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LIST OF PAPERS

1. **BIOREFINERY PROJECT IN KANAZAWA UNIVERSITY** 1
KENJI TAKAHASHI
2. **DESIGN AND SYNTHESIS OF NEW SOLID CATALYSTS AS AN INTEGRAL PART TO THE SOLUTIONS OF TODAY'S AND THE FUTURE'S CONSERVATION EFFORTS** 4
HADI NUR
3. **GREENHOUSE EFFECT, OZONE AND ACID RAIN PROBLEMS** 17
NINA HARSCH¹⁾, CHARLES ESTAY-OSSANDÓN²⁾
4. **METACOGNITION AND SOCIAL ATTITUDES PATTERNS OF LEARNERS THROUGH THINK ALOUD PAIR PROBLEM SOLVING** 23
B. ARIFAH^{1,2)}, N. HINDARTO^{1)}, S. E. NUGROHO¹⁾*
5. **PRANATACARA KRIDHAMADU: MASTER OF CEREMONY'S COMMUNITY AS THE EFFORT OF CULTURE PRESERVATION** 33
CHANIFATUL AZIZAH, AFRIDA NAZLUL AINI²⁾, VIA SABILLA³⁾ -*
6. **DEVELOPMENT OF LEARNING DEVICE WITH RALLY COACH COOPERATIVE MODEL BASED ON REACT TO IMPROVE MATHEMATICAL COMMUNICATION ABILITY** 38
M.K. AKHYAR¹⁾, SUKESTIYARNO²⁾
7. **DEVELOPING THE CHEMISRY LEARNING THROUGH PROJECT-BASED LEARNING MODEL INTEGRATED WITH INFORMATION AND COMMUNICATION TECHNOLOGY AND CHARACTER EDUCATION** 44
INDAH LINAWATI, SUPARTONO, KASMADI I.S.*
8. **ETHNOMATEMATICS EKSPLORATION AND BE CONNECTED WITH MATHEMATIC CONCEPT'S IN AMANUBAN** 51
ALFONSA MARIA ABI¹⁾, ZAENURI MASTUR²⁾, HARDI SUYITNO³⁾
9. **DEVELOPMENT OF STUDENTS' SELF-EFFICACY THROUGH MATHEMATICS PRACTICAL APPROACH TO IMPROVE PROBLEM SOLVING ABILITY IN GEOMETRY** 60
A.N. WULANDARI¹⁾ AND YL.SUKESTIYARNO²⁾
10. **DEVELOPING CONFIDENCE CHARACTER OF STUDENT IN MATHEMATICS LERNING THROUGH TALKING STICK MODEL ASSISTED WITH OIC GAME** 68
ASTRID CHANDRA SARI¹⁾, BUDI WALUYA²⁾, SUKESTIYARNO³⁾

11. DEVELOPING MATHEMATICS MATERIALS WITH COMIC BOOK SCIENTIFIC BASED IN FIFTH GRADER	75
<i>DAMEIS SURYA ANGGARA, M.PD¹, PROF. DRS. YL SUKESTIYARNO, M.S, PH.D²</i>	
12. IMPLEMENTATION OF PROBLEM BASED LEARNING (PBL) TO STUDENT'S CRITICAL THINKING SKILL ON PROTIST MATTER	82
<i>DIAH AYUNINGRUM¹, SRI MULYANI ENDANG SUSILOWATI²</i>	
13. CURIOSITY DEVELOPMENT ON SSCS MEDIA LEARNING USING FRACTION PUZZLE.....	91
<i>HERAYANI¹, KARTONO² DAN SUKESTIYARNO³</i>	
14. DEVELOPMENT OF STUDENTS' SHEET ACTIVITIES (LKPD) CONTAINED WITH LOCAL WISDOM ON ECOSYSTEM MATERIAL IN SENIOR HIGH SCHOOL.....	100
<i>LUKMANUL HAKIM^{1*}, MARGARETA RAHAYUNINGSIH², R. SUSANTI²</i>	
✓ 15. ORIENTED LEARNING ENVIRONMENT IN THE CONTEXT OF EARLY CHILDHOOD EDUCATION	106
<i>MUHAMMAD AKIL MUSI, ARIFIN MANGGAU, SYAMSUARDI</i>	
16. INOVATION OF SCIENCE ENTREPRENEURSHIP LEARNING TROUGH AUTHENTIC LEARNING MODEL BASED GN COMPETENCY AND CONSERVATION	115
<i>MUHAMAD TAUFIQ¹, STEPHANI DIAH PAMELASARI²</i>	
17. IMPLEMENTATION OF CRITICAL REVIEW IN SCIENCE CURRICULUM STUDY COURSE TO DEVELOP "INTELLIGENT AND STRONG" CONSERVATION CHARACTER IN DEALING WITH CURRICULA DUALISM IN INDONESIA	122
<i>INDAH URWATIN WUSQO¹, ARIF WIDIYATMOKO², DWI SETYO PRATIWI³</i>	
18. IMPROVEMENT OF STUDENTS COMPETENCE-BASED ON CONSERVATION IN ELEARNING COURSES USING PROJECT-BASED LEARNING METHOD	127
<i>AJI PURWINARKO¹</i>	
19. DEVELOPMENT OF TEACHING MATERIALS WITH SCIENTIFIC APPROACH TO IMPROVED STUDENTS' CRITICAL THINKING SKILL.....	132
<i>MULIA RASYIDI¹, SUPARTONO², ARI YUNIASTUTI³</i>	
20. EFFECTIVITY OF PBL LEARNING SETS VISION ASSISTED FACEBOOK COLLOID SYSTEM MAN MODEL GORONTALO.....	138
<i>MUSRIN SALILA¹, SUPARTONO², ACHMAD BINADJA²</i>	

