTRODUCTION

Schools as social institutions have a very strategic role for the nation's future generations. The quality of the nation's future generations is largely determined by the quality of the current school. The role of the school is to help students acquire knowledge, skills and expertise, to help learn how to solve life's problems, to help students adjust to living together and to a dynamic society as citizens, to improve the quality and quality of human life. Schools have a very important role in delivering students to the future. Currently, education is no longer understood as a burden, but must be presented as something fun, humanizing and giving a good meaning to life. Such an educational paradigm will encourage students to empower themselves and be responsible for their environment [1].

Human life is inseparable from interaction with the surrounding environment, the rapid advancement of technology in various fields has had both positive and negative impacts on the environment. One negative impact is the occurrence of environmental damage which will ultimately result in a decrease in environmental quality. The environment directly influences the survival, growth, development, and reproduction of organisms. The environment is a spatial unit

with various components consisting of biotic and abiotic factors that affect the survival of humans and other living things [2], [3].

Humans and the environment have a very close relationship. Both of them have a great influence on each other. Humans have exploitative abilities to nature so they are able to change it as desired. Attitudes and human behavior determine the good or bad condition of an environment. Environmental sustainability is determined by human behavior and attitudes in preserving the environment. Humans must take good care of the environment in order to avoid damage. Damage to the environment can cause harm to humans, but if the environment is maintained properly it will bring prosperity. The educational environment, besides having to be clean, neat, must also maintain its beauty. Taking care of cleanliness does not always require expensive costs. As long as you have sensitivity or are used to living cleanly, you will feel uncomfortable when your environment looks dirty. Therefore, environmental hygiene is needed by increasing awareness and willingness to be responsible for environmental sustainability [4].

Student concern for the school environment is needed in order to create a

comfortable atmosphere so that the learning process runs conducive. At this time there is a need for environmental management aimed at building school health. School health aims to improve students' healthy living abilities so that they can grow and develop harmoniously and optimally in producing quality human resources. The development of a healthy school environment is a combination of educational efforts and health efforts in realizing that the physical and mental environment can be carried out properly. The school's physical environment consists of the school and its environment, while the mental (psychological) environment concerns awareness to get used to healthy and clean living and to maintain the cleanliness of the school environment [5] [6].

Caring for the environment is one of the efforts to provide environmental knowledge in schools. This is intended with the assumption that if knowledge about the environment increases, then the behavior of caring for the environment will also increase and will reduce environmental damage in the future. The basic concept in shaping environmental care behavior requires three elements, namely institutional factors, educational strategies, and knowledge and values. These three factors are related to one another. Institutional factors relate to political policies, availability of funds and facilities related to environmental management. The educational strategy is one of the results of policies aimed at increasing knowledge and values which will later influence environmental care behavior [7].

Environmental care behavior such as never polluting classroom facilities with graffiti, maintaining classroom cleanliness, opening classroom doors and windows, turning off electronic equipment, and picking up trash and disposing of it in its place. This kind of behavior is a form of student concern for the environment. Daytime lighting is very important for the school community to improve performance in learning activities. The importance of school design, which during the day has a positive and significant influence on student performance [8]. Design elements such as proper window placement to maximize daylight lighting without increasing glare or heat gain. In addition, determine lighting fixtures that are efficient during the day so that energy savings are maximum [17].

However, based on the results of a survey by researchers, there are problems with caring for the green school environment, such as: a) lack of coordination between schools in implementing green schools, b) limited costs for procuring environmental education facilities and their

maintenance, c) low participation of school members in creating a clean environment, d) and lack of preservation of the school environment. One of the environmental care programs is a green school. Green schools are schools that have positive policies in environmental education, meaning that in all aspects of their activities they consider environmental aspects [9]. A green school is a school that internalizes environmental values into all school activities. Green schools develop main activities such as developing an environmentally friendly curriculum, developing community-based education, improving the quality of the school area and the surrounding environment, developing environmentally friendly support systems and developing environmentally friendly school management.

The purpose of holding a green school is to increase students' awareness of maintaining the school environment, foster a positive attitude and love for the environment among school members, form a school environment that focuses on preserving natural resources, trying to make schools carry out sustainable environmental education. Green school activities include; a) Program 5 R (rethink, reduce, repair, reuse, recycle). The 5R activities include using front and back paper, disposing of garbage, using rainwater to water plants and making compost from leftover food and plants, b) saving water and electricity energy, 3) reforesting schools, which includes planning a garden concept according to the benefits, for example: Science Parks, Herb Gardens, Cactus Gardens, Orchid Gardens, labeling trees and the function of each tree, using organic fertilizers [10].

