

Implementation Concern Environment on Child Age 4-5 Years Through Activity Participatory

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Abstract

Purpose: Early childhood has great potential to learn to care for the environment through early habituation and education. At this age, children are very easy to absorb information and form habits, so that the introduction of the concept of environmental love becomes important. Caring for the environment is an attitude and action that shows awareness and responsibility for the preservation of nature and ecosystems. Includes efforts to maintain cleanliness, reduce pollution, and pre-serve natural resources such as water, waters, and soil. The importance of environmental awareness is needed from an early age to form a generation that cares about nature and the surrounding environment. The purpose of this study was to describe the implementation of participatory activities for children aged 4-5 years in realizing environmental awareness, analyze the obstacles for children in implementing participatory activities for children aged 4-5 years in realizing environmental awareness, and describe efforts to overcome obstacles to participatory activities for children aged 4-5 years in realizing environmental awareness.

Methodology: This type of research is descriptive qualitative with a case study at Firdausy Kindergarten Sukoharjo.

Results: The results of this study are that this participatory activity instills environmental values from an early age as well as children's understanding of environmental concepts, Teachers also play an important role as consistent behavioral models to encourage children to imitate positive behavior related to the environment.

Applications/Originality/Value: This research contributes to the development of early childhood education by emphasizing the importance of habituating environmentally responsible behavior through fun and interactive activities. findings highlighted the importance of teachers in detecting and supporting children who experienced verbal abuse, as well as the need for parental education to reduce negative verbal abuse behaviors.

Introduction Section

Early Childhood (PAUD) is a child who is in the age range of 0 to 6 years, is an important developmental period in human life. During this period, children experience very rapid physical, cognitive, social emotional, and language growth. Early childhood is often referred to as the golden age because this period is the optimal period to provide stimulation in various aspects of development (Maulana et al., 2018). The experiences received by children at an early age will be the basis for their learning abilities in the future, as well as influence behavior, social skills, and emotions. At this age range, children's brains develop very quickly and are able to absorb information very well, so the stimulation provided, both from the family environment and formal education, is very important to support children's potential (Yusuf et al., 2023)

At this time, the role of parents and educators is very important. Early childhood requires special attention in terms of care and education, which not only emphasizes mastery of academic skills, but also on character development, social skills, and emotional intelligence. Early childhood education is more oriented towards providing fun and interactive learning experiences, so that children can develop holistically (Siti Fitriyani et al., 2024). Early childhood education programs in Indonesia, for example, include Kindergarten (TK) and PAUD, which aim to provide stimulation in a safe and supportive environment. The importance of early childhood education is recognized in various national and international policies as the key to laying a strong foundation for the success of children's education and development in the future.

Early childhood education (PAUD) is basically education designed to support the growth and development of children as a whole, with an emphasis on all aspects of the child's personality. Therefore, PAUD provides opportunities for children to develop their personality and potential optimally. (Royani et al., 2023). According to (Pratiwi et al., 2018) Early childhood education is a comprehensive development process for children from birth to six years of age, covering all physical and non-physical aspects. This process includes providing appropriate stimulation to support physical, mental, motor, cognitive, emotional, and social development, so that children can grow and develop optimally.

Early childhood has great potential to learn to care for the environment through early habits and education. At this age, children easily absorb information and form habits, so introducing the concept of loving the environment becomes important (ANANDA MUHAMAD TRI UTAMA, 2022). By inviting children to do simple activities such as throwing

garbage in its place, caring for plants, or saving water, they learn about the responsibility of protecting nature. Environmental education at this age also forms a positive attitude towards nature that will continue into adulthood, thus helping to create a generation that is more concerned and responsible for environmental sustainability (Ismail, 2021)

Caring for the environment is an attitude and action that shows concern and responsibility for the preservation of nature and its ecosystem (Khoirunnisa et al., 2021). Includes efforts to maintain cleanliness, reduce pollution, and conserve natural resources such as water, air, and soil. Caring for the environment also includes steps such as recycling, saving energy, and choosing environment-friendly products. This attitude aims to maintain the balance of nature, reduce the negative impacts of human activities, and ensure the creation of a healthy and sustainable environment for present and future generations. By caring for the environment, individuals contribute to the sustainability of the earth.