21. **ESTABLISHING STUDENTS' RESPONSIBILITY CHARACTER IN FORMULATE SHARE LISTEN CREATE LEARNING ASSISSTED BY COMIC ON QUADRILATERAL** 146
NAFUL NUR AINI¹⁾, SUKESTIYARNO²⁾ AND BUDI WALUYA³⁾
22. **TEACHING MATERIALS MODEL -BASED PROBLEM BASED LEARNING (PBL) TO HABITUATE STUDENTS' CONSERVATION AWARENESS** 153
ULFI FAIZAH¹⁾, MUJI SRI PRASTIWI¹⁾, NIKEN SUBEKTI²⁾, DEWI LIESNOOR SETYOWATI²⁾, FIDA RACHMADIARTI¹⁾, SUNU KUNTJORO¹⁾
23. **DEVELOPING TRAFFIC AND TRANSPORTATION PSYCHOLOGY IN INDONESIA: INTERDISCIPLINARY EXPERT'S PERSPECTIVE** 157
NADIA HANUM¹⁾, KONRAD RESCHKE¹⁾
24. **TRANS JOGJA BUS PASSENGER'S DISTRIBUTION ON THE UGM CAMPUS** 166
ALFA NARENDRA¹⁾, SITI MALKHAMAH²⁾, BERTHA MAYA SOPHA³⁾, IMAM MUTHOHAR⁴⁾, NUR AINI MASRUOH⁵⁾
25. **ISOBARIC VAPOR-LIQUID EQUILIBRIUM FOR THE BINARY MIXTURE OF ETHANOL (1) + 1-HEXANOL (2) AT 100 KPA** 173
DHONI HARTANTO¹⁾, ASALIL MUSTAIN²⁾, BAYU TRIWIBOWO¹⁾, AULIA SEPTIANI MUTIA¹⁾
26. **DEVELOPMENT OF SOLAR POWER PLANT CONSERVATION IN CAMPUS SEMARANG STATE UNIVERSITY** 178
SAID SUNARDIYO¹⁾
27. **THE PRESSURE OF CARRYING CAPACITY OF AGRICULTURAL LAND TOWARDS THE CONSERVATION OF NATIONAL PARK OF MOUNT MERBABU IN GETASAN SEMARANG**..... 181
ANANTO AJI¹⁾, HARYADI²⁾
28. **GREEN SPACE MANAGEMENT TRAINING IN SUSUKAN VILLAGE, EAST UNGARAN DISTRICT** 187
ANDI IRWAN BENARDI¹⁾, SATYA BUDI NUGRAHA²⁾, WAHID AKHSIN BUDI NUR SIDIQ³⁾
29. **INTERNALIZATION OF VALUES THROUGH ART AND LITERATURE FOR CHILDREN AS A CULTURAL CONSERVATION PROGRAM**..... 193
ASEP YUDI PURWO UTOMO, MOH. MUTTAQIN, ZULFA FAHMY
30. **THE REALIZATION OF CONSERVATION IN SEMARANG STATE UNIVERSITY CAMPUS**..... 200
DEWI LIESNOOR SETYOWATI

