

IMPLEMENTATION OF CHARACTER BASED LEARNING AT SEKOLAH ALAM BIREUEN (SABIR)

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Abstract *Sekolah Alam Bireuen (SABIR) is a new school that focuses on outdoor learning by utilizing nature as a medium for education. This research aims to understand the process of character implementation among students during learning activities at SABIR for grades IV, V, and VI using qualitative research methods. The results of the character implementation process at SABIR consist of two stages: the first stage is planning, where educators create learning modules that incorporate character values to be instilled in students. The second stage is the execution phase, during which students are shaped to embody values such as religiosity, discipline, and responsibility both inside and outside the classroom. The behaviors exhibited by students in applying religious values include habits like performing the Dhuha prayer and other forms of worship. For discipline, students demonstrate punctuality in arriving at school, while responsibility is shown through students fulfilling their cleaning duties according to their schedules and not littering. Challenges faced by educators in implementing character education include a lack of parental support and difficulties for transfer students adjusting from their previous schools to SABIR. To address these challenges, educators have established good communication with parents and approached transfer students to help them adapt. The findings indicate that SABIR has successfully implemented character education within both classroom and outdoor learning environments, supported by programs that aid students in developing their character. The implementation of character-based education at SABIR can be considered effective; any shortcomings are addressed through solutions involving communication with parents and support for students.*

Keyword: Learning, Character, Education, Nature School

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Abstrak Sekolah Alam Bireuen (SABIR) merupakan Sekolah baru yang berfokus pada pembelajaran di luar kelas dengan memanfaatkan alam sebagai salah satu media pembelajaran. Penelitian ini bertujuan untuk mengetahui proses implementasi karakter siswa dalam pelaksanaan pembelajaran di SABIR pada kelas IV, V, dan VI dengan metode penelitian kualitatif. Hasil proses implementasi karakter di SABIR meliputi dua tahapan yaitu pertama tahapan perencanaan, di tahap ini pendidik membuat modul perencanaan pembelajaran tentang karakter yang akan ditanamkan pada siswa. Kedua tahap pelaksanaan, di tahap ini siswa dibentuk nilai religius, disiplin dan tanggung jawab di dalam kelas maupun di luar kelas. Hasil perilaku siswa dalam menerapkan nilai religius ada pada kebiasaan melaksanakan shalat dhuha, dan ibadah lainnya, untuk perilaku disiplin, yaitu kebiasaan siswa datang sekolah tepat waktu, dan untuk perilaku tanggung jawab, hasil perilakunya ialah siswa melaksanakan piket sesuai dengan jadwalnya, siswa tidak membuang sampah sembarangan dan sebagainya. Kendala yang dihadapi pendidik dalam pelaksanaan implementasi karakter ialah kurangnya dukungan orang tua dan sulit beradaptasinya siswa pindahan dari sekolah lama dengan SABIR. Solusi yang dilakukan pendidik dalam menghadapi kendala ini ialah membangun komunikasi yang baik dengan orang tua dan pendekatan dengan siswa pindahan. Hasil dari penelitian berdasarkan rumusan masalah adalah bahwa SABIR telah menerapkan penanaman karakter siswa dalam pembelajaran di kelas maupun di luar kelas dan adanya program kegiatan yang membantu siswa dalam mengembangkan karakter. Implementasi pembelajaran berbasis karakter di SABIR dapat dikatakan sudah berjalan dengan baik, bilapun ada yang kurang maka dilakukan solusi pendekatan dengan orang tua dan siswa.

Kata Kunci: *Pembelajaran, Karakter, Pendidikan, Sekolah Alam*

A. INTRODUCTION

Education is the main foundation in the formation of character and identity of a nation. In the context of Indonesia, education not only functions as a means of transferring knowledge, but also as a tool to build national character based on the values of Pancasila and religion. According to Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003, education is a conscious and planned effort to create an active learning atmosphere, so that students can develop their potential optimally (Noventue, et al., 2024).

Therefore, instilling character education from an early age is very important to create a generation that is not only academically intelligent but also has high morality. One of the main challenges in education in Indonesia is the lack of focus on character education.

