

## THE EARLY EDUCATION OF ENVIRONMENTAL HEALTH LITERATION AS THE EFFORT OF DEVELOPING RURAL TOURISM

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**Abstract:** Awareness of environmental preservation begins with learning about environmental health for children in the tourist village area. The main objective of this program is to build a strong community foundation regarding the importance of environmental health in maintaining the balance of rural nature. The research objective was to determine the implementation and pattern of environmental health literacy education in the village of Paledah, Padoherang District, Pangandaran Regency. The research method used is qualitative. The consideration of choosing this method is the character of data that is able to maintain the integrity of the object. This means that research data is understood as an integrated unit. The process of collecting data was accomplished through interviews, discussions, observations, and library studies. Validity and reliability tests are carried out through the process of data triangulation and source triangulation—descriptive data analysis through stages of data reduction, data presentation, and conclusion drawing. Sources of data in this study are 5 persons. They are the managers of a tourist village 3 people and two people of parents' students. The results showed that there were five components in the implementation of environmental health literacy education in Paledah, Padoherang District, Pangandaran Regency. The components are (1) learning starts from simple experience, (2) provides positive experiences outside the house, (3) focuses on experience rather than teaching, (4) shows the person who cares about the environment and pleasure being in the real world, (5) the teacher as a model in maintaining the natural environment. The pattern of learning environmental health literacy involves four main elements, namely the teacher, children as students, parents, and learning media. Through this pattern, a synergy of instructors in village tourism managers and parents at home can be built to act in harmony in providing environmental health literacy for children, especially regarding the control of the implementation of environmental health literacy in children's daily lives.

**Key words:** education, environmental health, health literacy, rural tourism

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### INTRODUCTION

Development of rural tourism based on the development of natural, agricultural, social, and local cultural potentials can be a potential development for tourism-based communities. Nature-based community development can include the role and participation of rural communities (Rorah, 2012). This is in line with the development of natural resources and human resources they have. It must be a concern in developing tourism villages, namely how the community can be encouraged and developed continuously. So the potential of the village and the community can be optimally developed. Through the continuous exploration of the village and the community's potential, the development of tourism villages can have a maximum impact on farmers' welfare and rural communities.

This was proven in Dewi (2013) research regarding the development of village tourism based on community participation. The results of the study illustrate that the development of tourism villages must run according to the needs of the community. This is based on the context of guaranteeing community involvement in the process of developing rural tourism. In order for the community to have guarantees to be involved in all the development processes, the political will of the government is needed to reduce its role in developing tourism villages. In this case, the government provides a greater role to the community by opening space for the community to participate.

In addition, Zakaria and Suprihardjo (2014), in their research, stated that the development of tourism villages must be based on the development of non-spatial concepts. The things that must be done in the development of tourism villages are based on non-spatial concepts, which is to make customs as a regulation in tourism activities, involving local communities and community leaders in tourism village development, and implementing zoning regulations or government policies that govern the development process. This illustrates the local wisdom in this case, the noble values that develop in the community must be the foundation in the tourism village development. The manifestation of local wisdom lies in the lives of people who know their environment well, and people live side by side with nature in harmony, and understand how to use natural resources wisely. Local wisdom in the form of natural resource and environmental management is a form of community conservation (Komariah et al., 2018). What needs to be underlined in his opinion is that Zakaria and Suprihardjo (2014) involves the local community and community leaders in the tourism village development. Community involvement here means community participation. Community participation in village development is absolutely necessary. Community involvement in the development of tourism villages become the biggest capital, while local communities have understood the condition of the area entirely and deeply. Thus they will make a very large contribution in all stages of the development of tourism villages.

Increasing participation in the development of tourism villages must be carried out by increasing direct the community involvement in various stages of activities ranging from planning, implementation, to the evaluation stage of the program. Three basic elements are needed to build community involvement in a development program, namely the willingness, opportunity, and ability to participate. The willingness to participate is a key factor for the growth and development of community participation in the development of the tourism village. Adequate opportunities and abilities do not guarantee the growth and development of community participation. If the community has the ability and has been given the opportunity to participate but internally does not have the will, the participants will be low (Saepudin et al., 2018).

