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Towards Eco-Friendly Responsibilities: Indonesia Field School Model Cross Review

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ABSTRACT

Attempts to fulfil the contemporary needs mainly on strengthening eco-friendly responsibilities are in line with the strategic role of expanding committed awareness of sustaining the healthy community. This initiative should go along with enhancing the duties on how educational institution can manage its role in the balance between human being and natural resources. As such, the innovative learning culture in enabling the school approach in empowering sustainability should be taken into consideration in strengthening multi-task for sustainable communities. This paper aims to examine the eco-friendly responsibilities to enhance the healthy community through cross reviewing Indonesian field school model. With the critical review of literature from journals, books, and conferences, the theoretical framework model with a guideline will be offered to assist in the innovative learning culture to strengthen its play in bringing environmental and social responsibilities in line with sustainability goal achievement programs.

KEYWORDS

Childhood Education, Eco-Friendly Responsibilities, Field School, Indonesia, Innovative Learning Culture

INTRODUCTION

In the last decade, the environmental challenges with various issues have been recorded into the various impact of risks such as depletion of the ozone layer (Barnes et al., 2019) and global warming (Safieddine et al., 2020). With more attention on the issues of environmental concern, the need to empower the insightful value of sustainability engagement should begin with bringing the implementation stage associated with the sound knowledge of variety of issues on green apprehension (Rooney, 2018). Due to such profound consequence, being more knowledgeable in reflecting such issues is meaningfully transmitted into sufficient knowledge and committed awareness to continue sustainability principles for environmental responsibility towards the climate change circumstance (Liu & Lin, 2020). Moreover, being aware of the number of topical issues including ozone depletion and global warming would enable the continued support in empowering the learners to advance their essential visions to sustain the environmentally friendly assurance (van den Berg et al., 2020a). In particular, the way of their thinking style to act wisely in line with the environmental goals could be transformed into the farm school setting widely deployed to answering the natural issues.

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In the attempts to enhance the threatening process on environmental education concern through farm school, it is important to develop the skilful empathy with logic thinking skills is potentially engaged into the essential value of pathway on caring with nature (Steinke et al., 2020). The implementation stage with a deep stage on looking at the whole context of nature phenomena as the challenging issues is necessary to fulfil the commitment of knowledge understanding, commitment and real practice in embedding the beliefs and attitudes to comprehensively concern the environmental consciousness (Admin, 2019). As a consequence, there many studies were employed in terms of field school basis for embedding the essentials of eco-friendly responsibilities (Khumairoh et al., 2019), approaching the initiative of innovative learning culture (Valsan & Rajesh, 2020), and model of entrepreneurship-based field school (Dharmawati, Nadiroh & Marini, 2020). While, less attention is given to the way of having eco-friendly responsibility sufficiency through approaching the learning inquiry process together with analysing the real life application and practicing the actualisation phase mainly in Indonesia field school model.

As such, this paper aims to examine the model of field school to enhance learning transmission into the children in order to embed the potentials of eco-friendly responsibilities. Through cross reviewing Indonesian field school model, the attempts to strengthen in enhancing this field school are arranged into empowering the essentials of childhood phase in having a sufficient recognizance of healthy community (Dash & Mohan, 2018). It is the field school approach in empowering sustainability taken into consideration in strengthening multi-task. Through proposing the assessment in examining the eco-friendly responsibilities, such attainment would contribute into enhancing the healthy community through cross reviewing Indonesian field school model.

By detailed exploration with the critical cross review of literature from referred journals, books, and conferences, the theoretical framework model with a significant guideline is offered in assisting the points of field school basis for innovative learning culture. Such this attainment aims to strengthen its play in bringing environmental and social responsibilities in line with sustainability goal achievement program. This paper is expected to contribute in enriching the knowledge and theoretical basis of educating and feeding children through field school model review from Indonesia's perspective.

Understanding of Field School Model

The essence of field school model refers to the Institution model widely emerged in the attempts to expand the initiative of agricultural context as the integrated curriculum in the teaching and learning process (Harper & Webster, 2017). With the wider context of using the integrated program approach, the field form of school basis was transmitted into developing the personal responsibility together with social accountability within the environmental sustainability (Bryan et al., 2019). The integrated field school approach was brought together with creating the development procedure on commencing the collaboration between technical based learning and practical stage achievement (van den Berg et al., 2020b). With this regard, developing the particular attribution of field school assigned into the teamwork in forming the creative process would lead to enhance the way of being critical towards the phenomena especially in the context of nature.

