

Implementation Of Character Education For Environmental Care Through Social Studies Learning At Smp Negeri 2 Ponorogo

Finna Agnia Akrom¹, Nastiti Mufidah²

Institut Agama Islam Negeri Ponorogo

finaagnia15@gmail.com, nastiti@iainponorogo.ac.id

ARTICLE INFO	ABSTRACT
Keywords: Environmental Care Character, social studies learning	Instilling sensitivity and concern for the environment encourages the growth of the character of caring for the environment. Caring for the environment is a way of thinking and doing something that always tries to prevent damage to the surrounding natural environment and makes efforts to repair the damage that has occurred. The decline in environmental quality is the cause of environmental change. Environmental education aims to encourage and provide opportunities for individuals to acquire knowledge, skills, caring attitudes, commitment to protect, improve and use the environment wisely, as well as assisting in the development of environmentally responsible behavior. This study aims to describe (1) the strategy for implementing environmental care character education through social studies learning for students of SMPN 2 Ponorogo; (2) The results of the implementation of environmental care character education through social studies learning for SMPN 2 Ponorogo students. This research uses qualitative research methods with descriptive research types. The research subjects were social studies teachers, cleaning attendants and students of SMPN 2 Ponorogo. The object of this research is the implementation of environmental care character education through social studies learning. Data collection techniques using observation techniques, interviews and documentation. The data from the research results were then analyzed using the Miles, Huberman and Saldana analysis models which included data collection, data condensation, data presentation, and drawing conclusions. The data validation technique uses source and technique triangulation. The results of the data analysis found that (1) the strategy for implementing environmental care character education through social studies learning at SMPN 2 Ponorogo was carried out with habituation, exemplary and guidance such as cleaning the classroom and disposing of trash in its place and caring for the plants in the classroom. (2) The results of the implementation of environmental care character education through social studies learning at SMPN 2 Ponorogo have increased, students have begun to realize the importance of protecting the environment.
Corresponding Author. Nastiti Mufidah nastiti@iainponorogo.ac.id	

INTRODUCTION

Education is an effort to humanize human beings in a planned manner through the process of socialization to improve character and train intellectual abilities to reach maturity.¹ Character is a person's natural moral that begins with the person's awareness of all rules of behavior in moral thinking and action. This applies to socialization through education that trains students' sensitivity to moral values in their living environment. With character can be seen as an inner awareness that characterizes a person in thinking and acting.

Character education is a conscious effort to develop and instill good values to humanize humans, improve character and train intelligent students to be creative in creating knowledge and characters that are beneficial to the environment. Every human being has the right to education as a means to ensure that they will continue to succeed in their lives. A person can realize their full potential and become a better person through education, thereby contributing to the welfare of society and the environment.² The educational process can be used to achieve educational goals. The educational process is undoubtedly related to educational time and cannot be separated. Education has good goals for humans and the environment, but environmental damage around humans is getting worse over time.

The current world conditions are the cause of environmental problems such as air pollution, the expanding ozone hole, floods, landslides, droughts that often occur in several places. Many factors cause these disasters, one of the causes is environmental damage.³ Initially, human interaction with the environment was continuous, but rapid population growth has increased human needs for resources. Environmental damage has become a very complex problem that is now hitting. This can be seen from the increasing number of forest areas that are being conserved for commercial purposes for their natural functions.

Naturally, human behavior is closely related to emerging environmental issues. Regardless of whether their actions will have a negative impact on the environment, humans often exploit the environment for their own benefit or their group. The emergence of various environmental issues that certainly have an impact on human life is the result of a decline in attitudes towards environmental responsibility. This can be seen from the daily routines or habits of Indonesian people and the surrounding environment, such as the habit of throwing garbage in the wrong place.

Lack of public concern for the preservation of green areas around them is another problem that often arises, making it easy for flooding to occur during the rainy season. This apathetic attitude can be seen from the many transformations that have occurred in the function of rice fields, green open spaces, and forests into residential areas and commercial plantations.⁴ Various environmental problems that arise need to be resolved as soon as

¹ Sofyan Mustoip Dan Muhammad Japar, *Implementasi Pendidikan Karakter* (Surabaya: Jakad Publishing Surabaya, 2018), 53.

