

The Concept and Implementation of Environment-Based Curriculum Management in Elementary School

*Efi Tri Astuti¹, Haryanti², Mika Andayani³, Khoirun Nisa⁴

^{1, 2, 3, 4} Institut Studi Islam Muhammadiyah Pacitan

*efitriastuti@gmail.com

ABSTRACT: *The curriculum is an important aspect of achieving educational goals. Education not only provides knowledge about the environment but also increases awareness and concern for environmental conditions. This research was conducted with the aim of describing the concept and application of environmentally sound curriculum management, supporting factors, inhibiting factors, and efforts to overcome them. This study uses a qualitative - descriptive approach, with a purposive sampling technique. Data was collected through interviews, documentation and literature study. The results showed that SD Alam Pacitan is a school that implements environmentally friendly curriculum management. That curriculum makes environmental elements the main object in the learning process to help characterize students. There are 4 stages carried out, that's are planning, implementation, monitoring, and evaluation. The inhibiting factors consist of the lack of facilities, infrastructure, and funding. The action to overcome this is the establishment of cooperation with many parties.*

Pendidikan tidak hanya memberikan pengetahuan tentang lingkungan tetapi juga meningkatkan kesadaran dan kepedulian dengan kondisi lingkungan. Penelitian ini dilakukan dengan tujuan untuk mendeskripsikan tentang konsep dan penerapan manajemen kurikulum berwawasan lingkungan, dan faktor yang mempengaruhinya. Penelitian ini menggunakan pendekatan kualitatif - deskriptif,

dengan teknik pengambilan sampel purposive sampling. Pengumpulan data dilakukan melalui wawancara, dokumentasi dan studi kepustakaan. Hasil penelitian menunjukkan bahwa SD Alam Pacitan merupakan sekolah yang menerapkan manajemen kurikulum berwawasan lingkungan. Kurikulum tersebut menjadikan unsur lingkungan menjadi objek utama dalam proses pembelajaran untuk memberntu karakter siswa. Terdapat 4 tahapan yang dilakukan yaitu perencanaan, pelaksanaan, pengawasan dan evaluasi. Faktor penghambat terdiri atas minimnya sarana, prasarana dan pendanaan. Adapun tindakan untuk mengatasi hal tersebut adalah dijalinnya kerjasama dengan banyak pihak.

Keywords: *Implementation, Environmental Curriculum, Management, Elementary School.*

INTRODUCTION

The development of science and technology now is accelerating the pace of economic and industrial development that has important implications for the world of education. In any condition, the government remains consistent in increasing the quantity and quality of education. This event is important so that after going through a critical period the fate of the Indonesian people, especially the poor, does not get worse.

Reform in Indonesia requires the application of the principles of democracy, decentralization, justice, and upholding human rights in the life of the nation and state. In relation to education, these principles will have a fundamental impact on the content, processes and management of the education system (Arifin dkk., 2021). What's more, science and technology are developing rapidly and giving rise to new demands in all aspects of life, including the education system.

The 1945's Constitution of the Republic of Indonesia Article 31 paragraph (1) states that every citizen has the right to education, and paragraph (2) emphasizes that the government seeks and organizes a national education system that increases faith and piety as well as a noble character in the context of educating people. The life of the nation is one of the goals of the State of Indonesia.

Education is needed by humans to be able to utilize and develop human resources (*fitrah*) so that they can face the changes of the era. Education should be able to provide a change and be able to

create human nature that develops and has quality. Education is also expected to be able to change an ignorant, damaged, and irresponsible society into a society of knowledge and good morals. Due to this discourse, in the world of education, an educational curriculum was formed.

The curriculum is an important element that affects the level of achievement of results in the world of education (Astuti, 2017). Even Beauchamp (1998) also mentions that curriculum is the heart of education (Kurniawan, 2019). In this case, the curriculum is likened to the heart of education. A curriculum that provides direction as well as a guide in the implementation of the educational process, especially informal educational institutions. Without a referenced curriculum, the educational process will not run well. Even in a certain perspective, the absence of a curriculum will have an impact on the implementation of the educational process. The curriculum determines the activities of the educational process in the form of learning activities, evaluations, to the development of the world of education (Syam & Arifin, 2019).

