

# Develop Green Behaviour through Ecoliteracy for Early Children

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## ABSTRACT

This study aims to provide a description of ecoliteracy as an effort to build green behavior in early childhood. In the era of the industrial revolution 4.0 and society 5.0, the paradigm of developing issues is related to global issues, one of which is the issue of the earth issue, in which there is a study on the importance of humans to protect and maintain ecosystem balance. The introduction of green behavior through ecoliteracy is very important for children through the role of adults. Children must have an awareness of loving the environment so that when the child has the awareness to love the environment, the child will happily show behavior to protect the universe. Study Methods This is a literature review of various sources related to ecoliteracy that are relevant to embedding green behavior in early childhood. There are several interesting ways to introduce green behavior through ecoliteracy in early childhood which are obtained from the results of the study of relevant studies, among others, by using storytelling methods, conducting field trips or field trips, and carrying out project activities to preserve the surrounding environment.

**Keywords:** Green behavior, ecoliteracy, early children

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## INTRODUCTION

In the era of the industrial revolution 4.0 and society 5.0, one of the global issues is issues related to the environment. Introducing characters or insights about the environment in children from an early age if it can be interpreted as an effort to provide space and opportunities in order to foster children's understanding and appreciation of the natural environment as a basis and commitment to care for the Earth. Children must be introduced and accustomed to be responsible so that later they are expected to become citizens who care for the environment and have the knowledge and will to protect the earth in a sustainable manner (Sunarsi, 2020). The environment is considered as human access to achieve prosperity. According to Kadiyono (2020); Zena (2020); Cahyono (2020); Kartika (2020) and Asbari (2020) The environment is not only considered as a place for living things to live in a place, but more than that the environment is a productivity of the synergy of the universe in which life contact is established between nature and the behavior of living things. The form of living things' behavior in protecting the universe is called green behavior.

According to Asbari (2020) and Sutia (2020) education has an important role in changing human behavior. According to Law no. 20 of 2003 concerning the National Education System, Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to assist physical and spiritual growth and development. so that children have readiness to enter further education. It is also believed that early childhood education is an important moment for the formation of children's character, including in terms of building awareness and concern for the surrounding environment. Issues related to the environment are global issues demands attention from various sectors including education. Environmental education has a very important role in overcoming environmental problems

that arise today. As stated by Asbari (2019), currently the need for environmental education is very critical. The development of nature-based schools today is born out of the hope of restoring essential human values to nature and the surrounding environment. In substance learning nature-based is a learning system that offers how to invite children to be more familiar with nature, at the same time make it passionate for teaching and learning activities (Purwanto, 2020). However, the role of early childhood education in addressing environmental issues will be very limited if it only focuses on children as the only important key in bringing about change. According to Pramono and Cahyono (2015), it is important to remember that although children are considered an important key to change, especially in the context of ECEfS (Early Childhood Education for Sustainability), it is not their role or responsibility for save the planet for others. According to Asbari (2020) every member of the school community as well as the wider community is involved in improving sustainability.

According to The National Association for The Education of Young Children (NAEYC), early childhood education has the task of providing stimulation as a foundation for children's basic abilities in facing further developmental tasks, so that form of learning in early childhood must pay attention to the characteristics possessed by early childhood. In the learning process in early childhood must be in accordance with educational standards Early childhood listed in the Regulation of the Minister of National Education Number 137 of 2014 concerning Standards for Early Childhood Education which includes several aspects, namely moral and religious values, physical motor skills in which there are fine and gross motor skills, cognitive, language, social emotional and art. Child development contained in the Minister of Education Regulation No. 137 of 2014 concerning Early Childhood Education Standards above must be able to be developed optimally in accordance with the stages of child development. One aspect of its development