² Hesti Wahyuni, Sa'odah Sa'odah, dan Septy Nurfadhillah, "Implementasi Pendidikan Karakter Dalam Pembelajaran IPS Siswa Kelas V SDN Kampung Melayu 4 Tangerang," *Berajah Journal* 1, no. 3 (12 November 2021): 166–72, <https://doi.org/10.47353/bj.v1i3.38>.

³ Sumarni, "Sekolah Hijau Sebagai Alternatif Pendidikan Lingkungan Hidup Dengan Menggunakan Pendekatan Kontekstual," *Jurnal Ilmu Pendidikan*, 15, no 1 (Februari 2008): 19-25, <http://dx.doi.org/1017977/jip.v15i1.7>.

⁴ Syukri Hamzah, *Pendidikan Lingkungan Sekelumit Wawasan Pengantar* (Bandung: PT Refika

possible. One way to overcome environmental problems is to instill environmental awareness in children from an early age. It is difficult to educate the public about the importance of environmental quality for human survival. Because of these factors, instilling, understanding, and awareness of the importance of maintaining environmental quality will be very beneficial, and the impact will be real if implemented through education, including schools.

Instilling a caring character for the environment will provide a solid foundation if done early on. The school curriculum or program can help instill a caring character for the environment. The Ministry of National Education states that the school curriculum and learning process can be used to promote environmental awareness and character education. One form of instilling a caring character for the environment is through learning to habituate oneself to preserve the environment which is integrated through social studies learning.⁵

Social science is the science of humans in their living environment, namely studying human life activities in groups called society using various social science disciplines, such as sociology, geography, economics, history, anthropology, social psychology, and so on, as well as with the humanities and natural sciences.⁶ Social studies are formulated based on reality and social phenomena that are realized with a multidisciplinary approach from other branches of science. The essence of social studies education is to help students develop a way of thinking that is based on the reality of social conditions in the environment. By equipping students with social studies education, it is hoped that they will become good people who are responsible for their nation and country. Social studies learning explains the relationship between humans and their environment as seen from various social science perspectives in the past, present, and future, both in their immediate environment and the environment far from the students.⁷

The purpose of environment-based social studies learning is to provide knowledge to students so that they gain a comprehensive understanding. Once students acquire this knowledge, attitudes that reflect it will appear in their behavior. According to Hana, to foster an attitude of caring for the environment, in social studies learning, students are required to anticipate how they will behave towards others or the environment. Students are given the opportunity to think critically and creatively in order to solve problems and find the best way to preserve the environment when attitudes have formed an understanding of social studies learning.⁸

The cultivation of environmental care is developed through efforts to instill sensitivity and concern for the environment. Caring for the environment is an attitude and action that always seeks to prevent damage in the surrounding natural environment, and develop efforts to repair natural damage that has already occurred. Character education is an

Aditama, 2013), 10.

⁵ Nursa'ban, dkk, *Ilmu Pengetahuan Sosial* (Jakarta: Pusat Kurikulum dan Perbukuan, 2021), 85.

⁶ Ratna Puspitasari, "Penanaman Nilai Karakter Peduli Lingkungan Dalam Muatan Environmental Education Pada Pembelajaran Ips Di Mi Darul Hikam Kota Cirebon," *Al Ibtida*, Vol. 3 No. 1, Juni 2016.

⁷ Eka Susanti, *Konsep Dasar IPS* (Medan: CV Widya Puspita, 2018), 6.

⁸ Hana Sakura Putu Arga, *Sumber Belajar IPS Berbasis Lingkungan* (Sumedang: UPI Sumedang Press, 2019), 35.

active effort to form good habits, so that children's traits have been engraved from childhood. Such as instilling an attitude of caring for the environment, which is an attitude and action that always seeks to prevent damage to the surrounding natural environment, and developing efforts to repair natural damage that has occurred.

In realizing harmony, harmony, and balance between humans and the environment, it is necessary to create environmental people who have attitudes and actions to protect and foster the environment, as well as realize the wise use of natural resources. In instilling the character of caring for the environment in social studies learning, it aims to improve the quality of the environment, increase the awareness of school students about the importance of caring for the environment and have initiatives to prevent environmental damage.

Caring for the environment is important to maintain the creation of a clean, beautiful, shady and healthy environment. In realizing harmony and balance between humans and the environment, it is necessary to increase awareness in maintaining the environment by fostering an attitude of caring for the environment. This research began from observations made in the field, precisely at SMPN 2 Ponorogo. This school is an *adiwiyata* school, where *adiwiyata* is an environmental care program and realizes an environmentally friendly school.⁹ The *adiwiyata* program is a good and ideal forum for school residents to learn various norms and behaviors that can help the community achieve well-being and sustainable development.

