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## **Family Partnership-Based Environmental Care Learning Model in Creating Child-Friendly Schools in PAUD Melati, Bengkulu City**

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### **Abstract**

**Keywords:** Caring for the environment; early childhood; Child friendly school3;

This research was conducted to see the practicality of an environmental care learning model based on family partnerships in creating child-friendly schools in PAUD Melati, Bengkulu City, which consists of 3 parts, namely: practicality from teachers, parents and observers. This research is a type of research and development (research and development). This research procedure refers to the stages of the Borg and development model. This research was conducted at PAUD Melati, Bengkulu City with a total of 62 children, 62 parents and 4 teachers from PAUD Melati, Bengkulu City. Data collection in this research was carried out using observation, interviews and response questionnaire techniques. The results of this research are that the implementation of the model gets a score of 86%, the practicality of the model is seen from its usefulness based on the results of the teacher response questionnaire to the model, the percentage score of teacher 1 is 93%, teacher 2 is 89%, teacher 3 is 91% and teacher 4 is 90% in the very good category and in terms of effectiveness using

the anova test, a sig value of 0.00 <0.05 was obtained, which shows that there is a difference after the use of an environmental care learning model based on family partnerships in creating child-friendly schools in PAUD Melati, Bengkulu City

### Abstrak

**Kata Kunci:** Penelitian ini dilakukan untuk melihat kepraktisan model Peduli lingkungan; anak usia dini; Sekolah ramah anak; *Penelitian ini dilakukan untuk melihat kepraktisan model pembelajaran peduli lingkungan berbasis kemitraan keluarga dalam menciptakan sekolah ramah anak di PAUD Melati Kota Bengkulu yang terdiri dari 3 bagian yakni: kepraktisan dari guru, orang tua, dan observer Penelitian ini adalah jenis penelitian dan pengembangan (research and development). Prosedur penelitian ini mengacu pada tahapan model pengembangan Borg and. Penelitian ini dilakukan di PAUD Melati Kota Bengkulu dengan total subjek penelitian berjumlah 62 anak, 62 orang tua dan 4 guru dari PAUD Melati Kota Bengkulu. Pengumpulan data pada penelitian ini dilakukan dengan teknik observasi, wawancara, dan angket respon. Hasil penelitian ini adalah dari keterlaksanaan model mendapatkan skor 86%, kepraktisan model ditinjau dari kebermanfaatannya berdasarkan hasil angket respon guru terhadap model, persentase skor guru 1 adalah 93%, guru 2 adalah 89 %, guru 3 adalah 91% dan guru 4 adalah 90% dengan katagori sangat baik dan pada efektivitas dengan menggunakan uji anova diperoleh nilai sig 0,00<0,05 yang mana hal ini menunjukkan terdapat perbedaan setelah penggunaan model pembelajaran peduli lingkungan berbasis kemitraan keluarga dalam menciptakan sekolah ramah anak di PAUD Melati Kota Bengkulu.*

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## 1. Introduction

School is one of the main components in a child's life apart from family and the environment around them. In general, school is a place where children are stimulated to learn under the supervision of teachers. School is also a significant place for students in their developmental stages and is an influential social environment for children. Apart from that, schools must also be a place to develop children's cognitive, affective and psychomotor aspects. Schools that meet these criteria are called Child Friendly Schools (SRA).

Child Friendly Schools (SRA) is a program to create conditions that are safe, clean, healthy, care for the environment, and have an environmental culture, which is able to guarantee the fulfillment of children's rights and protection from violence, discrimination and other wrongdoing, as long as the child is in an educational unit, and

supporting children's participation, especially in planning, policy, learning and supervision(Ikbal, 2020).

Caring for the environment, which is one of the programs of child-friendly schools, is attitudes and actions to prevent damage to the surrounding natural environment and strive to repair existing damage. If someone doesn't care about the environment, it can cause frequent problems with the preservation of green land which is widely used to build residential areas, causing floods to easily occur because there is no water absorption when it rains. This indifference can be seen from the large number of green areas such as plantations, forests and rice fields which have been converted into housing, offices, business premises, recreational facilities and so on. One effort to overcome environmental problems is through character formation starting from an early age.