The importance of environmental awareness is needed from an early age to form a generation that cares about nature and the surrounding environment. Early introduction to the environment and building awareness to be able to care about a beautiful environment in the future (Iskandar et al., 2022). Children aged 4-5 years are at a critical period in their development, where they are very responsive to the environment and the experiences they experience. If the formation of attitudes and character begins early, then when they are adults they will be accustomed to caring for and appreciating the environment. Therefore, the introduction of the concept of caring for the environment at this age through participatory activities has a significant impact on shaping children's mindsets and behaviors related to the environment.

Age 4-5 years is the time when children begin to show a strong interest in the environment around them. They begin to understand basic concepts about nature and the environment, such as plants, animals, and other natural resources. Through participatory activities specifically designed for this age, such as school gardens, tree planting, waste collection, and recycling introductions, children can learn firsthand about the importance of protecting the environment.

Participatory recycling activities have a significant influence in instilling environmental awareness in early childhood. Through active involvement in the recycling process, children learn about the importance of maintaining cleanliness and managing waste properly. Recycling is one of the solid waste management strategies that includes separation, collection, processing, distribution, and manufacture of used goods in modern waste management (Shofia & Dadan, 2021). This activity teaches them how to sort waste, recognize recyclable materials, and understand the positive impacts of recycling on the environment.

This hands-on experience helps children develop a sense of responsibility towards the environment from an early age. In addition, participation in recycling activities also forms habits and attitudes of care that will be embedded in the long term. Children become more sensitive to environmental issues and more aware of the need to preserve nature. This forms a strong foundation for the development of environmentally friendly behavior in adulthood. In addition, involving children in participatory activities also helps build a sense of responsibility and ownership of the environment around them. They learn that they have an important role in preserving the environment, even on a small scale. Thus, this can be the basis for the formation of a sustainable attitude of caring for the environment in the future. In addition, according to the theory of child economic psychology, there is an interest in understanding children's motivation and behavior in the context of the environment.

Thus, the introduction of the concept of environmental care through participatory activities from an early age is a long-term investment in the formation of a generation that cares and is responsible for the environment. This is also in line with the goals of sustainable development which require the participation of all parties, including children, in protecting the environment for a better future.

The purpose of this study was to describe the implementation of participatory activities for children aged 4-5 years in order to realize environmental awareness at Firdausy Kindergarten in the 2024/2025 academic year, to analyze the obstacles faced by children in implementing participatory activities for children aged 4-5 years in realizing environmental awareness at Firdausy Kindergarten in the 2024/2025 academic year, and to describe children's efforts in overcoming obstacles in implementing participatory activities for children aged 4-5 years in realizing environmental awareness at Firdausy Kindergarten in the 2024/2025 academic year.

Research Methods

This research method is a qualitative research with a descriptive approach. According to Sugiyono (2019) qualitative research is a naturalistic research method because the research is conducted in natural conditions (natural setting). The descriptive qualitative approach begins with the collection of observation data, then in-depth interviews and also document analysis. The method used to research an object that contains factual information that describes something about time information, statistics, facts about historical events and also events of thought.

The location of the research was conducted at Firdausy Kindergarten located at Jl. Slamet Riyadi no. 21, Gayam, Sukoharjo District, Sukoharjo Regency, Central Java. The research time was carried out from the beginning of the preparation of the proposal title to data collection in July - August 2024. The object of the research was to describe the implementation of participatory activities, analyze obstacles in the implementation of participatory activities, and efforts to overcome obstacles in participatory activities. The subjects in this study were the Principal and group A teachers at Firdausy Kindergarten. The data used were primary data obtained directly from the source in the form of interviews and observations regarding participatory environmental care activities for early childhood.

The data analysis technique used in this study is the technique proposed by (Siti Suhailah Rahmatullah & Danang Dwi Basuki, 2023). namely Data reduction is carried out to simplify irrelevant data so that the resulting information is easy to understand. Related to, Data presentation (data display) data collection to make it easier to understand, Drawing conclusions/verification (Conclusion). Data presentation is the core that contains valid data, easy to understand with data that has been adjusted to the formulation of the problem so that the presentation of research data contains manifestations of environmental concern in children aged 4-5 years through participatory activities at TK Firdausy. At this stage of drawing conclusions is the final stage as a consolidation and results so that they can be accounted for.

