

Exploring the Potential of Natural Media in Pancasila Education to Foster an Environmentally Conscious Attitude in Elementary School Students

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ABSTRACT

This study aims to explore the use of natural media in Pancasila Education to foster environmental awareness among elementary school students. This study uses a qualitative approach with an exploratory type. The study was conducted at SD Peradaban Serang in January 2026 with research subjects consisting of two Pancasila Education teachers and ten fourth and fifth grade students selected using purposive sampling. Data collection was conducted through observation, semi-structured interviews, and documentation. Data analysis used the interactive model of Miles and Huberman, which included data reduction, data presentation, and conclusion drawing. Data validity was ensured through method triangulation. The research findings indicate that natural media, such as dried leaves, small stones, twigs, and plants in the school environment, can be utilized as contextual learning resources in Pancasila Education. The use of natural media was able to increase students' activeness, enthusiasm, and engagement in the learning process. In addition, nature-based learning encouraged the development of environmental awareness, responsibility, and cooperation as forms of practicing Pancasila values, particularly the second, third, and fifth principles. Teachers played an important role in planning, implementing, and connecting the use of natural media with learning materials and Pancasila values, thereby making the learning process more meaningful. The conclusion of this study shows that natural media is an effective alternative learning resource in supporting contextual Pancasila education and contributes to fostering environmental awareness among elementary school student.



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A. INTRODUCTION

The development of the times has brought about various increasingly complex problems and issues, one of which is the issue of the environment, which has now become a global concern. Over the past few years, environmental damage such as air, water, and soil pollution, declining biodiversity, and climate change have posed a serious threat to the survival of humans and other creatures on earth (Herlanti, 2022). The main factors contributing to these problems stem from human behavior that does not pay attention to the balance of nature, such as excessive exploitation of natural resources, use of energy that is not environmentally friendly, and a consumptive lifestyle that produces excessive waste (Anggela, 2022). To address these challenges, planned and sustainable measures are needed to raise awareness and build an environmentally conscious character in the younger generation from an early age. In this case, education plays an important role as a means of instilling values and behaviors that are responsible for environmental

sustainability, because through environmental education, students can develop knowledge, attitudes, and behaviors that care for the environment in their daily lives (Siregar et al., 2025)

One of the subjects that can be used to foster environmental awareness in elementary schools is Pancasila Education (Fierna et al., 2023). Pancasila Education is a learning process that aims to foster students' understanding of behavior that is in line with values and norms of goodness. This learning also provides space for students to develop positive values and form an attitude of caring for the environment in elementary school. Through Pancasila Education, students can be introduced to various important concepts, such as good environmental management and the principles of sustainable development. In addition, Pancasila Education plays an important role in instilling values and character that care for the environment, including respecting nature, utilizing resources wisely, and fostering a sense of responsibility for environmental preservation. Therefore, a creative, innovative, and engaging learning approach is needed. Thus, the subject of Pancasila Education becomes a strategic platform for instilling an attitude of caring for the environment in students. Building environmental awareness through Pancasila education requires effective learning media to encourage students. One type of media that can be used is nature-based media found in the school environment. This media provides opportunities for students to experience the learning process directly through interaction with natural elements, the surrounding environment, and the relationship between humans and nature. Learning that utilizes natural media allows students to gain more meaningful learning experiences because it involves observation, exploration, and reflection on real phenomena around them, thereby increasing students' understanding of concepts and attitudes of environmental awareness more effectively. In addition, the use of the environment as a learning medium has been proven to increase student engagement, shape character, and foster ecological awareness through direct experience (Nugroho et al., 2023).

In the context of the Merdeka Curriculum, the use of nature-based media is very much in line with the direction of national education development. This curriculum emphasizes the importance of learning that is relevant to students' real lives and is oriented towards developing the Pancasila Student Profile. One dimension of this profile is "global diversity" and "environmental awareness," which can be developed through learning activities that are directly connected to social and natural realities. Other studies also show that integrating the natural environment into learning can support the strengthening of character and Pancasila values, particularly attitudes of responsibility and concern for the surrounding environment. Therefore, integrating natural media into Pancasila education learning is a pedagogical strategy that is relevant to the current direction of educational transformation.

