

NATURE SCHOOL LEARNING MODEL (CASE STUDY AT THE SCHOOL OF UNIVERSE, LEBAK WANGI VILLAGE, PARUNG DISTRICT, BOGOR REGENCY)

Nanda Ayu Setiawati¹, Ichwan Azhari², Yusnadi²

¹Master Student at State University of Medan (Unimed), Medan, Indonesia

²Lecturer at State University of Medan (Unimed), Medan, Indonesia

ABSTRACT: *This study aimed to: (1) examine the nature school learning model at the School of Universe, Lebak Wangi Village, Parung District, Bogor Regency, (2) analyze the factors supporting the success of the learning model at the School of Universe, Lebak Wangi Village, Parung District, Bogor Regency. This study used a qualitative approach with a case study method. Data collection techniques carried out in this study were: interviews, observation and documentation. Data analysis in this study used interactive models of Miles and Huberman, with steps: data reduction, data model, conclusion and verification. The findings of the study showed that: (1) the learning model in the School of Universe using the spider webb learning model was done by determining the theme. Fields of study in thematic approaches included Science, Mathematics, Indonesian, Social, Green Lab, Cooking, Business, and Morals, (2) the factors supporting the success of the learning model at SD School of Universe were: qualified teachers, the methods used included: exemplary methods, natural learning methods, outbound methods, business methods, adequate facilities and infrastructure, including teacher reading resources to add insight and produce the latest innovations in the field of education, as well as parental supports. The findings of this study were recommended to be applied in conventional schools by collaborating the curriculum with school of universe typical learning model.*

KEYWORDS: learning, model, school, universe, Wangi Village, Parung District, Bogor Regency

INTRODUCTION

Schools should adjust to students, not students adjust to schools. Such schools are difficult to find at this time, but now there are schools that are suitable for students, namely alternative schools. Alternative schools are not interpreted as substitutes for formal schools, but are looking for new didactic material and models until the new curriculum. One form of alternative schools is nature school.

Nature School is one form of alternative education in the face of conventional schools. Alternative education aims as a vehicle to change the mentality of children and adolescents in order to become dynamic children who are openly creative and productive and have a high attitude of social solidarity towards their fellow humans, so that they are not dependent on others and are self-sufficient, cultured, love the nation and love homeland.

According to Rohinah (2014) the existence of nature schools that are currently starting to flourish in the community environment is like being a new alternative in education that is experiencing saturation and stagnation. For those who are critical of education realize how important it is to present a humanist-faced school that has not been accommodated in formal schools in general. Nature schools stand in reaction to deficiencies and dissatisfaction with the education system in Indonesia.

Nature schools are very different from formal schools, especially in the learning model. The learning model greatly determines the success of the learning process, the better a model is chosen, the easier it will be for students to improve their learning outcomes. There are four learning models applied in nature schools namely, exemplary models, models with nature, outbound models and apprenticeship models with people who are experts in their fields. Such learning methods will not be found in any schools except in nature schools.

The natural shared learning model allows students to explore freely and interact directly with nature. Wulan (2016) one of the alternative learning models that can be used to restore the nature of students' learning is a nature-based learning model (The surrounding environment is used as an alternative to the learning process).

The school of universe produces graduates who have the spirit of young entrepreneurs, and also good semester final exam scores for alumni. In addition, the school of universe does not apply uniform clothing in the learning process, because from childhood, students must be trained to live in diversity. In the learning process, students wear free clothes and do not wear uniforms like the learning process in conventional schools.

According to Martono (2016:80) "school uniforms also function as a means of promotion". Good and attractive uniforms will indirectly attract the public to send their children to the schools. Whether we realize it or not, uniforms often become a special force for certain schools to attract public interest. But on the other hand, uniforms can be a problem. First, uniform existence often causes expensive education costs. Second, uniforms are used by schools to assess the level of discipline of students.

Based on the description above, nature schools become interesting to be studied and discussed further. The nature school that will be the object of discussion is the School of Universe located in Lebak Wangi Village, Parung District, Bogor Regency. The school of universe was chosen because it was the center of all schools of universe in Indonesia.

