



Implementation of Environmental Care Character Education In SD Negeri 1 Cijoho

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi pendidikan karakter peduli lingkungan di SD Negeri 1 Cijoho. Penelitian menggunakan metode kualitatif. Subjek dalam penelitian ini adalah Pengembang Kurikulum, Guru dan siswa. Pendidikan karakter peduli lingkungan merupakan upaya pencegahan kerusakan pada lingkungan alam dan sekitarnya, serta mengembangkan upaya-upaya untuk memperbaiki kerusakan alam yang sudah terjadi, sikap peduli lingkungan tujuan dari pendidikan karakter peduli lingkungan ini salah satunya di lingkungan sekolah yaitu untuk pembiasaan memelihara dan menjaga kebersihan serta kelestarian di lingkungan sekolah. Deskripsi hasil penelitian disajikan dalam uraian kata-kata. Hasil penelitian menunjukkan bahwa proses implementasi pendidikan karakter yang dilakukan oleh guru di SD Negeri 1 Cijoho dilakukan oleh guru melalui kegiatan pembelajaran, Kegiatan Kajian Jum'at dan program sekolah, didukung dengan sarana dan prasarana yang mendukung peduli lingkungan, guru memberikan pemahaman, pengarahan dan menjadi teladan kepada siswa melalui pengulangan atau pembiasaan kepada siswa. Pelaksanaan pendidikan karakter peduli lingkungan di SD Negeri 1 Cijoho telah mencapai tahapan tindakan moral pada siswa. Namun, tindakan tersebut belum sepenuhnya menjadi kebiasaan semua siswa karena masih ada siswa yang berperilaku tidak peduli lingkungan, sehingga perlu arahan dan pengajaran yang dilakukan terus menerus.

Kata Kunci: Implementasi, Pendidikan Karakter, Peduli Lingkungan.

Abstract

This study aims to describe the implementation of environmental care character education in SD Negeri 1 Cijoho. Research using qualitative methods. The subjects in this study were curriculum developers, teachers and students. Environmental care character education is an effort to prevent damage to the natural environment and its surroundings, as well as developing efforts to repair natural damage that has occurred, the attitude of environmental care the purpose of environmental care character education is one of them in the school environment is to maintain and maintain the habit of cleanliness and sustainability in the school environment. The description of the results of the study is presented in the description of words. The results showed that the process of implementation of Character Education conducted by teachers in SD Negeri 1 cijoho is carried out by teachers through learning activities, Friday study activities and school programs, supported by facilities and infrastructure that support environmental care, teachers provide understanding, direction and role models to students through repetition or habituation to students. The implementation of environmental care character education in SD Negeri 1 Cijoho has reached the stage of moral action on students. However, these actions have not fully become the habit of all students because there are still students who behave regardless of the environment, so it is necessary that direction and teaching are carried out continuously.

Keywords: Implementation, Character Education, Environmental Care.

Introduction

Education is an effort to humanize humans, and is the most important thing in human life. This means that every human being has the right to get it and is expected to always develop in it. The presence of education in human life is not only a tool for life but also an effort to build human character (Arifudin, 2020). In line with this, according to RI Law No. 20 of 2003 concerning the National Education System that national education functions to develop student character. Explicitly, the purpose of national education is in the formation of the character of the nation's children. According to Mumpuni, character education is the process of giving guidance to students to become whole human beings with character in the dimensions of heart, mind, body, and feeling and intention. Maemunah expressed the opinion that character education is also interpreted as value education, character education, which aims to develop students' abilities to make good decisions, and realize that goodness in everyday life wholeheartedly (Ahwan dkk, 2022).

Caring for the environment is everyone's responsibility. This is caused by human behavior that pays less attention to the environment so that the quality of the environment decreases day by day. This decline in environmental quality occurs due to over-exploitation of nature without regard to the carrying capacity of the environment and its ecological functions, which results in future concerns for living things. Human behavior is the main factor causing environmental damage. In this case, environmental awareness must be instilled in everyone, including the school environment through the habit of maintaining environmental cleanliness.

