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# DEVELOPMENT OF A COMMUNITY LEARNING ACTIVITY CENTER (PKBM) BASED ON THE POTENTIAL OF LOCAL NATURALS TO IMPROVE THE ABILITY OF COMMUNITY GREEN BEHAVIOR

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## Abstract

The Community Learning Activity Center (PKBM) as an institution formed by the community in an effort to empower the community should be a solution tool in developing various development needs, demands and harmonizing with the local natural potential of the local community. This is related to the development of attitudes related to local wisdom and optimal empowerment of available local potentials. Humans and nature are two things that cannot be separated. Both are interrelated and will always need each other. As a center for information and community empowerment through education, PKBM needs to be developed as a center for activities that teach the community not only about the utilization of local natural potentials but on empathetic attitudes towards the natural environment. This is to maintain sustainability for both humans and nature as an agenda for education for sustainable development. This article will explain an example of PKBM development that applies learning activities based on the local potential of nature to develop the green behavior of local communities.

**Keywords:** Community Learning Activity Center, Local Natural Potential, Green Behavior

## Abstrak

Pusat Kegiatan Belajar Masyarakat (PKBM) sebagai lembaga yang dibentuk oleh masyarakat dalam upaya pemberdayaan masyarakat sudah seharusnya menjadi alat solusi dalam mengembangkan berbagai perkembangan kebutuhan, tuntutan dan menyelaraskan dengan potensi alam lokal masyarakat setempat. Hal tersebut terkait dengan pengembangan sikap-sikap terkait kearifan lokal serta pemberdayaan yang optimal terhadap potensi lokal yang tersedia. Manusia dan alam adalah dua hal yang tidak dapat dipisahkan. Keduanya saling terkait dan akan senantiasa saling membutuhkan. Sebagai pusat informasi dan pemberdayaan masyarakat melalui pendidikan, PKBM perlu dikembangkan sebagai pusat kegiatan yang membelajarkan masyarakat bukan hanya pada pemanfaatan potensi alam lokal setempat melainkan sikap-sikap empati terhadap lingkungan alam. Hal ini untuk menjaga keberlangsungan baik bagi manusia dan alam sebagai agenda dari education for sustainable development. Artikel ini akan menjelaskan salah satu contoh pengembangan PKBM yang menerapkan kegiatan belajar dengan berbasis pada potensi lokal alam untuk mengembangkan kemampuan green behavior masyarakat setempat.

**Kata kunci:** Pusat Kegiatan Belajar Masyarakat, Potensi Alam Lokal, Green Behavior

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## INTRODUCTION

Among the global issues that have become the main agenda of 21st century education are environmental and sustainability issues (Ali, M., 2017; Coyle, Kevin J., 2005; McBride, B. B., C. A. Brewer, A. R. Berkowitz, and W. T. Borrie, 2013). Humans in their lives cannot be

separated from the natural environment. This concept of humans who will always desire to be affiliated with nature is known as biophilia. However, the facts show that natural damage and sustainability are two things that must be addressed and realized. Therefore, education in any path whether formal, non-formal and informal is expected to foster attitudes related to solving actual problems around learners, such as environmental problems.

Society as a large human community is a component that is also very close to nature. Community life such as livelihood activities and other daily activities cannot be separated from nature and the utilization of the natural environment. Each community inhabits a certain area with a variety of natural appearances and all the natural potentials it has. People need to be aware of where they live, what types of natural features they occupy and what natural potentials can be exploited. Likewise, the community must know environmental care attitudes in every act of exploiting the natural potential of the local environment in order to avoid environmental damage and to maintain sustainability. Attitudes related to how humans in their daily life can protect and maintain their environment are known as Green behavior (Soemarno, 2011, p.1; Goleman, 2010, p. 37-38; Indikka, 2012, p. 30; UNESCO - Earth Charter, 2007, p. 94).

