
Environment-Based Learning at PAUD Sekolah Alam Ar Ridho Semarang

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Abstract

This study aims to describe environment-based learning planning in PAUD Sekolah Alam Ar Ridho Semarang, implementation of environment-based learning in PAUD Sekolah Alam Ar Ridho Semarang, and evaluation of environment-based learning in PAUD Sekolah Alam Ar Ridho Semarang. The approach used in this study is qualitative descriptive. The subjects in this study consisted of 1 principal, 1 teacher, and 3 parents. The data collection used is observation, interviews, documentation. Data validity techniques use sources and methods. Data analysis techniques use data collection, data reduction, data presentation, and drawing conclusions. The results of this study show that: environment-based learning in PAUD Sekolah Alam Ar Ridho Semarang applies learning that uses the surrounding natural environment as a learning medium with the participation of teachers and students, and compiles planning, implementation and evaluation in environment-based learning.

Keywords: learning, environment, child, nature school.

INTRODUCTION

Education is a conscious effort where humans are able to realize and develop their potential (Ulfah, 2021). Education is one of the important ones in national development because it is an investment in developing human resources (Erlyn et al., 2022). Education itself functions in the formation of character, able to produce useful civilizations and develop individual abilities. In education, there are four pillars, namely: *learning to know, learning to do, learning to be, and Learning to Life Together* (Azizi & Mahmoudi, 2019).

In achieving advancing education is not only the responsibility of a teacher or educator in schools because basically education cannot be reached through formal channels but there is informal education and non-formal education. Formal education is an effort carried out by educational institutions whose system is structured through a curriculum that has been determined by formal education institutions in stages (Islam et al., 2023). While informal education itself is usually obtained by individuals in the family environment to be able to learn values, attitudes or behaviors, and also daily experiences (Sumantri, 2021). Unlike the two, non-formal education is education held outside the school education system whose purpose is to provide educational services, which can be a complement, addition, or substitute for formal education (Mustangin et al., 2021).

In the 1945 Constitution concerning education is stated in Law No. 20. Year 2003. Article 3 states, "National education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". That way education is able to raise the degree and quality of the nation. In addition, education is an effort to shape the human person to be more civilized.

This non-formal education has been involved in the education service of the 9-year compulsory education program. In non-formal education, equality education programs have emerged such as Package A equivalent to elementary school, Package B equivalent to junior high school, Package C equivalent to high school, it was held because of the need to complete the 9-year compulsory basic education program organized by the government. Non-formal education is education held outside the school education system which is oriented towards providing educational services to community groups who for some reason cannot attend formal education at school (Juwita, 2020). Non-formal education here includes skills education and job training, life skills education, early childhood education, equality education, and many more types of education that aim to develop the potential of students or learning citizens. In non-formal education, it is not only related to the equality of the A, B, C package chase program as the target but also provides good education to early childhood to direct the potential that children have. Education that will be centered on early childhood continues the informal education that children have received from their family environment.

With the existence of PAUD (Early Childhood Education) as a means of accommodating and developing the potential of early childhood, PAUD also provides learning that adapts to the child's age and is fun. PAUD has ways or alternatives to education that make children comfortable, enthusiastic about games that at the same time contain elements of learning, and innovate fun learning. As is the case today that learning has been created using natural media, this learning model will provide a different sensation in early childhood. ECCE has an important role where ECCE will be the second environment encountered by children after the family environment. This ECCE environment will play an important role in the formation of early childhood character. In addition, ECCE also plays a role in determining the further development of children, because the ECCE environment is one of the factors that can affect a child's personality. Through ECCE children are expected to develop all their potential, including: religious, cognitive, social-emotional, language, gross motor, and fine motor, as well as independence, having the basics of aqidah and good morals.