Research Results and Discussion

Research Results

The subjects in this observation were children aged 4-5 years who attended Firdausy Kindergarten. The number of children observed was 45 children. The observation was conducted on Monday, August 26, 2024 with a frequency of once a week. The place of observation was the Firdausy Kindergarten school environment, especially group A. In participatory activities at Firdausy Kindergarten, children were invited to be involved in various activities related to environmental awareness.

The first activity is cleaning the school environment every Friday, Firdausy Kindergarten holds a school environment cleaning activity. Children are taught how to throw trash in its place, sweep the yard, and keep the classroom clean. Children seem to care more about the cleanliness of the environment after being involved in this activity. They start to get used to throwing trash in its place and helping to clean the classroom without being asked. The teacher also gives praise to children who are active in maintaining cleanliness.

The second activity is Sorting Waste, Children are taught to sort waste between organic and non-organic waste. The teacher explains that non-organic waste such as plastic bottles and cardboard can be recycled and reused. Each child is given the task of choosing one type of waste, most children show high enthusiasm. The results of observations, they seemed happy to choose plastic bottles or cardboard to be processed into works of art. When the teacher gave instructions to start cleaning the bottles and decorating them, the children followed them carefully. They became more aware of the differences between recyclable and non-recyclable waste. which will be used in recycling activities.

The third activity is the Recycling activity. In this activity, children are taught the process of making compost. The teacher shows the steps of making compost to the children. First, the children are invited to put the collected organic waste into the compost container. Then, they add soil and water to speed up the decomposition process. The teacher also invites the children to stir the mixture slowly. Most of the children understand the difference between organic and non-organic waste after being explained by the teacher. However, there are some children who need further assistance to sort the waste properly. For example, some try to put plastic into the compost container, but are immediately corrected by the teacher.



Figure 1. tudents are recycling used goods.

Results observation the field that the author learn related concern environment through activity participatory , reinforced with questions following :

Based on the research in the field that the author found regarding the instillation of environmental character in animated films, it can strengthen the following questions:

Table 1. Results of Interviews with the Principal

No	Question	Answer	Information
1	How necessary it is to plant attitude care environment since early on student Group A of Firdausy Kindergarten ?	“ Embedding attitude care environment since early very much important . Education the given environment to child age early can help to form	It is easier to shape the character of early childhood to care about the environment.

	character children to be more responsible answer to nature . With introduce concepts like guard cleanliness , recycling repeat , and guard environment since age early , expected children will grow with high awareness will importance guard nature .”	
2 What is the purpose activity participatory for child age 4-5 years For realize concern environment at Firdausy Kindergarten ?	Objective from activity participatory For child age 4-5 years at PAUD Firdausy is For instill a sense of responsibility answer to natural since early . It is expected children can understand importance guard cleanliness , respect environment , and to preserve natural with the right way with his age .	A sense of responsibility towards the environment must be instilled from an early age.
3 Benefit what can obtained from activity participatory This ?	Benefit activity participatory specifically for child age 4-5 years For realize concern environment at Firdausy Kindergarten very diverse And significant , including build concern environment since early , developing creativity , increase the sense of love to natural And push learning active And pleasant .	There are many benefits from environmental care activities with participatory activities.
4 When it's time explain to children about cleanliness environment ?	"There is no specific time, usually the teacher inserts it at the beginning of the lesson and repeats it when remembering. In addition, the teacher also teaches to throw trash in its place at all times, especially during recess."	About environmental cleanliness can be explained at any time.
5 Means And infrastructure What only those who support activity care environment that , ma'am?	" School only provide 2 types place waste , organic And inorganic . Besides there it is Also tool cleanliness like broom broom , broomstick coconut , and cikrak . However , the number limited ."	The facilities and infrastructure used to support this activity are provided at the school.
6 Whether There is obstacles faced in activity participatory child age 4-5 years For realize concern environment at Firdausy Kindergarten ?	"There are some constraint in activity this , for example level understanding different children , limitations means And infrastructure , as well as awareness child in guard environment ."	There are several obstacles in this activity, including children's concern for the environment.

