

Environmental Insights Integrated Learning: Strengthening the Ecco-Bhinneka Attitude of Elementary School Students

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Abstract

Purpose: The research objectives of this article are twofold. 1) Exploring Pancasila learning integrated with environmental insight to strengthen the ecco-bhinneka attitude of elementary school; and 2) Identifying learning outcomes of elementary school student's ecco-bhinneka attitudes.

Methodology: The type of research in this article is qualitative. Data collection techniques in this article are interviews with principals and teachers, observation, and documentation. The participants in the study were 21 fourth grade students, 2 teachers, and the principal. Data validity using source and method triangulation. The data analysis technique is inductive data analysis process, namely data collection, data reduction, data display, verification and conclusion.

Results: The research results are twofold. 1) Learning is carried out in steps namely gathering information about the theme of discuss and building identity in diversity. Environmental issues are used as starting point to introducing the diversity in everyday life. Reflection on the results of student observations is focused on forming the competency of practicing (A5) ecco-bhinneka attitude. 2) The results of learning carried out by students have criteria for organizing information (A4) about the attitude of ecco-bhinneka which is shown by the results of group discussion. Practicing competence (A5) is shown by students becoming aware that respecting differences is very important in society to maintain environmental balance.

Applications/Originality/Value: The study focuses on integrating Pancasila learning with environmental insight, emphasizing the importance of strengthening the ecco-bhinneka attitude. This research provides insights into the process of instilling an eco-bhinneka attitude in students and highlights its significance in maintaining environmental balance in society. It contributes to understanding how these values can be incorporated into elementary school education.

Introduction Section

Indonesia is a country with high vulnerability to disasters and climate change. Natural disasters can have impacts such as loss of life, damage to infrastructure, losses, and health problems. The lack of knowledge about disaster management can increase the risk of loss. Education that integrates disaster insight is important as a prevention effort. Integration of disaster education in learning is important to stimulate student's awareness of their sensitivity to the environment.

Teachers need to introduce disaster risks in the surrounding environment so that students are prepared to prevent and minimize the impact of disaster. Research of (Septikasari et al., 2024) revealed that 80% of teachers still have inadequate knowledge related to disaster response. Students also do not have much access to developing knowledge about natural disasters.

The teacher's strategy to integrating environmental in Pancasila education learning by providing experience to students in finding solutions to problems. Students understand what to do when disaster occurs and do not panic. The environment as a learning source is an alternative for students to obtain information. So far, student textbooks are the main reference in learning. The implications of the use of textbooks that have not been optimal make teachers have to innovate (Darling-Hammond, 2006). Teachers need to prepare environmentally integrated learning that can provide holistic learning experiences for students about strengthening ecco-bhinneka attitudes (Cartwright, 2002). Holistic learning accommodates the potential of diverse learning resources. The meaning construction process carried out by students will be easier if the learning resources used present informative and comprehensive material content (Novitasari, 2019). Therefore, utilizing the environment as a learning resource to foster an ecco-bhinneka attitude needs to be done.

Ecco-bhinneka is a way of looking at togetherness for different communities using the principle of environmental sustainability as its approach (Manalu, 2023). Literally, ecco means environment while bhinneka means different. The goal is to establish collaboration across beliefs in the community in supporting environmental awareness. According to (Yuniawan et al., 2022) ecco-bhinneka aims to build an inclusive and resilient community where the diversity factor support

community peace that prioritizes sustainable principles. Integrated learning of environmental insights needs to be intensified to develop attitudes of empathy, collaboration, objectivity, and ask children not to cause environmental damage (Ninsiana et al., 2024; Setiadi et al., 2023).

The *eccobhinneka* concept has the objectives of 1) increasing community insight and awareness about environmental conservation; 2) building community cooperation that lives in differences to protect the environment; and 3) strengthening community in unity on environmental issues. So that the attitude of tolerance is not only shown in the context of spiritual ritual worship. Tolerance is also needed in the interaction between humans and the environment. Humans created by God as leaders have the consequence of being able to maintain the balance of ecosystem. The balance of the environmental ecosystem needs to be maintained because God's creatures live in it. Positive human interaction with environment impacts the sustainability of natural resources. Positive interdependence between humans and nature needs to be introduced to students so that they grow into citizens who are able to maintain harmony while caring for the environment.