This character formation can be done through learning that has an environmental perspective. By learning about environmental care, it is hoped that students will be aware of caring for nature and the environment around them. Instilling an environmentally caring attitude in students can start from maintaining the cleanliness of the classroom and school by throwing away rubbish in its place, carrying out class pickets, caring for plants, and so on. Apart from that, one way to foster an environmentally caring character in PAUD students is by implementing clean and healthy living behavior. This behavior plays a very important role in instilling environmentally caring character values(Harianti, 2017). Cleanliness in the school environment is not only the responsibility of students, but also the responsibility of teachers and everyone in the school. However, in reality, there are still many schools whose environment has not been maintained. The reason why the school environment is not maintained is a lack of awareness in maintaining the cleanliness of the school environment. In the school environment, the teacher is the figure who has the most influence on students, because whatever the teacher does, the students will follow him. Therefore, teachers must encourage and set examples of good behavior, such as throwing rubbish in the right place. That way students will follow what the teacher does.

Instilling knowledge, abilities and attitudes in basic education is the foundation for forming children's personalities in the formation of society's personality in the future. This personality cultivation can be realized in the form of education about environmental care behavior and maintaining cleanliness. One of the concerns in the school environment is the problem of waste. With this waste problem, it is very necessary to pay special attention to the environment, apart from that, each individual must also be aware of the need to always protect the environment. Therefore, an environmental care movement is really needed to keep the environment clean. Character education has a very important role in strengthening the mentality and character of the next generation so that it is in line with the aim of education, namely forming good character. The environmental care movement is included in nationalist character values. What is meant by nationalist values is how we behave, think and do things that show a spirit of loyalty,

respect and concern for the environment, economy, social, culture, politics and the nation above personal and group interests. The values contained in the nationalist character include protecting the environment, preserving natural resources, love of the homeland, and discipline. Character education involves all existing interests in education, including the family, school, school environment, and also the wider community. Character formation and education will not be successful if there is no continuity and harmony with the educational environment(Chan, F., Rimba Kurniawan, A., Oktavia et al., 2019)

The character of caring for the environment can also be instilled in students by getting them used to washing their hands during break times, and washing their hands before and after eating. All students are also accustomed to throwing rubbish in the places provided. Apart from that, students are also taught to sort waste, so that waste such as plastic bottles, mineral water glasses is stored and then when there is a lot it can be sold and the money from the sale goes to the class treasury.(Dervita. I., & Sd, 2019).

The importance of caring for the environment is because the earth is getting older and humans' needs for nature are also getting bigger, so environmental issues are very important to pay attention to.(Sari, PN, 2018). For this reason, the earth needs to be protected and cared for with love. It is in this context that the value of caring for the environment as one of the values in character education becomes very important to instill in young children(Afriyeni, 2018).

Learning which is oriented towards environmental education has obstacles to learning materials and methods are inadequate and not applicable, so that the target group's understanding is incomplete(Schimek, 2016). The wrong mindset in environmental learning requires high-tech environmental education infrastructure, thereby reducing motivation to implement environmental education(Armstrong, 2022). There are three obstacles to the implementation of environmentally caring character education in early childhood, namely the first obstacle is the unpreparedness of educators(Proulx & Aboud, 2019). This unpreparedness is caused by educators not understanding or even knowing how to explain and instill character in children, not yet learning and not having a basic understanding for it. The second obstacle is the child's unsupportive environment. There is no harmony or suitability of environmental care education taught at school with that taught at home, which is also influenced by various factors(Salasiah et al., 2018). For example, low parental education and lack of understanding hinder the cultivation of environmentally caring characters, which should be instilled from the start in the family environment, which is not carried out because it is deemed unnecessary.(Sujarwo et al., 2021).

