

# The Influence of Natural Environment on the Effectiveness of Guidance and Counseling at Planet Nufo Nature School Rembang

**Afifah 'Ainun Ni'mah<sup>1</sup>, Mulawarman<sup>2</sup>, Ali Formen<sup>3</sup>**

<sup>1</sup>Department of Masters in Guidance and Counseling Universitas, Faculty of Educational Sciences and Psychology, Universitas Negeri Semarang, Indonesia  
afifahainunnimah@students.unnes.ac.id

<sup>2</sup>Department of Masters in Guidance and Counseling Universitas, Faculty of Educational Sciences and Psychology, Universitas Negeri Semarang, Indonesia  
mulawarman@mail.unnes.ac.id

<sup>3</sup>Department of Masters in Guidance and Counseling Universitas, Faculty of Educational Sciences and Psychology, Universitas Negeri Semarang, Indonesia  
Ali.formen@mail.unnes.ac.id

---

## **Keywords:**

*Counselling Effectiveness  
Student Wellbeing  
Natural Environment*

---

---

## **ABSTRACT**

This study examines the impact of the natural environment on the effectiveness of guidance and counseling at Nufo Planet School, Rembang. The natural environment surrounding educational institutions is increasingly recognized for its potential influence on student well-being and academic achievement. Employing a qualitative approach, the research utilizes interviews and observations to explore how the natural surroundings at Nufo Planet School contribute to guidance and counseling. The findings indicate that the natural environment plays a significant role in enhancing the effectiveness of counseling sessions, creating a supportive atmosphere for emotional expression and psychological support among students. The implications of these findings underscore the importance of integrating natural elements into educational settings to enhance the effectiveness of counseling interventions.

*This is an open-access article under the [CC BY-SA](#) license.*



---

## **Corresponding Author:**

Afifah 'Ainun Ni'mah  
Universitas Negeri Semarang, Indonesia  
Email: afifahainunnimah@students.unnes.ac.id

---

## 1. INTRODUCTION

The environment is a vibrant source of learning by the demands of the curriculum [1]. The role of the natural environment in the educational environment is a significant concern in efforts to improve students' well-being and academic achievement [2]. Research shows that an excellent natural environment provides significant benefits for education [3]. For example, a study by Wells and Evans (2003) found that access to parks, playgrounds, or green open areas around schools can improve students' concentration, learning motivation, and physical health [4].

In addition to the natural environment, the role of guidance and counseling in the educational context is also vital [5]. According to the American School Counselor Association (ASCA, 2012), guidance and counseling not only support students' academic development but also help them overcome personal, social, and emotional problems that can affect learning success [6]. The integration of an excellent natural environment with practical guidance and counseling programs can be a potential strategy to improve the overall quality of education [7]. However, although several studies have highlighted the potential benefits of these two aspects separately, there is still little research that specifically explores how the natural environment affects the effectiveness of guidance and counseling programs in schools [8].

Modern education today increasingly recognizes the importance of the physical environment in influencing the learning process and student well-being [9]. One approach that has received attention is integrating the natural environment into formal education [10]. Sekolah Alam Planet Nufo Rembang is an example of an institution that systematically applies this approach. This school offers a comprehensive academic curriculum and integrates the natural environment as an essential part of the learning and counseling process. The educational philosophy at Sekolah Alam Planet Nufo Rembang emphasizes the importance of student involvement in a learning process centered on real life. The natural environment in and around the school is considered a laboratory that facilitates exploration, discovery, and deep understanding of the relationship between humans and nature. This approach not only aims to enrich students' learning experiences but also to promote students' environmental awareness and social responsibility.

Planet Nufo Rembang Nature School was chosen as the research location because of its unique characteristics that are relevant to the influence of the natural environment on the effectiveness of guidance and counseling programs:

1. Integration of Natural Environment: The school has successfully integrated natural elements such as gardens, parks, and green open spaces as an essential part of the school's daily activities and curriculum.
2. Psychological and Emotional Impact: There is evidence that the natural environment at Sekolah Alam Planet Nufo Rembang significantly impacts students' emotional and psychological well-being. Interaction with the outdoors reduces stress levels, increases learning motivation, and strengthens students' interpersonal skills.
3. Presence of a Nature-Based Community: The school is a place of learning and a community actively maintaining and preserving the surrounding environment. This reflects the school's commitment to sustainable education and social responsibility.

