# THE EARTH DAY EVERY DAY PROJECT: ENVIRONMENTAL EDUCATION AS HIDDEN CURRICULUM IN LANGUAGE LEARNING

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***Abstrak:*** *Pemanasan global merupakan salah satu isu yang paling sering dibahas dalam beberapa tahun terakhir. Berbagai upaya dilakukan untuk menghadapi kondisi alam ini, namun nampaknya adiwiyata (pendidikan tentang pelestarian lingkungan) menjadi solusi yang menjanjikan. Generasi masa kini diharapkan memiliki pengetahuan, keterampilan, sikap, motivasi dan komitmen dalam bekerja dan dalam memecahkan masalah lingkungan tersebut, serta dapat mencegah kerusakan lingkungan yang lebih parah. Kurikulum tersembunyi menjadi salah satu alternatif dalam adiwiyata karena kurikulum ini menjanjikan hasil yang lebih nyata. Melalui kelas bahasa, kurikulum tersembunyi dalam ranah adiwiyata dapat berkontribusi pada promosi otonomi pembelajar dan kesadaran para siswa. Studi ini menjelaskan tentang penerapan adiwiyata dalam sebuah kurikulum tersembunyi di kelas bahasa yang disebut sebagai the Earth Day Every Day. Rencana pembelajaran yang dicantumkan dalam studi ini menekankan pada peran kurikulum tersembunyi itu sendiri, perannya sebagai sebuah cara menumbuhkan pembelajaran yang otonom, dan bentuk kolaborasinya dengan media dalam pembentukan sikap.*

**ملخص :** نوقشت مشكلة الاحتباس الحراريّ كثيرا في السنوات الأخيرة. وثمة محاولات لمواجهة هذه الحالة. ويظهر أن التعليم البيئي أصبح حلا . ويجب أن يكون للجيل في هذا العصر علوم ومعارف ، ومهارات، ومواقف، ودوافع، والتزامات في العمل وفي حل مشاكل البيئة، ولديهم القدرة على المنع عن فساد البيئة أكثر. والمنهج الدراسي الخفيّ يكون أحد الحلول في التعليم البيئي لأن هذا المنهج سيقدم لنا النتائج أكثر واقعيّا. وعن طريق صفوف اللغة، إن المنهج الدراسي الخفيّ في نطاق التعليم البيئي ستساهم في دعاية استقلالية التعليم ووعي الطلاب. بيّنت هذه الدراسة عن تطبيق التعليم البيئي في المنهج الدراسي الخفي في صفوف اللغة المسمّى ب *Earth Day Every Dayy*. وكانت خطة التعليم المعدّة تركز في اسهام المنهج الدراسي الخفيّ كأداة لتنمية التعليم المستقل وشكل تعاونه مع الوسائل التعليمية في تكوين موقف الطلاب.

***Keywords***: Pendidikan Lingkungan, kurikulum tersembunyi, pembelajaran

## INTRODUCTION

*"My fellow Americans, people all over the world, we need to solve the climate crisis. It's not a political issue; it's a moral issue. We have everything we need to get started, with the possible exception of the will to act. That's a renewable resource. Let's renew it."* (Al Gore)

In talking about global warming, it is important to mention Al Gore. Gore is an environmentalist and Peace Nobel laureate who brought out a striking fact on global rising temperature mostly caused by human activities in an award-winning documentary "An Inconvenient Truth". As stated in the quotation, Gore mentions the role of moral issue in overcoming recent climate crisis. This is a prospect that education can contribute, developing students' awareness to the current condition of the Earth. Students can contribute through ideas and more significantly, through day-to-day action which can be learnt through their language classes. World Commission on Environment and Development (WCED) in 1987 emphasized that education contributes in fostering a sense of responsibility for the state of the environment and to teach students how to monitor, protect, and improve balance in their surroundings.

Recognizing interdependency of living things is the highlight of environmental education. Human being participates in the change which occurs in recent times and should be aware of the threat that may come to other beings as the impact of his/her activities. Even though it appears as serious problem, environmental education receives very little attention in selected areas of curriculum. At this point, hidden curriculum takes its part in introducing the ideas of environmental education. In real situation, hidden curriculum turns out to be both time and energy consuming to be formulated into formal or stated curriculum. In recent times, teachers, especially in language classes, integrate environmental issue in daily lesson plans, in regards to its extensive outcome to the attitude of students. As ICCE asserted in its 1984 declaration, environmental education performs in transforming the attitudes and behavior of societies if what is being talked about comes into a reality. It shows that education is a power to infuse the aforementioned idea.

