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Analysis of Environmental Care Character in Grade V Students in Elementary School

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ABSTRACT

This study aims to describe the character of environmental care in fifth grade students at State Elementary School 94 Singkawang. The research used is descriptive qualitative research. The subjects of this study were fifth grade students at State Elementary School 94 Singkawang. The subject of this research is the place, behavior, and activities of fifth grade students at State Elementary School 94 Singkawang. The results showed that the environmental care character of students at the time of observation on the indicator of cleaning the toilet was 94.74% in the very caring category, the indicator for cleaning the trash can was 100% in the very caring category, the indicator for cleaning the environment was 92.10% in the Very caring category. the indicator of beautifying classrooms and schools with plants is 94.73% in the very caring category, the indicator participating in maintaining plants in the school yard is 100% in the very caring category, and the last one participating in activities to maintain environmental cleanliness is 73.68% in the caring category. The overall percentage of the indicators of environmental care is 92.54% and according to the results of interviews with the category of very caring. Thus, the environmental care character of fifth graders at State Elementary School 94 Singkawang is very concerned.

INTRODUCTION

The environment is everything that is around us. The environment is a unity of space with all objects and living things in it, including humans and their behaviors that affect the sustainability of life and the welfare of humans and other living things (Law No. 32 of 2009). The current environmental conditions are increasingly concerning. This is triggered by human actions that exploit natural resources and the environment without limits. Regarding human behavior towards the condition of natural resources and the environment that tends to be indifferent, changing human behavior is the top priority in overcoming the environmental crisis.

Our weak awareness of the environment also occurs because there is an assumption that the use of nature for humans is a natural thing. For example, cutting down trees for human needs and littering is a natural thing because there are no strict rules for this. If this is still left unchecked, damage to the natural environment will occur. This condition encourages the need to provide understanding to the young generation in Indonesia about the importance of caring for the environment. Basically, to take care of and maintain the environment, the earth and all its contents is the responsibility of all of us. Concern for the environment can be instilled through character education to care for the environment, especially in schools. This character of caring for the environment is described as an attitude and action that always seeks to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has occurred according to (Listyarti, 2014). The character of caring for the environment is one of the characters that must be implemented at every level of education. (Syukri, 2013) states that, "The character of caring for the environment is not entirely a talent or innate instinct, but is also the result of an educational process in a broad sense" (Mahmud, A., & Manda, D, 2016).

"Caring for the environment is an attitude and action that always seeks to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has already occurred" according to Asmani (in Narut & Nardi, 2019). "This attitude needs to be formed into a good habit for the younger generation, so it needs to be developed from an early age in elementary school students as future generations, who will act as active agents of change" according to Rahmawati & Suwanda (in Narut & Nardi, 2019). Environmental care attitudes in schools can also be measured through indicators of environmental care attitudes themselves according to their level which shows information about the high and low environmental care attitudes in the place (Siskayanti, J., & Chastanti, I, 2022).

The indicators of environmental care for students in grades 4-6 are: Cleaning the toilet, Cleaning the trash can, Cleaning the school environment, Beautifying the classroom and school with plants, Participating in maintaining the garden at the school and Participating in maintaining the cleanliness of the environment. Based on the results of observations and interviews with grade 5 teachers at 94 Sigkawang State Elementary School, the character of caring for the environment has been instilled in students since they first entered the school. Each student is instilled with 3 values of green harmony and reduced to 9 characters of green harmony which is in line with character education that has been designed by the national education and culture ministry. The 3 values of green harmony are self-harmony, harmony with others, and harmony with nature. Natural harmony emphasizes on 3 characters, namely clean, neat, and caring. The implementation of the green harmony character in the last 2 years has been hampered by the Covid-19 pandemic which requires the learning and teaching process to be carried out online. With the online teaching and learning process, the supervision of environmental care character in students is greatly reduced. In 2021, the teaching and learning process at school is carried out with only two days of learning for each class in 1 week. The character of caring for the environment at school when the teaching and learning process is carried out offline, the character of caring for the environment in students is greatly reduced and is still reminded a lot.