The curriculum is also a matter that concerns people's lives, therefore the curriculum is also regulated in law. According to Law No. 20 of 2003 (Chapter I Article I) concerning the National Education System, it is explained that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials to well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals (Nugraha dkk., 2018). In Indonesia, the curriculum is implemented starting from the formal PAUD level, Basic Education to tertiary institutions. In this case, the sustainability of the curriculum is important.

Islam through education always teaches life in harmony with nature. As in the QS Al-A'raf verse 56 which means: *“And do not mischief on the earth, after (Allah) has repaired it and pray to Him with fear (will not be accepted) and hope (will be granted). Verily, the mercy of Allah is near to those who do good.”* In addition, it is also explained that this nature should not be destroyed because this is one of God's gifts, for those humans should repair and use it, this is as the word of Allah SWT in QS Al-An'am verse 141-142 which means: *“And He is One Who made gardens that are tethered and tethered, palm trees, plants with various kinds of fruit, olives, and pomegranates that are similar (shape and color) and not the same (taste). Eat of the fruit (which varies) when He bears fruit, and fulfill his rights on the day of reaping the results (by giving alms to the poor); and do not overdo it. Verily, Allah does not like people who are*

extravagant. And some livestock is used for transportation and some are for slaughter. Eat the sustenance that Allah has given you, and do not follow the steps of the devil. Verily, Satan is a clear enemy to you.”

The general paradigm in education is that quality schools are always expensive. The thing that makes schools expensive is because of their infrastructures, such as buildings, sports fields, infrastructure, and others. The quality of education does not depend on the availability of infrastructure alone. Based on several sources, it is known that the contribution of infrastructure to the quality of education is not more than 10%, while 90% of the contribution to the quality of education comes from the quality of teachers, appropriate learning methods, and books as a gateway to knowledge. The three variables that become the quality of education are actually very cheap, as long as there are teachers who have high ideals (Husna, 2019).

Elementary School of Nature Pacitan in Pacitan Regency is one of the educational institutions that have a very important role in developing human resources, human development which aims to create a just and prosperous society based on Pancasila and to support the achievement of national education goals. The school was established to create schools that care about the environment, shape children's character, liberate them, schools are like family, schools are like homes and schools that can give color to Pacitan Regency. Nature teaches us to be tough individuals who are ready to pick up success and glory in life. Events in nature provide examples and wisdom for us how nature can inspire the birth of science. But of course, everything can only be owned by humans who want to think and learn with nature (Yulianti, 2016).

Schools of nature were also established as a reaction to the school system in Indonesia which is increasingly alienated from the environment (Iman dkk., 2021). Students are only prepared as prospective workers, forced to accept as much material as has been stipulated in the curriculum, uniformed, and so on. Therefore, the idea of back to nature in the sense of returning the nature of students according to their capacity (without coercion in learning required subjects), and returning to being familiar with the natural environment.

School of Nature emphasizes the learning process that is delivered in an active and fun way because outwardly children prefer to be in an informal, open, and free room compared to a formal, closed environment with a limited environment. In being creative in an open and free school environment, children can enjoy their school-

time, so that the development of creative values and abilities becomes more effective. Children are educated to be free to explore, experiment, and express themselves in developing into human beings with character, noble character, and ready to become leaders. School of Nature is an alternative school that provides wide space for students to explore various sciences by engaging directly with learning objects in nature. More precisely, the nature school utilizes nature as an unlimited means for exploring the subject matter that students are engaged in.

Children are freed to be themselves, and develop their potential to grow into human beings with character, noble character, and knowledge of knowledge who are ready to become leaders on earth (*khalifatu fil ardh*). Children are freed from the pressures of pursuing grades and rankings but are encouraged to cultivate a scientific tradition. Achievement is not seen in comparison with other children, but from their efforts to maximize their potential and become better. Learning to be something fun, not burdensome. Learning is a necessity, not a necessity, so the school does not become a boring prison.

The education system of this school is different from formal schools in general. The curriculum applied in this school is prepared by the teaching staff to suit the abilities of the students. The education system in this school combines theory and application. Children in this natural school learn not only by listening to the teacher's explanations but also by seeing, touching, feeling, and following the whole process of each learning. In this natural school, children are also directed to understand their own basic potential, each child is valued for its strengths and its weaknesses are understood. In general, the moral and social development of each student is an aspect that is also observed and developed in this natural school. Through activities organized by natural schools, both those that are studied directly and other supporting activities are able to hone maximum abilities (Aprilia & Trihantoyo, 2018).