needs to be improved is the cognitive development of children. Children's cognitive development includes the child's brain's ability to acquire, process and use this information into new knowledge for him. According to Asbari (2019) Cognitive development takes place in four stages, namely the sensorimotor stage, the pre-operational stage, the concrete operational stage, and the formal operational stage. Piaget believe that all children go through these stages even though each stage may be passed at a different age. According to Piaget, the cognitive development of children aged 2-7 years is at a stage preoperational at this stage the child has been able to combine and transform various information, put forward reasons in expressing ideas, and have understood the existence of a cause-and-effect relationship in a concrete event. Learning in kindergarten is closely related to play because play is the main vehicle for learning in early childhood. Purwanto (2019) state that playing is an activity that shows how children learn and assimilate something new to the knowledge or ability that is already owned. Playing is a means of measuring the ability and potential of children, when playing children will master types objects, understand their properties and events that take place in their environment. Learning through play is intended for the learning process to introduce science concepts It should be done through playing activities, encourage children to explore, find and take advantage of nearby objects in the surrounding environment, so that learning is more meaningful. Sunarsi (2020) argues that the process of children acquiring knowledge through the process of observing, asking, trying, reasoning and communicating. Therefore, in designing interesting learning activities, teacher creativity and innovation are needed in arranging learning activities to introduce science concepts. The development of science learning in early childhood has a very important role in helping cognitive development in early childhood. Cahyomo (2020) argues that science can train children to use the five senses, train to connect cause and effect, teach children to use measuring tools, train children to find and understand events and understand the concepts of objects. Science for early childhood is how to understand science from the child's point of view. Learning science trains, the child's ability to use their five senses to recognize various senses and events children are trained to see, feel, smell, feel and hear. In addition, a lot of sensory involvement in children's learning will further understand what early (early childhood) a child from birth to eight years of age is. This period is an important period for children's growth and development, so it is often called the golden age. Early childhood has the characteristics of being active, curious, asking lots of questions and happy to explore with the surrounding environment. According to Suheni (2020); Basri (2020); Slamet (2020) golden age is the period when children are sensitive or sensitive to accept various development efforts, the sensitive period in question is the period of maturation of physical and psychological functions that are ready to respond to stimulation (stimulation) given by the environment. Golden period

age in children is a period where the development and growth of the child's brain develops rapidly, this period is very important and cannot be repeated.

The environment is one part of the earth that has an important role for the survival of living things. With the preservation of the natural environment, the living things are also healthy. Maintaining environmental health will

make us comfortable and can avoid various kinds of diseases that come from the environment. However, it is very unfortunate that the development of science and technology has had a bad impact on the environment. Almost every year in Indonesia, various kinds of natural disasters occur, such as forest fires, floods, landslides and so on. Even natural disasters floods have become a subscription for our country. This of course is caused by people who do not care about the environment. Not littering, not using motorized vehicles on certain days (car free days), doing green activities are small things we can do to avoid flood disasters. The problem of garbage does not only occur in households, but also in schools. As a community with large members, the school is also one of the places that produce waste, both organic and inorganic waste. Not only that, the lack of socialization about waste also results in the lack of understanding by school members about the difference between organic and inorganic waste. Many of them are not able to distinguish between organic and inorganic waste. As a result, school residents often throw garbage in the same place, so that garbage piles up in one place. On the other hand, there are also school members who already understand the difference between organic and inorganic waste, but when disposing of the garbage they seem not to care about the waste sorting program, so they also throw it away in the same place. The lack of concern of the school community towards the management and utilization of waste in schools has resulted in the waste piling up and only ending up in the landfill. Even though some of them can still be recycled for reuse or can even be used as learning media as long as the school's residents have a high enough ecological concern and awareness. Without realizing it, the accumulated garbage can also cause the earth to become damaged and this indicates that there has been a bad relationship between humans and nature. Therefore, awareness of protecting this environment is very important. Cultivating awareness of protecting the environment through education is expected to be a means of socialization and understanding to local residents about the environment and waste. Education is expected to build a sustainable society that has awareness of the importance of environmental sustainability. Ecoliteracy or often called ecological intelligence is intelligence that is based on cognitive aspects or an understanding of how nature supports the lives of all living things. Ecoliteracy is complex, supported by intellectual, social, emotional and spiritual intelligence. The existence of knowledge, awareness, and life skills that are in harmony with the preservation of nature also increasingly supports the success of ecoliteracy

