

IMPLEMENTASI PENDEKATAN *OUTDOOR LEARNING* TERHADAP PENINGKATAN KEPEDULIAN LINGKUNGAN ANAK USIA DINI DI TK MUTIARA SINGARAJA

Oleh

Ita Dwi Murni Harefa, Nim 2111061009

Prodi Pendidikan Guru Pendidikan Anak Usia Dini

ABSTRAK

Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian adalah anak kelompok A (usia 4-5 tahun) yang berjumlah 13 anak, serta guru dan kepala sekolah. Pemilihan subjek menggunakan teknik purposive sampling. Sumber data terdiri dari data primer (kepala sekolah, guru, peserta didik) dan data sekunder (dokumen, foto, video, literatur). Teknik pengumpulan data meliputi observasi partisipatif (peneliti terlibat langsung dalam kegiatan pembelajaran), wawancara mendalam dengan guru dan kepala sekolah, serta dokumentasi. Implementasi *Outdoor Learning* dilaksanakan melalui dua kegiatan utama. Pertama, kegiatan eksperimen menanam bibit kangkung yang memberikan pengalaman langsung kepada anak tentang proses pertumbuhan tanaman. Kedua, kegiatan pengenalan tumbuhan di sekitar lingkungan sekolah melalui observasi langsung dan pendekatan tanya jawab. Hasil penelitian menunjukkan bahwa pendekatan *Outdoor Learning* memberikan dampak positif terhadap kepedulian lingkungan anak, meliputi (1) meningkatnya kesadaran anak terhadap kebersihan dan keberadaan lingkungan sekitar, (2) tumbuhnya rasa cinta terhadap alam yang ditunjukkan dengan sikap tidak merusak tanaman, (3) berkembangnya rasa tanggung jawab dalam merawat tanaman, (4) partisipasi aktif dalam kegiatan lingkungan seperti menyiram dan membersihkan, (5) empati terhadap makhluk hidup, (6) terbentuknya kebiasaan positif seperti membuang sampah pada tempatnya, serta (7) meningkatnya kemampuan kerja sama antar anak dalam aktivitas kelompok.

Pendekatan *Outdoor Learning* terbukti efektif dalam meningkatkan kepedulian lingkungan anak usia dini melalui pengalaman belajar langsung yang bermakna. Penelitian ini merekomendasikan integrasi *Outdoor Learning* secara sistematis dalam kurikulum PAUD, peningkatan kompetensi guru dalam merancang pembelajaran berbasis alam, serta dukungan sarana prasarana dari pihak sekolah. Bagi peneliti selanjutnya, disarankan untuk mengembangkan variasi kegiatan *Outdoor Learning* yang lebih inovatif dan mengkaji pengaruhnya terhadap berbagai aspek perkembangan anak secara lebih mendalam.

Kata Kunci: *Outdoor Learning*, kepedulian lingkungan, anak usia dini, pembelajaran berbasis alam, PAUD

**IMPLEMENTATION OF THE OUTDOOR LEARNING APPROACH TO
IMPROVE ENVIRONMENTAL AWARENESS OF EARLY CHILDHOOD AT TK
MUTIARA SINGARAJA**

By

Ita Dwi Murni Harefa, Student ID 2111061009

Early Childhood Teacher Education Study Program

ABSTRACT

*This study employed a qualitative approach with a case study design. The research subjects consisted of 13 children in Group A (aged 4-5 years), as well as teachers and the school principal. The subjects were selected using a purposive sampling technique. Data sources included primary data (school principal, teachers, and students) and secondary data (documents, photographs, videos, and literature). Data collection techniques consisted of participatory observation, in which the researcher was directly involved in learning activities, in-depth interviews with teachers and the school principal, and documentation. The implementation of Outdoor Learning was carried out through two main activities. First, an experiment involving the planting of water spinach (*Ipomoea aquatica*) seedlings provided children with direct experience regarding the plant growth process. Second, an activity introducing plants in the school environment was conducted through direct observation and a question-and-answer approach. The findings revealed that the Outdoor Learning approach had a positive impact on children's environmental awareness, including (1) increased awareness of cleanliness and the surrounding environment, (2) the development of love and appreciation for nature, as demonstrated by children's attitudes of not damaging plants, (3) enhanced responsibility in caring for plants, (4) active participation in environmental activities such as watering plants and cleaning the surroundings, (5) increased empathy toward living things, (6) the establishment of positive habits, such as disposing of waste in designated bins, and (7) improved cooperation skills among children during group activities.*

The Outdoor Learning approach was proven effective in enhancing environmental awareness among early childhood learners through meaningful direct learning experiences. This study recommends the systematic integration of Outdoor Learning into the Early Childhood Education (ECE) curriculum, the improvement of teachers' competencies in designing nature-based learning activities, and the provision of adequate facilities and infrastructure by schools. Future researchers are encouraged to develop more innovative Outdoor Learning activities and examine their influence on various aspects of child development in greater depth.

Keywords: *Outdoor Learning, environmental awareness, early childhood, nature-based learning, Early Childhood Education (ECE)*