Previous studies have highlighted the importance of the natural environment in the context of education and student well-being. This study provides a solid theoretical and empirical foundation for further research on how the natural environment can influence the effectiveness of guidance and counseling in schools that implement a similar approach, such as Sekolah Alam Planet Nufo Rembang. Interaction with nature can improve an individual's psychological and social well-being, which can have a positive impact in the context of education [11]. Considering Sekolah Alam Planet Nufo Rembang's unique characteristics in integrating the natural environment into its teaching, this study aims to investigate how the natural environment contributes to the effectiveness of guidance and counseling in the school. It is hoped that the findings of this study will not only provide new insights into the potential of the natural environment in education but will also provide a basis for the development of more sustainable and holistic educational practices in the future.

Therefore, this study aims to fill this knowledge gap by exploring the contribution of the natural environment to the effectiveness of guidance and counseling at Sekolah Alam Planet

Nufo, Rembang. Hopefully, this study will contribute to developing more holistic and sustainable education.

## **2. METHOD**

This study uses a qualitative approach by conducting in-depth interviews and direct observation. A qualitative approach is a descriptive study and tends to use analysis [12]. The time of implementation of this study was from May-June 2024. The location of the study was the Nurul Furqon Islamic Boarding School and Nature School, Mlagen Village, Pamotan District, Rembang Regency. The object of this study was the Nurul Furqon Nature School, with the research subjects being the founder and caretaker and the initiator of the first Nature School in Rembang. The informants in this study were the Founder and Caretaker of the Nurul Furqon Islamic Boarding School and Nature School, Dr. Mohammad Nasih, M.Si, Principal of the Nurul Furqon Nature School Muhammad Abdul Rozaq, M.Ag., School Counselor Tri Yuliani, S.Psi. The research sampling was carried out using purposive sampling using the snowball technique so that the selected samples had specific desired characteristics or criteria.

This study's data collection method used interview, observation, and documentation techniques. Interviews were conducted with research subjects using interview guidelines. Observations were performed directly to see the condition of Planet Nufo Rembang. Documentation was carried out to see the administrative location of Planet Nufo and to find supporting data in the study, both owned by Planet Nufo, offline and online. The data analysis used was interactive analysis, namely data reduction. In this case, the researcher reduced the field data obtained and then selected according to research needs. Data presentation comes from interviews, observations, and documentation, which are then presented and sorted according to research needs. The last is the drawing of conclusions in this study. After all analyses have been carried out, conclusions are drawn from the findings in the field. The primary respondents include guidance and counseling teachers, students, and Sekolah Alam Planet Nufo, Rembang school staff. Interviews will focus on their experiences and perceptions related to the influence of the natural environment on the guidance and

counseling process and how this affects students' learning experiences and well-being.

### **3. RESULT AND DISCUSSION**

#### **3.1. The Influence of Natural Environment on the Effectiveness of Guidance and Counseling**

Kaplan's (1995) study on the concept of restoration from the natural environment highlights how interaction with nature can support an individual's emotional, cognitive, and psychological recovery. Kaplan explains that the natural environment provides an environment that can help restore distracted attention, with the concept of "soft fascination" found in attractive natural scenes, such as the sound of trickling water or beautiful natural scenery, without requiring excessive focus effort [13]. In addition, interaction with the natural environment can reduce stress levels and increase feelings of emotional well-being, as nature is often associated with a calming and refreshing atmosphere [14]. The natural environment can also improve cognitive abilities, such as creativity and problem-solving skills, by positively stimulating the mind and increasing flexible focus [15]. Contact with nature can contribute to psychological recovery more broadly, including reducing symptoms of anxiety and depression [16][17]. Open natural scenery and fresh air are often associated with improved mood and positive feelings [18]. Kaplan (1995) concluded that involvement in the natural environment, either directly or indirectly, can significantly impact an individual's psychological well-being. This emphasizes the importance of considering the physical environment in the context of guidance and counseling, where a supportive environment can enhance the effectiveness of psychological interventions [13].