Early childhood learning will be better if the surrounding environment is supportive, namely parents, teachers and other family members(Salasiah et al., 2018). This means that schools and families are very important pillars to ensure optimal child growth. For this reason, it is necessary to build a partnership between them(Nudin, 2020). The family has a role in providing a sense of security to children,

as a source of love, as a model of behavior, and providing guidance in the child's self-development (Imanova, 2021). The family is the first and main educational institution for a child. The patterns and forms of daily interactions between families and children greatly determine the maturity of emotional development, children's behavior, and children's success as adults. (Nudin, 2020). The results of the interaction process that the child receives from the family will become the basis for further development processes outside the home, including in their living environment (Heavyrunner & Decelles, 2002).

Parental participation, whatever their background, tends to increase student achievement and encourage positive educational outcomes (Plagens, 2011). Partnership is a cooperative concept that was initially widely known in the economic and business sectors. The term partnership or more familiarly known as partnership, is nothing new in human activities (Nur & Abdur, 2023). For a long time, in line with the history of human civilization, cooperation has been a part of people's lives to jointly meet life's needs. According to (Van Roekel, 2008), a partnership is basically understood as a cooperative relationship between two or more people carried out formally or informally. Then, Public Private Partnership (PPP) gives the meaning of partnership as a cooperative relationship between various sectors where they jointly participate to achieve the desired goals together. (Bolívar & Chrispeels, 2016).

The results of research related to educational partnerships show that developing strong ties between schools, parents and communities has benefits for students, parents and teachers. (Honig et al., 2021). The involvement of schools and parents in the form of partnerships can develop the potential and success of students at school. Furthermore, (Israel et al., 2021) states that good and balanced cooperation makes children grow healthier, emotionally, socially and intellectually intelligent and able to follow lessons at school well. Forms of school and family partnerships can be carried out by strengthening two-way communication, parent education, volunteer activities, learning at home, and collaboration with the community. (Capacity-building, 2013). Implementation of the family partnership model with existing non-formal education units related to the development of student capacity, meetings between educators and parents or guardians, inspiration classes, and end-of-year performances (Epstein & Salinas, 2014). The ecoliteracy learning model based on parent partnerships to improve the environmentally caring character of young children in Bengkulu City has never been carried out. Therefore, this research was carried out with the aim of developing Learning to Care for the Environment Based on Family Partnerships in Creating Child-Friendly Schools for PAUD Children in PAUD Melati, Bengkulu City.

## **2. Methods**

This research is a type of research and development. This research procedure refers to the stages of the Borg and Gall development model which are carried out in ten steps, namely: research and information collection, planning, develop preliminary

form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final revision, design and implementation (Borg, WR and Gall, 2003). This research was conducted at PAUD Melati, Bengkulu City with a total of 62 children, 62 parents and 4 teachers from PAUD Melati, Bengkulu City.

Data collection in this research was carried out using observation, interviews and response questionnaire techniques. Data analysis in this research was carried out to see the practicality of the model which consists of 3 parts, namely: practicality from teachers, parents and observers.

**Table 1 Rating scale criteria**

<b>Achievement (%)</b>	<b>Qualification</b>
85 < x ≤ 100	Very Practical
75 < x ≤ 85	Practical
65 < x ≤ 75	Quite Practical
55 < x ≤ 65	Less Practical
45 < x ≤ 55	Very less

Practicality data is obtained from children by calculating the average value of the child and then adjusting it to the assessment scale in the criteria table. Analyze the level of implementation by calculating the percentage of implementation of the learning model. Assessment scores regarding implementation are obtained through observers at each meeting. The data obtained was then analyzed using the following formula:

$$P = \frac{K}{J} \times 100\%$$

Information:

P: Percentage of Learning Implementation

K: Implementability Score

J : Maximum amount

The learning model is said to have a good level of implementation, if the percentage obtained is at least 75%. If the achievement of learning implementation is less than 75%, then researchers need to make improvements based on notes or input from observers and discussions with experts.

### **3. Results and Discussion**

The results of the practicality test of the learning model showed positive results. The results of teacher observations regarding children's environmentally caring character are linked to impact components, namely children are enthusiastic in participating in learning, children are interested in the media provided, children know the different types of waste, children know the impact of not protecting the environment and children can answer questions about A family partnership-based ecoliteracy learning model to improve environmentally caring character is studied.

