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Integration of Ecopedagogy in Elementary School Management as an Effort to Inculcate Environmental Insight Character Values for Generation Alpha

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Abstract: This study aims to determine the form of ecopedagogy integration in elementary school management as an effort to inculcate the character values of environmental insight for the alpha generation. This research is motivated by the problem of the alpha generation who are familiar with digital technology, but have little understanding of character values related to environmental insights, such as being efficient in using energy, reducing the use of plastic or single-use objects, to the importance of caring for and growing plants. for the survival of human life. Because they do not know and do not feel the beauty of nature and the surrounding environment because there are many significant environmental and life changes. A qualitative approach is applied in this study by reviewing literature and previous studies that can be used as a reference source in making ecopedagogical integration policies at the elementary school level (SD) with the hope of forming a generation that is insightful and has a love for the surrounding environment. The expected result in this research is to be able to show various kinds of reference sources for the application of ecopedagogy in creating integration in elementary schools as an effort to inculcate the character values of environmental insight for the alpha generation.

Keywords: Ecopedagogy, Character environmental insight, Generation alpha.

Introduction

We have already felt and experienced global warming. Many of us are actually not aware of the climate phenomenon that occurs. Even though these phenomena are very close to our lives, such as an increase in the earth's surface temperature, melting of ice in the north pole, erratic rainfall, extreme weather, rising sea levels, changes in animal habitats and the extinction of various types of flora and fauna in the world. The impact of these events is not directly felt, but in the prolonged process, various kinds of disasters occur unnaturally. This is caused by changes in ecosystems on earth due to human activities, among others; greenhouse effect, illegal logging, overexploitation of natural resources, use of technology that is not environmentally friendly, and a way of life that is not friendly to nature (Muhaimin, 2015).

Based on the explanation above, it can be understood that the importance of raising awareness, knowledge and insight with the aim of sharpening ecological sensitivity to the existence of the environment as part of an ecosystem that affects human life (Dunkley, 2018). Through ecological education, everyone is guided to be insightful and have an awareness of habituation of a living mentality that is friendly to the environment because they are aware that humans can only be meaningful if they are together with other creations (Freire, 2010; Misiaszek, 2012). This is what causes how valuable it is to be able to live in harmony and harmony with nature. This ecological awareness is the most important part in the goals of education. A good education must be able to produce a generation that has

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environmentally friendly characters, not a generation with a pragmatic materialist mentality (Muslich, 2011).

The concept of ecopedagogy emerged as a solution for inculcating environmentally friendly character values through integrated learning with ecological understanding. Through the learning process in schools which not only transfers knowledge, but is also accompanied by habituation and integrated learning models. Ecopedagogy will have an impact on the character of students who are initially apathetic to the environment to be friendly and considerate of the environment. Moreover, the rapid development of technology in the smartphone sector is not accompanied by smart people who are able to use technology properly and wisely (Richard, 2010). This phenomenon is being faced by Generation Alpha, which are children born in 2011-2025. This term was proposed by Mark McCrindle (Yeni, 2015) through his writings in Business Insider magazine. This generation is the most intimate and friendly generation with technological sophistication and is claimed to be the smartest generation compared to the previous generation so that this Alpha generation cannot be separated from gadgets, which will have an impact on lack of socialization, lack of memory, decreased creativity, and attitude. stronger individualism. This generation is too preoccupied with gadgets to make them love instant things and don't appreciate processes that are indirectly socially alienated.

Ecopedagogy is an academic movement concept to awaken students to become individuals who have the knowledge, understanding, insight and awareness as well as skills that support living in harmony with nature (Kahn, 2010). In other literature (Gadoti, 2010), ecopedagogy is an approach in the learning process that forms students into autonomous learners who are able to develop learning potential based on experiences brought from outside the classroom and have an awareness that every action will have an impact on themselves and the environment. Therefore, education based on ecopedagogy can form a strong and critical awareness and develop students' character to understand the nature of human existence which has a close relationship with nature and manifest this awareness through wise behavior towards nature.