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One that requires community involvement in the development of tourism villages is the maintenance of the environment. A clean, comfortable, beautiful, and attractive environment is the main thing in developing tourism villages. Maintenance of environmental health is unlikely to succeed if it does not involve the community. Community awareness and involvement is the key to the success of creating environmental health. Therefore, environmental health education is needed so that society becomes literate towards the environment. Through the process of environmental health education, it is hoped that the community will have a concern for environmental preservation by having knowledge, skills, and actions in maintaining the integrity of the environment. By having this knowledge, people are expected to be agents of reformation as well as guardians of environmental preservation. An environmental expert stated that it was important for the community to have insight into the environment. "Environmental education becomes important for the community because the world is having imbalances (disequilibrium)" (Wuryadi, 2009). Furthermore, he argued that the quality of the environment and natural resources were declining. Based on this, environmental health education is important to build public awareness about the importance of maintaining balance and environmental preservation. Based on the background that has been explained, it can be described that awareness of environmental preservation begins with learning about environmental health for children in the tourism village area. The main objective of this program is to build a strong community foundation regarding the importance of environmental health in maintaining the balance of rural nature. Thus the purpose of the study was to determine the implementation and pattern of environmental health literacy education in the village of Paledah, Padaherang District, Pangandaran Regency.

Disinger and Roth (1992) quoted by Zaini (2002) said that, in the age of digital technology that hit the world of children, they became more closed to the outside world. They enjoy themselves with the digital world without giving attention to the time and environment. As a result of this condition, many small children are at risk of not being able to develop positive attitudes and feelings towards the environment or achieve a healthy level of competence. Wilson (1996) quoted by Zaini (2010) explained that better that they learn to interact positively with the environment early on, so that the development of children's health will grow and through nature, they can find sources of "human sensitivity."

Learning is a process of changing a person both on cognitive, affective, and conative aspects. Craven and Hirmler (1996) in Suliha (2002), through the learning process, humans experience behavioral changes. This is in line with the views of Craven, he stated that "Education is the addition of one's knowledge and abilities through practical learning techniques or instructions, with the aim to remember facts or real conditions, by giving encouragement to self-direction (self-direction), actively providing information -information or new ideas" (Suliha, 2002:54).

Based on the understanding of learning, the process of awareness of the environment should be done early. This means giving an understanding of the environment to children is the right thing because early childhood is often referred to as the golden age. Prastiti (2008) in A'yun and Prihartanti (2015) said these periods are critical times where a child needs the right stimulation to achieve perfect maturity. Through the learning process about the environment, it is expected that children have a strong understanding of the environment so that it becomes the foundation in the future. In addition, this process is expected to be able to create a literate society towards the environment.

The process of learning early childhood starts from the family environment. The family is the closest environment to the child. Thus the family is the first learning environment and the closest to the child. The implication is that Education is given in the home environment also has an effect. If environmental Education is carried out continuously between school and family, it will certainly be more effective than children who only get it at school and without remembering it at home. Thus, between school and family must synergize in the child's learning process regarding the environment. This is based on the Minister of Education and Culture Regulation on 2013 Curriculum for Early Childhood Education, in Article 1 mentioned that "Early Childhood Education, which later abbreviated as PAUD, is an effort aimed at providing guidance to children from birth to the age of 6 (six) years through the provision of educational stimulation to help growth and physical and spiritual development so that children have the readiness to enter further education" (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2014). Based on the background described, this study aims to determine the implementation and pattern of environmental health literacy education in tourism villages. The learning patterns of environmental health literacy will be the findings in this study. Through this pattern, various patterns can be developed further to be applied to a wider environment.