REVIEW OF LITERATURE

Nature School Learning Theory

1. Humanistic: Carl Rongers

Carl Rongers (in Wahab, 2015:57), one of humanistic psychology figures has the view that students who learn should not be forced but allowed to learn freely. Not only that,

students are expected to be able to free themselves until they can make their own decisions and dare to be responsible for the decisions that they take or choose. In learning, students are not produced to be someone else, but are left and fostered to be themselves.

Iswadi (2017:89) states humanistic learning theory views that human behavior is determined by internal factors themselves and not by environmental conditions or knowledge. According to Hatimah (2012:4) "based on humanistic theory, the learning process must be initiated and shown to benefit humanity itself, the theory of humanistic is very prioritizing the content learned rather than the learning process itself".

2. Conscientization: Paulo Freire

Freire is an educator in Brazil, whose ideas about adult education are applied in several Latin American countries. Freire mocked the oppressive education system and practice, which he called "bank style" education where teachers acted as savers who saved information while students were filled with information. According to Freire (1985:51) the list of "bank style" educational antagonisms are as follows: (1) teachers teach, learners learn; (2) teachers know everything, students do not know anything; (3) teachers think, students are thought; (4) teachers tell stories, students listen; (5) teachers determine the rules, the students are regulated; (6) teachers choose and impose his choice, the students approve it (7) teachers act, the students imagine themselves doing through the actions of the teachers; (8) teachers choose the material and content of the lesson, students adjust to the lesson; (9) teachers mix the authority of science and the authority of their position, which they do to deter students; (10) teachers are the subject of the learning process, students are the object.

In this case Freire (2007:196) states that teachers who position themselves as 'gods', as well as the school institution itself, often appear to be untouchable, both scientific and physical. Students may not even put their hands on the teacher's shoulders as a form of affection. This rigid and cold intimacy will create a distance between the teacher and students, students should not do anything except accept whatever is conveyed by the teacher ideologically for the sake of the sacred social structure".

Freire (1984:120) also said that the concept of "technical assistance" about education "drugged" educators and made them less critical and naive in facing the world. But the conception of education that recognizes (and takes place in recognition) that education is an analogical condition, certainly will inspire students to think, not just to memorize.

3. Liberation of Education: Ivan Illich

Illich (in Yusnadi, 2018:131) suggests that improvements to formal education will never be able to produce or create a reform of society as desired. The reasons include: 1) excessive rewards for certificates or graduation marks from a school level; 2) recognition of the sole right of education by schools; and 3) the tendency to equate teaching with learning.

Same as Illich (1984:15) says that schools do not develop learning activities or teach justice, because the teachers emphasize teaching which has been made into packages together with certificates. Learning is often the result of teaching, but the selection to

occupy a role or position in the job market increasingly depends on the length of attending school.

4. Educational Revolution: Lendonovo

In life, humans should care for and have potential in the form of the ability to know and understand the natural environment. In line with that, Lendonovo stated that "using nature as a laboratory for learning and educating students to care for God's creatures called the earth and the universe" (Lendonovo, 2018: 48).

The learning process designed and implemented in behavioristic theory views knowledge as objective, definite, fixed, unchanging. Knowledge has been structured neatly, so learning is the acquisition of knowledge, while teaching is transferring knowledge to people who are learning or students. Students are expected to have the same understanding of the knowledge taught.

Iswadi (2017:28) "behavioristic theory with a stimulus response relationship model is occupying people who learn as passive individuals. Certain responses or behaviors only use training or habituation methods".

Thorndike (in Surya 2014:135) there are three types of theory learning laws, namely: (a) law of effect, (b) law of exercise, (c) law of readiness. This school emphasizes the formation of behaviors that appear as learning outcomes. In its implementation, the teacher is a role model for students, the teacher in the learning process safeguards nature, preserves the environment, so that students take actions taken by the teacher in the learning process.

The purpose of Lendonovo to build a nature school is so that students can become caliphs on earth by planting intensive religious values and debriefing entrepreneurial spirit that is environmentally friendly, with the logic of good thinking and great leadership (Sepritiana, 2009:83).

5. Ki Hajar Dewantara

Hatimah (2012:35) national education according to Ki Hajar Dewantoro is education that is in harmony with the nation's livelihood. If education for students is not based on nationality, of course students will not know their needs, both physically and mentally; in addition, students may not have a love for the nation and state.