The school environment is a place for learning and forming children's character and behavior to develop various aspects regarding the development of attitudes, knowledge and skills. For this reason, in order to support environmental management while increasing public knowledge about the environment and changing human behavior that is not environmentally friendly, an introduction to

the environment is needed through education from an early age (Tompodung dkk, 2018).

Character education consists of two words, namely education and character. Education in language comes from the Greek pedagogy which means a child who goes to and from school is escorted by a fisherman. Servants who deliver and pick up school children are called paedagogus. Education is one of the most important things in human life. Law Number 20 of 2003 in (Rahman, 2021) reveals that: Education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential to have religious spiritual strength, self-control, society, nation and country.

Agus Wibowo argues that character education is education that instills and develops noble characters in students, so that they have these noble characters, apply and practice them in everyday life, both within the family and community and citizens. In character education in schools, all components of stakeholders in schools must be involved, including curriculum content, learning processes, school management, implementing co-curricular activities or activities, empowering infrastructure, financing, and the work ethic of all school members/environment (Ahmad dkk, 2021).

According to (Novan dkk, 2018) explains that: Character education is the process of providing guidance to students to become whole human beings who have character in the dimensions of heart, mind, body, and feeling and intention. Character education aims to make good and bad decisions, maintain what is good, and realize goodness in everyday life wholeheartedly.

According to Ki Hajar Dewantara, education is an effort to advance character, mind and body in order to advance life in harmony with nature and society (Anisah, 2018).

Based on some of the definitions above, it can be concluded that character education is a process of instilling good values in life in children, including values related to God, oneself, fellow humans, the natural

environment, and the country so that they are actualized in behavior in everyday life. day to create an orderly life. The inculcation of these values should be carried out since childhood, starting from the family, community environment, and formal institutions, namely schools. One of the characters that needs to be developed in children from an early age is the character of caring for the environment.

As an effort to strengthen the nation's character the ministry of education establishes 18 character values as cited (Mawati, 2023) as follows: 1) Religious; 2) Honest; 3) Tolerance; 4) Discipline; 5) Hard Work; 6) Creative; 7) Independent; 8) Democratic; 9) Curiosity; 10) National Spirit; 11) Love of the Motherland; 12) Appreciate Achievements; 13) Friendly or Communicative; 14) Love Peace; 15) Happy Reading; 16) Social Care; 17) Care for the Environment; 18) Responsibility.

These character values have their own principles and goals in educating students. The goal is for students to grow, develop, and behave well in accordance with the character values taught at school. According to (Nurbaeti, 2022) that instilling these character values is given early on so that by being given understanding and exemplary so that it becomes a habit that is repeated, in these 18 character values.

Mustari calls the character of caring for the environment an ecological character. Ecology is an attitude and action that always tries to prevent damage to the natural environment and its surroundings, and develops efforts to repair the damage to nature that has occurred and always provides assistance to other people in need (Harjianto dkk, 2021).

The formation of the character of caring for the environment is instilled through education in schools during the learning process and habituation carried out by the teacher as the main mover. Wiyani explained that there are four ways of implementing environmental care character education in elementary schools, including routine habituation activities, spontaneous habituation activities, exemplary habituation

activities, and conditioning (Naziyah dkk, 2021).

Based on the opinions of several experts above, it can be concluded that character education cares for the environment is a process of developing a conscious attitude as part of the environment, so that it seeks to prevent and repair natural damage and strives to preserve the environment for future generations. Environmental care character education is carried out to achieve character education goals through routine habituation activities, spontaneous habituation activities, exemplary habituation activities, conditioning.

Character education is aimed at building individual character so that they can develop social skills, thinking skills that are applied through learning, habituation, communication or interaction and experience. According to Najib, the goals of character education include: 1) Creating a conducive school environment for students in particular and for all school members in general in establishing educational interactions that are in accordance with character values; 2) Form students who have emotional intelligence and spiritual intelligence (emotional and spiritual quotient/ESQ); 3) Strengthen various positive behaviors displayed by students both through learning activities and habituation in class and school. 4) Correct various negative behaviors displayed by students when they are in the school environment or in the family environment. 5) Motivating and accustoming students to realizing various knowledge about goodness (knowing the good) and loving the good (loving the good) into various positive behaviors in the school environment and family environment (Purwanti, 2017).

