# Tekno-Pedagogi : Jurnal Teknologi Pendidikan

## Utilization of the Educational Environment as Media Learning in the 2013 Curriculum Implementation

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**Abstract**

This research aims to explore the use of the school environment as a learning medium in the context of implementing the 2013 Curriculum in class IV at SDN 55/1 Sridadi. Using a descriptive qualitative approach, data was collected through observation, interviews and documentation. The research results show that teachers have actively used the school environment and used items as effective learning resources, by applying a scientific approach to increase student interaction and involvement in learning. The uniqueness of this approach is that it integrates the concept of a scientific approach from the 2013 Curriculum with the use of the school environment as a learning medium, which provides a more comprehensive and involved learning experience for students. The implications of this research are increasing the effectiveness and efficiency of learning as well as developing a learning environment that is more conducive to students' holistic development. In addition, these findings also open up space for further research in developing learning strategies that are relevant to the context of the school environment, which can enrich students' learning experiences and improve the overall quality of education.

Keywords: Educational Enviroment; Media Learning; Utilization

## INTRODUCTION

Utilization of the school environment as a learning medium at SDN 55/1 Sridadi, especially in line with the adoption of the 2013 Curriculum and a scientific approach. The author's initial observations indicate that there is great potential that has not been optimized in utilizing the school environment as an effective learning tool (Raibowo et al., 2019; Witri & Fitriani, 2020). One example is the student creativity space at the school, which may not have been utilized optimally as a learning medium (Permata Sari et al., 2020). However, with an integrated thematic approach and a scientific approach, there is a great opportunity to increase the use of the school environment as a creative and interactive learning resource (Ramdan & Fauziah, 2019; Rubiyati & Effendi, 2021).

In developing this research, it is important to understand the concept of the educational environment in the context of its use as a learning medium (Stukalova, 2017; Susanti, 2020). The school environment not only includes physical aspects, but also social and academic (Harahap, 2020; Ramdan & Fauziah, 2019). This includes relationships between students, teachers and other school staff, as well as the atmosphere and teaching and learning activities in the classroom and outside the classroom (E. J. Astuti & Fitriani, 2021; Grillitsch & Nilsson, 2017). With a deep understanding of this educational environment, researchers can design learning strategies that suit the characteristics and

potential of the school environment at SDN 55/1 Sridadi.

The types of learning media that can be used also need to be considered in this research. From the observations, it appears that soil, water, sand and other simple materials can be used as effective learning media (Lolita et al., 2020; Siang et al., 2017). For example, using gardens as an interesting and fun place to learn, or using clay to develop students' artistic skills (Bao & Koenig, 2019; Wulandari, 2020). By considering the type of learning media that is appropriate to the school environment, researchers can create interesting and meaningful learning experiences for students (Andriana et al., 2017; Darwis, 2021; Jalaluddin, 2021).

Furthermore, understanding the function of learning media will help in designing effective learning strategies. These functions include providing accurate information, stimulating critical thinking, increasing the efficiency of the learning process, and solving teaching problems (Li et al., 2020; Rezki, 2020). By utilizing the school environment as a learning medium that is relevant to these functions, researchers can create learning experiences that meet learning needs and goals (Asari, 2021; Bezeau et al., 2020).

Finally, in the context of the 2013 Curriculum and the scientific approach, it is important to pay attention to how this approach can be applied in using the school environment as a learning medium. The scientific approach allows students to explore information, conduct experiments, analyze data, and draw conclusions, all of which can be done by utilizing the school environment. Thus, this research can make a significant contribution to the development of learning practices that are in accordance with the principles of the 2013 Curriculum and a scientific approach at SDN 55/1 Sridadi. Hopefully the results of this research can provide valuable insight for the development of education in these schools and encourage innovation in utilizing the school environment as an effective learning medium.

## RESEARCH METHODS

### Research Design

This research uses descriptive research with a qualitative approach. Descriptive methods are used to examine the status of a group of people, an object, condition, system of thought, or class of events in the present. In the context of this research, a description will be given regarding the use of the school environment as a learning medium in the implementation of the 2013 Curriculum in class IV at SDN 55/1 Sridadi. A qualitative approach was chosen to gain an in-depth understanding of how the school environment is used in the learning process.

### Research Target/Subject

This research focuses on the fourth grade teacher at SDN 55/1 Sridadi as the main informant. The information obtained from class IV teachers is expected to provide a comprehensive picture of the use of the school environment as a learning medium. Apart from that, the school principal is also an additional informant who can strengthen the data obtained from the fourth grade teacher.

### Research Procedure

The research was conducted at SD N 55/1 Sridadi, Batang Hari district, with implementation time in the even semester from 11 January to 9 February. Research procedures include primary and secondary data collection stages through observation, interviews and documentation. The informants involved in the research were the fourth grade teacher and the school principal.