The view of the Earth Charter (the earth charter) emphasizes that green behavior leads to providing the needs of children, adolescents and the earth's community in general in the form of empowering education to actively contribute to the nation's development. This is done by increasing the quality of education, increasing the role of the mass media to build awareness of ecological and social challenges and recognize the importance of moral and spiritual education for sustainable living. So, green behavior can be defined as an action or behavior that prioritizes value, moral, social and environmental sustainability education above other exploiting interests that can damage the balance of the environmental ecosystem. To realize the provision of such education, the role of the Community Learning Activity Center (PKBM) is important to be developed in an effort to develop values and attitudes such as green behavior for society. However education has a central and strategic role in improving human resources, because life in accordance with human values, both individually and in groups, is formed through education. With education, it is hoped that it can equip humans to be smart, skilled, and responsible (sense of responsibility). As an individual, everyone has the potential that can be developed through education, so that educated humans are formed who have the ability to: (1) understand themselves and their environment, (2) adapt themselves or become agents of change, (3) anticipate something that will happen (Hatimah, 2006). Based on this, it is clear that the educational pathway in PKBM can be used in developing self and environmental awareness, training adaptive attitudes and concern for the environment.

Likewise, if we do retrospect at the beginning of the establishment of PKBM, it is a place of learning for community members around PKBM. And PKBM is established by the community, from the community and for the community. The main activity of PKBM is to educate the public through various services of non-school education programs. Where the establishment of PKBM was inspired by the idea of a community learning center existing in various developed countries since about the sixties, as well as the existence of policies on broad based learning. UNESCO (1993) that: "... defines PKBM as an organized learning place where people can learn ..." (Darlan, 2018: p. 137)

Empirical studies so far, provide an overview that PKBM as part of the out-of-school education program continues to strive and adapt to the demands and developments of society, this can be seen from the strategy developed by the Directorate of Outside School Education (Dirjen PLSP), namely the empowerment strategy (Empowering) with the concept Community Based Education (CBE). Through the concept of community-based education, out-of-school education programs are expected to adapt and take advantage of technological developments and be adapted to the conditions of the community's socio-cultural environment. Likewise, PKBM should be transformed into a learning community that can responsively absorb and move to respond to global issues such as sustainable education (education for sustainable development) to protect the environment. PKBM as a center for community education activities must also provide green behavior education so that local people not only know the local natural potential to be utilized but are wise and have concern in every action of its use.

## **METHOD**

In the design of this study using a qualitative descriptive approach. The reasons for choosing a qualitative approach were: (1) this research was conducted in natural conditions directly to the source of the researcher data, where the researcher was the key instrument; (2) more descriptive, the data collected is in the form of words, pictures or writing without emphasizing numbers; (3) emphasizes the process rather than the product; (4) inductive data analysis; and (5) emphasizes the meaning behind the visible data about the problems that have been formulated that have been formulated in this study.

The subjects in this study were: Motekar Community Learning Activity Center (PKBM) in the Sadananya sub-district, Ciamis Regency. And the subjects in this study are managers, tutors and learning citizens.

## **RESULTS AND DISCUSSION**

### **Result**

#### **1. Motekar Community Learning Center**

The Community Learning Activity Center (PKBM) is part of the out-of-school education strategy (PLS) and belongs to the non-formal education route. The Community Learning Activity Center is a community learning center around people's lives. The implementation is to explore and integrate all the potential that exists in the community, so that it becomes a powerful synergy to help / equip the community with the knowledge, skills and attitudes it needs. The institutionalization of the Community Learning Activity Center is an effort to awaken and demonstrate the capacity of the community in planning, implement and control the PLS program in accordance with the needs and conditions of the community.

Through the Community Learning Activity Center, it is hoped that: (1) the occurrence of learning activities based on the learning needs of the community, (2) the sustainability of learning programs, so that learning citizens have the knowledge and skills to improve the quality of life in the fields of education, health, environment, religion, culture, and income, (3) can foster self-sufficiency in the community, so that they can contribute to the development that occurs in their community, even to national development in a broader context.