Although environmental education has become a key focus in the character development of elementary school students, its implementation in classroom practice still faces various challenges. A number of studies indicate that students' environmentally conscious attitudes have not yet developed optimally and still require reinforcement through more contextual and meaningful learning strategies. (Hariandi et al., 2023) found that the implementation of character education focused on environmental awareness in elementary schools still faces obstacles in the form of low awareness among some students regarding environmental cleanliness, as well as a lack of family support in fostering environmentally conscious habits. Furthermore, (Sukron & Ricky, 2020) emphasize that an environmentally conscious character needs to be instilled starting in elementary school because many of the environmental problems occurring today are

largely caused by people's lack of concern for the environment. (Tsania & Kurniawati, 2024) reveal that the role of teachers is crucial to the success of instilling an environmentally conscious character through learning that involves students' direct experiences with their surrounding environment. However, in Pancasila Education classes, the learning process is still often oriented toward the theoretical presentation of concepts and values, so students' opportunities to internalize and practice environmentally conscious values through direct experience remain limited. On the other hand, the school environment holds great potential to be utilized as a learning medium capable of connecting the values of Pancasila Education with students' real lives. Therefore, a more in-depth study is needed regarding the use of natural environments in Pancasila Education as an effort to foster students' environmentally conscious attitudes in a more contextual, participatory, and meaningful way.

This article discusses the exploration of natural media in Pancasila Education learning activities, the various benefits that can be obtained by students, and how the application of this media can improve conceptual understanding, foster interest in learning, and strengthen student engagement in the teaching and learning process. One type of learning media that is gaining attention is learning media about nature. This media provides a deep and direct learning experience with elements of nature, the environment, and human interaction with the surrounding nature. In line with this, the use of the surrounding environment as a contextual learning resource has proven to be effective in facilitating students to understand learning materials more concretely (Suharlan & Hamid, 2025). In this study, nature media is not positioned as an object of scientific study as in science education but as a context for learning values in Pancasila Education to foster an attitude of caring for the environment as part of an environmentally conscious character based on eco-pedagogical values (K. Putri & Agus Siswadi, 2026).

Previous studies have shown that the application of nature-based learning methods can effectively shape students' environmental awareness because it provides direct, contextual, and meaningful learning experiences. This method utilizes nature as both a resource and a place of learning so that students not only understand concepts theoretically but also internalize environmental values through practical application in their daily lives. The results of research by (Ramadhani et al., 2023) show that the implementation of nature-based learning is effective in instilling environmental awareness in students. Through activities such as gardening, caring for animals, reducing plastic use, and utilizing the environment as a learning laboratory, students are accustomed to being responsible, disciplined, and ecologically aware. Learning does not only take place in the classroom, but is integrated with real activities that make students understand the relationship between humans and nature holistically. Thus, the development of nature-based learning methods is a strategic alternative in creating fun, concrete, and relevant learning to shape a generation that is aware and cares about environmental sustainability.

Research by (Anggela, 2022) shows that the concept of the environment is not only included in the school's vision and mission, but also integrated into the lesson plans for each subject through the direct application of theory and practice. This shows that environmental education is implemented using an integrative approach, rather than as a separate subject. This implementation is carried out through routine habits such as cleaning the classroom before lessons begin, sorting organic and inorganic waste, greening activities, utilizing waste through cooperation with waste banks, and establishing environmental ambassadors as agents of change in schools. Even during online learning, teachers continue to monitor the development of students'

environmental awareness through communication with parents, including in terms of habits such as disposing of waste in its proper place and caring for plants at home.

Research by (Aisyah et al., 2025) reveals that students who receive civic education focused on environmental issues show an increase in knowledge, attitudes, and environmentally conscious behavior. Students became more active in environmental conservation activities such as disposing of waste properly, conserving water and electricity, and participating in greening and recycling programs at school. In addition, the application of various learning methods such as group discussions, problem-based projects, field activities, and the use of interactive media proved to be effective in strengthening the internalization of environmental values. This approach helps students understand the relationship between the concepts of citizenship and ecological responsibility in a more contextual and meaningful way. Thus, PKN learning integrated with environmental education is an effective strategy in building an environmentally conscious character from an early age, because it is not only oriented towards cognitive aspects, but also emphasizes the formation of attitudes and behaviors in everyday life. In line with these findings, this study then developed a more specific approach through exploring the potential of natural media in Pancasila education learning, in order to strengthen the internalization of environmental values through more direct, concrete, and contextual learning experiences for elementary school students.