According to Albertus (in Siti, 2019) "Character is a state in which the anthropological structure of the individual, who does not want to stop only from severing his existence, but also the effort to live more and more integrated to complete the determination of existence in itself for the sake of a continuous cycle of perfection". According to Emmanuel Mounier quoted by Doni Koesoema A (in Siti, 2019) "Character is a collection of conditions that have been given, or have just existed, that have been placed on us more or less, something that has been present since birth". Based on this theory, it can be concluded that character is an innate trait that has been given or something that has existed since birth (Mukminin, A, 2014), (Fathurrahman, 2022).

According to Hamid, H., Saebani, (2013) "Character education is a system of instilling character values in school residents which includes components of knowledge, awareness or willingness, and

actions to implement these values". Meanwhile, further according to (Evinna and Arnold, 2016) "Character education is the process of changing the nature, psyche, morals, ethics of a person or group of people to become adults (whole human beings/kamil people)". And according to Marhayani (2018) "Character education is a process to form, grow, develop and mature children's personalities into wise and responsible individuals through the habituation of thoughts, hearts and actions continuously whose results can be seen in real daily actions both at school and in society. According to this theory, it can be concluded that character education is a system of instilling character values that includes components of knowledge, awareness, and actions that can be done by the habituation process.

Environmental care is an attitude and action that always seeks to prevent damage to the natural environment and its surroundings and develops efforts to repair natural damage that has occurred according to the Ministry of National Education, Central Curriculum Research and Development Agency (in Al-anwari, 2014) The character of caring for the environment is defined as attitudes and actions that always strive to take care of the natural environment and prevent damage to the environment, so that the natural environment is preserved for its sustainability.

METHOD

The type of research that the researcher will conduct is descriptive qualitative research. According to Sugiyono (2017) stated that qualitative research is research used to research on natural object conditions, where the researcher is the key instrument. Based on the opinion of these experts, the researcher uses a type of descriptive qualitative research in carrying out research. Thus, the researcher presented data in the form of a description of the results of "Analysis of Environmental Care Character in Grade V Students at 94 Singkawang State Elementary School".

The research will be carried out at the 94 Singkawang State Elementary School which is located at Demang Akub Street, Naram Village, North Singkawang District, Singkawang City, West Kalimantan Province. The research will be carried out in odd semesters.

The research subjects in this study are 19 people with 5 male students and 12 female students, students in class V as the main informants and the Principal and Teacher of Class V at State Elementary School 94 Singkawang. The data in the research that the researcher will conduct is collected through three ways, namely observation, interviews, and documentation.

According to Sugiyono (2017) "The validity test of data in qualitative research includes tests, credibility (internal validation), transferability (external validity), dependency (realism), and confirmability (objectivity). The data that will be obtained by researchers from the study needs to be checked for validity to test the level of trust and correctness of the data to be valid and reliable.

Data analysis techniques are a continuation of the researcher's activities in conducting research. According to Miles and Huberman (in Sugiyono, 2011) that "Activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated".

a. Data Reduction

According to Sugiyono (2011) "Reducing data means summarizing, choosing the main things, focusing on important things, looking for themes and patterns". Reducing data means summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect further data, and search for it if necessary.

b. Data Display

After the data is reduced, the next step is to display the data or present the data. According to Sugiyono (2011) The presentation of this data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts or the like. And at this stage, the data presented in the form of a brief description related to data related to the Character of Environmental Care in Grade V

Students at 94 Singkawang State Elementary School from the results of observations, and interviews.

c. Conclusion Drawing (Drawing Conclusions)

The next stage in qualitative data analysis is that the data presented is concluded or verified or drawn conclusions that aim to test its correctness, solidity, and suitability. The initial conclusions presented are still provisional, and will be subject to change if strong evidence is not found to support it at the next stage of data collection.

RESULTS AND DISCUSSIONS

A. Results

1. Observation Results

The observation of the character of caring for the environment was carried out on Monday, October 18, 2021, which focused on class V students consisting of 19 students at 94 Singkawang State Elementary School. Based on the results of observations about the character of caring for the environment in grade V students, the following are the results obtained.