31. **CAMPUS BUILDING STUDY BASED ON THE CONCEPT OF GREEN OFFICE**..... 208
TEGUH PRIHANTO

32. **INCREASING THE PERFORMANCE OF NATURAL POLYMER MODIFIED MORTAR WITH *GRACILARIA SP.* AND *MORINGA OLEIFERA* IN AGGRESSIVE ENVIRONMENT FOR GREEN MATERIALS** 220
*Rr. M. I. Retno Susilorini*¹, VG. Sri Rejeki¹, Budi Santosa¹, Agus Susanto¹, and Daniel Kurniawan¹*

33. **THE COLOR CHANGE OF SWIFTLET BIRD NEST (*Aerodramus fuciphagus*) IN PAMANUKAN, WEST JAVA**..... 226
Sunu Kuncoro

34. ***IN VITRO* SHOOT MULTIPLICATION OF *Feronia limonia* (L.) Swingle IN A CO₂ ENRICHMENT AND SUCROSE REDUCTION CULTURE** 231
Enni Suwarsi Rahayu¹) and Noor Aini Habibah¹)

35. **THE UTILIZATION OF BASIL AND ACID LIME AS AN INNOVATIVE-HAIR SHAMPOO TO APPLY THE VALUE OF BIODIVERSITY CONSERVATION** 242
Qurrota A'yun¹, Irfatul Chusniyah²)

36. **PASSIVE THERMAL COMFORT OF WOODEN HOUSE AND STONE HOUSE IN MOUNTAINOUS, INDONESIA** 246
*Hermawan*¹, Eddy Prianto², Erni Setyowati², Heri Hermanto¹)*

37. **EFFECTIVITY OF PBL LEARNING SETS VISION ASSISTED ACEBOOK COLLOID SYSTEM MAN MODEL GORONTALO**..... 255
Musrin Salila¹, Supartono², Achmad Binadja³

38. **MIND MAPPING TECHNIQUE AS AN ALTERNATIVE WAY TO EXPLORE FELICITY CONDITION OF SPEECH ACTS IN SPEAKING**..... 262
Agung Budi Kurniawan¹, Tatik Sutarti²)

39. **PROBLEM SOLVING AND MATHEMATICAL DISPOSITION BASED ON LEVEL OF GEOMETRY THINKING BY PBL VAN HIELE APPROACHES**..... 273
M. Detalia Noriza¹, Kartono², and Sugianto³)

40. **BUILDING THE INDEPENDENCE STUDENT CHARACTER ON THE MATHEMATICAL REASONING ABILITY IN DISCOVERY LEARNING MODEL WITH SCAFFOLDING STRATEGY ON TRIGONOMETRY MATERIAL** 281
E. Nurhayati¹) and YL. Sukestiyarno²)

41. **ANALYSIS OF STUDENT'S CRITICAL THINKING THROUGH COGNITIVE CONFLICT STRATEGY WITH WINGEOM LEARNING IN GEOMETRY**..... 287

