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Installation of the Value of Caring for the Environment at Elementary Students

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ABSTRACT

The program is designed to create school citizens responsible for environmental protection and management through special school operations to support sustainable development. It combines learning and behaviour to provide an effective way to change behaviour. Schools need to be role models for creating a healthy and comfortable environment and for creating school citizens who care and are environmentally friendly. It conveys the nature of their concern for the environment to the surrounding community. The purpose of this research was the efforts of Madrasah Ibtidaiyah Mambaul Ulum Bata-Bata Panan Palengan Pamekasan to create environmentally friendly students by building character. Therefore, this research was descriptive, namely research that tried to explain a particular phenomenon, event, or event using qualitative data. The data analysis used an interactive data analysis through interviews, observation, and documentation. The result showed some essential success factors. It includes self-development programs, disciplined learning processes, and motivation on the importance of cleanliness in the classroom and the school environment. The others are the development of school environmental health and school culture.

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Introduction

Culturing good morals or ethics is one of the efforts in creating cadres who have noble character and can condition themselves in any atmosphere. Strong character is a condition of being able to be someone who wins in the field of competition. It is not only a knowledge that a person should have, but the ability to think and behave in all aspects is also necessary. A person's concern in this generation for the surrounding things is very lacking. Awareness of character education from schools is also expected to be followed by families, communities, mass media, and all elements of this nation. Thus, there is a synergy of forces in building this nation to give birth to future cadres with character and solid and careful personalities [1].

People with strong personal and social personalities have good personalities, good morals, and good personalities [2]. Indeed, given the various impacts of the era of globalization on Islamic education, Islamic education is challenging to deal with and protect learners from its negative consequences. The challenges mainly include challenges from all areas, including culture and morality. As a result, the development of technology is increasingly rapid, and the exchange of information in the field. Second is the application of free and world trade, meaning that graduates face fierce competition for jobs. Third, from the results of an international survey, the quality of education in our country Indonesia is still classified as substandard compared to neighbouring countries. And fourth the problem of low social capital, the essence of which is an attitude of trust [3].

Character building is an effort to develop a positive character based on the core values of good things for individuals and society. Character building is an answer to the demands of the Indonesian people so that the current national education outcomes are not far from the goals set out in the 2003 National Education System Law. Character education is an urgent discussion because by re-establishing the pillars of character education and providing extra strength, the quality of the nation's education will improve [4, 5].

The basis of character education is in the family, but character education is in demand in schools. If the child gets a good personality education from the family, the child will have a good personality. However, many parents are obsessed with the intellectual aspects of brain rhyme rather than personality development. Many parents could not improve their child's personality because they are busy and obsessed with their child's cognitive aspects, but this condition can be overcome by providing character education in schools [6, 7].

Meanwhile, what kind of character Budiharjo explained is a form of judgment of human behaviour whose correlation to God Almighty, oneself, fellow humans, the environment, and nationality, which is actualized in thoughts, attitudes, feelings, words, and deeds based on norms [6]. The definition implies that human behaviour toward the environment is part of

character values. That way, the understanding of protecting the environment must continue to be improved as much as possible. After all, humans are always in contact with the environment in their daily lives. A domain is often referred to as an environment. This term can include all living organisms not living in nature that exist in or in parts of the world and function naturally without excessive human intervention.

Especially in the current phenomenon, there are often landslides, floods, and others caused by environmental damage. They throw garbage in any place and cut down trees which cause the forest to be bare. Unsurprisingly, there are often flood disasters due to environmental damage. Imam Suprayogo also stated that the role of the environment has a significant impact on human behaviour. It can be seen in the following description. You want someone when you're in a well-maintained, clean, and immaculate place. People organize themselves so that others do not criticize them if their actions do not meet the requirements of those around them. Keeping clean is not an obstacle but an obstacle. And humans will also adapt to the environment in which they are located. A clean environment forces everyone to act as they are [8, 9].

