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ENVIRONMENTAL CULTURED EDUCATION AND ITS IMPLICATION ON THE STUDENT'S COMPETENCIES IN AN *ADIWIYATA* SCHOOL

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Abstract: Destructive behavior towards nature adversely affects environmental damage. The root of this crisis lies in the structure of the value of human life in interacting with nature. This research aims at studying a philosophical foundation, model, aspect of environmental cultured education, and it's implication on the student's competencies in three schools. It employes phenomenology. Data were gained from deep-interview, observation, and document analysis. The information is determined with a purposive sampling technique. While data were analyzed descriptive-exploratively, involving data reduction, data display, and conclusions. This research finds that the vision and mission of the school become the main foundation in growing awareness of environmental cultured education. The model of environmental cultured education is developed integratively through all subjects. The aspect of education was formulated in the *Adiwiyata* programs dan *Educotourism* with participatory and sustainable principles. The implications for student competencies including demonstrating environmental cultured attitudes and behavior, the cognitive understanding of environmental education, and developing in own students' skills, creativity, and productivity.

Keywords: *environmental education, integrative model, competency, adiwiyata school, educotourism*

PENDIDIKAN BERBUDAYA LINGKUNGAN HIDUP DAN IMPLIKASINYA TERHADAP KOMPETENSI SISWA DI SEKOLAH ADIWIYATA

Abstrak: Perilaku destruktif terhadap alam berdampak buruk terhadap kerusakan lingkungan. Akar dari masalah krisis ini terletak pada struktur nilai hidup manusia yang timpang dalam berinteraksi dengan alam. Penelitian ini bertujuan untuk mengkaji landasan filosofis, model, aspek pendidikan berbudaya lingkungan dan implikasinya terhadap kompetensi siswa di tiga sekolah. Penelitian ini menggunakan jenis fenomenologi. Pengumpulan data melalui wawancara mendalam, observasi dan dokumentasi. Penentuan informan menggunakan teknik *purposive sampling*. Data dianalisis secara deskriptif-elaboratif melalui reduksi data, penyajian data dan penarikan kesimpulan. Penelitian ini menghasilkan bahwa visi dan misi sekolah menjadi landasan kesadaran berbudaya lingkungan. Model pendidikan berbudaya lingkungan dikembangkan secara integratif melalui semua mata pelajaran. Aspek pendidikanya dirumuskan pada program adiwiyata dan *educotourism* dengan prinsip partisipatif dan berkelanjutan. Implikasi pada kompetensi siswa meliputi tumbuhnya sikap dan perilaku berbudaya lingkungan, pemahaman secara kognitif tentang pendidikan berbudaya lingkungan, serta berkembangnya keterampilan, kreativitas dan produktivitas pada diri siswa.

Kata Kunci: *pendidikan lingkungan hidup, model integratif, kompetensi, sekolah adiwiyata, educotourism*

INTRODUCTION

Education has an important role in building human ecological beliefs, understanding and behavior. The emergence of various natural damages, disasters, floods, landslides and other environmental crises is assessed due to human activities outside the proportional limits, religious and cultural values. The impact of this destructive behavior on nature, the threat of human survival began to be felt (Maghfur, 2010).

Almost all ecosystems are threatened by damage and degradation caused by humans. But

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the main concern is the loss of some ecosystems that play an important role in the evolutionary process. These areas include coral reefs, old lakes, low tide areas and tropical forests. These forests, called "evolutionary power centers", show the highest rate of diversification of evolution. Together with other biomes, they are "the womb of life" which is rich in species (Shiva, 2005).

Enviromental damage has become increasingly prominent and has even begun to defeat political and economic issues. Almost all countries have made a lot of environmental issues as the main issue in each country, including rich countries and economically poor countries. The environmental issue, is more than an ecological problem (Hernandes, Alcántara, & Limón, 2017), even environmental issues have become an issue that can be an indicator of strengthening a country's democratic practices by arguing that the protection and fulfillment of environmental rights is part of citizen participation in developing democratic policies (Pramudianto, 2014).

