

# Cultivating Environmental Care Characters as an Effort to Strengthen Civic Disposition at SMA Negeri Tawangmangu

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## Abstract

*This study aims to analyze the cultivating of environmental character as an effort to strengthen civic disposition at SMAN Tawangmangu. The research method used in the study are qualitative descriptive and data collection activities using the method of observations and interviews with the principal, teachers, and students at SMAN Tawangmangu. Based on research results in the field, it shows that the school environment plays a significant role in fostering environmental care character among students. The integration of environmental values at SMAN Tawangmangu is carried out through classroom teaching, extracurricular activities, spontaneous activities, exemplary behavior, and conditioning, several programs support the development of an environmental care attitude among students, including cleanliness duties, the provision of supporting facilities such as cleaning tools, clean bathroom, jumat bersih activities, environmental care slogans or posters around the schools, tree planting program, and waste recycling activities. To facilitate the cultivation environmental values among students, it is necessary to have synergy between teachers, parents, and the community to achieve more effective results.*

Keywords: Cultivating; Environmental Care Values; Civic Disposition.

## Introduction

Nowadays, there is globalization that has a deep meaning and penetrates all aspects of life. The significant and massive development of science and technology has a great influence on changes in all aspects of life, one of which is social and cultural life. Currently, humans are in a technological era that is popularly known as the industrial revolution era, industry 5.0 represents a further evolution of the concept of Industry 4.0 and aims to create a smarter, more connected, and human-oriented production system. This is achieved through the use of technologies such as artificial intelligence, robotics, automation, big data, augmented reality, and other technologies to combine human capabilities with machine intelligence. The development of Industry 5.0 is expected to accelerate the pace of innovation, increase productivity, create new opportunities, and change the way we work and live (Nugroho et al, 2023). The

impact of the influence of the development of science and technology is the change in social relations and social interactions both in a negative and positive direction. The very rapid changes in science and technology require us to be ready to face changes in the world of education. According to Rouf (2019) in the industrial revolution 4.0 alone, in general, it has an impact, namely making human capabilities not optimal because they are assisted by technology, making human work easier and more practical, and making society tend to be more individualistic. It is feared that this individualistic attitude could reduce the sense of concern for the environment.

The environment is a habitat for various organisms and humans have a major role in managing the environment. Humans must protect, maintain, and preserve the environment because humans have the control to damage the environment or make the environment more well-maintained. At this time the environment is a major concern for

the international community. Candra (2022) explains that environmental issues are global issues because they have broad and global effects, such as global resource exploitation, global warming, and transnational environmental damage. Global environmental problems start from environmental problems that have broad and serious impacts on the world. Environmental problems in developing countries like Indonesia are household waste and human waste, in contrast to developed countries where the cause of environmental damage is industrial waste, toxic gases, and others (Anwari, 2014). This damage should not have happened if every human being had a sense of responsibility to protect the environment.

Environmental damage is caused by human behavior that does not pay attention to environmental problems, causing the quality of the environment to decline over time. Environmental degradation occurs due to acts of exploitation of nature without considering the carrying capacity of nature and its ecological functions (Pratiwi et al, 2019). To prevent environmental damage, a strong character of environmental concern is needed in every human being. Azmi (Zalfa et al, 2022) argues that the state of the environment is increasingly worrying because of human actions that do not care about the environment. Lack of environmental awareness can cause environmental problems and ultimately disrupt human life. For example, the culture of littering that cannot be eliminated even though trash cans are available, not having a sense of care, and a sense of indifference to environmental cleanliness. Therefore, character education for environmental awareness must be instilled from an early age. This character of environmental concern must be instilled in the family, school, and community. Strengthening environmental awareness can be achieved through character building through education in schools. The Kemendiknas (2011) determines eighteen characters that are based on religious values, culture, Pancasila, and national education goals. The eighteen values are religious, tolerant, honest, hard work, discipline, democratic, independent, creative, appreciating achievement, national spirit, curiosity, love of peace, love of reading friendly/communicative, care for the

environment, love of the homeland, responsibility, and social care.