In creating such attainment, bringing along with expanding the teamwork of agriculture personnel well prepared through the training program should be conceptualised as the guideline within the field based framework to the main achievement goal. As such, the field school here refers to not only in the physical basis with space less form, namely school with no physical class or even natural life school, but also its style exposed into the library classroom is actually the wetland itself (Harper & Webster, 2017). It is necessary to point out that the form of field school points out disseminating the characteristic of natural content based learning approach in enabling the student to have a sufficient experience to explore their idea towards the natural resources (Sadiyah et al., 2019). Through expansion of natural library itself, the field school has been transmitted into gathering the development of the extent of crops followed by the flow of steps in learning exploration process.

In addition, the distinctive feature of Indonesian field school model, for instance, is pointed out forming the gradual phase in the progression of exploring the variety of principles organised to develop the crops enhancement process (Fadhilah, 2016; Rohman, 2018). Such attainment followed into building the dynamics to maintain the flow and smoothness on natural sources including soil fertility maintenance together with influential scale on weather and water for instance has to be involved with conceptualising the clear variety decision in ensuring the problem solving achievement procedure. Through deciding the experimental expansion, the main practice to apply for referring to the subsequent determination within a structured plan should do with cooperating into gathering the special topics discussed in solving the problem by a strategic approach enhancement process (Tonge & Silverman, 2019). With this regard, the attempts to conduct in line with looking at a whole context of certain issues regarding the nature should be taken into consideration in expanding the clear phase of identification process through a direct observation such as farming the fish (Nguyen et al., 2020). As such, the extent of particular issues confronted in every venue relied upon appearing the form of field school existence with its distinctive feature to play a significant role in driving the pathway of principal farmers or even researchers to guide within the procedure.

About Field School Learning Process

In terms of developing the strategic approach in the learning inquiry process, the field school model with its actual contribution to the natural comprehension in a life basis mode is pointed out distributing both knowledge and experience followed with the procedural context of human nature (Akbar & Nugroho, 2020). At this point of view, the natural basis here is widely encountered to manage the particular contribution to enhance the active participant together with having such knowledge master. Moreover, the particular attribution is also referring to the strategic phase of practice within the knowledge creation process in the field school context (Khumairoh et al., 2019). With a closely related plan to expand the view of human nature, bringing the active involvement has to set up the potential value of imaginative skills in responding the natural process in the life inquiry process (van den Berg et al., 2020b). The experiential skills attained through a sufficient understanding towards the phenomena should bring a wider context of enlarging both active and creative participation followed with the practical phase in order to have a look critically at the whole context of life purpose achievement.

As such, the sufficient understanding to comprehensively look into the meaning about the agricultural process transformed with the strategic enhancement of implementing the theoretical basis into the real actualisation in the live lab (Anshari et al., 2017). With this regard, such a way of learning by doing could give a better pathway from understanding, conceptualising and practicing the field design approach as formed in the plan management (Huda et al., 2021a). The actual acculturation of having such interaction with the natural sources is actually an initial platform in designing learning inquiry process towards comprehending the reality context (Harper & Webster, 2017). In order to achieve the goal designed with such wider school field, the strategic partnership should bring a large point in assisting the design to enable the learning opportunities with the process open to give an interaction directly with the reality.

In addition, the integrated principles between science and principles are widely transformed into the field school context at the scale level of learning from experiential achievement in the sense that is incorporated into an arrangement of curriculum design itself. Such curriculum approach is strategically being the bridging platform in assisting the process in mastering the sciences from experiential discovery (Hidayati & Prihatin, 2016; Huda et al., 2021b). At this point of view, the dynamic element in enabling the process of comprehending the knowledge inquiry from direct experience with the planned observation refers to expand the strategic application in managing the agricultural potentials (Ballard, Farrell & Long, 2020). The continued progression with such land expertise is potentially engaged into exchanging the process itself by getting well prepared plan in farming procedure followed into such phase to be employed in a proper way.