According to Sihombing and Gutama (2000) the Community Learning Activity Center (PKBM) is a forum where all community learning activities in the context of increasing their

knowledge, skills / expertise, hobbies, or talents are managed and organized by the community themselves. PKBM is a vehicle for preparing community members to be more independent in fulfilling their daily needs, including in terms of increasing their income. In line with the development of science and technology as well as public education problems and the need for public education, the definition of PKBM continues to be refined, especially with the development of science and technology, institutional needs, targets, regional conditions and management models.

The management of learning in education outside of school is based on the concept of community based education. According to Nielsen (2001: p.178), Community Based Education means that community-based education is education in which most of the decisions are made by the community (education in which proportion of decisions are made by community). By referring to the meaning of community-based education, educational activities outside of school must be based on the interests and needs of the community. Therefore, non-school education programs must be based on the real needs and potentials that exist in the community.

According to Sihombing (2001: p.185) there are five references for developing and implementing the concept of community-based education, namely: First, the technology used should be in accordance with the real conditions and situations in society. Second, it is institutional, which means that there must be a vehicle whose status is clearly owned, borrowed or managed, developed by the community, in this case, community participation is grown. Third, is social, meaning that the learning program must have social or value

must be meaningful for the lives of students or learning citizens. Therefore, the program must be explored based on environmental potential and market-oriented, not merely academic orientation. Fourth, ownership of a learning program, meaning that the institution must belong to the community, not to government agencies. Fifth, organization, meaning that the out-of-school education apparatus does not handle the program on their own, but partners with community organizations. One form of Community Based Education institution is through the Community Learning Activity Center (PKBM).

The Community Learning Activity Center is a community learning center around people's lives. The implementation is to explore and integrate all the potential that exists in the community, so that it becomes a powerful synergy to help / equip the community with the knowledge, skills and attitudes it needs. Learning in PKBM is expected to be able to take advantage of the potential that exists in the environment, so that learning activities in PKBM are truly based on the meaning of community-based education, namely: from the community, by the community, and for the community.

The Sakola Motekar Community Learning Activity Center was originally a community learning community initiated by youth in the Cibunar Sadananya area. This community learning community is named MOTEKAR which is an abbreviation of the Sundanese language, namely "Capital Willingness, Kadaek, Rampak" which means capital of determination, ability and collective movement. At the beginning of its establishment, the MOTEKAR community learning activities were activities to facilitate learning activities for children and adolescents. The activities are carried out on holidays and held in the open (nature). Sakola Motekar is a learning community open to the public. Implemented on the ground by laying out makeshift mats and carried out under trees

(bamboo). Along with the development and the number of enthusiasts, the MOTEKAR learning community is growing, in terms of facilities and infrastructure that are still maintained in the open, but in a more organized condition. Learning residents can feel the atmosphere of learning in the open, with fresh rural air and green views of the plants. Likewise, the implementation of learning activities that were initially carried out only on holidays has now grown to three times a week as well as other incidental activities outside of the weekly learning routine. Likewise, residents learn more and more from various circles. If in the past MOTEKAR accommodated school-age students from early childhood to high school children, now MOTEKAR also provides learning center services for the general public, empowering youth and mothers for example. The curriculum at MOTEKAR develops according to the development and needs of the learning community. Music, design, studying mathematics, learning English and Japanese, photography, making cubits, providing food education and currently developing activities based on nature and green behavior for their learning citizens.



**Picture 1.** Sakola Motekar

## **2. Local Natural Potential**

According to sudjana (2000: 34), environmental input is one of the components that must be considered in implementing the pls program when viewed from a systems approach. This happens because environmental input has a supportive contribution to the learning process. Resources that need to be developed are local resources, because local resources can support the success of community-based out-of-school education programs. In essence, local potential is a resource that exists in a certain area.

Local potential develops from the wisdom tradition of a modest society as part of its culture. Referring to the opinion of victorino (2004: 5), general characteristics of local potential are: a) in the environment of a community, b) the community feels belonging, c) is united with nature, d) has universal characteristics, e) is practical, f) easy to understand using common sense, g) is hereditary.

By using the resources owned by each region, learning activities at PKBM will continue to be based on the abilities of the community by the community and for the community, so that it will create a sense of belonging in the community which ultimately results in learning that will be more meaningful to the community. This is in accordance with the opinion of kindervatter

(1979: 80), that in principle, society has potential or strength that can be developed in life, through participation, collaboration, democracy, equality, liberation and enhancement.