Learning at school must be packaged in such a way that the values that occur in life will be easily understood by children and can also be embedded in children who are currently starting to be eroded by the times. With the development of technology in the era of globalization that is increasingly skyrocketing, any needs are increasingly facilitated, so that children are increasingly spoiled and dependent on technology. A teacher or teacher must understand and be able to adjust the learning methods that will be given to children so that children can digest and respond well. Learning methods and media must be in accordance with the characteristics of early childhood. By adjusting the character of children, it is hoped that the objectives of learning can be easily achieved properly. Given the characteristics of children who are actively playing,

learning in early childhood education must involve many play activities in it so that children can also be more active. Education for children will be more effective if adjusted to the interests of children, namely by playing (Diana et al., 2022). Playing can train children to focus their attention, because when they are exploring play, children have high concentration. In addition, playing is able to create fun and pressure-free learning activities.

Environment-based learning designed with learning in natural schools is one of the efforts in educational innovation. This school tries to develop a learning environment, learning methods that are different from other schools in general. The learning media used in the nature-based learning model are concrete natural objects around the school environment. Natural objects are objects that support learning resources. Natural objects include humans, animals, plants, rocks, soil, water, air, fire, sun, moon, stars, clouds, as well as natural symptoms that often occur in the Indonesian environment such as rain, strong winds, floods. While in Indonesia there is no snowfall, the selection of phenomena that are used as media should also be considered better. The use of classroom systems (*indoor learning*) and outside the classroom (*outdoor learning*), in addition to nature-based learning objectives to give birth to children who are independent, have noble morals and love nature. Nature-based learning will help foster autoactivity and autoactivity (activities that grow from within) children so that *active learning* processes are possible.

Learning methods in the natural environment will provide a number of direct and real learning experiences. In nature-based learning, children will be given an atmosphere and opportunity to develop care, sensitivity, sensitivity to the environment. Through the nature-based learning process, children will understand and apply directly the learning process they get to real life. That way children can interpret that learning about everything will be useful in present and future lives.

METHOD

This research uses a qualitative approach, which is a research approach that reveals certain social situations by describing reality correctly, formed by words based on relevant data collection and analysis techniques obtained from natural situations (Komariah, Aan: Djam'an Satori.2011). The purpose of this study is to describe how environment-based learning in PAUD Sekolah Alam Ar Ridho Semarang. The subjects of the study were 1 principal, 1 teacher, and 3 parents. The data collection method uses observation, interview, and documentation techniques. The observation method is the process of recording the behavior patterns of subjects (people), objects (objects), or events systematically without questions or communication with the individuals studied (Sopiah & Sangadji, 2010). According to Sugiyono (2009), interviews are used as a data collection technique if researchers will carry out preliminary studies to find problems that must be researched, and also researchers want to know things from respondents in more depth and the number of respondents is small / small. While documentation is any written material or written source that can be divided into sources of scientific books and magazines, sources from archives, personal documents, and official documents (Moleong, 2002). Observations are made by observation at the beginning or at each stage of research implementation, interviews are conducted with subjects and informants at different times, and balanced with documentation both primary and secondary which includes the completeness of environment-based learning at PAUD Sekolah Alam Ar Ridho Semarang.

The validity of the data used by researchers is in the form of triangulation of sources and data, where researchers compare the results of their findings with pre-existing data theories, (Moleong, 2002). Data analysis techniques serve to direct researchers in accordance with the formulation of the problem posed, Data analysis is the process of finding and systematically compiling data obtained from interviews, notes, fields, and documentation, by organizing data into categories, describing into units, synthesizing, arranging into patterns, choosing which ones are important and which ones will be studied, and make conclusions so that they are easily understood by oneself and others (Sugiyono, 2012). The steps to analyze data are in the form of data reduction, data presentation, and drawing conclusions. The research location is in PAUD Sekolah Alam Ar Ridho Semarang. The subjects in this study amounted to 6 people consisting of 1 school principal, 1 teacher, and 3 parents.