Towards Experience and Skill Development in Field School

In the attempts to possess the field skills with such expertise, it is necessary to point out disseminating the main components of organic substance together with the ecological structure in enabling the farmers' sufficient understanding in carrying out the land field in the basis of their experience (Valsan & Rajesh, 2020). In particular, the need to expand the knowledge creation inquiry process on the ecological background refers to seek in creating the farming process within an expert basis on contributing the agricultural base (Dash & Mohan, 2018). In the attempts to enhance on advancing the skills with the technical knowledge contribution, getting a clear understanding in applying such nature into the teamwork amongst the students' peer process could enable in gaining the planning management (Sadiyah et al., 2019). It is more committed awareness, dynamic organisation and also skills in giving insights into effective and efficient achievement in the field school basis.

By enlarging the ecological expertise where all farmers can go further in accessing such crop diversification for instance, the way of understanding and applying in the real field together with passing on to their peer group (Ballard et al., 2020). In this regard, the continued attempts amongst skills, teamwork commitment among their peer of the realm, and also communication approach could contribute in facilitating their experience basis to help their partnership group in an effective way (Barnes et al., 2019; Huda et al., 2021c). In gaining the skills and practice, planning management procedure here refers to enhance their dynamic capability of understanding stage together with stimulating the application phase towards the knowledge creation attained from the direct observation in the certain nature showcase in the field school (Bryan et al., 2019). The development attempts towards the learning materials are being an important facilitator in presenting their comprehension to underlie their practical implementation.

In the extent of preparing the field school empowerment, the strategic phase to apply for the planning accomplishments comes from the active involvement in determining the location appropriately fitted to the activities of agricultural enhancement process (Dash & Mohan, 2018). In order to determine such this achievement, it is necessary to expand the availability to have a teamwork committed to their subsequent activities in terms of the village proper decision in executing the field school. With this regard, the execution process is usually pointed out determining the group to conduct the programs at the field school (Fravisdha & Susanti, 2019) and having multi-racial awareness among their peers (Huda et al., 2021d). Through their active participation, the students can have a beneficial value of knowledge creation from the agricultural process in enabling them to reflect into their experience and then transmitted to advance their skill practice.

Between Eco-Friendly Responsibilities and Healthy Community

Eco-friendly responsibility is one of the main significant outcomes of the education process, especially involved with the natural engagement based experiential learning (Karmila & Suchyadi, 2020). In order to become environmental awareness, it is important to have a comprehensive point of looking at the whole context of causal effect from the human-disruptive activities. Those could be viewed such as global warming from the glass-covered high tower building (Singh & Bhargawa, 2019), harmful chemical substance contained in the river (Sharma, 2019), and also waste energy consumption in the public sphere (Wieteska & Jabłońska, 2019). The commitment to respond in solving such problems requires to have a compliance of what to do within an environmental-friendly basis in both professionally and ethically (Huda and Hashim, 2021). Moreover, this scenario would enable them to commit with the individual responsibility to act aims to not make harmful towards the natural resources.

There can be conducted in order to create the environmental friendly responsibility, one of which is through the simple way such as the practice of living well within a continuous intention to create the safe-based environment activities (Handayani, 2018). In particular, attempts to have a sufficient commitment in preventing such harm occurrence across environmental sustainability could be applied with transmitting the ideas to implement further in the actual practices such as environmental

awareness training program (Sadiyah et al., 2019). Moreover, the further program could be deployed in a particular way through nature-based school or farm school model (Liu & Lin, 2020). The extent of this approach is widely quite new mainly in the implementation stage, where the most of time given in the activities comes from involving the natural resources environment.

In addition, the environmental-based learning program points out the various approaches in facilitating the learners to explore in a deep path way to have a knowledge process on the environmental resources. With this regard, creating such condition would lead to enhance the strategic awareness to achieve the healthy community (Dash & Mohan, 2018). Integrated with expanding the environmental sustainability through interacting into real life across the nature, both theoretical and practical stage would be integrated in extending to perform an actual practice expanded into the community empowerment (Rohman, 2018). Moreover, such attainment could be also actualised in the industrial sector where their production process could be more manageable in line with the environmental friendly basis in terms of harmful chemical substance potential usage (Wieteska & Jabłońska, 2019). In the micro context, the continued consistency of individual responsibility with an inner enlargement is potentially the first phase to be more widely transmitted into the society at large.