The implementation of caring for the environment in schools aims to facilitate the application of science, norms and ethics to achieve the ideals of sustainable development. [11]. Environmental education is a government effort to avoid environmental damage. Based on the background above, the purpose of this researcher is to describe the Implementation of the Green School Environmental Care Program in North Aceh District.

2. RESEARCH METHODS

This type of research is survey research using a quantitative approach. The sampling technique used a purposive sampling technique with a total sample of 27 public elementary schools in North Aceh district. The data collection tool uses a questionnaire. Data collection techniques using observation, interviews, documentation. Data analysis technique using percentage analysis.

Table 1. Aspects, Phenomena, Required Data, Methods, Data Types, and Data Sources Research on The Implementation of the Green School Environmental Care in North Aceh District.

Aspect	Phenomenon	Method	Data Type	Data Source
Caring for the green school environment	Cleanliness and tidiness of the principal's room	Survey	Primary	Questionnaire
	Cleanliness and tidiness of the teacher's workspace	Survey	Primary	Questionnaire
	Cleanliness and tidiness of classrooms/study rooms	Survey	Primary	Questionnaire
	Cleanliness and tidiness of the library	Survey	Primary	Questionnaire
	Cleanliness of teacher and student toilets	Survey	Primary	Questionnaire
	Cleanliness and tidiness of the school grounds	Survey	Primary	Questionnaire
	Cleanliness and tidiness of the student activity unit room	Survey	Primary	Questionnaire
	Guarantee the comfort of teacher activities	Survey	Primary	Questionnaire
	Guarantee the comfort of learning activities	Survey	Primary	Questionnaire
Guarantees served by vulnerable groups	Survey	Primary	Questionnaire	

3. RESULT AND DISCUSSION

Green school activities are carried out to provide knowledge about the environment, as well as practice it in schools. Green schools are schools that have a commitment and systematically develop environmental care programs into all school activities. Caring for the environment must be developed in the education system. Schools are the most effective media in building environmental awareness and concern. The Green School environmental care program plays an important role in providing environmental care character education to students. The green school environmental care program aims to increase awareness for the environment, by maintaining cleanliness, disposing of trash in its place, planting more trees, and so on. Through this program, it can create a green school environment to support children's mental physical health and brain intelligence. Apart from reducing global warming, there are still many good effects from a green school environment especially for students, if they

study in places where green areas can certainly affect brain development in learning. Green schools are one of the elements that influence student achievement [12], [13]. To achieve the goal of a positive environmental school, the green school design must be adapted to the school design. Elements and components of green school design include building envelope, building orientation and indoor environmental quality [14]. The Green School environmental care program for elementary schools in North Aceh district is implemented through cleaning and tidiness of the school principal's room, classroom/study room, library, teacher and student toilets, school yard/yard, school activity unit room, guaranteeing the comfort of teacher activities, guarantees the comfort of learning activities, as well as guarantees that vulnerable groups are served.

Based on table 2, the implementation of green school environmental care is classified into 4 criteria, namely very good, good, sufficient, and lacking. The implementation of green school environmental care is in a very good category,

namely, Sawang 16 State Elementary School (98%), Sawang 1 State Elementary School (94%), Dewantara 10 State Elementary School (93%), Sawang 5 State Elementary School (91%), Sawang 9 State Elementary School (91%), Sawang 12 State Elementary School (91%), Sawang 15 State Elementary School (90%), Sawang 27 State Elementary School (90%), Dewantara 18 Public Elementary School (90%), State Elementary School 3 Muara Batu (86%), and State Elementary School 4 Nisam (88%).

Implementation of green school environmental care in the good category, namely; Sawang 17 State Elementary School (84%), Dewantara 17 State Elementary School (84%), Bandar Baro 5 State Elementary School (83%),

Nisam 1 State Elementary School (83%), Sawang 8 State Elementary School (82%), Nisam 3 State Elementary School (81%), Sawang 10 State Elementary School (80%), Makmur 4 State Elementary School (75%), Makmur 3 State Elementary School (74%), Nisam 9 State Elementary School (79%)). The implementation of green school environmental care is in the sufficient category, namely; Public Elementary School 12 Bandar Baro (74%), State Elementary School 14 Muara Batu (72%), Muara Batu State Elementary School (66%). The implementation of the green school environment is in the less category, namely; 10 Nisam Public Elementary School (57%), Nisam State Elementary School (57%), 7 Nisam State Elementary School (54%).