According Purwanto (2020); Cahyono (2020) and Kartika (2020) explain that green behavior is human behavior in protecting and maintaining the environment in the immediate environment. Green behavior appears due to human awareness to love the universe. One's awareness to love the universe must be instilled from an early age in children, one of which is through ecoliteracy. Ecoliteracy is human awareness in protecting and preserving nature. This awareness can be owned by individuals through a lifelong learning process which will ultimately shape knowledge, attitudes, character and skills in processing and preserving nature. This is in line with the explanation from Wibowo (2020); Nugroho (2020) and Purwanto (2020) stated that ecoliteracy is the moral awareness of the human community to respect the biotic community. The position of humans in ecoliteracy is to be literate

about critical issues and to provide effective and wise solutions related to the environment both in the human environment and the environment globally. According to Sunarsi (2020); Vizano (2020) and Pramono (2020) To introduce early childhood so that they are aware of the importance of loving the universe, namely by instilling ecoliteracy. Ecoliteracy for early childhood is introducing children's awareness to nurture and protect the surrounding environment by using an approach that is in accordance with the stages of children's cognitive development so that in the end they have loving behavior in the environment which is implemented in their daily lives. Based on the background explanation above, this scientific article will explain a description of the theory of ecoliteracy and green behavior which will lead to a formulation of arguments regarding strategies to introduce green behavior for early childhood. the environment and the formation of character so that children can have the values of love for the environment which are manifested in their daily behavior.

## LITERATURE REVIEW

### Green Behavior

Green behavior as ecological intelligence which means understanding of organisms and their ecosystems, while intelligence is the capacity to learn from experience and deal effectively with the environment. Ecological intelligence enables us to apply what we learn about the effects of human activity on ecosystems so as to reduce damage and once again live sustainably in our present niche of the entire planet earth. Therefore, it is very important for humans to have a green behavior attitude. Because then humans will have natural and instinctive awareness to care and have a sense of empathy for the environment so that they will have all the knowledge they have and with all their abilities will strive to be able to protect and preserve the environment. Seeing the importance of having a green behavior attitude for every human being, of course to foster this attitude must be taught to children from an early age. Because they are the nation's next generation. The advancement or retreat of a nation can be seen from the characteristics of the next generation. Furthermore, Asbari (2020) states that green behavior needs to be cultivated from an early age in children so that in the future children will become adult beings who have green behavior that loves the universe. Meanwhile, Sujiono Cahyono (2019) states that early childhood is an individual who is undergoing a process of rapid development and is fundamental to the next life. So early childhood is the golden age of child development where all aspects of development can be easily stimulated. At this time the child begins to be sensitive to receive stimuli. In addition, early childhood are active imitators, especially in their attached objects and they learn through real practices. So that at this golden age a child needs the right stimuli to reach perfect maturity. Children are unique individuals and go through various stages of personality development, so the environment that educators and parents strive for can provide opportunities for children to explore various experiences in various situations, should pay attention to the uniqueness of children and be adjusted to the stage of the child's personality development. Thus, the form to foster green behavior in early childhood is to provide a form of project learning so that it can foster critical thinking skills in children and make children independent learners. The children were provided with knowledge accompanied by practices on protecting the surrounding environment

such as how to save water, how to care for plants, and sorting organic and non-organic waste. Not only by teaching it but parents and adults also have to practice it as well because as previously explained, children are good imitators, so what they often see is what they will imitate. With simple habituation activities like that it will have a big impact on children's character in the future. Because children will have habits or are accustomed to having green character or green behavior and they will have good habits