SMPN 2 Ponorogo has a pleasant atmosphere and environment because the school yard has many trees and plants, the classroom also has many plants, so that the school looks more comfortable and beautiful. In carrying out the environmental care program, the school provides hand washing stations, bathrooms, trash cans in front of each classroom, and fish ponds. However, there are still students who throw garbage carelessly in the classroom and in the school environment. Littering by students will cause the school environment to look dirty and uncomfortable for the teaching and learning process.¹⁰ Lack of self-awareness in protecting the environment will result in an unhealthy school environment and interfere with teaching and learning activities and students will lose respect for the environment. In social studies learning, it not only explains the issues that exist in society but also explains humans in environmental education.

From the description of the background above, this study answers the following problem formulation, namely: 1) What is the strategy for implementing character education to care for the environment through social studies learning for SMPN 2 Ponorogo students? 2) What are the results of the implementation of character education for environmental care through social studies learning for students of SMPN 2 Ponorogo?

The objectives of this study are 1) To find out and describe how the strategy for implementing character education for environmental care through social studies learning for SMPN 2 Ponorogo students. 2) To find out and describe the results of the implementation of environmental care character education through social studies learning for students of SMPN 2 Ponorogo.

4. ⁹Maiman, *Manajemen Adiwiyata Madrasah Tsanawiyah* (Jawa Barat: PT Arrad Pratama, 2023),

¹⁰Lihat transkrip observasi : 01/O/08-II/2023

RESEARCH METHODS

The approach of the research used is a qualitative approach. This type of research uses qualitative descriptive, namely to describe the character of caring for the environment through social studies learning at SMPN 2 Ponorogo. In qualitative research, data collection is carried out under natural conditions. Data collection techniques are a good step in a research because the main purpose of the research is to obtain data. In obtaining data, a researcher must know the techniques in data collection so that he will obtain data that meets the data standards that have been set.¹¹ In the study, there are several techniques in data collection, namely observation, interviews and documentation.

The data analysis technique used in this study is the Miles, Huberman and Saldana model which includes data collection carried out by observation, interviews, and documentation. Data condensation, selection process, simplification, abstraction, data or data transformation. Presenting data, presenting information that can make it easier for researchers to understand the phenomena that occur, then planning their next work according to the researcher's understanding. Finally, drawing conclusions, based on the findings, objects that were originally taboo or unclear can be explained with descriptions or pictures to make them clearer. Qualitative research conclusions can be causal or interactive relationships, hypotheses and theories.¹²

RESULTS AND DISCUSSION

Strategy for implementing environmental care character education through social studies learning for students of SMPN 2 Ponorogo

Education is a conscious effort made by people in order to develop potential such as ability, reason, and morals through a series of knowledge and experiences in order to become a complete person. This is because humans are cultured creatures which means they have the ability to think and create in order to improve their quality of life. In forming students with character, this can be done by providing as many positive experiences as possible to students. Because education is an experience that takes place continuously. Character education requires teachers to be involved in all interactions with the needs, abilities, and activities of students in addition to the subjects taught.

In shaping the character of students in schools can be done outside the classroom or in the classroom. In shaping the character of students can be done such as the 5S (smile, greet, say hello, polite, and courteous) which is applied in front of the school gate then religious activities such as congregational prayer or through extracurricular activities and school programs. In shaping the character of students can also be done in the classroom such as reading prayers, singing the song Indonesia Raya, and literacy before starting learning. In all subjects are required to have character content, character is applied not only in certain subjects. Each subject must contain character, be it mutual cooperation, independence, love of the environment and other characters must be in the lesson. The purpose of character education is to guide and facilitate students to have positive characters that are implemented

¹¹ Sigiono, metode penelitian Kualitatif dan R&D, (Bandung: Alfabeta, 2016), 244.

¹² Miles, M.B, Huberman, A.M, dan Saldana, J, *Qualitative Data Analysis A Methods Sourcebook* (Amerika Serikat: SAGE Publications, Inc, 2014), 14.

in teaching and learning activities and in positive habits.

