

STUDENTS ENVIRONMENTAL CARE CHARACTER BUILDING AT ISLAMIC JUNIOR HIGH SCHOOL DINIYYAH AL-AZHAR MUARA BUNGO

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ABSTRACT

Environmental care character for students is important to be formed, because the environment will affect the existence and benefit of humans. The character Building is through character education at school. Islamic junior high school Diniyyah Al-Azhar Muara Bungo is an educational institution that seeks to familiarize students with caring for the environment. The purpose of this research is to explain students environmental care character building at Islamic Junior High School Diniyyah Al-Azhar Muara Bungo. This study uses a qualitative method. The research informants were selected by purposive sampling and numbered 14 people. Technique of checking the validity of data by data triangulation. Data analysis techniques with interactive models Miles and Huberman. The findings of this research were: (1) through environmental picket activities, (2) provision of facilities that support environmental care activities, and (3) environmental care slogans

Keywords : Environmental Care Character, Students, School

INTRODUCTION

According to Maskuri (2018) characters are related to values in society and influence individuals in behaving and behaving. Fathurrohman (2016) suggested that character is formed through education, education as an effort to inherit community values and transform these values to face the era of globalization, so the quality of education needs to be improved. According to Hendriana and Jacobus (2016) character education includes the process of changing the nature, behavior and attitudes of

individuals to suit the expectations of the Indonesian nation and state, namely the whole person. Purwanti (2017) asserted that the character of environmental care can be understood as one of the character values of a number of Indonesian national characteristics which can be seen from the attitude and individual to maintain and improve the environment properly for the benefit of humanity itself. So it can be concluded that the character of environmental care is an individual character that relates to values in society, these characters appear in the form of human actions in maintaining and managing the environment effectively and efficiently.

The purpose of character education, building to students environmental care character were: (1) familiarizing students in managing the environment appropriately, (2) preventing destructive behavior of the environment, (3) increasing awareness of students about environmental care, (4) training students to be responsible utilizing the environment, and (5) being a savior of the environment that can be imitated by people around him (Purwanti, 2017). Al-Anwari (2014) asserted that the character of students' environmental care must be formed in the school environment through environmental care activities such as adiwiyata activities. Schools need to choose the right strategy to shape these characters through learning processes such as local content of environmental education, and school culture such as routine cleaning of the school environment, exemplary principals and teachers. Perdana (2018) added that a school culture that supports the formation of student character needs to be supported by collaboration between school principals, teachers, parents and the community. This collaboration can produce conducive conditions to support character education. Research from Kautsar and Edi (2017) founded that student character building needs to be supported by improving the quality of school facilities and infrastructure.

Research Lestari (2018) showed that to shape the character of environmental care in students, teachers need to first develop an implementation plan that supports character care for the environment, carry out learning activities with the environment as a place of learning, and assess students. Komara (2018) emphasized that in the preparation of learning devices teachers need to develop indicators of achievement of competencies that support higher order thinking of students by having the right operational cognitive, affective and psychomotor verbs for achieving basic

competencies. Yustriani and Yusnarni (2018) in their research founded that character education in schools needs to be supported by teachers' understanding of the concept of character education, because teachers are actors in the learning process. Research from Ardianti, Wanabuliandari and Rahardjo (2017) suggested that the experiential roaming learning model (*EJAS*) contributes to increasing student behavior to care for the environment with a high category of 73%, and student responses to the model are good categories. Research Jumadil, Mustari and Hamzah A (2015) founded that the implementation of *adiwiyata* programs in schools can develop the abilities of students' cognitive, affective and psychomotor aspects related to environmental management.

Students environmental care character building must begin early in the family, then school at the elementary level, namely kindergarten. But character building does not stop there, but must be continued at the next level of education such as elementary schools, junior high schools, high schools and colleges. So that the values of environmental care will be internalized in the individual. The formation of this character can be through the student community concerned about the environment in the school. Through these communities members can exchange ideas, creative ideas to care for the environment, share experiences. Form activities to care for the environment through the community such as work programs for environmental activities carried out by student initiatives (Ardanita *et al*, 2017).