This study aims to find out how the concept, form and evaluation of ecopedagogy integration in elementary school management is an effort to inculcate environmental character values for Generation Alpha. The focus of the research in this study: First, how is the concept of ecopedagogy integration in elementary school management as an effort to inculcate environmentally friendly character values for Generation Alpha?; Second, what is the form of ecopedagogy integration in elementary school management as an effort to inculcate environmentally friendly character values for Generation Alpha?; Third, how to evaluate the integration of ecopedagogy in elementary school management as an effort to inculcate environmentally friendly character values for Generation Alpha.

Ecopedagogy is defined as an academic movement to awaken students to become individuals who have understanding, awareness and life skills that are in harmony with the interests of nature conservation (Khaliq, 2020:72). Ecology is a combination of two words, namely ecology which is the science of reciprocal relationships between living things and the surrounding environment, with pedagogy as an educational science based on philosophical values in theory and practice applied by a teacher in teaching and learning activities.

This concept emerged as a solution for inculcating environmentally friendly character values through the teaching and learning process in schools that was carried out in an integrated manner with an ecological understanding. Ecopedagogy as an approach used to invite students to preserve the environment and build a better future (Durrotun Nafisah, 2020). In this case, ecopedagogy becomes a movement that has the view that it develops a strong appreciation of the collective potential of humans and is able to encourage human social justice so that it creates awareness and concern for the world community towards the environment. This is related to Supriatna's view that ecopedagogy is a movement back to nature by re-discovering the values

contained in cultural heritage regarding nature conservation (Hana Yunansah, 2017).

Ecopedagogy addresses three main areas: technical ecoliteracy, cultural ecoliteracy, and critical ecoliteracy. First, technical (functional) ecoliteracy to understand the basics of science, ecological and biological concepts and the positive and negative impacts of humans on ecological systems. Second, cultural ecoliteracy to increase insight, awareness and understanding of various cultural perspectives in the relationship between humans and the environment that results in sustainable life. Third, critical ecoliteracy to involve the subject of education on politics, ecology, technological progress and communication through critical and constructive dialogue (Hana, 2017).

The aims of ecopedagogy according to Gyallay (Khaliq, 2020): First, to help explain the problems of concern and concern that are interrelated between economic, social, political and ecological in urban and rural areas; Second, to provide opportunities for everyone to develop the knowledge, values, attitudes, commitments, and abilities needed to protect and improve the environment; Third, to create new behavior patterns in individuals, groups and society as a whole towards the environment in an effort to achieve goals in the aspects of knowledge, attitudes, care, skills and participation. Thus, ecopedagogy aims to build public awareness to play an active role in protecting, caring for and preserving nature on earth. In addition, ecopedagogy as an educational theory is able to change the paradigm of science which is only seen as mechanistic, reductionist, partial to ecological, holistic and full of values that will foster wisdom and a sense of love for nature in students.

Character is defined as character, psychological traits, morals or character, and character. According to Simon Philips, character is a collection of values that lead to a system that underlies the thoughts, attitudes, and behaviors that are displayed (Muslich, 2011). Character is a combination of morals, ethics, and morals. Moral focuses more on the quality of actions, actions or behavior that a person does, whether it is good or bad. Ethics provides an assessment of the good and bad of a behavior based on the norms that apply in society. While morals, the order emphasizes that in humans there is a good or bad belief in a behavior.

Character education is a conscious effort to educate children so that they can make wise decisions and practice them in everyday life so that they can make a positive contribution to their environment (Kesuma, 2013). According to the Ministry of National Education of the Republic of Indonesia, the values of character education are religious, honest, tolerance, discipline, hard work, creative, independent, democracy, curiosity, national spirit, love for the homeland, respect for achievement, friendly/communicative, love peace, love to read, care for the environment, care for social, and responsibility (Kemdiknas, 2010).

The purpose of character education is to encourage students to be able to independently improve and use their knowledge, examine and internalize and personalize character values and noble character so that they are manifested in daily behavior (Mulyasa, 2012). Meanwhile, according to the Ministry of National Education, the objectives of character education are:

1. Develop the potential of students as citizens who have cultural values and national character.
2. Develop students' behavior habits that are commendable and in line with universal values and religious traditions of the nation.
3. Instilling the spirit of leadership and responsibility of students as the nation's successors.
4. Developing the environment of students' abilities to become independent, creative, and national-minded human beings.
5. Developing the school life environment as a safe, honest, creative and friendly environment.