Moreover, environmental damage is considered a super sensitive issue. On the one hand, a few people act to destroy environment on the basis of ambition and selfishness. On the other hand, the adverse effects of ecological damage are felt by almost all humans. All efforts are seen as absolutely necessary to prevent ecological damage from getting worse. This does not include disease disorders and the decline in the quality of human life due to environmental damage and pollution (Susilo, 2012). Floods become an unavoidable natural disaster and continue to roll. Thousands of people became victims, lost their sources of income, and had to change jobs and shelter. In 2015, from 1,582 incidents, there were around 240 deaths, 1.18 million people displaced, 24,365 houses and 484 public facilities damaged. The landslide was claimed to be the deadliest disaster during 2015 which killed 147 people.

With the destruction of the environment, humans are just waiting for what disaster will befall the future. In fact, we have witnessed various floods, landslides and other disasters triggered by deforestation or forest destruction. Forests, which have long been a source of life, are now a source of disaster. The flora and fauna inside become extinct due to mining activities and illegal logging. Almost all year in various

region in Indonesia are threatened by disasters, both natural disasters, such as: earthquakes, tsunamis, volcanic eruptions, floods, landslides, and fires (Sujarwo, Mulyadi, & Tohani, 2015).

The point of philosophical environmental problems, is the absence of a balance point of human relations with nature. Humans feel they have full power over the management of natural resources. As a result, there is an imbalance of what must be done and what not to do. Humans are finally trapped in the dichotomy of anthropocentrism and ecopocentrism (Saragih, 2016). The dominance of the view of anthropocentrism, placing humans above nature, has made humans so powerful that they can do anything to achieve self satisfaction. In principle, the ecological crisis that has been the root of the problem lies in the structure of the value of human life that is lame in seeing and interacting with nature.

These environmental problems are immediately sought for alternative solutions to save human life on earth. Because saving the environment is essentially the saving of humanity itself (Soemarwoto, 2005). The world of education is also required to be able to participate in finding solutions so that ecological damage does not lead to the nadir of destruction. Environmental problems cannot be overcome only through repositioning human relations with their natural environment, but also through reorientation of values, ethics and norms of life which are then concluded in collective action, as well as restructuring social relations between individuals, individuals with groups, groups with groups, and between groups with larger organizations (eg countries, international institutions).

In this context, values and character formally formulated as a function and purpose of national education, students must have in order to be able to face the challenges of life at this time so as to encourage them to become members of the community who have superior personalities (Kulsum, 2011), and has a high concern for the environment.

The application of environmental education which has now been increasingly applied in schools is not employing students as workers in the school environment, but building a spirit of love for the environment, with the hope that the next generation will become a

generation that is cultured and becomes a habit for all school community. As such, schools and all stakeholders and environmentalists conduct a holistic consistency with consumers of education about the role of the environment in the sustainability of life on earth, threats to life and life-saving solutions on earth, and explain the portion of school attention to the surrounding environmental ecosystem.

Environmental education aims to impact not only an individual's internal representations and understandings of the world, but ultimately to intrinsically motivate people to perform appropriate real-life behaviours (Otto & Pensini, 2017). Environmental education is an effort to change behavior and attitudes carried out by the community which aims to increase knowledge, skills and awareness about environmental values, so that have a commitment to protect, improve and use the environment wisely, create new behavioral patterns that are friendly to the environment, develop environmental ethics and improve the quality of life. Environmental education incorporates affective aspects, namely behavior, values and commitments needed to build a sustainable society.

One of environmental educations has carried out through the study tour learning model which was organized by lecturers, students and alumni of Non-Formal Education Study Program, Faculty of Educational Sciences, Universitas Negeri Yogyakarta as a part of practice activity. The result of research shows that the environmental care behaviors through the tourism model were friendly, respect, clean environment awareness, compassion on animals and plants, polite, and making good friends (Sujarwo, Samsi, & Wibawa, 2018).

Based on the preliminary study, three schools had a great commitment and attention in realizing environmental culture. Since 2015, SMPN 1 Larangan was awarded with National Adiwiyata School. In 2017, this school was awarded the Adiwiyata Mandiri School. MTsN 3 Pamekasan developed educotourism school as an innovation and development in learning. The achievements achieved were The Best Madrasa Award and East Java MTs Cleanliness Competition in 2017. Whereas MAN 2 Pamekasan also has a great attention on environmental education. In 2017, this school received an award as a Provincial Adiwiyata

school, and in 2018 submitted an assessment of the National Adiwiyata School.

