



Implementation of Green-Based Learning in Effort to Realize Green Economy at Alam Elementary School Aqila Wonosari Klaten

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Abstract

Objective: This study aims to determine the implementation of Green-Based Learning to realize a Green Economy at SD Alam Aqila Wonosari Klaten for the 2024/2025 school year, as well as identify its supporting and inhibiting factors. **Theoretical framework:** This study uses the theoretical framework of continuing education and the Green Economy, which emphasizes the importance of environmental education from an early age. **Literature review:** The literature review covers environment-based education, the role of nature schools, and the concept of the Green Economy, as well as the importance of policy support and community involvement in green learning. **Methods:** This study uses a descriptive qualitative method with observation, interview, and documentation techniques. The validity of the data was tested by triangulation of sources and analyzed interactively. **Results:** The implementation of Green-Based Learning is carried out through curriculum integration, environmental projects, and community collaboration. Supporting factors: school policies, involvement of all parties, and availability of facilities. Inhibiting factors: limited resources, teacher competence, and community participation. **Implications:** This study emphasizes the importance of cooperation between schools, parents, and the community in supporting environmental education to realize the Green Economy from an early age. **Novelty:** The novelty of the research lies in contextual studies in nature schools as well as the mapping of supporting and inhibiting factors that apply to the Green-Based Learning model.

Keywords: green-based learning, green economy, environmental education, sustainable development, elementary school education.

INTRODUCTION

Education has a very strategic role in improving the quality of human resources to realize the ideals of realizing general welfare and educating the nation's life. The success or failure of achieving educational goals depends a lot on how the learning process is experienced by students at the educational level at school. Law Number 20 of 2003 concerning the National Education System Article 3 explains that: National Education functions to develop abilities

and form a healthy personality character and attitude as well as a dignified national civilization to educate the life of the nation, aiming to develop the potential of students to become healthy, spiritual and physical, critical, together, knowledgeable, capable, creative, independent, and democratic and responsible citizens [1].

The education process is essentially an empowerment process, which is a process to express the potential that exists in human beings as individuals who can subsequently contribute to their nation. Education is increasingly important in the process of transferring technology transformation, especially in today's era of globalization, especially related to increasing knowledge in educational institutions through a creative or innovative Problem-Based Learning (PBL) learning model for students. Realizing this reality, in the educational process, the role of the learning model is increasingly urgent, important, and strategic to respond to the demands of improving the quality of knowledge for teaching staff, especially students. Without an innovative learning model, it is difficult to realize better quality education and learning outcomes [2], [3].

Education has a strategic function in changing people's behavior. In addition, the function of education is as a tool of control over the dynamics that occur in society. Character education is an educational system that aims to instill certain character values in students in which there are components of knowledge, awareness, or willingness, as well as actions to carry out these values. Even in Indonesia, there has been learning and curriculum related to environmental conservation in eco-schools and recommended in non-eco-schools, but students' awareness and knowledge of environmental sustainability is still low. The content of environment-based learning is the essence of the concept of green education offered today [4], [5].

Education is the right vehicle for shaping character, one of which is developing an attitude of caring for the environment from an early age. Green education is one of the educational concepts based on environmental awareness, including introducing students to environmental problems so that they can build independence, responsibility, courage, and empathy for students towards the use of the environment as a common need [6], [7].

Environment-based education (Green Education) needs to be implemented in addition to building an attitude of caring for the environment, it can also prepare students to face future challenges, namely by making students citizens who can use natural resources wisely in economic activities without causing problems for the environment. Green education can also form students to have a green entrepreneurship spirit, namely environmentally friendly entrepreneurial skills. Through this concept, students will hone their abilities in being creative, solving problems, and being able to take advantage of opportunities to the maximum and innovatively which aims to solve problems that occur in their environment and social environment [8], [9].