In its application to the process of teaching and learning activities in educational institutions, character education has a main function (Zubaedi, 2012): First, the function of forming and developing the potential of students to think well, have a good conscience, and behave in a commendable and virtuous manner; Second, the function of strengthening and improving the roles of individuals, families, communities,

governments, educational institutions to carry out their responsibilities and participate in developing the potential of groups, agencies, or the general public; Third, the function of filtering and sorting between one's own culture and foreign cultures that are contrary to the values of the noble character and culture of the nation.

In an effort to build character, there is a system consisting of three areas that influence each other (Lickona & Amirullah, 2015):

1. Moral knowledge is the individual's ability to know, understand, consider, distinguish, interpret various kinds of morals that must be applied and abandoned.
2. Moral feelings are the ability to feel compelled to always take moral actions that are in accordance with the norms and feel guilty if they do actions that are not in accordance with the norms.
3. Moral action is the ability to move and take real moral actions that are in accordance with the norms so as to be able to prevent actions that are not in accordance with the norms of environmental goodness.

The development of the world of technology today causes humans can not be separated from its use in all aspects of life. The pervasiveness of technology into everyday life makes people enjoy various conveniences, ranging from communication, education, social, to shopping, everything can be done online, without having to waste energy and time. Those born in 2010 are called the alpha generation. According to Yeni (2015) this term was put forward by Mark McCrindle, a social researcher. Generation Alpha is the generation that was born by Generation Z. This generation is the most intimate and friendly generation with technological sophistication and is claimed to be the smartest generation compared to the previous generation.

Generation Alpha has unique characteristics and special characteristics. These traits or characteristics distinguish the alpha generation from the previous generation. The characteristics or characteristics of the alpha generation include technological understanding because they were born when new technology began to develop rapidly so that they became a generation that has unlimited technological integrity in every aspect of their lives. Then, for them learning is very personal because the old learning methods applied by teachers or generations before them will seem old-fashioned to them so they tend to control the learning process at their own pace, personalized and targeted learning experiences to match their abilities. In addition, in interacting they are more comfortable using social media and they are difficult to follow the rules because the energy they have is difficult to contain as a result of the digital world. They also have very different eating patterns because many of them are addicted to pasta, macaroni, cheese and other snacks that contain saturated fat. The thing that stands out the most is that Generation Alpha is living in an all-encompassing era, which raises concerns about future difficulties.

This Alpha generation cannot be separated from gadgets that will cause growth and development problems in the future. Because the children of the alpha generation are in a golden age that will not happen again in the next period. Developments in the cognitive, affective, psychomotor, moral, language, religious, physical, and social and emotional aspects that occur during this period will be the basis for influencing and determining the development of children during adolescence and adulthood. Therefore, the importance of this golden period is very good if all the stimulation given to children has a positive impact on their development. Various ways can be done to instill character education values for Generation Alpha, not only in schools/madrasahs, but also by their parents as the main characters which are used in the paper that I have studied.

Materials and Methods

This research applies a qualitative approach with a literature study that examines the literature and references relevant to the topic title that the researcher raises in the title of this research. Literature research is research conducted based on written works and the results of someone's research related to a particular topic. The data

needed in the research can be obtained from library sources or documents and then analyzed descriptively which is poured into the sub-chapter discussion so as to answer the formulation of the research problem.

Results and Discussion

The concept of ecopedagogy integration in primary school management is an effort to inculcate the character values of environmental insight by applying three main areas of ecopedagogy:

Technical ecoliteracy technical

Ecoliteracy aims to provide a basic understanding of science, ecological and biological concepts, and human impacts on ecological systems. In this case, students will be given a basic understanding of science, ecology and biology in a simple way that is integrated in the subjects of Natural Sciences (IPA) and Social Sciences (IPS) in high grades. The high class in question is students who sit in Class IV, V and VI who are cognitively more developed than the class below them, both in terms of conceptual and practical understanding. Meanwhile, the lower grades (Class I, II and III) can combine certain subjects or themes related to science, ecology and biology with language and topics that are simpler than high grades. In addition, technical ecoliteracy can also be carried out by other school members, such as school principals, teachers, education staff, staff, and even parents by integrating it into school rules, regulations and policies. This is done in order to support the process of integrating ecological understanding by building a work climate and school environment that is environmentally friendly and nature-based.