A potent place for communication and interaction between ordinary people and converts and parishioners is the Taklim Assembly here, regardless of time and location. Therefore, the alternative religious, educational institution is the Taklim Assembly because it is potent for those who do not have the opportunity and time to learn religion through formal education. It gives value to the assembly compared to other religious groups. Globally, the activities of online assembly meetings are limited to regular weekly, bi-weekly, or monthly readings. It was explained that the meeting had no clear instructions or purpose and was conducted only as a routine educational and learning activity. They meet weekly, bi-weekly or monthly. The usual activities are Dhikr, Prayer, Reading the Qur'an, Religious Discussion and Tauhiyah. All this is carried out as a routine activity without evaluation or development to increase personal, institutional and social institutional potential. It is more efficient in bringing about lasting change, with passion, insight and concern, especially from the managers of the women's meeting assembly institutions and proselytizing practitioners [10].

With this activity, students have a character that cares for the environment well. So that the environmental situation around the madrasa becomes more maintained, especially household waste. Besides that, it can also increase the rupiah coffers of the surrounding community. In addition to the above religious activities, MI Teacher Mambaul Ulum Bata-Bata provides character education through catalysis. For example, teachers, in addition to guiding the course of the Dzuhur Prayer congregation, also gave an excellent standard by participating in congregational prayers and holding routine activities after cleaning the school environment on Friday.

Another example that madrasa heads and teachers do is discipline towards time. The teacher arrives earlier than the student and then welcomes the student at the school gate by applying the 5 "S" (Smile, Greeting, Greeting, Courtesy and Courtesy). By paying attention to conditions in schools, this study aims to explain the process of instilling concern for the environment in schools. The results of this study are recommendations for organizing schools that encourage character development.

Methods

This descriptive qualitative research seeks to uncover a problem and scenario. This study aims to precisely and systematically explain the difficulties of the study. The results of this study describe the instillation of the value of environmental care character in students in primary data are obtained from interviews. Secondary data are obtained from graphic documents, photographs, films, video recordings, and other objects. A discussion, also called an oral questionnaire, is a dialogue conducted by the interviewer to obtain information from the interviewee. To get complete information about the appreciation of character values caring for environment, the author conducted in-depth interviews with respondents, namely several administrators or school administrators and some students. The strategy for implementing environmental education policies is the development of quality environmental education policies and general policies for human resources in the field of culture. Observation is carried out by systematic observation and recording character cultivation implementation as an activity of using instruments to record symptoms and record them for scientific or other purposes. The type of observation or observation in this study is an observation that does not go through participation. The author makes observations of phenomena and activities in analysis of this documentation.

Once the required data is collected through several methods, it needs to be processed and analyzed to simplify the data into a form that is easier to read and interpret. The researcher then analyses the collected data to draw the correct conclusions. The stages of the analysis Including studying the data, marking the keywords and ideas in the data, finding themes, writing models, and coding. In addition, it carried out tabulation, categorization, synthesis, data reduction, and interpretation.

Results and Discussions

There are many activities on character building in various forms. Several factors were found for successful character building. For example, the principal communicates the structure of school continuity activity in the cultivation of ecolabels. This activity is carried out in the classroom every morning. Spontaneous activities are also carried out. This activity is carried

out when teachers and other educational personnel know that there are evil deeds from students that must be corrected and justified. Spontaneous activities include throwing garbage out of place, yelling to disturb the other party, fighting, acting impolitely, and dressing indecently. Others are giving rewards to well-behaved students by offering praise. These activities include throwing garbage in its place, obtaining high scores, and helping others. This finding is related to the other results [11, 12]

Exemplary is the behaviour and attitude of teachers and other educational personnel in providing examples of good actions to become student role models. Teachers and personnel are the first to give examples of behaving following character education and care for the environment. Teachers and education staff set an example of neatness, affection, attention to arriving on time, working hard, and being environmentally friendly [13].

To support the implementation of cultural education and the character of the nation, the school conditions the cultural values and character of the country. Some of the activities are the toilet which is always clean. The trash can is in various places and is always cleaned, and the waste is sorted correctly. Madrasahs are always kept to look neat, and learning tools are excellent and very organized. The school's efforts in conditioning learning tools are also supported by the behaviour and actions of students who always place or return learning tools after they are finished using them [14].