Moreover, education is capable of providing inclusive understanding, elaborating science, social and humanity, as well as giving perspectives on the interdependence between human being and the nature. Hence, this paper points out the application of environmental education in form of hidden curriculum in language classes namely the *Earth Day Every Day* project. The lesson plan proposed in this paper gives emphasized on environmental education itself as a hidden curriculum, as a promotion of autonomous learning and its collaboration

with media in contribution to attitude shifting. It is chiefly believed that in language learning, environmental education as a hidden curriculum can promote autonomy and awareness among students.

## ENVIRONMENTAL EDUCATION AS A HIDDEN CURRICULUM

In Indonesia, environmental education, especially at the elementary school level, is integrated in several school subjects, such as, Pancasila and Civic Education, Mathematics, *Bahasa Indonesia*, Social Sciences (IPS), Natural Sciences (IPA), Arts and Crafts, and Physical Education. In the curriculum 2013, there are two themes which relevant to environmental education namely "Always Save Our Energy" and "Caring for Life Creatures.[1]" Students employ the themes through roleplays based on the aforementioned themes and reading texts. In addition, students need to apply the knowledge they get in their daily life, so that the knowledge will shape their habit.

Similarly, Australian government also incorporates environment education into its national curriculum. Palmer[2] showed that education institutions in Australia had successfully carried the issue out. In the beginning, it was a teacher-based and school-based curriculum, with a variety of sources and implementations. It was then adapted into nationwide curriculum to response current environmental problems. It shows that curriculum is designed and developed according to the need, in this case, the need of preparing generations who are sensitive to the condition of environment.

This kind of education pointed out the notion of environment in cultural, moral, ethical, social, political, as well as economic perspective as its firm basis. It goes hand-in-hand with the purpose of hidden curriculum in constructing a population which has bigger apprehension on environment[3]. Experts believed that implicit concept bear by hidden curriculum speaks louder than explicit one. It means that curriculum adhering recent environmental issues can convey greater understanding and outcome since it is deep-rooted in the values of life in each participant of the education.

Activity which endorses the notion of keeping safe the environment surely deals with values, of life and of respect to other living beings. It is then line with

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[1] C. Rudy Prihantoro, "The Perspective of Curriculum in Indonesia on Environmental Education," *International Journal of Research Studies in Education* Vol. 4 No. 1 (n.d.), 77–83.

[2] Joy A. Palmer, *Environmental Education in the 21st Century: Theory, Practice, Progress, and Promise,* (London: Routledge, 1998).

[3] Paul Hawken, *Blessed Unrest: How the Largest Movement in the World Came into Being,* (London: Penguin Books Ltd, 2007).

the purpose of hidden curriculum, as Margolis[4] asserts that hidden curriculum includes the norms, values and the belief systems embedded in the formal curriculum, the school and classroom life, imparted to students through daily routines, curricular content, and social relationships. Yet, in a joined report between IUCN, UNEP, and WWF, there are schools which still regard it as a risky ground and many teachers have not been well-trained to deal with this issue. It then needs an approach in which school members behave consistently. In the long run, it will be a vital skill for sustainable living.

Furthermore, Apple[5] also emphasizes potential in a hidden curriculum which makes students actively take part in the class. It brings out the concept of interests, cultural forms, struggles, agreement, and compromises, in order that students learn to negotiate, reject, and sometimes divert the value during the comprehension process. In this context, values, norms, and beliefs that the hidden curriculum tries to convey will be continuously learnt in and beyond classroom. In this sense, the very essence of environmental education as a hidden curriculum has been accomplished; the soul of the curriculum that students going to perform on the daily basis.

## ENVIRONMENTAL EDUCATION IN SOME ASIAN COUNTRIES

Environmental education plays an important role in various education levels in Asia. Asian countries have implemented it in a way of providing environmental education as a sole subject in the curriculum or merge it in related school subjects. The following description portrays the development of environment education in several countries in Asia.

The first paper is written by John C-K Lee and Daniella Tilburg[6]. They examined the role of environmental education as an instrument for improving environmental awareness and its contribution on China's National Environmental Policy. Lee and Tilburg put emphasis on the notion of education 'about', 'in', and 'for' the environment. Generally, China's government sees environmental education as a strategy to prevent further environmental damage and to promote a better environmental awareness. China implemented three phases on environmental education policies, namely, the 'expert' phase, the 'red' phase, and the 'sustainability' phase.