Indonesian students value their noble culture, locality and identity, and foster mutual respect. The results of research on the conceptual construction of diversity attitudes in textbooks concluded that the conceptual (Zuriah & Sunaryo, 2022). The results of the research on the diversity attitude project concluded that the strengthening of diversity attitudes is still at level of conceptual exploring, formulating the learning flow, and assessment (Rachmawati et al., 2022) but has not touched the habituation aspect of tolerance. The research of (Irawati et al., 2022; Nurhayati et al., 2022; Sinaga, 2022) show results conceptually strengthening the attitude of diversity is important and able to show the identity of the nation through project learning. However, the research has not been able to answer the problem of acculturating *eccobhinneka* attitudes in elementary school.

To answer the question of how to acculturate *eccobhinneka* attitudes in elementary school students, it is important to touch the spiritual and emotional aspects. The development of affective attitudes in student books is still not optimal and even tends to be reduced (Suwandi et al., 2024) so teachers need to integrate environmentally sound learning. The formulation of spiritual attitude competency is "accepting, practicing, and appreciating the teachings of religion that he adheres to". The formulation of social attitude competencies is "demonstrate honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends, teachers, and neighbors and love the country". These competencies can be achieved through indirect teaching, namely modeling, habituation, and school culture by taking into account the characteristics of the subjects as well as the needs and conditions of students. The development of attitudinal competence is carried out through the learning process and can be used as a teacher's consideration in further developing the character of students.

Research Methods

The type of research in this article is qualitative research that guides researchers to explore and portray social situations (Sutama, 2019) about environmentally sound learning to strengthen the *eccobhinneka* attitude of elementary school students. This research was conducted in public elementary schools in Jenawi district, Karanganyar Regency. The participants were 21 fourth grade elementary school students, two classroom teachers, and the principal.

Researcher classified student's backgrounds in terms of religion, economy, and parent's education. The religious diversity in the class consists of three Christian students, one Hindu student, and the rest are moslems. Economic background is categorized by parent's occupation. As many as 12 students, their parent's occupations are farmers. A total of 7 students who have parents with civil apparatus jobs. While two students have parents who are self-employed. In the aspect of parental education, six students have parents with a bachelor's degree, eleven students whose parents have a high school education, and the rest have a junior high school education. The two teachers who are used as resource person in this study were grade IV teachers.

Data collection techniques were observation, interview, and document analysis. Observations were made during the learning process. Observations were made to observe student and teacher activities in the learning process, related to integrated learning of environmental insights for strengthening *eccobhinneka* attitudes at school. Interviews were conducted with students, principal, and teachers. Interviews with students relate to the learning carried out at school in order to strengthen the attitude of diversity. Interviews with teachers related to learning strategies to strengthen *eccobhinneka* attitudes by integrating the natural environment. Document analysis was conducted to understand the learning outcome competencies of strengthening *eccobhinneka* attitudes. Research data validation was carried out by triangulating sources and methods. The research data analysis was carried out inductively, with the process of data collection, data reduction, data presentation, and conclusion drawing with interactively (Sugiyono, 2014).

Research Results and Discussion

Research Results

The results in this study are grouped into two parts that explain how the learning process and learning outcomes of Pancasila education integrated with environmental insights.

Pancasila education learning in elementary school

Learning activities for Pancasila education subject content are carried out conventionally. The teacher explains and students listen using the learning resources of the student book. There is less enthusiastic student participation in learning. When asked by teacher, no one participated in answering. This makes the teacher try to design interesting and meaningful learning. Therefore, teachers plan Pancasila education learning activities that combine natural phenomena in the environment with the subject matter, namely building identity in diversity. Teachers create learning designs by considering the geographical potential of the school area. Geographically, Jenawi sub-district in Karanganyar regency is one of the areas that almost every year experiences landslides. Jenawi district of Karanganyar regency is located at an altitude of 410 to 1500 meters above sea level, with a hilly topography and has steep to very steep slopes. The influence of these geographical conditions makes area very vulnerable to landslides.

