

CHARACTER EDUCATION OF CARE ABOUT ENVIRONMENT THROUGH STUDENTS ACTIVITIES IN SCHOOL

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Abstract: School is one place that plays an important role in carrying out character education. The importance of character education in schools aims to optimize the content of good character and which is a strong grip and basic capital for the development of individuals and nations. One of the characteristics that is no less important to be given to students is that they care for the environment from an early age. This study aims to describe the character-care education of the environment through student activities at school. The research conducted is descriptive qualitative research. The data sources in this study were principals, teachers and students in SDN 2 Sidanegara Cilacap. Data collection techniques are carried out through interviews, observation and documentation. The validity of the data uses source and technique triangulation. The results of the study show that character-caring for the environment can be provided through routine activities, spontaneous activities and PK2S programs.

Keywords: care about environment character, students activities

INTRODUCTION

Character education instills good habits so that students understand, are able to feel, and want to do good not only teach what is right and what is wrong with the child. Therefore, attention from various parties is needed, both by the government, society, family and schools to shape character.

School is one place that plays an important role in carrying out character education. What is obtained at school will affect the character of the child because the child spends most of his time in school. The importance of character education in schools aims to optimize the content of good character and which is a strong grip and basic capital for the development of individuals and nations. However, we know that character is not merely an innate individual, but is a result of human formation and the environment in which he lives, lives and is consciously and deliberately raised. Character values are expected to be able to form and provide moral knowledge to prevent actions that are not in accordance with morals that can harm themselves and others.

The Ministry of National Education formulates 18 character values in character education. The values of these characters are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendship or communicative, peace-loving, fond of reading, caring for the environment, social care and responsibility. One of the

characteristics that is no less important to be given to students is that they care for the environment from an early age. Environmental care in people's lives is more interpreted as a person's caring reaction to their environment. For example, by not damaging the natural environment, always protecting the environment so as not to become damaged, polluted or extinct. By caring for the environment, a clean and beautiful environment will be created.

According to Daryanto (2013: 71) care about the environment in the form of attitudes and actions that always strive to prevent damage to the surrounding natural environment. In addition, developing efforts to improve the damage to nature that has occurred and always wants to provide assistance to other people and communities in need. Syukri Hamzah (2013: 43) states that the character of environmental care is not fully talent or innate instinct, but is also the result of an educational process.

Through school culture, environmental care character education requires a way of learning with actions that can be implemented in everyday life. Through character education that cares about the environment for children, it is hoped that children become responsible human beings and care about their environment.

Sidanegara Elementary School 09 Cilacap has a school mission to create an environmentally sound school. While the school's objective in relation to the environment is to optimize the ICT-based learning process and contain the preservation and preservation of the environment as an implementation of the Adiwiyata School, the realization of schools based on environmental preservation, and the realization of schools based on preventing environmental damage.

Based on the background above, the researcher was encouraged to conduct research related to "How does character education care about the environment through the activities of students in Sidanegara Public Elementary School 09 Cilacap?".

APPROACH & RESEARCH METHOD

This type of research is descriptive qualitative research. This type of research is to describe character-caring environmental education through student activities in schools by describing it with words and language in a natural context. The technique of collecting data uses observation, interviews and documentation. The informants or informants in this study were principals, teachers and students in Sidanegara State Elementary School 09 Cilacap.

The data validity technique that the researcher uses is using technique triangulation by comparing observation, interview and documentation techniques. In addition, it uses source triangulation by comparing the sources of principals, teachers and students.

RESULTS AND DISCUSSION

Character education is not only related to right or wrong problems, but also instills habits about things that are good in life, so that students have a high awareness

and understanding and care and commitment to apply virtues in everyday life (Mulyasa (2013 : 3)). Meanwhile, the character values of environmental care according to Asmani (2012: 40) in the form of attitudes and actions that always strive to prevent damage to the surrounding natural environment and try to improve the natural damage that has occurred.

According to the results of the interview, environmental care character education is the cultivation of attitudes and actions for students in the concern for the environment so that later students can apply it in their daily lives. In Sidanegara Elementary School 09 Cilacap, an overview of character care for the environment through school culture is achieved through routine activities, spontaneous activities, conditioning and exemplary and PK2S school programs (Enforcement of School Discipline and Hygiene). This agrees with Wiyani (2013: 222) that school culture based on character development is carried out through routine activities, spontaneous activities, and exemplary. The activities of students in SD Negeri Sidanegara 09 Cilacap, consist of:

a. Routine Activities

Routine activities are carried out by carrying out environmental activities continuously and repeatedly. Ministry of National Education (2010: 16) that routine school activities are activities carried out by students continuously and consistently at all times. Routine activities were planted in SD Negeri Sidanegara 09 Cilacap in the form of daily pickets in class. Daily class pickets are carried out before starting learning including cleaning and tidying up the class by sweeping, arranging tables and chairs, watering plants in front of the class. After learning ends, it includes sweeping the class, tidying up the chairs, turning off the lights and the fan. In conducting class pickets, students are always monitored by teachers who have been scheduled by the principal. In addition to class pickets conducted every day there are routine activities carried out by students every Friday with the slogan "Clean Friday". This activity was carried out with voluntary work to clean the school yard and the environment around the school, besides the tree planting movement.

b. Spontaneous Activities

Spontaneous activities in the implementation in SD Negeri Sidanegara 09 Cilacap in the form of advice and direct reprimand when there are students who act poorly on their environment. Spontaneous activities are intended so that students know their mistakes and do not repeat their actions. In accordance with the Ministry of National Education (2010: 15-20), which explains that spontaneous activities are activities carried out spontaneously at that time also by teachers or other education personnel when there is an act of students who do not reflect environmental care. Students who break the rules will be given a class pick-up penalty every day.

c. PK2S Program (Enforcement of Class Discipline and Cleanliness)

According to Asmani (2013: 64), the great attention of schools about discipline and cleanliness aims to cultivate students so they can learn to live with habits that are good and beneficial for themselves and their environment. The existence of PK2S will

help shape the character of students and can shape the culture of character at school. Sidanegara Elementary School 09 Cilacap formed PK2S as a distinctiveness of the Adiwiyata school, which is a school that cares about the environment. In one class there are two male and female students who are members of PK2S and taken from grades 4-6. During the break, PK2S officers will patrol around the school. Every morning the teacher and PK2S team will check the students' tidiness. In addition, PK2S officers will supervise and report any actions that violate the rules to the supervising teacher, and the teacher will take action against students by giving punishment.

CONCLUSION

Based on the results of character education research that cares about the environment through the activities of students in Sidanegara State Elementary School 09 Cilacap, it is done with routine activities, spontaneous activities, and PK2S school programs (Enforcement of School Discipline and Cleanliness). For routine activities carried out in the form of daily pickets. Spontaneous activities are carried out by reprimanding students who take actions that do not reflect care for the environment. SD Negeri Sidanegara 09 has a PK2S program (Enforcement of School Discipline and Cleanliness). The chosen officer will supervise and report violations to the teacher.

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