Indonesian Field School as Innovative Learning Culture to Enhance Eco-friendly Responsibilities for Healthy Community

Indonesian field school was introduced in responding to the environmental challenges (Hidayati & Prihatin, 2016), and became an alternative choice to enhance the innovative learning sustenance amongst the students from various backgrounds (Harjanti, Supriyati & Rahayu, 2019). Offering a unique of teaching and learning enhancement compared to the conventional basis, the main feature is openness in terms of physical appearance such as no formal uniforms and shoes (Fravisdha & Susanti, 2019). Although different style from formal school, the curriculum design has its uniqueness in terms of being aware of natural atmosphere within the school setting. With the constructed curriculum design, the assessment is conducted following to the national exam procedure. This is the same point which can only be seen in terms of physical appearance (Sagala et al., 2019).

The entire description of curriculum design itself refers to the curriculum system indirectly to the national curricula in the sense that is purely different in the outer basis while the mutual line of purpose and goal achievement (Rooney, 2018). It is sure to establish the learning atmosphere with its uniqueness in governing entire program of field school. As such, the students with their guided preparedness of thematic learning assigned to the subject matter are well arranged to have a structured point of vision, since their experience and skills from each subject taught in the study plan (Sadiyah et al., 2019). With such characteristics from nature to nature as the main vision of study plan arranged, the program established through following the rules of explicitly linked principles would ensure the learning outcomes to achieve the balance between knowledge, experience and practice.

In line with balancing the elements of knowledge, experience and practice, the learners are arranged to employ the observation plan suited to the plan study where the implementation stage here refers to give them entire awareness on possessing the open minded of work commitment (Safieddine et al., 2020). It means that the capability of learning with critical and creative thinking and free mindset personality is the main point of learning outcomes in enabling them to have a proportional plan of strategic work opportunities (Rohman, 2018). This is because during the learning inquiry process they are embedded into the process of collaboration, teamwork and also grabbing direct execution of every chance in order to posses racial harmony among their peers (Huda et al., 2020). Moreover, the content of learning process is integrated to the thematic basis into an open air and also wet land in that the learning outcomes amongst the learners could be collaboratively achieved in which they are ready to be contested (Rezania, Su'udiah & Maisaroh, 2020). In creating the typical mind of having such critical thinking based on the open awareness and accountability, teaching the field school basis is to be employed with giving the learners on the way to learn, reflect and apply for.

Strengthening Sustainability for Individual Caring of Environmental Responsibility and Social Community

In terms of integrating the various pillars of the Indonesian field school, they have the significant points to embed in the learning inquiry process, namely moral comprehension and application, transmitting all task into the act of worship, and personal and social habituation process (Sharma, 2019). With this regard, learning by doing here refers to develop the inner part of learners' critical and creative potentials in their way of thinking and acting the project learning enhancement (Huda et al., 2018a). The project is based on the thematic learning scheduled in the study plan in which the initial value of this initiative comes with commencing the friendly practice to greet into other learners (Hidayati & Prihatin, 2016). Moreover, the prayer setting is continually routine schedule in enabling the learners to come to make such this as their habit, in the sense that is a slight of personal habituation (Dharmawati et al., 2020). In terms of observation procedure process, not only strategic enhancement programs are determined to embed amongst the learners but also the personality development is also prioritized to be actualized in their daily life.

In addition, the wide range of various styles could be viewed into the cooperative engagement through characterizing the indicators collaborated into their peer partnership in the learning inquiry process (Harjanti et al., 2019). In further, the scale of leadership cooperation is also attempted through conducting the variety of outbound activities for instance, archery, swimming, the camp, in which such training refers to advance the programs within the field school platform (Tonge & Silverman, 2019). In advancing the progression amongst the learners' potentials and capabilities, the tactical phase of creative thinking skills are accustomed to the basis of scientific tradition, starting with kindergarten children (Fadhilah, 2016). Moreover, the scale of simple research is adjusted to the learning theme and there is also learning to build entrepreneurship to be employed by maximizing the strategies for market activities. The particular themes of deploying the market are in line with starting to teach the experiential skills to develop approaches from how to make it and followed by the strategy to promote selling, the price to sell, and also the profit to be achieved (Fravisdha & Susanti, 2019).