## MATERIALS AND METHODS

The process of learning about the environment for children will help to build awareness early in children. Through this process it is expected to be able to give birth to a society that is literate about the environment. Early childhood learning process starts from the family environment. The family is the closest environment to the child. Thus the family is the first learning environment and the closest to the child. If environmental education is carried out on an ongoing basis between school and family, of course it will be more effective than the child only getting it at school and without remembering it at all at home. Thus between school and family must work together in the learning process of children about the environment. The phenomenon of environmental literacy can be assessed through a qualitative approach especially case studies. The method used is qualitative. The choice of this approach takes into consideration that the nature of the research data is able to maintain the integrity of the object. This means that data relating to research is understood as an integrated unit. Through this method, the presentation of data from the research results will be carried out descriptively based on qualitative facts. Research data is described in accordance with the facts of the results of field studies (Moleong, 1999:15). This is in line with the opinion of Gunawan (2013) which states that "The qualitative method seeks to understand and interpret the meaning of an event of human behavior interaction in certain situations according to the researchers' own perspectives. Research that uses qualitative research aims to understand the objects under study in depth" (Gunawan, 2013:3). In addition, Raco (2018) emphasizes the characteristics of qualitative research, namely "The first characteristic of a qualitative method is its emphasis on the natural environment. "Natural" means that data is obtained by being in the place where the research will be made. The data is found directly from the first hand" (Raco, 2018:56). Specifically this research uses a case study approach. "Case Study is a series of scientific activities carried out intensively, in detail and in-depth about a program, event, and activity, both at the level of individuals, groups of people, institutions, or organizations to gain in-depth knowledge about the event. Usually, the events chosen hereinafter referred to as cases are actual (real-life events), which are taking place, not something that has passed" (Rahardjo, 2017:3). Sources of data in this study taken from 5 people, they are the managers of a tourist village 3 people and two people of parents' students. They act as informants who understand the subject matter that is the object of research namely environmental health literacy education. The process of collecting research data was accomplished through interviews, discussions, observations, and library studies. The process of testing validity and reliability was accomplished through data triangulation and source triangulation. Descriptive data analysis was accomplished through stages of reduction, presentation, and conclusion & verification (Miles and Huberman, 1992:25).

The steps of the research carried out can be described as follows. The researchers conducted various observations to obtain data directly from primary sources, correctly to see the situation of a location, a life, the atmosphere of life, and to participate in various activities. The observations used in this study are observation of participation and non-participation that is adjusted to the object or target being observed. Participatory observation is an observation made with the observer directly involved actively in the object under study.

So in conducting this research, the researchers will go directly to the location of the study to review and observe the problems that will be actively investigated by the researchers together. After the collection of data, the next step was to analyze the data. Data analysis was the processes of systematically searching and compiling data obtained from the interviews, field notes, and the documentary by organizing categorical data, describing it into units, synthesizing and compiling the in the patterns, choosing what is essential and what will be learned, and made conclusions so that they were easily understood by themselves and others. The purpose of research in data analysis was to narrow down and limit the findings to become one data that was more meaningfully ordered and organized.

The data analysis process begins by examining all available data from various sources, namely from interviews, observations that have been written in field notes, personal documents, and official documents. The data is a lot of about a myriad. After reading, studying, and analyzing, the next step is to conduct data reduction, which is carried out by doing abstractions. Abstraction is an attempt to make a summary of the core, process, and statements that need to be maintained so that it remains in it. The next step is to arrange them in units. The unit is then categorized in the next step. The category was created while coding. The final stage of this data analysis is to conduct a data validity check.

## RESULTS DISCUSSIONS

Rural tourism is a series of tourism activities that utilize natural and agricultural potential as its objects. This is in line with Dewi (2013) opinion that a tourist village is one form of implementing community-based and sustainable tourism development. Through the development of tourism villages, it is expected that there will be equality in accordance with the concept of sustainable tourism development. (Dewi, 2013: 131). In addition, Dewi emphasized that a tourism village is a form of integration between attractions, accommodation, and supporting facilities that are presented in a structure of community life that is integrated with the prevailing procedures and traditions (Dewi, 2013: 131). Therefore, public awareness of the environment is very important. Community involvement in maintaining the beauty and sustainability of the environment is the key to the success of developing a tourist village. Without community participation in building environmental preservation, the tourism village development program cannot be realized. Therefore, the initial awareness process of the community towards environmental preservation is considered to be the superior program for tourism village managers.

The environmental preservation awareness program starts with learning about environmental health for children in the tourist village area. The main objective of this program is to build a strong community foundation regarding the importance of environmental health in maintaining the balance of rural nature. In addition, the managers of tourist villages have the belief that children learn about healthy interactions with the environment through the people closest to them, parents and friends in the village tourism manager. Village tourism manager stated that it would be better if they learn early to interact positively with the environment. This statement is in line with the opinion of Wilson (1996) quoted by Zaini (2010) that, "Children should learn to interact positively with their environment in order to grow and develop children's health. In addition, through nature, they can find sources of human sensitivity. Through this learning process regarding environmental health, literary and caring communities will be built".