Although many educational institutions have realized the importance of this aspect, its implementation is often hampered by various factors, such as limited learning time and many curriculum demands. This causes the character values that should be instilled in students to not be applied optimally (Kulsum and Muhid, 2022).

In an effort to improve this condition, various educational institutions have emerged that focus on character development, one of which is the Sekolah Islam Terpadu (IT) dan Sekolah Alam Bireuen (SABIR). The Sekolah Alam Bireuen, which was founded in 2020, offers an innovative approach to learning by utilizing nature as an educational medium. This school not only emphasizes academic aspects but also integrates character values in every learning activity. This nature-based education concept is believed to be able to improve students' cognitive, affective, and psychomotor abilities (Satria, et al., 2020).

However, although SABIR has a unique approach to implementing character education, there has been no in-depth research on how these character values are applied and internalized by students. Therefore, this study aims to examine the implementation of character education at the Sekolah Alam Bireuen (SABIR) with a focus on the process and results of instilling character values in students. This research is important to do because of the differences in the learning system at SABIR compared to other public schools. By understanding how character values are instilled in the context of learning outside the classroom, it is hoped that it can contribute to the development of a more effective character education model. In addition, the results of this study are expected to be a reference for other educational institutions in implementing character education better.

B. METHOD

The type of research methodology used is qualitative field research (Field Research) with a phenomenological approach, namely direct research in the field to observe phenomena and conditions (Sugiyono, 2019). The data collected are primary data obtained directly from the first source and secondary data obtained from other than the first source and secondary data in the form of documents about school information

obtained from the school. Data collection techniques are carried out through observation, questionnaires given to each student in grades IV, V and VI, interviews with students in grades IV, V and VI, two people each as samples and homeroom teachers from the class and documentation in the form of pictures of student activities and the school environment. In the process of collecting this data, the researcher acts as an observer, data collector who then reduces the data, presents and draws conclusions related to the research on the Implementation of Character Education at Sekolah Alam Bireuen.

C. RESULT AND DISCUSSION

RESULT

The planning stage in the process of implementing character values in this Sekolah Alam is different from other schools, here the teachers create learning modules. In its implementation, teachers are always guided by the vision and mission of the Sekolah Alam and the character building itself according to the pillars of the Sekolah Alam, namely the pillar of morality, the pillar of logic, the pillar of entrepreneurship, and the pillar of leadership. For the pillar of morality, there are 70% while the other pillars are 10%. So based on these pillars, an activity agenda is made to plant these pillars (Ningrum and Purnama, 2019).

Before starting learning, teachers are required to prepare teaching modules for each subject, for character learning itself, it is not made or included in the module because Character Education itself is implemented in the teaching and learning life at SABIR so Character Education is not taught specifically in one subject but at all times, every time implemented to its students.

The process of implementing character implementation in the classroom is carried out by referring to the learning modules that have been prepared by each teacher. This module is a guide for teachers in implementing learning. The learning module is prepared with good character building, so that its implementation will run well. In this module, the teacher has attempted to integrate the character values to be achieved from the learning activities. Starting from the preliminary stage, the learning process and the end of the learning.

When students arrive at school, the students will perform the Dhuha prayer first before the teaching and learning activities begin. At the beginning of the learning process, the teacher opens the learning process with a greeting, then the students pray, read short surahs and hadiths that are in accordance with the character that will be implemented today. The learning carried out by the teacher is active learning. The methods used vary depending on the material being taught. The learning methods used by the teacher are in the form of lecture methods, discussions, questions and answers, Problem Solving Learning, group work and presentations. The learning media used by the teacher also vary depending on the learning material taught by the teacher. The learning resources used by the teacher also vary and depend on the learning material.

From the results of observations conducted by the researcher, the place of learning is carried out in huts, and sometimes moves from hut to hut, if the learning is practical, then the learning will be carried out in the school environment or nature.

Student Behavior in Implementing Religious Values, Discipline, and Responsibility.