Various programs have been implemented in natural school educational institutions and are expected to provide quality education, to achieve national education goals. All programs and plans at these natural schools cannot develop and run optimally without good and regular management, which can be referred to as "*curriculum management*" (Adipratama dkk., 2018). Curriculum management applied in natural schools certainly does not make time to enter just to study, but must be able to create a fun and varied learning atmosphere. Through an integrated design, students are expected to

be able to become complete individuals who are not only intellectually intelligent but have independent personalities. However, they are also expected to have emotional, social sensitivity and be able to practice religious teachings in a real-life environment, and be competent in their fields.

Based on the description above, the author will present the results of research on the Concept and Application of Environmental-Based Curriculum Management in Elementary Schools. The purpose of this research is to provide an explanation of the concept and implementation of environmentally friendly curriculum management in Elementary School of Nature, an explanation of the supporting and inhibiting factors in implementing curriculum management, and the efforts made by the school in achieving the objectives of the environmentally friendly curriculum.

LITERATURE REVIEW

Management is an important aspect in human life. The application of management concepts is closely related to the process of achieving goals in organizations, one of which is the world of education (Usman, 2011). Management is defined as management activities, management activities, management (Manulang, 2009), and other aligned activities in the organizational context (Astuti, 2019).

According to the Islamic view, management has been introduced since the creation of the universe. The teachings of Islam contained in the Qur'an and Hadith always teach about human life which should be directed and orderly in accordance with the elements of management. Even when Prophet Adam was made caliph on earth, Prophet Adam had implemented and implemented the elements of management. This is a tangible manifestation of the implementation of management that is directed at order (Astuti, 2019)

Management (in an Islamic point of view) is known as al-tadbir, which means regulation (Ramayulis, 2008). The term Al-tadbir which is a derivation of the word dabbara (to regulate) has been widely written in the Qur'an. As one of the words of Allah SWT is as follows: "He arranges affairs from the heavens to the earth, then (affairs) it rises to him in one day whose level is a thousand years according to your reckoning (QS. As-Sajdah: 5)."

Based on the content of the verse above, we can know that Allah SWT is the one who rules the universe (*Al-Muddabir* / manager). All the cycles that occur regularly in the universe are clear evidence of the greatness of Allah SWT in managing the universe. While humans as creatures created by Allah SWT to be caliphs on earth, humans should

also have to regulate and manage the earth as well as possible as Allah SWT has arranged this universe (Astuti, 2019). Viewed from several aspects, management cannot be separated from four important components, namely planning (planning), organizing (organizing), actuating (implementation), and controlling (controlling / evaluation) (M. Yacoeb, 2013).

The curriculum is a vital element in determining the output that will be produced in the world of education. Historically, the curriculum as a field of study began to be seen in the late 19th century. In its development, thoughts towards a new curriculum specialist emerged after 1918. This was marked by the publication of a book on curriculum by Franklin Bobbitt with the title *The Curriculum* and followed by a book entitled *How To Make A Curriculum* (Sarinah, 2015)

Until now, there are still complaints about the definition of the term curriculum in the international education literature. Etymologically, the term curriculum comes from the Greek, namely *curir*. The word *curir* (from the verb) means to run and in nouns refers to the term's course and vehicle (Jan dkk., 2009). So in Ancient Roman times in Greece, the term curriculum was defined as a distance that had to be traveled by runners from the start line to the finish line (Ramayulis, 2002). In Arabic, the term curriculum is known as *manhaj*, which means a bright path that is traversed by humans in various areas of life (Ramayulis, 2002). While in Indonesian, the curriculum is defined as the arrangement of plans that are applied in teaching. Many experts have expressed opinions about the definition of curriculum, as follows:

1. D.K. Wheeler (1967) defines curriculum as a planned experience that is deliberately offered to students during the learning process at school (*...by the curriculum we mean the planned experiences offered to the learner under the guidance of the school*) (Print, 1993).
2. G. Saylor, W. Alexander & Aj. Lewis (1981), translated the curriculum as a plan to provide learning opportunities for students to be educated (*by the curriculum we mean the planned experiences offered to the learner under the guidance of the school*).
3. J. Wiles & J. Bondi (1989) define a curriculum as a set of goals or values that are achieved through the process of developing classroom experiences for students. The extent to which students' experiences are a real representation of goals or objectives which are a direct function of the effectiveness of curriculum development.

