



Environmental Based Education: Making Nature a Learning Resource

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Abstract

In education, learning resources are important in supporting the learning process to be more meaningful and contextual. One of the most extensive and natural learning resources is the universe. Nature not only provides empirical knowledge but also provides direct experiences that can shape character, increase environmental awareness, and build emotional relationships between students and the surrounding environment. This study aims to examine the use of nature or the environment as a learning resource that is relevant to educational needs in the modern era, where students are accustomed to fast and instant digital technology. This study uses a library research method by reviewing various literature, journals, books, and scientific documents related to the use of nature in learning. Based on the concept put forward by the Association for Educational Communications and Technology (AECT), there are six types of learning resources, one of which is the setting, namely the environment or context where learning takes place. In this case, nature is positioned not only as a learning setting, but also as the main source that is rich in educational values. The results of the study show that the use of nature as a learning resource makes a positive contribution to the formation of environmental awareness, strengthening character values, and increasing learning effectiveness. Thus, this research is expected to encourage the integration of nature-based learning resources into educational practices, while strengthening awareness of the importance of environmental conservation through meaningful and contextual learning activities.

INTRODUCTION

The world of education cannot be separated from the environment. The importance of the environment in the learning process is proof that there is a reciprocal interaction between humans and the environment. Learning that makes the environment an object of learning can provide students with direct experience to instill a concept of knowledge (Erhabor & Don, 2016; Maesaroh et al., 2021; Wu et al., 2024). Environmental-based learning is used as an object of learning. So learning resources are not only limited to reference books, but also involve the environment

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around students as a vehicle for students to learn the material. The environment referred to here is the biotic (living) and abiotic (non-living) environment. Humans can protect the environment by maintaining and utilizing it for their survival. Therefore, it is necessary to instill a love of the environment among the nation's children through the world of education (Ali, 2023; Purwati et al., 2024).

Education is an activity that is systematically designed and realized through a learning process that aims to encourage students to actively develop their potential. In its implementation, education is always closely related to the environment, where both are interconnected and inseparable. In another view, it is stated that education is one of the most crucial aspects in an individual's life, because through education, a person can increase intelligence, skills, develop self-potential, and form a responsible, intelligent, and creative personality (Cottafava et al., 2019; Hariandi et al., 2023; Mayasari & Arifudin, 2023).

Education is an effort made to prepare the next generation of the nation through guidance, teaching, and training, so that they can become individuals who have important roles in the future. It is also explained that the purpose of education is not only to develop knowledge, but also to shape personality, independence, social skills, and character (Bainar, 2024; Perdana, 2018; Rusilowati & Wahyudi, 2020).

This concept is based on the idea that nature has great educational value, which can not only be used to study subjects such as biology, geography, or environmental science, but can also support the development of student character, such as concern for the environment, a sense of social responsibility, and the ability to adapt to various situations. Nature as a learning resource also provides opportunities for students to be directly involved in the learning process, making learning more interesting and enjoyable (Ansyah, 2023; Malone & Lepper, 2021).

However, despite the enormous potential of nature as a learning resource, the implementation of environmental-based education in practice often faces various challenges. Some of the problems faced include a lack of understanding of how to effectively integrate nature into the existing curriculum, limited facilities and resources that support outdoor activities, and challenges in overcoming logistical and infrastructure constraints that hinder the use of nature as a learning resource to its full potential. In addition, the lack of training for educators in implementing environmental-based learning methods is also a factor that slows down the adoption of this approach in education (Asfiana et al., 2025; Van Dijk-Wesselius et al., 2020).

In the context of learning, the environment is understood in two senses. First, in the basic sense of education, the environment is considered a conditional factor that has a dominant influence in shaping individual behavior. Second, the environment is seen as a source of learning, namely a space that can influence student learning outcomes, both directly and indirectly. Based on these two understandings, it can be concluded that the environment plays an important role in learning, both in the process and the results achieved in a learning system (Warwey & Santoso, 2023).

Learning is a complex process that occurs in every individual throughout their life. This process occurs through interaction between individuals and their surroundings. Signs that someone has experienced a learning process can be seen from changes in behavior that appear, which are likely caused by increased knowledge, skills, or attitudes. It is also stated that the environment has the potential to have good or bad impacts on the growth and development of children's mental and personality (Sutarto, 2019; Syah & Pertiwi, 2024; Verplanken & Orbell, 2022).

