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Environmental Education Based on Pancaniti Local Wisdom in Purwakarta Regency

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Abstrak

Kata Kunci:
Lingkungan;
Kearifan Lokal;
Pancaniti

Hal yang mendasar dari bencana ekologis yakni rendahnya kesadaran masyarakat tentang pengelolaan sampah yang semakin hari semakin buruk dan kita ketahui Bersama bahwa produksi sampah dari mulai daerah sampai ditingkat nasional pun belum terkelola dengan baik. Dengan berdasar pada permasalahan ini ada upaya pemerintah kabupaten purwakarta melalui dinas Pendidikan kabupaten purwakarta mengambil langkah cepat dengan merumuskan kebijakan berdasarkan peraturan Bupati Nomor 103 Tahun 2021 tentang Tatanen di Bale Atikan. yang menjadi fokus utama dalam penelitian ini yakni bertujuan untuk memastikan bahwa program yang diupayakan pemerintah terimplementasikan dengan baik. Metode yang dilakukan dalam penelitian ini adalah metode kualitatif deskriptif yakni dalam pengumpulan data nya melalui Observasi dan Wawancara. Temuan yang dihasilkan dari penelitian ini mengindikasikan bahwa Dinas Pendidikan Kabupaten Purwakarta telah Memperkenalkan, Melaksanakan dan Mengembangkan program Tatanen di Bale Atikan ke semua sekolah melalui pelatihan untuk semua elemen di sekolah, dan melalui Pembelajaran berbasis Pancaniti Implementasi dari kegiatan ini memakai pendekatan *permaculture*.

Abstract

Keywords:
Environment; Local
Wisdom; Pancaniti

The basic thing about ecological disasters is the low level of public awareness about waste management which is getting worse day by day and we all know that waste production from the regional to the national level has not been managed well. Based on this problem, there are efforts by the Purwakarta district government through the Purwakarta district education office to take quick steps by formulating policies based on Regent's regulation Number 103 of 2021 concerning Arrangements in Bale Atikan. The main focus of this research is to ensure that the programs pursued by the government are implemented well. The method used in this research is a descriptive qualitative method, namely collecting data through observation and interviews. The findings resulting from this

research indicate that the Purwakarta Regency Education Office has introduced, implemented and developed the Tatanen program in Bale Atikan to all schools through training for all elements in the school, and through Pancaniti-based learning. The implementation of this activity uses a permaculture approach.

INTRODUCTION

The environmental crisis caused by the problem of waste that has not been managed properly requires a paradigm shift in the way society views the natural environment (Septianingrum et al., 2024). As caliph on earth (Madani, 2017), we have a shared responsibility to preserve nature. This hints at the need for collective awareness and concrete action to manage waste more effectively and responsibly. Therefore, society's paradigm shift towards the natural environment is a key element in dealing with this environmental crisis.

Planet earth is inhabited by various living things that are interdependent, they form a harmonious life cycle, if one of these cycles is damaged or destroyed, it will disrupt the balance of life of creatures on this earth (Drajat, 2022). They contribute to forming a balanced and harmonious life cycle. When one part of this cycle is disrupted or lost, it impacts the balance of life on Earth. In the concept of ecosystem, humans are considered an integral part of the

environment in which they live. They are not only inhabitants, but also part of the web of life and play a role in the flow of matter and energy transfer in this ecosystem.

Humans, as beings who have high intelligence among all creatures on Earth, have a great responsibility towards maintaining the preservation and balance of this life. However, ironically, human intelligence also allows him to explore natural resources. In order to make ends meet, which in turn can cause serious environmental damage.

Environmental pollution carried out by community behavior that is not friendly to the environment causes (Annisa Dwi Wahyuni & Henry Aditia Rigianti, 2023). The accumulation of natural damage is very extraordinary, To repair it requires efforts to change the paradigm of society about nature or its environment.

Therefore, a common awareness is needed that preserving the environment is man's moral responsibility as part of

the planet, as well as his spiritual responsibility as beings commissioned by God to care for the earth.

In responding to these challenges, the Regional Government of Purwakarta Regency through the Education Office has taken steps by designing an education policy that aims to develop awareness, love, and concern for the preservation of nature. This program is known as "Order in Bale Atikan"(Wulandari et al., 2023). This step emphasizes the importance of comprehensive, integral, and systemic education in building awareness, views, and positive behaviors towards the environment.

Purwakarta has taken proactive action by implementing policies based on Regent Regulation Number 103 of 2021 regarding Tatanen Di Bale Atikan. This policy aims to foster environmental awareness from an early age through education in schools, with the hope that these positive values and habits related to the environment will carry over into adulthood. This step shows the commitment of local governments in addressing environmental problems with a holistic approach, starting from

the root of the problem through education.

RESEARCH METHODS

This research adopts a descriptive approach with qualitative methods. Kirk and Miller explain that qualitative research involves direct observation of individuals and direct interaction with research subjects to collect data(Fauziah et al., 2024). The data collection phase in this study includes observations in several schools that are the focus of research. and as an effort to obtain information and data, researchers also conducted interviews with several parties including the head of the agency, the head as if also a teacher.