According to Maksudin in (Ulfah, 2019) classify the goals of character education into the following two: 1) General objectives, namely helping students to understand, realize, and experience the values of environmental care characters so that they can implement them in an integrated manner in everyday life, 2) Specific objectives, namely in accordance with the formulation of values education goals according to APEID (Asia

and the Pacific Program of Educational Innovation for Development), namely: a) Internalizing values in children, b) Showing children's attitudes according to desired values, and c) Guiding consistent behavior according to values character value.

Based on the opinions of the experts above, it can be concluded that the purpose of character education is to familiarize students with positive behavior in understanding and realizing the problems faced by positive behavior in accordance with character values, forming emotional intelligence and spiritual intelligence, being able to distinguish good habits from bad and the impact obtained, if implementing it in the school and family environment.

The strategy for implementing character education in schools involves all components, including the education component, namely: curriculum content, learning and assessment processes, the Center for Curriculum and Bookkeeping suggests that the strategy for implementing character education in education units is an integral part of the implemented school-based quality improvement management program. in the development, implementation and evaluation of the curriculum by each educational unit. According to (Mulyasa, 2011) also describes that in general, the implementation of character education in schools includes three managerial functions, namely as follows:

a. Planning

Planning is a central function of character education management for the future. The planning function concerns the formulation of basic competencies, types of character and ways of developing these characters. This planning is outlined in school programs related to learning strategies to achieve goals. Management of resources, funding sources and learning resources to achieve the goal of developing environmental care character in students must be arranged clearly and systematically in this planning function.

b. Implementation

Implementation is often called implementation, which is a process that

provides certainty that school programs already have the human resources and facilities and infrastructure needed for implementation, can develop the desired character, namely caring for the environment.

c. Assessment or Evaluation

This function aims to ensure the performance achieved from the process in accordance with the plans and objectives that have been set. This control must be carried out continuously and continuously to monitor student character development by analyzing the obstacles encountered if the evaluation results show that they are not optimal.

Environmental care character education indicators According to Suryana in (Tanjung, 2020) suggests there are several indicators that must be achieved by schools in the context of instilling environmental care character education, as follows: a) Habit of Maintaining Cleanliness and Preservation of the School Environment; b) Availability of garbage disposal and hand washing places; c) Providing bathrooms and clean water; d) Energy-saving habits; e) Build a proper sewerage channel; f) Make a habit of separating the types of organic and inorganic waste; g) Provide cleaning equipment.

Environmental care character education is an effort to prevent damage to the natural environment and its surroundings, as well as to develop efforts to repair natural damage that has occurred, this environmental care attitude must be accustomed to because it is often carried out or carried out in the school, family and wider community environment, the goal One of the aspects of character education that cares for the environment is in the school environment, namely for the habit of maintaining and maintaining cleanliness and sustainability in the school environment.

Based on field observations conducted by researchers at SD Negeri 1 Cijoho, Kuningan Regency, an elementary school in the Kuningan District, which is spacious, is still beautiful and clean because it always teaches greenery and is far from industry, its infrastructure is maintained because educators always teach care about the school environment, such as teaching students to

dispose of trash in its place, routinely carry out clean Friday activities, maintain the cleanliness of toilets and conduct class pickets. Education about teaching environmental care must be taught from an early age, especially in the school environment. The school environment as a student learning zone must be comfortable, clean and fun. This is also applied by SD Negeri 1 Cijoho so that the environment is beautiful, clean and comfortable. Based on the description above, the formulation of the problem in this research is how to implement environmental care character education in Cijoho 1 Public Elementary School.

Methodology

This study seeks to analyze and describe Implementation of Environmental Care Character Education in SD Negeri 1 Cijoho. The writer uses a qualitative approach to analyze Implementation of Environmental Care Character Education in SD Negeri 1 Cijoho.

The method used in this study uses a descriptive method or approach, according to Zed in (Rahayu, 2020) that qualitative descriptive research can be interpreted as a series of activities related to socially analyzing events, phenomena or conditions.

This type of research is qualitative research. According to Ibnu in (Arifudin, 2023) qualitative research is a study in which the data is expressed in verbal form and analyzed without using statistical techniques. Based on some of the definitions of qualitative research above, it can be concluded that qualitative research is a study in which the data is expressed in verbal form, does not use numbers and its analysis does not use statistical techniques.