Based on the results of this research, it can be concluded that the implementation of the learning model can increase environmental

awareness. This can be seen from the results of increasing environmental awareness in children by 0.6 in the medium category to 0.8 in the high category. The aspects of caring for the environment above will be achieved optimally by a child if the child is given the opportunity to explore with continuous and continuous familiarization and training so that it can be said that the product developed is effective for environmental learning in early childhood.

**The feasibility of the model is seen from the implementation of the learning model**

Implementation of the learning model by looking at learning activities using the model involving 2 teacher observers. The assessment looks at all the components of the model, namely: syntax, social system, principles and direct impacts as well as accompanying impacts) applied to learning. Implemented in learning in 2 meetings and then evaluated for its implementation. The focus of observation is the activities of teachers and children while learning. The data obtained is quantitative data which is then converted into qualitative data according to the predetermined categories. The results of data analysis are summarized in table 3.

**Table 3 Results of Learning Model Implementation**

No	Component	Observation I		Observation 2	
		1	2	1	2
1	Syntax	4	3,4	3,4	3.8
2	Reaction Principles	4.0	3.8	3.5	4
3	Soil System	3.8	3.8	4	4
4	Support System	3.6	4	4	3.8
5	Direct impact and accompanying impact	4	4	3	3.5
Average		3.7	3.8	3.7	3.8
Implementability		87%	77%	88%	93%
Average		86%			
Information		Very good			
Decision		Practical			

Based on the table above, it can be explained that in the syntax component of the learning model, activity accuracy is 86% and time is 88% in the very good category. So it can be concluded that the learning model has been declared practical by observers in terms of the implementation of learning in PAUD Melati, Bengkulu City. So this learning model can be implemented for learning to care for the environment in early childhood in the classroom.

**Practicality of Learning Models Judging from Usefulness**

The practicality of the learning model developed was assessed in terms of its usefulness for practitioners, namely PAUD and early childhood teachers. Model practicality data was obtained from response questionnaire sheets for teachers and children. The data obtained is quantitative data, then processed into quantitative data using predetermined categories. Data analysis of teacher and child responses is described as follows.

Here is the analysis of the questionnaire data from PAUD teachers. The practicality of the model was obtained through questionnaires filled out by two teachers acting as observers. The summary of the teacher response questionnaire results is presented in Table 3 below.

**Table 3 Results of Teacher and Parent Response Questionnaires**

Practitioner	Total score	Percent Implementation (%)	Information	Decision
1	97	92%	Good	Practical
2	93	89%	Good	Practical
3	95	91%	Good	Practical
4	97	90%	Good	Practical

Based on the results of the teacher response questionnaire to the model, the percentage score for teacher 1 is 93%, teacher 2 is 89%, teacher 3 is 91% and teacher 4 is 90% in the very good category. These results show that the learning model is useful. so it can be concluded that the learning model that has been developed is declared practical by the teacher and can be implemented. Trial data was obtained from the results of initial trials and trials. Normality testing is an absolute requirement in carrying out statistical tests. Trials will be carried out in the control class and experimental class in this research using normality and homogeneity tests. The number of samples that will be tested for normality and homogeneity in PAUD Melati classes is taken as 1 class and 1 control class.

**a. Normality test**

The normality test is carried out to determine whether the variables in the study have a normal distribution or not. To determine the form of data distribution, statistical analysis is used. This normality test uses test results to test the experimental group. Data is declared normally distributed if the significance value is greater than 0.05. The results of the normality test data can be seen in table 46 below:

**Table 4 Normality Test for Environmentally Caring Characters**

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Eksprimen	Pretest	.147	15	.200 <sup>*</sup>	.955	15	.604
	Posttest	.225	15	.040	.876	15	.041
Kontrol	Pretest	.258	15	.008	.872	15	.037
	Posttest	.117	15	.200 <sup>*</sup>	.941	15	.400

<sup>a</sup>. This is a lower bound of the true significance.  
<sup>a</sup>. Lilliefors Significance Correction

Based on table 4 above, it can be seen that the statistical value data of Kolmogorov-Smirnov and Shapiro Wilks on pre-test and post-test scores have a significance value above 0.05. So it can be said that the Pretest scores are normally distributed.