RESULTS AND DISCUSSION

PAUD Sekolah Alam Ar Ridho Semarang

PAUD Sekolah Alam Ar Ridho Semarang took the initiative to establish a school with fun learning for early childhood. With the desire to bring children closer to their nature. Through environment-based learning, children will be educated to return to their nature, close to nature, love the environment, and as Khalifa Fi Al-Ardhi, a human being who is able to manage and space nature well and wisely so that children can learn freely from the nature where they learn. The school, which was established in 2002, was originally an ordinary kindergarten, but the desire to develop the abilities of its students, made the founder of the Ar Ridho foundation, Mr. Nurul Hamdi and his wife, Mrs. Mia Inayati build a school with the concept of using natural media for the learning process. Because he felt that today's educational institutions are no longer *natural*.

The application of learning outside school is one of them by caring for the garden. The activity begins with planting plants, the students themselves prepare everything. Starting from tools, seeds and so on. Then they agreed to continue to take good care of the plants they had planted. With learning that involves children's motor, indirectly children are also trained to be independent by carrying out activities in environment-based learning.

Environment-based learning planning

Planning is a systematic process in taking an action before learning. Careful planning is needed so that the implementation of learning runs effectively. It is called systematic because planning is carried out with certain concepts. The quality of the learning process is measured by the quality of learning planning and implementation (Warisno, 2022). The quality variables of learning planning are formed from six indicators, namely planning learning objectives, planning learning materials, planning learning group management, planning the application of media and learning resources, and planning assessment of learning processes and outcomes of learning residents

Learning planning is defined as the systematic procedure by which education and training programs are developed and structured with a view to substantial improvement of learning (ANAM, 2021). Teaching activities are the process of arranging the environment so that students learn and each learning process will forever be different depending on the objectives, subject matter, and characteristics of students as learning resources (Sugianto et al., 2020). The main objective of lesson planning is to demonstrate the planning, development, assessment and management of the learning process. This shows that the importance of learning planning in the learning process (Ananda, 2019). From these three theories, it can be concluded that learning planning is a systematic action for the benefit of the learning process in which there are organized activities so that the results of the learning process will be maximized.

From the results of interviews with teachers at PAUD Sekolah Alam Ar Rido, it was found that in the learning process at PAUD Sekolah Alam Ar Rido, good and mature preparation is needed so that learning will run with its initial purpose. This is in accordance with the theory of several experts who assert that learning planning will involve systematic actions, in connection with that the learning process in PAUD Sekolah Alam Ar Ridho there is a systematic planning stage and there is special preparation in the learning process at PAUD Sekolah Alam Ar Ridho. PAUD Sekolah Alam Ar Ridho uses the curriculum provided in Sekolah Alam and the 2013 curriculum. The typical curriculum is the development of Islam by expanding aspects of life skills, starting from the 2000-2009 school year, a competency-based curriculum system has been implemented. The subjects summarized in this special curriculum (Islamic Religious Education) include:

- a. Aqidah : The subject of aqidah is aimed at introducing students that Allah Almighty as their God, Allah as creator, and Allah as giver of rizki. Material targets per class are adjusted to student development. Provide the ability to attend elementary education.
- b. Practice of worship: Provide basic skills to students about the law of Islamic practice, especially in Mahdhoh worship. Encourage, nurture and guide students to practice the prescribed services. Provide the ability to attend elementary school education.

- c. Akhlaq: Provide basic skills to students about good akhlaq (akhlaqul karimah). Encourage, nurture and guide students in practicing the adab-adab, praiseworthy akhlaq that is decreed. Provide the ability to attend elementary school education.
- d. Shiroh: Provide basic skills to students to recognize and study the events of Islamic history and civilization. Instilling exemplary values of the messengers and creativity of students in everyday life. Provide the ability to attend elementary education.
- e. Teaching to read the Qur'an (Qiro'ati method): Provide skills up to a proficient level for students to prepare to read the Qur'an on target.
- f. Tahfidzul qur'an / short surahs: Encourage, nurture and guide students to love memorizing the Qur'an and practicing it in daily life.
- g. Daily Hadith and Do'a: Encourage, nurture and guide students to love memorizing hadiths, prayers and practicing them in daily life.