1. Object of research

In this study the research object consisted of 2 (two), namely formal objects and material objects (Tanjung, 2023). The formal object in this study is in the form of data, namely data related to a critical review of the study Implementation of

Environmental Care Character Education in SD Negeri 1 Cijoho.

2. Data Collection Techniques

Data collection was carried out using documentation, observation and interview techniques. The data collection technique according to (Haris, 2023) suggests that it is the most strategic step in research because the purpose of research is to get data. There are several ways or techniques in collecting data, including observation, documentation and interviews. Sources of data used in this study include primary and secondary data. According to (Hanafiah, 2021) that primary data is data collected directly from the individuals being investigated or first-hand data. While secondary data is data in the libraries. The primary data in this study are books related to critical reviews of studies on Implementation of Environmental Care Character Education in SD Negeri 1 Cijoho, and secondary data obtained from both national and international journals.

3. Data Collection Tools

In this research, the writer will use observation, documentation and interview methods as a tool for collecting data because this research is library research. In other words, according to (Fitria, 2020) this technique is used to collect data from primary and secondary sources.

4. Data analysis technique

Data analysis was not only carried out after the data was collected, but since the data collection stage the analysis process had been carried out. According to (Ulfah, 2021) that the use of a "qualitative" analysis strategy means that the analysis starts from data and leads to general conclusions. Based on this data analysis strategy, in order to form general conclusions the analysis can be carried out using an "inductive" framework.

5. Research procedure

The data in this study were recorded, selected and then classified according to the existing categories. The approach used is an analytical descriptive approach. According to (Ulfah, 2022) that analytical descriptive (descriptive of analyze research), namely the search in the form of facts, the results of one's

thought ideas through searching, analyzing, making interpretations and generalizing the results of the research conducted. This research procedure according to (Ulfah, 2023) is to produce descriptive data in the form of written data after conducting a thought analysis (content analysis) of a text. After the author collects materials related to the problem to be discussed in this study, then the authors analyze and interpret to draw conclusions.

Findings and Discussions

Based on the results of observations, interviews and documentation regarding "Implementation of Environmental Care Character Education", the researchers then conducted an analysis of the research results in a descriptive form. In this discussion, researchers will analyze in general how the implementation of environmental care character education in SD Negeri 1 Cijoho. According to (Mulyasa, 2011) also describes that in general, the implementation of character education in schools includes three managerial functions, namely as follows: 1) Planning; 2) Implementation; 3) Assessment or Evaluation. Based on the data obtained from the results of field research in the implementation of environmental care character education are as follows:

1. Learning Planning

Part of planning in class is in the form of preparing lesson plans (RPP), in which one of the values that must be contained is caring for the environment. Learning that integrates the main values of character is intended to grow knowledge, instill awareness and practice the main values of strengthening character education. According to the Ministry of National Education in the journal (Hanafiah, 2022), integrating the character values of caring for the environment in learning planning documents is carried out through the following things, namely: 1) Reviewing Competency Standards (SK) and Basic Competence (KD) on Content Standards (SI) to determine the character value of caring for the environment; 2)

Include environmental care activities in school local content subjects, or integrated with certain relevant themes; 3) Shows the relationship between SK and KD with the environmental care character values that will be developed; 4) Development of the classroom learning process with hands-on practice and experience, with directions and competition activities and then visits outside the school.

From the results of research on learning planning, teachers at SD Negeri 1 Cijoho always develop lesson plans that are used as guidelines for implementing learning and practicing environmental care activities in local content subjects according to certain relevant themes. Besides that, in implementing care for the school environment, the planting of children's characteristics, especially morals, is always emphasized by the teacher so that children have good behavior, such as behaving politely to both parents, to their older siblings, to teachers and also caring for the environment. Apart from being in the classroom outside the classroom, they also always carry out religious activities on Fridays which are held every week. This is in line with (Fitria, 2023) which suggests that planning is used as a guideline for implementing a program.