**b. Homogeneity Test**

Test Homogeneity in this research was carried out to find out whether the sample used came from a homogeneous variant



population or not. In homogeneity testing, the variance between pretest and posttest scores. The test criteria are that the variance is said to be homogeneous if the significance value of the statistical average based on mean, based on median and with adjusteddf, and based on trimmed is greater than 0.05. Detailed results of the homogeneity analysis can be seen in table 5 as follows:

**Table 5 Homogeneity Test Results**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Eksperimen	Based on Mean	2.735	1	28	.109
	Based on Median	2.508	1	28	.124
	Based on Median and with adjusted df	2.508	1	24.900	.126
	Based on trimmed mean	2.650	1	28	.115
Kontrol	Based on Mean	.445	1	28	.510
	Based on Median	.450	1	28	.508
	Based on Median and with adjusted df	.450	1	25.984	.508
	Based on trimmed mean	.451	1	28	.507

Based on the table above, the majority of all sources have significance values greater than 0.05. so it can be said that the variance between pretest and posttest scores is homogeneous. The average results show higher than before learning was carried out using the model.

**c. Descriptive Data Analysis**

Descriptive analysis aims to see the average value, minimum value, maximum value and N-Gain for each dependent variable in the control class and experimental class to find out how much improvement is made by calculating the N-Gain as presented in table 6 below. This.

**Table 6 N Gain Calculation**

School name	Variable	Average value		N-Gain	Category
		Pre-test	Post-test		
PAUD Melati	Control (A1)	30	65	0.5	Currently
	Experiment (A2)	63	85	0.6	Currently

Information

- 1) If the gain value is more than 0.7, it is classified as high
- 2) If the gain value is more than or equal to 0.3 and if the gain value is less than/equal to 0.7 it is classified as medium
- 3) If the gain value is less than 0.3, it is classified as low

Based on the results presented in the table above, it shows that the average value after treatment (post) for the environmental care learning model variable is higher than the value before treatment (pre). From this presentation, it proves that there is an increase in environmental awareness in early childhood after being treated with the learning model.

**d. T-Test Trial Results**

The T-Test trial carried out a paired sample t-test showed that there was a significant difference between the pre-test and post-test

scores. Then, parametric statistical tests were then carried out using the independent t sample T-test with a significance level of  $\alpha < 0.05$ . The test results can be seen in table 7 below.

**Table 7 Paired Sample T-Test Results for Control Class and Experimental Class**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Kontrol- Eksperime n	-20.667	18.886	4.876	31.125	-10.208	-4.238	14	.001

Based on the results of the paired sample t-test in the table above, it shows that the control and experimental groups obtained a Sig value of 0.000 so you can see that the significance value for both is less than 0.05 so there is a significant difference in the pre-test and post-test, thus  $H_0$  is rejected. and  $H_a$  is accepted, which means there is a significant influence between the pre-test and post-test results in each group. Based on the results of the paired sample pre-test and post-test, it was decided that the next test to be carried out was the ANOVA test.

**e. ANOVA Trial**

The ANOVA test was carried out to determine the difference in average scores between groups that received different learning model treatments. Analysis was carried out to find out whether there were differences in the mean scores of children in the groups that received treatment with the learning model. The results of the Anova trial are presented in table 8 below.

**Table 8 ANOVA Test Results**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3203.333	1	3203.333	18.699	.000
Within Groups	4796.667	28	171.310		
Total	8000.000	29			

The average (mean) post test value shows higher than the pre-test value between the control and experimental groups, so it can be concluded that in a limited test using a learning model it is able to influence environmental care in early childhood. This comparison can be seen from the difference in values for each treatment or by calculation. There is an increase with the criteria for significance numbers showing a sig value of  $0.00 < 0.05$ , which shows that there is a difference in the influence of the environmental care learning model for early childhood after it is implemented. This shows that the hypothesis with the statement that there is no difference between the scores on the pre-test and post-test is said to be rejected. On the other hand, alternative

hypotheses which state that there is a difference between the scores on the pre-test and post-test are said to be accepted. If you look at the distribution of the average value data, it shows that the post test score is higher than the pre test score. It can be interpreted that the implementation of the learning model can increase environmental awareness.