Kaplan's (1995) study on the concept of restoration from the natural environment highlights how interaction with nature can support an individual's emotional, cognitive, and psychological recovery. Kaplan explains that the natural environment provides an environment that can help restore distracted attention, with the concept of "soft fascination" found in attractive natural scenes, such as the sound of trickling water or beautiful natural scenery, without requiring excessive focus effort [13]. In addition, interaction with the natural environment can reduce stress levels and increase feelings of

emotional well-being, as nature is often associated with a calming and refreshing atmosphere [14]. The natural environment can also improve cognitive abilities, such as creativity and problem-solving skills, by positively stimulating the mind and increasing flexible focus [15]. Contact with nature can contribute to psychological recovery more broadly, including reducing symptoms of anxiety and depression [16] [17]. Open natural scenery and fresh air are often associated with improved mood and positive feelings [18]. Kaplan (1995) concluded that involvement in the natural environment, either directly or indirectly, can significantly impact an individual's psychological well-being. This emphasizes the importance of considering the physical environment in the context of guidance and counseling, where a supportive environment can enhance the effectiveness of psychological interventions [13].

Interaction with the natural environment plays a vital role in restoring an individual's attention capacity, which supports the effectiveness of the approach in guidance and counseling [19] [20]. According to Berto (2005), nature provides an environment that has the potential to restore distracted or mentally tired attention [21]. This study shows that interacting with nature, such as walking in a park or by a lake, can reduce stress and increase an individual's focus. This is important in guidance and counseling, where clients often experience significant emotional or mental stress. By enjoying a calming natural environment, individuals can restore their attention capacity, which then supports a more effective and productive guidance and counseling process [22]. Thus, utilizing the natural environment as an additional approach in therapy can be a valuable strategy in guidance and counseling practice. It helps clients to feel more calm, focused, and open to their psychological healing process.

### 3.2. Nurul Furqon Nature School Profile

Planet Nufo is located in Mlagen Village, Pamotan District, Rembang Regency, Central Java. This school implements a boarding school system by emphasizing the practice of Qur'anic habits in everyday life. The values of the Qur'an and the sunnah of the Prophet Muhammad SAW are the main guidelines that influence all activities, from waking up to going back to bed. Planet Nufo Nature School was initially established to educate the founders' children, plus

participants in the 10-month tahfidh program who were generally high school graduates. However, over time, many friends of the founders and staff of Planet Nufo, who were initially former student activists, sent their children to study there. These children come from various regions in Indonesia. Planet Nufo's remote location in the interior of Rembang Regency is ideal as the Candradimuka Crater is used to memorize the Qur'an and develop leadership qualities.

Planet Nufo is designed to produce professional intellectual Muslims. The school's primary focus is on the quality of teachers, with all teachers being young and holding postgraduate degrees. The teacher-to-student ratio at Planet Nufo is much lower than the general ratio in Indonesia, where each teacher is responsible for only four students [23]. Planet Nufo seeks to surpass Finland's notoriously low teacher ratio with the principle that "learning can be done without buildings, but cannot be done without teachers." Therefore, the school's primary focus is on the quality of human resources in education despite its straightforward environment. The buildings at Planet Nufo, such as hobbit-like accommodations made from two-meter diameter culverts, are designed to support activities such as Qur'an recitation, which requires the participation of at least two people [24].

Mohammad Nasih, as the caretaker of Planet Nufo, groups the students into three categories: Multitalented Students, Scholarly Students, and Skilled Students, based on their potential and interests in education at Planet Nufo Nature School. This is not a grouping based on caste but to maximize the student's potential and produce precise results [25]. Mohamad Abdul Rozak, the Principal of Planet Nufo, stated that to create a compelling and exciting learning atmosphere, Planet Nufo uses a unique concept. They do not have multi-story buildings but rather various structures such as bamboo gazebos, capsule houses, and bamboo theory rooms, which allow students to study intensively in small groups. This step facilitates more profound and more interactive learning among students.