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[4] Fulya Damla Kentli, "Comparison of Hidden Curriculum Theories," *European Journal of Education Studies* Vol. 1 No. 2 (2009).

[5] *Ibid.*

[6] John C-K. Lee and Daniella Tilburg, "Changing Environments: The Challenge for Environmental Education in China," *Geography* Vol. 83 No. 3 (July 1998), 227–236.

Firstly, the 'expert' phase, as it is named, adopts environmental education as a science than a character building approach. The government believed that strong knowledge building is essential to environmental protection. There were three stages of environmental education training, such as, adult cadre, state school, and general public. In addition, national primary and middle school seminars were conducted to strengthen the knowledge acquired from the training.

Next is the 'red' phase. It is probably the strongest phase among the three phases as it clearly reflects the country's ideology. This phase was started by Li-Peng's speech in the Second National Environmental Protection Meeting in 1983.

He pointed out the role of Chinese in keeping the environment as a 'national duty'. Here, environmental education started to be incorporated with mass media, for instance, the government-owned national newspaper, Xin Hua. Promotion made in the mass media was mainly to strengthen the aforementioned idea, that environmental education is people's duty as citizens than people's awareness to the current environmental condition.


**Figure 1: 'Environment Show': Students displayed their environmental slogans**

Finally, the 'sustainability' phase took more lenient perspective on environmental education, as the government proceeded to move towards environmental sustainability. This phase was principally prompted by the 1992 Earth Summit in Rio. Lee and Tilburg[7] points out that environmental

[7] *Ibid.*, 231.

education has been re-defined as an area of learning which attempts to enhance students' awareness of environment and development; to educate students about patriotism and the current environmental situation of China; and to encourage public participation in environmental improvement. Furthermore, in the section of teaching objectives, the phase mentioned the importance of teaching sustainable development concept, as well as the need to encourage students to actively involved in activities which reflect the harmony between human and his/her environment.

Seeing at its curriculum, in general, China applied generalized curriculum which created uniformity with minimum local and school-based initiatives. Teaching and learning in China mostly adopted teacher-centered and textbook based style. It left a little room for the application of environmental learning in the real setting. Moreover, the applied curriculum primarily oriented on examination and made Chinese government neglected the need of attitude transformation as the application of knowledge gained. In summary, the 'expert' and 'red' phases were typically in-line with the curriculum, as these phases generated top-down conception on environmental education in China.

The second paper reviewed is written by Radhika Iyengar and Monisha Bajaj[8] based on Bhopal tragedy in Madhya Pradesh state, India. The writers analyzed the impact of the tragedy to the curriculum formulation, in regard to environmental education. The tragedy itself took place around thirty years ago and regarded as the world's worst industrial disaster[9]. Bhopal tragedy occurred in 2 December 1984 as Union Carbide pesticide plant in Bhopal accidently released into the air around 30 tons of highly toxic gas named methyl isocyanate with a number of poisonous gasses and exposed more than 600,000 people under the deadly gas. Estimated death varies from 3,800 to 16,000 people, while officials mentioned 15,000 deaths over the years. The impacts of the tragedy still left after over 25 years, for instance, partial or full blindness, gastrointestinal disorders, impaired immune systems, post-traumatic stress disorders, spontaneous abortions, stillbirths, and offspring with genetic defects[10].

[8] Radhika Iyengar and Monisha Bajaj, "After the Smoke Clears: Toward Education for Sustainable Development in Bhopal, India," *Comparative Education Review* Vol. 55 No. 3 (August 2011), 424–456, http://www.jstor.org/stable/10.1086/660680.

[9] Adam Taylor, "Bhopal: The World's Worst Industrial Disaster, 30 Years Later," December 2, 2014, https://www.theatlantic.com/photo/2014/12/bhopal-the-worlds-worst-industrial-disaster-30-years-later/100864/.

[10] *Ibid.*, 424.

**Figure 2: A photo from Bhopal tragedy in December 1984 showing victims lost sight after the poison gas leak from the US Union Carbide factory**

Iyengar and Bajaj examined state syllabi composed by Madhya Pradesh state in respect to environmental education and compared it with the National Board syllabi which uses Central Board of Secondary Education (CBSE) materials. Historically, ancient Hindu texts point out the notion of environmental protection, for instance, moderate use of natural resources and live in harmony with other living creatures. Gandhi, the father of modern Indian movement, also put emphasis on respecting the nature within his thoughts and examples. Indian's education previously placed environmental education merely as a science, meaning that issues on environmental protection was never be a part in class discussion. As a follow-up action after Stockholm summit in 1972, the Indian government adopted a national policy on environmental education in its school and college curricula. However, it took years to make environmental education a mandatory subject, officially in December 2003.

