

DEVELOPMENT OF ENVIRONMENTAL CARE-BASED CURRICULUM IN IMPROVING CHARACTER EDUCATION IN ELEMENTARY SCHOOLS

Elsi Oktarina^{a*)}, Ana Fitrotun Nisa^{a)}

^{a)}Universitas Sarjanawiyata Tamansiswa, Yogyakarta, Indonesia

^{*)}Corresponding Author: oktarinaelsi0@gmail.com

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Abstract. This study aims to develop a curriculum based on environmental care in improving character education in primary school. This research uses a qualitative approach. The research subjects were teachers and primary school students. Data collection techniques using observation and interviews. The data analysis technique was using a qualitative descriptive analysis technique. Forms of curriculum development based on environmental care in improving character education in primary school, among others: As an attitude an actions that always strive to prevent damage to the natural environment around it and develop efforts to repair natural damage that has occurred by preserving the environment disposing of garbage in its place and do reforestation the character of caring for the environment is an attitude that is owned by someone who strives to improve and manage the surrounding environment properly so that the environment can be continuously without damaging its condition, as well as maintaining and preserving so that there are sustainable benefits.

Keywords: character; care for the environment; primary school

I. INTRODUCTION

Law number 32 of 2009 article 1 paragraph 2 explains that Environmental Protection and Management is a systematic and integrated effort carried out to prevent pollution and environmental damage including planning, utilization, control, maintenance, supervision, and law enforcement to preserve environmental functions. Curriculum development based on environmental care is guided by the vision-mission and school curriculum that is running and realized. The current school problem is due to the lack of inculcation of understanding to care and be cultured in the environment. This is evidenced by several data on environmental problems in the DI Yogyakarta region, especially those related to the lack of care for waste. So it is necessary to develop a curriculum based on environmental care in elementary schools. Concern for the environment is currently only owned by a handful of individuals. There are still many of us who do not really care about environmental problems. It is found that the handling of environmental problems is still limited to rhetoric and administration so that it has not been realized in adequate concrete actions. Even if there are actions that are carried out, sometimes they are still limited to ceremonial ones carried out in certain activities and events.

If this lack of care continues, it's like we are keeping a ticking time bomb which in time will appear in the form of an environmental disaster. This at the same time also means that we are actually committing suicide slowly ecologically. We have experienced various environmental disasters, but disaster after disaster was only able to remind us for a moment. We often forget about environmental disasters that have just been faced, and sometimes these disasters are considered as annual routine events such as floods and

landslides. Efforts to prevent it seem untouched by many individuals. Most of the prevention planning is forgotten, even if there is it seems that it has been done soberly. The prepared programs are more concentrated on disaster impact management, not preventive measures against possible disasters. Ironically, this problem of prevention in many areas has also not been a concern. We will realize when disaster strikes. So that prevention efforts have been carried out from an early age. Instilling habits and concern for the environment can be done through environmental education. According to Ratna Widyaningrum [1] education plays a role in the formation of one's abilities, personality and character. The formation of such characters is carried out as early as possible so that human resources (HR) are formed with strong, intelligent, virtuous, noble-hearted, and solid personalities. Therefore the education sector needs to be given serious attention because with a good education system it is expected that the next generation of quality, superior and competitive emerges [2]. Suchyadi revealed that differences in the character of children with diverse needs will require the ability of teachers to combine the various abilities and talents of each child [3]. the discipline character as an exercise that aims to develop oneself to behave in an orderly manner [4].

Environmental problems can be solved through the Earth Care Movement echoed by the Indonesian Ministry of Environment and Forestry in collaboration with Kwarda Pramuka DI Yogyakarta through Bakti Camp aka Kalpataru and Saka Wanabakti (Pertikawan) Java Regional at the Tunas Wiguna Campground, Babarsari, Caturtunggal, Depok, Sleman. Furthermore, if the level of concern for the environment is high, it will most likely encourage behavior that supports the environment.

II. RESEARCH METHODS

This study uses a qualitative research approach. Qualitative research defined by Bodgan and Taylor in Moleong [5] states that qualitative research produces descriptive data in the form of written or spoken words from people and observed behavior. Based on the opinions of these experts, the researchers used a qualitative research approach in carrying out the research. This type of research is descriptive qualitative. This is in accordance with the opinion of Bodgan and Biklen in Moleong [5] which suggests that there are several terms used in qualitative research, namely naturalistic or scientific research or inquiry, ethnography, symbolic interactionist, inward perspective, ethnomethodology, the Chicagop[ok School, phenomenological, case study, interpretative, ecological and descriptive. Based on the opinion expressed by Bodgan and Biklen, this research is included in the type of descriptive research. This type of research was chosen to "Know the Development of Environmental Care-Based Curriculum in Improving Character in Elementary Schools". The subject of this research takes the subject or sample the data source is the problems and environmental care activities that occur in real terms. The research instrument used in this study was the researcher himself. Analysis of the data used in this study using data analysis techniques Matthew B. Miles and A. Michael Huberman. Matthew B. Miles and A. Michael Huberman (Sugiyono [6]) suggest that activities in qualitative data analysis are carried out interactively and take place continuously so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification.