Green behavior is the behavior of protecting and maintaining the environment which is carried out because of awareness and a sense of responsibility for the preservation of the universe. According to Pramono (2020); Bernarto (2020) and Suheni (2020) that basically humans have a sense of belonging and love the nature in which they live so that humans should be able to learn to deal with their environment. Green behavior must be manifested into actions based on values, norms and compassion for the universe. Green behavior patterns can be seen from the daily behavior of individuals such as maintaining the cleanliness of the home environment, throwing garbage in its place, eating healthy food, recycling household waste, using electricity and water as needed. In line with the definition of green behavior from Asbari (2020) which explains that human green behavior can be said to be human ethics in treating their environment. The focus of green behavior is human moral principles in animating loving behavior towards the universe. Green behavior is a reflection of responsibility and concern for the environment that every human being must have and have. The formation of human behavior towards the environment is related to attitudes and values that come from knowledge, feelings and tendencies to act. From this, human actions towards the environment are carried out based on decisions derived from environmental information and from background experiences and attitudes towards the environment. The interesting thing about green behavior in human relations with the surrounding environment is the identity of the place and environmental awareness. Place identity is a substructure of a person's identity which contains knowledge about the physical environment in which he lives. This is related to a place that is meaningful and emotionally has meaning in life for him. Green behavior is expected to become a lifestyle that is owned by all individuals in the 21st century. Green behavior as a lifestyle will create a balance in the ecosystem so that nature and the living things in it can live in prosperity. this is not something that can be created without real effort. According Suheni (2020); Basri (2020) and Slamet (2020) in their research explained that green behavior needs to be cultivated from an early age in children so that in the future children will become adult beings who have green behavior loving the universe. The form of cultivating green behavior in early childhood is by providing a form of project learning so that it can foster critical thinking skills in children, foster problem-solving skills in children, and make children independent learners. The children were given knowledge accompanied by practices about the importance of protecting the surrounding environment such as how to save water, how to care for plants, and sorting organic and non-organic waste. Research conducted by Sudibjo (2019); Sunarsi (2020) and Vizano (2020) is strengthened by previous research conducted by Dahlia (2014) which states that green behavior is very important to be given to early childhood through providing insight education. The environment and the

formation of character so that children can have the values of love for the environment which are manifested in their daily behavior.

### **Ecoliteracy**

Ecoliteracy is the ability to understand the surrounding environment to maintain the balance of natural ecosystems and will have an impact on further life in the ecosystem environment. The ability to understand the environment can be seen from the sensitivity to the environment. Like realizing the act of littering can cause flooding. The habit of using plastic bags, plastic straws and littering can harm other living things. So that environmental literacy or awareness can be initiated by providing an understanding of the importance of preserving the environment and its impacts and taking actions that are able to protect environmental sustainability. Ecoliteracy is a term first used by American educator David W. Orr and physicist Fritjof Capra in 1990 to introduce environmentally friendly lifestyles through values education practices. The values given are the value of responsibility and love for the earth. The ecoliteracy process is actually a lifelong process, which begins with forming awareness in an individual about the importance of living in synergy with the universe. According to Sudibjo (2019) and Sunarsi (2020) explains that humans have an awareness of ecology, but that human consciousness must be raised through knowledge and understanding of the universe, the goal is that this awareness appears to be a visible behavior in protecting the earth where they live. Ecoliteracy can guide humans to live in harmony with nature as seen from the lifestyle patterns that a person has in loving the universe so that this lifestyle can develop into a culture of love for the universe which will affect the lifestyle of the world community. According to Wibowo (2020) and Nugroho (2020) explained that being aware of the environment is a way of thinking of a person as a result of human awareness in maintaining ecology which can be seen from his interactions with the surrounding environment which will affect the global ecological balance. Environmental awareness is very important in realizing environmental protection behavior. A person will protect the environment if he realizes that the environment around him needs to be protected. A person will emerge awareness of his environment, if he has a positive attitude towards the environment. Environmental awareness will also be related to social support. This means that if the social support is strong for environmental protection, then the environmental awareness will be even stronger. However, if the social support is not strong enough, environmental awareness cannot be ascertained that it will be strong or even lack awareness of the environment. According to Cahyono (2020); Pramono (2020) and Fatoni (2020) explains that a positive character begins with awareness, understanding, concern and commitment towards action (doing or acting). Therefore, the success of cultivating the character of love for the environment is very much dependent on the presence or absence of awareness, understanding, concern and commitment from someone. Therefore, ecoliteracy can be defined as the awareness that a person has about the importance of protecting and cultivating natural resources. Someone who has an understanding of ecoliteracy is an individual who has the awareness that it is so important to protect and care for the earth as a place to live and develop life.