Tabel 2. Implementation of Caring for the Environment Green School

No.	Elementary School Name	Percentage (%)	Category
1.	State Elementary School 1 Nisam	83	Good
2.	State Elementary School 3 Nisam	81	Good
3.	State Elementary School 4 Nisam	88	Very good
4.	State Elementary School 9 Nisam	79	Good
5.	State Elementary School 7 Nisam	54	Low
6.	Private Elementary School Nisam	57	Low
7.	State Elementary School 10 Nisam	57	Low
8.	State Elementary School 3 Makmur	74	Good
9.	State Elementary School 4 Makmur	75	Good
10.	State Elementary School 10 Dewantara	93	Very Good
11.	State Elementary School 17 Dewantara	84	Good
12.	State Elementary School 18 Dewantara	90	Very Good
13.	State Elementary School 12 Sawang	91	Very Good
14.	State Elementary School 10 Sawang	81	Good
15.	State Elementary School 8 Sawang	82	Good
16.	State Elementary School 27 Sawang	90	Very Good
17.	State Elementary School 16 Sawang	98	Very Good
18.	State Elementary School 1 Nisam	94	Very Good
19.	State Elementary School 17 Sawang	84	Good
20.	State Elementary School 5 Sawang	91	Very Good
21.	State Elementary School 9 Sawang	91	Very Good
22.	State Elementary School 15 Sawang	90	Very Good
23.	State Elementary School 3 Muara Batu	86	Very Good
24.	State Elementary School 12 Muara Batu	66	Enough
25.	State Elementary School 14 Muara Batu	72	Enough
26.	State Elementary School 5 Banda Baro	83	Good
27.	State Elementary School 12 Banda Baro	74	Enough

Source; Research Result Data, 2023

Green school as an environmental care program aims to develop constructive attitudes and behaviors in students, teachers and school principals towards environmental problems that exist in schools and their surroundings. Greening school has the following principles: a) Greening school can be implemented in the school environment regardless of the circumstances. This concept can be applied to schools in urban and rural areas, in mountains and beaches, in agricultural and industrial areas. Greening school is a proactive concept. This concept does not need

to be applied compulsorily or forcedly, but proceeds naturally, based on common readiness and needs. b) Greening school departs from a pleasant situation (joyful learning), c) Greening school is oriented towards efforts to grow and develop awareness of students' actions towards environmental problems in schools as part of overall environmental problems globally. d) Greening school is a dynamic value. The concept is not statically oriented to the past, but realistically moves on to the existing objective situation and seeks to improve it in real terms [1].

[15] Forms of green school implementation activities include; a) there is ventilation that functions for cooling and heating the room so that the indoor air condition is natural, b) activities create environmental conditions that are free from toxic pesticides, c) recycling and composting activities involving student participation to take advantage of the environment's economic value. d) carrying out water and electricity energy efficiency, e) an environmentally sound school management system, f) using materials to build healthy and safe school buildings, g) carrying out wastewater treatment, making infiltration wells and activities related to water resources management, h) protecting schools from hazardous materials such as poisons and chemicals, i) managing school grounds through gardening, j) creating a healthy and safe environment for students and workers in schools [1].

There are several requirements for successful environmental education, namely (1) environmental education as a learning principle. Environmental education in a comprehensive sense is not limited to learning according to a schedule, but becomes comprehensive learning principles that have an influence on all school activities; (2) project-oriented lessons. Lesson with the project describes a high form of education that is characterized by an orientation to situations, integration of fields, comprehensive access, learning in the form of action, independent activities/individuation, various forms of social work, process and product orientation; (3) ecological field where learning. In the practice of implementing environmental education, the materials used in schools also cannot be ignored. This relates to the management of suitable school activities and environment, for example reducing waste, using environmentally friendly cleaning tools, ecological food and drink, school yards reflecting good environmental conditions water resource management, energy saving and so on [15]. The importance of innovation in the built environment so as to maximize resource efficiency, minimize pollution, and provide fresh air, comfortable temperature, light, and create a healthy and conducive environment [16].

4. CONCLUSION

The implementation of green school environmental care in North Aceh District was well implemented (81%). Where schools have implemented environmental care activities by creating a clean environment. Green school environmental care activities are carried out in the form of activities such as the cleanliness and tidiness of the principal's room, classrooms/study rooms, libraries, teacher and student toilets, school

yard/yard, school activity units room, guarantees for the comfort of teacher activities, guarantees for the comfort of learning activities, and guarantees serve vulnerable groups.

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