Human behavior that cares less about the environment will have an impact on human life such as global warming, water pollution, soil pollution. If the behavior is not changed then it will have an impact on the problems and existence of humans in the world (Ardanita *et al*, 2017). The low awareness of the community not to dispose of litter, consume cigarettes and so on, even though the public has understood the impact of behavior not caring for the environment. But because people's understanding is not supported by behavior. So that environmental problems become one of the problems in people's lives. Islamic Junior High School Diniyyah Al-Azhar Muara Bungo is a school that used boarding school models. This school is one of the educational institutions under the auspices of the ministry of religion which is deliberately set up to educate students. The school supports the implementation of *adiwiyata* programs to maintain and manage the environment through character education in dormitories and in schools.

Students character building (including the character of environmental care) at Islamic Junior High School Diniyyah Al-Azhar Muara Bungo can be seen from the school's vision, namely: becoming an Islamic education institution that continuously balances the integrated teaching pattern with the latest Al-Qur'an, hadist and knowledge in the formation of the younger generation Indonesian Islam that is professional, faithful, devoted and ready to face the challenges of the times.

METHOD

This research used qualitative methods with descriptive type. Location of the research at Islamic Junior High School Diniyyah Al-Azhar Muara Bungo. The research was conducted in August 2018. The research informants were 14 people and were selected by purposive sampling. Techniques of data collection in this research were observation and in-depth interviews. Technique of checked the validity of the data uses data triangulation. Iskandar (2009) suggested that data triangulation is done by researchers by checked the validity of data with something outside the data. He suggested three forms of data triangulation, namely data triangulation based on different sources, data triangulation based on different data collection techniques, and data triangulation based on different data collection times. Data analysis in this research used an interactive analysis model from Miles and Huberman (1992). Miles and Huberman suggested that there are three data analysis activities that are interrelated with each other. Data analysis activities are: (1) data reduction, (2) data presentation with narrative text, (3) conclusions and verified.

RESULTS AND DISCUSSION

Results and discussion about building for students environmental care character at Islamic Junior High School Diniyyah Al-Azhar Muara Bungo is as follows: through environmental picket activities, namely: pick-up activities at Islamic Junior High School Diniyyah Al-Azhar Muara Bungo method in shaping the character of environmental care in students through environmental picket activities Field picket activities are activities carried out by students at certain times to clean the environment around the school. Environmental picket activities carried out by students are carried

out before teaching and learning activities, namely 06.00-07.00 W am. Determination or distribution of locations for cleaning the environment at Islamic Junior High School Diniyyah Al-Azhar Muara Bungo has been prepared in advance by the coaching division.

The coaching division was deliberately formed by Islamic Junior High School Diniyyah Al-Azhar Muara Bungo to conduct student character development included environmental care character. This coaching is through habituation to increase student awareness in the surrounding environment. The structure of the coaching division has a hygiene department that specifically oversees the cleanliness of the environment around the school. Members of the coaching division are teachers who live in dormitories and are also called dormitory teachers. Before compiling a list of environmental pick-up divisions, the coaching division recorded the number of students. Data on the number of students getting from the school administration section. Then the coaching division divides students into a number of groups. Each group has a different location. Each group has a coordinator and person in charge. The coordinator of each group is the student appointed by the person in charge to be the group leader. The person in charge of each group is the dormitory teacher. Environmental pick-up schedules and lists are arranged at the beginning of the new school year and are valid for one year.

The environmental schedule and picket list that has been prepared by the coaching division will be socialized to students at the beginning of the new school year verbally and in writing. Verbal notification in the form of verbal notification of pitch pickets in the school mosque. While the written notice is in the form of a schedule and a list of environmental pickets and sanctions if you do not carry out the picket. The sheet is posted on the board of each dormitory. If there are students who do not have an environmental picket group, he can report the problem to the dormitory teacher.

