



Expression of Students' Elementary School on Planting Lesson

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ABSTRAK

Purpose of study: The purpose of this study is to know the students' expressions in carrying out environmental themes by planting trees.

Methodology: This study uses qualitative research. The research approach used a phenomenological research design.

Main finding: Research findings show that elementary school students show positive and negative expressions in the process of planting and maintaining trees.

Novelty/Originality of this study: Learning environmental themes through planting activities has a positive tendency. Students like planting learning activities. Teachers can see learning innovations in environmental themes in this study. So that elementary school teachers can apply similar learning in other primary schools.

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1. INTRODUCTION

Planting is the activity of growing seeds to raising them. Planting activities are activities that can foster patience in students. plant planting activities have a good effect on children [1]. Many things can be learned from planting activities [2-3]. One of the benefits of planting is to build a hard work attitude. Kerjakeras in preparing the planting media. Children will understand the meaning of hard work, starting from preparing a place to plant such as, collecting used drinking glasses, then making holes in the glass and putting the soil or roasted husks into the used drink glasses. Furthermore, until the plant seeds are planted in the media. Another benefit that children get is building cooperation [4]. Primary school children generally find it difficult to collaborate. Usually it is parental care that often motivates this, so that children are more inclined to compete than cooperate. In learning to plant activities, children have ample opportunities to cooperate with their friends. For example, dividing tasks so that planting activities can be done properly and can be completed. For example, there are children who prepare a planting area, some prepare the media or plant the seeds and tidy up the planted glass, so that cooperation will be formed and can make children have mutual respect. Children have the opportunity to explore their world through planting activities. Children begin to understand the importance of cooperation, that a job will be completed quickly when it is done collaboratively [5].

Building a sense of compassion for God's creation is also part of the benefits of planting. Usually children will find it difficult to understand what love is. However, learning to plant will make it easier for children to learn about the meaning of love. Through watering plants every morning and evening, it will build affection for fellow creatures created by God. Learning to plant makes it easier for teachers to teach them how to love what they have from the results of their hard work [6].

Students will learn about responsibility. Planting activities also instill an attitude of responsibility. children are asked to be responsible for caring for the plants so that the plants can grow well. Because the plants belonged together, the children would remind each other if a child forgot to water the plants. Responsibility learning is also quite difficult to teach. However, if it is started from planting activities, the teacher indirectly teaches responsibility [7]. Apart from responsibility, caring attitudes show themselves. When children feel they belong, and understand that every living thing needs each other, a caring attitude will be formed in the child. Children become happy to share their food, drink or toys, so they no longer fight or cry and complain to their parents, which will exacerbate the problems for fellow parents [8].

Planting will also foster an attitude of honesty, discipline. When planting a crop, children can be directed to plant three seeds. When there are children who take more than three seeds, it will be obvious when the plants start to grow tall, and are not fertile, because too many seeds are put in. There, like it or not, the child must apologize, then will promise not to repeat it [9]. The slightest lie will definitely be exposed, thus helping children to understand how detrimental lying is; so that an honest attitude will be built and become a strong foundation in the child. Builds discipline. Discipline exercise can be built when watering plants in the morning and evening, where the child will know the consequences if the plants are not watered, so that the child will water it regularly; so that the plants can flourish [10]. This is a lesson about a job, which, if done with discipline, will yield maximum results. Through these little things, children will learn discipline in all things [11,12].

Simple activities such as planting can make good learning for elementary school children [13]. planting is an activity that can be tucked into learning activities. Elementary school children generally like field activities, so planting can be an alternative for learning to grow character [14,15]. Instilling the character of the nation from an early age provides a strong foundation in creating a nation with character. Planting is an activity that anyone can do. Some people consider this activity simple. However, the education curriculum for elementary schools teachers must be able to integrate character and content. In this case, the researcher tries to apply planting [16]. This activity is the development and creativity of teachers on environmental themes. This material in general (literature) uses observation, notes, sees videos. However, researchers tried to use field activities to plant. This will provide new knowledge about students' expressions of field activities to understand the meaning of the environment [17,18].