In particular, all such these experiential continuance would give an insightful value into determining the certain lesson schedule towards the study plan management. It is sure to note that the learners with their potentials and trained skills are given such lessons with a division of time and material. In terms of organizing the cognitive learning potentials, teaching subject is also conducted such as science, social studies, mathematics, Indonesian, English, arts (Akbar & Nugroho, 2020). In obtaining the leadership skills, the learning enhancement is conducted through advancing the morning exercise and gardening lessons. In this view, the learning space here is pointing out disseminating the important parts of their behavioral attitudes by joining partnership with parental engagement (Mukti et al., 2020) and also service learning enhancement (Huda et al., 2018b). It is important to note that the school field here is widely combined with cooperating the parental involvement and continued program enhancement in the project learning program. The partnership amongst the parents might play a role in strengthening the field school program through getting active partnership by their moral support (Sagala et al., 2019). Such this refers to advance the education synergy into transforming the pathway of principles to apply in the context of experiential-project advancement such as waste responsibility, zero imation, water conservation, green farming, renewable energy, green landscape architecture.

Advancing Innovative Implementation of Sustainability Goal Achievement Program

The ultimate goal of program achievement in the field school refers to enhance the strategic application associated with the principles in the curriculum design. In the field school program, the main aim of enabling the learners to preserve both nature and environment in a well organised plan should have insight and perspective on ecology and ecosystems (Ricci et al., 2018). The implementation of education at the field school in Indonesia is concentrated to advance the efforts in addressing the problems of environmental destruction. Moreover, such attainment could be prioritised to build the

culture of atmosphere which is friendly to the environmental substance in the context of sustainability plan (Admin, 2019; Mukti et al., 2020). As such, the sustainability goal achievement here might begin with actualising both activities and facilities of environmental awareness commencement through education setting (Sagala et al., 2019). Among such setting could be viewed into identifying the various activities of implementing the supportive commitment in facilitating the environmental education.

With this regard, the advancement programs to sustain the nature awareness should bring along with expanding the campaign of health risk activities such as smoking. The potential identification to give a sufficient understanding with full awareness is held amongst all the field school members. In this view, all such these could be made in a cultural encouragement phase in enabling the program could be implemented within a conducive circumstance (Hidayati & Prihatin, 2016) and careful engagement with technology adaptive skills (Huda et al., 2017). In attaining the school environment circumstance, the necessary act to comprehend the meaning of campaign is adjusted into the sufficient comprehension on the effect of health risk-impacted activities (Dharmawati et al., 2020). In this, the main of sustainability goal might be achieved through continued program scheduled in the study plan arrangement.

In addition, the advancement of innovative learning culture refers to expand the necessary alignment on promoting the nature campaign as the individual training program. In this view, the project based learning inquiry should bring the certain campaign to enhance the awareness committed into the value insight of the field school (Harper & Webster, 2017). It is noted that identification of expanding the indicators of campaign would enable the attractive point to lead to the full awareness on the nature school environment. It is important to note that creating the culture in the field school basis is widely being the strategic approach with the insight of the environmental awareness (Ricci et al., 2018). As an integrated field and theory school context, its mutual line through combining the entire process together with the value of its attainment procedure is potentially pointing out the necessary act on individual and social responsibility awareness in both effect and impact towards the certain project-based learning inquiry (Maseleno et al., 2019; Othman et al., 2016; Valsan & Rajesh, 2020). For instance, conducting the campaign of certain project through conducting the recycling process and composting of waste with a manual system refers to the sense that the learners are given insight into the effects of smoke on ozone. At this point of view, the particular attention given is about placing the accommodation to manage well in line with exposing the field school enlargement program across the project based learning inquiry.