Although studies (Ramadhani et al., 2023), (Anggela, 2022), and (Aisyah et al., 2025) indicate that nature-based learning, environmental education, and Pancasila education integrated with environmental issues can foster environmentally conscious character in students, these studies still have several limitations. First, most studies focus on the implementation of environmental education programs or nature-based learning methods in general without specifically examining the role of natural media as a learning tool in Pancasila Education classes. Second, previous studies have primarily highlighted the outcomes or impacts of learning on environmentally conscious attitudes, whereas the process of utilizing natural media, students' learning experiences, and teachers' strategies in linking natural media to Pancasila values have not yet been explored in depth. Third, studies that specifically position the school's surrounding environment as a learning medium to internalize Pancasila values and foster an environmentally conscious character at the elementary school level remain relatively limited. Given these circumstances, there is a research gap regarding how natural media are utilized in Pancasila Education instruction and how this process contributes to the development of students' environmentally conscious attitudes. Therefore, this study was conducted to explore the potential of natural media in Pancasila Education through contextual and meaningful learning experiences. This study not only focuses on learning outcomes but also examines the learning process, students' experiences, and teachers' strategies in integrating natural media with Pancasila values to foster an environmentally conscious attitude among elementary school students.

Of the three studies above, this study is novel in that it specifically focuses on integrating the use of natural media in Pancasila education to foster environmental awareness among elementary school students. Until now, the use of natural media has been applied more in science or thematic learning, while Pancasila education tends to be conceptual and text-based. This study uses a different approach by presenting the surrounding environment as a contextual learning resource to internalize the values contained in Pancasila, so that students not only understand the values cognitively, but also appreciate and practice them in their daily lives.

Based on the above description, this study aims to explore the use of natural media in Pancasila education in elementary schools. Specifically, this study is directed at identifying the types and potential of natural media used in the learning process, analyzing students' responses to natural media-based learning, and describing teachers' strategies in utilizing natural media as an effort to foster environmental awareness in elementary school students. To date, there have been few studies that specifically focus on natural media as a means of internalizing Pancasila values in elementary school students. Existing studies have generally not explored in depth how direct learning experiences with the environment can help students understand and appreciate the meaning of each principle in real life. In addition, there has been no contextual qualitative study in the Banten region that is able to fully describe these learning practices. Furthermore, the relationship between environmental activities and the reinforcement of certain principles within the framework of ecological citizenship has not been clearly mapped out. This condition indicates that there is an important space for research that can reveal the role of natural media as a bridge between Pancasila values and the practical implementation of environmental awareness from an early age.

This study is important because the use of natural media in Pancasila education in elementary schools as a means of instilling Pancasila values has not received much attention in research, especially among fourth and fifth grade students in the Serang area of Banten. In fact, the natural environment surrounding students can be used as a contextual learning resource to help relate Pancasila Education material to their daily lives, so that values such as responsibility, mutual cooperation, and concern for the environment can be understood and internalized more concretely (Ludiya, 2024). Thus, this study is expected to contribute to enriching eco-pedagogical studies, particularly in Pancasila Education in elementary schools, and to serve as a practical reference for teachers in designing learning activities that utilize the environment as a contextual learning resource oriented towards character building that cares for the environment. Additionally, the findings of this study are expected to provide a new perspective on the use of natural media as a means of instilling Pancasila Education values and serve as a basis for further research to examine different levels of education, locations, and characteristics of students in greater depth.

B. METHODS

This study uses a qualitative approach with exploratory research designed to gain an in-depth understanding of the Pancasila education learning process that utilizes natural media to foster environmental awareness among elementary school students. A qualitative approach was used because it is capable of examining phenomena naturally and understanding the meaning of participants' experiences from their direct perspective (Nurrisa & Hermina, 2025). Exploratory research was chosen because research on the use of natural media in Pancasila Education learning in elementary schools is still limited, so it is necessary to explore in depth the patterns, processes, and meanings of this phenomenon. This research was conducted at SD Peradaban Serang in January 2026 with research subjects consisting of two teachers and ten fourth and fifth grade students. Informants were selected using purposive sampling, which is a technique for determining samples with certain considerations so that the selected informants can provide relevant and in-depth data in accordance with the research objectives.