Environmentally conscious character must be in every student, with the intention that students have sensitivity to the environment around them and have a sense of concern for the environment. In forming the character of students who care about the environment, SMPN 2 Ponorogo implements several programs with the intention of forming the character of students who care about the environment. In addition to school programs, teachers as mentors have an important role to help students achieve educational goals at school. In forming an environmentally conscious character in students, it must be followed by giving examples because teachers are role models who are role models for their students. Giving examples or role models is done by teachers by throwing garbage in its place and maintaining the environment. That way, students can imitate, remember and re-implement according to what they remember, so that students can maintain personal and school environmental cleanliness.

Habits are also carried out in order to form the character of students who care about the environment, such as throwing garbage in its place, keeping the environment clean, class cleanliness competitions once a month, washing hands and class duty which is carried out every morning, this is done in order to instill an attitude in students who love their environment, maintain its cleanliness and maintain the environment where they study. With this habit, it is hoped that students will be able to do something that reflects the environmental concern that has been embedded in students. In forming a character that cares about the environment, teachers still often experience several obstacles, because there are still some students who do not have the awareness to maintain the cleanliness of the school environment by still littering in the classroom, so teachers always remind and reprimand students. This is done with the intention that students can maintain the environment so that it is always clean.

Character education is not a stand-alone subject or the sole responsibility of religious or civics teachers. All stakeholders are responsible for character training, one of which is social studies learning. Social studies is one of the subjects that also includes character education, one of which is environmental care. Social studies lessons are very influential in forming environmental care characters in students. In forming environmental care characters through social studies learning, teachers do not only focus on the material, but also through habits such as cleaning the classroom and throwing garbage in its place, before starting the lesson the teacher will see the condition of the classroom first, if the classroom is not clean then learning will not start, so the teacher will tell students to clean it first. By doing this habit, it is hoped that environmental care characters in students will be formed, so students will be accustomed to maintaining the environment around them to keep it clean.

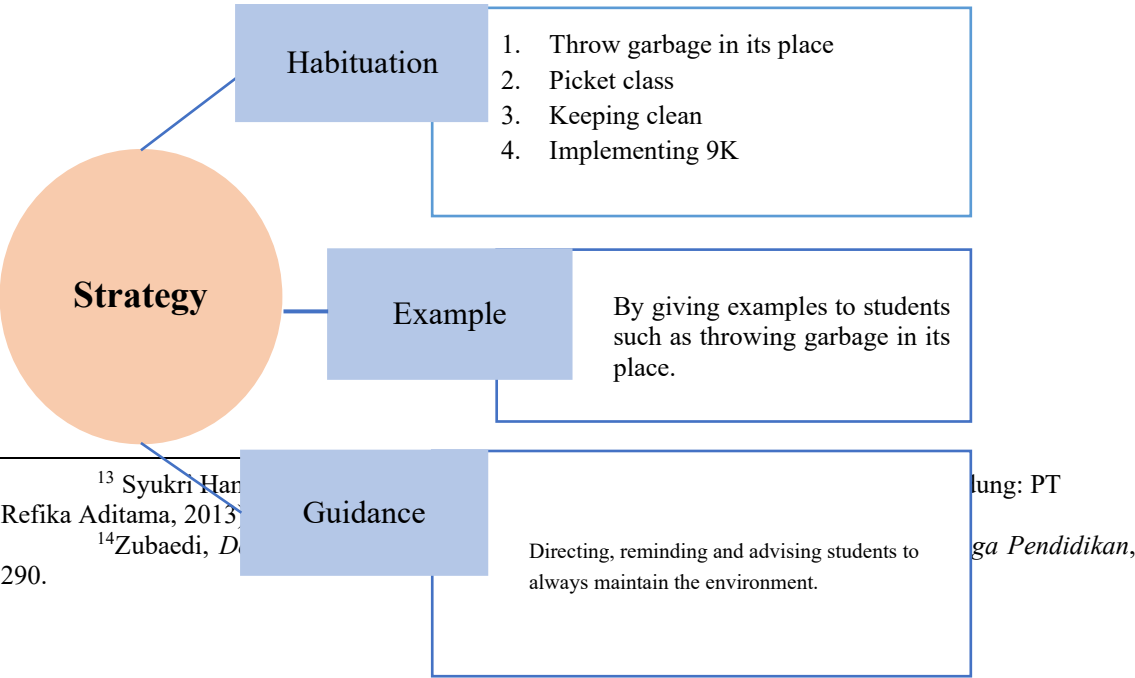
In forming environmental care characters in students through social studies learning, it is also associated with the material on changes in natural resource potential. In this material, the teacher relates it to environmental conditions caused by humans when they exploit natural resources excessively, because basically the environment and humans cannot be separated, because the environment has an important role in meeting all human needs. Human needs will never end, but nature will be damaged and unstable if it continues to be exploited. In instilling environmental care characters through social studies learning, during

learning, the teacher will provide several probing questions aimed at students related to the environment. The teacher always provides moral messages and motivation to students with the hope that students will always love the environment.