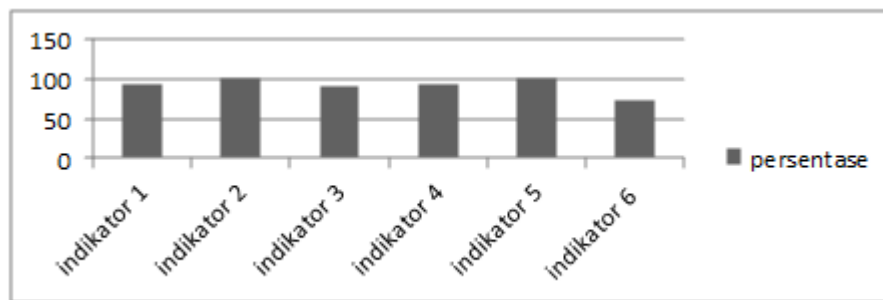


Figure 4.1 Percentage of Environmental Concern

Information:

Indicator 1 : Cleaning the toilet

Indicator 2 : Cleaning the trash can

Indicator 3: Cleaning the school environment

Indicator 4: Beautifying classrooms and schools with plants

Indicator 5: Participating in maintaining plants in the school yard

Indicator 6: Participate in activities to maintain environmental cleanliness

Based on Figure 4.1, the highest attitude of caring for the environment of students is in the second and fifth indicators, namely cleaning garbage cans and participating in maintaining plants in the school yard with a percentage of 100%, the next highest indicator, namely cleaning the toilet, gets a percentage of 94.74%. The third indicator is the highest, namely beautifying classrooms and schools with plants with a percentage of 94.73%, the indicator of cleaning the school environment gets a percentage of 92.10% and the lowest indicator is participating in activities to maintain environmental cleanliness with a percentage of 73.68%

Based on the attitude of caring for the environment, students in the first indicator, namely cleaning the toilet, got a percentage of 94.74% in the category of very caring. The indicator of cleaning garbage cans gets a percentage of 100% in the category of very concerned. The third indicator of cleaning the school environment got a percentage of 92.10% in the category of very concerned. Indicator four beautifies classrooms and schools with plants getting a percentage of 94.73% with the category of very caring. The fifth indicator of participating in maintaining plants in schools received a percentage of 100% with the category of very caring. The lowest is in the sixth indicator, namely participating in activities to maintain environmental cleanliness, the percentage obtained is 73.68% in the caring category. However, overall the average percentage of students' environmental care attitudes as a whole was 92.54% with the category of very caring and caring.

2. Interview Results

Based on the results of interviews conducted on all grade V students as subjects in this study, the results of the analysis of interviews regarding the indicators of cleaning their toilets were asked whether the school toilet was always clean, the average student answered "yes, the school toilet is always clean". However, there were also students who answered "sometimes there is also a bad smell". Furthermore, when interviewed about the indicator of cleaning the garbage can, the students were asked what they would do if they saw the garbage can was full, then all of the students answered "they will throw the full garbage into the landfill behind the school". On the indicator of cleaning the school environment when interviewed, they were asked about routine activities carried out to maintain classroom cleanliness, then they answered "maintaining the cleanliness of the classroom environment, namely by sweeping, mopping and tidying up the seats after use" and when asked again about routine activities to maintain school cleanliness so that it looks clean, they answered "every day 15 or 10 minutes before the bell enters class they will be collected to pick up garbage in the school environment".

Furthermore, based on the results of interviews regarding indicators for beautifying classrooms and schools with plants. The student replied "it is very important to beautify the classroom and school with plants, so that the atmosphere of the school and classroom becomes comfortable and the learning can be more focused". According to them, participating in maintaining plants in the school yard is by watering the plants in front of their respective classes, not picking flowers in the school garden. In this indicator, the results of interviews with students can confirm the results of student observations, namely they water the plants in front of their class. And the last indicator is to participate in activities to maintain environmental cleanliness, according to them, by not littering and throwing garbage according to its type. From the facts obtained during the observation, there is still a lack of knowledge about disposing of garbage according to its type. Especially when interviews with students were conducted, some of them were confused to answer the reason why they had to dispose of garbage according to the type.