Environmental education is not just about taking students out of the

classroom, but also involves structuring a curriculum that emphasizes the values of sustainability, natural resource management, and instilling awareness of the importance of environmental preservation. In addition, students also need to be given a more comprehensive understanding of efforts to manage the environment wisely and responsibly (Boca & Saraçlı, 2019; Susanti et al., 2023). This understanding is closely related to the duties of humans as caliphs (managers) on earth, according to the will of Allah SWT. In this context, managers are interpreted as parties who can utilize natural potential without causing damage. This idea is in line with the objectives of establishing sharia in *Maqasid al-Syari'ah*, namely maintaining the sustainability and balance of the environment (*Hifz al-Bi'ah*) (Alfiyah et al., 2024; Munir & Kusnadi, 2024; Warwey & Santoso, 2023).

The potential and challenges in implementing environmental-based education need to be studied to provide solutions and strategies that can be applied to optimize the use of nature as a learning resource. By digging deeper into how the environment can be utilized as an effective learning tool.

METHOD

This study uses a library research method, which is an approach that collects data, information, and materials from various sources, such as books, journals, and other literature. It is also explained that library research or literature study is a type of research conducted by studying and exploring various relevant literature, books, or scientific works. Library research or literature review (literature research) is research that critically examines or reviews knowledge, ideas, or findings contained in the body of academic-oriented literature, and formulates its theoretical and methodological contributions to a particular topic (Cholifah, 2024; Chu, 2015; Engkizar et al., 2018; Sandra et al., 2024; Wulandari, 2020). The research process includes several stages, namely topic selection, exploration of information sources, determination of research focus, data collection, data compilation and presentation, and preparation of research reports. To analyze the data, the researcher used a descriptive analytical method, which involves collecting and compiling data based on existing information, then analyzing and interpreting the data. The collected data is then analyzed and evaluated to draw conclusions that are relevant to the problem being studied (Sari & Asmendri, 2020; Subhi et al., 2023).

RESULT AND DISCUSSION

Educational Environment

The environment is everything around humans that influences behavior, growth, and development, including internal and external factors that are physical, psychological, and socio-cultural. The environment has a significant role in providing a positive impact on the development of students. Nata (2016) explains that the environment is defined as everything that surrounds human life, both physical, such as the universe and its contents, and non-physical, such as the atmosphere of religious life, values and traditions adopted by society, developments in science, culture, and technological advances (Setiawan, 2022; Suhada, 2017).

The environmental-based learning concept considers the environment the main source in the learning process. In this approach, the environment is a source of inspiration that encourages students to be more active in understanding learning materials. The environment is not only a background, but as an element that provides motivation and relevant context, so that it can improve students' understanding of the topic being studied. Thus, the environment functions as a reinforcing factor that

can deepen students' understanding in every aspect of learning (Campbell, 2020).

There are two types of learning atmosphere: 1) an environment or location that is deliberately arranged to educate students, such as laboratories, libraries, internet rooms, and so on. This type of environment is known as an environment by design. 2) an environment that is not designed for the teaching and learning process but its existence can be utilized, for example, the school yard, school garden, canteen, toilet, and so on. Such an environment is called an environment of utilization. This type of environment can be utilized by every teacher because, in addition to having abundant information to study the subject matter, it can also directly function as a place for each student to learn. In line with this, in the Quran, Allah SWT explains the environment in Surah Yunus 101, which means *"Pay attention to what is in the heavens and the earth. The signs of Allah and the Messengers who warn are of no use to people who do not believe (QS. Yunus: 101)"* (Kinshuk et al., 2016; Nurhafifah, 2022; Rahmawati, 2020).

In general, the environment that can influence education is (Helmiannoor, 2018): 1) physical or natural environment, 2) socio-cultural environment, 3) socio-cultural environment and 4) technological and information environment. This environment functions to support the continuity of teaching and learning activities. Therefore, for the learning process to take place optimally, a quality educational environment is needed.