The more awareness about environmental health is built, the easier the goal of environmental preservation in developing natural balance will be realized. The Minnesota Office of Environmental Assistance in Haske and Wulan (2014) describes environmental literacy as, "Knowledge and understanding of individuals towards aspects that build the environment, principles that occur in the environment, and are able to act to maintain the quality of the environment that is applied in daily life. Therefore, in order to develop environmental literacy, environmental Education must develop an understanding of the ecological system, cause-effect of the relationship between human attitudes and behavior towards the environment, and foster environmentally responsible behavior. "Based on this understanding, it can be concluded that environmental literacy is the ability to understand how important it is to preserve the environment for life today and for the next life in the future" (Haske and Wulan, 2014). Based on this understanding, environmental literacy can be explained as a process of public awareness about the importance of maintaining environmental preservation. Therefore, this process must be carried out by all parties. Yanti (2013) states that increasing environmental literacy to the community can be done through the learning process. Learning about environmental awareness will be more embedded if done early. This means that the process of public awareness of environmental preservation must be carried out starting from children. There are several reasons why children are so important to get environmental literacy education, namely 1) positive interaction with the natural environment is an important part of developing children's health, 2) can improve learning skills and quality of life throughout the life journey of children, 3) children will view nature as a source of admiration, excitement and charm. 4) the soul of the child will be enriched by nature and through nature, they will find sources of human sensitivity. Thus the purpose of environmental literacy education for children is to develop respect and responsiveness to the surrounding environment. The focus of education is the ability of children to explore and enjoy the natural world. This is expected to be carried out under the guidance and cooperation with parents so that children have operational literacy skills.

Based on these reasons, the implementation of environmental health literacy education covers several components, namely (1) starting from simple experiences, (2) often providing positive experiences outside the house, (3) focusing on experience rather than teaching, (4) showing personal interest the environment and pleasure are in the real world, (5) the teacher as a model in maintaining and the natural environment. The first component has the consideration that children will learn more successfully through experiences related to what they already know and know. So a good starting place is a similar environment to what they already know. Activities in supporting this component are (a) Planting hard trees (rambutans, guava) on the house yard, besides being a shade plant that makes fresh air, the fruit can be consumed as well as branches can be used by children to climb or make swings, (b) Making a slide on the river embankment, in addition to a nice view of the grass spread green, (c) Making the unpleasant experience due to interacting with the environment such as being bitten by ants as a natural thing, so that the child should not crying, (d) not afraid of dirty and make them used to play on muddy soil.

The consideration of implementing the second component is that children learn best through direct and concrete experiences. They need to learn directly into the environment to learn it. This experience should be given every day. This is far better if implemented by providing simple but sustainable experiences. Some activities that support this second component are (a) Introducing plants and their benefits, including herbal medicines, like the leaves of guava seeds as diarrhea medicine, (b) introduce animals around children, (c) Introducing plants that can be consumed even though they are not normally sold on the market, such as basil leaves and cashew leaves. Consideration of the third component is that children learn through discovery and activities carried out on their own initiative. Therefore, parents should be able to act as a facilitator as well as a teacher. Learning for children requires active involvement by manipulating directly sensing and exploring on their own initiative. The material that is part of this component is (a) teaching children to ride a bicycle better than riding a motorbike, (b) teaching about the dangers of water and fire, (c) introducing the five senses, (d) introducing the taste of vegetables, such as pariah taste bitter.

Determination of the next component, namely the expression of teacher interest in nature and enjoyment of nature is critical to achieving success for children's environmental education programs. Showing directly growing vegetables, such as water spinach, mustard green, green beans will build emotional attachment between children and their environment. The material that is part of this component is