Sadananya as one of the sub-districts that is located not too far from the center of ciamis district. The sadananya area around mount sawal has extraordinary natural potential. As an area rich in natural potential, the sadananya area consists of large rice fields and also quite lush forests. Water resources are also still quite abundant. Sadananya is known for its natural beauty which until now has been used as a potential for natural tourism. The existence of water sources from mount syawal, a small lake that still has clear water with other natural beauty and the potential for flora and fauna that have not been optimally empowered.

With these various local natural potentials, the surrounding community should know and recognize the potential of the natural surroundings so that they can be utilized for the welfare of the community.

Optimally,. However, on the other hand, it is also necessary for the community to be provided with environmental care education so that exploitation does not have an impact on the environmental balance which may lead to natural destruction. The role of PKBM as a community learning center must be optimized in developing knowledge of their local natural potential and guided to have caring attitudes towards the natural environment (green behavior) so that sustainability can be realized.

### **3. Development Of Green Behavior Ability At PKBM Motekar**

Green behavior is born due to environmental damage problems that increasingly disturb human life and other living creatures on earth. As stated by goleman (2010, p. 39) that "we show such empathy when we feel sad seeing signs of 'suffering' on earth, or when we are determined to make things better". The decrease in the quality of the environment should be handled appropriately. One way is by changing the lifestyle to be more concerned about the environment. This can be done from the smallest things through our daily habits. According to steg & vlek in dewanti (2013, p. 25) "pro- environmental or green behavior is behavior that minimizes harm to the environmental as much as possible, or even benefits is". So, an example of the behavior of minimizing environmental damage is by minimizing energy use and reducing waste. Green behavior is a shared responsibility between individuals, citizens, public authorities and industry (sonigo et al., 2012, p. 2). Individuals can make a significant contribution to achieving long-term environmental sustainability by adopting pro-environmental behavior patterns (steg & vlek in dewanti 2013, p. 25). The definition of green behavior according to indikka (2012, p. 30) is defined as a behavior whose actions are based on values, norms and rules. Which prioritizes concern for the environment. This explanation is in line with yusuf (1988, p. 15) that green behavior covers the process of organizing values and clarifying concepts to foster skills and attitudes to understand and appreciate relationships between humans, culture and their physical environment. This opinion is supported by a statement from unesco - earth cahrtter (2007, p.94) who stated that:

- 1. Provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development.*

2. *Promote the contribution of the arts and humanities as well as the sciences in sustainability education.*
3. *Enhance the role of the mass media in raising awareness of ecological and social challenges.*
4. *Recognize the importance of moral and spiritual education for sustainable living.*

The view of the earth charter (earth charter) above means that green behavior leads to the provision of needs for children and adolescents in the form of empowering education to actively contribute to national development. This is done by improving the quality of education, increasing the role of the mass media in building awareness of ecological and social challenges and recognizing the importance of moral and spiritual education for sustainable living. So, green behavior can be defined as an action or behavior that prioritizes value, moral, social and environmental sustainability education above other exploiting interests so that it can damage the balance of the environmental ecosystem.

Environmental issues are now an important agenda that must be known and then grow into a responsive attitude that must be owned by the community. The development of these issues can be applied to society through educational activities. The educational activities for the community can be done through optimizing the presence of PKBM around the community.

The community learning activity center (PKBM) is part of the out-of-school education strategy (pls) and belongs to the non-formal education route. The community learning activity center is a community learning center around people's lives. The implementation is to explore and integrate all the potential that exists in the community, so that it becomes a powerful synergy to help / equip the community with the knowledge, skills and attitudes it needs. The institutionalization of the community learning activity center is an effort to generate and demonstrate the capacity of the community in planning, implementing, and controlling the pls program according to the needs and conditions of the community.

