

## **Implementation of Environmental Care Character Education Through Healthy Schools at SD Negeri 17 Tanjungpandan**

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### **Abstract**

The educational process has a close and inseparable relationship with the environment. The school and parents of students play an important role in coaching students to improve their healthy lifestyles. The purpose of this study was to describe the implementation of the character of environmental care education through healthy schools and find out what are the inhibiting and supporting factors in improving healthy schools in SD Negeri 17 Tanjungpandan. Type of this research is a descriptive qualitative research approach. The subjects in this study consisted of school principals, teachers, and students at SD Negeri 17 Tanjungpandan. The techniques used in this research are observation, interviews, and documentation. The validity of the data in this study used source triangulation and technique triangulation, then analyzed by data collection, data reduction, data presentation, and drawing conclusions. The results of this study indicate that the implementation of environmental care character education through healthy schools at SD Negeri 17 Tanjungpandan is integrated into learning which goes through the planning, implementation, and evaluation stages of learning. In addition, the implementation of environmental care character education is also carried out based on school policies, school programs, as well as environmental activities and management of facilities and infrastructure supporting healthy schools. Environmental care character education is also carried out based on school policies, school programs and environmental activities, as well as management of facilities and infrastructure that support healthy schools. Factors supporting the implementation of ecologically responsible character education in this healthy school are collaboration between school members and parents of students, as well as being supported by facilities and infrastructure. At the same time, the inhibiting factors are from the internal scope itself, such as some students who are still unaware of caring for the environment.

**Keywords:** Implementation; Character Education; Healthy Schools

### **Abstrak**

Proses pendidikan memiliki hubungan yang erat dan tidak dapat dipisahkan dengan lingkungan. Sekolah dan orang tua peserta didik berperan penting dalam mempersiapkan siswa untuk hidup sehat. Tujuan penelitian ini adalah untuk mendeskripsikan implementasi pendidikan karakter peduli lingkungan melalui sekolah sehat dan mengetahui apa saja faktor penghambat dan pendukung dalam meningkatkan sekolah sehat di SD Negeri 17 Tanjungpandan. Jenis dari penelitian ini yaitu penelitian deskriptif pendekatan kualitatif. Subjek dalam penelitian ini terdiri dari peserta didik, guru, dan kepala sekolah di SD Negeri 17 Tanjungpandan. Teknik yang digunakan dalam penelitian ini berupa observasi, wawancara dan dokumentasi. Keabsahan data dalam penelitian ini menggunakan triangulasi sumber dan triangulasi teknik, kemudian dianalisis dengan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa implementasi pendidikan karakter peduli lingkungan melalui sekolah sehat di SD Negeri 17 Tanjungpandan diintegrasikan ke dalam pembelajaran yang mana melalui tahap perencanaan, pelaksanaan, hingga evaluasi pembelajaran. Selain itu implementasi pendidikan karakter peduli lingkungan juga dilaksanakan berdasarkan kebijakan sekolah, program sekolah, maupun kegiatan lingkungan dan pengelolaan sarana dan prasarana pendukung sekolah sehat. Pendidikan karakter peduli lingkungan juga dilaksanakan berdasarkan kebijakan sekolah, program sekolah dan kegiatan lingkungan, serta pengelolaan sarana dan prasarana yang mendukung sekolah sehat. Faktor-faktor pendukung pelaksanaan pendidikan karakter bertanggung jawab secara ekologis di sekolah sehat ini yaitu adanya kerjasama dengan pihak warga sekolah dan juga orang tua peserta didik. Serta didukung dengan sarana dan prasarana. Sedangkan faktor penghambat yang ada yaitu dari lingkup internal sendiri seperti beberapa peserta didik ada yang masih kurang sadar akan peduli terhadap lingkungan.

