

# IMPLEMENTATION OF ENVIRONMENTAL CARE CHARACTER EDUCATION AT SDN ABCD BANDUNG

Leny Vitriasari<sup>1</sup>, Sapriya<sup>2</sup>, and Roni Wahyu Wandani<sup>3</sup>

<sup>1,2,3</sup> Basic Education, Postgraduate, UPI, Bandung, Indonesia

leny.vitriasari@upi.edu, sapriya@upi.edu, roniwahyuwandani@student.upi.edu

**Abstract.** This research aims to describe the program and obstacles in implementing environmental care character education at SDN ABCD Bandung. This research uses a qualitative descriptive research method. The subjects of this research are the principal, teachers and students. The research object is the implementation of character education that cares about the environment. Data collection instruments use observation, interviews and documentation. The data was analyzed using data reduction, data display and verification techniques. Test the validity of the data using triangulation of techniques and sources. The research results show that (1) the implementation of environmentally caring character education is carried out through school policies, curriculum implementation, participatory environmental activities and management of environmentally friendly supporting facilities. Implementation has reached the moral action stage, but has not yet reached the habitual stage. (2) the obstacles are students' awareness of caring for the environment, sorting waste, and lack of understanding of the vision and mission, lack of consistency in teacher preparation in student learning and understanding, work teams are less solid, creativity is not consistent, students are less active in extracurricular activities, there are damaged facilities and students have not consistently brought healthy food supplies.

**Keywords:** Implementation, Character Education, Environmental Care, Elementary School

**How to Cite:** Vitriasari, L., et al. (2024). Implementation of Environmental Care Character Education at SDN ABCD Bandung. *Proceeding The 6th International Conference Elementary Education*, 6(1), 277-285.

## INTRODUCTION

Environment is a place where humans live and interact. Mundiatur and Daryanto (2015: 42-43) describes the environment as a settlement where organisms live, along with all the circumstances and conditions within it that influence the organism's level of life. A healthy environment is an environment that can support the level of life of organisms, both animals and plants, including humans. However, in reality, Indonesia's current natural conditions are very worrying. This is caused by the many incidents of damage to the natural environment where living creatures live which will certainly greatly affect human life. Environmental damage is caused by a series of excessive human actions in exploiting nature, which causes various damages. One example of an environmental problem is waste. Waste is an environmental problem that requires special attention. In their life activities, almost every human being produces waste, waste is created by humans every day, so it is not surprising that the amount of waste continues to increase. As reported by Liputan 6, on September 24, 2023, amount waste collected in Bandung has been reached 4,532 rubles, or 54,384 m<sup>3</sup>, or 19,034 tons. According to Eric Mohamad Atthauriq, Assistant Economy and Development of Bandung City Regional Secretariat, total piled up rubbish will increase to 1,300 tons per day. This shows that human awareness is very necessary to manage waste better. Waste management strategies not only seek to reduce the amount of waste produced, but also by ensuring that waste is disposed of where it should be. Garbage is disposed of in the proper place. However, awareness of humans as waste producers to dispose of waste in its proper place is still lacking because many people throw rubbish in places where they should not be, for example in rivers, on the streets, under school benches, or or left stacked in one place.

Environmental problems often occur throughout the country, these problems concern the community, family environment and also occur in the educational environment, especially in elementary schools. According to Amirudin's research (2016: 73-76), environmental violations committed by elementary school students include throwing rubbish carelessly. This type of mischief is carried out intentionally and shows an irresponsible attitude and does not care about the

environment. The environmental losses that occur in Indonesia, both at the national level and in elementary schools, show that public awareness of the importance of protecting the environment is still low. Muslich (2016: 210) states that the large amount of natural damage shows that awareness of protecting the environment is still low among students and people who have received education. Therefore, character values, especially characters who care about the environment, must be internalized through the educational process.