One of Ki Hajar Dewantoro's thoughts on education was realized in the form of Taman Siswa. Taman Siswa Education does not use a coercive approach. The basic education used is *Momong*, *Among*, and *Ngemong*. In this case there is no compulsion towards students, but rather to guide and lead even though in certain cases the role also does not need to be treated.

6. Rabindranath Tagore

Rabindranath Tagore is an Indian writer. For Tagore Education as follows:

1. Education is a process of bringing someone out of himself to get identity, especially humanity, because the essence of education is an effort to humanize humans (humanization)

2. Education needed is education that frees people to always be aware of themselves and not alienated from society and their world. An educational process that is not deprived of social reality and not education that distracts people or learners from the reality of life.
3. Education with problems, is one alternative so that students are able to understand the actual social reality. Students will always be clashed with concrete and actual problems that exist, then they try to analyze using an analytical knife or an appropriate perspective to find a comprehensive solution
4. The Tagore Education Concept wants to provide students with the knowledge to understand life and not only education that is oriented towards fulfilling the provision of "livelihood"

Nature School as Alternative Education

Sumardi (2005:77) says the concept of alternative education basically starts from natural philosophy and cultural philosophy which assumes that humans and nature are God's most valuable and valuable creations in this world. One alternative education is the nature school. This is in line with the opinion of Lendonovo (2018:10) that "nature school is an educational concept initiated by Lendonovo based on his concern about the cost of education which is increasingly unaffordable to the public". Therefore, they have the right to get education/lessons to achieve their dreams by providing education based on the use of the universe for life.

METHODOLOGY

The type of research used in this study was qualitative research, using descriptive analysis. The subjects in this study were grade 1 to grade 6 of elementary school teachers at the School of Universe, grade 1 to grade 6 of elementary school teachers at the School of Universe, headmaster, and initiator of the School of Universe. This research will be conducted at the SoU (School of Universe) in Parung District, Bogor Regency, West Java Province. Data collection techniques carried out in this study were interviews, observation, and documentation. Data analysis in this study uses interactive models by Miles and Huberman (in Emzir, 2016: 129-133). The data checking technique used is a triangulation technique, namely the technique of checking data that utilizes other informants outside of different data.

DISCUSSION AND RESEARCH FINDINGS

Learning Model at SD School of Universe

The model used in the learning process at SD School of Universe was the Spider webb learning model. The results of observations and interviews revealed that the spider webb learning model was an integrated learning model that used a thematic approach. Themes could be applied by way of negotiations between teachers and students. According to Majid (2014:77) "Spider web learning model (webbed) is an integrated learning model that uses a thematic approach. This approach begins with determining

the theme. Themes can be determined by negotiating between teachers and students, or discussion with fellow teachers. After the theme is agreed upon, learning activities must be carried out by students. The person who developed the Spider web learning model is Lyndon B. Johson.

According to Lendonovo (2018:53) "Nature schools apply the spiderwebb education system (spider web) in providing lessons to students, that is, a subject can be seen from various dimensions. For example Mathematics, students are not only invited to learn to count, but furthermore students are stimulated to be more critical of everything.

The use of I semester theme and sub themes was used within 3 weeks. The green lab activities such as planting plants within 1 semester - 2 semesters were carried out depending on the yield of the crop. And livestock activities were adjusted to the type of animals.

In applying good character, SD School of Universe applied the exemplary method. Students were given the opportunity to think critically while exploring the moral messages implied in each of the activities they lived in school". Hopefully positive messages and good values that had been exemplified by the Prophet Muhammad as a role model sent by Allah SWT to humans could be imitated by the teacher and then followed and well followed by students as future generations and future world leaders.

According to Martono (2016:114) "the practice of education will create a materialistic generation. Education is only interpreted as a means of achieving work. As a result, education is a capitalist tool for preparing cheaply paid labor. Learners are taught how difficult it is to find work to earn a living. Students only learned "*being a director is so nice*", *so being a farmer is so tiring*". Conversely, students must be motivated to become creative farmers, tenacious farmers, successful traders, so that the spirit of entrepreneurship emerges in students, so that students can also appreciate the various kinds of work around their environment. This is a part of character education that must be applied at school, one of which is mutual respect. A farmer does not always live in distress and poverty. The success does not have to be indicated only by the status of work in the office".