**Kata Kunci:** Implementasi; Pendidikan Karakter; Sekolah Sehat

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## INTRODUCTION

Education plays a major role, especially in human life, because good education can positively influence the development of skills and one's personality. Education does not only discuss science with students but about the problem of instilling good moral values. The good moral values taught are rooted in the nation's cultural values, which reflect the nation's character. The values that describe the nation's character in the archipelago are sourced from the 1945 Constitution and Pancasila (Putri, 2019).

Character education is very important to be implemented from an early age, according to Kamaruddin in Rosad (2019), which states that education is a conscious and systematic effort outlined in Law No. 20 of 2003. Education in schools certainly plays an important role in shaping students' character. (Kesuma, 2012) says that "character education can develop in schools such as in cases where students experience certain activities that have been arranged by the school, which can also be a result or oriented to learning products" Paraswati. A., (2013).

One of the characters currently implemented or developed in schools is how to protect the environment. Yulianda (2015: 13) explains that caring is a person's attitude toward involvement. At the same time, the environment includes things that are around humans, which can affect the development of every human being either directly or indirectly. Paraswati, Anugrah., (2013).

There are several ways to develop students' character, including environmental management activities. According to Iskandar (2012: 178), knowledge about the environment is necessary for forming attitudes, especially towards the environment. One way to provide information and teach the nature of protecting the environment is through a healthy school system, (Rokhmani, 2016). Environmental protection is defined as attitudes and actions in which character education for students can accustom them to maintaining cleanliness, both in preventing damage to the surrounding natural environment and in efforts to restore natural damage that has occurred (Rokhmani, 2016).

Pradipta said that a healthy school is a healthy school environment, which also includes the framework of conditions that apply in schools both in terms of the conditions of teachers, students, schools, school canteens, toilets, and also physical conditions, both from the spiritual and social aspects of the school. Maintaining, caring for the environment, and keeping people safe and healthy is a joint responsibility of government and school leaders, teachers, staff, students and parents, and the surrounding community (Hestiningtyas & Saifudin, 2021).

Implementing character education in protecting the environment and creating healthy schools is not easy. It requires the cooperation of all school members and the surrounding community. This all

depends on the performance of teachers and principals in changing student behavior so that it becomes a habit. In terms of instilling character is not easy. Education is needed to instill a culture of character that cares for the environment. Achieving the title of a healthy school, both in the district, sub-district, and province is not an easy thing to do. There needs to be an effort to manage schools properly so that they meet all the criteria for a healthy school.

Based on this explanation, this research aims to describe the implementation of environmental care character education through healthy schools at SD Negeri 17 Tanjungpandan and to find out the supporting and inhibiting factors in implementing environmental care character education at SD Negeri 17 Tanjungpandan.

## **METHOD**

This research is a descriptive study with a qualitative approach that aims to describe and understand the implementation of environmental education in a healthy school at SD Negeri 17 Tanjungpanda. Data collection used triangulation techniques from sources and techniques (Moleong, 2011). The research subjects were the school principal, class teachers, and students of SD Negeri 17 Tanjungpandan. The techniques used in data collection include observation, interviews, and documentation. The analysis technique uses the concept of Miles and Huberman (Sugiyono, 2016). Data analysis activities include data accumulation, reduction, decomposition, and conclusion.

## **RESULTS AND DISCUSSION**

Character development is just one way to achieve educational goals. Character formation has moral values and is an important criterion for maintaining personality, one of which is caring for the environment. Environmental awareness should be developed from elementary school. Students can learn a lot at school, develop well, and confidently face the future.

Character formation is a process in which students become whole individuals with personalities in the dimensions of the heart, mind, body, emotions, and strength (Rosidatun, 2018:23). Meanwhile, a caring environmental character is an attitude of improving and organizing, protecting, and preserving the environment. Environmental conservation, as seen from the results of the research that has been conducted, SD Negeri 17 Tanjungpandan implements environmental care character education, both in terms of the curriculum, the development of the learning process, environmental preservation activities at school, and so on. Basic environmental conservation can be integrated into all aspects.