Fig. 1. Students have schedule time for environment caring

Character building cares for the environment is one of the 18 characteristics set by the Curriculum Center of the Ministry of National Education. Educating the nature of environmental concern helps humans to improve and manage their environment appropriately and beneficially, enjoy it continuously without damaging the situation, and maintain and maintain the environment it receives. It is an attitude that needs to be directed. It has ongoing benefits. Fig. 1 shows the student activities.

The purpose of education on the nature of environmental protection is to increase students' commitment to the environment, avoid environmental damage, promote

environmental concern, the spirit of compassion and pervasiveness of environmental responsibility, and students. You are a saviour who can be anywhere in the example of life, that is, the environment. The implementation of environmentally sound education is through integrating into each subject according to existing ability standards, active learning by introducing environmentally friendly characters in educational and learning activities of each issue, and self-development activities determined through schools and culture. It will be configured. It became a feature outside of school and school.



Fig. 2. Student activities on environment caring

Referring to the Guidelines for Character Education in Early Childhood, the application of character education caring for the environment for early childhood can be carried out through three stages: planning, implementation, and assessment. The planning of character education caring for the environment is developed by paying attention to several factors. See Fig. 2 for the example. The first is to be genial and understand the child according to the stages of development and its characteristics, such as the child being an accomplished researcher, actively moving, unyielding, open, and friendly. The second is that the values of character education are applied in conjunction with the core learning activities. Teachers choose character values per the theme and title of learning activities related to caring for the environment. In addition, the teacher determines the development indicators of character values that correspond to the child's stage of development [15].

Implementing character values and caring for the environment in early childhood is carried out through programmatic activities and habituation. An example of programmatic activities is that the teacher does not understand the children's character values and caring for the environment. This activity can be done through storytelling and dialogue guided by the

teacher. For example, for the theme of "my environment", the guru asks open-ended questions about the characters responsible for protecting the environment. Examples of teacher questions, "Why should we be responsible for keeping the environment clean?" or "How are we responsible for keeping the environment clean?" Each child can give different answers. All opinions of the child are valued because it reflects their understanding.

Teachers must build children's passion by involving their emotions to realize the importance of applying the value of caring for the environment [16]. This process is also created through open questions or observation of the situation and environmental conditions around the institution. For example, teachers can take children around the institution to explore the surrounding environment after telling stories and discussing environmental concerns. Then the teacher asked, "Why is the river so dirty?"; How are the fish in it when the river is dirty? And What should we do to get the river clean again?"

In addition, the teacher invites children to carry out the character values that are instilled jointly. For example, after the child explores and is encouraged to care for the environment, teachers allow carrying out character according to the wishes and abilities of the child. An example is throwing garbage in the trash can that has been provided, not throwing it into the river. This activity needs to be achieved. The activities carried out, for example, are that children are asked to tell their actions and feelings after doing exercises. Teachers can give a reinforcement, praise, and affection for what the child reflects. For example, saying, "Thank you for being responsible for throwing garbage in its place. Hopefully, no one will throw garbage into the river anymore, so that the river remains clean and there is much fish".

The Ministry of National Education states that teachers must pay attention to several principles in assessing the success of character education. Overall, the assessment involves aspects of the process and results that provide character values that explain the child's gradual change in attitudes and behaviour. Penilaian is carried out continuously so that it is continuous according to the plan. In setting goals, it is also necessary to be careful of the differences in each student's individuality. All the results of this assessment become the basis for encouraging the child to improve skills, attitudes, and behaviours—meaningful assessment results for educators, parents, students and other stakeholders.

Conclusion

The cultivation of environmental care character is carried out with several aspects such as self-development programs, disciplinary learning processes, motivation for the importance of cleanliness, and the development of school environmental health. Supporting factors for implementing this character education are the participation of educators and learners, parents

and educational methods. The inhibiting factor of implementation is a narrow area of land. Student's response to the performance of the cultivation of character values and caring for the environment is seen from the achievement of class-level indicators. Indicators in the lower level student are getting used to the toilet, keeping it clean, and being disciplined in taking out the garbage. On a higher level, students begin to preserve and care for plants and clean the environment and school facilities.

Conflict of Interest

The authors declare that there is no conflict of interest.

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