Teachers have an idea to use the phenomenon of natural disasters in their area as a problem raised in learning. This is confirmed in the teacher's module document on civic education learning. The material taught is building student's identity in diversity. The teacher writes the problem that is used as a theme is the diversity of Indonesia. Diversity in this case is taken from the aspects of religious, economic, and educational diversity. Student's insights about diversity can be used as a foundation for positive values in social life. Teachers write learning objectives in the teaching module so that students can respect others in social life, especially in efforts to preserve the environment. This is in line with environmental issues facing the region.

The teacher explained "... our school area is in the mountains. The issue of preserving the natural environment can be used to explain how to learn diversity. Some time ago there was a landslide in our area. Many houses collapsed into the ground but none of our students were affected. There was also a school that was buried by a landslide. This phenomenon in our environment is a natural disaster (R1)". From this explanation, the teacher emphasizes environmental issues as a problem raised in learning. This shows the integration of environmental insights into life of a society full diversity.

Environmental insight-integrated learning also generates student enthusiasm. Students say "... yes ma'am. We study near landslides. Yesterday were many landslides, ma'am. A friend of mine had his house covered by the ground and he was taken to the health centre to have his hand stitched up. i feel sorry for her (R3,R4)". This statement is corroborated by the principal's statement "...we give our teachers the freedom to do the learning as long as the students understand, happy, and are not risk. Yesterday, one of our teachers studied observation outside the school, near the junior high school that was hit by a landslide. I warned them to be careful to prioritize student safety because they are in landslide-prone areas. It turns out that the local residents also supervise the children to stay at safe distance (R6)". Using real-life problems is seen as an effective way to build critical thinking skills so that students can organize information (Oktaviani et al., 2024).

In addition to basing thinking on natural phenomena, teachers also focus on learning materials, namely the context of social diversity "...it also has to do with human behavior that has not protect the natural surroundings. The area above our school has a tea plantation. There are many cafes and tourist attractions built there, but they forget that the mountainous area needs a lot of trees to protect the soil (R1,R2)." The teacher aims to understand that social phenomena in society have an impact on the environment. As a consequence, if a disaster occurs, it is resolved together with mutual cooperation.

Implementation of learning carried out by teachers with two meetings. The first meeting teachers and students explore learning sources, using books and disaster locations. The first step was to prepare a reflection sheet. Second, starting the learning activities with triggering questions about diversity and the environment. Third, the teacher invites students to make observations at the disaster site by ensuring student safety. At the location, students in groups make observations. Fourth, the teacher and students return to school and conduct a group discussion. In the second meeting, the learning was carried out by continuing the discussion and presentation. The teacher invited students to reflect on the positive values gained from learning.

Learning Pancasila education in elementary school has been emphasizing on the focus of civic knowledge administratively. Basically, Pancasila education in elementary schools is multidimensional learning. This is because civics can be addressed as democracy education, values and morals education, legal awareness education and political and community education (Priharto, 2021). This subject is often considered unimportant for students, even though this lesson is an asset for the life of the nation and state.

Learning allows students to gain life experience. According to Dewey, experience is basis of education, or in Dewey's own terminology "experience" as the "means and end of education". Educational planning is a set of learning materials centered on student life experiences that become the center of reference for educator in determining the educational process plan (Dewey, 1986; Holden, 1953; Jackson, 1996; Tukiran et al., 2019). While according to Bertrand Russel in (Brandis, 1993; Shouse, 1951; Stande, 1974) the purpose of education is 1) to provide opportunities for child development and remove obstacles; and 2) passing on culture to individuals and developing their abilities.