III. RESULTS AND DISCUSSION

One important component in education that is often overlooked is the curriculum. The curriculum has a strategic position because in general the curriculum is a description of the vision, mission, and educational goals of a nation. This also positions the curriculum as the central content of values that will be transformed to students. The direction and objectives of the education curriculum will experience shifts and changes along with the dynamics of social change caused by various factors, both internal and external. Due to its dynamic nature in responding to change, the curriculum must absolutely be flexible and futuristic (science that studies the future).

The curriculum applied in the teaching and learning system at Bakalan Bantul Elementary School is the 2013 curriculum. The purpose of implementing environmental care in the 2013 curriculum is to create a school with environmental awareness, according to Ministerial Regulation No. environmental wisdom through caring for the environment.

Curriculum development is one of the main tasks of the government to regulate and develop education. Likewise, the role of education figures and government to follow any social changes because all of that will be taken into

consideration in designing and developing the curriculum. In addition, active community participation is also highly expected to provide ideas in responding to any changes. The government again issued presidential regulation number 87 of 2017 concerning strengthening character education. The national policy of character education is carried out in order to realize the goals of national education, namely to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible.



Figure 1. The process of Environmental Care activities

Environmental Care Character Education as we know, is education that instills habits (habituation). to humans or students about which things are good so that students understand (cognitively) what is right and wrong, are able to feel (affective) good grades, and are used to doing it (psychomotor). Ratna Megawangi (Najib [7]) reveals that character education is an effort to educate children so that they can make wise decisions and practice them in everyday life so that they can make a positive contribution to their environment.

Daryanto [8] defines character education as various efforts made by school personnel, even those carried out together with parents and community members to help children and adolescents to have a caring, opinionated, and responsible nature. Based on the various understandings above, it can be concluded that character education is all the efforts made by school personnel, parents and the community for children to educate, instill, and develop noble character so that they can make wise decisions to practice in their lives and provide positive contribution to the environment.

Caring for the environment is defined as attitudes and actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair the natural damage that has occurred by preserving the environment, disposing of waste in its place and carrying out reforestation. It can be said that the character of caring for the environment is an attitude possessed by someone who seeks to improve and manage the surrounding environment properly so that the environment can be enjoyed continuously without destroying its condition, as well as maintaining and preserving it so that there are sustainable benefits.

Character education is very important for children at the elementary level. One of them is the character who cares

about the environment. According to the Ministry of National Education [9], environmental concern shows attitudes or actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has occurred. According to the Ministry of Environment [9] there are several indicators of environmental concern, including energy saving behavior, disposing of waste, water utilization, carbon emission contributors, and healthy living behavior. Meanwhile, according to Barr [10] there are five aspects of environmentally responsible behavior, namely energy saving, water conservation, recycling, and waste management.

The character of caring for the environment is a character that must be implemented for schools at every level of education. All school residents must have a caring attitude towards the environment by improving the quality of the environment, increasing school community awareness about the importance of caring for the environment and having initiatives to prevent environmental damage.

Environmental care character education is instilled in students from an early age so that they can wisely manage the natural resources around them, as well as to foster a sense of responsibility for the interests of future generations. When the character cares for the environment has grown into a strong mentality, it will underlie one's behavior in everyday life. Environmental care character education basically helps teachers in planting students' character about their concern for the environment. Environmental care character education can be a measure of students' concern and sensitivity to their environment.

Najib [7] describes the objectives of character education, including:

- Creating a conducive school environment for students in particular and all school members in general in establishing educational interactions in accordance with character values.
- Forming students who have emotional intelligence and spiritual intelligence (emotional and spiritual quotient / ESQ).
- Strengthen various positive behaviors displayed by students both through learning activities and habituation in classes and schools.
- Correcting various negative behaviors displayed by students when they are in the school environment and in the family environment.
- Motivate and familiarize students with realizing various knowledge of goodness (knowing the good) and their love of goodness (loving the good) into various positive behaviors in the school and family environment.