In Madhya Pradesh itself, primary or elementary classes had discussed environmental concepts which were integrated in subjects, like, general science and social science. Additionally, there is no specific textbook and exam given to students in this level. For students in higher level, environmental education was taught in a separate subject incorporated with disaster management in it; therefore, students should do an exam in this subject. Nevertheless, students took environmental education exam received grade in letter rather than in number. It indicated that there was no promotion to further studies.

The writers specified that the Madhya Pradesh (MP) educational materials mainly focus on the natural sciences and eliminate most social science scopes of

environmental education. The national and state syllabi have made barely any effort to explore the Bhopal gas tragedy as a learning experience in environmental education. Iyengar and Bajaj[11] claimed that there is a clear disconnect between the immediate historical context and the classroom content taught to survivors of the tragedy and their children. Thus, the writers recommended policy changes in the national and state boards of education, for instance, incorporation of natural and social sciences in discussing Bhopal disaster comprehensively and holistically, as well as, integration of environment discussion with health, human rights, population, livelihoods, social justice, and global inequalities.

The third paper is an investigation on environmental education in Taiwan conducted by Chen-Yin Tung, Chyan-Chyuan Huang, and Cheiko Kawata[12]. They conducted a quasi-experimental research on different environmental education programs to students from four municipal junior high school in Taiwan. The subject of the research was 453 seventh-grade students randomly selected from these schools. By the end of the research, there were only 396 students qualified from the aforementioned number. The research aimed to examine the effects of the programs to students' behavior and some related factors. In contrast to common design used by previously conducted study, this research included both school activities and family participation in addition to the curriculum implemented in class. The research formulated a curriculum design which covered five hours of study on study on important concepts related to resource conservation, a four-hour field trip at waste incineration plant, a one-hour audiovisual learning on a cartoon video about environment.

Meanwhile, on school activities, the researchers designed a one-hour discussion and recording of ideas (on selected topics) related to resource conservation, a presentation on waste classification and recycling, reward for students who answered questions from presenter, a slogan competition and exhibition with environment theme, a composition competition, poster contest, and recycling school garbage activities. In family participation, there were an informal family forum discussion session on recycling, pamphlet distribution to families.

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[11] *Ibid.,* 449.

[12] Tung, "The Effects of Different Environmental Education Programs on the Environmental Behavior of Seventh-Grade Students and Related Factors," *Journal of Environmental Health* Vol. 64 No. 7 (March 2002), 24–29.

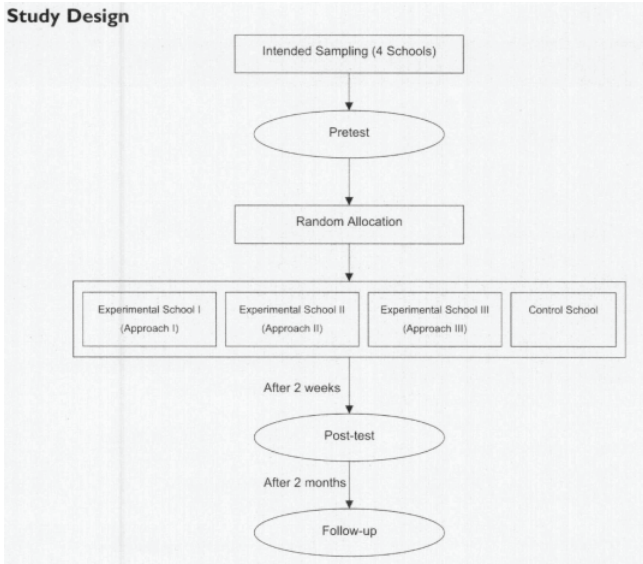


**Figure 3: Study design of the research**

The experiment held in four schools with four different ways. The first school only treated with the designed curriculum that only focused on the students. The second school received treatment that measured the effectiveness of school activities and family participation. The third school was the one with the most ideal approach, combining the application of designed curriculum, school activities and family participation. The fourth school received no program related to environment or it acted as control school.

In brief, the results showed that experiment conducted in school 1 indicated that the educational approach was effective in improving the knowledge in environmental issues. It also improved student's self-efficacy. However, the researchers pointed out that improvement made in this school was only on cognitive level; the result didn't show any achievement on affective level. From experiment in school 2, as this group depend on activities that involved the whole school, effectiveness in enhancing environmental knowledge and attitude was not achieved significantly. Yet, combining individual and school involvement contributed well in strengthening behavior and self-efficacy on environmental issues. The experiment in school 3 indicated that the combination of teaching, activities and family involvement resulted in improvement of environmental behavior.