The research instruments used included observation guidelines, interview guidelines, and documentation. Observations were conducted to observe the use of natural media in learning directly in order to obtain a factual picture of student activities during the

learning process. Semi-structured interviews were conducted to obtain in-depth information about the informants' experiences and views, as this technique provides researchers with the flexibility to explore data more broadly and deeply. Documentation in the form of photos of learning activities and learning tools was used as supporting data to strengthen the research results. Students' environmental awareness was assessed based on several indicators, including keeping the school environment clean, disposing of trash properly, caring for plants, using resources wisely, and demonstrating responsibility for the preservation of the surrounding environment. These indicators were used as a reference in developing the observation and interview guidelines.

Data analysis was conducted interactively using the model proposed by Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing. This model was used because it provides systematic steps in organizing, analyzing, and interpreting qualitative data, thereby producing valid and accountable findings. Data validity was ensured through method triangulation, namely by comparing data from observations, interviews, and documentation to increase credibility and ensure the validity of the research data.

C. RESULT AND DISCUSSION

1. Natural Media as Contextual Learning in Pancasila Education

The use of natural media in Pancasila Education learning provides a contextual and meaningful learning experience for students. The natural media used in this activity include dry leaves, small rocks, tree branches, and plants in the surrounding environment that can be observed directly by students. Through learning activities outside the classroom, students not only receive theoretical material but also gain real experiences related to Pancasila values, particularly environmental awareness, responsibility, and mutual cooperation. Students appear to be more active, enthusiastic, and directly involved in the learning process, such as when observing the school environment, identifying environmental problems, and discussing efforts to maintain environmental cleanliness and sustainability. These nature-based learning activities can be seen in the following documentation, which shows the active involvement of students in utilizing natural materials as learning media.



Figure 1. Students engage in learning activities based on natural media

Contextual learning using natural media allows students to connect learning materials with their real lives. This is in line with the concept of contextual learning, which emphasizes the connection between learning materials and real-world situations, enabling students to understand the meaning of learning more deeply (Suryawati & Osman, 2018). In the context of Pancasila Education, natural media is an effective means of instilling character values because students can directly practice caring for the environment as a form of applying Pancasila values in their daily lives. The learning activities that utilize natural media in this study clearly reflect the practice of Pancasila values, particularly the 2nd, 3rd, and 5th principles. In observing the condition of the school environment, such as identifying dry leaves, scattered twigs, and poorly maintained plants, students showed concern and empathy for the environment. This activity reflects the practice of the second principle, Just and civilized humanity, because students learn to develop concern for the environment as part of communal life that must be maintained with civilized behavior. This concern was evident when students voluntarily cleaned the learning area and discussed the impact of environmental damage on life. This shows that learning not only provides knowledge but also shapes students' moral awareness to act responsibly towards the environment as a manifestation of human values.

In addition, the third principle, Indonesian Unity, is reflected in the cooperative activities carried out by students when working in groups to collect dry leaves, observe plant species, and discuss ways to maintain school environmental cleanliness. This activity demonstrates cooperation, mutual assistance, and a sense of togetherness among students in achieving common goals. Through this activity, students learn that caring for the environment is not only an individual responsibility, but a shared responsibility. The group discussion process also shows how students respect each other's opinions and work together to complete tasks, so that the values of unity and togetherness can develop naturally through direct learning experiences. Furthermore, the fifth principle, social justice for all Indonesian people, is reflected in reflection and discussion activities on the importance of preserving the environment for the common good. When students understand that a clean and well-maintained environment will benefit all members of the school community, they begin to realize the importance of treating the environment fairly by not damaging plants, not littering, and taking care of school facilities. This activity shows that students learn to practice justice in the form of maintaining balance and environmental sustainability as part of community life. Thus, the use of natural media not only helps students understand the concept of Pancasila Education cognitively, but also provides opportunities to actualize these values in real everyday actions.