Through the integration of green Based-Teaching in learning activities in elementary schools, students will be built to have an attitude of caring for the environment, and responsibility in protecting the environment, so that they can overcome problems or issues regarding environmental problems and foster the spirit of green entrepreneurship in students in the future as a form of realization or implementation of the green economy [10]–[12].

Based on the results of initial observations at the Aqila Wonosari Klaten Nature Elementary School, which is a formal school, directs students to independently find their talents and interests by applying the concept of learning with nature. So we are interested in studying more deeply the title "Implementation of Green-Based Learning to Realize a Green Economy at Aqila Wonosari Klaten Alam Elementary School for the 2024/2025 Academic Year [13]–[15].

The implementation of green-based learning at Alam Elementary School Aqila Wonosari Klaten holds significant implications for shaping environmentally conscious future generations. By integrating sustainability into the learning process, students not only gain

academic knowledge but also develop ecological responsibility from an early age. This approach aligns with the principles of the green economy, fostering a culture of conservation, resource efficiency, and sustainable development [13]–[15].

The significance of this study lies in its contribution to environmental education in rural Indonesian contexts, where awareness and practice of green economy principles are still emerging. The novelty of this research rests on its contextual focus—applying green-based learning strategies in a nature-based school environment to directly influence student behavior and community practices. This model has the potential to serve as a replicable framework for other schools seeking to integrate green economy concepts within basic education, promoting a holistic and action-oriented understanding of sustainability in young learners [13]–[15].



Figure 1. Entrepreneurship Program at Alam Elementary School Aqila Wonosari Klaten

LITERATURE REVIEW

Green-Based Learning (GBL) is a learning approach that integrates the principles of environmental sustainability into the educational process. The main goal of GBL is to instill ecological awareness in students, so that they can understand, appreciate, and apply environmentally friendly concepts in their daily lives [2], [4].

The GBL learning model according to Wibawa is a learning model if interpreted in Indonesian, a game-based learning model [16], [17]. So, learning that the teaching materials and assisted by technology displays several achievements when completing the quiz. In line with Anggraini, the GBL learning model is one of the learning models that combines the educational context with games that aim to attract students' interest in learning. Similarly, Eka Wijaya defines GBL as a model that combines learning or educational materials into a game that aims to make people who play interested in learning through learning media such as games [18].

Based on the understanding that has been stated above, it can be concluded that the GBL learning model is a learning model that in Indonesian can be translated as a game-based learning model that aims to help facilitate the learning process and make learning interesting and exciting. In this learning, students are required to learn, but with a playful approach.

The green economy is a form of economy that not only focuses on meeting the needs of the community but also attaches importance to its impact on the environment. An example is an electric motorcycle that is currently encouraged to be used because it can be a replacement for conventional motorcycles to reduce pollution in Indonesia. In this case, it can be seen that electric motorcycles not only meet the needs of the community but also meet the needs of a better environment considering that Indonesia is the highest contributor to pollution in Southeast Asia [19], [20].

In Loiseau, it was explained that a green economy is an economic concept that has different implications from the economy in general because it prioritizes the future of natural resources, environmental welfare, and reducing the risk of using natural resources. An example of the implication is the substitution of plastic bags for cassava-based plastic bags that are more easily decomposed so that they have a better impact on the environment [21], [22].

Green economy practices are said to be economic practices that are important to long-term plans because, with this economic practice, it can reduce poverty, carbon dioxide emissions, and ecosystem degradation [23], [24].

METHODOLOGY

This research uses a qualitative approach with a qualitative descriptive orientation. According to Taylor in Moleong, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people or observable behaviors. Other researchers describe the term qualitative research as a type of research whose findings are not obtained through statistical procedures or other forms of calculation [25], [26].

The elements of qualitative research consist of various analytical and interpretive procedures used to obtain findings or theories. This procedure includes techniques to understand data, this procedure is also called understanding, knowledge, experience, and research objectives [27].