F. Triandini¹⁾, YL. Sukestiyarno²⁾

42. ANALYSIS OF MATHEMATICAL CREATIVE THINKING AND SELF-DIRECTED USING MMP MODEL BASED ON INFORMATION PROCESSING THEORY 293
Francisca Emaria Yosepha¹⁾ and YL Sukestiyarno²⁾
43. ANALYSIS OF MATHEMATICAL REPRESENTATION AND SELF-EFFICACY AT EXPERIENTIAL LEARNING MODEL BASED ON CARL-ROGERS THEORY 302
*Maria Christina R.T.L*¹⁾ and Y.L.Sukestiyarno²⁾*
44. THE SOUTHERN CROSS LANE (JLS) OF JAVA AND ITS IMPLICATIONS TOWARD THE ECONOMIC AND SOCIAL COMMUNITY 311
Maryono¹⁾, Mukodi²⁾, Sugiyono³⁾, Edi Irawan⁴⁾
45. CHARACTERISTICS OF GEOMETRIC THINKING THROUGH VAN HIELE'S PHASE-BASED LEARNING USING GEOMETERS SKETCHPAD 318
Maya Kurniawati¹⁾, Iwan Junaedi²⁾, Scolastika Mariani³⁾
46. DEVELOPMENT OF ATONG BASED REFERENCE MODULE FOR SCHOOL GEOMETRY SUBJECT AND ANALYSIS OF MATHEMATICAL CREATIVE THINKING SKILLS 325
N.A.D. Wulandari¹⁾, Y.L. Sukestiyarno²⁾, H. Sutarto³⁾
47. THE DEVELOPMENT OF MATHEMATICS MODULE MULTI-LEVEL BASE ON SOCIAL ARITHMETIC SCHOOL MATERIALS TO ENHANCE THE MENTAL OF ENTREPRENEURSHIP 337
Putri Rizki Amalia¹⁾, Wuryanto²⁾, Y.L. Sukestiyarno³⁾
48. STUDENTS ERROR ANALYSIS IN SOLVING MATH WORD PROBLEMS OF SOCIAL ARITHMETIC MATERIAL FOR 7TH GRADE BASED ON NEWMAN PROCEDURE 349
S. Rokhimah¹⁾, A. Suyitno²⁾, Y.L. Sukestiyarno³⁾
49. CONSERVATION POLICY 357
Kusmuriyanto¹⁾, Nurdian Susilowati²⁾, Retnoningrum Hidayah³⁾
50. IMPLEMENTATION OF WASTE MANAGEMENT TO SUPPORT THE ADIWIYATA SCHOOL DEVELOPMENT Error! Bookmark not defined.
Priyantini Widiyaningrum, Lisdiana, Eling Purwantoyo *Error! Bookmark not defined.*
51. THE FORMATION OF CREATIVE THINKING AND CURIOSITY THROUGH ADVANCE ORGANIZER MODEL BASED ON ATONG IN GEOMETRY SUBJECT 372
Emas Istiani¹⁾, Supartono²⁾, YL. Sukestiyarno³⁾

ORIENTED LEARNING ENVIRONMENT IN THE CONTEXT OF EARLY CHILDHOOD EDUCATION

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ABSTRACT

The aim of this study are as follows, (1) Determine the objective conditions of the learning process of environmental education in early childhood education today and (2) Finding environmental education learning model to improve the competence of early childhood. Typically this research involves four components: (1) Development of a solution (for example, an instructional approach; design and learning objects, such as museum exhibits or media; or education policy) based on a well-specified theory of action appropriate to a well-defined end user; (2) Creation of measures to assess the implementation of the solution(s); (3) Collection of data on the feasibility of implementing the solution(s) in typical delivery settings by intended users; and (4) Conducting a pilot study to examine the promise of generating the intended outcomes. Results of research related to the objective conditions of the applicable environmental education today shows that in general, teachers know of Environmental Education, as well as looking at environmental education can shape a child become a person who has concern for the environment. In general, the teacher looked Environment Education is very important and consider any learning model can be used for learning Environment Education. Based on the results and discussion can be concluded that environmental education will be more meaningful if carried out with a more contextual approach is real and concrete, according to the characteristics of early childhood.

Keywords: learning, the environment, early childhood education

Introduction

Environmental education is a process that aims to build the world's population conscious and have concern for the environment as a whole, as well as a variety of problems associated with it. Imparting knowledge, attitudes, skills, motivation, and commitment to work individually and together to find solutions to the problems that currently arise and prevent new problems. Early age was the "golden age" for someone, does it mean when someone at that time got a proper education, he gained a good learning readiness and one of the main keys to the success of learning to the next level.

Young children are active and inquisitive. Everything is worth exploration with all of their senses. Their minds and bodies are growing at a phenomenal pace, developing neural connections they will use for the rest

of their lives. Learning is everything; experience is everything. Whether it is the taste of a carrot freshly picked from the garden, the sight of sunlight on a dewdrop, or the sound of music made with some rocks found in the yard, young children are making discoveries and creating connections. They are beginning to understand their individuality and the individuality of others. They are beginning to build relationships between themselves and others and between themselves and the world around them. Providing opportunities for the growth and development of the whole child, opportunities to develop a sense of wonder about nature, and earnest engagement in discovery about the real world are the foundation for learning in early childhood. It is vital for early childhood environmental education programs to build this foundation (NAAEE, 2010).