3. Documentation

To support all activities that have been carried out, the next is to use reference materials, namely data collection techniques with documents, interview data needs to be supported by interview recordings, observation data needs to be supported by observation sheets and assessment sheets of student observation results, data about student character or behavior as well as classroom conditions and school environment conditions need to be supported by photos and other data recording aids which is urgently needed to support the credibility of the data found by researchers.

B. Discussion

The results of data analysis based on observations and interviews obtained data results on the character of caring for the environment in grade V students at 94 Singkawang public elementary school, namely in the category of caring very much about the environment. In the first indicator, namely cleaning the toilet based on the results of observations and interviews with grade V students at 94 Singkawang public elementary school, it received a category of very caring with a percentage of 94.74%. In this indicator, the level of students' knowledge of the function of the toilet makes this indicator get the category of very concerning.

Furthermore, the indicator of cleaning the garbage cans as a result of the observations made by the researcher on the indicator of cleaning the garbage can received the category of very concerned. Because, they even flocked to throw the waste into the landfill behind the school. Even though they have been assigned based on their respective picket schedules. In this indicator of cleaning the school environment, the observation results obtained a percentage of 92.10% with the category of very caring (Efendi, N., Barkara, R. S., & Fitria, Y, 2020). It can also be seen from the results of the interview that students answered to clean the classroom environment so that the classroom atmosphere becomes

comfortable and their learning can be more focused. And the routine activity to protect the school environment is to pick up garbage 15-10 minutes before entering class, which is not only on Fridays, which is usually called the clean Friday program, but they do it every day before entering class (Mihratun, et al., 2022).

The indicator of beautifying classrooms and schools with plants based on observation results received a very good category with a percentage of 94.73%. Beautifying classrooms and schools with plants, according to them, is very important because it is the production of oxygen for humans and can make the classroom atmosphere more comfortable. Based on the results of observations on this indicator, it gets a category of very caring with a percentage of 100%. According to them when they were interviewed, they took part in maintaining plants in the school yard, namely by watering the plants every day and more importantly, not picking flowers in the garden and not stepping on the grass in the school garden (Susilawati, W. O., Widodo, H., & Sumarno, S, 2019).

From the results of observations on this indicator, the category of care with the lowest percentage is 73.68%. In this indicator, students when asked answered that they always dispose of garbage in its place, but only a few of them understand that they will separate garbage in its place (Siskayanti, J., & Chastanti, I, 2022), Purwanti, D. (2017). Therefore, they still need to be reminded again and given an understanding of the type of waste.

Based on the results of observations and interviews with grade V students at 94 Singkawang State Elementary School, especially on the aspect of environmental care character, overall it can be categorized as very caring about the environment with an average percentage of 92.54%. Of the six indicators of environmental care, namely, cleaning toilets, cleaning garbage cans, cleaning the school environment, beautifying classrooms and schools with plants, participating in maintaining plants in the school yard and participating in activities to maintain environmental cleanliness. Only indicators participating in environmental cleanliness activities get the lowest percentage of other indicators. Because there are still students who do not understand the types of waste that can and cannot be decomposed (Wardani, D. N. K, 2020), Sumitro, S. B., & Rohman, F. (2023).

CONCLUSION AND SUGGESTION

Based on the formulation of the problem, the conclusion of this study is that the character of caring for the environment in grade V students at 94 Singkawang State Elementary School is very caring, this can be seen from the results of observations and interviews conducted on grade V students at 94 Singkawang State Elementary School with the highest indicator, namely cleaning garbage cans and participating in maintaining plants in the school yard with a percentage of 100%, While the lowest indicator is the indicator of participating in activities to maintain environmental cleanliness with a percentage of 73.68%. So the average of the overall indicator is 92.54% on the observation sheet and clarified again from the results of the interview. Although there are still students who cannot distinguish between organic and inorganic waste.

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