The character of caring for society is a character that must be applied in schools at all levels and all school residents must apply an attitude of caring for the environment in order to improve the quality of the environment, especially within the school environment. In civic education, the character of caring for the environment is included in the components of civic character and is a public character, namely concern as a citizen. Sunandari (2023) argues that the environmental care movement is included in the nationalist character values. The values included in the nationalist character are protecting natural resources, protecting the environment, protecting the environment, love for the homeland, and discipline.

Character is interpreted as a person's nature, disposition, morals, and personality that is created from the internalization of various virtues that are used as the basis for ways of thinking, acting, and behaving (Anwari, 2014). The definition of caring for the environment according to Purwanti (2017) is an attitude and action that always tries to prevent damage to the natural environment and its surroundings and developing efforts to repair damage to nature that has occurred. In line with the opinion of Gunawati (2012) that caring for the environment in the realm of civic education lies in the aspect of character, namely the character of caring for the environment to prevent damage to the surrounding environment and develop efforts to repair damage that has occurred. The same definition is also put forward by Purwati (2017) that an attitude of caring for the environment is an attitude that always tries to prevent damage to the environment and develops efforts to repair damage that has occurred. So it can be concluded that the character of caring for the environment is a character or set of values, attitudes, and actions that aim to maintain, protect the environment and efforts to repair environmental damage that has occurred. Therefore, a caring character for the environment must be instilled in every individual to create environmental awareness and thus create responsibility and obligation to protect the surrounding environment.

The strategy of cultivating character education at the educational unit level is

implemented through self-development programs that are integrated into daily activities such as routine activities such as class duty, checking neatness and cleanliness of the body, spontaneous activities, role models, and conditioning. In addition, self-development can be implemented through school culture and integration into subjects (Kemendiknas, 2010). Character education is lifelong education as a process towards a perfect human being, therefore character education needs role models from an early age to adulthood. In addition, it can also be instilled through habits such as throwing garbage in its place, class duty, or washing hands during recess. The large amount of scattered garbage is a case that is often found in the surrounding environment, especially in schools. To prevent this, it can be started from teachers who provide examples and the provision of cleaning facilities provided by the school. And the habituation of students to throw garbage in its place because the cleanliness of the school environment is not only the responsibility of teachers or students but all residents of the school environment. In addition to the problem of waste, there is still a lack of sensitivity to the environment such as not turning off the lights when learning is finished, not turning off the water when the tub is full, and damaging plants growing in the garden. The character of caring for the environment is the obligation of every human being to nature, humans are obliged to preserve and protect the environment and prevent environmental damage. The urgency of instilling environmental care characters is very important because it can shape students' awareness of the importance of protecting and preserving the environment because the massive development of globalization like the current era will make humans more individualistic. Environmental care characters encourage students to become active citizens, contribute to social and environmental activities, and understand their responsibilities towards society. In addition, instilling environmental care values can help shape students' characters who are responsible, empathetic, and committed to positive change in society. Instilling environmental care characters can shape students who are ready, agents of change, and always seek solutions in dealing with global environmental issues such

as climate change and global warming. And finally, the urgency of instilling environmental care characters is to make sustainable education and environmentally friendly practices, so that every child can apply the knowledge given in school in everyday life, share, and be a mover in society related to environmental conservation.

In this digital era full of individualism and many cases of environmental damage both nationally and internationally, environmental care character education is needed that can foster a sense of sensitivity, a sense of belonging, and a sense of caring for others and the environment. Basically, the urgency of environmental care values is to increase students' awareness and knowledge of shared responsibility in protecting the environment. Utilization of the environment is not only using it, but also sustainable management and maintenance of the environment without damaging the environment itself. Based on this description, this study will discuss the strategy or method of instilling environmental care characters as an effort to strengthen civic disposition at SMAN Tawangmangu.

## **Literature review**

Caring for the environment is an attitude and action to prevent damage to the surrounding natural environment and to try to repair existing damage. The environmental care movement is included in the nationalist character values. The values contained in the nationalist character include protecting the environment, protecting natural resources, love for the homeland, and discipline. Through character education, it is hoped that it can be able to awaken and realize environmental awareness. The method is by introducing children to the importance of protecting the environment.