From the environmental side, children have proven to be popular subjects of study, as well as being of social concern, for behavioral scientists and professionals who have entered the field of environment and behavior. This may be the case, in part, because children often respond more immediately to environmental conditions, freer of the overlay of symbolic, cultural, and past experiences that may obscure or distort adult reactions. In addition, children may be more subject to adverse impacts of particular environmental problems and to be in need of protection from them. Indeed, if we compare the evidence on effects of environmental stressors, such as noise and crowding, on children with those found in adults, it appears that the most deleterious effects may be reserved for the young, perhaps because they have not had an opportunity to adapt. Conversely, the opportunity for achieving a positive impact on their development through suitable design of the environment may be correspondingly greater in the case of a young child (Altman & Wohlwill, 1978).

The introduction of the environment for early childhood aims to build awareness from an early age the importance of education to give more attention to the environment. Additionally, it will get closer to the natural environment so that the child more quickly interact that nature is so essential for survival. The scope chosen at the primary level, which is to give more recognition to the child about the environment and natural diversity. As well as the provision of knowledge-based environment that can be applied to the wider community.

Environmental education is a central aspect of the process of change towards sustainable development. It is time we realized that the environment is not just a factor in this game, but a game in itself; a game in which we are all players and on which our future existence depends. Environmental problems such as climate change our prosperity and our

economic development. We all contribute to environmental problems and, as a result, we can only solve them on the basis of cooperative action. Environmental education, like education for sustainable development, is based on building awareness and identification with personal living environments. It is therefore not merely the conveyance of knowledge, but a processor learning about the concept of political action (Rue, 2005).

The development of environmental awareness is increasingly important to continue to be disseminated to all elements of society have a responsibility to maintain and preserve the environment for sustainability that are relevant to the nature. In this case, need guidance on environmental awareness through the organization whose name the school. It is intended for school-age children have an awareness of the importance of environmental aspects in defense of life today and in the future due to environmental education is the responsibility of the entire society, including government and educational institutions.

Efforts to increase awareness of the importance of managing life will be more meaningful if it is done at an early age or childhood. Considering at this time the potential of every child to develop optimally if obtaining a positive stimulus. The introduction of the child's early environment is expected the process of internalization of environmental values that will ultimately affect the attitudes, perceptions and behavior towards the environment.

In the implementation of Environment in collaboration with stakeholders in order to encourage the school community to carry out the process of learning about the material environment. It is also expected school community can participate in preserving and maintaining the environment in the school and the area. Created good conditions for schools to be a place of learning and school community awareness

of the importance of preserving the environment. So that the school community can participate in charge of efforts to save the environment and sustainable development.

Environmental education is an important factor in achieving success in environmental management, is also a very important tool in generating human resources which can implement the principle of sustainable development. Like a lamp in the darkness of night, environmental education is present in an effort to improve understanding of and concern for the environment. Environmental education will not change the circumstances that have been damaged to be good in a short time, it takes time, processes and resources. It is necessary for a study that will result in a form of implementation in the learning process that can be a reference for early childhood education teachers in implementing education-oriented environment for Early Childhood Education degree.

In accordance with the above description, the formulation of the problem posed in this research is: "How is the implementation of Environmental Education in early childhood education? More specifically, the formulation of the problem posed is, (1) How the objective conditions of the learning process of environmental education in early childhood education today ?, (2) How is the learning process of the implementation of environmental education to improve the competence of early childhood ?. Based on the problems above, the purpose of this study is as follows, (1) Determine the objective conditions of the learning process of environmental education in early childhood education today and (2) Finding environmental education learning model to improve the competence of early childhood

This research is expected to produce some proposition, principles and guidelines development of environmental education learning to optimize the knowledge, attitude

and skills of early childhood in the environmental aspect. Learning model development environmental education to increase the competence of young children have the following benefits: (1) Provide a valuable learning experience for children related to environmental education oriented to the characteristics and needs of students, (2) As a reference to develop programs planning and implementation of learning for Environmental Education in institutions of Early Childhood Education in an effort to instill awareness and awareness of the preservation of the environment from an early age, and (3) Provide input related to the implementation of the Education Program of Environment carried out on the level of early childhood education so as to enrich regulation who have been there before.

Literature review

The first years of every human being's life are the most favorable ones for developing the attitudes and values that form the basis of their personalities. The structure of values and attitudes built in the early years are the strong and permanent roots for one's entire life. They will always be used as References for main decisions that challenge men and women. Those first values determine ethical and moral behavior throughout life. When a person has to face difficult and complex situations, or when a new challenge demands important decisions, those values that originally carved the personality will guide options and resolutions, reactions or behaviors. Therefore, if we desire that adults, in the next generation, respect nature and care for the planet, it is important to include now, in the early childhood education curriculum or program, the study of nature, and the interdependence between human beings and the environment. Everything deeply lived, practice and felt in the early years of human development remains for the rest of one's life (Samuelsson & Kaga, 2008).

