Analysis of implementation of green campus needs in education and research pillars at Edupark FKIP UNSRI

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Analysis of implementation of green campus needs in education and research pillars at Edupark FKIP UNSRI

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ABSTRACT

This study aims to analyze the needs of lecturers in implementing a green campus in the pillars of research and education at Edupark FKIP Unsri. The research method uses a qualitative approach with data collection techniques through Focus Group Discussions. The research subjects were lecturers and laboratory heads of each study program in the Ministry of Education (PAUD, PGSD, Community Education, and Guidance and Counseling). The study results show that there is still much that needs to be completed in Edupark FKIP Unsri as a complete standard of park criteria, including facilities: recreation, sports and outreach, as well as supporters and supporters and centres based on science study programs. Thus, research and educational activities can be carried out more optimally. It is suggested to faculty leaders to adapt better the planning process that is being made to the need to carry out research and teaching activities.

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Introduction

At present, the discussion about the environment is often discussed, in which the environment is a common problem that requires the synergy of all levels of society, including the academic community. The existence of green open spaces is urgently needed. It will improve the quality of student teaching and learning by creating a microclimate and reducing pollution and dust where the variation in types and diversity of vegetation can realize both These factors. Universitas Sriwijaya has Palembang and Indralaya campuses. Unsri is located in Indralaya, 35 km from the city of Palembang, with an area of 750 hectares. So Unsri has a lot of green open space. This is characterized by the life of productive plants such as oil palm and trees that have grown before and are allowed to live. Besides that, the grass is almost here and there. With this fact Unsri received a green campus certificate. Sriwijaya University has 10 Faculties, one of which is FKIP. Because the campus is quite large, each faculty campus is assigned a zone for territorial marking. FKIP is in zone F. Unsri's motto is green campus, eco, edu tourism. In Unsri there is a swamp area in the form of a pond which was developed into a park named Taman Firdaus.

In line with that, on the FKIP campus an area was built which was designated as an edupark FKIP Unsri. This Edupark was built in early 2021. The aim is to make the park used as a place for research, teaching, community service and laboratories outside the classroom. This is in accordance with one of the UI green metric pillars (transportation, waste, energy, green building, green infrastructure, and research and service) in dealing with environmental problems, namely climate change, making the campus a place for environmentally

oriented research and teaching. The leader, in this case the Dean of FKIP, has a strong policy and commitment to this Edupark. Edupark is directed for the allotment of the implementation of the Tridharma of higher education. Even though it has just been built, the management's desire is very big to immediately turn it into a park with an educational function. Lecturers and students are mobilized to support the realization of these goals.

Accelerating the development of this park, the Department of Education, which consists of Early Childhood Education, PGSD, Penmas, and BK study programs, began to conduct research in this educational park which is still sober by collecting data on the needs of lecturers and study programs to carry out research and educational activities. The initial activity was to identify the general and specific needs of the education department to carry out education and research. The campus is expected to play a role in environmental issues. An issue that has long been discussed at the international level is climate change. In addition to making the campus green, elements of other sustainable green components are also prioritized. For this reason, campus policies are needed to contribute to the problem of climate change. The form of contribution varies depending on the potential and policies created by the campus. Green Campus is an effort or activity carried out by the campus community with the main goal of overcoming climate change, energy and water conservation, waste recycling, and green transportation (Nasihin et al., 2020).

The green campus concept began to develop since the PPB conference on the human environment in Stockholm, Sweden in 1972. Initially this concept was limited to spreading ideas and environmental education. As UI GreenMetric is a UI innovation since 2010 which is widely recognized internationally as the first higher education ranking in the world in terms of green and sustainable campus. Green campus criteria based on UI Greenmetric consist of 6 (six) categories, namely Setting and Infrastructure, Energy and Climate Change, Waste, Water, Transportation, and Education and Research (Education and Research) (Universitas Indonesia, 2019). Campus contributions in aspects of education and research are daily and main tasks of the world of education. Likewise, the implementation of research and practicum is an obligation to be carried out on campus. Research activities are investigative activities to gather specific information and data related to the needs of research conducted in the park. Teaching methods in parks can use investigative, observation, and experiential learning methods, as well as experimental methods.