RPP (Learning Implementation Plan) in environment-based learning is prepared in accordance with teaching materials that have integrated all in the process or what is often referred to as *weekly*. From the *weekly* model, it is chosen to achieve the completeness of learning materials so that aspects of religion, science, cognition, language, physical motor and independence can be integrated and maximized. The learning material taught with the above model is adapted to the *spider web* model (topic network), so that theory and practice can facilitate the development of students' potential.

Environment-based learning plans are applied with an integration model of themes that usually already include aspects of understanding with implementation that prioritizes a typical curriculum. The theme will change over 4-5 weeks. These themes include: a. Garbage: -Sort organic and inorganic waste, sort waste around the school, count leaves and throw them in green bin, count plastic and throw it in red bin, *outbound*, leaf shape classification, waste classification, *polling station outing*, chopping leaves, collage of leaves in the shape of children. -Garbage impact, earth hero film, assignment and presentation of garbage impact images, presentation of images brought, *Story telling* the impact of waste. -Utilization of organic waste, making collage trees, making photo figures, making pencil holders from boxes, collages of pangolin shapes. - Utilization of inorganic waste, making butterflies from plastic, assignment and carrying of used bottles, pencil holders from bottles, making fish from bottle caps, fashion shows. b. Freshwater animals: -Characteristics of freshwater fish, *outing* to the fish rearing, making 3-dimensional fish, fishing games. -Types of freshwater fish, fish names game, making fish puppets, micro role playing, watching fish theme movies. -Fish body parts, observation of fish body parts, collage of goldfish scales, fish body part games, fish puzzles. -Place of fish living and care, assignment of carrying fish, releasing fish into ponds, feeding fish, sewing fish patterns. -Manfaan freshwater fish, making grilled fish (catfish), bringing processed fish, fish benefit films, muhadharoh (fish nari performance). c. Flowers: -Various flowers, assignment to bring flowers, get to know various flowers, play flower names, *outing* to see flower plants, assignment to make flowers with your father. -Flower parts, make flower vases from bottles, get to know flower parts, count flower petals, make flowers from *playdough*. -Characteristics of flowers, looking for animals that approach flowers, AB pattern of flowers and insects, flower garden maze, coloring flowers. -Benefits of flowers, mustard weevil stamp, watch flower movies, rosette, *market day*. d. Profession: -Imitating professions, imitating teachers, coloring pictures of various professions.

Implementation of environment-based learning

The learning process must focus on context and experience that can make students have interests and carry out learning activities (Roziqin, 2019). The success of educational programs in the teaching and learning process is strongly influenced by several factors, namely students, curriculum, education staff, funds, facilities and infrastructure, and other environmental factors (Ismail et al., 2022). The learning process is a communication process between facilitators and students. In the communication process it can be done verbally (verbally) or non-verbally such as the use of media that can be used in the learning process. The learning process in PAUD Sekolah Alam Ar Ridho has 3 components, including planning, process, and evaluation, this affects learning to run optimally. But it would be nice if the learning process is carried out according to existing procedures and theories so that the results are more effective. Teachers or teachers at PAUD Sekolah Alam Ar Ridho can be utilized optimally by preparing material that will be used as teaching

material for students. In learning, there must be objectives, learning materials, learning subjects, media, learning facilities, learning resources, and other supporting learning processes in order to be able to support the smooth learning process. Here the place of learning is a form of facilities and supporting factors for a learning process.