### Instruments, and Data Collection Techniques

The instruments used in this research include interview guides, observation lists, and documentation forms. Data collection techniques include observation to directly observe the use of the school environment, interviews to obtain the views and experiences of class IV teachers, as well as documentation to collect relevant secondary data.

*Data analysis technique*

The data analysis technique is carried out in three stages, namely Data Reduction, Data Presentation, and Verification. Data reduction is carried out to organize and simplify data obtained from observations, interviews and documentation. Furthermore, the data is presented systematically and clearly through data presentation. Finally, verification is carried out to ensure that the conclusions drawn from the data have sufficient validity and validity.

## RESULTS AND DISCUSSION

Based on the results of research conducted by the author through observations and interviews regarding the use of the school environment as a learning medium in implementing the 2013 curriculum in class IV at SDN 55/1 Sridadi, it is illustrated that teachers have attempted to implement the 2013 curriculum in the learning process. One of the efforts made is to utilize the environment around the school as a learning medium. Teachers invite students to learn while playing in the school garden, exploring student innovation and creativity in a fun atmosphere. As explained by Sukmadinata, parks are the best environment for studying and learning things, providing an interesting and creative atmosphere for students.

In the teaching and learning process, teachers have an important role in encouraging, guiding and providing facilities for students to achieve learning goals. Learning media is an important component in effective learning (Riga, 2020; Yulisot et al., 2017). Teachers use water in the school environment as a learning medium in science lessons, showing students how plants need water to live (Pertiwi, 2021; Siang et al., 2017). The use of water as a learning medium makes it easier for students to understand the concepts being taught, in accordance with the educational concept that prioritizes a scientific approach.

Apart from that, using used objects in the school environment as a learning medium is also an effective strategy. The teacher used used plastic to make collages and used bottles as flower vases, as suggested by Asyar. This not only reduces environmental waste, but also stimulates students' creativity in creating something useful from everyday objects. Utilizing the school environment as a learning medium has a broad impact in forming a creative and innovative generation. Introducing students to the school environment and encouraging them to recognize it can create a conducive learning environment and stimulate learning activities (Astuti & Sianipar, 2023; Komariah et al., 2021). Teachers have an important role in creating an active, creative and independent learning atmosphere, so that the learning process can run well in accordance with educational goals.

Utilizing the educational environment as a learning medium has a very important function in increasing the effectiveness of the learning process. The educational environment is not only a place for teaching and learning activities, but also a resource rich in learning potential. By utilizing the environment around the school, including the physical, social and cultural environment, teachers can create relevant, real and meaningful learning experiences for students. Apart from that, using the educational environment as a learning medium also helps students to relate learning to the context of everyday life, broaden their horizons, and develop critical and creative thinking skills. Thus, the function of using the educational environment as a learning medium not only enriches the learning process, but also helps students understand learning concepts better and more relevantly.

The implication of using the school environment as a learning medium in implementing the 2013 curriculum in class IV SDN 55/1 Sridadi is increasing the effectiveness and efficiency of learning. By utilizing the environment around the school and used objects as learning media, teachers can create a more interesting and interactive learning atmosphere for students. This not only enriches students' learning experience, but also helps them to understand learning concepts better. Apart from that, the use of learning media that is relevant to the context of the school environment can also help students to relate learning to everyday life, increase learning motivation, and develop their creative and innovative skills. As a result, it is hoped that the quality of education provided by schools can improve, as well as creating a more conducive learning environment and stimulating holistic student development.

One of the unique things is the approach applied in using the school environment as a learning medium. By integrating scientific approach concepts from the 2013 Curriculum, teachers not only utilize the school environment as a learning resource, but also guide students to observe, analyze and draw conclusions from their direct experiences in the surrounding environment. This approach provides a more holistic and engaged learning experience for students, allowing them to actively engage in the learning process and develop critical and scientific thinking skills. Thus, utilizing the school environment as a learning medium is not just about using existing resources, but also enriching students' learning experiences with an innovative and interactive approach.

## CONCLUSION

Overall, this research illustrates the importance of using the school environment as a learning medium in implementing the 2013 Curriculum in class IV at SDN 55/1 Sridadi. Through observations and interviews, it was found that teachers have actively used the school environment and used objects as effective learning resources. The scientific approach applied also provides a more interactive and involved learning feel for students. Thus, using the school environment as a learning medium not only enriches students' learning experiences, but also increases the effectiveness and efficiency of learning. The implications of this research show that an innovative approach in using the school environment as a learning medium can improve the quality of education and create a learning environment that is more conducive to students' holistic development. Apart from that, the uniqueness of the approach applied also opens up space for further research in developing learning strategies that are relevant to the context of the school environment.

## ACKNOWLEDGMENTS

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