### **METHODS**

The approach used in this study is to use a qualitative

approach which is a literature review with a systematic mapping study technique as a library search. Literature review activity systematic mapping study aims to analyze trends in issues or research topics that have been previously determined and analyzed in accordance with relevant scientific developments. The design of this study is a Literature Review or review References. Literature review study is the method used for

collect data or sources related to a particular topic that can be obtained from various sources such as journals, books, the internet, and other libraries Related research. Namely, efforts to find research results related to the issue to be studied by reading the latest and relevant research journals, both National and International journals that are accessed manually physically or by doing online accesses. Apart from reading research journals, analysis of the results of previous research can also be obtained from the results of scientific meetings in the form of proceedings related to green behavior, ecoliteracy and early childhood education. Literature study is a research conducted by researchers by collecting a number of books, magazines related to the problem and research objectives. This technique is carried out in order to reveal various theories that are relevant to the problem being faced / studied as reference material in the discussion of research results. Literature reviews can come from several sources such as national and international journals, such as by using three databases (BASE, Science Direct, and Neliti) and relevant textbooks or handbooks regarding research results.

### **RESULT AND DISCUSSION**

The introduction of ecoliteracy in early childhood can be done with a focus on developing emotional bonds with nature, there are five points for developing an ecoliteracy attitude, namely as follows: 1. Develop Empathy for All Forms of Life. Learning must focus on awareness, the attitude of feeling (empathy) for the environment to students. This empathy attitude must be developed by the teacher in the classroom, so that the students' sense of empathy is getting stronger. 2. Embrace Sustainability as A Community Practice. Learning in groups needs to be done, so that students can ask questions with their group friends. Students will understand how environmental sustainability the responsibility of each individual is, including students. 3. Make the invisible visible. Real learning is needed by students. Students will get closer to and animate each learning process. 4. Anticipate Unintended Consequences. This stage will teach students to take full responsibility for their work. 5. Understand How Nature Sustains Life.

There are several components of environmental literacy that can be used to measure a person's level of environmental literacy, namely: 1) Environmental issues, carried out by investigating and analyzing environmental issues ranging from local to global and developing and implement a local action in an effort to protect, maintain or enhance the natural environment; 2) Earth system interactions, learning activities that can be carried out analyzing and applying systems of thought and modeling to study the earth system; 3) The cycle of matter and energy flow, learning is carried out by analyzing and explaining the movement of matter and energy through the interactions of the earth's system (biosphere, geosphere, hydrosphere, atmosphere, and cryosphere) and their effects on weather patterns, climate and the distribution of life; 4) Population, society and ecosystem, learning activities can be carried out using the concepts of

physical, chemical, biological, and ecology to analyze and explain the interdependence of humans and organisms in populations, communities and ecosystems; 5) Human and natural resources, learning can be carried out by using the concepts of chemistry, physics, biology, and ecology to analyze and interpret the positive and negative impacts of human activities on the earth system and natural resources; 6) Environment and health, learning activities can use concepts from science, science social and health to analyze and interpret the positive and negative impacts of natural events and human activities on human health and 7) Environment and society can be done by analyzing the interaction of heredity, experience, learning and the influence of social decisions and social change on the environment.

Environmental education needs to be provided to students, even from an early age, so that the environmental balance is maintained. This is consistent with Bowker's statement that the scientific community recognizes lifelong scientific literacy and respect for nature is based on the formation of values and attitudes developed in early-year learning, that is, between the ages of three and seven (Slarp, 2014). An environmental care attitude instilled from an early age will characterize children until adulthood. So that children will be more sensitive to the condition of the surrounding environment, including the natural environment in which they live. As well as environmental problems can be overcome and prevented for the future. Environmental problems are one of the main concerns of the international world today. This is triggered by human behavior that does not care about the environment, which causes the natural environment to become increasingly alarming. According to Sunarsi (2019) One of the efforts to improve the quality of human resources is the emergence of the idea of character education in the world of education in Indonesia. Character education to protect the environment must reach an early age. Teaching educational institutions that directly build the mindset of students to be able to protect the environment. One of the efforts to protect the environment so that it does not get damaged is to instill character education for all human beings, especially children, who love the environment. Children who have been taught good things from an early age, then when they grow up they will be useful people. Environmental care characters need to be built in children. This character includes caring for the social environment and the natural environment. The caring character of the social environment is an attitude and action that shows an effort to provide good moral and material assistance to others in need. This attitude shows sensitivity to surrounding conditions. The character of caring for the natural environment is an attitude shown by taking care of the surrounding natural environment. This attitude is also demonstrated by correcting environmental damage that has occurred. This character keeps nature alive. Both of these characters need to be built in children so that they can have a sensitive attitude towards the environment, both social and natural. This character will make children understand the condition of fellow humans and their natural environment. It is undeniable that these two things are a unity that goes hand in hand (Purwanto, 2019).