Research Place: This research is located at Aqila Wonosari Nature Elementary School, Klaten. The main subject in this study is the Chairman of the Aqila Wonosari Klaten Nature Elementary School Foundation. Informants: Principals, Teachers, Guardians. Data Collection Methods The data collection methods used in this study are: (a) Observation method. With this method, direct observation was made of the implementation of Green learning to realize the Green Economy, (b) The interview method is a situation of face-to-face interpersonal roles, the interviewer asks research questions to an interviewee or respondent to obtain answers that are relevant to the research (Fred N Keriinger in the translation of Landung, 2002). (c) Documentation Method derived from the word document which means any written material or film that was not prepared due to the request of an investigator [28].



Figure 2. Location of Alam School to Get to Know Nature and Logic

Data Validity: To obtain the validity of the data, an examination technique is required. In this study, to obtain the validity of the data, the triangular technique was used, namely checking the validity of data that utilizes something other than the data to check or as a comparison of the data. This can be achieved by: Comparing observation data with interview data; Comparing the results of the interview with the content of a related document; and Data Analysis The analysis used in this study is qualitative data analysis, which has 3 components as an expression. The three components are: (1). Data reduction, (2). Data presentation

(display data), (3). Drawing conclusions and verifying them in an interactive form with the data collection process as a cyclical process, is better known as interactive analysis [29].

RESULTS AND DISCUSSION

Research Site Profile

SD ALAM AQILA is one of the elementary schools with private status in the area of Wonosari District, Klaten Regency, Central Java. SD ALAM AQILA was established on September 28, 2016, with Establishment Decree Number 421.2/3554/SK/11/2016 which is under the auspices of the Ministry of Education and Culture. In learning activities, the school, which has 76 students, is guided by 5 teachers who are professionals in their fields. The current Principal of ALAM AQILA Elementary School is Astuti Nurwahyuni. The operator in charge is Indri Setyowati. With the existence of SD ALAM AQILA, it is hoped that it can contribute to educating the nation's children in the Wonosari District area, Klaten Regency [30]–[32].



Figure 3. Special Program of the School of Alam

The focus of education at SD Alam Aqila is to prepare children for puberty and stimulate their talents. Meanwhile, Graduate Competencies: Akhlakul Karimah, Qowiyul Jism, Science, Lahib and Aqil.

Nature school is a school model whose educational concept is inspired by the Divine tarbiyah towards the Prophet, namely being nurtured in the village of Bani Saad whose nature is more conserved and used to interacting with the natural environment. The purpose of education at the Aqila Nature School is to try to align with the purpose of human creation, which is to prepare a generation of believers and pious people who are ready to become leaders who bring grace to the universe, as Allah says as follows: "Indeed, Allah created man without messing around". (QS. 23: 115); "But to worship Allah" (QS. 51:56). And to carry out the role of caliph/leader (QS. 2: 30)". In addition, the educational goal of Sekolah Alam Aqila is to prepare students to be ready to face the challenges of their time in the future, with the ability of the 5 C's (Collaboration, Communication, Critical thinking, Creative, Carackter) [33]–[35].

Learning at the Research Site

Learning should indeed be a fun activity for children so that the learning process does not become a burden and feel boring. The subjects we learn in school are full of joy because we Learn with Nature is a learning method that gives children the opportunity to learn directly from experiences and learn by doing. Using the universe as their learning resources, materials, and media, so that the learning outcomes will be more firmly embedded in the child's memory and will appreciate the natural joy that can be obtained. In all learning [36]. In addition, the learning methods used are as follows:

- a. BBA (Learning with Nature) is a learning method that provides opportunities for children to learn directly from experiences and learn by doing. Using the universe as a source, material, and medium for their learning, so that the learning results will be more firmly attached to the child's memory.
- b. Mother Language of Love (BBBC) is the language of affection used to communicate between facilitators (teachers) and students.
- c. SASS (Sekolah Alam Student Scout) is a learning method to hone the spirit of student leadership by combining outbound and mentoring materials.
- d. Learning From Maestro (learning from experts) brings students together with direct learning resources as much as possible [\[37\]](#), [\[38\]](#).