Learning can take place anywhere and anytime. Students have the opportunity to go through the learning process by utilizing the environment as a source of knowledge. Utilizing the environment as a learning resource will provide fresh experiences for students. Books are no longer the only source of knowledge for students. The surrounding environment can be an alternative for teachers to use as a source of learning (Irmeilyana et al., 2020). From this explanation, it is understood that teachers can create more interesting and enjoyable learning for students, as well as broaden their horizons through direct experience in nature. In addition, utilizing the environment as a learning resource can also increase students' creativity and ability to solve problems independently. Thus, learning is no longer limited to the classroom, but can occur anywhere and anytime according to the needs and interests of students (Kinshuk et al., 2016; Simamora & Saragih, 2019; Singkawijaya et al., 2019).

So far, the educational environment has not been fully considered to have value by many people. If there is something that is considered important, it is usually only the educational aspect in schools. Meanwhile, the educational environment in the family and community is often ignored. These two factors greatly influence the educational process. A non-conducive family and community environment can cause a child or student to behave badly, even though the school has tried to instill and support positive attitudes (Anggraini & Jannah, 2024; Hidayanti, 2018).

The environment includes all conditions in this world that can, in various ways, affect human behavior, growth, and development, except for genetic factors. Meanwhile, there is another view that emphasizes that the environment does not only consist of a number of factors at a certain time, but there are also many other factors that can potentially affect development and behavior (Fathurrohman, 2016). Therefore, the environment is an important aspect in the development of individual students.

Regardless of the physical environment, learning can be designed in such a way that it can support children in carrying out learning activities. The learning environment can reflect high expectations for the success of each child individually. Thus, the learning environment is a condition designed by the teacher so that the

educational process can take place efficiently (Asmara & Nindianti, 2019; Gros, 2016; Matthews & Lippman, 2020).

Nature as a Learning Resource

Learning resources are crucial elements and play a very significant role in improving the quality of education. Teachers must utilize learning resources in the learning process so that the use of these resources can take place optimally. Training must be carried out to equip teachers with the ability and skills in utilizing learning resources. The environment plays a significant role as an educational medium and influences individual behavior. The presence of the environment around children can be used as a means in their learning process. The learning environment includes society and various physical elements that can be used as learning materials (Baafi, 2020; Fransiska et al., 2024; Simamora & Saragih, 2019).

Learning resources are useful tools in the educational process, such as materials used and needed during learning activities, which can be textbooks, printed publications, digital media, resource persons, the surrounding environment, and others that can increase students' enthusiasm for learning. Learning resources basically do not require a high investment to be utilized by teachers, but a teacher should be able to optimize the surrounding environment as a learning tool. The most important thing is to create comfort for students and achieve learning goals. Then it can be understood not only as learning resources, but educators must also be creative in utilizing existing learning resources in order to improve the quality of learning (Syukur et al., 2022).

This universe is a learning medium for mankind throughout the ages. Therefore, the definition of learning resources has a fairly broad meaning (Yunus & Mitrohardjono, 2019). According to the Association of Educational Technology and Communications/AECT, learning resources include all media, be it information, individuals, or objects that can be used to provide support (facilities) for students. In general, learning resources consist of six important points. About learning resources in the field of guidance and counseling, they are described as follows (Purbawati et al., 2024). As AECT (Association of Education and Communication Technology), namely messages, people, materials, tools, techniques, and background or environment, namely (Manurung, 2020):

i) Message, is the curriculum or subjects found in each school or level of education and that need to be learned by students. *ii)* People, including teachers, tutors, mentors and so on are those who convey learning messages to students. *iii)* Materials, are programs that contain or contain learning messages such as books, video or audio programs, VCDs and others. *iv)* Tools, are means for displaying materials or programs such as film projectors, video recorders, OHPs, and so on. *v)* Techniques, are procedures used to convey learning messages such as discussions, field trips, those who carry out the function of developing and managing learning resources. *vi)* Background (setting), namely the environment where learning and teaching take place, for example in class, in the park, lighting and ventilation of the room, and so on. In order to function optimally in learning and teaching activities, these learning resources need to be developed and managed as well as possible.