In general, a garden is a plot of open land with a certain area in which trees, shrubs, shrubs and grass are planted which can be combined with creations from other materials. Generally used for sports, relaxing, playing, and so on. The facilities provided in city parks are adjusted to their functions and other supporting facilities, including recreational facilities (children's play facilities, places to relax, stages, etc.), Sports facilities (jogging track, swimming pool, ball court, tennis court, basketball, volleyball and badminton as well as reflection facilities), Socialization facilities (picnic rooms, rooms/facilities that allow socialization for both small and large groups), and Supporting facilities such as roads, entrances, parking lots, prayer rooms, places to sell (not dominant), drainage, water, electricity/lighting, garbage storage and toilets. The location of the park is usually located in a strategic location and is easily accessible from various parts of the city.

The function of the park is part of a green open space. Green open spaces that already exist both naturally and artificially are expected to be able to carry out four (4) functions and fulfill each of the criteria contained in each function as follows Ecological function - Serves as the lungs of the city - Plays a role in regulating the microclimate - Serves as a shade - Becomes a location for rainwater absorption (Green Pots, 2017), Social function - Being a media for citizen communication - As a forum and object for education, research, and training in studying nature - Having easy accessibility - Being a place for social activities such as sports and recreation, education. - Supporting visitor health - Ensuring visitor safety - Making visitors feel comfortable - Accommodating community needs at every level (Asgitami, 2017). The Green Flag Award (2017), Economic function - Providing a source of products that can be sold such as flowers, fruits, leaves, and vegetables. - Being part of the business of agriculture, plantation, forestry, and others (Menteri Pekerjaan Umum, 2008), and aesthetic function - Supports the beauty of the city - Becomes a view frame to soften the rigid impression of city building.

A garden is a plot of open land with a certain area planted with trees, shrubs, shrubs and grass and can be combined with creations from other materials. Generally used for sports, relaxing, playing, and gathering (Rhama, 2019). So, the definition of Edupark is a plot of open land that can be used as a means of developing one's own potential (Rakhman et al., 2019). A park is an area designated as a place of comfort, entertainment, sports, learning and fun, in which there are facilities, facilities, infrastructure for fun activities to occur (Kebudayaan & Indonesia, 2009).

Research conducted by (Dewi & Hermawan, 2019) states that in determining the classification of a park, a positioning strategy is needed with the right Edupark branding/theme so that it is right on target for the

program to be successful. For Campus Edupark, a main goal must be emphasized more by having a Campus Park. Subsequent research conducted by (Novianti et al., 2021) In the Unpad campus park shows the potential for educational tourism attraction as an environmentally friendly campus that supports integrated waste management that can be packaged using the guided tour method. Research conducted by (Maesari et al., 2019). The important attributes of educational tourism in a destination (in this case, the campus as a tourist destination) include disciplined educational policies, tourist attractions, human resources, supporting facilities, and tourism planning. So based on the description above, the researcher wants to research to analyze the needs of lecturers in implementing a green campus on the pillars of research and education at Edupark FKIP Unsri.