Constitution of the Republic of Indonesia no. 20 of 2003 concerning the National Education System, article 3 of the Law states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent. Thus it can be concluded that one of the goals of education is to instill character values in children. There are 18 values for character education, one of which is the character of caring for the environment. According to Syamsul (2019: 42), caring for the environment is an attitude and action that always tries to prevent damage to the surrounding natural environment and develops efforts to repair natural damage that has occurred. The character of caring for the environment is one of the traits that must be instilled in students. Iskandar (2016: 178) states that knowledge about the environment is very important for building perceptions about the environment. The education system is one way to provide knowledge and instill environmental awareness. Character education that cares about the environment must start at the basic education level, namely elementary school. Syafi'i (Novan Ardy Wiyani, 2013: 68-69) emphasized that character education to protect the environment must be given from childhood. Educational institutions must provide direct instruction to develop students' thinking that is capable of protecting the environment. According to Margo Irianto et al (2020), education must be able to develop people, namely people who have nature and awareness of nature/the environment.

According to Zubaedi (2011: 143), character development is a lifelong process, so developing a student's character is a lifelong effort that needs to involve character education centers, both the family environment, the school/college environment, and the community environment. These character education centers must run in an integrated and integrated manner. Parents, teachers, lecturers, community leaders, religious leaders, traditional leaders and others have the same responsibility in implementing character education. Thus, the implementation of character education is a joint effort that synergizes with one another so that the efforts made can be successful, namely forming better children's character.

Based on preliminary studies through interviews with the Principal, SDN ABCD Bandung's commitment to implementing character education that cares about the environment is stated in one of the visions of SDN ABCD Bandung, namely "Creating students who are independent, have noble character, nationalist, tough and caring" in this case namely caring for living environment achieved through the mission of the character cultivation movement to create students who care about the environment. According to research by Al-Anwari, (2014: 230), the Environmental Care Program at SDN Panggang 04 Jepara has fostered environmental awareness among its residents. This is demonstrated by activities such as planting and caring for plants, sorting and disposing of waste, saving water, electricity and paper. Based on further preliminary studies, through observation of activities carried out at SDN ABCD Bandung, efforts have been made to develop character, especially caring for the environment, as much as possible. However, it turns out that there are still problems or obstacles that show that the school community does not care about the environment. Some of the students' actions that show a lack of concern for the environment are throwing rubbish in unnecessary places, such as in plant pots. The results of interviews with school principals (Monday, September 2 2023) also show that students' lack of awareness about disposing of rubbish is one of the obstacles to implementing environmentally caring character education at SDN ABCD Bandung.

By implementing a rubbish collection program every Monday, Wednesday and Friday morning, teachers at SDN ABCD Bandung are trying to increase students' awareness of throwing rubbish in the rubbish bin. However, there are still students who still throw rubbish out of place and don't know

how to throw rubbish in the right place. Students also picket in class every morning and after school to keep the class clean. All students are aware of their duty to picket, but sometimes some students need to be reminded by their friends to do so. Apart from that, SDN ABCD Bandung tries to provide complete facilities to support students in implementing character education that cares about the environment. One of the supporting facilities is that each class has its own hand washing area which is placed in front of the class. However, when the researchers made observations, there were several hand washing facilities whose taps were broken and leaking and there were no adequate facilities for washing hands, for example the availability of soap for washing hands.

## **RESEARCH METHODS**

This research uses a qualitative approach. Qualitative research is a type of research that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions and thoughts of individuals and groups. According to Syaodih (2012), this descriptive research aims to describe and reveal how environmentally caring character education is implemented at SDN ABCD Bandung. The subjects of this research were the principal, 16 teachers and 20 students at SDN ABCD Bandung. The social situation at SDN ABCD Bandung shows the application of character education that cares about the environment. In this research, observation, interviews and documentation were used to collect data. The instruments used in this research were observation sheets and interview guidelines. Data were analyzed using data reduction techniques, data presentation and drawing conclusions or verification. Meanwhile, data validity testing is carried out by carrying out technical triangulation and source triangulation.