### ***Implementation of Environmental Care Character Education***

The implementation of environmental care behavior in elementary schools can be combined into the following categories.

#### **1. School Curriculum**

a. Self Development Program

1) School Routine Activities

The routine activities carried out in SD Negeri 17 Tanjungpanda based on research results in implementing environmental character education in a healthy school include class duty, Friday morning exercises, and "Jumat Bersih" (Friday clean) to maintain school cleanliness. One of the routine activities is implementing class duty which is one of the school's efforts to foster discipline and care for the environment among students. Using a class duty schedule can facilitate students in completing their duties according to their respective schedules. Asmani (2012:37) stated that discipline is reflected in actions that display orderly behavior and adherence to various regulations and provisions.

2) Spontaneous Activities

The spontaneous actions taken by the school principal and teachers based on research findings are to reprimand and draw the attention of students who engage in harmful behavior towards the school and its surroundings. According to Mulyasa (2011), spontaneous action is a habit that is done directly and without prior planning, such as throwing garbage, greeting behavior, queuing, and so on. Spontaneous action is the act of teachers towards students who exhibit undesirable behavior in the school or its surroundings by reprimanding and advising them.

3) Exemplary

The school principal and teachers' exemplary behavior supports character education integration with an environmental perspective. Of course, teachers and school principals must set a good example for their students. From the research results, the example set by the school for its students can be seen in daily life, such as the principal and teachers always dressing neatly and displaying a caring attitude towards the environment to set an example for their students, maintaining cleanliness, maintaining the school yard, and participating in activities directly related to environmental preservation, such as "Jum'at bersih" (Clean Friday). The habit of being disciplined is in line with what was stated by Wiyani (2012:223) that improving discipline in students can be achieved through the use of rules enforcement as a tool.

4) Conditioning

Based on the study results, the conditioning provided by the school aims to provide space and the needs required by students in implementing character building with an environmental perspective. Meanwhile, facilities serve as one of the tools for cleanliness. The available facilities include neatly arranged trash cans in front of each classroom, bathrooms, hand-washing stations, a health services room, a school canteen to sell food per school rules, and the schoolyard/garden.

b. Integration in Subjects

Based on the study, environmental care education is integrated into discipline by establishing environmental care values in a healthy school setting in each class, requiring the assistance of a teacher. The teacher applies environmental care character education in the healthy school setting by integrating it into a subject. This is in accordance with the explanation provided by the Ministry of Education and Culture (2010:18), which states that the expansion of cultural and national character education values is applied through integration into a subject, including character education that emphasizes environmental care.

Learning that incorporates core character values aims to develop knowledge, understanding, and practice of core values that strengthen character education (Haul, 2021). The implementation of environmental care character education in subjects such as teachers encouraging students to maintain the cleanliness of the environment and preserve the existing school facilities.

c. School Culture

Forming an environmental awareness culture in schools will result in students with an environmental perspective. Kemendiknas, (2010:19) explains that the school culture is the state of school life, where students can interact with each other. According to the findings, the school culture developed at SD Negeri 17 Tanjungpandan is a healthy lifestyle, responsibility, and discipline.

2. Development of Learning Process for Environmental Care Character Education

According to the Ministry of National Education (2010:20) regarding efforts to develop learning processes carried out in classrooms and schools, it is known that teaching is planned through the learning process in each subject or activity in such a way that learning activities are based on environmental awareness both inside and outside the classroom to develop the cognitive, affective, and psychomotor aspects of students. In school development, there are various activities in the school that involve all students, teachers, principals, and administrators, which are planned by the school from the beginning of the academic year and included in the school calendar, and implemented every day as part of the school culture. The integration of character formation in the learning process at school runs through all disciplines, from the planning stage and implementation to the assessment of learning (Rosyad, 2019). Based on the study results, the learning process carried out is a development of the learning process carried out in schools or classrooms with the aim of implementing environmental character education by utilizing facilities in activities that involve students directly. The management of the school environmental care program at SD Negeri 17 Tanjungpandan is as follows:

a. Planning

In this planning phase, both the school principal and teachers formulate the objectives of implementing the environmental character development program in a healthy school. Planning is the teacher's action in preparing the concept of their needs before conducting learning activities. Part of the planning in the classroom starts with preparing teaching aids, such as lesson plans and supported by facilities and infrastructure. These tools are first evaluated for their values before being used in the classroom. One of the values held is a concern for the environment. Learning combines core character values that aim to increase knowledge, raise awareness, and practice the core values to strengthen character education.

b. Implementation

The implementation stage is the stage of achieving the goals that have been set, especially in environmental care character education. The following is a description of the implementation program of environmental care character education in a healthy school at SD Negeri 17 Tanjungpandan:

- 1) Linking environmental care character values in indoor and outdoor learning activities.
- 2) Adjusting to the students in applying existing values and norms, such as maintaining environmental cleanliness.
- 3) Applying and developing discipline and environmental care attitudes through school activities such as class duty, morning exercise, and communal work/clean Friday, carried out with the school community to clean the environment.
- 4) Monitoring and supervising the attitudes and behavior of students in their daily activities and interactions at school.

c. Evaluation

In the evaluation stage, the principal and teachers hold a meeting to evaluate the implementation of the program on environmental character education in a healthy school. In addition, the principal usually conducts monitoring by directly visiting the field to check the implementation of environmental care activities.

3. The activity of Environmental Education toward Character Education

a. The Maintenance of Space and Buildings

Based on the findings, maintenance of the space and buildings is routinely carried out to keep the school environment safe, clean, and comfortable. Maintenance of the space and buildings involves all members of the school community. The School Operational Assistance (BOS) and Operational Assistance Budget (BOP) budget supports the maintenance of space and buildings.

b. Ventilation and Lighting

The ventilation and lighting conditions are in accordance with the Indonesian Ministry of Health's (2006) guidelines on School Environmental Health Management. The lighting condition in the classroom must be sufficient and evenly distributed. Based on the study results,

the ventilation and lighting in every room in the school are equipped with windows to help air circulation and lamps in every room to assist with lighting.

c. Canteen

Based on research results, there is a canteen in the school where each canteen has an agreement with the school to sell healthy food. The hygiene of the food sold in the school canteen is very good, which has been proven and tested by the National Agency of Drug and Food Control (BPOM). The food sold in the canteen must comply with applicable regulations. School canteens play an important role in delivering health messages and can shape students' daily eating habits through school snacks. Education authorities must understand the importance of school canteens as a potential place to promote health among students in schools (Weerasinghe et al., 2017). Therefore, all food safety requirements must be met to ensure that the food in school canteens is safe.

d. Free from Mosquito Larvae and Mosquitoes

The mosquito-free program is one of the programs for a healthy lifestyle. The school always strives to prevent mosquito breeding by maintaining school cleanliness and promoting the health of its members to prevent disease. Based on research results, the school always strives to prevent mosquito breeding by maintaining school cleanliness and promoting the health of its members to prevent disease.

e. Smoke-free

The regulation on the ban on smoking is included in the school rules. The presence of a smoke-free school will have a positive impact, especially on the school community. To support this, there needs to be good cooperation among teachers, the school principal, and students in complying with the established regulations. This is also supported by the display of no-smoking posters in every school hallway.

f. Promotion of School Hygiene and Sanitation

Article 79 of Health Law Number 36 of 2009 regulates school environmental health, including school cleanliness. Article 79 explains that school cleanliness is carried out to improve the healthy living skills of students in a healthy environment so that students can learn, grow, and develop harmoniously, becoming quality human resources. Based on research results, schools provide facilities to support the promotion of cleanliness and sanitation in schools. The school's supporting facilities include cleanliness, waste disposal, hand washing, environmental care posters displayed in classroom hallways and bulletin boards, and school community members working together to maintain and care for the school environment.