Enhancing Experiential Learning of Environmental Sustainability for Social Community

In the attempts to develop the potential contributions of lifelong learning together with sustainability achievement to enhance the social community enlargement, attempts to sustaining the individual awareness on environmental education placed the traditional arts and literature (Mogren, Gericke & Scherp, 2019), in which the field school laboratory is known as a green lab (Mukti et al., 2020). The concept of environmentally sound education implemented here is supported by this green laboratory, as a place for research and testing of learners' work in the field. A green lab is a set of facilities for teaching and learning activities that are environmentally friendly (Akbar & Nugroho, 2020). A green lab is the result of abiotic and biotic environment engineering from the field school area's potential as an agricultural base which is used as a teaching and learning facility (Fadhilah, 2016). By implementing the field school, such attempt would give an insightful value to minimize the impact of global warming. As such, the students have been introduced to love both nature and environment, caring for the environment, and learning from nature (Nguyen et al., 2020). The extent of field schools could prioritize the quality of learning by applying the curriculum to the fullest in the sense that both educators and students have high enthusiasm for the environment.

Moreover, the field school facilities that support natural concepts make it easier to implement environment-based learning. Some of the activities described earlier can be employed easily both

educators and learners in enabling their commitment to do wisely in creating the smoke free activities (Khumairoh et al., 2019). Among those are the subsequent routine practices from not burning waste, planting plants around the environment, recycling organic waste and making non-organic waste as compost (Harjanti et al., 2019). With this regard, it is clear to note that such attainment would give an efficient feedback to the environment by jointly organised partnership between parents and families in order not to do activities that can damage the environment, and thus would lead to care the environment (Karmila & Suchyadi, 2020). Early education greatly affects the students' behaviour in the future. Thus, the existence of education with the concept of nature is able to shape students into loving nature from themselves, their families, and their environment.

In addition, creating the habituation through providing the trash would be one of the solutions to respond the environmental responsibility together with the nature-based field school inquiry process. In the field school, the number of trash is distributed into almost every corner and yards where the visitors will see the typical scene in each sector which is used for wet and dry waste (Hidayati & Prihatin, 2016). As such, this provision is carried out by the schools with the aim to familiarize the students and teachers to dispose their trash in their respective places. The existence of these two types of trash cans is to facilitate the sorting process, where the wet waste will be used for composting. In this view, the dry waste is saved in the waste bank for sale for instance (Handayani, 2018). With such attainment process, attempts to build the strategic awareness to sort waste needs to be started early in which the learners will learn how to sort waste, dispose of trash in its place, and turn to manage waste to become a blessing (Sadiyah et al., 2019). This behaviour habituation has been embedded among the learners in that they will have a culture of not littering. Such creativity is definitely required to sustain the continuance process along with building the responsibility awareness on the environmental concern.

Conclusion

This paper did elaborate the extent of Indonesian field school as innovative learning culture in enhancing eco-friendly responsibilities for healthy community. Those include the enhancement program organised into strengthening individual caring for sustainability of environmental responsibility and social community. This is followed with advancing innovative implementation of sustainability goal achievement program. Moreover, it is also subsequently deployed with the attempts to incorporate in enriching experiential learning of sustainability, lifelong learning and social community. In terms of strengthening individual caring for sustainability of environmental responsibility and social community, the number could be viewed into learning inquiry process, moral comprehension and application, transmitting all tasks into the act of worship, personal and social habituation process and tactical phase of creative thinking skills.

In the view of advancing innovative implementation of sustainability goal achievement program, the continued practice refers to the number varieties including strategic application principles of curriculum design for program achievement. This is followed with preserving well organised plan of nature and environment on ecology and ecosystems, advancing efforts in addressing the problems of environmental destruction. Moreover, it is concisely designed in building culture with environmental substance for sustainability goal achievement and actualising education setting activities of environmental awareness commencement. In particular, the extensive contributions of enriching experiential learning of sustainability, lifelong learning and social community points out disseminating the sustainability achievement in enhancing social community enlargement.

In addition, the recent study is just focusing on the field school context through cross review perspective. As such, the further elaboration could bring into the practical way of consistency in the attempts to sustain individual awareness on environmental education. This is followed by the approach on implementing the facilities for teaching and learning activities environmentally friendly. Moreover, the subsequent phase could be prioritized through learning quality in applying the curriculum with

high enthusiasm environment field school facilities to support natural concepts on environment-based learning, responding environmental responsibility with the nature-based field school inquiry process.

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