Method

This study used qualitative research with descriptive methods, according to (Sugiyono, 2019), qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions. Data collection uses the FGD method. The parties who are the research subjects are lecturers from each study program and the head of the study program laboratory. The FGD was divided into 4 groups. The group discussed identifying the needs of lecturers to carry out educational and research activities in the Unsri FKIP educational park that complies with complete park standards. What prerequisites are related to the infrastructure, facilities, and facilities needed. Then proceed with identifying the needs of lecturers to become a vehicle for research and education or with the Edupark brand. Edupark with research and education specificity criteria in the education department, namely early childhood education, elementary school education, guidance and counseling, and community education. Each group carries out a plan to be implemented in an educational park and the topics are adapted to the existing garden situation. After the group was formed, each group discussed plans for research, education, teaching, service, and practicum to be carried out in the educational

Park

The initiator of the FKIP edupark was the head of FKIP, namely the dean. Edupark FKIP Unsri has an area of 4 hectares. Before it was built to become an Edupark, there were various types of plants, both tall and in the form of shrubs and animals that still frequently appeared, such as monkeys, dogs, pigs, monitor lizards. At the beginning of the opening of Edupark, various annual productive plants were planted, such as: longan, guava of various types, jackfruit, soursop, various types of mangos, durian, duku, oranges, and others. Also, on the land naturally there are mahogany, acacia, shrubs, shrubs, grass. The management's view is that edupark fkip is a park that is used to carry out educational and learning activities, namely research, education and teaching, community service, and practicum activities.

The commitment of the dean of FKIP Unsri is very strong to make the FKIP Unsri educational park (Edupark) a place to carry out tridharma activities of higher education. Apart from that, he hopes that Edupark will become a place for morning educational tours for student visitors, from early childhood to university students and the community. The strong commitment of the faculty leadership to the establishment of this edupark, so that development planning efforts have been carried out. While the initial efforts to fill the edupark began to be carried out little by little.

Seeing the current condition of Edupark FKIP Unsri does not meet the requirements to be called a park that meets standard criteria. This is due to the fact that it is still far from fulfilling the criteria for a park and its function both socially and aesthetically. The condition is that Edupark is still in the form of green open land planting with the Edupark brand. In the park, 1 building of the Sumsel Traditional House has been provided in the form of a stage measuring 6 x 8 square meters. Underneath the empty building is used as a place for meeting activities and several times lecturers have started carrying out activities related to research, teaching, and practicum outside the classroom. Meetings related to the park have been held several times. There are 2 gazebos measuring 6 square meters in the park.

The garden fence is still a barrier to the surrounding area to limit it to other land. In front of the area is the Edupark FKIP nameplate. Adequate water infrastructure. The park has drilled wells to water the plants grown in Edupark. Watering the plants is done using a sprinkler. Electrical infrastructure is also quite usable for electricity needs, the road leading to the park is quite good. Daily activities in the park are watering plants 2 times a day for plants that have been planted since the establishment of Edupark FKIP. Watering is done every morning and evening controlled by 2 park rangers and administrators. Edupark FKIP has not met the portrait of a standard park let alone to become an educational park. For toilet facilities, the mosque/musholla still uses existing facilities belonging to the faculty near the park location. Facilities that are important but do not exist at all are trash cans, pedestrian areas, tracks for bicycles.

Figure 1. South Sumatra Traditional House Building

Figure 2. Gazebo

Figure 3. Nameplate of Education Park FKIP Unsri

Figure 4. Land in Education Park Unsri

The needs of lecturers and students to carry out research and education in Edupark in general can be seen in this table:

Table 1. Needs for parks in Edupark FKIP

Vegetation Function tall plants	a little
Low plant	a little
Grass	a little
Scrub	a little
Flower	There isn't
Functions of Social Facilities	Not good yet
Sports: jogging track, pedestrian, - Togetherness in groups / families child game - Recreation: games and relaxation	- There isn't any yet -Not yet fulfilled -There isn't any yet -There isn't any yet
Completeness 1. Recreational facilities (children's play facilities, places to relax 2. Sports facilities 3. Socialization facilities 4. Supporting facilities such as roads, entrances, parking lots, prayer rooms, places to sell, drainage, water, electricity/lighting, garbage collection and toilets 5. The location of the park is usually located in a strategic location and easily accessible from various parts of the city	1. there isn't any yet 2. not yet 3. not yet complete 4. Yes 5. Fulfill
Guardrail Parking, trash cans, Gazebo Benches, washing hands, toilets, photo booths	- Not worthy, -Not worth it -There isn't any yet -Not yet fulfilled -there isn't any yet