Environmental care learning models must be developed by elaborating between theory and practice. Development of learning models. This aims to develop environmental care abilities in early childhood. Learning is carried out through cognitive processes in receiving and processing information according to the experience they have (Badi'ah, 2021). The existence of an environment is very important in supporting learning. Bruner said that the learning process will run well and creatively if teachers give children the opportunity to discover a concept, theory, rule or understanding through examples they encounter in their lives. (Budiningsih, 2005) Learning is an active process that allows humans to discover new things outside the information given to them. Direct involvement of families in learning is an achievement the aim of collaborating with families in handling children's growth and development abilities Early age is a child's golden period (Sutarto & Aeni, 2023).

Learning environment has an impact on children's early developmental progress (Weinert, S., Linberg, A., Attig, M., Freund, J. D., & Linberg, 2016). Factors that influence family involvement in early childhood education need to be understood by education and educational units, including; social status, family form, stage of family development and role models, thus supporting success in finding solutions to existing problems in literacy learning in partnership with families (Irma, C. N., Nisa, K., & Sururiyah, 2019).

The results of research on learning models can increase environmental awareness in young children, seen from the fact that they can differentiate between types of waste, understand why ecoliteracy is important, the benefits of saving energy, and can get used to throwing rubbish in the right place. Parental involvement in learning has various benefits, including increasing children's motivation, the quality of children's attitudes and behavior at school, and children's learning achievements. Research shows that parental involvement in the form of increasing learning motivation can improve children's learning achievements for the better (Zulparis, et al. 2021). Apart from the positive impact on children's academic and social development, parental involvement also plays an important role in creating a conducive learning environment (Putri, et al. 2023).

Parental involvement in education will be needed at every level of education and educational institutions where students are still just starting to develop character through attitudinal, moral, religious and social development so that parental involvement in children's education is needed (Hedyanti et al., 2016; Samuel et al., 2016). This is to create a common perception and content of children's education which is expected to support continuity between education at home and school. Parental involvement is divided into three types. First, cooperation

between parents and teachers as helpers. Second, it is an implementation process that goes through the past. Third, the process by which teachers and parents work, learn and participate in making decisions (Acar et al., 2021; Morrison, 1988).

Parental involvement in children's education is a form of activity carried out by parents through collaboration at home and school (Diadha, 2015; Hoover-Dempsey & Sandler, 1995). Early Childhood Education (PAUD) is the initial stage in the educational process which is an important foundation for children's development. It is these periods that form the basis of knowledge, attitudes and skills that will have a major impact on the child's entire life in the future. As an educational institution responsible for forming children's character, PAUD is not only required to provide formal education, but also needs to create an environment that supports and involves parents as partners in the learning process (Rahimah & Koto, 2022). When parents are actively involved in their children's education, the learning process becomes more meaningful and meaningful. This is in line with the view that children's education is a shared responsibility between educational institutions and families (Rahimah & Sukiman, 2020).

#### **4. Conclusion**

This character formation can be done through learning that has an environmental perspective. By learning about environmental care, it is hoped that students will be aware of caring for nature and the environment around them. Research on environmental care learning models based on family partnerships in implementing child-friendly schools in PAUD Melati, Bengkulu City, seen from the implementation of the model received a score of 86%, the practicality of the model was seen from its usefulness based on the results of the teacher response questionnaire to the model, the percentage score of teacher 1 was 93%, teacher 2 was 89%, teacher 3 was 91% and teacher 4 was 90% with the category very good and on effectiveness using the anova test, a sig value of  $0.00 < 0.05$  was obtained, which shows that there is a difference after the use of the environmental care learning model based on family partnerships in creating child-friendly schools in PAUD Melati, Bengkulu City

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