According to Syukri, environmental education is an effort to lead individuals towards changes in lifestyle and environmentally friendly behavior. Environmental education is directed to develop understanding and motivation as well as skills with concern for the use and conservation of natural resources in a reasonable manner.¹³ According to Zubaedi, the success of character education requires guidance, role models, habituation, or acculturation and is supported by a conducive environmental climate, both in the family, school, and community environments.¹⁴

The character education strategy in fostering an attitude of caring for the environment in students at SMPN 2 Ponorogo has been implemented in accordance with the theory above, where fostering an attitude of caring for the environment is done through habituation, role modelling, and guidance. With this habituation, role modelling and guidance, it is hoped that students will have an attitude of caring for the environment so that it can be applied in the school environment or when in the community.

From the explanation above, the researcher concluded that SMPN 2 Ponorogo has implemented several habits that can foster an attitude of caring for the environment in students. The formation of an attitude of caring for the environment can be seen from the existence of school programs in fostering an attitude of caring for the environment in students such as holding a cleanliness competition. To form an environmentally friendly character in social studies learning, it is done through habits by cleaning the class first before the start of learning and giving bait questions. In forming an environmentally friendly character in students, it must also be followed by giving examples and role models because basically teachers are role models for their students. From this habit, it is expected that an environmentally friendly character in students will be formed, so students will be accustomed to maintaining the environment around them to keep it clean.



¹³ Syukri Har
Refika Aditama, 2013

¹⁴Zubaedi, D
290.

The results of implementing environmental care character education through social studies learning for students of SMPN 2 Ponorogo

The attitude of student concern has increased with the application of habits, examples and guidance given to students. Students have understood the importance of protecting the environment by picketing every morning, throwing garbage in its place, maintaining the cleanliness of the classroom environment and taking care of plants in the classroom. The implementation of character formation related to the environment has begun to get used to maintaining personal and environmental hygiene.

Protecting the environment is an important activity that must be done, because in daily life humans always interact with their environment. When the environment is clean and well maintained, we will feel comfortable in carrying out our daily activities. Likewise, if the school environment is kept clean, both teachers and students will feel comfortable participating in educational activities. In protecting the environment, it not only has a good impact on humans but other living things. Maintaining cleanliness is the same as creating a healthy climate so that it is far from a nest of infections and not susceptible to disease.

The implementation of environmental care character education through social studies learning is quite successful by making students aware of the importance of protecting the environment. Students also know how to protect the environment so that the environment is maintained and clean. The integration of environmental care character education in social studies subjects is carried out with the help of teachers by incorporating the value of caring for the environment into every learning activity. Teachers take advantage of the school environment and student activity in environment-based learning. The learning carried out by teachers is not only material, but also embeds the character side of caring for the environment.

According to Syukri, environmental education not only provides knowledge about the environment but also increases awareness of the environment and its concern for environmental conditions. According to Aguz, caring for the environment is an activity to maintain the classroom and school environment, maintain plants well, support the go green program in the school environment, provide a place to dispose of garbage, and provide bathrooms, clean water and handwashing stations.¹⁵

In accordance with the theory above, students at SMPN 2 Ponorogo can be said to have understood the importance of keeping the environment clean. The character of caring for the environment needs to be developed so that the current and future environment is still in good condition. The attitude of caring for the environment needs to be taught in schools so that it is embedded in them when they are in the community. Looking at what students said through interviews about how important it is to keep the environment clean. They said protecting the environment is very important because it is to preserve the earth

¹⁵ Agus Zaenul Fitri, *Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah* (Jogjakarta: Ar-Ruzz Media, 2012), 43.

and keep the environment from getting dirty. Because the environment for humans is an important element as a place for human activities and plays a role in supporting various human activities.