The application of instilled characters is not only through learning in the classroom, but in the Sekolah Alam there are also activities that specifically instill characters such as religious, disciplined and responsible. The following are the characters instilled in the activities:

1. Religious

Sekolah Alam Bireuen positions character values as the main values implemented in learning for all students. The instillation of religious values begins with students getting used to greeting when they meet, shaking hands with teachers when entering the classroom, praying Dhuha at school before studying, then before entering teaching and learning activities, students read the Koran, read and study the hadith where the hadith relates to the character that is in accordance with the subject to be studied, so that the teacher will associate the hadith with morals that are in accordance with the learning objectives. Then the students will start learning.

When it is time for Dhuhur prayer, all students will perform Dhuhur prayer in congregation and after finishing, the children will continue the teaching and learning

activities that were stopped for a moment. The activity of praying Dhuhur on time educates students to become good and disciplined Muslims in accordance with the objectives of Character Education at this Sekolah Alam.

Instilling religious character is very important in every child. However, in the implementation process, teachers do not only instill religious character while in the classroom, but there are also activities outside the classroom such as the "SEIMAN" activity, namely Sehari Intensif Bersama Al-Quran. This activity greatly supports students in instilling religious character because in this activity students learn and practice religious character directly and continuously. This Seiman activity includes Tahsin, improving reading, memorization, and all activities related to reading and memorizing the Quran to increase insight related to the Quran.

Religious character is also instilled in the "Night Class" activity where in this activity students are instilled with religious character by waking up early, students then perform Tahajud prayer, after Tahajud prayer continued by reading the Quran and Alma' surah while waiting for Subuh prayer.

Based on the results of the questionnaire given to students, the results of the religious value were 80.33%, this proves that the application of religious values in this Sekolah Alam is good. Students are able to undergo the application of religious-based education well in school life and in their own environment. This is very reasonable because Sekolah Alam Bireuen itself has a high assessment of its own religious character, where Nature School places the first position in instilling religious character in school life.

The results of the questionnaire distributed to students and reinforced by interviews conducted with six students from grades four to six which were carried out on September 7, 2023 above can be stated that the religious character of these students is good based on the acquisition of a religious value questionnaire of 87.5%. This proves that religious character learning at Sekolah Alam has been implemented well by students.

2. Discipline

The character of discipline itself has been instilled in students since entering the Sekolah Alam. For example, such as arriving on time to school, praying on time or collecting assignments given by the teacher. For the implementation of this character of

discipline, one of them is in the "Night Class" activity which is a day and night activity together with the teacher, this activity includes semi-camping activities. In the implementation of this activity, there is material that is raised based on values that are currently problematic in children, for example, it was once carried out on the material "Adab Lisan", later there will be a ustadz or ustadzah who will provide a tauji about the material, after that there will be an agenda to watch a film together related to the values that will be raised. Then they rest and wake up for Tahajud prayer then continue with Muhasabah. Now in this activity the children have been given a schedule of activities related to what time an agenda starts and how long an agenda is. This Night Class activity trains children to be disciplined about time, so that the instillation of a character of discipline is indirectly formed in children in carrying out this activity.

The character of discipline is also applied in the "OTFA" activity, namely Out Trekking Fun Adventure, which is a scouting activity for Sekolah Alam students. In this activity there are targets that must be achieved so that there are Indicators that are based on the Sekolah Alam according to the Leadership pillar. In this activity, students are trained to be independent, where all students manage themselves such as cooking with the time provided for one hour with the number of members in one group around seven people consisting of elementary and junior high school students, here members and leaders must work together to carry out their respective tasks so that within one hour the students can complete their cooking tasks. This activity trains students to be disciplined with the time given by the teacher, if students cannot be on time in carrying out the tasks that have been given, they will miss all the agendas that must be carried out.

The character value of discipline obtained from the results of the questionnaire that has been distributed to all students, the results obtained were 71.6%. These results state that the character value of discipline in Sekolah Alam is good. Each student has carried out this disciplined character behavior well on average.

The author conducted interviews with students in grades IV to VI. Based on interviews conducted with six students, the results obtained were that the students had applied the character of discipline well in their daily lives both in school and outside school. Such as coming to school on time, performing prayers at the beginning of the time and collecting

assignments given by the teacher according to the schedule that has been set. The results of interviews and questionnaires that have been distributed to students obtained the results of the student's discipline character of 65.6%. So it can be concluded that the discipline character of Sekolah Alam Bireuen students is quite good.