Children are very sensitive to nature and its elements – animals, plants, flowers, the phenomena of fire, water, the land, wind, etc. They are emotionally touched by, and intellectually interested in it. Experience shows that many adults who live in big towns remember with pleasure unforgettable moments of their infancy, in rural areas, with plants and their seeds, trees and their shapes, the little river and its sources, gardens and flowers, horses and cattle, birds and domestic animals. They often recall those memories. It is an efficient strategy in education to take into consideration these early dispositions, curiosity and interests. Therefore, the study of nature has long been included as one of the areas of activity in ECCE. Currently, with the worldwide concern for the degradation of the environment, this subject has been attracting political interest, and will probably gain in relevance in early childhood education. In many countries, ECCE curricula include guidelines and even content on that subject.

The curriculum of ECCE usually addresses two areas related to the environment: (a) knowledge by concrete and direct experience of nature; and (b) transformation and recycling. The first line of action involves the study, exploration, adventure and experiences with nature elements (seeds, plants, water, soil, sand, wind, fire, little animals, etc.). The second one – recycling and using discarded materials for didactical activities – has been part of early childhood education practically from its origin. In other words, since the beginning, ECCE has worked on a daily basis with elements of nature (seeds, barks, shells, etc.), transforming them into toys, musical instruments, play and art materials for example. Moreover, discarded objects, such as boxes, plastic cups and bottles, pieces of paper and tissues, used clothes, hats, shoes, glasses, mirrors, tubes, wood scraps, acquire interesting forms, figures and uses, e.g. houses and tents, telescopes and observatories, boats and ships, submarines and rockets, trucks and trains, industries and

factories. What was used before and discarded is able to give children the experience of discovering the world and its secrets. Those things, thought of as 'dead', come back to life again in the hands and imagination of children. The lesson we learn from this activity is that the objects of nature do not die, they remain here, they exist and have meaning, they belong to the world, and they can be transformed into other beings.

In other words, they can be given a different meaning; they can be re-signified and be with us longer. Therefore, they are not supposed to be seen as garbage, or as pollution. This is a philosophical dimension of the relation man/nature, and has a deep ethical meaning. Obviously, not all discarded objects are suited to recycling. In the early childhood development centre, we can use a wide diversity of materials – but not everything. My point is the possibility and the significance of those activities can have for children, given suitable materials.

In ECCE, transformation (by recycling or by giving a different meaning to elements of nature or industrial products) has a philosophical, psychological and pedagogical purpose. Industrialization has prompted the emergence of the consumer society, stimulating artificial needs and the increasing accumulation of industrial garbage. All over the world, the 'common, average person' believes that 'we can't live without the goods produced by industrial technology'. The amount, the diversity and the relative reduction in the prices of industrialized products create the desire to buy and use more and more developed products. Replacement is carried out with increasing velocity. We are living in a vicious circle of production–consumption–replacement–garbage. Marketing strategies tempt people to buy the most recently launched and sophisticated products, discarding those in use (but which are still useful). These objects tend to lose their value, and are seen as outdated. Thus, behavior of substitution is created in our

minds and habits; a race after the new, an attitude of disdain for the old, an annoyance with the used one. Consumerism is only one way of expressing the new attitude that leads the industrial production world. Another one is the disdain for what has already been used, which is not new, which is technologically behind. These attitudes make people discard cars, household-appliances, clothes, footwear, personal effects, telephones and cell phones, computers, television sets, sound, cameras, and so on. We have now started worrying about electronic garbage (batteries, radioactive chips, etc.).

Most serious, certainly, is its consequence on human relationships: love as an ephemeral emotion, friendship as a superficial feeling, human relationships are being placed under the same utility criterion. Therefore, people may be easily betrayed, abandoned, substituted. People may be viewed as discarded objects: a little misunderstanding or an occasional conflict is enough to cut the ties that had joined dad/mum and son/daughter, girlfriend and boyfriend, husband and wife. Aged people witness how easily they are abandoned and discarded by their families. Re-evaluating some discarded objects by finding a new meaning in people's lives awakens a feeling of permanence, a sense of belonging. Prizing nature and human beings remakes the ties between them and develops an attitude of conservation and respect towards both what the objects and people were, and can be. Giving meaning again (re-meaning) an object by transforming its first purpose into another one (for example, transforming a plastic bottle into a truck, a plastic cup into a rattle, a light bulb into an object of art with a ship inside) may contribute to the development of two values: there is something beyond the utility (an already used plastic cup is not valid any more according to its former utility, but it is now valid by the other meaning that we can give to it). Things have a multi-significant existence. The trans-utility deepens human

vision in the meaning of existence (Hérodin & Zühlsdorff, 2008).