Based on the results of the study, it can be concluded that the principal has a general understanding of the importance of instilling environmentally conscious character in early childhood. They realize that character education needs to start at an early age to form a generation with environmentally conscious character. Respondents generally agree that fun learning activities that actively involve children are an effective way to instill environmentally conscious character from an early age. The principal hopes that by instilling environmentally conscious character in early childhood, children will become individuals who care more about the environment, able to protect the universe. In addition, character education can also develop children's social and emotional skills. The results of this study are in line with previous studies which show that environmentally conscious character education has a very important role in developing children's social and emotional skills. The results of this study are in line with previous studies which show that environmentally conscious character education in early childhood has a very important role. Some things that can be discussed further in the discussion are: The Importance of Early Character Education: Childhood is a golden age in the development of a person's character. By instilling environmental values from an early age, children will find it easier to absorb and practice these values in their daily lives. This study shows that by instilling a sense of concern for the environment in children, it will form a character of environmental concern from an early age. By providing environmental care learning, it is hoped that it can make students aware of the need to care for nature and the surrounding environment. (Ismail, 2021).

Table 2. Results of interviews with teachers

No	Question	Answer	Information
1	What do children do when they see trash lying around?	When children see rubbish scattered around, their reaction is they can vary, depending on their habits. Children who have been taught the importance of maintaining a clean environment will pick up trash and throw it in the trash. However, if they are not used to it, children will not react or will just watch without taking action .	“ It is important to set an example and teach them the importance of cleanliness and protecting the environment from an early age.”
2	When a child litters, what do you do?	"If I see a child littering, I will gently reprimand him and explain why it is important to throw trash in its place. I will encourage the child to pick up his trash and throw it in the trash, while also providing an understanding of the negative impacts of trash on the environment. "	With method this , teachers can give good example And educate children with positive approach .
3	Is there a special time to explain to children about environmental cleanliness?	"Actually, there is no specific time to explain about environmental cleanliness. Explanations can be given at any time, whether when children are playing, walking, or even when cleaning something together. Everyday moments like this are a good opportunity to teach them the importance of maintaining environmental cleanliness in a natural and relevant way."	Emphasize that education about cleanliness can become part from activity everyday , no must limited on time certain .
4	How do children behave when teachers explain and invite them to do environmental care activities?	"When teachers explain and invite children to do environmental care activities, generally children will be enthusiastic and interested, especially if the activity is done in a fun way and involves them directly. They tend to be curious and willing to participate. With an interactive and fun approach, children will usually find it easier to understand the importance of protecting the environment and become more concerned about cleanliness."	The importance of a fun and interactive approach to teaching children about environmental care.
5	What activities can you do to encourage children to protect the environment?	"There are many activities that can be done to encourage children to protect the environment. Some of them are inviting children to clean the surrounding environment such as the classroom or park, planting trees or plants at school, managing waste by sorting organic and non-organic waste, and making crafts from used goods. "	Creativity and various practical activities to foster environmental awareness in children.
6	Do you facilitate environmental care activities?	“ Yes, I facilitate environmental care activities by providing the necessary tools and materials, such as separate bins for organic and non-organic waste, cleaning equipment, and plants to grow with the children.	play a role in facilitating and supporting environmental care activities for children.
7	What challenges are often faced in implementing this program?	“One of the challenges often faced in implementing environmental care programs is maintaining children’s consistency in behaving cleanly. Sometimes they easily forget and return to littering. In addition, the lack of awareness from the surrounding environment, including parents who may not have instilled similar habits at home, can be an obstacle. Other challenges are limited facilities, such as inadequate trash bins, and time management amidst many other learning activities.”	Awareness will be aware of the practical and psychological challenges in implementing environmental care programs, while opening up opportunities to find solutions.