Sakola Motekar as one of the pkbm for the community around the Sukadana Ciamis area has the same agenda in promoting the issue of environmental education in the learning activities of its citizens. Sakola Motekar targets the development of green behavior for children, adolescents and society in general. The development of green behavior capabilities at PKBM Motekar is carried out by holding activities related to environmental concern. In essence, the development of pkbm based on local natural potential in Sakola Motekar is carried out by the following approach:

1. Place to learn that is carried out in the open.
2. The learning themes used are always contextual based on the environment, environmental problems and local natural potential, namely:
  - a) Build children's, adolescent and local community insights into what types of natural appearances and characteristics of the local natural environment they live in.

- b) Build children's, adolescent and local community insights about the potential of nature based on natural appearances and characteristics of the local natural environment in which they live.
  - c) Learning themes are explored from regional potential, for example from the superiority of local flora and fauna.
3. Learning activities emphasize application and habituation and lead to producing the following green behavior:

**Table 1.** Key Principles Green Behaviour

<i>Keys Principles</i>	<i>Green behaviour</i>
<i>Respect for the Earth</i>	<ul style="list-style-type: none"> <li>• <b>Throw garbage in its place</b></li> <li>• <b>Sorting organic and inorganic waste</b></li> <li>• <b>Planting and maintaining trees at school</b></li> <li>• <b>Turning off electricity in unused space</b></li> </ul>
<i>Care for Life</i>	<ul style="list-style-type: none"> <li>• <b>Choose organic foods</b></li> <li>• <b>Wear a mask when traveling on the highway</b></li> <li>• <b>Reprimand friends who do something environmentally unfriendly</b></li> <li>• <b>Avoiding food products</b></li> <li>• <b>Contains preservatives</b></li> </ul>
<i>Adopt Patterns of Production, Consumption, and Reproduction.</i>	<ul style="list-style-type: none"> <li>• <b>avoid using plastic bags</b></li> <li>• <b>Consuming environmentally friendly goods</b></li> <li>• <b>Using a refillable plastic bottle as a place to drink water</b></li> <li>• <b>Recycle paper</b></li> </ul>

*Source: Supriatna (2012, hlm. 5)*

These three attitude indicators are then used as a learning activity curriculum that will be applied and accustomed to learning citizens at PKBM Sakola Motekar. The waste disposal activity then ended with PKBM which became a waste bank storage activity for residents to learn and waste processing to become compost, ecobrick and maggot which could be reused by the community. PKBM Sakola Motekar also collaborates with various parties, both the village government and PKH to help run this program.

#### **4. The implementation of major ceremonial activities such as the last “kaulinan and pepelakan”**

Activity was held in December 2019. Kaulinan is a game while pepelakan is a plant. In this activity, besides the introduction of traditional games that are carried out in nature, the learning community also demonstrates the game in joy and ends with an explanation and planting of superior village plants in several village areas that require reforestation. The activity was also added to the explanation of traditional healthy kadaharan (food) from nature, such as boiled tubers and other special foods that are processed in healthy ways.

Thus the development of Community Learning Activity Centers (PKBM) based on local natural potentials which can be used as media in the development of community green behavior carried out by PKBM Sakola Motekar. As of this writing, PKBM Sakola Motekar is still running this program so that the impact of changing the attitude of green behavior in society is

still in the process of development. However, indicators of green behavior (Supriatna, 2012) have begun to appear in the activities of learning citizens.

## **CONCLUSION**

The Community Learning Activity Center (PKBM) as part of the Out of School Education Program (PLS) was developed in an effort to empower the community. PKBM as a learning center established by, from and for the community is the most effective means of developing important values and issues that should grow in society.

Society as the largest human community cannot be separated from its interactions with the natural environment. This is related to human efforts in meet the necessities of life that require nature. Humans are required to understand, recognize the characteristics of the natural appearance in which they live, recognize their natural potential, know how to use them and have a responsible attitude to care for the local natural environment for all the impacts of the use and other interactions that humans have with nature.

PKBM must be able to become a forum for the development of the values and insights mentioned above. The education for sustainable development agenda must be included in the agenda that is also being developed by PKBM. Thus, the availability and balance of nature will always be maintained.

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