

## MENTORING STUDENTS OF SDN 34 SIGUNTUR TUA TO MAINTAIN CLEANLINESS AND THE ENVIRONMENT IN THE NEW NORMAL ERA, PESISIR SELATAN REGENCY, WEST SUMATRA

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### Abstract

Education is able to answer the problems of students and solve the problems faced today. Awareness to protect the environment is very important to be understood by the younger generation, starting from the world of education, especially in the New Normal era. The focus of this study analyzes the application and assistance to students to maintain cleanliness and the school environment in the new normal era. The service method uses direct observation and direct application to students of SDN 34 Siguntur Tua, by carrying out several stages, namely (a) procedures and data collection for program implementation; (b) building cooperative relationships between partners and the education office at the district and provincial levels; (c) evaluation design. The results of the service show that students are enthusiastic in practicing a clean lifestyle in the new norm era. The conclusion is that the actions taken by students work together in community service at school, this shows a sense of caring to maintain the environment at school.

**Keywords:** Cleanliness, Environment, New Normal

### INTRODUCTION

Education is basically a combination of several aspects of mentality and rationality and the formation of noble dignity (Irwan Irwan, Shahreza, 2022); (Widya Kurnia, Irwan Irwan, 2022). Therefore, it can be said that education is a process of cultural transmission from one generation to the next, emphasizing mental aspects and rationality, to prepare for future work. According to the National Education System Law No. 20 of 2003 Article 1 paragraph 1, "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state" (Irwan, 2024); (Anggraini, 2024).

Education plays a role in building paradigms, understanding and behavior to protect the environment (Irwan Irwan, 2022); (Irwan Irwan, Oktarin, 2023); (Suhaeb, 2024); (Dupa, 2024). The emergence of environmental damage such as floods, landslides, and environmental crises is considered the result of human activities that are not environmentally friendly. Factors that cause environmental damage are caused by exploitative human behavior, which is ethical-aesthetic. Environmental damage affects human actions and behaviors that are not friendly to the environment (Irwan, 2020). Actions taken as an effort to maintain human harmony with the environment. This shows that pragmatic, exploitative and technocratic behavior in using and developing the environment includes modern people (Arifin, 1994); (Irwan, 2024); (Irwan, 2024).

Overcoming the problem of environmental damage requires strategic and sustainable steps. This step is through an environmentally sound process. Education as a vehicle for internalization and transformation of beliefs, values, knowledge and skills. Education is not only a teaching and learning process, but as a holistic system in the niches of human life. Education can change every dimension of a person's life. The learning process helps learners to develop their intellectual potential (Harefa, 2022); (Zusmelia, 2023); (Rahayu, 2018).

Education changes beliefs, values and understanding to protect and preserve the environment. It aims to maintain quality and health. Environmental education needs to be supported by environmental leadership in encouraging capacity, attitudes and practical experience to realize sustainability and environmental justice (Witoelar, 2005) Environmental education is carried out through an interdisciplinary approach in managing a quality environment. According to (Nurjhani, M dan Widodo, 2009) environmental education is needed so that students understand and do not damage

the environment. This is influenced by several aspects, among others: 1. Cognitive aspects, environmental education increases understanding of environmental issues, improves memory, application, analysis, and evaluation. 2. Affective aspects, environmental education functions to increase acceptance of the environment.

## METHOD

### Place of Service

The service was carried out at SDN 34 Siguntur Tua, XI Koto Tarusan District, Pesisir Selatan Regency. The selection of places is based on conditions and situations in the field with COVID 19 conditions.

### Service Activity Procedure

The method used in community service activities is carried out in several stages, namely (a) Procedures and Data Collection for Program Implementation; (b) Building Cooperation Relationships Between Partners with the Education Office at the Regency and Provincial Levels; (c) Evaluation design.