4. Hilda Taba (1962) in her book *Curriculum Development Theory and Practice* describes the curriculum as a plan in learning that is planned to be studied by students which contain plans for students (Print, 1993).
5. The curriculum, according to Law No. 20 of 2003, is a set of plans and arrangements relating to the objectives, content, and teaching materials, as well as the methods utilized as guides for the implementation of learning activities in Indonesia to attain educational goals.

In the learning process in educational institutions, the curriculum must apply for these three roles in a balanced way. In accordance with these roles, the content of the curriculum must also be in line with educational goals. According to McNeil (1990) curriculum content has four functions, namely (1) common and general education; (2) supplementation; (3) exploration; and (4) specialization (Sanjaya, 2015). As a system, the curriculum consists of several components that are interrelated and influence each other in achieving its goals. The components of the curriculum include curriculum aims, goals and objectives; curriculum content or subject matter; curriculum experience; and curriculum evaluation (Susilana, 2016).

Curriculum management is a cooperative, comprehensive, and systematic curriculum management system in order to realize curriculum achievement to achieve educational goals. Curriculum Management in Improving the Quality of Graduates consists of four stages, namely planning, organizing, implementing, and evaluating. Curriculum planning includes determining objectives, determining methods, determining material or content, and determining evaluations. Organizing the curriculum includes the preparation of an academic calendar, preparation of lesson schedules, setting the duties and obligations of educators, and school activity programs. The implementation of the curriculum includes learning materials or materials, learning strategies and methods, learning facilities and infrastructure, and learning assessment systems. Curriculum evaluation includes evaluation of educational objectives, evaluation of content or materials, evaluation of learning strategies, and evaluation of assessment programs (Suryana & Ismi, 2019).

Education not only provides knowledge about the environment but also increases awareness of the environment and concern for environmental conditions. Through environmental education, individuals will be able to understand the importance of the environment, and how the environment relates to economic,

social, cultural, and development problems. Therefore, if education is understood as an effort to direct individuals towards changes in lifestyle and behavior that are environmentally friendly. Environmental education is directed at developing understanding and motivation as well as skills and concern for the fair use and conversion of natural resources.

An environment is a unit in which there are various kinds of interdependent life. Moreover, the environment is a very important support for the survival of all living things that exist. Because a healthy environment will be realized if humans and their environment are in good condition. The basic principles of implementing an environment-based curriculum are the education system itself because education is a conscious and planned effort to create a learning atmosphere so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, human character, and skills needed by himself, society, nation, and state (Rimbano & Rahma, 2019).

Some results of previous research are as follows:

Research conducted by Sri Lestari et al in 2015 with the title *Implementasi Kurikulum Sekolah Berbasis Lingkungan SD Cahaya Nur*, gave the result that the implementation of an environment-based school curriculum was realized by the content of Environmental Education subjects. All learning instruments are associated with the concept of the environment. The habituation of the scope of life that is taught includes: (1) Separating waste according to the group, namely leaves, paper, plastic, metal, and glass, (2) Utilizing non-organic waste into useful goods (3) reducing the use of plastic, paper, and tissue, (4) Utilization of vacant land to be used as parks and school forests by planting trees (5) Extension of environmentally friendly living culture, (6) Habituation of electricity-saving behavior, (7) Habituation of water-saving behavior (8) Habituation of doing clean Fridays, (9) Habituation planting every Saturday, (10) not consuming food additives, (11) cultural habituation of using public transportation to reduce air pollution. (12) Processing of wet/organic waste into. (Binedikta dkk., 2015)

Research conducted by Ela Nurhayati in 2015 with the title *Implementasi kurikulum berbasis lingkungan di sekolah adiwiyata: Studi kasus di SMP Negeri 16 Surabaya* gives the result that the curriculum has a strategic role in the education system, namely realizing quality and quality schools, as well as institutional goals in educational institutions. The implementation of an environment-based curriculum is a manifestation of one of the components of the Adiwiyata program

because basically, schools have a major influence on environmental sustainability and students will gain knowledge related to the environment through schools. (Nurhayati, 2015)

Research conducted by Rimbano and Rahma in 2019 with the title *Kebijakan Kurikulum Berbasis Lingkungan Melalui Program Adiwiyata Di Sekolah Menengah Atas* explained the results that Environmentally Friendly Policies were carried out by creating a vision and mission that cares and is environmentally cultured, development of environmental education learning, capacity building of Human Resources, school policies that support the creation of clean and healthy schools. The Principal's policy in efforts to save Natural Resources and school policies for the allocation and use of funds for activities related to environmental problems has a very positive impact. The environment-based curriculum is implemented by getting students to love the environment, having a creative stage as a place for students to learn outside the classroom, applying education from local content subjects in everyday life. Therefore, the implementation of the Environment-Based Curriculum has been going well. This is because educators have learning competencies in the environmental field so that conveying material and practice with students can be done easily. (Rimbano & Rahma, 2019)

The difference between this study and previous research is that this research was conducted to review the concept and implementation of environmentally friendly curriculum management at Alam Elementary School in Pacitan Regency, which in this context was conducted in the new normal era.