Based on the context of the above research, the problem of this study is focused on: firstly, the philosophical foundation for the development of environmentally-friendly education. Secondly, the model of environmental education. Thirdly, the aspects of environmental cultured education. Fourthly, the implications of developing environmental education towards the student's competencies at three schools.

METHOD

To describe the focus of the study, the researcher employed qualitative approach to get a in-depth understanding about environmental cultured education in three schools. The theoretical orientation of this research rests on phenomenology, in which researchers try to understand the meaning of events and their relation to the people in certain situations.

Data sources were obtained through interviews, observation, and documentation. To obtain data validity, researcher seek and select some informan to get information based heron the objective of research. The informan is determined with purposive sampling technique. The researcher interviewed 3 principals, 6 vice principals, 24 teachers, 8 staffs and 28 students.

The researcher conducted participant observation, in order to obtain a concrete activities of environmental education. Through documentation, researchers obtained written data about environmental culture such as school profiles, curriculum, adiwiyata program, educotourism program and so on.

While data is analyzed descriptive-exploratively, involving three analysis components, namely data reduction, data display, and conclusions. The three analysis components occured interactively. During data reduction, researchers can select, code and find themes. Through this reduction, the researcher sharpens the organization of data so that the final conclusions can be drawn and verified to be used as research findings on the problem under study. When displaying data, the researcher presents it in a narrative and systematic manner so that it can explain the problem and objective of study. Drawing conclusions is conducted by looking for patterns and themes so that can be used as research findings.

Meanwhile, the validity of the findings was checked through an extension of the researcher's attendence, in-depth observation, triangulation, member checking, and peer checking.

RESULTS AND DISCUSSION
Results
Philosophical Foundation in Environmental Cultured Education

Environmental cultured education in three school have a philosophical basic and closely related to the formulation of vision and mission presented in Table 1.

Philosophically, environmental cultured education is directed The character of students have to be formed so that they can contribute actively in maintaining cleanliness and environmental sustainability. Through many visions, the students were expected to have noble character to care and responsible to maintain cleanliness and environment beauty.

In the 2013 curriculum document, all schools formulated that environmental education is an effort to change behavior, awareness and attitudes carried out by elements of the school community that aim to increase knowledge, skills and awareness of environmental values and environmental issues that can move school community to play role actively in environmental preservation and safety.

The Model of Environmental Education

Three schools have applied the environmental culture education integratively through all subjects. The curriculum that had been prepared was directed in strengthening the *Adiwiyata* school and educotourim school. The teachers inserted some materials connected with environmental education into the instructional planning and syllabus. The integration of environmental education in all subjects in these schools leads to internalize values in daily behavior through the learning process from input, process, and product is Figure 1.

Tabel 1. The Philosophical Foundation

| Component	SMPN 1 Larangan	MTsN 3 Pamekasan	MAN 2 Pamekasan
Philosophical thought	Developed based on Adiwiyata Program and growth of the student's character in increasing awareness to preserve and cultured the love of the environment.	Integrating an islamic perspective in internalizing the values of ecological education to make *rahmah li al-'alamin* school.	Developed in accordance with the Adiwiyata Program and instill awareness in students about the importance of environmental preservation, as part of *shariah* objectives.
Vision	*Unggul dalam mutu pendidikan berbekal iman dan taqwa serta berwawasan lingkungan*	*Berakhlak mulia, unggul dalam prestasi dan berbudaya lingkungan*	*Cerdas, terampil, berakhlak karimah dan berwawasan lingkungan*
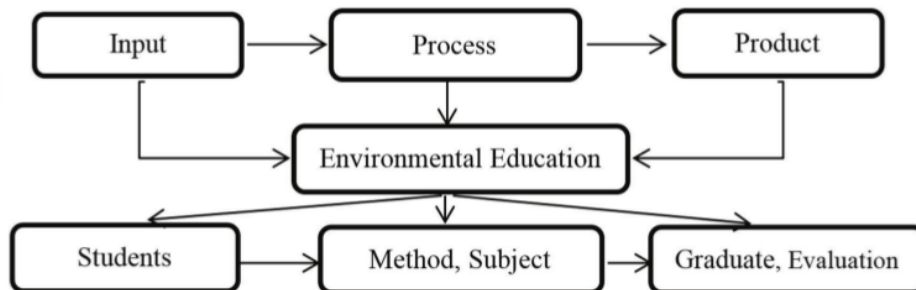
Figure 1. The Integrative Model of Environmental Education