Budiman stated that Planet Nufo has a diverse teacher structure that supports the education and development of its students. Dr. Mohammad Nasih, the founder of Planet Nufo, acts as the only primary teacher at this school. Nasih further stated that assistant teachers are on duty 24 hours a day for every three

students; they guide students in moral aspects, memorize the Quran, and counsel friends. Abdul Rozaq stated that guest and specialist teachers also contribute by providing students with direct insight and unique expertise.

Planet Nufo data from 2019-2024 explains that the population of students at Planet Nufo is very heterogeneous, consisting of elementary, middle, and high school students and tahfidz program students from various regions in Indonesia. Rozaq's statement reinforces that no unique selection exists to join this school. Planet Nufo School applies the "first come, first served" principle for admission to each new school year. Furthermore, Nasih stated that the Planet Nufo Islamic boarding school and nature school were founded by founders with a very inclusive view. They accept students from various backgrounds, even those who are just starting to learn religion from the beginning. The most important thing for this school is the spirit of learning and the willingness to develop themselves. They believe that every child is unique and has different potentials and personalities. With an intensive approach, they think all students can develop from various starting points and complement each other. For example, students already proficient in reading the Koran are immediately taught to understand and memorize it. In contrast, those learning to read will receive intensive guidance to be fluent in a few months.

Budiman stated that Planet Nufo offers various excellent programs, including tahfidz, journalism, I'rabu Al-Qur'an (IQ), and farm entrepreneurship, which are integral to their curriculum. One of the main requirements to become a Planet Nufo scientist is memorizing the Qur'an (tahfidz). Students already fluent in reading the Quran should immediately start the tahfidz program. Those who are not yet fluent will begin with the primary material. Students who have mastered tahfidz will get IQ material, which teaches the meaning of the Qur'an using the classical treasury method of "utawi iku." In addition, there is another mandatory program at Planet Nufo, namely journalism, where students are given training in writing fiction and non-fiction. Quality writings from students can be published in various media, including Baladana. id, and several writings have been published in book form entitled Abana and Pelangi Cinta on Planet Nufo.



Rozaq stated that Planet Nufo emphasizes the quality of religious knowledge (al-*ulama'*) as the main foundation of its education. They carry out education with high intensity, integrating innovation and clear targets. In addition, Planet Nufo is committed to developing students' economic independence through the farm entrepreneur program. This program involves farming and livestock activities. Each Sanja at Planet Nufo will be given two square meters of land and two sheep in the first year. They will be taught how to manage the land and raise sheep. The results of this farming and livestock are given to the Sanja as capital to continue their education. The institutional unit responsible for this program is named Nufo Farm.

Furthermore, Rozaq explained that to fulfill the quality of leadership (*siyasatu al-mulk wa al-mala'*), Planet Nufo makes long, systematic, and sustainable efforts. They accept students from various Islamic organizational backgrounds, such as Muhammadiyah, NU, Persis, and those not affiliated with any organization. These students are involved in student organizations such as IPNU-IPPNU, IPM, PII, and others. They also learn leadership values through herding sheep, which the teachers integrate to actualize leadership values. In the long term, this herding also becomes a source of income to support educational activities on Planet Nufo.

### 3.2. The Influence of the Natural Environment on the Effectiveness of Guidance and Counseling at Planet Nufo Nature School, Rembang

Pesantren and Nature School Planet Nufo, better known as Planet NUFO, is the first Nature school established in Rembang, Central Java, Indonesia. The nature concept designed by the founder, Dr. Mohammad Nasih, has characteristics that want to be shown to the public, such as that this is not only a nature school but also a nature laboratory. When we first set foot in this Nature School, we will be treated to a view of vast rice fields and unique buildings standing in a row, filling every corner.

This natural school concept can be integrated with many things, especially education. Boarding schools generally have many students who have high levels of depression because they have many responsibilities and tasks at one time simultaneously. However, it

differs from Nurul Furqon Nature School, which has a psychologist who accompanies children for 24 hours. Guidance and counseling that are integrated with the natural environment can also strengthen students' awareness of the values of sustainability and their concern for the environment. Outdoor counseling sessions or forest therapy can encourage students to reflect on their relationship with nature and the importance of preserving the environment for the future of the next generation.