METHODS

This research uses a qualitative approach (Cresswell, 2013) with the aim of maintaining the form and content of the action and analyzing the quantity to be converted into a qualitative entity (Mulyana, 2018). The research method used is descriptive qualitative (Cresswell, 2013). The research sample was taken using a purposive sampling technique (Bungin, 2011), namely the actors involved in implementing an environmentally friendly curriculum, consisting of principals, teachers, and students. Data was collected through interviews (Sugiyono, 2014), documentation (Suwandi, 2008) and literature studies. The research was conducted at Alam Elementary School in Pacitan Regency. The data were analyzed by data reduction techniques, data presentation, conclusions, and verification. The results of the analysis were tested for validity using the data triangulation method (Sugiyono, 2013).

FINDINGS AND DISCUSSION

Alam Elementary School Pacitan is a private elementary school that was established on May 20, 2008 with School Statistics Number: 102051204043 and Accreditation A. This school is located in Sidoharjo Village in Pacitan District, adjacent to the PDAM Office, Plantation and Forestry Office and also borders a rice field area that can be accessed by the public. Used in children's learning activities to add insight into the environment. Alam Elementary School has a building area of 1,080 M2 with 139 students and 20 teachers and employees. The vision of Alam Elementary School is: To become a leading and trusted school in the application of integrated learning, with natural insight, local potential, and environmental culture. The school concept is nature as a medium and teaching material in the learning process. This school is a school with a universal concept, educating students to become human beings with character, able to take advantage of nature, love, and care for the natural environment.

The essence of the natural school is to teach four main things, namely universal morals/morals, the logic of science, leadership, and entrepreneurship / interpneurship. Meanwhile, in the learning process, the existence of nature is useful as learning space, media, and teaching materials, learning objects. By strengthening the existence of nature and strengthening local culture, the school looks more beautiful and beautiful with bamboo gates and a roof made of coconut leaves, not only that, several elements of local ornaments are also placed as part of the beauty of the school. For example, kentongan and piles of coconut skins, typical Pacitan boats, rice plows (brujul), luku and various natural materials adorn the corners of the schoolroom.

The habituation pattern and behavior of all school members (consisting of students, teachers, and employees) has been practiced since the beginning, namely, by utilizing the school garden, children's agricultural laboratories are placed in the middle and side gardens. It can be seen that every morning the children are already busy observing plants as part of the process of interacting with the universe. With this concept, it becomes the capital towards the AdiWiyata school in Pacitan Regency which is expected to be able to build, change patterns and behaviors that are environmentally sound.

The implementation of the Alam Elementary School is based on the dream of creating a school that gives freedom to children to explore, experiment, express without being limited by barriers and rules that impede creativity, curiosity without limiting movement with

real life and the cultivation of ethics, norms, beliefs, and a love for nature which is the basis for shaping intelligent children.

The school is a form of dream school, namely a school for those who dream of change in the world of education. Not just a change in systems, methods, and targets or learning media, but a change in the overall educational paradigm. In the end, the concept of education promoted by this school leads to improvements in the quality and end result of the educational process itself. Alam Elementary School also aspires to address the nation's future development needs in order to be competitive with other countries. As a result, children are prepared as early as possible in this school through an educational process that considers differences in students' potential for intelligence, skills, talents, and interests, so that the graduates produced are relevant to their needs, both as individuals and families, as well as the needs of society and nation-building in various fields, sectors, whether local, national, or international.

In addition, the Alam Elementary School also has a basic existentialist philosophy, namely the belief that education must develop the existence of students as optimally as possible through quality and pro-change educational process (creative, innovative, experimental), and develop the talents, interests, and abilities of participants. Maximally educated.