PAUD Sekolah Alam Ar Ridho is located in JL. Bukit Kelapa Palm, Meteseh, Kec. Tembalang, Semarang City, Prov. Central Java. The location of this PAUD is close to housing whose atmosphere is still beautiful. The PAUD building is still in the same location as the elementary and junior high schools of Sekolah Alam Ar Ridho because it is still a foundation. The school, which is accompanied by fairly complete facilities, also has a natural and beautiful atmosphere. The position of the school which is specifically designed to create a nature-based school atmosphere is indeed very supportive of the concept that has been planned. Beautiful school environment so that environment-based learning can be done freely in the school environment. This fairly complete facility is a supporting factor to facilitate the learning process. These facilities such as classrooms, spacious playrooms, gardening equipment, outbound equipment. With these available facilities, the environment-based learning model will run optimally.

According to the description above, PAUD Sekolah Alam Ar Ridho already has a proper learning place as one of the school facilities used for the learning process. Effective learning is learning with the use of time that has been planned and systemized. That way there is no overlap in the division of learning time. The learning schedule at PAUD Sekolah Alam Ar Ridho is carried out regularly every Monday-Friday at 08.00 - 10.00 WIB. The learning schedule in this environment-based learning model is determined by theme, each theme has 4-5 weeks. The lesson schedule includes 08.00 – 08.15 which is opening as well as ice breaking, continued at 08.15 – 08.30 filled with morning inspiration, memorization and qiroati, then 08.30 – 09.00 entering the core learning, 09.00 – 09.15 eating various provisions they bring, 09.15 – 09.45 rest (playing outside), then 09.45 – 10.00 a review of the lessons learned and closing.

It can be concluded that the learning schedule at PAUD Sekolah Alam Ar Ridho has been neatly arranged and structured. This can help environment-based learning models run effectively. The constraints that exist in environment-based learning are: 1) Children's interest in environment-based learning. Interest is one of the factors that influence learning. Students who have an interest in the activities organized by the school will definitely pay close attention and be happy. It will get a good response when the material presented is interesting. From within the child itself can be used as a factor in the learning process. There are many other factors that can affect a child's interest in learning, namely the learning material and the influence of friends.

From the results of observations and interviews conducted at PAUD Sekolah Alam Ar Rido, it can be concluded that children are very interested and enthusiastic about environment-based learning models because children can see and touch directly objects that are used as learning materials. 2) Teacher / Teacher. Teachers are one of the most important factors in the course of the learning process at PAUD Sekolah Alam Ar Ridho. Teachers here are facilitators whose job is to provide material to students according to the existing curriculum. The presence of teachers / teachers also affects learning. A quality learning process requires optimal support from various resources, including the knowledge and attitude of tutors as the main actors of learning, the leadership of the organizers, the work climate created, and the existence of financial support and the availability of adequate learning facilities and infrastructure for the continuity of the learning process.

Good teachers / teachers are those who are able to master the material to be delivered to students and are competent according to the objectives. Teachers should structure experiences in their learning materials to ensure that students get clear guidance and direction in order to achieve learning goals. In the environment-based learning model in PAUD Sekolah Alam Ar Rido, teachers are very influential because here teachers are required to understand very well how environment-based learning. PAUD Sekolah Alam Ar Ridho always holds training before teachers are accepted as teachers, then it is held *Upgrading* to teachers about environment-based learning. That way the environment-based learning model will run according to the learning objectives. 3) Facilities and infrastructure. According to (Surur et al., 2020) There are three kinds of educational facilities, namely: Learning tools are tools that are used directly in the teaching and learning process. This tool can be in the form of stationery, practical tools: dairy tools, namely educational and teaching aids, and teaching media, namely educational facilities used as intermediaries in the teaching and learning process to enhance effectiveness and efficiency in achieving educational goals.