The introduction of the values of environmental love in early childhood can be given through modeling, habituation, and repetition in everyday life. A safe and comfortable atmosphere and environment need to be created in the process of cultivating environmental values. The recognition of the value of environmental love in

children is not just a wish for obedience, but it must be realized and believed by the child so that they feel that this value is true and beneficial for themselves and their environment. In line with the explanation from the Ministry of Education and Culture (2015) that the introduction of values in early childhood must be provided by adults in several ways, namely recognizing that values are the basis of all behavior and making oneself the ultimate role model for children, determine the most appropriate values and show which values should be prioritized through daily activities and experiences, showing a friendly, positive, and integrated personality, dealing with children with respect, love, and understanding, believing in the values that are most appropriate to have., reating a valuable and meaningful experience with the child, then asking the child how best to make a choice or decision.

Several ways that teachers can do are: 1) Students are made aware that humans have a duty to protect nature and the environment. The way that can be done is to make students aware of their duties and responsibilities, namely protecting nature and the environment, instilling in students that every living thing including plants has a function for the environment; 2) Loving nature with simple things. Methods that can be done with simple actions such as teaching children to always dispose of garbage in its place, not destroying the environment, learning to plant trees; 3) Get children used not to damage. Methods that can be done by familiarizing children with not destroying nature, such as not cutting plants carelessly, not stepping on grass in the garden, not pulling up plants carelessly. Some of the activities carried out are: 1) Making plant pots from used bottles; 2) Joint planting action using homemade recycle pots, 3) Caring for vegetable plants at home and 4) Harvesting vegetables and cooking them at school.

Adults can first provide environmental awareness to children by instilling the values of loving the environment through activities that make children interested, one of which is by telling stories related to protecting the environment. Telling children about the importance of protecting the environment can be said to be an introduction to ecoliteracy. According to Fahmi (2020); Sartika (2020) and Sudibjo (2019) the goal to be achieved in storytelling activities is to develop language skills, as well as the ability to instill moral messages contained in the story. In addition to telling stories, providing environmental awareness to children can be done by inviting children to do fieldtrips or field trips. Field trip activities can be carried out by visiting plantations, farms, zoos, parks, protected forests, campsites or other agrotourism sites. Field trip activities can create a new and fun atmosphere for children in learning about their surroundings because children can explore directly the environment they visit. According to Kartika (2020); Sartika (2020) and Suheni (2020) in their research explained that the field-trip learning method can improve early childhood naturalist intelligence. Field-trip activities can provide a different learning atmosphere from before where children are able to get to know the objects they are visiting directly, such as seeing various types of flora and fauna directly. According to Fahmi (2020); Sartika (2020); Sudibjo (2019) and Sunarsi (2020) explain that ecoliteracy describes the awareness of the importance of humans protecting the environment. When someone is very aware of the importance of the environment and the importance of protecting and caring for the earth as a natural habitat for living things, it means that someone has entered the

level of ecoliteracy. When someone has reached the level of ecoliteracy, it is certain that someone has green behavior. The pattern of someone who has green behavior is having the behavior of respecting the earth, caring for life and adopting the patterns of production, consumption, and reproduction provided by nature. This is in line Sutiya (2020); Fatoni (2020); Rudyanto (2020); bahdin (2020) and Eman (2020) research conducted the findings from his research revealed that early children introduced ecological awareness to children by using an education model based on a learning back to nature system where the natural surroundings were used as the child's main laboratory to find sources of knowledge. It is reinforced by research conducted by Suheni (2020); Basri (2020) and Slamet (2020 regarding the introduction of ecoliteracy conducted to children aged 2- 6 years finding that children will have ecological awareness when they are in a play group doing activities in nature such as exploring nature together and playing together. in the river so that in the end the children will show green behavior such as wisely using water, not littering and willing to take care of plants. Project activities start from teaching children to grow herbal plants, care for them, harvest them, make compost to consume their own crops. So that in addition to generating green behavior in children through ecoliteracy, other positive behaviors are also raised, the behaviors that appear are healthy living behavior and tolerance.