In addition to instilling character in children, the teacher also provides direction and input regarding matters that occur in the surrounding environment at SD Negeri 1 Cijoho, such as: 1) Inviting students to plant ornamental plants and take care of them by watering them every day; 2) Maintaining the classroom environment by working on class pickets; 3) Train students to dispose of waste in its place and separate organic and inorganic waste; 4) Maintain the cleanliness of the toilet; 5) Teaching to recycle waste or used goods that are no longer used; 6) teach to save energy; 7) Pay attention to the surrounding environment with field trips.

In addition to the RPP, SD Negeri 1 Cijoho has also started implementing programs that have been implemented, namely 1) One day without snacks, this program is implemented to reduce plastic

waste used to wrap food, the implementation of the one day program without snacks is carried out every week on different days at every class; 2) Recycling waste or items that are no longer used into useful items, and 3) Application of K3 (cleanliness, beauty and order), carrying out cleanliness in classrooms regularly and routinely, such as clean Fridays and keeping toilets and goods/books clean those that have been used are put back in place.

2. Implementation of Instilling Environmental Care Character Education

The implementation of learning is in accordance with the lesson plans scenarios that have been made by the teacher, the implementation of learning is carried out by managing the class when carrying out teaching and learning. In the process of managing this class, teachers can apply environmental care character values to students. This is in line with what stated (Arifudin, 2021) that implementation is the application of every plan made in a program.

Things that teachers do in educating students, especially in forming environmental care by training students, such as: 1) Inviting students to plant ornamental plants and look after them by watering them every day; 2) Maintaining the classroom environment by working on class pickets; 3) Train students to dispose of waste in its place and separate organic and inorganic waste; 4) Maintain the cleanliness of the toilet; 5) Teaching to recycle waste or used goods that are no longer used; 6) teach to save energy; 7) Pay attention to the surrounding environment with field trips. The learning carried out at SD Negeri 1 Cijoho uses the lecture, question and answer, assignment, direct practice and observation methods. In addition to providing knowledge about caring for the environment, the implementation of learning is also aimed at building students' feelings for caring for the environment.

Learning activities through direct practice or observation foster students' feelings of care for the environment. The steps taken by the teacher in the process of forming the character of caring for the environment are

in the form of introducing students about caring for the environment besides in the classroom the teacher also provides exemplary examples to students in everyday life, especially the school environment, as well as repeating or habituating students so that students get used to doing good things. This is in accordance with what was conveyed by the informant that the process of implementing the formation of a caring character for the environment is carried out through teaching, implementing, and reminding. In addition to cleaning the environment, students also carry out a healthy life by participating in gymnastics every Saturday and always maintaining a good appearance of clothes, nails, shoes and other personal hygiene such as bathing every day before going to school. This is in line with (Arifudin, 2022) who argues that character building is done in a direct way for students to familiarize themselves with character cultivation.

Environmental care character education indicators at SD Negeri 1 Cijoho have been created quite well in accordance with the indicators that must be achieved by schools in order to instill environmental care character education according to Suryana in (Haul dkk, 2021), as follows: a) Habituation Maintaining the Cleanliness and Sustainability of the School Environment; b) Availability of garbage disposal and hand washing places; c) Providing bathrooms and clean water; d) Energy-saving habits; e) Build a proper sewerage channel; f) Make a habit of separating the types of organic and inorganic waste; g) Provide cleaning equipment.

Here are the indicators in order to instill character education that cares about the environment in SD Negeri 1 Cijoho as below:

1) Habits of maintaining and sustainability in the classroom and in the school environment; The habit of maintaining and preserving in the classroom and in the school environment has been taught by the teacher and has been applied in daily activities, such as: carrying out class pickets or community service, throwing trash in its place and not throwing trash

under the table, tidying things into place originally, washing hands before and after eating, taking care of plants outside the classroom, cleaning the toilet after use. This habit has been applied by students and this has become a routine for students in class, this also raises an independent, responsible and orderly attitude in the habit of caring for the environment. At school there are also pamphlets and writing on the walls such as writing to maintain health to wash hands and look after plants. Students have cared for and cared for the plants by watering the plants in front of the class every day during the class picket schedule, in the arrangement of the living pharmacy they also involve students.