Environmentally-minded curriculum management at Alam Elementary School has basically been implemented since 2008. In 2008 Alam Elementary School was established with the concept of integrating environmental education into the education unit level curriculum (KTSP) used. But now this integration has shifted to the 2013 Curriculum with post-pandemic simplification in the new normal era. In general, the implementation of environmentally friendly curriculum management at Alam Elementary School can be observed from several management elements that have been implemented in schools, including:

a. Environmentally friendly curriculum management planning.

Planning as the first step taken by all parties in the school is a very important part of a program, which is then applied in learning. Good planning is a determinant of success because through planning the program implementation will be smoother and easier. The plan contains steps that serve as guidelines for implementation, and strategies to anticipate all possibilities that may occur in the future.

Curriculum management planning at Alam Elementary School is realized through the involvement of all teachers in

making the Learning Implementation Plan. RPP based on an environmentally friendly curriculum is structured so that the implementation of learning is in accordance with the stages so that it can run smoothly, effectively, and efficiently. The implementation of environmentally friendly curriculum management is carried out by adjusting the material to be taught in each session with the curriculum set by the school.

Based on the results of the documentation study, it is also seen that the Alam Elementary School has set graduate competency standards, minimum completeness criteria, and procedures for grade promotion and student graduation as a form of achievement of the school's vision. These standards are the reference for teachers to create Learning Implementation Plans based on an environmentally friendly curriculum.

b. Implementation of environmentally friendly curriculum management at Alam Elementary School

The implementation of environmentally friendly curriculum management at Alam Elementary School runs effectively every day in the form of Teaching and Learning Activities (KBM) according to the lesson schedule, learning implementation plans, and programs that have been made. Implementation of an environmentally friendly curriculum at Alam Elementary School by using various methods, strategies, and media that are tailored to the abilities and needs of students.

The implementation of learning is mostly carried out outside the classroom with the aim of providing and exploring student experiences directly in the natural environment so that the subject matter presented will be easily accepted and understood by students. The facilities that can be used are school forests, agricultural laboratories, the natural environment outside the school. While activities that reflect an environmentally friendly curriculum include: processing organic waste into compost, cultivating the collection of organic waste (leaves and twigs) that fall in school parks/forests, utilization of inorganic waste as handicrafts (recycled clothes for fashion shows), plant experiments to Live In activities with rural communities.

c. Supervision

Implementation of environmentally friendly curriculum management is also inseparable from supervision, namely to see how far the results have been achieved. Supervision is carried out directly by the principal and class teachers as well as field teachers. Activities that are being carried out by students are supervised

directly, especially by class teachers and teachers in the field of study and their respective mentors. That way reporting to the principal will be easier and faster. Besides, ongoing activities are also monitored from CCTV footage in every corner of the school. This proves that SD Alam is an environmentally friendly school that also follows and utilizes the products of modern technology development.

d. Evaluation

The last stage is evaluation. Several methods are used in the evaluation process, including evaluation per each unit of activity, which is carried out every semester to determine the percentage of children who master the material that has been given during learning.

The evaluation activities involved are classroom teachers, the field of study teachers, and accompanying teachers. Then if something is found after being evaluated, there will be changes to make understanding of the material and skills more advanced. The results of the evaluation were then disseminated to the guardians of students through circulars and information via WhatsApp media.

The obstacle in implementing environmentally friendly curriculum management at Alam Elementary School is the inadequate infrastructure which results in less than optimal learning implementation. In addition, the availability of funding is still lacking resulting in slowing or disrupting the learning process. The efforts made by the school are to collaborate with other parties including parents more intensively to develop school facilities and infrastructure.

CONCLUSION

Alam Elementary School is one of the elementary schools in Pacitan Regency that implements environmentally friendly curriculum management with 4 stages, namely planning, implementation, monitoring, and evaluation. The supporting infrastructure facilities include school forests, agricultural laboratories, the natural environment around the school, and collaboration with the community. The learning activities carried out at this nature school are based on the concept of having an insight into the universe, which makes students grow into human beings with character, able to take advantage of nature, love, and care for the natural environment. Real examples of the application of the curriculum include: processing organic waste into compost, cultivating the collection of organic waste

(leaves and twigs) that fall in school parks/forests, utilization of inorganic waste as handicrafts (recycled clothes for fashion shows), plant experiments to on Live In activities with rural communities. The obstacles encountered in implementation are the lack of facilities and infrastructure as well as funding in school institutions. However, this can be overcome by the existence of cooperation between the parties.

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