The results of interviews with teachers show that in addition to the civic dimension, Pancasila learning is actually full of spiritual development. Looking at KH Ahmad Dahlan's view in (Ali, 2016), education has the aim of realizing a religious man where individually all his potential grows so that he can become an intelligent person. A person who is willing to fight to solve societal problems and move towards progress is the real intelligence (Rusydi, 2017; Subarkah, 2017). Pancasila education learning needs to be developed by teachers. Among them is implementing learning that integrates the environment. Students learn directly by observing, asking, and discussing. In Rorty's views (Dardiri, 2021) reality of education is something that people talk about or talk about from real to fictional. Its relevance to learning is that learning

materials contain from the real factual as illustrated in natural or social science to things that are mental-spiritual and even fictitious as in cultural science as long as it is discussed.

Knowledge in learning as material conversation and social practice in mastering reality. So that learning methods through dialogical methods are appropriate for strengthening student’s abilities. While the value in Rorty’s view is something that must be beloved. The value of creation and human solidarity. Therefore, in the educational process, teachers develop two values: self-development and human justice (solidarity)(Widyawati, 2017). Learning should result in sensitizing individuals to their environmental situation. Both the social environment and the natural environment.

The social environment has high diversity. Social diversity is everything related to diversity or differences in social aspects a particular society or scope (Andrean, 2021; Marsudi & Zayadi, 2021). The diversity includes religious diversity (belief); cultural diversity; ethnic diversity, and even artistic diversity. Ethnic diversity caused by several factors, namely racial differences, geographical environment, historical background, regional development, and adaptability (Irawati et al., 2022; Sa’diyah et al., 2021).

There is a role of the social environment in the formation of individual social behavior. A person’s social behavior will be formed by external and internal factors. A person’s behavior continues to adjust itself according to the social situation in his environment. As well as students, the condition of the school environment have an important role in the formation of student’s social behavior. Social behavior that develops includes exemplary, habituation, advice, control mechanisms, sanction mechanisms are carried out systematically and controlled (Nurfirdaus & Sutisna, 2021). Society as an element of practicing student’s social attitudes is an inseparable part as a control of social attitudes (Faiz et al., 2022). Ecco-bhinneka oriented learning does not only consider the social environment that has a role in shaping student attitudes. The natural environment also has a role as a material object and a source of life values.

Biodiversity in Indonesia stretches across the country. Indonesia has the potential for a wide variety of creatures both plants and animals. Students need to understand that natural resources are God’s gift for human to manage wisely. The exploitation of the environment by humans has proven to have a negative impact, namely natural disasters. Students also need to know that natural disasters that occur can be explained scientifically as a cause-and-effect of human actions. Thus, environmental learning has a positive impact on student’s social-emotional attitudes.

Learning outcomes of Pancasila Education integrated with environmental insights

Learning outcomes are categorized into two, namely cognitive skills and attitudes. In the cognitive aspect, the learning outcomes are shown by the teacher with an increase in the achievement of the assessment score. While in the attitude aspect, positive values are shown by students including receiving information, responding to information, cooperation, respecting differences, empathy with others, and love for the environment.

The results of student observations show the “sambatan” activities carried out by residents to deal with landslides. Students learn to document phenomena in learning activities. In group discussion activities, students discussed what disasters occurred, disaster victims, the impact of disasters, how to respond to natural disasters, and the life lessons were learned. These points were connected to the subject matter, namely identity in diversity. The results of the group discussion can be shown in the following table:

Table 1. results of student group discussions.

Group	Discussion		impact	how to respond	value of life
	natural phenomena	victims of natural disasters			
I	Landslide	children	<ul style="list-style-type: none"> a. there are sick little children, b. damaged building 	<ul style="list-style-type: none"> provide medical assistance and rebuild damaged buildings 	<ul style="list-style-type: none"> a. Mutual cooperation is needed in life. b. Do not build a house in the mountains. c. It is best to plant some trees
II	Landslide	None	<ul style="list-style-type: none"> • School buildings are destroyed. • Children cannot study at school. • Schools closed 	learning is done by students at home	it is better to plant trees around the school
III	Landslide	None	<ul style="list-style-type: none"> ✓ Buildings are damaged. ✓ Schools must be closed. ✓ Students cannot study. ✓ Teachers cannot teach. 	<ul style="list-style-type: none"> a. It is better to build schools in other safer places. b. Students can study by themselves at home. 	<ul style="list-style-type: none"> a. should find a safe school location. b. Work together with everyone to repair the damaged school.
IV	Landslide	None	damage to school buildings	<ul style="list-style-type: none"> a. Students must be dismissed. 	<ul style="list-style-type: none"> a. students can study online during building repairs.

