


Implementation Of Independent Learning Curriculum Based On Environment In High School Country 1 City Lubuklinggau

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Article Info	ABSTRACT
Keywords: Implementation, MBKM, Environment, SMAN1 Lubuklinggau	One approach that is relevant to the spirit of the Merdeka Belajar Curriculum is environment-based learning . Adiwiyata School is a school dedicated to environmental pedagogy and education . The study aims to determine the implementation of the environment-based independent learning curriculum at SMA N 1 Lubuklinggau. This study uses a qualitative approach with a case study design , to explore how the implementation of the environment-based Independent Learning Curriculum at SMA Negeri 1 Lubuklinggau City. The focus of the study is on the process, strategies, and obstacles faced in implementing the curriculum. The results of this study indicate that the implementation of the environment-based Independent Learning Curriculum can be an effective approach to improving the quality of learning while building students' environmental awareness. However, the success of this program is highly dependent on the full support of all parties involved, both internal and external to the school.
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INTRODUCTION

Education plays an important role in forming a generation that not only has academic competence, but also awareness of social and environmental responsibility. In an effort to create learning that is relevant to the needs of the times, the Indonesian government introduced the Merdeka Belajar Curriculum. This curriculum aims to provide flexibility to educators and students in determining contextual, innovative, and character-oriented learning methods (Prasetyo and Wulandari, 2022).

One approach that is relevant to the spirit of the Independent Learning Curriculum is environment-based learning. This approach integrates environmental issues into the learning process as a step to increase student awareness and involvement in environmental conservation. (Sobirin et al., 2019) With this approach, students not only gain theoretical understanding, but are also able to apply the knowledge they have learned to solve environmental problems around them. The Independent Learning Curriculum introduced by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) is a response to the challenges of 21st-century education that require flexibility, innovation, and contextualization of learning (Kemendikbudristek, 2020). This curriculum is designed to provide freedom to schools, teachers, and students in developing learning according to local needs and environmental potential.

Environmental-based learning is one of the strategic approaches in the Independent Learning Curriculum. This approach is oriented towards student involvement in understanding, criticizing, and solving environmental problems around them (Sterling, 2001). By utilizing the local context as a learning resource, students not only develop academic understanding but also build critical skills and empathy for the environment (Tilbury & Wortman, 2004).

Adiwiyata School is a school dedicated to environmental pedagogy and education. In accordance with the goal of lifelong learning, the following provisions are stated in Law - Law of the Republic of Indonesia Number 23 of 1997 concerning Lifelong Learning, which is intended to develop a lifelong learning strategy that encourages all parties to participate in lifelong learning. environmental benefits. Adiwiyata is related to all perspectives and ethics that are the basis for humans to realize the welfare of life and towards the formation of sustainable ideals. As a result, Adiwiyata has an image as a good and ideal place. (Sumarsono and Mukani, 2017).

green school curriculum integrates three principles, namely educative, where educative contains the meaning of environmental education carried out in schools through various kinds of habits , such as maintaining, preserving, and elevating the environment so that all students can become citizens who are aware of and appreciate the environment both at school, at home, and in the general public. (Pradini, et al ., 2018) . Participatory encourages the active involvement of all parties, including students, teachers, parents, and the surrounding community, in environmental conservation activities and the sustainability aspect emphasizes the implementation of consistent and sustainable environmentally friendly practices (Wibowo and Kurniati, 2018)

SMA Negeri 1 Lubuklinggau is one of the schools in the city of Lubuklinggau which holds the title of National Adiwiyata school in 2013 and independent Adiwiyata school in 2016 (Yulizah, 2020). The embodiment of a school that implements environmental education is a school that has a committee and develops programs to incorporate environmental values into all school activities. A school that cares about and has an environmental culture is not just a clean school, but more than that, the school community is reflected in everyday life such as demands for improving the quality of life. The support and contribution of all education stakeholders are needed, not only from students who diligently obey their teachers such as teachers and principals, but also the surrounding community who can feel the benefits of the Adiwiyata Program. (Hatika, et al. 2019). Based on the description above, the study aims to examine how " Implementation of the Independent Learning Curriculum Based on Environment At Sma Country 1 City "

METHOD

This study uses a qualitative approach with a case study design. This approach was chosen to explore in depth the implementation of the environment-based Independent Learning Curriculum at SMA Negeri 1 Lubuklinggau City. The focus of the study is on the process, strategies, and obstacles faced in implementing the curriculum.

DISCUSSION

Implementation of the Independent Learning Curriculum Based on the Environment

The Merdeka Belajar Curriculum aims to provide flexibility to educators and students in determining learning methods that are relevant to local and global needs. At SMA Negeri 1 Kota Lubuklinggau, the implementation of this curriculum integrates environmental-based learning to increase students' awareness of environmental conservation and social responsibility.

Aspect	Implementation
Learning Planning	In the planning stage, teachers prepare a Learning Implementation Plan (RPP) that integrates environmental issues into subjects such as Biology, Geography, and Chemistry.
Implementation of Learning	Environmental-based learning at SMA Negeri 1 is carried out through project methods, field practice, and class discussions. For example, students are involved in tree planting activities, hydroponics in the school environment and composting from organic waste.
Student and Teacher Participation	The implementation of this curriculum involves the active participation of students, teachers, and the community. Students are invited to design and run environmental projects, such as waste management campaigns at school.

The results of the study show that SMA Negeri 1 Kota Lubuklinggau has integrated the concept of environmental-based learning in the Merdeka Belajar Curriculum. Teachers use a contextual approach, such as utilizing the surrounding environment as a learning resource and natural laboratory. For example, in biology, students are invited to observe green areas around the school to study biodiversity. Teachers also develop environmentally-based teaching materials by inserting local issues, such as waste management and water conservation, into learning. This is in accordance with the Merdeka Belajar Curriculum guidelines which emphasize flexibility and local context as important elements in the learning process (Kemendikbud, 2020).