Character education is so important for the formation of good character. It is impossible to form a good character, if the learning process only emphasizes intellectual activities. The integration of character education in each subject becomes very important for the readiness of students to face every problem in their lives

The above activities are always carried out by students every clean Friday, through these activities, students can realize that caring for the environment is very

necessary, so that a clean and comfortable environment can be created. Students can be creative according to their wishes, through the waste that has been cleaned. Character education should be instilled from an early age, especially in elementary schools which are the main places of education for children. There are many phenomena that do not deserve to be seen as an educated child. For example, we often hear slogans in various places, especially in schools, which invite us to keep the environment clean, but we don't care about the slogans. The function of the slogan was just like a decoration without any content, even though the content of a slogan is very important for us. Many slogans call for cleanliness, but what is the reality? Students still often litter, such as tearing up paper in class and eating snacks in place A, the packets are also thrown away in place A. In fact, there has been a trash can provided. This causes the school to be dirty, rundown, and full of garbage. In addition, the garbage that is thrown carelessly can also pollute the environment, both inside and outside the classroom and can also cause an uncomfortable learning atmosphere.



Figure 2 Utilization of waste for creativity by students

Indiscriminate disposal of garbage reflects an unhealthy life. This is supported by an article entitled "Please Have a Garbage Disposal Site in Gamping" (Tribun, [11]) which states that it is difficult for people to be directed to dispose of their garbage in its place and many people throw garbage on the side of the road. This reflects an unclean life and a lack of love for the environment. In addition to environmental cleanliness, personal hygiene and health should also be maintained, as suggested by the Health Office that children can choose healthy and harmless snacks to consume in the Health Office article, "Socialize Dangerous Snacks" (Tribun [12]). Therefore, students should participate in creating a school environment that is clean, neat, beautiful, and unpretentious, instilling awareness in students that waste must be disposed of in the trash, fostering a sense of responsibility in themselves that school cleanliness is a shared responsibility, improving cleanliness Children's personal self, starting from body hygiene, clothing, and school equipment, participates in maintaining the environment in which they live. So, inculcating the character values of caring for the environment and responsibility is needed for students, especially in elementary schools so that the character of healthy living, maintaining good hygiene for themselves and the surrounding environment is attached to students and students are expected to have awareness of their own conscience

about responsibility. responsibility to maintain cleanliness and protect the environment.

The government's efforts to make various changes and reforms in the education system, namely by implementing the 2013 Curriculum which came into effect in July 2013. Muhammad Nuh as the Minister of Education and Culture stated that the orientation of the development of the 2013 Curriculum is the achievement of balanced competencies between attitudes, skills, and knowledge. , as well as a holistic and fun way of learning. The implementation of the 2013 curriculum is presented in a thematic-integrative learning model. The Ministry of National Education [13] states that thematic learning is basically an integrated learning that uses themes to link several subjects so that it can provide meaningful experiences for students. Thematic learning is expected to be able to give birth to students who are creative, intelligent, and innovative. Rusman [14] states that the thematic learning model allows students both individually and in groups to actively seek, explore, explore, and find holistic, authentic, and sustainable concepts and principles.

Curriculum changes have almost changed the entire learning system at the elementary level. With the number of elementary school textbooks that will change, teachers are required to be able to develop teaching materials according to their needs [15]. The reality on the ground illustrates that in understanding the 2013 Curriculum, teachers are still limited, let alone compiling teaching materials for the 2013 Curriculum. This is as described in the article entitled understanding of the 2013 Curriculum is still weak 124 instructors did not pass the training (Kedaulatan Rakyat [16]) that teachers' understanding of the 2013 Curriculum is still weak. The proof is, of the 542 national instructors who have been trained, 23% of them or as many as 124 people have not passed the post-training test. The training materials cover several areas of competence ranging from understanding curriculum concepts, analysis of teaching materials, learning design models, to guided learning practices. Based on the results of this study, there are results with the Development of Environmental Care-Based Curriculum in improving Character Education in Elementary Schools as attitudes and actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair natural damage that has occurred by preserving the environment, removing trash in its place and do reforestation.

IV. CONCLUSION

Based on the explanation above, it can be concluded that the Development of Environmental Care-Based Curriculum in Improving Character Education in Elementary Schools includes: As attitudes and actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair natural damage that has occurred by protect the environment, dispose of waste in its place and carry out reforestation. The character of caring for the environment is an attitude possessed by someone who seeks to improve and manage the surrounding environment

properly so that the environment can be enjoyed continuously without destroying its condition, as well as maintaining and preserving it so that there are sustainable benefits.

Environmental care character education is instilled in students from an early age so that they can wisely manage the natural resources around them, as well as to foster a sense of responsibility for the interests of future generations. When the character cares for the environment has grown into a strong mentality, it will underlie one's behavior in everyday life. Environmental care character education basically helps teachers in planting students' character about their concern for the environment. Environmental care character education can be a measure of students' concern and sensitivity to their environment.

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