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| b. Teachers cannot teach. | b. Everyone should take good care of the school environment. |
| c. Students can study at home online. | c. Do not cut trees in the school carelessly. |
| d. Residents should repair the damaged school immediately. | |
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Observation on the group learning process show that students have an open attitude, accepting anyone as a group member. Group discussion is considered an ideal method in managing a diverse class where there is potential for group marginalization (Álvarez, 2014; Fontenelle-Tereshchuk, 2020; Westerman & Wagner, 2013). In the class there are students who have different beliefs. In addition to the diversity of religious beliefs, there is also a diversity of economic conditions. The disputes that occur are due to differences of opinion that do not lead to belief discrimination, but students at his age are easier to use diversity as a correlation with social relationship (Heit & Hahn, 2001). The atmosphere of the group discussion can be observed in the following picture:



Figure 1. sample of group discussion activity.

The learning results show that student’s participation in learning activities has been optimal. Teachers design learning activities in a structured way by integrating natural phenomena. Student observation of natural phenomena can be done in a variety of ways such as observing pictures, reading news, and books as references. In this lesson, the teacher uses natural disasters as natural phenomena that students observe. Using natural disasters as a learning materials has an impact on strengthening student’s sense of empathy (Qurotu, 2020). This can be seen in the aspect of victim observation, which is the first point to be observed. Every natural disaster will definitely be seen whether there are casualties or not, what is the condition of the affected people, and how to handle them (Kemendikbud, 2020). Students explained that victims of natural disasters receive immediate medical attention. This teaches students that disaster response prioritizes humanity.

The next aspect of discussion in this lesson is the impact on a wider radius than victims. This impact is conveyed by students in the form of physical damage to buildings, the impact on the continuity of learning, and the logical consequences of the impact of disaster such as ignorance because students cannot participate in learning. The results of student discussions that mention aspects of long-term risks are shown by group III. This shows that students have been able to demonstrate the ability to organize information. Furthermore, it is interesting that the long-term logical consequences of ignorance can be prevented by the solution offered by group IV, namely online learning. This is relevant to the opinion that students show the criteria for attitudinal competence in coordinating information and practice (Uddin, 2017).

Learning that integrates the natural environment also gives students an understanding of positive life values. Mutual cooperation shown in the “sambatan” activity by residents is well observed by students. Students are able to capture the disaster response attitude of residents by working together regardless of differences in religion, economic ability, education, and ethnicity or language. All citizens participate in the name of humanity in the face of natural disasters. Human are created together with an environment that holds a variety of wealth in it. Humans have an important task in preserving the environment so that disasters do not occur according to the characteristics of the environment. The activity of “sambatan” in community life as local wisdom of the region. Local wisdom can be positively utilized in local traditions and culture as it can create a younger generation that is not only ethical, but a deep connection with their ancestral heritage can also be enhanced (Asror et al., 2024). The school have an important role as agents of socialization where the priority is empowering interpersonal relationships and problem-solving competencies for quality of life together inside and outside the classroom (Martínez-Juárez et al., 2014). This further strengthens the character of students in the treasure of diversity.

Conclusion

Learning Pancasila education that integrates environmental insights can strengthen the attitude of *ecco-bhinneka*. Diversity as the capital of community life in Indonesia needs to be managed properly in order to live in harmony not only with fellow humans but also with the natural environment. Learning that integrates environmental insights is able to unite differences. Environmental issues become the orientation of diverse communities regardless of differences in religion, ethnicity, culture, and language. Student's *ecco-bhinneka* attitude competence can be developed by discussing based on observation and experience. An open attitude to receiving information is shown by student's willingness to seek information and follow learning according to teacher guidance. Organizing ability (A4) and practice (A5) as high category attitude indicators. Teachers need to invite students to explore their environment in order to have spiritual awareness in the positive interdependence of humans with nature.

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