

Internalization of River Culture Literacy Based on Ecological Citizenship at Adiwiyata School

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ABSTRACT

This paper aims to strengthen the ecological of citizenship-river based culture literacy at Adiwiyata School in the Banjarmasin City. In its real implementation the four components that become adiwiyata school standards do not touch the river problem too much, so this has an impact on the low character of school-age students' concern for the river. In the results section or the main core of this study discusses the design of strengthening cultural literacy in adiwiyata schools by including related aspects of river culture into the four components or standards of adiwiyata schools consisting of environmentally sound policies, implementing environment-based curriculum, participatory environment-based environmental activities, and managing environmentally friendly supporting facilities. Hopefully this study can be used as a reference by related government aspects, schools and teachers to shape the character of students who are caring about the river environment.

Keywords: *Internalization, river culture, ecological citizenship, adiwiyata school.*

1. INTRODUCTION

Banjarmasin is known as a Thousand Rivers City. Banjarmasin is surrounded by rivers, both large and small rivers in geographically. The number of rivers in Banjarmasin City used to be 190 rivers quantitatively. However, along with the increase in population and the expansion of residential areas as a result of the development, the number of rivers in Banjarmasin City today has shrunk to 102 rivers.

The increasing number of inhabitants, the expansion of development and residential areas and the opening possible land access as wide as possible makes Banjarese people seem to have left the river. The river, which used to be the life pulse for Banjarese people today, has becoming increasingly abandoned as a result of the cleanliness and quality of the river water becoming dirty.

As a result of that, the river which was the source of all the activities of the people of Banjarese City did not only function for bathing, washing, toilet (MCK), but had other functions in the past. Among them as a transportation function, previously rivers were the only transportation route before road access was opened. The river also has an economic function as a means of buying and selling to fulfill daily basic life [1].

The form of community settlements in Banjarmasin city who lives on the banks of the river or on the river were all facing the river previously, today more built are against the river, especially for houses or buildings on the riverbanks, as a result of which there is a narrowing of the river area and the large amount of household waste that is discharged into the river makes the quality of the river dirty and the river shallow [2].

Seeing the current reality, due to the abandonment of the river as the center of all activities of the people of

Banjarmasin City and many people who do not care about the existence, preservation and cleanliness of the river, the condition of the river in Banjarmasin City today is very alarming. Most of the rivers are dirty, smelly and cannot be used for bathing and washing, and many rivers that are lost or clogged with obstacles.

In addition, people who lives around riverbanks in Banjarmasin City still show attitudes and behaviors that do not protect the river, such as throwing garbage in the river, there are still many latrines. The effect that is felt by activities on the river environment will be polluted [3].

One of the efforts to rehabilitate the river conditions in Banjarmasin City is through education. It cannot be denied that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, the nation, and country. (UU No. 20 of 2003).

In addition, education also functions to make people who previously did not know become aware, so that awareness will be formed in them and will raise an attitude to care about the environment in their daily life. The concept of Environmental Education was born as an effort to make education as one of the pillars in environmental conservation efforts.

Environmental education in Indonesia has actually been endeavored since 1970. However, the environmental education program is only carried out by each environmental education separately. It was only in 2006 that the Ministry of Environment issued an environmentally friendly school program known as the Adiwiyata school program.

The Adiwiyata Program is one of the programs of the State Ministry for the Environment in order to encourage the creation of knowledge and awareness of school residents in an effort to preserve the environment and sustainable development for the benefit of present and future generations.

Adiwiyata program aims to create good conditions for schools so that they can become places of learning and awareness for school residents (teachers, students and school employees) which are manifested in; (a) Development of Environmental Care and Cultured School Policies, (b) Environmental-based Curriculum Development, (c). Participatory-based development of environmental activities and (d) development and management of supporting facilities for schools with environmental culture [4].

The development of a caring and environmentally cultured school policy means that the school must make the environment integrated or included in the vision, mission, and goals of the school with the aim of providing motivational encouragement to school members to participate in preserving the school environment [5].

This environment-based curriculum development is carried out in order to integrate environment-related materials into the school curriculum. Usually it can be in the form of monolithic subjects or integrated with other subjects. The making of teaching materials (teaching materials) in the curriculum must be structured and developed with the right target to assist students in achieving learning objectives [6,7]. The development of participatory-based environmental activities and the development of environmental-cultured school facility management are usually done by participating in activities outside the school related to the environment by striving for facilities and infrastructure that support environmental improvement.

In line with the objectives of the Adiwiyata program, especially in the context of Citizenship Education in Schools, known as Ecological Citizenship, is a new idea that is sought to form citizen awareness, in this case the awareness of students as the younger generation so that they are always involved in maintaining the viability of life [8]. Therefore school is one of the spearheads in order to form a young generation who cares about the environment.