## RESULTS AND DISCUSSION

The importance of environmental education aims to maintain the environment in a sustainable manner, so environmental education must be implemented in society from an early age. Every school should be able to invite and introduce and understand the condition of nature and its current problems to students. The goal is to increase the awareness of students to be more sensitive to natural conditions. In inviting students to be aware of the environment, it can be by applying small examples, such as throwing garbage in its place, introducing environmental problems that occur today and how to prevent them. Another example at school is cleaning or working together in cleaning the school yard to create comfort in teaching and learning activities and students become more concerned about their environment.

The activity that I carried out at SDN 34 Siguntur Tua in this case was to invite students to work together twice, the first time in April and the second time in May. The activity was carried out on Saturday by inviting students to bring mutual cooperation equipment from their respective homes such as sickles or kedong, buckets, machetes and hoes. Then students clean their class first and then clean up the school grounds such as pulling grass, removing cut grass, removing garbage, tidying up the garden, watering the garden, and cleaning the toilet. The following activities are carried out in recognizing the environment to students of SDN 34 Siguntur Tua:

### Mutual Cooperation in Plant Care in the Schoolyard

Students are invited to bring decorative flowers from home and together take soil to fill flower pots, then plant the flowers that have been brought into pots that have been filled with soil earlier, after which students water the results of their respective plants. In addition, students also take care of pre-existing plants in the classroom garden by watering all the plants.

The purpose of this activity is for students to learn to preserve nature and how to take good care of nature, so that later students will be more concerned and sensitive to the condition of nature, which we both know that nature at this time has suffered a lot of damage, the biggest contributing factor is irresponsible humans themselves. The following is a picture of students planting plants.



Figure 1: Learners Perform Planting

This picture is when the students fill the pot with soil and then plant the flowers that have been brought into the pot that has been filled with soil. This activity is a form of providing knowledge to

students to green the school environment. The following picture is about planting flowers in the school yard.



Figure 2: Students Implementing Flower Watering

This picture is when learners water the plants they have planted so that the plants survive and do not die. This action teaches learners to know about the importance of maintaining the environment and protecting it. The following picture is about the care of flowers.



Figure 3: Learners Perform Flower Care

This picture is when the students take care of the existing plants by watering and cleaning the grass around the plants.

#### **Gotong Royong Cleaning the School Yard).**

Grade 1 to grade 5 students are informed to bring equipment to clean up and then assigned to first clean their classrooms, then after that clean up the school yard such as pulling grass, removing garbage, cutting grass tidying up plants in the garden. The purpose of this activity is for students to understand the importance of maintaining the cleanliness of the surrounding environment, because when an environment is dirty and not maintained, it will be prone to natural disasters, for example, such as garbage that is scattered and clogging the sewer, it will be able to invite flooding, then if the environment is dirty it will interfere with mutual comfort. The following is a picture of the activities carried out during the service.



Figure 4. Cleaning the grass with students

This is a documentation when the service activity was carried out to cut down the tall grass, then

the slashed grass was collected and disposed of by students in grades 1 and 2. The following picture shows the activity:



Figure 5. Cleaning the grass with students to be collected

The picture shows students in grades 1 and 2 next to the service activity, while they are picking up the grass that has been cut and putting it in a bucket and then throwing it into the garbage dump.



Figure 6. Pulling Grass by Learners

Figure 6 shows that the learners are pulling grass, collecting grass and disposing of grass and some are cleaning the classroom garden, looking very compact and enthusiastic as shown in the picture. The actions taken to provide knowledge and experience to learners in environmental maintenance.

## CONCLUSION

Environmental education is one part of the educational process in fostering a sense of sensitivity and concern for nature and the environment from an early age. The implementation of education in elementary school education units is one of the good ways to do so that children from an early age have capital in their love for nature. In this study, students of SDN 34 Siguntur Tua were very enthusiastic and worked together to help each other in carrying out cleaning activities and planting plants around the school, students were also happy when doing maintenance activities on plants. In this case, it is hoped that in the future the activities of implementing environmental education will continue to run well in order to build love for the environment in children from an early age.

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