The natural environment at Planet Nufo provides an ample, physically open space that supports students' self-reflection and deeper self-understanding. This encourages students to reflect more easily on their goals, values, and life challenges. For example, students taking a walk in the vast open space or sitting under a tree can facilitate deeper introspective thinking. The natural environment at Planet Nufo can also be a catalyst for changing behaviors to be more positive. For example, through outdoor activities or forest therapy, clients can learn how to manage stress, build resilience to fulfill their role as a student, or develop healthier coping strategies. This can help them overcome the psychological challenges they face daily.

This study found that the natural environment at Sekolah Alam Planet Nufo Rembang significantly supports the objectives of the guidance and counseling program. Green open spaces and access to nature create an environment that promotes the development of students' emotional and social well-being. This allows students to express themselves more easily, reduce stress levels, and increase positive social interactions. In addition, the natural environment also contributes to improving students' learning motivation because they feel more inspired and connected to the learning process that takes place in the open air.

#### **4. CONCLUSION**

The results of this study suggest that the effective integration of the natural environment with the guidance and counseling program at Sekolah Alam Planet Nufo Rembang significantly contributes to student's holistic development. The presence of green open spaces and access to nature significantly positively impacts students' emotional and social well-being. It increases their learning

motivation and interpersonal skills, which prevent students from experiencing stress due to the many focal points being carried out.

Practical recommendations based on these findings for the implementation of similar programs in other schools include the integration of more natural elements in the design of the school environment, additional training for guidance and counseling staff in utilizing the natural environment, and the need for regular evaluation of the effectiveness of the program. By implementing these recommendations, it is hoped that nature-based guidance and counseling practices can continue to contribute positively to the holistic development of students in various schools. These steps can also be the basis for further research to deepen the understanding of integrating the natural environment into education.

The limitations of this study include the difficulty in generalizing the findings directly to other schools due to the unique characteristics of Sekolah Alam Planet Nufo Rembang, as well as the expansion of the study using a quantitative approach to obtain a broader picture of the impact of the natural environment. Further research is recommended by exploring specific factors in the natural environment that may influence the effectiveness of school guidance and counseling programs. Thus, additional research can strengthen the evidence of the benefits of integrating the natural environment in education, especially in the context of guidance and counseling in schools.

Using a qualitative case study approach and various data collection methods, this study aims to comprehensively understand the relationship between the school's natural environment, psychological support, and the student development process.

## REFERENCES

- [1] U. N. A. Rahmawati, "Pemanfaatan Lingkungan Sebagai Sumber Belajar di MIM Pundungrejo Tahun Pelajaran 2019/2020," *JENIUS (Journal of Education Policy and Elementary Education Issues)*, vol. 1, no. 1, pp. 16–25, 2020.
- [2] A. A. Hsb, "Kontribusi lingkungan belajar dan proses pembelajaran terhadap prestasi belajar siswa di sekolah," 2018.
- [3] I. Irmeilyana, N. Ngudiantoro, A. K. Affandi, A. Setiawan, and Y. Windusari, "Pemanfaatan lingkungan alam sekitar sebagai