Recycling (apart from its economic and ecological values) has a psychological, philosophical and pedagogical value: the re-assigning of meaning, the permanence and the belonging, especially in the case of the attitudes related to people. This behavior can also rediscover the understanding of a person's value: one's intrinsic dignity, one's longing for being more, one's dreams of happiness and love. Are global warming, the hole in the ozone layer, the reduction in the water reserves, desertification, air pollution, illnesses caused by the environment degradation, toxic and atomic garbage accessible issues and interesting to children? The presence of the issues on the environment in newspapers, on television and in daily chat shows reaches children's sensitivity, emotions and cognitive interests. As the problems of the environment are part of children's lives, they are challenged to speak of, think and worry about them. Nothing that surrounds me is strange to me. It is the same to children. It means that the dreams, desires, necessities, language, problems of social, cultural and physical environment, in which I am inserted, are the raw materials that form my personality.

Methods of Research

Research development according to Borg and Gall (1983) is a process used to develop and validate a method of educational research. R & D, initial stage is to conduct a preliminary study (preliminary research). This study aims to collect information whether it be a problem and the potential that could be developed in the research. The information is then collected and analyzed by the researchers as a material consideration in the development of a model that is expected to solve the problems encountered. In this preliminary study required a separate research methods. The method used for the study depends on the issues and objectives to be achieved.

The purpose of Design and Development Research is to develop new or improved interventions or strategies to achieve well-specified learning goals or objectives, including making refinements on the basis of small-scale testing. Typically this research involves four components: (1) Development of a solution (for example, an instructional approach; design and learning objects, such as museum exhibits or media; or education policy) based on a well-specified theory of action appropriate to a well-defined end user; (2) Creation of measures to assess the implementation of the solution(s); (3) Collection of data on the feasibility of implementing the solution(s) in typical delivery settings by intended users; and (4) Conducting a pilot study to examine the promise of generating the intended outcomes. In some cases, funders will expect all four stages to be completed within a single project; in other cases, Design and Development Projects may entail sequential projects.

Result of the study was part of research and development, the preliminary study phase and the development phase. The stage of preliminary study conducted by the engineering survey using a questionnaire distributed to 37 teachers from 20 kindergartens in the city of Makassar. While the development stage include limited testing conducted in kindergarten Lotus Makassar City, as well as more extensive testing conducted at TK Pertiwi kindergarten, TK Rahmah and TK Minasa Upa in Makassar city.

Results and Discussion

Results of research related to the objective conditions of the applicable environmental education today shows that in general, teachers know of Environmental Education, as well as looking at environmental education can shape a child become a person who has concern for the environment. In general, the teacher looked Environment Education is very important and consider

any learning model can be used for learning Environment Education. Related to the learning situation that is expected to increase environmental awareness in children, in general, teachers expect any direct involvement with the neighborhood children. Related to the obstacles encountered in the learning environment Education Life, in general, the absence of teachers said learning model that can be used as a reference by teachers, is a major obstacle.

Results of the research related to curriculum development, in general, teachers have a reference in developing a learning device. In general, teachers use Regulation of the Minister of National Education of the Republic of Indonesia No. 58 of 2009 on Early Childhood Education Standards as a reference in determining the theme of learning, strategy, media and learning assessment conducted in Environment Education. Related development planning, all teachers develop planning a semester, weekly and daily. They consider learning plan is very important and intends to develop tools for curriculum development in the form of the semester program, weekly and daily for the sake of Life Education learning environment.

Results of research related to the implementation of environmental education learning, in general, the guidelines are used as a reference in formulating objectives and developing learning materials is a basic competence, competence standards and indicators of learning outcomes contained in the curriculum. However, in general, the teachers develop a theme that fits the needs and interests of children. Associated with the response of the students, in general, the teacher stated that active children answer and ask questions. Class organizations are most often chosen is classical. The method most often chosen is a question and answer session, chat and assignments. Learning resources that are most frequently used is the utilization of the environment and story

books, picture series as well as tools manipulative game. In general, teachers report students' progress as much as one times on semester, the technique used in the report is written and spoken. In general, teachers are ready to accept new innovations related to environmental education learning model.