(a) teaches plants for toys, such as banana midribs, (b) invites children to water the plants, (c) invites to love the environment, for example inviting trees to plant, (d) showing personal pleasure in the natural environment beautiful and directing children also like, (e) making cakes from the plant's production. The fifth component has the consideration that parents and teachers should be a model in maintaining and respecting the environment. Talking with children about maintaining the environment is far less effective than showing simple ways to preserve the environment. Some activities that support the implementation of this component are (a) teach them how to manage careless waste, for example, diapers are buried, (b) maintaining plants, for example: watering, fertilizing, (c) raising pets, for example feeding chickens before bathing cats, before they go to tourism village manager, (d) get to know the outer habitat (snake, rat) (e) recycle plastic waste, make handicrafts from drink bottles, coffee packs. Based on the results of data acquisition and processing, the researchers found this pattern of environmental health literacy involving four main components namely teacher, children as students, parents, and learning media. The implementation of environmental health literacy involves students actively, using the role of teacher who is also active, and cooperative support from parents of students. In providing environmental health literacy, parents and teachers' assistance is needed as the closest and most responsible adult for the child's development process. Assistance from adults do not only have functions to control the content, but also screen time and habitually. The consistency that continues to be built is expected to produce independent awareness in children. Based on the results of interviews conducted, the parents participated in applying the understanding of environmental health to children at home through daily activities, such as procedures for disposing of garbage, sorting waste, procedures for using clean water and others. This activity is under the supervision and assistance of parents. Thus there is a balance of learning at home and at the learning place. This data is obtained from the results of interviews with parents. In general, they have set a time to provide assistance to children in strengthening understanding of environmental health literacy. This can be interpreted that parents have implemented a screen time limit that is appropriate and coordinating with the management of tourist villages. But even so, parents also admit that it is difficult to apply these rules to children due to the tantrums of children who sometimes appear.

If reviewed based on communication patterns according to Tubbs and Moss (2005) communication patterns in literacy education activities environmental health in the tourist village area is communication in many directions, also known as transactional communication. Communication with this type really leads to the activeness of all parties in a learning activity. Not only instructors who convey something, but also students can freely respond to the teacher, even done back and forth. Likewise, students can communicate communication materials, in accordance with the principles of early childhood learning that focus on children, or student learning centers (SCL).

The method used is coordination with parents of children about environmental health literacy. This method is not a method that directly becomes a way of providing educational material to children, but as a supplement or supporting action that is important for the effectiveness of the Education provided. The village tourism management is well aware of the importance of coordination to be carried out. This coordination is done so that there is consistency in learning, namely the learning process in the tourism village management environment and learning in the Ruman / family environment. Based on interviews and observations, it can be seen that consistency is a necessary and very important thing to be implemented in the implementation of environmental health literacy education for children in a tourist village environment. Consistency in question is the synergy of the instructors in tourism village managers and parents at home to act harmoniously in providing environmental health literacy for children, especially regarding the control of the implementation of environmental health literacy in children's daily lives. So that the teacher and parents need to provide environmental health literacy is not only limited to sharpening the child's ability to know cognitively but the child can understand and do it based on the knowledge they get.

The control process that is emphasized in environmental health literacy learning in tourism village managers will not succeed if the parents who live at home with the child do not work together, are inconsistent, or do not have agreed agreement rules. Coordination with parents is not only in environmental health literacy, but for all learning provided. Specifically for learning related to environmental health literacy, the village tourism management's efforts to optimize the education that has been provided are to provide advice on parenting and the concept of literacy of environmental health in passing to the parents. Parents who have environmental health literacy skills will find it easier to synergize with tourism village managers in an effort to distribute children to the environment. Although the ability of parents to be well-legalized is not the responsibility of the manager of the tourism village in full, but parents as adults closest to children need to build an agreement to provide literacy skills to children so that both parties must have a harmonious understanding. That harmony can give rise to greater opportunities for optimizing Education for children related to environmental health literacy skills.

Based on the interviews and observations that the researchers made to the parents of the students, parents have been well-literate through the various information media available today. Media information that helps parents to have a literate attitude includes digital-based information media such as through social media, websites, or television shows. All methods applied in the study of environmental health literacy are done as optimally as possible, however, the success of Education so that children have environmental health literacy skills can still not be separated from the child's own ability to absorb material and values in learning. Stimulation so that children are able to focus on learning including using teaching media. Learning media with teaching aids is highly recommended. Most learning methods also use teaching media in delivering environmental health literacy.

### **Learning Process Literacy for Environmental Health**

The purpose of environmental health literacy learning for early childhood is that they get the knowledge in maintaining environmental preservation so that they have experience in solving problems in the future. Environmental health literacy learning objectives must be prepared using the principles of child development. Every learning that the child receives, is expected to be able to develop in accordance with the realm of child development. This development area is also called the children's learning area.