3. Responsibility

The character of responsibility has actually been implemented by teachers in teaching and learning activities or activities outside the classroom. The implementation of this responsible character in the classroom is that students carry out tasks given by the teacher, students carry out their duties according to their respective duty schedules. The character of responsibility is also widely implemented in school extracurricular activities such as in the "OTFA" activity which is a camping activity carried out outside the school for three days and two nights, in this activity the children are divided into several people in one tent so that the students together with their respective teams to take care of everything they have and maintain cleanliness. Students are also honed to be responsible for their own belongings, if they do not take care of them then the items can be scattered and lost, when taking a bath the children are also trained to take care of the items they bring for their respective toiletries. Little by little students are trained from small things. To be responsible so that they understand better and can apply it well in their lives.

The implementation of the character of responsibility in SABIR from the results of the questionnaire seen from the students was 71.6%. The results obtained indicate that the value of the character of responsibility of the students of the Sekolah Alam is quite good. The character of responsibility that has been carried out by the students is said to be quite good, this is also based on the results of interviews that have been conducted by the author to students in grades IV to VI. Judging from the results of the interviews and questionnaires obtained, 67.6% of the students of the Sekolah Alam have understood the meaning of the character of responsibility and have been able to apply the character of responsibility in everyday life.

Obstacles and Solutions in Implementing Character-Based Learning at SABIR

Obstacles faced in implementing character-based learning based on the results of interviews with grade IV teachers, namely:

The factor must have support from parents, because what is done at home will be carried over to school. If the factor is sometimes there are guardians who do not agree, some do not respond, some do not care, so if it is school, then it is just at school, if at home it feels tired at school and continues at home so it is twice as tired so usually parents are very sporting, sometimes less sporting, so more to the parents. (Oj. September 7, 2023).

In addition to communication barriers with parents, there are also obstacles related to the students themselves who are obstacles in implementing this, such as the results of interviews with grade VI teachers, namely:

If the obstacle is the condition of certain students who, if we look at here, grade 5 and 6 students are transfer students and it can be said that visually or their condition at the old school, they have blocked themselves from learning, so in building a disciplined character in learning, there are many teachers who have to work hard so that their character changes, which in the old school sometimes went to school sometimes not, here we indicate to discipline, sometimes we want to create an activity so that this child has the character that we want to achieve, this child does not go to school. This is what hinders it, in the form of the physical and psychological conditions of students who are grades 5 and 6 who are transfer students who are bored with the old school, bored with activities at school. So, they hope that here they will be able to cope with the new conditions. Alhamdulillah here they do not feel the same as schools in general because here they also do not have uniforms, right. They enjoy it, maybe one of the children has limitations in behaving. (Da. September 7, 2023).

Each homeroom teacher tries to overcome communication obstacles with parents that do not run smoothly by building good communication relationships, this was also conveyed by the class V teacher, namely:

The first is that we communicate with their parents, we ask for time to be able to talk to the students concerned regarding the difficulties we face, because parents understand their children's character better. (Ay. September 7, 2023).

In addition to obstacles related to lack of parental support, homeroom teachers also have obstacles regarding the behavior of their own students, so teachers also try to find solutions related to these obstacles, as stated by the class VI teacher, namely:

First, smoothing our information relationship with parents, means maintaining a good relationship with parents, namely at least one day at least one day there is one message that we convey to parents, for example today's activities at school, these are the character values that we want to instill, please motivate and guide from home for the application of this character for the strengthening of this character at home. If at school this character is applied in tree planting activities, or fieldwork activities, or group assignments. At home we also assign them through assignments with their parents, so communication with their parents must have feedback, so there is no overlap but mutual cooperation for the success of the child's character. There are assignments at school like this for this character, at home we also give this assignment to the parents to review so that the school is in line and in the same direction. The second is to remind each other because the children have to give a lot of lectures. (Da, September 7, 2023).

After the class teacher tries to find solutions to the problems they face, the process of implementing character-based learning is easier for students to apply in the school environment and outside the school environment. Results on religious, disciplined and responsible character at table 1.