Featured Activities

At SD Alam Aqila Wonosari Klaten, there are several excellent programs as follows:

- a. Religious Programs

Ramadan Celebration, Celebration of Dzulhijjah, Aqila Care, Prayer Habits, Reading the Quran, Memorization (Daily Prayers, Selected Hadiths, Letters)

- b. Special Program of the School of Nature

Tour de talents, Outbond, camping, Conservation, Business class, Educational Visits, project-based learning, work with parents. (Apprentice, Live-in, Lifeskills, Swimming, Backpacker)

- c. Joint Activities

Merdeka Day Live, Art Festival, Science Festival, Business Festival, Literacy Festival, Nusantara Cultural Festival, Family Gathering [\[39\]](#)–[\[41\]](#).



Figure 4. Good Character Building

Analysis and Discussion

The implementation of Green-Based Learning at Alam Elementary School Aqila Wonosari Klaten is an exemplary effort to integrate environmental education with economic sustainability principles at the foundational level of education. This initiative reflects a transformative pedagogical shift aimed at preparing young learners to become active participants in the realization of a green economy [\[39\]](#)–[\[41\]](#).

Through the integration of environmental themes into the school curriculum, students are exposed to ecological challenges and sustainability concepts in a contextual and meaningful way. Activities such as environmental projects, waste

management, school gardening, and nature exploration foster direct engagement with nature and instill values of environmental stewardship. This practical approach goes beyond cognitive learning and encourages behavioral transformation—a crucial step in nurturing responsible citizens who can make eco-conscious decisions in their daily lives [39]–[41].

A key strength identified in the implementation is the collaborative involvement of teachers, students, parents, and the wider community. This multi-stakeholder approach strengthens the school's green initiatives and reflects the communal nature of environmental responsibility. Furthermore, school policies that support environmental programs and the availability of supportive facilities enhance the learning process and amplify its impact. However, the study also reveals critical challenges. Limited human and financial resources, gaps in teacher competence regarding environmental education, and inconsistent community participation present barriers to fully realizing the program's potential. These limitations highlight the need for ongoing teacher training, stronger institutional support, and community empowerment strategies to sustain and expand green-based learning efforts [39]–[41].

The uniqueness of this research lies in its contextual analysis of a nature-based school and its detailed mapping of the enabling and inhibiting factors in implementing Green-Based Learning. This contributes not only to the academic discourse but also serves as a practical reference for educational institutions seeking to embed sustainability in their learning models. In conclusion, the study underscores that early environmental education through Green-Based Learning is essential in nurturing ecologically literate individuals and shaping the green citizens of the future—thus laying the groundwork for a sustainable green economy.

CONCLUSION

Implementation of Green-Based Learning to Realize the Green Economy at SD Alam Aqila Wonosari Klaten FY 2024/2025. Implementation of Green-Based Learning to Realize the Green Economy at SD Alam Aqila by integrating Curriculum, Contextual Learning, Environment-Based Projects, and Collaboration with the Community. Supporting Factors in Implementing Green-Based Learning to Realize the Green Economy at SD Alam Aqila Wonosari Klaten FY 2024/2025. School policies, teacher and student involvement, support from parents and the community, and the availability of facilities and resources support the implementation of Green-Based Learning at SD Alam Aqila. These factors contribute to the success of schools in shaping environmental awareness and supporting the creation of a Green Economy from an early age. Inhibiting Factors in Implementing Green-Based Learning to Realize a Green Economy at SD Alam Aqila Wonosari Klaten FY 2024/2025. The inhibiting factors in implementing the program are various challenges, especially related to resources, teacher competence, community participation, and school policies.

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sustainable education. We hope the findings serve as a meaningful contribution to the growing discourse on green economy and eco-education.

Author Contribution

All authors contributed equally to the writing of this research

Conflicts of Interest

All authors declare no conflict of interest.

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