## **RESEARCH RESULTS AND DISCUSSION**

Character education that cares about the environment at SDN ABCD Bandung is carried out through the following things:

### **1. Environmentally Friendly School Policy**

#### **a. School Vision, Mission and Goals**

The vision, mission and goals of SDN ABCD Bandung include environmental management. In addition, the school has socialized the vision, mission and goals to all students, including their parents, through ceremonies and learning activities in class and also at meetings with parents. Apart from that, the school always holds meetings with the school committee to socialize these goals. From the results obtained, several students indicated that they had realized that their school was an environmentally friendly school. However, there are still students who do not comprehensively understand the school's goals, vision and mission.

#### **b. Exemplary**

The exemplary form that the Principal and teachers set for students to care about the environment is dressing neatly and cleanly, throwing rubbish in the trash, mingling and collaborating with students during the GPS (Gerakan Pungut Sampah/Trash Pickup Movement) which is held every Monday, Wednesday and Friday namely by cleaning the environment, modeling how to grow plants, for example hydroponically, not buying random food and drinks outside and buying food in the canteen, and inviting students to care for plants starting from taking care of the front garden of their respective classes.

#### **c. Habit Routine**

To instill environmental awareness, students at this school follow habits such as GPS and class pickets before and after school, Tuesday morning gymnastics together, competitions or competitions for class cleanliness once a year, washing hands using running water and soap and throwing rubbish in trash bin.

#### **d. Spontaneous Action**

According to the results of interviews and observations, spontaneous actions taken by school principals and teachers when they saw students who did not care about the environment

included giving them a good reprimand, reminding them of the concept of a clean classroom, and reminding students of healthy school programs.

e. Conditioning

SDN ABCD Bandung carries out conditioning activities to educate students about caring for the environment. This activity includes keeping the school environment clean, well maintained and beautiful including the front yard of the class, classrooms and bathrooms, implementing environment-based learning, ensuring the availability of trash bins so that they can increase and remind students about discipline in throwing away rubbish in its place, installing vision boards, posters, slogans and stickers with the theme of caring for the environment and giving an appeal to students to always throw away rubbish in the right place.

f. Obstacles Faced

The following are the obstacles faced by SDN ABCD Bandung in implementing environmentally sound policies.

- 1) School residents, especially students, do not fully understand the vision, mission and goals of SDN ABCD Bandung regarding environmental management.
- 2) Students' awareness of the importance of protecting the environment is still low. For example, there are still many students who throw rubbish carelessly.
- 3) Lower class students, especially first class students, still do not understand how to sort waste.

2. Implementation of Environmentally Based Curriculum

a. Learning Planning

Environment-based learning planning. Every teacher is obliged to create a learning planning tool consisting of indicators, syllabus, and lesson plans or teaching modules that contain environmentally caring characters and material related to the environment.

b. Learning Implementation

All subjects at SDN ABCD Bandung integrate environment-based learning. Learning is carried out through a 21st century student approach. Teachers use various approaches, models and learning strategies including lectures, questions and answers, discussions, assignments, demonstrations, direct practice, direct observation and field trips. Educational media such as learning videos, PowerPoint, images and real objects are used to convey learning. They also make use of tools available at school, such as composters, loseda, school gardens, and the environment around the school.

c. Obstacles Encountered

The obstacles faced in implementing an environmentally based curriculum are as follows:

- 1) Teacher preparation for consistent implementation of learning is still lacking.
- 2) The environment-based curriculum does not yet stand alone and is still integrated into subjects.
- 3) Some students find it difficult to understand material about the environment.

3. Activities Environment Based Participation

a. Building and Environmental Maintenance

The school carries out maintenance of its buildings and environment through budget allocations for building and environmental maintenance, student pickets to clean the classroom, including sweeping, cleaning writing on the blackboard, mopping and watering the plants in front of the class, and throwing rubbish in the trash. Apart from that, students and teachers ensure that the school yard remains clean by sweeping and mopping the classroom floor, then implementing GPS every Monday, Wednesday and Friday, a class cleanliness competition once a year.