According to (Aulia & Asfar, 2021) Infrastructure is anything that can simplify or expedite the task and has a relatively permanent nature. One of these permanent properties is that it is difficult to move. Examples:

school yard, soccer field, basketball court, volleyball court, multipurpose building (hall), long jump tub and the like. Facilities are translated from the term facilities which means something that can be used and can be utilized in the implementation of learning. The facilities and infrastructure at PAUD Sekolah Alam Ar Ridho are quite good and complete. There are decent learning spaces and school yards that support the process of environment-based learning models.

Based on the results of interviews with several parents, they stated that they did not agree if the facilities at PAUD Sekolah Alam Ar Ridho were good enough, because they thought that the facilities that existed today were no better than the facilities that existed when they sent their children who were alumni of PAUD Sekolah Alam Ar Ridho. 4) The role of parents. In Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system, article 27 paragraph 1 mentions informal education activities carried out by families and the environment in the form of independent learning activities.

In the opinion of Nunes et al (2016) in international journals stated that: *"based on the National Program for Restructuring and Acquisition of Equipment for the Public School Network for Early Childhood Education and its impact on care for children from 0-6 years"*. Based on the National Program for Restructuring and Equipment Acquisition for Public Schools, the Network for Early Childhood Education, and it impacts parenting in children aged 0-6 years. So here parenting is very necessary in the smooth education of children.

As for the factors that can affect early childhood education, according to Friedman in (Nugroho et al., 2021) Among others:

- a. Social status factors are determined by elements such as education, employment, and income.
- b. Family form factor.
- c. The factor of the stage of family development starts from the occurrence of marriage that unites two different individuals, continued with the preparation stage to become parents.
- d. Role model factors

While according to (Ruli, 2020), the role of parents in early childhood education, namely: Parents as teachers first and foremost, Developing children's creativity, Improving children's brain abilities, Optimizing children's potential. The main factor in external factors that become obstacles in this environment-based learning model is parents. Here the role of parents is needed for students. With encouragement from parents, students will be more enthusiastic in the learning provided.

As stated by the head of PAUD Sekolah Alam Ar Ridho during the interview that parents strongly support the existence of the environment-based learning model because of its creative and innovative learning model, especially 6 aspects of early childhood development appear in the learning model. 5) Weather. In the nature-based learning model, it is indeed more done outdoors or *outdoor*. That way taking into account the weather is also very necessary. The environment around the school is used as facilities and infrastructure in this environment-based learning model.

The results of observations and interviews at PAUD Sekolah Alam Ar Ridho this environment-based learning model really takes into account the weather, because many learning activities are carried out outdoors. The weather cannot be predicted when it will be hot, cloudy, or rainy. If the weather is not favorable then the learning process will be disrupted. 6) Funds are an intimate factor that supports the smooth running of environment-based learning models. In addition to getting a budget from the Directorate, there are also funds that are indeed held in mandatory administration. In PAUD Sekolah Alam Ar Rido, funds can be an obstacle if there are too many activities outside or *Outing* These activities cost a lot, especially on renting places and transportation. Usually there are parents who donate or sponsor activities *Outing* Such by bearing the cost of transportation or lending their personal vehicle for outside activities.

Environment-based learning evaluation

Evaluation is a system whose function is systematic to find out the success or failure of a program that has been implemented. This stage is a very important stage because it is carried out at certain periods and can help monitor the quality of the quality of learning programs. Opinions of Ya Chin Kang and Chia Yi Chen (2016) in (Toivonen et al., 2021) Regarding the evaluation, they are as follows: *"Evaluation after the lesson can give the activity leader a chance to reflect on the session that has just completed. The period of reflection is very helpful for the personal growth of the leader"*. This opinion means that the evaluation done after the

lesson will give a leader time to reflect on the session that has just been carried out. The period is very helpful in the formation of the leader's personality.

Evaluating the quality of educational services cannot be separated from the elements and influencing factors, namely: 1) students who relatively have the same age and grade level but have different levels of knowledge; 2) educators; 3) Purpose; 4) Educational Content, everything that educators directly give to students and are expected to be mastered by students in order to achieve educational goals; 5) methods serve as tools to achieve ends; 6) environments that can affect educational processes and outcomes.

