The review of utilization in natural environment by the teacher as a source for learning science at elementary school in low class

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Abstract. Teacher is the one of the component which is determine of successful for students. Based on observations, the utilization in natural environment was still lack for the teacher as a source as learning science at the begalung sub-distric padang. The study aimed at paving the review as well as as particularize how much the utilization of natural environment can enhance by the teacher as a source of learning science in low class at elementary school. This study employed descriptive, the subject of the study was the 44 teachers joining in elementary school. The data were gotten from observation which later analyzed. The result of study showed that there has lack of utilization in natural environment of the teacher as the source science which amount 46.48% of teachers have used to be natural environment as a source for learning science.

1. Introduction
The successful of students is established by a lot of factors. As one of the factor is learning process for teachers. The teacher have a role as influencing, foster and enhance intelligence and skills of the students. Teachers should have able to comprehend and implement in learning process significantly. Based on the constitution of RI No. 20 year 2003 concerning the system of national education on article 1 stated that the learning process is the communication between students toward teachers and sources of learning process [1].

Sciences became one of the subjects that related with natural environment [2] [3]. The natural environment can be used by teachers as a learning resource [4]. That will be expected to help the successful of students in the learning process. Basically, students of low class in primary school was on stage of developing intellectual. As the result, the experience is required in field, that will make student to be understand about science easily. Furthermore, Science is not material to be memorize, but Science is giving opportunities for students to conduct of all kind of observation and practice to develop of thinking logically and reasonably [5]. In primary school, Students attained to understand about science so that the students will be easier know about concept of science immediately and logical way [6].

In science learning needs of supporting books. Primary school doesn’t have of laboratory particularly in science otherwise media to support of the lesson. Therefore, the utilize in natural

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environment as source learning is relevant both of them because biology as science that study about living things, objects and nature of the symptoms and the problem of natural environment. The utilize of natural environment for student learning is a real object [7] [8]. Learning source means effort to be used for the benefit of the process or learning activities either directly or indirectly. The student prepared by themselves while learning [9]. The natural environment become a closest learning sources that can be utilized by teachers in the process of learning to their students.

Using the natural environment is necessary as a source of learning that have impact for students will be active, motivate, enthusiasm and interest of learning. Using the natural environment will help student to understand the concept of living things and their environment as well as the characteristics of a good environment, because living beings is itself often was shown and utilized in everyday life. Therefore, it would make it easier for teachers to deliver of science for students.

In addition, students are expected to be able to love and preserve the natural environment in their life. The natural environment as source of learning, either students will be appreciate, protect, and preserve the natural environment [10].

Based on observation the researcher discussion towards teachers in the primary school that there a few teachers who utilize the natural environment particularly in science. Furthermore, the ability of students to achieve in science that has yet significant. In addition, teachers as a source concern about the utilization natural environment so that will obtain the result clearly.

2. Method
This study employed descriptive. The subject of the study was the 44 teachers joining in elementary school who are active in low class of begalung district. This study used primary data, means data is required by the respondent. This study used of variable those are living of plants and animals and human. The instrument this study used questionnaire which is giving by the researcher for respondent. The questionnaire arranged based on the purpose of this research. Respondent choose one alternative answer suitable on research guideline. Statement arranged by positive sentence. There are consist of category always (S), often (O), rarely (R.), and never (N).

The instruments should tested than it can be called as a valid test. The result of validity required by questionnaire divided into live things, animal, plants. That was arranged 38 items and after that was tested then gotten 15 items. The instruments have qualified of reliability. The test was conducted to 30 primary teacher. The data was collected and was put the data using of tabulation.

3. Results and discussion
3.1. Utilization of natural environment as learning sources the concept of a live things
Utilization of natural environment as a learning source for the concept of a live things consists of two indicators, The characteristic of live things, and the maintenance of live things. The characteristics of live being was elaborated that follows: 1) Comparing plants which is watered everyday and plants is not watered 2) Observing the features of animal to move 3) Observing the growth of the sprouts movement 4) Observing of the increase the heavy animals; 5) Measurement the growth of the sprouts; 6) Observing the way grafting of plants; 7) planted -seed the plants 8) students to inhale and exhale. The result of the data can be shown in figure 1.
Figure 1. The Percentage teachers Assigning to students about the concept of characteristics of living beings

Based on the figure 1. Generally, most of the teacher assigning for students to utilize the natural environment in understanding of the characteristics of live things. The first statement most teachers (51.2%) often assigning students to compare the plants are watered every day and plants is not watered. In the second statement about 37.2% Observing the features of animal to move. On the third statement approximately 41.9% who rarely assigning their students to observe the growth of the sprouts movement. Fourth most teachers (46.5%) rarely assigning their students to observe increasing the heavy animals. Fifth statement about 37.2% of teachers rarely assigning students to measure of the growth of the sprouts. Sixth statement about 41.9% of teachers rarely assigning students to observe the way grafting of plants. Seventh statement about 37.2% of teachers rarely assigning to students planted-seed of plants. In a statement the eighth most teachers (48.8%) always assigning students to inhale and exhale.

Utilization of natural environment as a learning resource for the maintenance concepts living was elaborated as follows: 1) Brings of students to the location of the farm around the school 2) Observing the ways of living animals in the environment. The results of the data analysis can be shown in figure 2.