The implementation of environmental pickets is supervised by the group leader or the dormitory teacher who is in charge of the group. However, other dormitory teachers and headmaster can also oversee the cleanliness of the environment around Islamic Junior High School Diniyyah Al-Azhar Muara Bungo. Students are required to clean the environment before entering the dormitory. If there is a school location that is not clean, the group tasked with cleaning the location will receive a sanction in the form

of a fine of Rp 50,000 . The fine is a clean cash income used by the school to provide tools to clean the environment such as brooms, trash bins, and broom sticks. While group members who do not carry out environmental pickets are given sanctions in the form of a fine of Rp. 20,000, - this money is included in the cleaning of cash income.

Every Friday the school organizes dormitory cleaning activities starting at 08.00 - 11.00 am. cleaning the dormitory includes cleaning the dormitory, cleaning the dormitory grounds, planting plants around the dormitory. Dormitory cleaning activities not only involve students but also dormitory teachers. In addition to the dormitory, the school held a cleaning class and school activity once a month involving the headmaster, representatives, assemblies of teachers and employees of Islamic Junior High School Diniyyah Al-Azhar Muara Bungo. The school also requires each student to donate a flower pot to beautify the school environment.

Students environmental care character building at Islamic Junior High School Diniyyah Al-Azhar Muara Bungo, namely provision of facilities that support the environmental care activities: Islamic Junior High School Diniyyah Al-Azhar Muara Bungo provided a number of facilities that support activities to familiarize students with caring for the environment. So that later the character of environmental care in students can be formed. The school provides facilities that can be used to maintain the cleanliness of the surrounding environment such as providing carts to transport trash, axes and hoes to clean wild plants, permanent concrete bins measuring 1 x 1 meter in each dormitory, a three-wheeled motorcycle that has open tub for dumping garbage into the final place.

The facilities above can be used by school residents to clean up trash around Islamic Junior High School Diniyyah Al-Azhar Muara Bungo. In addition to a number of facilities provided by the school above, students are advised to have equipment for each dorm that can be used to clean the environment. Each class has a discussion with the homeroom teacher to determine and contribute to buying cleaning equipment. The homeroom teacher will help students to provide the equipment, this is because Islamic Junior High School Diniyyah Al-Azhar Muara Bungo used boarding school model, so students who want to leave school must first ask permission from the coaching division and come out with parents or guardians.

Students environmental care character building at Islamic Junior High School Diniyyah Al-Azhar Muara Bungo, namely environmental care slogans. students environmental care character Building through the slogan of caring for the environment. The environmental care slogan is posted on the front door of the dormitory, hall, mosque and other areas in the school. The slogan is the vision and mission of the Muara Bungo Diniyyah Islamic Boarding School Foundation. The environmental care slogans by the school can be in the form of banners, sheets, pictures and writings about environmental care. The slogans is to care for the environment at Islamic Junior High School Diniyyah Al-Azhar Muara Bungo, including (1) cultural slogan banners embarrassed because they are not active in realizing the cleanliness of the school environment, (2) banners "Islam is very in love with cleanliness", (3) writing "cleanliness is part of faith ", (4) pictures of smoking bans in the school

CONCLUSION

Based on results and discussion above, it can be concluded that the character of environmental care is one of the characters related to values that care about the environment that is internalized in the individual. So that later he can think, behave and behave according to that value. Students environmental care character is important to be formed in school. This is because the character of environmental care affects human existence in the world. Humans who are less concerned with the environment will easily damage the environment and these behaviors will affect their lives. Students environmental care character Building at Islamic Junior High School Diniyyah Al-Azhar Muara Bungo namely: (1) through environmental picket activities, (2) providing facilities that support environmental care activities, and (3) environmental care slogans.

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