***Supporting and Inhibiting Factors in Environmental Care Character Education***

1. Human Resources

The school principal, teachers, students, and parents have a crucial connection and role in instilling environmental care character in a healthy school. The school principal, teachers, and parents should be role models for students to cultivate a habit of environmental care. On the other hand, the implementation of environmentally friendly character education in elementary schools is certainly not without obstacles commonly faced by teachers and students. According to Efendi et al. (2020: 7-8), obstacles to implementing environmental care character values in schools are influenced by internal factors of the students themselves and external factors such as facilities and the lack of cooperation with parents to achieve the goal.

## 2. Facilities and Infrastructure

One of the supporters of environmental character education in line with expectations is the availability of facilities and infrastructure. Based on research results, schools provide bathrooms as one of the facilities available on campus. The school's bathrooms are separated by gender, and each is maintained for cleanliness. The UKS (School Health Unit) is also one of the school facilities that support the implementation of healthy living programs. With the UKS, the school can provide health services for school community members, supported by complete facilities. The school canteen, where each canteen has an agreement with the school to sell healthy food menus. In addition, the Mushala (prayer room) is also one of the school facilities that support the implementation of healthy living programs. The Mushala also serves as a supporting facility for learning.

## 3. Materials

Teachers prepare the learning process that will be carried out during the teaching and learning process, supported by existing facilities. Teachers create Lesson Plans (RPP) and present the values that will be obtained in the learning process, one of which is building environmental care character and supported by existing facilities. On the other hand, the inhibiting factor is that this concept is not always integrated into learning in some subjects.

## 4. Communication dan Information

Communication is one of the main keys to running programs so they can run smoothly, and one of them is as in this healthy school. The school principal, teachers, and students communicate and work together, especially in maintaining the school environment.

## 5. Implementation Method

The method used in implementing environmental care character education is by direct implementation such as cleaning and taking care of the school environment. Environmentally-aware school management requires the participation of students in various environmental learning and in school learning and work programs.

## CONCLUSION

Based on the results of research and discussion, the following conclusions can be drawn:



1. Implementation of Environmental Care Character Education through Healthy School Program at SDN 17 Tanjungpandan
  - a. The school curriculum development begins with self-development planning, integration of subjects, and school culture. The self-development program includes routines such as classroom duty and Friday cleaning. Spontaneous activities include warning and advising students who engage in activities that harm the school and its environment. The exemplary behavior of the school principal and teachers involves setting a good example for all students, such as dressing neatly and providing facilities and necessities needed by students to implement environmentally conscious character education. Teachers integrate these programs into their subjects. Active involvement of students during the learning process is crucial, and facilities and infrastructure are essential in supporting curriculum development in education.
  - b. Improving the learning process, both in the classroom and in the school. The learning process is developed in the school and classroom to implement environmental care character building through activities directly involving students and using existing school facilities.
  - c. Environmental education activities include maintaining the space and buildings, lighting, ventilation, and canteen, free from mosquito breeding and mosquitoes, smoke-free, as well as school hygiene and sanitation. In carrying out environmentally conscious activities, facilities and infrastructure are needed to support the implementation of environmental education in a healthy school as expected.
2. The supporting and inhibiting factors for environmental character education include human resources, where the school principal, teachers, students, and parents have a crucial connection and role, especially in instilling environmental character education in a healthy school. Facilities and infrastructure are the main supports to ensure the implementation of environmental character education in a healthy school as expected, such as clean bathrooms, adequate health services, hygienic canteens, mosques, and complementary facilities. Materials are one of the elements used to integrate environmental character education into learning. Communication and information are key factors in mobilizing programs to run smoothly, such as those in a healthy school. The implementation methods include classroom duty and Friday cleaning, which are programs to shape environmental character education in a healthy school.

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