- sumber belajar dan media pembelajaran matematika, IPA, dan seni bagi pendidikan dan pengembangan kreatifitas anak di kecamatan Pemulutan Barat Kabupaten Ogan Ilir,” *Jurnal Vokasi*, vol. 4, no. 1, pp. 16–23, 2020.
- [4] N. M. Wells and G. W. Evans, “Nearby nature: A buffer of life stress among rural children,” *Environment and behavior*, vol. 35, no. 3, pp. 311–330, 2003.
- [5] K. Khairuddin, “Peranan Bimbingan dan Konseling Islam dalam Lingkup Pendidikan,” *Jurnal Pendidikan Tambusai*, vol. 6, no. 1, pp. 405–408, 2022.
- [6] J. Carey and C. Dimmitt, “School counseling and student outcomes: Summary of six statewide studies,” *Professional School Counseling*, vol. 16, no. 2, p. 2156759X0001600204, 2012.
- [7] S. Kartadinata, “Teori bimbingan dan konseling,” *Seri Landasan Dan Teori Bimbingan Dan Konseling. Upi. Edu*, 2007.
- [8] S. Adams, S. Savahl, and F. Casas, “The relationship between children’s perceptions of the natural environment and their subjective well-being,” *Children’s geographies*, vol. 14, no. 6, pp. 641–655, 2016.
- [9] A. Muktamar *et al.*, *MANAJEMEN PENDIDIKAN: Konsep, Tantangan, dan Strategi di Era Digital*. PT. Sonpedia Publishing Indonesia, 2023.
- [10] R. Rina and R. Anggela, “Integrasi Pendidikan Lingkungan Hidup Dalam Membentuk Karakter Peduli Lingkungan Pada Masa Covid 19 Di Sekolah Dasar,” *Sosial Horizon: Jurnal Pendidikan Sosial*, vol. 9, no. 1, pp. 70–81, 2022.
- [11] I. F. Sugito, “PSIKOLOGI GERAKAN HIJAU MENGHUBUNGKAN KESEHATAN MENTAL DENGAN KONSERVASI ALAM”.
- [12] S. A. Mappasere and N. Suyuti, “Pengertian Penelitian Pendekatan Kualitatif,” *Metode Penelitian Sosial*, vol. 33, 2019.
- [13] S. Kaplan, “The restorative benefits of nature: Toward an integrative framework,” *Journal of environmental psychology*, vol. 15, no. 3, pp. 169–182, 1995.
- [14] W. S. Rukmana, “PENGARUH LINGKUNGAN ALAM TERHADAP KESEHATAN MENTAL,” *Circle Archive*, vol. 1, no. 4, 2024.
- [15] N. H. Setyani, A. Handayani, and D. Rahmawati, “Pengembangan keterampilan numerasi dan kemampuan kognitif pada anak usia dini melalui media pembelajaran menggunakan bahan

- alam,” *Jurnal Insan Pendidikan Dan Sosial Humaniora*, vol. 1, no. 3, pp. 55–73, 2023.
- [16] S. Kulsum, A. Hafina, and E. S. Yudha, “Efektivitas eco art therapy dalam mereduksi stres akademik siswa,” *Madaris: Jurnal Guru Inovatif*, vol. 1, no. 1, pp. 15–30, 2021.
- [17] F. R. Putri, D. L. Nafi’ati, M. A. Rahmadiani, and M. D. Utari, *Pertolongan Psikologis Pertama*. Universitas Brawijaya Press, 2023.
- [18] N. H. Harahap, “Analisis Program Baca Di Alam Terbuka (BADIKA) Terhadap Minat Baca Siswa-Siswi Kelas IX SMP Negeri 27 Kota Medan,” 2021.
- [19] R. Alam, D. Trianugrahwati, S. Haryani, and N. Nurlaela, *Bimbingan dan Konseling Dalam Peningkatan Peran Sekolah*. Penerbit P4I, 2023.
- [20] G. Lesmana, *Teori dan Pendekatan konseling*. umsu press, 2021.
- [21] R. Berto, “Exposure to restorative environments helps restore attentional capacity,” *Journal of environmental psychology*, vol. 25, no. 3, pp. 249–259, 2005.
- [22] L. Satriah, “Bimbingan konseling pendidikan,” 2020.
- [23] M. Nasih, “Planet Nufo dan Visi Integrasi,” *Baladena. ID*, 2021.
- [24] M. A. Aziz and I. Ariyani, “Pemberdayaan Santri melalui Profetik Filantropreneur di Pesantren Planet Nufo Rembang,” *Islamic Management and Empowerment Journal*, vol. 2, no. 2, pp. 115–132, 2020.
- [25] R. Romadiah and A. Shanie, “Pendidikan Karakter Sekolah Dasar Berbasis Qur’anic Habit di Sekolah Alam,” *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, vol. 17, no. 3, pp. 1557–1570, 2023.