- b. **Extracurricular Activity**  
Extracurricular activities carried out at SDN ABCD Bandung to foster awareness of the environment are Scouts, Dokter Kecil and the Environmental Lovers Group.
  - c. **Creativity and Innovation**  
In an effort to protect the environment, students carry out creative and innovative activities such as recycling waste, saving energy and art. These activities are carried out in learning activities. Some of the students' work is also displayed in the showcase of the Principal's room.
  - d. **Collaboration with Various Parties**  
School partners and the forms of support provided in implementing environmentally caring character education are as follows.
    - 1) DLH (Dinas Lingkungan Hidup) City and Province of West Java: counseling, plants, cleaning tools, trash cans, composters, loseda and exciting Saturday programs as well as hunt sae programs,
    - 2) Dinas Perindustrian dan Koperasi: provides education about eating fish, assistance with chickens and birds.
    - 3) Dinas Kesehatan: socialization of healthy food and canteens.
    - 4) Dinas Pendidikan: provides assistance with disaster response posters and healthy school campaign programs.
    - 5) Puskesmas: provides counseling
  - e. **Obstacles Encountered**  
Obstacles in implementing participatory-based environmental activities are as follows.
    - 1) Maintenance of buildings and the environment is not optimal because there are still school residents who are not aware of their respective main duties to participate in maintaining the environment.
    - 2) Students' awareness of participating in Scout extracurricular activities is still lacking.
    - 3) The schedule for developing teacher creativity is not yet consistent.
    - 4) In collaboration with school partners, sometimes what external staff does is not in accordance with what the school wants.
4. **Management of Environmentally Friendly Supporting Facilities**
    - a. **Complete Facilities and Infrastructure**  
Facilities and infrastructure friendly environment at SDN ABCD Bandung already enough complete. Clean water enough, trash bin, composter simple, loseda, septic tank, flood water catchment, space open green, garden school is also available.
    - b. **Maintenance of Facilities and Infrastructure**  
All inhabitant school responsible answer for look after facilities and infrastructure school. Students, through picket class, as well involved in maintenance facilities and infrastructure school with use and care completeness facilities available at school.
    - c. **Utilization of Electricity, Water and Stationery**  
School principals and teachers educate students to use electricity, water and stationery efficiently and environmentally friendly in the following ways.
      - 1) Save electricity: there are pamphlets, posters, stickers or writing about saving energy stuck on the walls, providing the jargon of saving energy, saving costs so that children always remember to save electrical energy and turn it off when not in use and tell students to always turn off the lights. and a fan when not in use.



- 2) Save water: there is writing on the wall to save water, reminding students to use enough water, reminding students to turn on the bathroom faucet and turn it off when finished and telling students to flush the bathroom until it is clean after using it.
  - 3) Save on stationery: coaching children not to scribble, fold books, and not tear books for toys, each class uses refillable markers to be more economical and the teacher uses the back of paper that already has writing on it to print the questions.
- d. **Healthy School Campaign Program**  
Schools implement a healthy school campaign program which is a program from the Ministry of Education, an effort carried out jointly and continuously by all parties from the central government to regional governments, partners, educational units, other stakeholder communities regarding the importance of implementing school healthy by focusing on Healthy Nutrition, Healthy Physical and Healthy Immunization in educational units. There are 3 healthy school campaign programs, namely:
1. Healthy and nutritious, namely to improve the health status of students through implementing appropriate eating patterns and consuming nutritious food.
  2. Physical Health, namely to improve the quality of physical health of the entire ecosystem or school/education unit residents
  3. Healthy immunization, namely to increase students' immunization achievements so that they receive complete basic immunization.  
SDN ABCD Bandung participates in implementing the government's healthy school program as a form of implementing environmental care by holding a healthy food provision program, every day students bring healthy food supplies and carry their food supplies using misting and tumblers to reduce waste and also pay attention to the contents of their plates or contents. Apart from that, the food supplies also include routine immunizations for students held by the community health center and also routine checks for teachers and all education staff.
- e. **Obstacles encountered**  
The obstacles faced by SDN ABCD Bandung in implementing the management of environmentally friendly supporting facilities are as follows:
1. There are still students who do not consistently bring healthy food supplies.  
There are still students who bring food without paying attention to the contents of their plates by bringing instant food.
  2. Several supporting facilities at SDN ABCD Bandung are damaged and not functioning, for example the sink, trash can, basketball ring and bathroom.
  3. Students' awareness of using stationery efficiently is not yet completely consistent
  4. Overall, environmental care character education at SDN ABCD Bandung has met the standards and components proposed by the Ministry of the Environment and the Ministry of Education and Culture (2011: 11-20). These standards include Environmentally Friendly School Policies, Implementation of Environmentally Based Curriculum, Participatory Based Environmental Activities, and Management of Environmentally Friendly Supporting Facilities. The stages of environmental care character education at SDN ABCD Bandung include the stages of moral knowledge, moral feelings and moral actions (Thomas Lickona, 2014: 75-88). However, the stage of students' moral actions of caring for the environment has not yet reached the habitual stage because there are still students who are not consistent in behaving in caring for the environment.