Ecological citizenship essentially contains awareness of an understanding of ecological issues of rights, obligations, responsibilities and participation of citizens in protecting the surrounding environment and actions to promote positive human and environmental interactions in a sustainable manner [8,9].

However, the environmentally sound school program (Adiwiyata) in Banjarmasin City seems to be still general. It will not pay attention to the context of the surrounding environment or the river environment. Whereas the river environment is the environment closest to the lives of residents in Banjarmasin City and will result in school residents, especially students and students, being unable to understand about the preservation of river culture in Banjarmasin City. Therefore this paper tries to provide strengthening material for river culture literacy based on ecological citizenship in order to provide understanding and

insight into the importance of preserving river culture as an effort to protect and preserve the environment around.

2. METHOD

This study uses a literature review or literature review. Literature review is a method used to collect data or sources related to a particular topic that can be obtained from various sources such as journals, books, the internet, and other literature.

3. RESULT AND DISCUSSION

Internalization of river cultural literacy based on ecological citizenship through Adiwiyata school, can be done by incorporating river cultural literacy contents into four Adiwiyata school programs, namely (a) Development of Environmental Care and Culture School Policies, (b) Environmental-based Curriculum Development, (c). Participatory-based development of environmental activities and (d) development and management of supporting facilities for schools with environmental culture. Which will be described one by one.

3.1 Policy for the School for Caring and Culturing the River Environment

The development of a caring and cultured school policy for the river environment must be included in the vision, mission and goals of schools in Adiwiyata schools in Banjarmasin City. Because the vision and mission and objectives will provide motivation and direction to both have concern for river culture, especially for schools located around the river, either on the river bank or adjacent to the river.

In addition, school policies must be made and implemented in a curriculum structure containing subjects in the form of Local Content (mulok) subjects related to the river environment. Therefore this local content subject is a subject that is always related to regional elements.

3.2 River Environment Based Curriculum

The most important thing that must be done is to develop a curriculum based on the river environment, namely increasing the ability of teachers or educators who are able to develop learning activities about the river environment. Implementation can be done by applying approaches, strategies, methods and models as well as learning techniques by prioritizing global environmental issues and the river environment.

Then it can also be done by integrating material about the river environment into each of the other subjects, for example, into the subjects of Religion, PPKn, Science, Social Sciences and other subjects. Either in the form of input the material in the form of thematic material.

In addition, another thing that can be done is by assigning students and students about river environmental problems so that they can see directly the condition of the river around them. Furthermore, the results of the assignment regarding the river can be communicated to other school members, either in the form of a presentation or in the form of a drawing that is displayed at the school.

3.3 Participatory-Based River Environment Activities

This participatory-based development of the river environment can be done by developing extracurricular activities that support the development of river conservation around schools and their homes. For example, by creating a river-loving community, youth and scout scientific works in which there are Saka Wana Bakti activities.

With the existence of communities in an extracurricular form, school residents can take part in river environment action activities held by outsiders, for example participating in the cleanliness of the river environment around the school or in the village where the school residents live and must be involved in activities carried out by both central and regional government parties related to the river environment.

Other than that which is no less important is building partnerships or cooperation with outsiders. This could be with local governments and communities or non-governmental organizations (NGOs) engaged in the river environment sector, such as the Susur Sungai and Malingai Sungai communities.

3.4 Management of Environmentally Friendly Supporting Facilities and Infrastructure.

The development of supporting facilities and infrastructure that are environmentally friendly to rivers can be carried out in several ways, the first is by developing existing facilities and infrastructure in schools such as separate garbage bins so that the garbage in the river is put into a separate garbage bin, based on the type of waste.

Then, improving the quality of environmental management around the river area must also be improved through mutual cooperation activities to clean rivers or riverbanks which are carried out regularly either once a week or once a month. In addition, what is no less important is the development of a waste management system in the river. Schools must provide separate trash bins with the aim of making it easy for school residents to carry out the process of managing garbage in the river which includes garbage collection, transportation, processing, recycling, until the garbage in the river is disposed of in a landfill (TPA).

With the process of internalizing river cultural literacy as above, it is hoped that it can form a character caring for the river environment of the school community, especially students and female students, in order to form a generation of citizens who care about the river environment. This is certainly in line with what the concept of environmental citizenship (ecological citizenship) aims to achieve. This concept emphasizes the manner, ethics and morals of citizens towards their environment. This can be manifested in their responsible behavior in managing and preserving the environment [10].

4. CONCLUSION

Internalization of river cultural literacy based on ecological citizenship in Adiwiyata schools can be done by including river cultural literacy into every environmentally sound school program (Adiwiyata), namely the program to

develop caring and river culture policies, develop river-based curriculum, developing participatory-based river activities and developing the management of supporting facilities and infrastructure that are environmentally friendly to rivers. With this program, it is hoped that it will be able to shape the attitude of school residents, especially students, to have a caring attitude towards the river environment in Banjarmasin City.

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