From the researchers' perspective, environmental education in Taiwan mainly emphasized on school environmental activities which was merged in

various school courses. Yen and Liao[13] assert that the activities mostly aimed at recycling and beautifying school, so that the result could be appraised by authorities. However, the researchers still believed that environmental education-related activities were valuable. Thus, the researchers suggested that achieving maximum result could be done by combining EE as a subject with its implementation in the real setting. Educational interventions could affect simple target behavior, but might not be as effective in producing generalized behavioral changes[14].

The fourth paper portrayed teachers' perceptions of environmental issues in Hong Kong secondary school by Andre Chi-Chung Ko and John Chi-Kin Lee[15]. Ko and Lee chose Integrated Science as this subject was a suitable subject to instill environmental education and this subject was a mandatory subject for senior secondary level students. The writers investigated five factors in defining the teachers' perceptions, namely, teachers' attitudes, self-efficacy, perceived barriers, intention of teaching, and practice of teaching.

The study indicated that the aforementioned factors strongly influenced the way the teachers taught environmental education. The writers asserted that teachers tended to teach more environmental education if they were more favorable, had more skills, believed in the subjects' relevance, and would actually want to teach more environmental education in Integrated Science classes if there were fewer constraints[16].

The study also pointed out that the curriculum design was not clear and directive enough that the teachers can use it in their classes. Additionally, teachers were also too dependent on the provided textbooks. Minimum variation on the way environmental education delivered was mainly caused by the aforementioned reason.

## ISLAM AND THE TEACHINGS ON NURTURING THE ENVIRONMENT

Every living being created by Allah, The Almighty, serves its own purposes, including the environment presented around him/her. It has been created by

[13] *Ibid.,* 28.

[14] *Ibid.*

[15] Andre Chi-Chung Ko and John Chi-Kin Lee, "Teachers' Perceptions of Teaching Environmental Issues within the Science Curriculum: A Hong Kong Perspective," *Journal of Science Education and Technology* Vol. 12 No. 3 (September 2003), 187–204.

[16] *Ibid.,* 198.

The Almighty as a life facility for human being to give access in conducting his/her role as *khalifah* (leader), as stated in surah Al An'am verse 141-142.

> "And He it is who causes gardens to grow, [both] trellised and untrellised, and palm trees and crops of different [kinds of] food and olives and pomegranates, similar and dissimilar. Eat of [each of] its fruit when it yields and give its due [zakah] on the day of its harvest. And be not excessive. Indeed, He does not like those who commit excess. And of the grazing livestock are carriers [of burdens] and those [too] small. Eat of what Allah has provided for you and do not follow the footsteps of Satan. Indeed, he is to you a clear enemy."

The aforementioned verses explain that human being supposed to enjoy crops and life stocks that The Almighty has given in moderation. In addition, he/she is also advised to pay due (*zakah*) from the harvest of the crops and life stocks. It is also stated that excessive use of those two products is similar to following the footstep of Satan.

However, greed has made human being to overuse The Almighty's gift and leads to destruction of the environment, as shown in surah Ar-R□m verse 41.

> "Corruption has appeared throughout the land and sea by [reason of] what the hands of people have earned so He may let them taste part of [the consequence of] what they have done that perhaps they will return [to righteousness]."

Abu Bakar[17] argues that human being has a destructive characteristic in oneself. When it keeps continuing, inevitable damage is definite for the future generations. He believes that Islam and its teachings guide human being to avoid further destruction and to preserve the nature.

In addition, Nouh[18] points out that from an Islamic point of view, human beings are God Almighty's representatives on the planet Earth, and they are entitled to benefit from its resources without selfishly monopolizing them. Thus, to keep the planet, he/she should always refer to the Holy Quran and Rasulullah SAW's Sunnah, in order to preserve the right of the future generations.

Here, the need of refining *akhlak* (character) becomes crucial. It is part of the so-called character education. Additionally, character in Islamic point of view is a mixture of intelligence, morale, body and soul, reality and purpose to shape the Qur'anic characters[19]. The younger generations have to be more

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[17] Ibrahim Abu Bakar, "Islamic Theological Teachings on Ecology," *International Journal of Business and Social Sciences* Vol. 3 No. 13 (July 2012), www.ijbssnet.com.