Results of research on the development stage which limited testing indicates that the application of learning models of environmental education by using models Contextual Teaching Learning (CTL) that is focused on the process of inquiry to help improve the knowledge, attitudes and skills of children of kindergarten associated with knowledge about the environment also on a wider pilot phase carried out in a number of kindergartens show that an increase in knowledge, attitude and skills of kindergarten children after the implementation of environmental education learning model by using the model of Contextual Teaching Learning (CTL).

Based on the presentation of research results, it appears that the Education Environment has been known even applied at each school, only teachers face obstacles because of the lack of learning model that can be used as a reference. The teacher did not use the local curriculum on environmental education as a reference support. So that the learning outcomes of children was not associated with Environmental Education directly. Strategies related to the selection and organization of the classroom, the teacher seems to still feel comfortable using a strategy that is teacher-oriented, with organization students in classical form. It is certainly less relevant to the characteristics and needs of the child as well as perceptions of how children learn.

As expressed by (Masitoh: 2003) that children construct their own knowledge because they have so many ideas that never actually taught to them. In line with this Coughlin (2000) revealed that the

constructivists believe that learning occurs when the child tried to understand the world around them. Learning is an interactive process that involves friends, adults and the environment. In the constructivist view of children seen as active learners, who built his own understanding.

Associated with the selection of learning resources, in general, the teacher chose the environment as a learning resource. It is appropriate, given the surrounding environment is rich and able to deliver meaningful learning experiences, especially if associated with Environmental Education. As expressed by Sutrisno et al (2005) that the introduction of the natural surroundings through environmental education to children from an early age for children is the first step in respecting the environment. Sutrisno (2005) revealed that concern for the environment can be cultivated in children from an early age. The best way to bring the results relatively quickly and satisfactorily is to consciously raise our children to love the environment.

In another section, Sutrisno (2005) states that through direct interaction with the surrounding natural environment will arise will arise in children a new appreciation of ecological relevance. Horizon appreciation of ecological relevance will be more profound and widespread when supported by educational praxis planned and sustainable environment.

The application of these four principles in everyday life need the support of adults around the child who will be the facilitator for the child in an effort to understand and love the environment. The success of environmental education for early childhood should be implemented through an integrated learning process, the element of the example of the teacher as well as an opportunity for children to take action related to environmental education.

According to Murtono (2007) Methods Contextual Teaching And Learning (CTL) is learning where the teacher brings the real world into the classroom and encourage students relationship between the knowledge possessed by its application in everyday life, while students acquire the knowledge and skills of context unconfined little by little and in the process of constructing itself as a provision to problem solve life as members of society. Based on the above it can be concluded Contextual Teaching And Learning (CTL) is a learning method that is holistic and aims to help students to understand the teaching materials to relate to the context of their day-to-day (personal context, social and cultural), so students have the knowledge / skills that are dynamic and flexible to actively construct their own understanding.

In Basic Skills as a Foundation for Student Success in the California Community Colleges, Contextualized Teaching and Learning (CTL) is identified as a promising strategy that actively engages students and promotes improved learning and skills development. CTL has been defined in different ways, based on the intent of the group championing its use. Most recently, the United States Department of Education Office of Vocational and Adult Education (2001) characterized CTL as a "conception of teaching and learning that helps teachers relate subject matter content to real world situations" (Berns & Erickson, 2001, p. 2). Chris Mazzeo (2008) broadened the definition, describing CTL as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills."

Conclusion And Recommendation

Environmental education has a very important role in addressing the environmental problems that arise today. Environmental education is expected to develop early instilled a positive attitude towards environmental sustainability

research results at the stage of preliminary studies indicate that the Environmental Education held in kindergarten is still not optimal. Teachers are still stuck on learning activities that are teacher-center. Children's participation is still limited. While environmental education will be more meaningful if carried out with a more contextual approach is real and concrete, according to the characteristics of early childhood. Besides local curriculum on Environmental Education has not been a reference for teachers in learning implementation. At the implementation level, there are still many obstacles including the lack of environmental education learning model that can be a reference for teachers in implementing the learning environment better education. The preliminary study results become input for the development of Environmental Education learning model that can be a reference for teachers.

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