Figure 2. The Percentage of teachers Assigning to their students about maintenance concept living things

Based on the figure 2 that can be shown generally. Most of teacher who never and rarely assign students to utilize the natural surroundings in understanding the concept of the maintenance of living beings. the first statement about 39.5% of the teachers never bring students to the location of the farm
around the school. The second statement most of the teachers (46.5%) rarely assign students to observe the ways of living of the animals in the environment.

Teachers should use the natural environment around student learning as a source. The selection of the natural environment which as a learning resource of science is precisely because the concept of living things to discuss about plants, animals and their environment. The selection of learning resources can improve of motivations, so that role students can be active in the learning process. [11] [12] [13]. Environment provides stimulation toward individuals [14] [15]. On the contrary, the individual giving response of the environment so that will be meaningful and that will be reference to develop of concept of learning and teaching.

3.2. Utilization of natural environment as a learning source for plant concept
The concept of the plant consists of two indicators, as follow: the concept of plants have specific part and the benefits of plants. The concept that plants have specific part was elaborated on statement as follow: 1) Classify the type of root plants 2) Classify the type of plant stems 3) Classify the type of leaves of plants; 4) counting the number of Crown flowers; 5) observing the type of grain; 6) observing the part of fruits. The results of the data analysis can be shown in figure 3.

![Figure 3. Percentage of teacher assigning to their students about concept of plants have specific part](image)

Based on the graph 3 above it can be shown that generally, most of the teachers rarely assigning their students to understand about the concept of plants have specific parts. first statement about 44.2% of teachers rarely assigning for students to classify of plant roots. second statement about 34.9% teachers rarely assigning for students to classify of plant stems. third statement 41.9% often assigning for students to classify leaves of plants. fourth, Most of teachers (53.5%) seldom to count of Crown flowers; fifth, Most of teachers (51.2%) rarely assigning for students to observe of grain. sixth Most of teachers (53.5%) rarely assigning for students to observe of the fruits.

Learning source for concept of benefit plants was elaborated statement as follows: 1) Note taking about plants as a food ingredients; 2) Note taking about plants which are utilized as an ingredient of drugs. s; 3) note taking plants which are used as a flavor enhancer.
Based on graph 4 that can be show generally, Most of teachers rarely assigning for students to utilize the natural environment especially the benefits of the plant. First statement most teachers (53.5%) rarely assigning for students in note taking about types of plants as food ingredients. Second statement some teachers (51.2%) rarely assigning for students in note taking plants which are utilized as an ingredient of drugs. The third statement most of the teachers (48.8%) rarely assign students in note taking plants which are used as a flavor enhancer.

Teachers should be able to assign students, they observe the type of plants that is used in daily life, so that students will be familiar with the environment. Finally, that will give impact on the students to love their environment [16] [17]. the utilization natural environment as learning process that will be autonomous learner, creative, and they will be able to adapt to face the problems.

The teacher must be able to instill the concept of plants from the environment itself. The environment provides direct plants as objects of student learning. This will be more beneficial because the environment is one of contextual learning and can present learning directly to students [18] [19] [20]. Learning plants that are learned directly in the environment will be able to make elementary school students easier to understand. Students can get to know plants in a real and complete way.

3.3. Utilization of natural environment as a learning source for the concept of animals
The concept consists of two indicators, as follow: the concept of pets and wild animals and the concept are ovipar and vivipar concept of pets and wild animals was elaborated as statement as follows: 1) Classify types of wild animals; 2) observing the way of life of the animal 3) Observing/showing an example of a food which descend of pets. The results of the data analysis can be show in figure 5.
Figure 5. Percentage teacher assigning their student about the concept of pets and wild animals

Based on graph 5 that can be shown, generally, most of the teachers rarely assigning students to understand about the concept of pets and wild animals. First statement about 37.2% of teachers who often and rarely assigning students in clustering about kind of wild animals. Second statement most of the teachers rarely assigning students to observe the way of life of the animals. Third statement about 39.5% teachers rarely assigning to observe/show an example of a food which descend of pets. The concepts of ovipar and vivipar that was elaborated at statement as follows: 1) visiting chicken farm to get information about animal breeding as lay their eggs 2) Observing the mammals characteristic. The results of the data analysis can be shown in figure 6.

Figure 6. The Percentage of teachers Assigning to their students about maintenance concept living things

Based on the graph 6 that can be show that generally, most of teacher never and rarely assigning to their to understand about concepts vivipar and ovipar. First statement most of teachers (53.5%) never invite the students to visit a chicken farm. Second statement about 39.5% teachers rarely assigning their students to observe of the mammals characteristic.

In order that students can observe directly about pets and breeding, the teacher have to utilize the farms as learning source. Achievement as result, it can not be separated from the existence which supporting on learning process. Teacher is an important role to achieve of successful for students [21] [22]. Learning source will be meaningful for students or teachers, if learning source would be organize through a plan that probably to utilize in learning.
The environment provides a variety of information that is highly related to the contents of nature. One of them is animal. Animals are a review of natural science learning. Therefore animal studies are very suitable to be taught directly in the environment.

The environment is a habitat for animals [23]. Students will more easily understand animals directly. The environment can easily object to animal studies for elementary school students. Elementary school students are students who are in the concrete operational phase [24] [25]. Therefore the need for real learning that can make students easy to understand information.

4. Conclusion
Based on finding research, that can be conclude as follows: teacher have been already utilized was still lack percentage, source of learning science about 46.48% which consist of concept living things of 49.60%, plants of 48.95% of the plants and animals of 34.88%.

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