Student Engagement in Environment-Based Learning

Students were reported to show high enthusiasm in environmental-based learning. They felt more involved when invited to solve real problems, such as disposing of garbage and understanding the differences between organic and inorganic waste and maintaining environmental cleanliness in the school area, as seen in Figures 2 and 3 below.

Mengetahui perbedaan sampah organik dan anorganik.
 0 / 108 jawaban yang benar

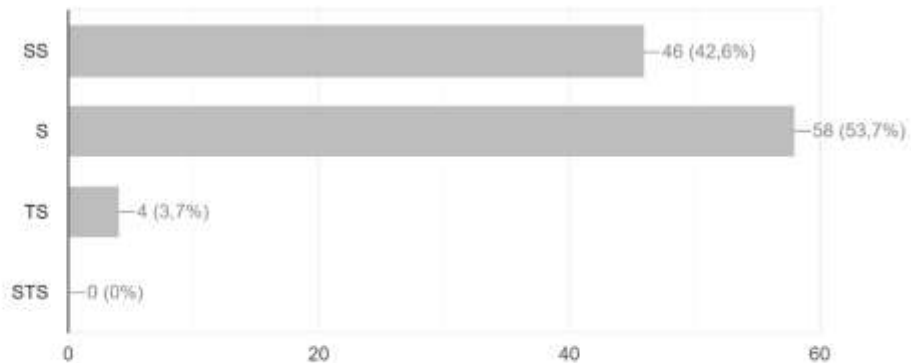


Figure 3. Understanding organic and inorganic waste

Selalu aktif dalam kegiatan menjaga lingkungan di sekolah
 0 / 108 jawaban yang benar

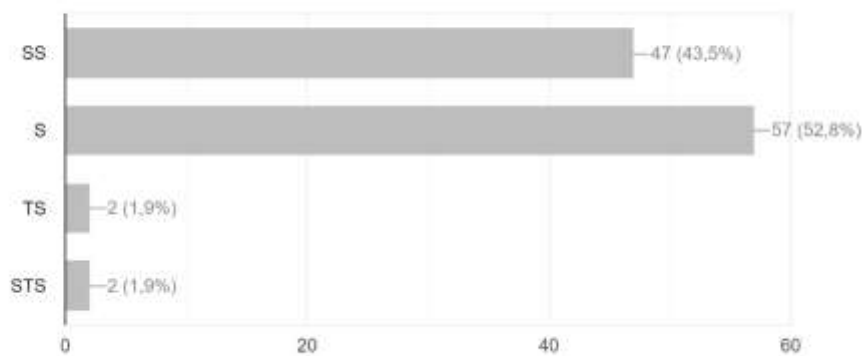


Figure 4. Maintaining the School Environment

This activity not only improves students' understanding of the material, but also builds critical thinking skills, collaboration, and creativity. However, there are challenges in building students' long-term commitment to environmental sustainability. Some students admitted that it was difficult to implement environmentally friendly habits at home due to lack of family support.

Responsible use of the environment is the most important part of sustainable living for future generations (Hassan et al., 2010; Rezkitia & Wardani, 2018). To prevent unethical use of the environment, it is very important to pay attention to; Natural resources are stolen excessively without considering their benefits for future generations; forests are destroyed without adequate replanting (Zikargae et al., 2022).

The Role of Teachers in Implementing Environmentally Based Learning

Teachers play an important role in implementing environmental-based learning. Interview results show that teachers who have participated in the Independent Learning

Curriculum training find it easier to design learning activities that are relevant to the environment. However, some teachers find it difficult to integrate environmental-based learning into certain subjects, such as mathematics or English. In addition, teachers also face limited facilities, such as lack of access to adequate digital resources and natural laboratories. These obstacles affect the effectiveness of implementing environmental-based learning.

School systems and management must work together to create a disciplined and environmentally friendly school. In other words, it must be built through a school program that is approved by all school members (Fahlevi et al., 2020). As educators, they are expected to not only provide instruction on lessons, but also provide environmental education that can foster environmental awareness. Through various programs and activities, school leaders must encourage teachers, school staff, and students to show concern for the environment.

Principal Support

The principal plays an active role in supporting the implementation of the environmentally-based Merdeka Belajar Curriculum by providing internal policies that encourage learning innovation. For example, the school initiated an eco-school program that involves students, teachers, and the school community to create a greener learning environment. In addition, collaboration with external parties, such as the Environmental Service and the environmentalist community in Lubuklinggau City, has contributed positively to this program. This collaboration facilitates the provision of training materials and field activities for students. As well as in the process of increasing the entrepreneurial spirit, according to Safitri et al. (2022) and Hidayat et al. (2021), entrepreneurship is a process of individuals or groups of individuals who use organized methods and opportunities to create value to grow and meet needs and desires with innovation and uniqueness, regardless of the resources used. The definition of entrepreneurship according to Mukrodi et al. (2021) is a person who is creative, innovative, and able to think creatively to improve their welfare in the community environment.



Figure 5. Entrepreneurship Activities

The activities carried out are by creating a hydroponic program, in this activity students can market the results of vegetable cultivation in the SMAN 1 Lubuklinggau school environment. From this activity students can learn to buy and sell, calculate profit and loss and it is hoped that these activities help students foster a sense of initiative, which they can bring into the future.

CONCLUSION

The results of this study indicate that the implementation of the Independent Learning Curriculum based on the environment can be an effective approach to improve the quality of learning while building students' environmental awareness. However, the success of this program is highly dependent on the full support of all parties involved, both internal and external to the school.

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