RESULTS AND DISCUSSION

1. Program design

The Purwakarta District Education Office designed a training program for schools related to school environmental management. The program includes providing an introduction to basic concepts to lesson planning and technical aspects of the field(Fauziah et al., 2024).

The basic concept material is intended to achieve a common understanding in forming a generation that has compassion and awareness of the environment (Fauziah et al., 2024). It is important for all school members to understand that Tatanen in Bale Atikan is not just about planting trees in the school environment, the PANCANITI education model is an effort to strengthen the character education of students. Learning design materials are focused on providing training to teachers so that they can integrate environmental aspects in all stages of learning, from planning to implementation in the classroom. Meanwhile, field technical materials aim to provide examples of best practices to all relevant parties in schools in implementing concrete actions (Fauziah et al., 2024), including land management, water use, environmental care, exploration of the potential of the school environment, evaluation, and development of various innovations (Fauziah et al., 2024).

2. Implementation

Tatanen at Bale Atikan is a program that fits into the school environment, involving participation from all

members of the school community (Fauziah et al., 2024), including principals, teachers, administrative staff, students, and parents. The initial stage includes determining the layout of the land according to common needs and desires. In its application (Ismelani et al., 2023) applied a series of activities such as:

- 1) Preparation of the substrate for planting practice.
- 2) Early seeding before the plant is transferred to a larger medium.
- 3) Manufacture of organic fertilizers from animal waste.
- 4) Making healthy food and drinks from school gardens (nature laboratories).
- 5) Making compost from daily food waste that is usually thrown away for nothing and maximized into fertilizer.
- 6) The production of photosynthetic bacteria is bacteria that can photosynthesize by themselves.
- 7) Production of organic fertilizer from the remains of fruits and vegetables (eco enzymes)

- 8) Craft creations from plastic waste such as ecobricks or other value-for-sale products.

Apart from the practice of making fertilizers and planting media, other benefits that can be obtained from this activity (Imam Tabroni & Fitriani Nasihah, 2022) be:

- a) Construction of greenhouses or means for growing seedlings (if there is enough land available).
- b) Utilization of organic waste or the practice of using banana circle technique (if the land is adequate; if not, utilizing portable composters from used buckets).
- c) The school has an independent learning laboratory operated by all members of the school community.

This learning approach is rooted in the science of environmental ecological design known as permaculture (Iskandar et al., 2023). This concept emphasizes sustainable, sustainable, and environmentally friendly agriculture. This approach is in line with the principles of organic farming, where we work hand in hand with nature and

follow the principles of nature, not against them. In its implementation, the Purwakarta District Education Office introduced a stage of systematic thinking called PANCANITI (Rachman et al., 2022) which consists of five stages, namely:

- a. **Niti harti** is the stage where learners develop understanding through observation and analysis, including listening, reading, seeing, and observing. At this stage, they make observations, identify problems, and understand the goals to be achieved.
- b. **Niti surti** is the stage where learners deepen their understanding and perceive the information so that it becomes brighter. During this stage, they express their understanding verbally, predict solutions through free discussion, and plan projects. Collaboration between teachers and learners occurs in project planning.
- c. **Niti sajati**, is the stage in which a thorough and integrative understanding is reflected, which can be communicated as a

result of the stages of understanding, appreciation, proof, and testing, The activities carried out by learners will result in the formation of new disciplines that are solid and irrefutable. These activities include self-evaluation of learning processes and outcomes, delivery of presentations, preparation of reports in various formats such as booklets, articles, or posters, and dissemination of these reports through school publications or personal social media platforms(Fauziah et al., 2024).

- d. **Niti evidence** is the stage where the information obtained in the previous stage is implemented and proven through concrete actions.
- e. **Niti bakti** is a stage where students carry out sustainable implementation based on scientific principles and findings from the solving process In overcoming previous problems, students will evaluate the comparison between the results

of implementation with basic concepts, collect the results of the comparison, solve problems that arise, receive feedback, and initiate the improvement process.

3. Supervision

Supervision in this program is carried out responsibly by all elements of education in the Purwakarta district government area, especially those who are the main duties of regional coordinators, principals and teachers with reference to guidelines that have been ratified in the regent regulation.

4. Evaluation

In this program, of course, there must be periodic evaluations for the sake of measurable program targets, so in the evaluation of this activity regular monitoring is held by supervisors and evaluators formed by the Purwakarta district education office to obtain information and progress and success achievements of the Tatanen program in Bale Atikan(Fauziah et al., 2024).

CONCLUSION

Tatanen Di Bale Atikan is a local government initiative through the

Purwakarta District Education Office, school environment, with learners character education which aims to directed as future leaders responsible for preserve nature and integrate the preservation of the earth. Thus, it is environmental learning as its main hoped that in the future they will not means. This program aims to change the overexploit the earth for personal gain. paradigm of society about the need to take care of the earth, starting from the

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