- 2) Garbage Disposal Sites and Hand Washing Places; Garbage disposal sites and hand washing areas are available outside every classroom, trash bins are also separated for organic and inorganic waste, hand washing stations are also provided with soap and clean running water, making it easier for school residents to wash their hands.
- 3) Bathrooms and Clean Water; Bathrooms and clean water are available, in SD Negeri 1 Cijoho there are 9 bathrooms. To maintain these bathrooms, the students clean them every day, taking turns, also assisted by school guards.
- 4) The habit of saving energy; save energy the teacher teaches and reminds students to use enough water, use electricity when needed such as turning off lights and fans when not in use.
- 5) Waste Water Sewer; Drainage of waste water is also well constructed.
- 6) Dispose of waste in its place and separate organic and inorganic waste; Disposing of trash in its place has become the habit of every student, but still not all of them separate organic and inorganic waste, this is because the lower classes have not been taught to separate this waste, but some have already separated organic and organic waste. available outside the classroom.

- 7) Cleaning Equipment; Cleaning tools at school are provided by the school and some are using class cash to buy them. Cleaning equipment is also sufficient to create a clean environment.

3. Evaluation

The evaluation results show that the implementation of environmental care character education in Cijoho 1 Public Elementary School has been carried out well, but there are still some obstacles encountered in implementing environmental care character education as in the teaching process in class there are students who pay less attention to the teacher, such as chatting or joking so what is conveyed by the teacher is not well absorbed by students, and there are also students who are less active, besides that the teacher also sometimes has difficulty integrating learning material with character values. In environmental care, students sometimes forget to apply environmental care, so the teacher must remind again so that they become aware and can get used to caring for the environment. The results of this study are in line with (Tanjung, 2022) which suggests that evaluation is part of an effort to see how far the program is going according to plan or not according to plan.

The inhibiting factor in the implementation of the character of caring for the environment can also be influenced by the family environment, which allows students to imitate bad habits, such as at home or in their home environment they don't care about the environment so that students bring these bad habits to school. This is in line with (Supriani, 2020) which suggests that students' character habituation is influenced by the family environment.

Supporting facilities in schools are also an obstacle to the application of environmental care, such as there are several trash cans that are damaged and cannot be used. This is in line with (Fikriyah, 2022) who argues that the role of infrastructure in building character affects students.

To deal with these obstacles the solutions that have been attempted in dealing

with obstacles according to interviews conducted by researchers at SD Negeri 1 Cijoho can be concluded that the solutions sought in facing obstacles implementing environmental care character education include: 1) providing direction and motivation to students, giving punishment in the form of cleaning class, 2) always run the K3 program (cleanliness, beauty and order) so that it becomes a school culture, 3) Pay more attention to students on their appearance and personal hygiene, the teacher is always a good role model, both in speech or behavior and sets a good example for students, and 4) Provide character strengthening again by instilling religious values in order to create students who have good morals.

Conclusion

Based on the results of the study it can be concluded that the implementation of environmental care character education has been implemented by students with the habit of maintaining cleanliness and environmental sustainability in class and school, saving energy, disposing of waste in its place and separating organic and inorganic waste, recycling waste or used goods that have been not used for planting and caring for plants. The programs that have been implemented at SD Negeri 1 Cijoho are 1) one day without snacks; 2) recycling waste or items that are no longer used into useful items; 3) application of K3 (cleanliness, beauty and order). The evaluation results in the implementation of environmental care character education at SD Negeri 1 Cijoho have reached the stage of moral action for students. However, these actions have not fully become a habit for all students because there are still students who behave in an unconcerned manner with the environment, so that continuous direction and teaching is needed. Obstacles faced in the implementation of environmental care character education at SD Negeri 1 Cijoho are that there are several students who do not focus during class learning which causes the material provided by the teacher to be less absorbed by students, there are still students who are not used to disposing of trash in its

place, this is possible bad habits at home that are brought to school. Solutions sought to deal with obstacles in implementing environmental care character education include giving direction and motivation to students, giving punishment in the form of cleaning the class, always running the K3 program (cleanliness, beauty and order), paying more attention to students to the appearance and cleanliness of students, teachers always be a good role model, both in speech or behavior and set a good example for his students. Providing character strengthening again by instilling the values of worship in order to create students who have good morals.

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