Practically, the researcher found that the teachers in delivering subject not only convey the knowledge, but also elaborated and inserted with the values of environmental education through portraying the real conditions that occur around the school, so that students can understand easily and apply it well. Most of teachers in these schools applied the contextual teaching and learning approach.

Aspects in Environmental Cultured Education

Several aspects as the core of environmental cultured education in three schools are presented in the Tabel 2.

Implications on the Student's Competencies

The basic understanding of environmental education is an effort to change the behavior and attitudes carried out by elements of society. It aims to increase knowledge, skills and public awareness about environmental values and environmental issues which in the end can mobilize the community to play an active role in environmental conservation and safety efforts for the benefit of present and future generations. The model of environmental education applied

in these schools have a significant impact on the development of student competencies, both affective, cognitive and psychomotor are presented in Table 3.

In this affective domain, students are expected to have behaviors, attitudes and social pious that care about environmental sustainability. These behaviors and attitudes become a habit and culture for all school community, so that they can adopt a lifestyle with environmentally education.

The competencies achievement in the cognitive domain is directed at developing the ability of students to have knowledge, understanding and insight of aspects of environmental education, ecology, and tourims such as knowledge about the impact of tree felling, love of the environment and its preservation.

Furthermore, psychomotor domain encourages students to have the skills to do some adiwiyata and educotourism activities, such as the ability to produce works that can be used practically in school or outside of school. Students are expected to have skills in managing the environment in mutual cooperation.

Tabel 2. The Aspect of Environmental Cultured Education

SMPN 1 Larangan	MTsN 3 Pamekasan	MAN 2 Pamekasan
Establishing a school culture, developing an environment-based integrated curriculum, helding many participatory activities, and developing environmentally infrastructure.	Application of educotourim values integratively in learning, school activities of cultured environment, green tourism, ecological product processing, and partnership with the community.	Establishing a "Saber Team", integrating environmental education into the curriculum, optimize extra-curricular activities, and developing networking with other institutions.

Tabel 3. The Indicator of Competencies Achievement

Domain	SMPN 1 Larangan	MTsN 3 Pamekasan	MAN 2 Pamekasan
Affective	Students have behaviors, attitudes, and awareness to perserve environment	Students have social pious both to humans and the environment	Students aware and are accustomed to maintain environmental cleanliness
Cogitive	Students know, understand, and analyze, and of aspects of environmental education	Students have insight about education, ecology and tourism	Students understand the concept of environmental education
Psychomotor	Student have skills in developing their creative and innovative to produce several products	Students can cultivate ecological and natural products and promote local wisdom	Students are skilled in producing environmentally based products

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Discussion

Philosophical Foundation in *Environmental Cultured Education*

The environmental cultured education through both adiwiyata and educotourism program is directed at the growth of the character of students to love the environment. It is closely related to the vision and mission of school. The expected quality is stated in vision and mision (Sukaningtyas, Satori, & Sa'ud, 2017). A person's character cannot be immediately formed to be good, but requires an internalization process and a long and full of challenges. Character is rooted in individual personality and is a machine that encourages the way someone acts, behaves, says, and responds to something. Character enable individual to achieve sustainable growth because character provide consistency, integrity, and energy (Kertajaya, 2010).

In the context of community and state life, it is believed that values and character formally formulated as a function and purpose of national education, must be possessed by students to be able to face life's challenges at this time so as to encourage them to become members of society who have superior personalities (Kulsum, 2011). Such character internalizaton will foster positive characa in students (Munir, 2010). The characters are developed through the stages of knowledge, implementation (action), and habits. Thus, three character components that are good components of good character are needed, namely moral knowledge, moral feeling, and moral action (Barus, 2015; Murdiono, Miftahuddin, & Kuncwati, 2017).