Based on the results of observations, the use of natural media also helps students develop ecological awareness. Students become more aware of the importance of maintaining environmental cleanliness, not littering, and caring for plants around the school. This shows that environment-based learning not only improves cognitive aspects, but also the affective aspects and attitudes of students. Research conducted by (Ramadhani et al., 2023) states that utilizing the environment as a learning medium can improve the environmental awareness of elementary school students through direct learning experiences. In addition, environment-based learning is also able to shape students' sense of responsibility towards their surrounding environment.

In addition to raising environmental awareness, natural media also supports active, learner-centered learning. Learners do not just listen to the teacher's explanations, but are involved in observation, discussion, and reflection activities.

This is in line with the principles of the Merdeka Curriculum, which emphasizes learner-centered learning that is relevant to real life. Thus, natural media is an effective alternative learning medium that supports the implementation of the Merdeka Curriculum, particularly in strengthening the Pancasila Student Profile in the dimension of environmental awareness. These findings are also supported by research (Iduard et al., 2025) that reinforces the role of the environment as a contextual learning medium for elementary school students. In this study, nature literacy activities that utilize the school environment as a learning resource were proven to be effective in improving literacy, environmental understanding skills, and student engagement in meaningful learning activities. The existence of nature as a learning resource provides a rich context for students to apply the principles of Pancasila Education because students can observe, evaluate, and reflect on environmental phenomena directly in a real setting, not just theory in the classroom.

Although the use of natural media in Pancasila Education offers various benefits to students, its implementation in the field still faces several challenges. Based on the results of observations and interviews, the challenges identified include limited class time, weather conditions that do not always support outdoor activities, and differences in students' levels of readiness and participation during the activities. Some students still require repeated guidance to maintain environmental cleanliness and utilize natural media in accordance with learning objectives. These conditions indicate that fostering an environmentally conscious character through nature-based learning requires a continuous process of habit formation. This finding is supported by a study (Irwan & Kamarudin, 2021) which states that the implementation of character education focused on environmental care in elementary schools still faces obstacles, such as low levels of concern among some students regarding environmental cleanliness, the influence of the family environment, and suboptimal cooperation between schools and parents in instilling a character of environmental care. In addition to these challenges, the successful use of natural resources is influenced by teachers' competence in designing and managing environment-based learning.

Teachers play a crucial role in connecting the phenomena that students encounter in their surroundings with the values of Pancasila Education, thereby making learning more meaningful. Teachers' ability to facilitate observation, discussion, and reflection activities also determines students' success in understanding and implementing the values they have learned. Another factor supporting successful learning is the availability of an adequate school environment as a learning resource. A school environment featuring gardens, trees, ornamental plants, and open spaces provides students with opportunities for real-world, contextual learning experiences. Such a supportive environment makes it easier for students to connect learning materials to their daily lives, thereby making the learning process more meaningful.

Another success was demonstrated by the increased participation of students in learning activities that utilized natural media. Students were not only more active in observing and discussing but also demonstrated a caring attitude toward the environment through activities conducted directly on the school grounds. These real-world learning experiences helped students understand the material more easily and meaningfully. These results align with research (Akbarul Fitra et al., 2023) indicating that the use of concrete media can enhance student engagement in learning and support improved learning outcomes. Further success is evident in the increased activity and engagement of students during the learning process through the use of

natural media. Students were more enthusiastic about participating in observation activities, discussions, and group work because they gained hands-on learning experiences from their immediate surroundings. In addition, natural media also successfully helped students understand the material in a more contextual way and fostered a caring attitude toward the environment. These findings are consistent with research by (Mulia, 2025), which states that the use of concrete media can increase student learning activity through direct involvement in learning activities.

These findings are also supported by research (Iduard et al., 2025) that reinforces the role of the environment as a contextual learning medium for elementary school students. In this study, nature literacy movements that utilize the school environment as a learning resource were proven to be effective in improving literacy, environmental understanding skills, and student engagement in meaningful learning activities. The existence of nature as a learning resource provides a rich context for students to apply the principles of Pancasila Education because students can observe, evaluate, and reflect on environmental phenomena directly in a real setting, not just theory in the classroom.