Learning can be done by teaching children to throw garbage in its place, love plants, and always maintain cleanliness wherever they are. Character education involves all interests in education, both family, school, school environment, and also the wider community (Ismail, 2021). The following are the strategies for implementing character education put forward by the Ministry of

National Education (Saputri, 2019) at the education unit level:

1. Self-development program
  - a. Routine activities: activities carried out consistently by students.
  - b. Spontaneous activities: activities carried out at that time without any planning related to positive and negative attitudes.
  - c. Exemplary: attitudes, behaviors, and actions of teachers, staff, principals, and students in providing examples through actions that can be used as role models.
  - d. Conditioning: done by creating conditions that support character education.
2. Integration in subjects.
3. School culture (curricular, extra-curricular, and co-curricular activities).

## Method

### *Setting and Participant*

Research on the cultivating of environmental care characters was conducted at SMAN Tawangmangu located at Jl. Grojogan Sewu, Beji, Tawangmangu, Karanganyar. The research method used was qualitative with a descriptive approach, namely telling about the problems in the field. The purpose of this study was to determine the strategy or method in instilling environmental care values as an effort to strengthen civic disposition. The data used came from interview data with several informants. The informants in this study were students, teachers, and principals. The data in this study were about how to instill environmental care character values in class X students of SMAN Tawangmangu.

### *Data Collection*

Data collection techniques were carried out using interview, observation, and document study techniques. Interviews were conducted by asking questions to students, teachers, and principals. Observations were conducted during class hours, extracurricular activities, and co-curricular activities. While

document studies were obtained through the SMAN Tawangmangu website and school social media that already contained activities at SMAN Tawangmangu. This study used a sampling technique with purposive sampling. To test the validity of the data, this study uses triangulation techniques, namely source and technique triangulation techniques. Data analysis uses an interactive analysis model by Miles and Huberman (2014) which is classified into four, namely data collection, data reduction, data presentation, and drawing conclusions or data verification.

## Result and Discussion

SMAN Tawangmangu is a school that was inaugurated in 2022, so it is a newly established school. This school has a vision of being religious, advanced, independent, creative, innovative, healthy, cultured, environmentally aware, and achieving in the global era. Meanwhile, the mission of SMA Negeri Tawangmangu is nine, namely:

1. Realizing the practice of the values of faith and devotion to God Almighty in everyday life
2. Realizing the process of mastering science and technology, through scientific thinking, directed and planned to achieve achievements in all fields
3. Realizing the process of creativity in art and culture periodically, programmed, and continuously so that they are skilled and independent
4. Motivating students to recognize their potential so that they can channel their interests and talents so that they can grow and develop optimally
5. Instilling a culture of love for the environment in school residents through participation in: (a) overcoming environmental damage, (b) preserving the environment, and (c) reducing environmental pollution
6. Developing the provision of adequate school facilities and infrastructure in an effort to improve the quality of education
7. Creating a healthy lifestyle for school residents in everyday life

8. Realizing adequate educational facilities for learning facilities
9. Instilling disciplined and responsible behavior through a multi-level coaching system starting from verbal, written, to returned to parents, so that students are able to appear disciplined and responsible for themselves, the school environment, family, and society (Web SMAN Tawangmangu, 2024).

It can be seen in the vision and mission of SMA N Tawangmangu, it has reflected that this school has an orientation to always strengthen the sense of environmental concern for its students. As in mission points 5 and 6 where the school has the initiative to instill a culture of love for the environment because a clean and well-maintained environment will be beautiful to look at and a clean environment can make its residents healthy.

The strategy for instilling character education at the education unit level is implemented through a self-development program that is integrated into daily activities such as routine activities such as class duty, checking neatness and cleanliness of the body, spontaneous activities, role models, and conditioning. In addition, self-development can be implemented through school culture and integration into subjects (Kemendiknas, 2010). Based on the research results, the method of instilling environmental care characters at SMAN Tawangmangu is carried out through self-development as follows:

a. Routine activities

Based on the results of the study, activities related to instilling environmentally conscious character are cleaning duty, healthy Friday, scouting extracurricular activities, plant duty, throwing garbage in its place, and washing hands during breaks.