Environmental education consists of development of environmental awareness in all segments of society, which, by raising environmental consciousness in individuals, stills enduring behavior in them (Ors, 2012). Awareness of the importance of the environment needs to be internalized in humans and be done early so that the values of love for the environment are embedded. It is hoped that with the embedded values of love for the environment will continue to increase knowledge and understanding of the importance of the environment so as to foster their awareness to be involved in protecting and preserving the environment.

Environmental education creates good condition for the school to become a place of learning and awareness of the school

community, so that the school community can ponsible to effort to save the environment. The environmentally responsible behavior is affected by numerous factors. The motivation of students to learn about the environment is an important one (Srbinovski, Ismaili, & Zenki, 2014). The in activity of an environment-oriented school is to create a caring and cultured school.

The purpose of cultural education is to instill values in students so that they become a society that has habitus in their life. A person's character manifests in an essential unity with his behavior and attitude towards life (Syarif, 2016). People who love or are environmentally friendly, can be referred to as a green cultured society, which is an attitude that is reflected in society in creating an environment as a place for all living things, even reflected in theological belief. Enforcement of such education will foster positive character in students (Munir, 2010).

In an effort to realize this goal, it is necessary the school manager have innovation and creativity in caring the environmental friendly. ecause the concept of environmental culture is expected to improve the quality of students in managing environmental balance. Another goal is to form a harmonious student personality by paying attention to the developmental needs of the child in achieving intrapersonal intelligence, interpersonal, visual spatial, musical, advertisement intelligence, creativity intelligence, spiritual and moral intelligence, and emotional intelligence in managing environmental balance.

The Model of Environmental Education

Environmental cultured education that is applied integratively through all subjects taught to students. In ration of environmental education in subjects leads to the internalization of values in everyday behavior through the learning process from planning, implementation, and assessment.

It is here that the task of education is to integrate new values with old values selectively, innovatively, and accommodatively n order to dynamize the development of education in accordance with the demands of the times and circumstances, without abandoning the fundamental values that become a benchmark for new values (Muhaimin, 2009a). An integrative model was chosen given the structure of the

curriculum that was already packed with various material, both local and national content.

Through integrated learning, students can gain direct experience so that they can add the power to receive, store and apply the concepts they have learned. Thus, students are trained to be able to find themselves various concepts holisticly, meaningful, authentic and active. The way of packaging learning experiences designed by teachers is very influential on the meaningfulness of experience for students. Experience that shows the connection between conceptual elements will make the learning process more effective. The conceptual linkages studied with the size of the field of study of the relevant sciences will form a cognitive scheme so that students gain wholeness and roundness of knowledge (Trianto, 2014). This integration allows for a shift of the student's competencies on both cognitive domain and the affective (Syahrin, Dawud, & Priyatni, 2019).

Environmental education is integrated into learning in each subject. Learning material related to norms or values in each subject needs to be developed and related to the context of everyday life. Integrated curriculum tends to put a certain material in a thorough integration with other related aspects (Esa, Aishah, Aziz, Salleh, & Mohamad, 2017). Thus, learning the values of environmental education is not only at the cognitive level, but touches on internalization, and real practice in the lives of everyday students in society. Also with this integrative model, the insight of all school people about the environment will increase.

Integrated learning offers learning models that make learning activities relevant and meaningful for students, both formal and informal activities, including active inquiry learning to passively absorb knowledge and facts, by empowering students' knowledge and experience to help them understand a life (Kadir & Asrohah, 2014).

In this context, the learning model used is contextual learning (contextual teaching and learning). Contextual learning is a learning model that links learning material with real-world situations that develop and occur in the environment around students so that he is able to connect and apply learning outcomes competencies with daily life (Yamin, 2008). Contextual learning departs from the concept of thinking that meaning arises from the relationship between content and context. The more linkages students can find in a broad context, that will be more meaningful for them (Nurgiyantoro & Efendi, 2013).