Table 1. Questionnaire Results on Religious, Disciplined and Responsible Character

No	Religious Components	Discipline Components	Responsibility Components
1.	Students perform the Dhuha prayer	Students come to school on time	Students carry out the tasks given by the teacher
2.	Students perform the Dhuhur prayer in congregation	Students play well according to the established rules	Students do not leave the classroom during learning even though there is no teacher
3.	Students greet their teachers when they meet them	Students wear clothes according to school rules	Carry out their duties on duty.
4.	Students get used to reading prayers before studying	Students perform prayers at the beginning of the prayer time	Apologize if they make a mistake
5.	Students get used to reading the Quran at the beginning of learning	Students collect assignments on time	Maintain and care for the environment

DISCUSSION

Sekolah Alam Bireuen has 4 pillars, namely the moral pillar, the entrepreneur pillar, the logic pillar and the leadership pillar. The moral pillar itself is the pillar that is most widely implemented, namely 70%, which means that the Nature School itself has focused students on instilling character at all times (Qibtiah, et al., 2018; Yunansah, et al., 2020; Kristina, et al., 2021).

The learning process carried out by the teacher always begins with reading a prayer, then the students read a short surah and continue with the hadiths according to the character to be taught. Every time the teacher tries to instill character in students, so that understanding related to character is very well understood by students. The implementation of character-based education is developed well both independently and together in class activities or outside class activities.

The implementation of religious character is fostered in everyday life and in religious activities, such as students are accustomed to praying Dhuha, reading the Koran and performing Dhuhur prayers in congregation. The character of discipline has also been formed by teachers when they first enter the nature school, where students are required to come to school on time and perform the Dhuhur prayer at the beginning of the time. The character of responsibility itself is not only implemented in the classroom but also implemented outside the classroom in extracurricular activities such as camping activities, students are required to look after their own belongings, are responsible for maintaining the cleanliness of the tent and the surrounding environment during the activity (Nadzir, 2013; Mudlofir, 2013; Melati, et al., 2021).

There are several obstacles in implementing character-based learning at SABIR:

1. No parental support

Some students who have both parents working do not have good support for the character learning implemented at school to be re-implemented when they are at home. So that the character learning that has been given at school is not applied when students are at home. This is the main factor in the difficulty of the character education process being implemented properly at school (Pridayani, M. and Rivauzi, A., 2022).

In dealing with this problem, class teachers take an approach in the form of trying to establish communication regarding learning at school and working with parents so that the learning can be implemented when students are at home. Good cooperation between teachers and parents will be able to help implement children's character education (Adipratama, et al., 2018).

2. Adaptation of transfer students from old schools

Students in grades 6 and 5 are transfer students from previous schools who are bored with their old schools so that the character formed in their old schools is the opposite of the character they want to form in SABIR, so that these students have difficulty absorbing learning related to character in the classroom and outside the classroom (Siswanta, 2017).

The teacher's way to overcome this obstacle is to build the trust of these students so that they are easily embraced for the application of the desired character in school. As a result, these students can gradually apply character learning well (Putra, et al., 2020).

CONCLUSION

Sekolah Alam Bireuen (SABIR) in its implementation is guided by four pillars, namely the pillar of morality, the pillar of logic, the pillar of entrepreneurship, and the pillar of leadership. So basically SABIR has prioritized the implementation of Character Education for students. The planning of character implementation has been determined from the beginning as one of the pillars of the school, so that in every learning plan in the school, the characters needed by students are always implemented. When entering school, students' characters are monitored so that teachers can monitor what characters should be applied or developed in students. The application of character at SABIR is not only in the classroom, but also outside the classroom and in extracurricular activities. Some extracurricular activities that are very helpful in implementing character in schools are SEIMAN, OUTFA, Night Class and so on.

The application of religious character in everyday life is very good, where students have become accustomed to greeting when meeting teachers, and performing prayers

on time. The behavior of students in implementing discipline is also good, this can be seen from the discipline of students in coming to school on time, collecting assignments given by teachers according to deadlines and so on. Then the behavior of responsibility also begins to be instilled for each student, especially in carrying out the obligation of being on duty and collecting school assignments.

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