## CONCLUSIONS AND SUGGESTIONS

## CONCLUSION

Based on the research results and discussions that have been described, several things can be concluded as follows:

1. Implementation of environmental care character education at SDN ABCD Bandung is carried out through programs in the following four components.
  - a. Environmentally friendly school policies are officially written in the curriculum and the Principal's Decree. The form of implementation is establishing the school's vision, mission and goals related to environmental management efforts, providing examples to students, providing routine habits such as GPS (garbage collection movement), providing spontaneous action for students who don't care about the environment, and conditioning the school environment. to condition students to always care about the environment.
  - b. Implementation of an environment-based curriculum which is officially regulated in the Curriculum and Principal's Decree. The implementation includes making environmental-based learning plans by teachers and implementing environmental-based learning which is integrated in subjects both inside and outside the classroom with various methods and media used.
  - c. Participatory-based environmental activities are implemented in the form of school programs through building and environmental maintenance by all school members, extracurricular activities such as Scouts, little doctors, creative and innovative activities in waste recycling, works of art and energy saving, as well as collaboration with various supporting parties. from parents to government agencies.
  - d. Management of environmentally friendly supporting facilities, the form of implementation of management of environmentally friendly supporting facilities through the provision of complete supporting facilities and infrastructure, maintenance of facilities and infrastructure with the cooperation of all school members, efficient use of electricity, water and stationery as written in the school's rules and regulations, and organizing a healthy and environmentally friendly school campaign with one of the policies being bringing healthy food supplies, reducing plastic waste and checking the health of all school residents.

In general, the implementation of environmental care character education at SDN ABCD Bandung has reached the stage of moral action in students. However, these actions have not been fully internalized into habits because students are still found who behave in a way that does not care about the environment, so continuous and sustainable education is needed.

2. The obstacles encountered in implementing environmental care character education at SDN ABCD Bandung in each component are as follows:
  - a. Environmentally friendly school policies, the obstacles in this component are the lack of awareness of students to care about the environment, the school's vision, mission and goals not being understood by all school members and lower class students' lack of understanding regarding waste sorting.
  - b. In implementing an environment-based curriculum, the obstacles in this component are the lack of consistency in teacher preparation due to busyness, and students' difficulties in understanding the subject matter.
  - c. Participatory-based environmental activities, the obstacles in this component are the lack of awareness of some school members regarding maintenance duties, there are students who are less active in taking part in extracurricular activities, the mismatch between the school's wishes and the work of outside parties, and the need for consistency in developing creativity.
  - d. Management of environmentally friendly supporting facilities, obstacles in this component are the existence of several damaged facilities, lack of consistency among parents in preparing healthy food supplies for their sons and daughters, lack of awareness of students to use stationery efficiently and lack of awareness of students to choose healthy food.

## SUGGESTION

Based on the conclusions above, the researcher suggests that systematic program planning and program outreach must be carried out to foster environmental care in elementary school students. Character education that cares about the environment must include three main aspects of character: knowledge, feelings, and moral actions in the implementation process. School work teams must work together well to achieve the goal of instilling environmental care in students. Furthermore, evaluation of the implementation of character education needs to be carried out to analyze the achievements of students' character development and the obstacles faced in implementation. Evaluation is also aimed at creating improvement or improvement programs in order to achieve goals more optimally.