[18] Muhammad Nouh, "Sustainable Development in a Muslim Context," 2017, https://earthcharter.org/virtual-library2/images/uploads/11%20Manuscrip_Muhammad.pdf.

[19] Andi Maulana, "Pendidikan Karakter Peduli Lingkungan Hidup Melalui Pendekatan Nilai-Nilai Ajaran Islam Di Indonesia," in *Proceedings: The 1st Academic Symposium on Integrating*

aware of the recent condition in their surroundings. Character itself is a habit that should be built and preserved consciously and continuously on daily basis[20]. Refining character means investing in the environmental preservation.

The need of refining *akhlak* is also in-line with the aim of the implementation of environmental education as a hidden curriculum in language classes. Environmental education as a part of character education can be implemented and emphasized as a core value in students' life; accordingly, students can bring the value to their communities. According to McBrien and Brand[21], the goal of character education is to raise children to become morally responsible, self-disciplined citizens. Problem solving, decision making, and conflict resolution are important parts of developing moral character. Therefore, it is students' role in community that brings difference or change to their surroundings, especially in dealing with recent environmental issues.

## IN PROMOTING AUTONOMOUS LEARNING

Primarily, learning a language is learning to communicate. Benson[22] states that the idea that language learning should be a process of learning how to communicate and it goes in line with the concept of learner – centeredness. It is students rather than teacher who should stand at the center of the process of teaching and learning. In this sense, the teacher's role was not to direct the process of learning but to perform as a resource or guide for the students' own efforts. Environmental education outlines the notion of communicating and learning independently, because it challenges students to think, to criticize, and to generate solution upon various environmental issues.

Motivation and autonomy are related one another. Spratt et. al.[23] asserts that one way to encourage autonomy may be to develop students' motivation to learn. Spratt et. al argues on motivated students who have great interest in what was to be learnt, they are more ready and able to take on responsibilities in the language learning process. This then becomes another aspect a teacher should pay more attention to. The teacher could use motivating activities that puts

*Knowledge* (Ibnu Sina Institutes for Fundamental Science Studies, Universiti Teknologi Malaysia, 2014).

[20] *Ibid.*

[21] J. L. McBrien and R. S. Brandt, "The Language of Learning: A Guide to Education Terms," 1997, www.ascd.org/portal/site/ascd/menuitem.

[22] Phil Benson, *Teaching and Researching Autonomy in Language Learning,* (Essex: Pearson Education, 2001).

[23] Spratt, "Autonomy and Motivation: Which Comes First?," *Language Teaching Research* 6, 2002, 245, DOI: 10.1191/1362168802lr106oa.

emphasized on learner-centeredness. In relation with current trend of technology and communication, teachers can promote autonomy by employing computer and information technology. It is by employing recent technology that students can enhance their learning experience.

Modern-day communication does not necessarily mean to be face-to-face. The expansion of internet has transformed into not only interactive media but also learning support. Computer and internet surely become potential learning tools, and it is the teacher's duty to encourage students to make full use of any appropriate tool. With the support of computer and information technology, students learn self-reliance and initiative to solve their problems and complete the tasks given. It then strengthens the standpoint of autonomous learning which sees learners as individuals who can be independent and liable to their own learning. The teacher's role is not as big as the traditional learning but more as a guidance and provider in the process and is to give feed-back the learners need.

## MEDIA LITERACY IN ACHIEVING AUTONOMY

Nowadays, all kind of information mostly conveyed through mass media. Immense influence of the media created various views of one part of the world to another. In language classes, media is being used to equip students to be wise in making decision. Boyce and Lewis[24] argue on the role of media in shaping attitudes. First of all, most of people's knowledge on scientific issues is provided by the media. For instance, people understand global warming better through media coverage than experience or education. Since most people do not directly confront it in their daily life, media plays a significant part in linking current events to issues covered in global warming. In this case, students can learn to link daily basis experience and scientific truth, in a way to present balanced and reliable information.

The next point, media can improve social reconstruction of risks. In general, people are mostly afraid of unknown, unobservable, and highly catastrophic potential caused by global warming. Here, students can learn how media frames personal experiences and shapes public perception. Again, it will broaden students' understanding on picking the right information provided by the media. Finally, media cannot tell people what to think but it can tell people what to think about[25]. It can drive people's attention toward global warming issues and

[24] Boyce and Lewis, eds., *Climate Change and the Media,* (New York: Peter Lang Publishing Inc, 2009).

[25] *Ibid.*

students can surely take advantage from it by giving critical yet constructive inputs in dealing with environmental problems.

