

INTISARI

Pendidikan lingkungan yang diterapkan pada jalur pendidikan nonformal, informal dan formal membentuk pola untuk meningkatkan pengetahuan, pemahaman dan pengalaman belajar akan lingkungan hidup yang berkelanjutan. Pendidikan lingkungan nonformal berbasis komunitas Kalasan Anak Alam guna melengkapi pembelajaran anak-anak di dusun Kembang Sentikan. Penelitian bertujuan untuk; 1) Mengetahui dan mengidentifikasi pengetahuan serta pola pemahaman anak terhadap keberadaan lingkungan hidup sekitarnya; 2) Mengetahui dan mengidentifikasi pola dari metode pendidikan lingkungan dari ketiga jalur pendidikan yaitu komunitas, keluarga dan sekolah untuk lingkungan hidup yang berkelanjutan. Penelitian menggunakan metode kualitatif deskriptif dengan pendekatan *grounded research* sesuai teori konstruktivis dan fenomenologi.

Hasil penelitian sumber daya alam dusun peri urban di Kembang Sentikan melalui pembinaan masyarakat yang sadar lingkungan perlu dijaga dan dilestarikan. Pendidikan lingkungan dari ketiga jalur memberikan pemahaman anak mengenai pengetahuan sumber daya alam dan lingkungan. Hal ini dapat dipelajari melalui kegiatan di alam, sekolah, pembelajaran agama dan kesenian serta lingkungan sekitar. Selain itu dapat melalui aktivitas keseharian, kebiasaan ramah lingkungan dalam keluarga, interaksi dengan pendidik (guru dan fasilitator) sehingga menambah minat belajar dan partisipasi anak di lingkungannya. Ketiga jalur pendidikan yang diterapkan terhadap anak, membentuk pola pendidikan lingkungan sesuai kebutuhan anak. Dimana pembelajarannya melalui pengalaman dan praktek di alam sehingga pengetahuan yang diperoleh dari sekolah lebih optimal. Hal ini dapat ditinjau dari laporan nilai akademik anak yang meningkat setelah adanya pembelajaran lingkungan dari komunitas.

Kata kunci: *Ecopedagogy*, Pendidikan Lingkungan Anak, Dusun Peri Urban, Berkelanjutan.

ABSTRACT

Environmental learning implemented on non-formal, informal, and formal education channels can enhance children's understanding, comprehension, and experience in learning about sustainable environment. The community-based non-formal environmental education, *Kalasan Anak Alam*, seeks to improve children's environmental learning at Dusun Kembang Sentikan. This study has the following objectives: 1). Understanding and identifying children's level of comprehension and understanding of the natural environment; 2). Understanding and identifying the learning pattern from three channels: community, family, and school, in promoting a sustainable environment. This study employs qualitative-descriptive methodology with constructivism and phenomenology grounded research approach.

Based on the results of this study, the natural resources of pre-urban area surrounds Dusun Kembang Sentikan requires preservation through routine environmental campaign and training for the community. Environmental learning from the three channels provided children with understanding of natural resource and environment. It can be learned through activities in nature, school, religious, art education also through daily activities, environment friendly habits from their family and creative teachers and facilitators can help stimulate children's learning interest and social participation. The three education channels are needed to establish an environmental learning pattern that fits the children's need to learn better through experience and interaction with their environment, which in turn optimizes their learning at school, as reflected by the better grades in their academic reports after receiving community learning. The following are suggestions for a more sustainable environmental learning pattern. It is important to allocate time for a routine or activities for children to learn outside the class, to design a basic curriculum for community learning, to provide room for environmental learning outside of school in form of partnership with other agencies or foundations, and to conduct a periodical evaluation for teachers, parents, and facilitators in implementing a more sustainable environmental education for children.

Keywords: Ecopedagogy, Environmental learning, Natural Resource, Pre Urban District, Children's.