In the evaluation, there is supervision and monitoring of the programs that have been implemented. Supervision according to (Syaripudin et al., 2021) That is to check the programs that have been agreed and distributed according to their roles so that they are implemented according to plan and implementation as expected. While according to (Rachmaniar et al., 2021) mentioned that evaluation is the process of collecting and analyzing data or information to determine the level of achievement of goals or added value of educational activities.

Based on the theory above, it can be concluded that evaluation is a way to obtain information and consideration in decision making and as a measuring tool to determine the success of the learning process. The results of observations at PAUD Sekolah Alam Ar Ridho include evaluation activities on environment-based learning models, techniques used in evaluation include portfolios, questions and answers, performances, and performances. Evaluations are usually carried out daily, weekly, monthly and semesterly. Evaluation can be used as a means in the learning process, the explanation is as follows: 1. *Placement evaluation* that is, being able to find out the innate abilities that students have before taking a new lesson; 2. *Formative evaluation* namely being able to monitor student learning improvements and weaknesses of learning elements; 3. *Diagnostic evaluation* that is, diagnosing learning difficulties experienced by students. Evaluations aimed at students have various objectives, namely: being back to students, turning to teachers, information for parents, information for selection and certification, information about accountability, and incentives to improve student activities (Hall et al., 2020).

It can be concluded that there is an evaluation in the environment-based learning model at PAUD Sekolah Alam Ar Ridho which is carried out regularly every day, week, month, and semester The evaluation system in a learning process is an activity that has the aim of measuring the success or failure of a learning program. According to (Adom et al., 2020) that evaluation is the process of determining the extent to which educational objectives can be achieved, and efforts to document the match between student learning outcomes and program objectives. While according to (Arifin et al., 2020) An evaluator in learning is usually held by a teacher. In this case a teacher must: Be scientific, that is, apply scientific principles in compiling instruments (tests and not tests), data collection and analysis, and in decision making. Competent, namely mastering the field of study taught and evaluation methodology. Honest, that is, do not have the desire to manipulate the data submitted by students. Objective, that is, not to mix personal impressions with data submitted by students. Open, which is willing to provide data or information to others (including students) to find out the decisions made.

From the results of observations and interviews conducted at PAUD Sekolah Alam Ar Ridho, there is an evaluation system. The evaluation system used includes portfolios, questions and answers, performances and performances. The evaluation at PAUD Sekolah Alam Ar Ridho itself was carried out by a teacher who had the characteristics in the theory above.

CONCLUSION

In planning environment-based learning in PAUD Sekolah Alam Ar Ridho is well structured. The curriculum used is in accordance with the learning applied. In the presence of *Recruitment* For teachers or teachers in PAUD Sekolah Alam Ar Ridho can create optimal learning because teachers or teachers are really selected according to what is expected from environment-based learning. As for the funds obtained from the government budget or BOP which has been provided for schools, but there are still obstacles regarding this because of activities outside the school that spend a lot of funds so that additional funds are needed, this is usually overcome by receiving voluntary donations from parents. In environment-based learning carried out at PAUD Sekolah Alam Ar Ridho which has been designed with the concept of a natural school. Learning is carried out with a benchmark schedule so that the activities to be carried out have been arranged and structured

so that learning will run effectively. Learning is usually also done outside of school or commonly referred to as *Outing*. So as to make children not bored when following learning. The delivery of material by the teacher to students will make students happy. However, there are still obstacles that exist in environment-based learning activities which are divided into internal and external factors. Environment-based learning ends with evaluations carried out daily, weekly, monthly and semesters. Evaluation is carried out by technique portfolio, Q&A, performances, and performances. Evaluation is carried out to measure how successful the learning model is carried out, it is also used to see what things must be improved in the learning carried out.

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