In addition, students and multimedia (audio and video) are inseparable. Cruse[26] points out a survey which shows a direct relationship between frequency of using multimedia tools and students' achievements and motivation. The survey shows that 2/3 of the students learn better when multimedia is used. Moreover, students' motivation also increases. The use of multimedia plays a vital role in learning process. There are several benefits of using multimedia in class, such as, provides diverse teaching techniques for learning, gives the teacher a voice, can be used to simplify and explain complex problems, can allow students to access the learning materials as often as required, allows students to learn at their own pace, reduces frequently asked questions from students, and can be re-used[27]. Students who are familiar with the use of multimedia can possibly learn everywhere with various forms of interaction.

## THE *EARTH DAY EVERY DAY* PROJECT

In elaborating media, environmental issues, and language learning, this paper offers an activity in regard to annual Earth Day celebration namely the ***Earth Day Every Day*** project. This project is designed to meet students' exposure to environmental issues they faced in daily basis which one of those issues is the notion of global warming. For several scientists, global warming is a debatable issue. Philander[28] argues that people in general are reluctant to accept that some environmental problems are so complex that precise scientific predictions are impossible, that difficult political decisions are necessary in the face of scientific uncertainties. Furthermore, global warming itself is considered an uncertainty, since in determining its massive impact; people have to rely on computer models that stimulate the Earth's climate.

Nonetheless, discussing such regarded controversial issue will still bring benefit to students, especially in the notion of critical thinking. A study by Quitadamo and Kurts[29] shows that 93% of higher education faculty believes

[26] Emily Cruse, "Using Educational Video in the Classroom: Theory, Research and Practice,"2006. https://www.safarimontage.com/pdfs/training/UsingEducationalVideoInTheClassroom. pdf.

[27] Deakin Learning Futures Teaching Development Team, "Using Audio and Video for Educational Purposes," 2014, www.deakin.edu.au/learning-futures.

[28] S. G. Philander, *Is the Temperature Rising? The Uncertain Science of Global Warming,* (New Jersey: Princeton University Press, 1998).

[29] I. J. Quitadamo and M. J. Kurtz, "Learning to Improve: Using Writing to Increase Critical Thinking Performance in General Education Biology," *CBE - Life Sciences Education* Vol. 6 No. 2 (2007), 140–154.

critical thinking is an essential learning outcome. It illustrates that, in the level of higher learning, it is important to promote critical thinking in term of encouraging students to be unendingly aware of the development of recent issues. Moreover, it will equip students to be more informed and active. Hence, in the long run; critical thinking will help students to be actively involved in wider day-to-day issues occur around them.

In this paper, a lesson plan is presented to generally ground the concept of Earth Day and typical issues related to it. This lesson is conducted in 90-minute duration. The lesson plan aims to point out concept, operational terms, and activities related to environmental issues, especially those addressing global warming. Video, PowerPoint slides are some types of media employed in this lesson plan, while in discussing the aforementioned fundamental ideas, the class applies class and group discussion, as well as take-home assignment as a follow-up activity in the end of the meeting.

**Table.1: Lesson Plan for the *Earth Day Every Day* project**

| No | Materials given | Duration |
|---|---|---|
| 1. | Greeting | 5 minutes |
| 2. | Video discussion<br>a. Showing music video of Michael Jackson's *Earth Song*<br>b. Showing videos on Earth Day celebration by various communities around the globe | 10 minutes |
| 3. | Giving explanation on Worldwide Earth Day celebration (*in form of PowerPoint*)<br>a. definition<br>b. importance<br>c. what can we contribute<br>d. every day hero: real examples on saving the Earth | 15 minutes |
| 4. | In-class assignment<br>a. In group of three or four, students design an action that people can do to keep the cleanliness of their environment, e.g. bringing their own drinking bottle, having cloth bags for shopping, or using used paper for printing and reasons for designing the chosen action.<br>b. Students report to the class and give one another feedback on the designs which have been presented. | 45 minutes |

| No | Materials given | Duration |
|---|---|---|
| 5. | Follow-up assignment<br>a. In the same group, students design a news feature on people or group of people lived around them who show strong commitment to environment.<br>b. Students design the news feature in term of 5W and 1H (What, Who, Where, When, Why, and How) to describe their chosen object.<br>c. Students will explain the result of their work in form of videos and report it back to the class in the following meeting. | 20 minutes |
| 6. | Closing | 5 minutes |