The needs of lecturers and students to carry out research and education as a whole can be seen in this table: The specific needs of study programs based on their knowledge are proposed and planned by study program lecturers and laboratory heads through existing courses. This collaboration and coordination is to bring education, research, service and practicum closer to each other's scientific core. The following table shows the needs of study program activity centers at EduPark as follows

Table 2. Needs of Study

Program	Activity Centers Types of Activity Centers	Description
Childhood	Mini	Outbound is a type of learning that is conceptualized with simple outbound type games for young children early. The use of "mini outbound can train children's psychomotor skills, train teamwork, train children to love the environment and learn from the natural environment, awareness of environmental preservation and maintaining cleanliness. Learning to use this mini outbound is equipped with a guide on how to play each game.
PGSD	Scientific	Games Center for Scientific Games is a place that provides scientific activities packaged in the form of fun games. The activities of this scientific game follow the steps determined by scientific procedures so that students / students gain competence in accordance with the PGSD subject. This scientific game provides basic knowledge of science: Indonesian, mathematics, science, social studies, and art. Basic knowledge as a provision to gain further knowledge.
Community Education	Life Skills	This program is a center for Life Skills activities that draw various handicraft skills activities carried out by Community Education lecturers and students. *Life Skill Center* is an ongoing integrated activity by providing understanding and knowledge to all visitors because this program is conceptualized starting from the product manufacturing process to the results of these products which are displayed or exhibited at *stands* in the Educational Park.
Guidance and Counseling	Individual and Group Therapy	program is part of contemporary therapy activities that describe various therapy and counseling activities carried out by counseling guidance lecturers and students. Various forms of counseling therapy that can be held in educational parks are as follows: 1. Play therapy 2. Sand therapy 3. Art therapy 4. Crisis counseling especially to deal with some trauma due to natural disasters 5. Relaxation trails

The faculty also, through the park developer, will apply the concept of a park bearing the eagle bird with the motto Tut Wuri Handayani seen from the top view via drone. In the future, 15 education centers will be provided at each wing tip of the Garuda bird, in accordance with the number of undergraduate study programs 1 in FKIP so that each study program has a learning center. A joint building will also be built in the middle of the park to accommodate joint activities at the faculty level. In the middle of the main building, a large pool is provided to cool off and relax after carrying out meeting activities. Data analysis used in this research is an activity in data analysis, namely data reduction, data presentation, and drawing conclusions or verification.

Results and Discussions

Research and education in edupark is a learning activity outside the classroom (outdoor study) is one of the learning methods whose learning activities take place outside the classroom/school such as; parks, villages, gardens and others with the aim of involving direct experience and challenging the adventurous spirit of students to be more familiar with the environment and society. Learning methods outside the classroom bring learning resources closer to students. Research activities can only be carried out in parks that meet park standards. In a park that completely meets the requirements of a park, research can be carried out because these elements are fulfilled, namely having ecological, socio-cultural, economic and aesthetic functions as well as the economy (Syaifuddin et al., 2022)

Various curiosity unfolds for children. Many objects are available for lessons on natural science, social science, mathematics, languages. This can be done well if the teacher is also creative in implementing it. Objects that can be used as a source of knowledge in the park: components, ecosystems of various animals and plants, and other components such as: rocks, water, sand, wind, heat/light, conditions, climate, temperature and others. Human interaction in the park can also be an object of research and study. These objects are in the form of behavior, attitudes, habits, attitudes, and values, individuals and groups, as well as their dynamics. In addition, there are also objects such as garbage, cleaning, selling food, gifts, souvenirs, people in groups, activities in the park, buying and selling, and social relations.