Learning resources can be situations or environments that support the learning process. A comfortable and conducive environment, such as neat and attractive school buildings, religious laboratories, and beautiful parks, can be used as learning resources. Outside of school, there are also other learning resources such as mosques, prayer rooms, religious study groups, and various religious activities. In addition, the use of the environment or open nature as a learning resource can help

improve student concentration, as well as make learning more diverse, thereby reducing boredom and encouraging active student involvement (Anjarwati, 2019; Miharja et al., 2018; Wulandari, 2020).

Using the surrounding environment by inviting children to explore nature will increase harmony in the learning process. This means that education does not always have to take place in the classroom, but also outdoors, where the environment becomes a source of learning that greatly impacts physical growth, social and cultural skills, as well as emotional and intellectual development (Ar & Aini, 2023; Choiri, 2017). The environment provides various elements that can be used as learning media for students. Therefore, the environment, both biotic and abiotic, is understood as everything that is around students and can be used as a source and means to support the smoothness and effectiveness of teaching and learning activities (Aeni et al., 2020).

Humans live thanks to the environment, therefore, we need to synergize with nature. In educational institutions, we must also connect students with the environment. Naturally, they will feel happy when interacting with nature. Observe them when playing with water from a pool or bathtub with various equipment such as bottles, ladles, or other objects; at that time, extraordinary joy was seen on their faces. Their facial expressions were truly radiant, free without burden. Objects that are often used as a means of playing for children are soil and sand. They often use soil and sand to express their creativity and imagination (Malik et al., 2023; Noviaiwanda et al., 2023).

Nature not only serves as a means for students, but also has other benefits that are very important for their mental development. Try to observe when students are involved in caring for the garden and plants at school. Slowly, a sense of empathy and compassion for other living things will develop within them. This will certainly make it easier for them to appreciate other humans more in the future (Immordino-Yang et al., 2019). In addition, caring for plants can also form gentleness in their souls. Nature can also stimulate creativity, including for students and teachers. Almost all types of plants can be used as media or sources of learning. Animals around us, such as ants, worms, butterflies, and other insects, are very useful in explaining various concepts of life. An ant colony in the schoolyard, for example, can be used to foster students' curiosity. This is a good example of learning the basics of natural science that they learn in school. By gaining direct experience through nature, their curiosity and enthusiasm for learning will increase. Thus, nature becomes an effective means to develop students' emotional, intellectual, and creative intelligence, which in turn supports more meaningful and in-depth learning (Arsal et al., 2017).

So nature is a place where everything exists, and there is a lot of greatness contained in it. Nature is not only a place to live, but far from that, nature is a source of learning. Various parables in the Qur'an surah An-Nahl verse 112 are explained:

وَضَرَبَ اللَّهُ مَثَلًا قَرْيَةً كَانَتْ آمِنَةً مُطْمَئِنَّةً يَأْتِيهَا رِزْقُهَا رَغَدًا مِنْ كُلِّ مَكَانٍ فَكَفَرَتْ بِأَنْعُمِ اللَّهِ فَأَذَاقَهَا اللَّهُ لِبَاسَ الْجُوعِ وَالْخَوْفِ بِمَا كَانُوا يَصْنَعُونَ ﴿١١٢﴾

Meaning: And Allah sets forth an example of a town which was secure and peaceful, its provision coming to it in abundance from every place, but it was ungrateful to the blessings of Allah, so Allah made them taste clothing, hunger, and fear because of what they used to do.

The use of the natural environment as a learning resource will encourage the appreciation of values or aspects of life that exist in the environment. Awareness of

the importance of the environment in life can be instilled in children from an early age, so that after they grow up, this awareness can be maintained.

CONSLUSSION

Nature is a very broad source of learning, there is a lot of knowledge both written and implied. In formal learning, nature is one of the most important sources of learning. Nature provides an opportunity for students to understand scientific concepts directly through observation and experimentation. By utilizing nature as a source of learning, students can develop critical and logical thinking skills that are very necessary in the education process. There are two types of learning environments, the first is a designed environment (by design), such as laboratories, libraries, and internet rooms, and undesigned environment, such as schoolyards, parks, and canteens. Both types of environments can be utilized (by using) by educators because they provide abundant information for learning purposes and function as a place for students to learn. Overall, the environment that can influence education includes the physical or natural environment, socio-cultural environment, socio-cultural environment, and technological and information environment. Learning can take place anywhere and anytime, allowing students to utilize the environment as a source of knowledge.

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