2. Teacher Strategies in Utilizing Natural Media as Learning Resources

The results of the research and interviews show that teachers apply several strategies in utilizing natural media as a learning resource in Pancasila Education, namely by planning learning that is integrated with the school environment, conducting learning activities directly outside the classroom, and linking environmental conditions with the material being studied. At the planning stage, teachers first identify the potential of the school environment, such as gardens, yards, plants, and other facilities that can be used as learning media. Teachers then adjust this potential to the learning objectives and material to be taught, especially those related to environmental values. This careful planning helps teachers create contextual and meaningful learning so that students can understand the material more concretely. During the implementation stage, teachers used direct learning strategies in the school environment by inviting students to observe the surrounding environment, such as the cleanliness of the garden, the condition of plants, and the behavior of school members towards the environment. Teachers gave instructions to students to make observations, record their observations, and discuss their findings with their groups. Through this activity, students not only received theoretical material but also gained direct experience that helped them understand the importance of protecting the environment. The results of the study show that this strategy is able to increase student engagement in learning. This is in line with research by (Wahyuni & Biologi, 2024) which states that utilizing the environment as a learning resource through outdoor learning activities can increase student engagement because learning becomes more active, contextual, and meaningful.

In addition, teachers also use strategies that link students' observations with the values of Pancasila Education, particularly the values of responsibility and environmental awareness. Teachers explain and reinforce to students the importance of maintaining environmental cleanliness as a form of practicing Pancasila values in everyday life. This strategy helps students understand the relationship between learning materials and their real lives. Research conducted by (Nyoman Nopiantari Sasmita et al., 2023) shows that learning that utilizes the environment as a learning resource can strengthen students' understanding and foster a character of caring for the environment because students experience the phenomena being studied

firsthand. Teachers also act as facilitators who guide students during the learning process. Teachers ask stimulating questions, guide discussions, and provide reflections at the end of the lesson so that students can understand the meaning of the activities they have done. The role of teachers as facilitators is very important in nature-based learning because teachers not only deliver material but also help students build knowledge through their own experiences. This is supported by research by (A. K. Putri et al., 2023), which states that the role of teachers as facilitators in environment-based learning is very important in helping students develop an optimal understanding of and attitude towards caring for the environment.

3. Response, Activity, and Development of Environmental Awareness Among Students Through Nature-Based Learning

Nature-based learning shows the development of environmental awareness among students. After participating in the learning process, students begin to exhibit behaviors that reflect their concern for the environment, such as not littering, keeping the school environment clean, and caring for plants around the school. This attitude arises because students gain direct experience interacting with the environment, so they better understand the importance of preserving the environment. This direct learning experience helps students internalize environmental values as part of their character. These findings are in line with research (Aisyah et al., 2025) which states that outdoor learning is effective in fostering environmental awareness in students because they can interact directly with the environment and understand the importance of preserving it.

To reinforce these findings, the researchers also observed the students' environmental awareness during the learning process. These observations were based on several predetermined behavioral indicators to obtain a more concrete picture of the level of development of the students' environmental awareness after the implementation of nature-based learning. The results of the observations of the students' environmental awareness are presented in the following table.

REKAP HASIL OBSERVASI SIKAP PEDULI LINGKUNGAN SISWA

No	Indikator	Sikap Siswa (%)			
		KB	CB	B	BS
1	Menjaga lingkungan kelas dan lingkungan sekolah	0	0	35	65
2	Membuang sampah pada tempatnya	0	0	35	65
3	Tidak merusak tanaman atau fasilitas lingkungan	0	0	35	65
4	Menghemat penggunaan air dan listrik di lingkungan sekolah	0	16	27	57
5	Mengingatkan teman untuk menjaga kebersihan dan lingkungan	0	16	38	46

Keterangan:

BS = Baik Sekali
B = Baik

CB = Cukup Baik
KB = Kurang Baik

Figure 2. Recap of the results of observations on environmental awareness.

Thus, nature-based learning not only increases students' responsiveness and activity, but also plays an important role in shaping and developing environmental awareness. Learning that utilizes the environment as a learning medium provides real experiences that help students understand the values of environmental awareness

more deeply. This shows that nature is an effective learning medium in supporting the formation of environmental awareness in students, especially in Pancasila education in elementary schools. The results of the research and interviews also show that nature-based learning elicits a very positive response from students. Students appear to be more enthusiastic, interested, and show a high level of interest during the learning process. This can be seen when students participate in learning activities outside the classroom by utilizing the school garden and environment; they appear to be more focused, happy, and active in following each of the teacher's instructions. Learning that utilizes the real environment makes students feel that learning is more enjoyable and easier to understand because they can see and experience the material being studied firsthand. This condition shows that the use of natural media can create a more meaningful and contextual learning atmosphere for students. These results are in line with research (Muhammad Ramadhan, 2025) which states that utilizing the surrounding environment as a learning medium can increase interest in learning and elicit positive responses from students because learning becomes more real and less abstract.