Contextual learning emphasizes high thinking power, collects and analyzes data, and solves certain problems both individually and in groups. This learning allows a calm and pleasant learning process because the learning process is done naturally and practices directly some of the material that has been learned. To strengthen the applicative learning experience, learning is needed which provides many opportunities for students to do, try, and experience themselves (learning to do) (Rusman, 2011). Contextual learning is chosen, because students can connect knowledge and skills, learn abstract concepts by carrying out practical activities, and connect subjects with the real life (Khairunnisa & Salamah, 2018). Experience with clearer conceptual relations among its elements will make the learning process more effectively and the students will obtain the integrity and get holistic knowledge (Chiong, Mohamad, & Aziz, 2017), in order students can contextualize they learn at school in real everyday life (Rochmat, 2018).

The contextual approach can be applied in any subject matter, including environmental education. According to the concept of contextual learning, "Learning will be more meaningful if students 'experience' what they learn, not just 'know' what they learn. Learning that is oriented towards mastery of material is proven to be successful in short-term 'remembering' competitions, but fails to equip students to solve problems in long-term life.

Aspects in *Environmental Cultured Education*

The core of environmental cultured education is focused on developing character or culture of environmental love which is formulated in the Adiwiyata and educotourims program. The Adiwiyata program is elaborated in the field of policy carried out through environmental education activities by all school members in accordance with the basic principles of environmental culture namely participatory and sustainable. Whereas educotourism program is done to develop insight and knowledge for school community (Hermawan, et. al., 2017) and

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aims to conserve the environment and preserve the lives and well-being of the local population (Haryanto, 2014).

The adiwiyata and educotorism program are based the school policy in developing education quality. Policy is referred as a series of actions and a direction to achieve goals. Things related to policies in an organization are input components that need to be utilized in an effort to obtain each product or output (Irianto, 2011). The implementation of environmental education in schools is based on environmental policies, namely the statement of the school institution about the desires and principles relating to overall environmental performance. The policy is an action framework and the determination of targets and targets (objectives and targets). Top management, in this case the principal, establishes school environmental education policies, structures, and responsibilities.

The strategy for developing environmental education can be done through: 1) Power strategy, namely the strategy of civilizing environmental education in schools by using power or through people 's power, in this case the role of the principal with all his power is very dominant in making changes; 2) Persuasive strategy, which is carried out through the formation of opinions and views of the community or school members; and 3) Normative re-educative norms are rules that apply in the community. Norms are socialized through education. Normative coupled with re-educative to instill and replace the paradigm of thinking of the old school community with the new (Muhaimin, 2009b).

Another aspect of development is the creation of a school culture, namely the habit of carrying out positive behaviors in maintaining the preservation of the school environment. School culture in character building must be continuously built and developed by all involved in the education process in school (Azzet, 2010). Such activities will increase students' knowledge and awareness about the environment (Maryuningsih, 2012).

School culture is a set of assumptions that are built and shared by the organization as a moral in adapting to the external environment and internal integration process (Mulyadi, 2010). In order for environmental education to become long-lasting values, there must be a process of cultural internalization. Internalization means

the process of instilling and developing a value / culture into the self of the person concerned. The cultivation and development of values is carried out through various methods of education and teaching didactics, such as education, direction, indoctrination, brain washing and so on (Dara, 1997).

The aspect of the environmental education is also carried out by developing an environment-based curriculum. The curriculum is developed with a philosophical foundation that provides the basis for the development of all potential students to become quality Indonesian human beings who are listed in the goals of national education and become human beings who behave and are culturally cultured. Curriculum development is an important part of the education program (Marno & Supriyatno, 2008). The curriculum can provide positive learning experiences for students, both in the form of learning materials, school environment conditions, teacher figures, interpersonal models of interaction and culture in schools (Baharuddin & Makin, 2010). In this context, a curriculum would be considered in develop students' capabilities, competencies as well as characteristic (Atiqoh & Saputro, 2017).

Based on such a curriculum, the environmental education can be implemented in accordance with the curriculum developed. Furthermore, this curriculum also requires schools to infuse environmental education values into school life using their own approaches and designs (Qoyyimah, 2018). The curriculum model would also determine the instructional style of teachers (Hepworth, Scheper, & Mandana, 2017). The teacher's quality determines the students' learning achievement (Mahat, Hashim, Saleh, Nayan, & Norkhaidi, 2019).

Material development, learning models and varied learning methods are carried out to provide students with an understanding of the environment that is associated with everyday environmental problems (local issues).