Natural shared learning methods had been applied at SD School of Universe. According to Suhendi (2012: 21) "nature in the word nature school has two meanings namely nature as experience and nature in the sense of universe, beings, everything created by God". SD School of Universe applied a learning method with nature. Learning method with nature is divided into 4 ways, namely: development of regional potential, natural resource excavation, scientific exploration and experimentation, as well as cultural exploration and local wisdom in Indonesia.

According to Fauzan (2018) "nature-based education not only provides the widest possible space for children to learn in the natural environment but also provides what students need. The purpose of nature-based education is that students can develop according to their potential and become themselves, have meaning and shape the quality of human resources of the students, including facilitators.

To train students' courage, outbound methods were carried out. Outbound activities included: Tyler Bright, Badminton, and traditional games in the form of Japanese suits, fort games. SoU was in the Rain City area, one of the obstacles of this outbound activity was the occurrence of rain, but if the rain did not contain thunder, outbound activities would still be carried out every Tuesday. If it's raining, students learned to make rigging, made bivouacs from raincoats in the classroom. According to Fauzan (2018) "one of the learning methods that can be used in learning to instill leadership character is the outbound training method".

In training the soul of businessmen, the application of business methods was carried out. Every class sold objects that had been prepared from home, selling them was held every Thursday on every week. In addition, market day activities were activities carried out every semester as a place to shape the entrepreneurial spirit of each student at SD School of Universe. The School of Universe had several units that function as business units, namely: ecoshop (cooperative school), music studio, community radio, gress (green regimen SoU), nursery, workshop art, and drinking fountain.

According to Sumardi (2005:106) "the model of organizing cooperatives in small economic enterprises for children and adolescents in villages as an alternative education program aims to help children and adolescents enter the maturation process through joint organizational training diligently, honestly and responsibly in running the cooperative. The division of roles, tasks, and management of cooperative administration could develop the power of shared creativity and build a business spirit for children and adolescents".

SD School of Universe had participated in the National Examination for the past 3 years. At the time of the National Examination, the clothes worn by students were white shirts and black skirts/pants. SoU also participated in activities organized by the Office of Education and Youth and Sports Education namely the National Student Art Festival and Competition (FI2SN). The competition branch was attended by SD school of universe students namely: single singing competition, dance competition, pantomime competition, storytelling competition, weaving craft competition. The extracurricular activities at SD SoU included: dancing, futsal, english club, science club, math club, taekwondo, karate, percussion, tahsin, and painting.

Factors Supporting the Success of Learning Models at SD School of Universe

Based on the results of observations and interviews conducted by researchers, the factors supporting the success of the learning model at the School of Universe were as follows:

First, the supporting factors for the success of the learning model in the SoU were qualified teachers. The teacher was the spearhead for determining the success of students. Teachers could direct all characters, reason and power to share knowledge with students. The teacher had not yet been worthy of being called a maestro if he hadn't produced another maestro.

A good teacher was someone who was not patronizing, just explaining when needed. The teacher's best function was facilitating the students. Teachers like this in their daily lives were in charge of helping, giving meaning to their students, helping to reflect and be able to inspire.

According to Iswadi (2017:133) "the teacher is as a driver of creativity". Creativity was a very important thing in learning and teachers were required to demonstrate the creative process. Creativity was characterized by the existence of activities that did not exist previously and were not carried out by someone or there was a tendency to create something. As a result of this function, the teacher always strived to find better ways to serve students, so that students did not do things routinely. Creativity showed that what the teacher will do now is better than what was done before.

Teachers were an important factor in the success of civilization change. In general, the earliest chain of changes in civilization was the rise of educational success. Quality teachers had to continue to foster themselves to achieve their best abilities again and again.

Second, the supporting factors for the success of the learning model in the SoU were facilities and infrastructure. Facilities and infrastructure owned by the school were managed well, if students wanted to use it, then the facilities and infrastructure were ready to use. Facilities and infrastructure were tools to support the success of a learning process in school. Students would be more helped by the support of learning facilities and infrastructure. Not all students were aware of the importance of infrastructure in learning activities. Students would be more helped by the support of learning infrastructure. Not all students had a good level of intelligence so that the use of learning infrastructure helped them, especially those who have weaknesses in learning activities.

According to Sontani (2018) facilities and infrastructure are factors that cannot be ignored, both their existence and their role as supporting factors for the success of learning activities in schools.