Based on the results of interviews with teachers, it can be concluded that teaching cleanliness and environmental awareness from an early age is very important because it forms positive habits that will be embedded in children's lives. Teachers and adults must be role models by demonstrating behavior that reflects cleanliness and environmental awareness, such as throwing trash in its place or caring for plants. This learning process must be carried out with a positive, fun, and interactive approach so that children feel enthusiastic, such as through games, stories, songs, or simple experiments. In addition, creativity in holding activities such as making crafts from recycled materials, gardening, or small campaigns can help foster environmental awareness naturally. With this approach, children not only learn the importance of maintaining cleanliness, but also understand their role in caring for the environment, so that they grow into individuals who care about the earth.

Differences in children's responses to environmental cleanliness, children's behavior in responding to the environment is influenced by the habits and education received. Children who are taught the importance of cleanliness will tend to act, while those who are not accustomed to it may be passive. This shows the importance of the role of education and early habituation in forming environmentally conscious behavior. According to (Safira, 2020) If the formation of attitudes and character begins early, then when they are adults they will be accustomed to caring and respecting the environment. Children's behavior and attitudes from birth will grow and develop thanks to motivation, both from parents and environmental influences (Maymunah & Watini, 2021). The better the parenting pattern in early childhood, the better the social behavior in early childhood (Rohmah & Katoningsih, 2021).

The importance of a gentle and educational approach when dealing with children who litter. This reflects the use of a positive approach in educating children, which tends to be more effective in teaching good habits without causing fear or shame in children. Children at this age have different abilities in absorbing information, making it difficult to ensure that all children understand environmental concepts effectively. According to Piaget's theory of cognitive development, children at this age are still in the pre-operational stage, which means they do not fully understand abstract concepts or think logically.

Flexibility in providing environmental education, which does not have to be tied to a certain time. Explanations given during daily activities help children understand the concept of cleanliness more naturally and contextually. This also shows the importance of utilizing spontaneous moments in learning (Haerudin et al., 2020) emphasized that the teacher's process in developing children's environmentally conscious character must be carried out through a habituation method that is carried out repeatedly. Children learn through observation, imitation, and repeated experiments, involving all their potential and intelligence. This process helps children understand and acquire knowledge naturally from their environment, thus supporting their optimal development in various aspects

Children will be more interested in participating if the activity is done in a fun and interactive way. This emphasizes the importance of creative learning methods and actively involving children in environmental care activities, so that they feel involved and better understand the message being conveyed.

There are various activities that can be done to involve children in protecting the environment. Activities such as cleaning the environment, planting trees, and sorting waste not only teach environmental responsibility but also encourage active participation from children, which reinforces learning through hands-on practice.

The importance of providing supporting facilities for environmental care activities. Teachers play an active role in facilitating these activities by providing the necessary facilities, demonstrating commitment in running the program, and ensuring the smooth running of activities involving children.

Challenges faced in implementing this program, such as inconsistent child behavior, lack of concern for the surrounding environment, limited facilities, and time management. Good understanding of the importance of environmental education from an early age. This reflects a positive, educational, and interactive approach in teaching children to maintain environmental cleanliness.

With existence implementation activity participatory capable create a sense of caring to environment . Research This seal with research conducted. stated that implementation activity participatory that is greening can create a sense of caring to environment in self students . This is Also in line with study from Murtiningsih et al., (2023) stated that that with habituation behavior positive capable strength-en concern environment in School . This is supported study from Anggraeni et al., (2021) stated that that there is positive relationship And significant between attitude care environment with activity participatory look after environment .

Conclusion

The implementation of participatory activities at Firdausy Kindergarten in the 2024/2025 academic year was able to create a sense of caring environment on participant Educate . The concept of caring for the environment to children aged 4-5 years through fun activities that are appropriate for their age. This activity instills values of caring for the environment from an early age with sorting waste and recycling.

Recommendation for field education is expected school capable make a care program environment as curriculum And activity routine school . Recommendations for teachers is expected I capable using learning media like picture and videos with themed environment as well as stage activity practical like make work from chart recycle repeat.

Suggestions for study furthermore is expected capable researching group age participant educate more old like junior high school which is more know about attitude care environment . Besides that , it is expected researcher capable com-pare school with different backgrounds as in the area urban And rural .

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