The division of the domain includes several points as quoted by the Personal, Pribadi et al. (2014) namely (a) cognitive; this domain describes intellectual abilities from low to high levels. The lowest cognitive goal is the ability to recall information (recall). While the higher cognitive goals are intellectual skills, (b) affective; this domain involves feelings and values. In this case, the teacher has the duty to instill positive values in individual students, (c) psychomotor; this domain is the ability to use physical skills. Psychomotor goals consist of simple and mechanical skills to skills that are more complex and use strategies, and (d) interpersonal; this domain describes the ability to connect with other people. Someone who has interpersonal skills is able to interact with others effectively.

The four domains of the learning area are expected to be achieved entirely by children in each learning, including in environmental health literacy learning. Although environmental health literacy education is in fact more inclined to prioritizing the achievement of children's cognitive abilities in understanding the environment, other fields of affective and psychomotor remain a concern in the learning process. The level of achievement in each domain is adjusted according to the portion, depending on which area is the priority focus.

Some of the competencies expected to be achieved by children from the environmental health literacy education process are (a) cognitive domain; curiosity, knowing how to solve everyday problems and behaving creatively, and getting to know objects around them that are related to the natural environment. In the affective domain, the competencies that children are expected to achieve are respecting themselves,

others, and the surrounding environment as gratitude to God, reflecting self-confident behavior, and having independent behavior. Whereas domain of psychomotor development, children are expected to have competencies such as using part of their bodies for the development of rough and fine motor skills. The fourth domain, namely the interpersonal domain has a focal point in the development of children related to the ability to socialize with others around and involves emotional ties. The process of environmental health literacy education for early childhood can be described in three stages of learning, they are initial activities, core activities, and final activities. The initial activity of learning begins with the process of teacher appreciation of the environment that is near and has been recognized by the children. This perception includes the introduction of rules of play and discussion, such as when the teacher explains about the function of clean water and how to use it. By giving the children's initial understanding through apperception, it will help children to build their cognitive readiness in learning in environmental health learning activities. This appreciation activity should be assisted by direct media or indirect media. The use of media will make it easier for children to understand the appreciation material delivered.

The initial activity in the form of appreciation is the teacher's effort to prepare children, both physically and psychologically, to participate in learning activities. This is in line with the mandate of Minister of Education and Culture Regulation No. 137 of 2014 concerning National Standards for Early Childhood Education, especially in Article 15 that the opening of learning activities as referred to in paragraph (2) letter a is an effort to prepare students psychologically and physically to do various learning activity. In addition, this appreciation process is in line with the theory put forward by Wang, Kinzie, McGuire, and Pan (2009) that the appreciation process can help children's cognitive and metacognitive processes to develop properly. In this apperception activity, the child is given an initial understanding so that he can help the child achieve his two metacognitive stages in thinking, which is knowledge to understanding.

The method used in the appreciation stage is the method of conversation. The conversation method is the process of interaction between the teacher and the child, and one child with other children converse with the stimulation provided by the teacher and the response will continue to emerge within the limits of certain learning themes. Through the method of conversation the teacher can find out the child's attitude towards his environment in daily life. Apperception also includes the introduction of playing rules and discussions, such as when the teacher explains the function of clean water and how to use it.

After submitting the apperception, in the initial activity the teacher gives environmental health literacy education in the form of a game. The concept of learning while playing is not a foreign concept for the world of early childhood education. Each educational institution established specifically for early childhood applies the concept by referring to the Minister of Education and Culture Regulation No. 137 of 2014 which explains that the implementation of themes and sub-themes as referred to in paragraph (1) is carried out in development activities through play and habituation. So that it is clear, in the course of learning in the scope of Early Childhood Education using the concept of learning while playing as a foundation in every material that will be delivered. Providing material through games does not make children feel saturated or depressed, often children ask teachers to repeat learning activities because it feels fun for them (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2014). Environmental health literacy education delivered by the game method can achieve better children's attention so that it is placed in the initial activity. Children become interested in participating in the next learning material in class. Through these games, children can sharpen their environmental health literacy skills. This is in line with Kazakoff (2014) opinion which states that, "Learning and playing are cooperative, of the 6 abilities a child must be able to do is learn and play cooperatively". This means that in addition to playing, children must also be able to learn cooperatively or balanced. Namely learning and playing are done simultaneously, not just learning continuously or playing continuously. Thus the teacher as a curriculum developer, must use the right methods, mix learning so that it can be accepted by the child effectively and remain appropriate.