In line with this study, an article written by (Setiawati et al., 2022) emphasizes that the formation of environmental awareness in elementary school students can be achieved through learning that is integrated with real activities and habits in the school environment. The study shows that active student involvement in environment-based activities, both through school programs and the learning process, can foster awareness, responsibility, and concern for the cleanliness and preservation of the surrounding environment.

In addition to eliciting positive responses, nature-based learning also increases student engagement in the learning process. Students are seen to be active in making observations, discussing with their group members, and expressing their opinions and observations. This engagement shows that students are not merely recipients of information, but also play an active role as subjects of learning who are directly involved in the learning process. This student activity arises because nature-based learning provides students with the opportunity to learn through direct experience, thereby encouraging them to participate more actively. This is supported by research (Tyera et al., 2022) which explains that the use of the environment as a learning medium can increase student engagement and activity because students are directly involved in contextual and meaningful learning activities.

D. CONCLUSION AND SUGGESTIONS

Based on the results of research and discussion, it can be concluded that the use of natural media as a learning resource in Pancasila Education in elementary schools plays a very important role in creating contextual, meaningful, and student-centered learning. Natural media that utilize the school's surroundings, such as gardens, yards, and plants, provide opportunities for students to learn through direct experience, thereby helping them understand the learning material more concretely and relate it to real life. The use of natural media also has a positive impact on student response and activity. Students show enthusiasm, interest, and high involvement during the learning process. In addition, nature-based learning has been proven to foster and develop students' environmental awareness, as demonstrated through their behavior in maintaining environmental cleanliness, caring for plants, and having an awareness of preserving the surrounding environment. Thus, the use of natural media not only influences students' understanding of knowledge but also plays a role in shaping their environmental awareness.

Teachers' strategies in utilizing natural media are also an important factor in successful learning. Teachers play a role in planning, implementing, and reflecting on learning by utilizing the environment as a learning resource and guiding students in obtaining meaningful learning experiences. Therefore, the use of natural media as a learning resource is an effective strategy in supporting Pancasila Education learning and strengthening students' character in accordance with educational objectives.

Theoretically, this study contributes to the development of research on contextual learning and character education in Pancasila Education. The findings indicate that the natural environment can serve as an effective medium for connecting the concepts of Pancasila Education with students' real-life experiences. The results of this study reinforce constructivist theory, which emphasizes that knowledge is constructed through direct experience, and support the concept of contextual teaching and learning (CTL), which positions the environment as a meaningful source of learning. Furthermore, this study enriches the literature on the use of natural media as an alternative learning medium that not only supports cognitive development but also contributes to the development of an environmentally conscious character among elementary school students.

From an educational policy perspective, the results of this study highlight the importance of support from schools and policymakers in optimizing the use of the surrounding environment as a learning resource. Schools can integrate environment-based learning activities into their curriculum on an ongoing basis and provide the necessary resources to enable students to interact directly with their environment. Furthermore, the findings of this study can serve as a basis for consideration by the government and relevant parties in formulating policies that encourage the application of context-based, environment-centered learning as part of the implementation of Pancasila Education and the strengthening of students' character. Thus, nature-based learning can serve as a strategy to realize a more meaningful, sustainable education focused on character development.

This study still has limitations because it was only conducted in one elementary school with a focus on the use of natural media in Pancasila Education learning. Therefore, this study can be continued in a broader context, such as at different education levels, other learning materials, or by using different research approaches and methods, such as quantitative or mixed methods to measure its impact more deeply. In addition, further research can also examine the long-term effectiveness of natural media in shaping students' environmental awareness. With further research, it is hoped that it can provide a more comprehensive contribution to the development of natural media-based learning and improve the quality of education, particularly in fostering environmental awareness in students.

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