Here, in introducing the concept of environmental destruction and Earth Day, an opening discussion utilizes video on popular song and activities conducted during Earth Day in several parts of the world. The music video of popular song, entitled Earth Song by Michael Jackson, is chosen because it perfectly represents the destruction that human has made to his/her environment. The destruction manifested in various forms, for instance, warfare, deforestation, and land exploitation. The videos will provide illustration on how common people contribute in saving the Earth by conducting simple and day-to-day activities, such as, separating rubbish, cutting excessive electricity consumption, and reusing plastic bags. The overall idea proposes promoting environmental education which has been built among common people. This section will be followed by a class discussion on operational terms and example of people contribution. At this point, jargons related to environmental issues will be introduced as these jargons will be frequently used in the subsequent activities.

In the in-class assignment section, students deal with further discussion on concept and terms. Here, students will design a strategy that they will apply in regard to contribution in saving the Earth and the intention of employing the strategy. It will be followed by presentation from each group to achieve feedback and refinement to the presented ideas. The aim of this activity is to generate ideas about saving the Earth from the perspective of common people, in this case, university students. After having the discussion, each group will present the result and gain inputs from other groups. Here, each group will refine its strategy to be implemented in the field.

The follow-up activity is a design of fieldwork which will be utilized to find person or group of people who demonstrate their commitment on keeping the environment around them. At this point, students will make a news feature

of the chosen figure and report the result of their fieldwork in the following meeting. Features made by the students is in the forms of video which basically covers the notion of 5W and 1H. This notion is commonly used as a standard news reporting or news feature.

News feature basically tells the audience a story. It commonly consists of three parts; lead, middle, and end. Traditionally, the basic structure of a news feature is inverted pyramid in which lead becomes the key of the whole story. The strength of news feature lies on the detailed description built through vivid description. In the lead part, students describe the figure with his/her most interesting information. It is the critical point of the news and aims to gain attention of the audience. Additionally, students can also include a short summary and related quotation that suits to describe the figure. The middle part or body gives details to the points mentioned in the lead. It surely has to provide contextual material to give thorough understanding of the subject matter. Finally, the end summarizes the story in different words. Students are recommended to find related quotation that reflects the whole idea of the news.

In this case, students are encouraged to report in video as a form of multimedia used. Video is specifically used for it conveys and communicates information through simultaneous sensory channels[30]. Additionally, there are beneficial sides of using video in this activity. The benefits of using video as a learning tool can be seen from two aspects, namely cognitive and emotional aspects. From cognitive aspect, using video enables learners to relay experience within a language environment and a cultural context, expands and enriches vocabulary acquisition experience, develops characterization and understanding of the plot, scenario, or situation, and boosts communication skills. Meanwhile, from emotional aspect, using video can initiates interest in a topic, increases self-esteem, sparks imagination, creates a shared learning experience, and fosters the sense of belonging and connected with others.

As mentioned earlier, Benson[31] asserts the notion of language learning as a process of learning to communicate and particularly addressing the concept of learner – centeredness. As mentioned in the 4th and 5th section of the lesson plan, autonomy is being developed by nurturing students' environmental education, both in term of discussion and fieldwork. At this point, students are exposed to various media to comprehend recent environmental issues and expected to provide respond and feedback to various standpoint appeared as the result of

[30] Androniki Nistikaki, "Using Video in the EFL Classroom," November 30, 2012, http://www.slideshare.net/ssuser8d8efe/using-video-in-the-efl-classroom.

[31] *Ibid.*

the lesson. Interaction and understanding built in class will assist students in understanding the complexity of current environmental issues themselves.

## CONCLUSION

To sum up, issues on global warming evoke the implementation of environmental education implemented in the activity namely the Earth Day Every Day project. This type of project is mainly held as a hidden curriculum, as it still receives small portion of attention in various countries. The paper presents a lesson plan which puts emphasize on environmental education itself as a hidden curriculum, as well as a promotion of autonomous learning and its collaboration with media in contribution to attitude shifting. It is chiefly believed that in language learning, environmental education implemented as a hidden curriculum can promote autonomy and responsiveness among students.

In addition, further steps need to be taken, since hidden curriculum is only a stepping stone to a broader attempt, national curriculum on environmental education. It will prepare students with awareness and sustainability in dealing with potential environmental problems and able to construct ecologically sustainable society. Environmental education as the product of environmental education will also enable students to be more appreciative to nature's affluence since what they achieve in their daily life is an indirect aid of their surroundings. A respective and dynamic generation can surely turn into promising environmental advocate to recent environmental-related problems.

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