## REFERENCES

- Amirul Mukminin Al-Anwari. (2014). "Strategi Pembentukan Karakter Peduli Lingkungan Di Sekolah Adiwiyata Mandiri". Diakses dari [http://www.academia.edu/121621160/Strategi\\_Pembentukan\\_Karakter\\_Peduli\\_Lingku\\_n\\_Di\\_Sekolah\\_Adiwiyata\\_Mandiri](http://www.academia.edu/121621160/Strategi_Pembentukan_Karakter_Peduli_Lingku_n_Di_Sekolah_Adiwiyata_Mandiri).
- Bandung Darurat Sampah, 19.034 Ton Belum Terangkut, 70 TPS Overload - Ayo Bandung
- Imron Rosidi. (2020). *Menumbuhkan kecerdasan ekologis peserta didik melalui Green Consumer dalam pembelajaran IPS*. Jurnal Sandyakala, Vol 1, Nomor 2
- Irianto. (2020) Meningkatkan Kecerdasan Ekologis Melalui Model Multiliterasi Berbasis Ecopedagogy Approach. Jurnal Pendidikan Dasar Ip-ISSN 2085 – 1243 I e-ISSN 2579-5457 Vol.12 No. 1  
<https://ditpsd.kemdikbud.go.id/sekolahsehat/index.html>
- Kementerian Lingkungan Hidup & Kementerian Pendidikan dan Kebudayaan. (2011). *Panduan Adiwiyata: Sekolah Peduli dan Berbudaya Lingkungan*. Jakarta: Kementerian Lingkungan Hidup.
- Kementerian Pendidikan Nasional. (2010). "Pengembangan Budaya dan Karakter Bangsa: Pedoman Sekolah". Jakarta: Pusat Kurikulum. Diakses dari <http://gurupembaharu.com/home/wpcontent/plugins/downloadmonitor/download.php?id=2920>
- Lickona, Thomas. (2014). *Pendidikan Karakter: Panduan Lengkap Mendidik Peserta didik Menjadi Pintar dan Baik*. (Alih bahasa: Lita S). Bandung: Nusa Media.
- Masnur Muslich. (2016). *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*. Jakarta: Bumi Aksara.
- Muhaimin. (2015). *Membangun kecerdasan Ekologis*. Bandung: Alfabeta.
- Mundiatur & Daryanto. (2015). *Pengelolaan Kesehatan Lingkungan*. Yogyakarta: Gava Media.
- Syamsul Kurniawan (2019) *Pendidikan Karakter konsepsi & Implementasinya secara terpadu di lingkungan keluarga, sekolah, perguruan tinggi, dan masyarakat* Yogyakarta : Ar- Ruzz Media
- Syaodih, Nana (2020) *Metode Penelitian Pendidikan*. Bandung : Rosdakarya
- Noor Amirudin. (2016). "Upaya Guru Pendidikan Agama Islam Dalam Menangani Kenakalan Peserta didik Pada Peserta didik Kelas III SD Muhammadiyah Program Khusus Kotabarat Surakarta". Skripsi. Surakarta: Universitas Muhammadiyah. Diakses dari [http://eprints.ums.ac.id/9107/2/G0000\\_80161.pdf](http://eprints.ums.ac.id/9107/2/G0000_80161.pdf).
- Novan Ardy Wiyani. (2013). *Konsep, Praktik, & Strategi Membumikan Pendidikan Karakter di SD*. Yogyakarta: Ar-Ruzz Media.
- Redaksi Geotimes. (2015). "2019, Produksi Sampah di Indonesia 67,1 Juta Ton sampah Per Tahun". Diakses dari <http://geotimes.co.id/2019-produksisampah-di-indonesia-671-juta-tonsampah-per-tahun/>.



- Supriatna, N. (2016). *Ecopedagogy: Membangun Kecerdasan Ekologis dalam Pembelajaran IPS*. Bandung : PT Remaja Rosdakarya
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Zubaedi, (2011). *Desain Pendidikan Karakter : Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*. Jakarta : Kencana
- Zulrizka Iskandar. (2016). *Psikologi Lingkungan: Teori dan Konsep*. Bandung: PT Refika Aditama.