2. RESEARCH METHOD

This study focuses on elementary students' expressions of learning environmental themes. The research question was "how are students' expressions of learning to plant trees?" This study uses a qualitative research approach. Qualitative research is research that prioritizes in-depth narrative explanations. Researchers emphasize the phenomenon of elementary school learning on environmental themes [20,21]. Based on the focus and research objectives, researchers used a phenomenological qualitative design.

The sample of this study was 5 students, using purposive sampling. Students who become samples meet the criteria as students who are present in the planting process and are willing to be research samples. Interview protocols are used to guide explaining phenomena [22]. Researchers as teachers and researchers. Researchers act as observers and become interesting observations for students during the planting process, caring for up to one semester.

3. RESULTS AND DISCUSSION

The findings of the interview showed that students tended to like planting activities. In general, first grade students tend to be active in these activities. Planting activities start from the preparation of the planting media to maintenance. In fact, students are not only taught to plant, but also protect the environment. For example: Children are taught to dispose of garbage in its place and conserve water. The plants used are breadfruit, mango, avocado, rambutan tree seeds at several points in school. One student admitted that "this activity is not the first time for me". This means that some students have done these activities before. So that students are no longer awkward to carry out planting activities [23].

Overall, the students were enthusiastic about planting. Several students confessed "We are happy to do this activity, because in my opinion, planting trees can preserve trees and protect the earth from flooding," said the student explaining that the students already have knowledge about the importance of planting trees. One student gave a statement about how the student knew planting insights. Students answered "I study at school, continue at home, I like to read books about the earth," he said. Other reasons students plant trees for common interests such as "I planted trees so that there are manga, avocado trees in school".

Planting trees has benefits for the survival of various living things. Students should know that the rapid development of many trees is cut down. Thus geothermal increases and the amount of water supply in

the ground decreases. Therefore, planting trees around the school can absorb certain pollutants and filter out the dust that we find in the air. education must synergize, share roles to keep the earth sustainable. When students plant trees it means insight and action in protecting the environment, saving water sources, and maintaining clean air. Knowledge, attitudes, and behavior of students about planting programs are important to know so that these learning activities can run well. The different conditions of students' knowledge and attitudes in planting activities can be seen significantly in the form of their expression [24].

From the results of the student interviews, the researcher observed the answers of students who really liked tree planting activities [25]. Planting trees provides students with building cooperation, building compassion, responsibility, fostering honesty and discipline. Basically, students like outdoor activities. When there is a tree planting activity, students can cooperate in planting trees. 3 students were given the confidence to plant one tree. Plant learning activities for children have ample opportunity to collaborate with their friends. Students divide tasks so that planting activities can be done well and can be completed. One student was seen preparing the planting area, two of them were planting. Then they work together to care for and water it every day.

Answered from the results of the student interviews, they loved the trees they planted. Every morning they check the plants and pour water over the soil. Learning to plant makes it easier for teachers to teach them how to love what they have from the results of their hard work. From this students learn about responsibility. Students are responsible for watering and cleaning the grass that grows wild at the bottom of the tree. Simple activities such as planting can make good learning for elementary school children. planting is an activity that can be tucked into learning activities. Elementary school children generally like field activities, so planting can be an alternative for learning to grow character. Embedding national character from an early age provides a strong foundation in creating a nation with character [26].

One important aspect that needs attention in tree planting plans is the availability of the types of plants to be planted [27]. This planting is carried out in the area of the human environment so that it can be said to be a reforestation activity. Therefore, the selection of tree species must be based on existing criteria. The factors that need to be considered are the ecological, economic, social, and time factors to achieve the desired results. Planting activities in the school environment has an important role significance. Teachers and students must have a good knowledge of the importance of maintaining the environment [28]. Thus teachers and students are more concerned with keeping the environment comfortable and green [29].

4. CONCLUSION

The conclusion of this study is that students show positive and negative expressions. The tendency of students to express positive feelings. This means that students like planting activities. However, the weakness of students in maintaining, this shows that the consistency of students is still low. The novelty of this research is that students like field activities in learning environmental theme material. The implication is that teachers can carry out environmental theme learning activities by giving students the opportunity to plant trees in the school yard.

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