The second stage in the process of learning environmental health literacy is the core activity. The core activity is a follow-up activity from the initial activity. Unlike the initial activities which were still mixed with activities outside of environmental health literacy education, the core activities contained material that was directly related to the sub-themes of environmental health literacy education. The method used in the learning process is demonstration. Through the demonstration method children can focus on observing and looking at the material presented. The observation aspect is filled in for the teacher to get attention from the child when explaining the material about environmental health characteristics. Through this process of observing, children get new knowledge that goes into their cognition and then stimulates children to ask with the nature of their curiosity.

At this stage the child has entered into the questioning aspect. To foster curiosity in children, teachers will motivate children to ask about environmental health discussed at that time, so that their questions will be directed more. The teacher will discuss the questions that arise with the child, so the answers become easier for the child to understand. At this stage the child enters the aspect of gathering information. Furthermore, the child will be motivated to explore the information he gets with the case in his daily life. The last aspect is communicating. Children can communicate and retell information that they can get through their understanding of its application in daily life. This rapid interaction takes place continuously as long as the child continues to explore the knowledge he wants to have.

Through core activities, children are expected to have competencies that tend to be cognitive in nature such as curiosity and critical thinking about environmental health. In addition, in providing environmental health literacy education for children, developing fine and rough motor skills to be involved in it. Therefore, the use of teaching media in addition to using direct media, the use of conventional media such as magazines, origami paper, paper for drawing and coloring, glue, etc. need to be a balance.

After the core activities are finished, the learning continues with recalling. In recalling activities, children are given reinforcement of knowledge after getting it through initial activities and core activities. This reinforcement is given by the teacher lightly but densely, and aims to ensure that the child truly understands and instills the value and knowledge he has gained.

The third stage in the process of environmental health literacy education is the final activity. The final activity is a learning activity that lasts for approximately 30 minutes. In the final activity, children are no longer given material as dense as the core activities. The final activity has similarities with the initial activities that embed other activities besides understanding environmental health material. The activities carried out were reinforcement, discussions that discussed the day's activities, messages from the teacher, singing, and praying before going home. The strengthening segment and discussion about learning that day were the time for environmental health literacy education activities. The method of training, demonstration, discovery or experimentation, conversations, telling the story, or storytelling is the method of delivering environmental health literacy education in the final activity.

During the final activity film screenings are often conducted on environmental health. The purpose of this media is to give children enthusiasm to participate in the whole series of learning at the beginning of the day. Tips on learning strategies in early childhood education, one of which is to use media and visual aids. "Learning by using digital devices will stimulate children's understanding more deeply after receiving the learning given at the initial activity and previous core activities" (Hoy, 2004:68). According to Pribadi et al., (2014) the brain can receive information in the form of images more quickly. In the learning process in the classroom, teachers generally only rely on the delivery of material with verbal language. Though teachers need to use a variety of learning media in facilitating children's learning processes. Audio, video, and animation media and multimedia programs can be used to further improve children's learning outcomes.

## CONCLUSION

There are five components in the implementation of environmental health literacy education carried out by tourism village managers. The components are (1) starting from a simple experience, (2) providing a positive experience outside the house, (3) focusing on experience rather than teaching, (4) showing the person who cares about the environment and pleasure in the real world, (5) the teacher as model in maintaining the natural environment. The pattern of scanning environmental health literacy involves four main elements, namely the teacher, children as students, parents, and learning media.

Thus the synergy of the instructors in the management of tourism villages and parents at home was built to act harmoniously in providing environmental health literacy for children, especially regarding the control of the implementation of environmental health literacy in children's daily lives. So that teachers and parents need to provide environmental health literacy is not only limited to sharpening children's ability to know cognitively but children can understand and do it based on the knowledge they have got.

The stages of environmental health learning consist of the initial, core, and final stages. The initial activity of learning begins with the process of teacher appreciation of the environment that is near and has been recognized by the child. This perception includes the introduction of rules of play and discussion, such as when the teacher explains about the function of clean water and how to use it. The core activity is a follow-up activity from the initial activity. Unlike the initial activities which were still mixed with activities outside of environmental health literacy education, the core activities contained material that was directly related to the sub-themes of environmental health literacy education. The final activity is a learning activity that lasts for approximately 30 minutes. In the final activity, children are no longer given material as dense as the core activities. The final activity has similarities with the initial activities that embed other activities besides understanding environmental health material.

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