Some of the aspects of environmental cultured education are developed from the adiwiyata program formulated by the government including development of caring and cultured environmental policies, development of environment-based curriculum, development of participatory based activities, and management or development of school support facilities. (Tim Penyusun, 2011). Whereas educotourism

program including educational aspects, school managerial aspects, empowering school and surrounding environment, physical aspects of school and the surrounding, and community participation.

Implications on The Student's Competencies

Competence is equated with successful behavior in domain specific real-life situations (Herppich, et. al., 2017). The model of environmental education applied in this school has a significant impact on the development of student competence, both cognitive, affective and psychomotor. Competency is an element of competence, which is contextual to role and can be evaluated by assessing indicators of content knowledge, behavior, and/or decision-making outcomes (Moghabghab, Tong, Hallaran, & Anderson, 2018)

The cognitive domain is oriented to intellectual thinking skills, from the simplest to the complex (Munthe, 2014). In the cognitive domain, cultured education is intended to find out how far the ability of students to know about the environment obtained through the learning process in accordance with the learning objectives. This concerns the ability of students to understand, synthesize, analyze the subject of learning given by the teacher.

While the affective aspect concerns the ability of students to accept, participate, assess, organize, and form a model of life. In this affective aspect, students are expected to have behaviors and attitudes that care about environmental sustainability. These behaviors and attitudes become a habit and culture for all school citizens, so that they can adopt a lifestyle with environmental education.

Affective abilities obtained from environmental education are the formation of attitudes or characters about adiwiyata schtools, namely the creation of knowledge and awareness of school residents in efforts to preserve the environment. Environmental education includes affective aspects, namely behavior, values and commitments needed to build a sustainable society. Schools that have received the adiwiyata predicate are considered to have succeeded in forming the character of students care for the environment (al-Anwari, 2016). Attitudes are summary evaluations of objects, formed on-line or stored in long-term memory, which can

influence current affective states and information processing (Bocian, Baryla, Kulesza, Schnall, & Wojciszke, 2018).

Psychomotor aspects involve the ability of students to carry out perceptions, carry out guided movements, make accustomed movements, make complex movements, make adjustments to movement models and develop creativity. From this aspect, environmental education encourages students to have the skills to do some adiwiyata activities, such as the ability to produce works that can be used practically in school or outside of school. The motoric aspects of environmental education accentuate how students apply theory to daily behavior. At the implementation level, the learning process can be done in the simplest way. For example, sorting and disposing of garbage in its place, choosing products that are environmentally friendly, planting and caring for trees and maintaining natural balance. Through simple activities, students are introduced to the attitude of maintaining and preserving the environment (Maghfur, 2010).

Considering that environmental education is related to real problems, then the learning strategy should also be part of solving environmental problems. In this psychomomotor region, environmental education should be able to facilitate the achievement of higher order skills such as critical thinking, integrative and able to solve local environmental problems. With the development of such cultured education, the learning outcomes in this education give birth to students who are productive, creative, innovative, and effective through strengthening integrated attitudes, skills and knowledge. The final result is increasing the ability to become good people (soft skills), are associated with attitude, character, values, or life skills (Wagiran, Pardjono, Suyanto, Sofyan, Soenarto, & Yudantoko, 2019), who have the skills and knowledge to live properly (hard skills) from students which includes aspects of competencies in attitude, knowledge, and skills (Sya'ban, 2018)

CONCLUSION

Based on the description of the research findings and discussion above, the author can conclude the philosophical foundation of environmental cultured education in three schools based on the vision and mission of

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the school. The environmental education is directed at the growing awareness of cultural environments in preserving and maintaining environmental safety from global warming. The concept of educotourism school effort to provide an understanding of the importance of preserving the environment and internalizing the values of ecological education in an Islamic perspective.

The environmental cultured education in these schools is carried out integratively through all subjects taught to students. The integration model is described in the curriculum document, the instructional planning and the syllabus. The aspects of environmental education are formulated in the adiwiyata program and the educotourism program.

Implication for student competencies covering the affective domain, students are able to demonstrate cultural attitudes and behavior. In cognitive domain, students are able to understand about aspects of the development of environmental education. While in the psychomotor domain, students are able to develop their skills, creativity and productivity.

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