Some of the ways that teachers can do are: 1) Students are made aware that humans have a duty to protect nature and the environment. The way that can be done is to make students aware of their duties and responsibilities, namely protecting nature and environment, instilling students that every living thing including plants has a function for the environment; 2) Loving nature with simple things. Way that can be done with simple actions such as teaching children to always throwing garbage in its place, not destroying the environment, learning to plant trees; 3) Get children used not to damage. The way that can be done is by familiarizing children not to destroy nature, such as not cutting plants carelessly, do not step on the grass in the garden, do not uproot plants carelessly. Some of the activities carried out are: 1) Making plant pots from used bottles; 2) Joint planting action using homemade recycle pots, 3) Caring for vegetable plants at home and 4) Harvesting vegetables and cooking them at school.

For early childhood learning is the process of interaction between children, learning resources, and educators in a particular learning environment to achieve predetermined goals. Teachers must be able to process learning materials so that they become meaningful to students. The content of study materials is the value of a science, value religion, moral values, and artistic values that will make a positive contribution to shaping the character of students. The better the teacher processes teaching materials, the students will play an active role during the learning process. Playing is an early childhood learning advice. Through play, children are invited to explore, find, make use of, and draw conclusions about objects in the surroundings. At least, there are three criteria that we must pay attention to in providing good play for children. 1) Games should ideally nourish children's bodies that can involve motor and sensory movements equally. Through this motion the body children will grow up well; 2) The game should be fun. Fun games are those that suit children's interests; 3) The game must be able to develop children's cognitive. Games that trigger cognitive abilities usually start with intensive observation, studying, and practicing objects in the

environment. The efforts to develop students' environmental literacy must be done through playing while learning or learning while playing. Through play, children get the opportunity to explore, investigate and be creative in expressing their feelings, so that they know themselves, other people and the world around them.

## CONCLUSION

To foster students' ecoliteracy, there must be a study that aims to increase students' ecoliteracy which later grows and develops into an awareness of each individual. This will be very important in line with the development of science and technology. Without environmental awareness, science and technology will actually affect the imbalance of nature. Understanding ecoliteracy needs to be given to children from an early age. Providing an understanding of ecoliteracy to children from an early age is one solution to dealing with environmental damage created by humans. Understanding of ecoliteracy in children must be given in accordance with the principle that children's learning is fun and full of imagination. One way of introducing ecoliteracy to early childhood can be given through learning in schools by applying the storytelling method. Storytelling is an effective strategy to introduce ecoliteracy to children, because stories are an effective method to increase children's awareness of social relationships. This means that the storytelling method can increase the value of caring for the natural environment around.

Introducing green behavior through ecoliteracy in early childhood can be given through exemplary, habituation, and repetition in everyday life by adults in interesting ways. There are several interesting ways to introduce green behavior through ecoliteracy in early childhood which are obtained from the results of studies of relevant studies, including by using storytelling methods, conducting fieldtrips or field trips, and carrying out project activities to maintain the surrounding environment. There is an influence on the ability of science between groups of children whose opinions treat the approach to learning exploration of the surrounding environment on the science abilities of kindergarten children. There are suggestions that can be given and practically addressed to various parties, namely, (1) It is recommended for Kindergarten teachers to try to apply learning with an exploration learning approach to the surrounding environment in learning. This approach as an alternative one for help realize learning activities that are fun and effective and improve the results of children's abilities. (2) It is suggested to the Principal that the learning approach to the exploration of the surrounding environment is included and used as one of the guidelines and considerations in making policies to maximize the learning process, of course with the hope that the results of children's abilities will increase. It is recommended that students always act actively and creatively in the process of learning activities, so that learning will become a maximum satisfaction of learning outcomes that is easy and achievable.

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