Teachers would be helped by supporting infrastructure facilities. Learning activities would also be more varied, interesting and meaningful. The school was the most responsible party for the management of all activities held. In addition to providing, the school also kept and maintained all facilities and infrastructure.

Third, the supporting factors for the success of the learning model in the SoU were the methods used. There are 4 major methods in the concept of nature schools including exemplary methods, natural learning methods, outbound methods, and business methods. According to Hatimah (2012) "contextual learning is an attempt by educators to connect between materials taught with real-world situations of students, and encourage students to make connections between the knowledge they have and its application in their lives as family members and communities. The learning process by using contextual learning took place naturally in the form of learning activities and not a transfer of knowledge from educators to students. In addition, the involvement of students with the world of life was very high.

Fourth, the supporting factors for the success of the learning model in the SoU were books that read by the teachers. Reading has a very broad dimension, not "only" useful to add insight but also plays a role in shaping one's character. Reading is a window to science. Those who master the world's information were countries that were able to control information. Developed countries mastered science and technology and information because their citizens read a lot, namely reading written and unwritten information that spread in the universe. A teacher must master the knowledge of his field, the science of learning, the science of morals and religion, and other sciences. For this reason, a teacher must read a lot.

According to Surya (2014:6) the teachers rarely carry out dialogue or discussion regarding teaching both between fellow teachers and school supervisors or principals. If the talks are there, their talk is more administrative, instructive, and very little about teaching. The things discussed are more informative in terms of various rules, regulations, administrations, or orders, etc. Dialogue among teachers takes place at rest or leisure time, talks are mostly related to personal problems, welfare, family, environment, etc. If it continues, the teacher does not obtain psychological developments related to his professional duties. Thus, it will cause psychological problems that can affect the teacher's ideal performance.

Fifth, the supporting factors for the success of the learning model in the SoU were parental support. Parental support was very important to achieve the success of students in school. One example was a business method that had been supported by parents. To be able to sell at school every Thursday, students must have prepared food/drinks that had been cooked with parents at home. If parents did not support their learning needs, students were not passionate about doing the business.

According to Wahyuni (2017) students in developing all their potential need support from the surrounding environment, especially from their parents. The role of parents is very high in determining the achievement of students. In this case, parents who pay attention to their children's education will always pay attention to their learning needs, so that students can achieve good achievements.

CONCLUSION

School of Universe Learning Model

The learning model used at SD School of Universe was a spider web learning model. The Spider web model started with determining the theme. The theme was determined by discussions between the teacher and the curriculum team. After the theme was agreed upon, the sub-themes were developed by taking into account the existing fields of study. From these sub-themes, learning activities were developed for students. The agreed themes were used for one semester, while for the subthemes were used within 3 weeks.

The Spider web learning model used a thematic approach across fields of study. In the discussion, the theme was reviewed from various subjects at SD School of Universe,

namely: Science, Mathematics, Indonesian, Social, Green Lab, Cooking, Business, and Morals.

Achieving good behavior of each student at SD School of Universe was done by exemplary method. The use of the exemplary method was to make students have noble character. Some activities that supported exemplary methods were: Mabit, Tafakur alam and Mentoring.

Natural joint learning methods applied at SD School of Universe were divided into 4 ways:

1. *In-Situ Development* (Regional potential development)
2. *Local Resources* (Excavation of natural resources, namely digging natural resources in schools and areas around the school)
3. *Exploring and Experimenting* (Exploration and scientific experiments)
4. *Indonesian Culture Heritage* (Extracting Indonesian culture and local wisdom)

To prepare future leaders who are brave, tough, smart and skilled, SD School of Universe applied the outbound method. Outbound activities, namely: Adventure, Outbound Installation, and Traditional Games. The business method applied at SD School of Universe was a method that made students become skilled young entrepreneurs. One of the activities undertaken was selling on every Thursday in the SD SoU area. Besides that, there were also a cooking class and market day activities every semester.

Factors Supporting the Success of Learning Models at the School of Universe

The factors supporting the success of the learning model at SD School of Universe, as follows:

1. Quality teachers
2. The methods used in learning were: exemplary methods, natural learning methods, outbound methods, and business methods
3. Adequate facilities and infrastructure.
4. The books that the teachers read aimed to add insight and produce the latest innovations in the field of education.
5. Supports from students' parents.

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