b. Spontaneous activities

Spontaneous activities are activities carried out by schools without any prior planning, activities that have been carried out at school are students sweeping the place after use, turning off the lights when they are no longer in use, tidying up tools when they are no longer in use, teachers

giving awards to students who are sensitive to the environment, for example, giving verbal awards or other rewards, and teachers reprimanding students if they litter.

c. Exemplary

Exemplary is behavior that provides examples of good things that can be used as examples or role models. In this case, not only teachers are role models but all school residents must be able to be good examples. Exemplary behavior given by the principal results in positive activities for students. This is because teachers become role models for students because direct examples are more impressive because they can be seen directly by students than just words. Teachers and the principal of SMAN Tawangmangu always maintain the cleanliness of the room and always throw garbage in its place.

d. Conditioning

Instilling a caring character for the environment must be supported by good environmental conditions, in this case supporting facilities and infrastructure are needed. SMA N Tawangmangu has provided cleaning equipment in each class such as brooms, dusters, whiteboard erasers, clean toilets, clean water, plants in the school garden, dustpans, and trash cans in front of the class. In addition, posters and slogans to maintain cleanliness are also found in places that are often passed by students, for example in the classroom hallways. These posters and slogans are a sign that the condition of the school environment supports the instilling of a caring character for the environment. The existence of posters and slogans will always remind students of the importance of caring for the environment and a clean environment.

Character building of environmental care can be implemented through curricular, co-curricular, and extracurricular activities. SMAN Tawangmangu also organizes activities through extracurricular activities to instill environmental care character through

organizations, namely tree planting entitled “NANDUR”, this activity is organized by OSIS and carried out in the Tlogo Dringo forest area, Tawangmangu, recycling waste, making crafts from used goods, “Jumat Bersih”, and having breakfast together. When learning as a form of curricular activity, the instillation of environmental care character can be internalized through conditioning students during learning, for example accustoming students to maintain cleanliness when they have carried out teaching and learning activities. In an effort to instill awareness of the importance of protecting the environment, an activity entitled "Budaya Peduli Lingkungan" is also carried out, cleaning up garbage in the school environment such as yards, parks, and water channels which are participated by all students, not only to maintain cleanliness but also to shape student character. Before this activity, tree seedlings were also planted in the school environment, socialization of how to sort waste, and how to recycle properly. There is also a "Sarapan Sehat" activity, this activity aims to raise awareness of the importance of a healthy, balanced, and nutritious diet. Activities like this can reduce the use of plastic waste which is usually used as food containers in the canteen.

Instilling environmental care characters is not only through extracurricular activities but also through project-based co-curricular activities, namely through the *Projek Penguatan Profil Pelajar Pancasila (P5)*, this program is designed as part of “Kurikulum Merdeka” aimed at encouraging the achievement of the “Profil Pelajar Pancasila” with project-based learning. In addition to these activities, there is also the P5 program (*Pancasila Student Profile Strengthening Project*) which is one of the series of events is an introduction to hydroponics, this activity is not only educational but can also increase students' knowledge of the importance of environmental sustainability. In addition to these activities, there are also TOGA (family medicinal plants) cultivation activities where land has been provided for a living pharmacy, this activity is to support efforts to improve the health of students and it is hoped that each student will be able to practice it at home. To optimize the instilling of environmentally friendly characters for students, synergy is

needed between teachers, parents, and the community so that the results are more optimal.

## Conclusion

SMAN Tawangmangu have an important role in fostering environmentally conscious character in students. Internalization environmental character in SMAN Tawangmangu is carried out through curricular, co-curricular, extracurricular activities, spontaneous activities, role models, and conditioning. These activities can be carried out in the classroom or outside the classroom. There are several programs that support the formation of an environmentally conscious attitude for students, namely cleaning duty, the availability of supporting facilities and infrastructure such as the provision of cleaning equipment, toilets and clean water, Jumat Bersih, slogans or posters of environmental concern in schools, tree planting programs, breakfast together, planting TOGA and recycling waste. Through various activities related to environmental concern both in the classroom and outside the classroom. To optimize the instillation of environmentally conscious character for students, synergy is needed between teachers, parents, and the community so that the results are more optimal.

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