Cultural ecoliteracy cultural

Ecoliteracy has the aim of increasing insight, awareness and understanding of various cultural perspectives in the relationship between humans and the environment. The school, after implementing the consistent technical implementation of ecoliteracy, will build a school culture that loves the environment. Especially for the alpha generation, those who live very closely with technology will gradually begin to change their habit of initially using technology as a means of entertainment to become a means of education by conducting environmental love campaigns that are spread through social media, both in the form of 3D visuals in the form of images or infographics as well as moving visuals. such as animated videos favored by the alpha generation. Through cultural ecoliteracy, it is hoped that it will be able to change culture and people's views on the importance of preserving the earth and its environment wisely, intelligently and wisely so that they can live better and healthier lives.

Critical ecoliteracy critical

Ecoliteracy is intended to involve students in the politics of ecology, technological progress and communication through critical and constructive dialogue. In the process, the values of character education are also applied intrinsically in order to create a generation that is intelligent, has character and is environmentally friendly. In the concept of integration, students are invited to observe the state of the surrounding environment with the aim of building their curiosity and critical attitude towards environmental problems that occur around them. After observing, they are invited to find out the causes of environmental problems that have occurred by conducting light discussions guided by the teacher so that they are able to find the causes and obtain solutions to these problems. This activity is intended so that in students a critical capacity for ecological knowledge is awakened by observing the problems that directly occur in the surrounding environment.

In carrying out ecopedagogy integration in primary school management which aims to instill environmental character values in generations, it can be done through several forms, namely integration in curriculum and learning by inserting ecological understanding in the subjects or materials being taught and applying the methods or media used in learning as mentioned in the technical ecoliteracy concept above. Schools can hold a special subject that discusses the importance of maintaining and preserving the environment or integrating it in other general subjects related to environmental themes in teaching and learning

activities. In another form, schools at the elementary level can also make school regulations and policies that support programs in ecopedagogy for love and love for the environment that apply to students and school members and get support from parents and the surrounding community. In addition, utilizing the available resources in schools properly and wisely as a means or media to support the application of ecopedagogy in schools is also needed as a form of ecopedagogy integration in elementary school. This is an applicative means to support ecological understanding and theory in individual school members.

To obtain good integration results, elementary education institutions need to evaluate the implementation of the form of integration carried out by schools to determine the level of achievement of goals through changes in the behavior of school residents, especially students as the alpha generation which is very concerned in this study. The evaluation in question is carried out routinely with a consistent time span with a systematic process in order to obtain evaluation results that can be improved or developed by the institution itself. In addition, it is also necessary to monitor from related parties to the implementation of integration carried out as a form of government andsupport stakeholder in the character building program of students who have environmental knowledge, skills and insight. This integration program in addition to promoting environmentally friendly education is also intended to restructure the character of the alpha generation by inserting character values in the education and teaching process experienced by the alpha generation at the elementary school level.

Conclusion

Based on the explanation above, it can be concluded that the ecopedagogic-based education process is an academic movement that wants to make everyone aware that ecological understanding is very important in its role in the survival of human life in harmony with nature. the realm of intelligence, namely, cognitive, affective and psychomotor. By integrating the concept of ecopedagogy in various forms such as curriculum policies, implementation of the learning process and evaluation, the development of learning in schools will have an impact on student behavior. The learning process that provides concrete knowledge and experience with various sources and media around the students. In addition, ecopedagogical education must be oriented towards mastering a complete understanding of the nature of humans and the universe which have essential relationships, so that this has implications for the growth of critical awareness and the development of the character of students who are intelligent, well-mannered and environmentally friendly.

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