Environmental care character education has been successfully carried out by students through understanding the importance of caring for the environment through materials that cause changes in the potential of natural resources. After environmental care character education is applied through social studies learning, students begin to understand what environmental care is, students also experience an increase and begin to get used to keeping the environment clean. After the application of habits in social studies learning, students are used to cleaning the classroom, throwing garbage in its place and maintaining the school environment. Not only that, students also take care of plants in the classroom as a result of the formation of a character that cares for the environment. The school also provides facilities and infrastructure to facilitate students in the formation of environmental care characters such as the provision of trash cans placed in each classroom, providing bathrooms, clean water and hand washing stations in front of each classroom. Environmental care character education has been successfully carried out by students through understanding the importance of caring for the environment through materials that cause changes in the potential of natural resources. After environmental care character education is applied through social studies learning, students begin to understand what environmental care is, students also experience an increase and begin to get used to keeping the environment clean. After the application of habits in social studies learning, students are used to cleaning the classroom, throwing garbage in its place and maintaining the school environment. Not only that, students also take care of plants in the classroom as a result of the formation of a character that cares for the environment. The school also provides facilities and infrastructure to facilitate students in the formation of environmental care characters such as the provision of trash cans placed in each classroom, providing bathrooms, clean water and hand washing stations in front of each classroom.

CONCLUSION

Based on the results of the research conducted at SMPN 2 Ponorogo, the results of the analysis of the topics discussed in the previous chapter, the researcher can generally conclude as follows:

1. The implementation strategy of environmental care character education through social studies learning is carried out by:
 - a. Habits such as throwing garbage in its place, picketing classes, maintaining classroom cleanliness, implementing 9K.
 - b. Example, is done by giving examples to students such as throwing garbage in its place.
 - c. Guidance is carried out by directing, reminding and advising students to always maintain the environment.
2. As a result of the implementation of environmental care character education through social studies learning, students have increased, students become more concerned about

the environment by throwing garbage in its place, maintaining classroom cleanliness and caring for plants in the classroom as a form of caring for the environment.

REFERENCES

- Arga, Hana Sakura Putu Arga. Sumber Belajar IPS Berbasis Lingkungan. Sumedang: UPI Sumedang Press. 2019.
- Fitri, Agus Zaenul. Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah. Jogjakarta: Ar-Ruzz Media. 2012.
- Hamzah, Syukri. Pendidikan Lingkungan Sekelumit Wawasan Pengantar. Bandung: PT Refika Aditama. 2013.
- Nursa'ban, dkk, Ilmu Pengetahuan Sosial. Jakarta: Pusat Kurikulum dan Perbukuan. 2021.
- Maiman. Manajemen Adiwiyata Madrasah Tsanawiyah. Jawa Barat: PT Arr rad Pratama. 2023.
- Miles, M.B, Huberman, A.M, dan Saldana, J. *Qualitative Data Analysis A Methods Sourcebook*. Amerika Serikat: SAGE Publications, Inc. 2014.
- Mustoip, Sofyan Dan Muhammad Japar. Implementasi Pendidikan Karakter. Surabaya: Jakad Publishing Surabaya. 2018.
- Puspitasari, Ratna. "Penanaman Nilai Karakter Peduli Lingkungan Dalam Muatan Environmental Education Pada Pembelajaran Ips Di Mi Darul Hikam Kota Cirebon," *Al Ibtida*, Vol. 3 No. 1, Juni 2016.
- Sugiyono. Metode Penelitian Kualitatif dan R&D. Bandung: Alfabeta. 2016.
- Sumarni, "Sekolah Hijau Sebagai Alternatif Pendidikan Lingkungan Hidup Dengan Menggunakan Pendekatan Kontekstual," *Jurnal Ilmu Pendidikan*, 15, no 1 (Februari 2008): 19-25, <http://dx.doi.org/1017977/jip.v15il.7>.
- Susanti, Eka. Konsep Dasar IPS. Medan: CV Widya Puspita. 2018.
- Wahyuni, Hesti Sa'odah Sa'odah, dan Septy Nurfadhillah, "Implementasi Pendidikan Karakter Dalam Pembelajaran IPS Siswa Kelas V SDN Kampung Melayu 4 Tangerang," *Berajah Journal* 1, no. 3 (12 November 2021): 166–72, <https://doi.org/10.47353/bj.v1i3.38>.
- Zubaedi. Desain Pendidikan Karakter: Konsep dan Aplikasinya dalam Lembaga Pendidikan. Jakarta: Prenada Media Group. 2011.