Teaching resources are also spread out for students to understand concepts, classify, mention, find, observe. By experiencing and observing themselves children understand more. By using the available centers, each study program can work alone or in collaboration with students who come by conducting training and counseling. The teaching methods used vary according to the needs of the selected activities including: observation, investigation, experiment, experiential learning, mentioning, retelling. Teachers can conceptualize and organize what knowledge will be given to children for learning activities in the garden.

According to (Maria Barus, 2022) states that the use of traditional educational games about science can enrich experiences with various activities and increase exploration of the surrounding nature. According to (Nugroho & Hanik, 2016) suggest that learning outside the classroom can improve student cognitive learning outcomes. Studying in tourist parks is proven to have contributed to understanding concepts. Research from (Sylvia et al., 2017). Upper (Hulu et al., 2022) states These outdoor learning activities can increase motivation, high curiosity and build students' talents. can present the activities that have been carried out. Students gain new insights, socialize, cooperate and care for the environment. According to ((Maisya et al., 2020); (Taqwan, 2019)). Improve complex problem solving skills.the studyof stated that the outdoor learning method improves problem solving abilities optimally. In the park the value of education is carried out by providing education about cleanliness by not littering around the park (Husain, 2019). Campus life style must also be based on environmental principles, for example in campus management it is required to increase its budget allocation for businesses that support efforts to create an environmentally friendly campus. According to (Nasihin et al., 2020) spaces (parks and campus forests).

Open out door space which also functions as a means of healing Healing spaces can be found in natural environments One form of utilizing outdoor space as a medium for healing (therapy) in the Al-Jannah School of Nature and Science is an educational institution based on nature. According to (Monika, 2021) reveals that learning is entre Preneurship through role playing centers has many benefits. (Rohmah, 2016) states Outbound education learning given to early childhood is oriented on the academic side, focusing on laying the foundation for physical, language, intellectual, social-emotional growth and development and all intelligence. Education in the garden research results by (Setyaningsih et al., 2017) regarding the use of organic waste from fallen leaves by UMS students to become solid and liquid compost/fertilizer. According to (Nozomi, 2020) shows that the Education Park in Mampang Prapatan is a place for education, recreation and water absorption. Education provided to the public about the dangers of plastic waste and the processing of this plastic waste.

According to (Dewi & Hermawan, 2019) states that in determining the classification of a park, a positioning strategy is needed with the right Edupark branding/theme so that it is right on target for the program to be successful. For campus edupark there is a main goal that must be emphasized more by the presence of campus parks. In the Unpad campus park, the research results of (Novianti et al., 2021) show the potential for educational tourism attraction as an environmentally friendly campus that supports integrated waste management that can be packaged using the guided tour method. The important attributes of educational tourism in a destination (in this case is the campus as a tourist destination) include educational policies with discipline, tourist attractions, human resources, supporting facilities, and tourism planning (Maesari et al., 2019).

Education and teaching are carried out with the aim that students gain knowledge, attitudes, and skills as well as soft skills from the material being taught. To achieve this goal, various methods are used related to achieving the goal. The method used can be in the form of approaches, models, methods, techniques. In addition, various methods are carried out in order to achieve the objectives effectively and efficiently, as well as comprehensively. Thus, research and educational activities can be carried out more optimally. It is suggested to faculty leaders to adapt better the planning process that is being made to the need to carry out research and teaching activities.

Conclusions

Based on the results of the study, it showed that Edupark FKIP Unsri did not meet the general standards of a park, namely vegetation, social functions (recreation and sports, as well as research and education). The need for lecturers to carry out education and research according to the recommendation of the faculty leadership, adjusting to the condition of the park which is still in the planning and development process. In addition, infrastructure and facilities are needed, including equipment and materials from centers of research and educational activities from study programs according to their knowledge. So that by fulfilling the Edupark FKIP, Unsri will improve the quality of student teaching and learning by creating a microclimate and reducing pollution and dust where the variety of types and diversity of vegetation can realize these factors.

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