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The Shaping of the Student Character Caring for the School Environment through the Green School Movement in SMP Negeri 2 Adiluwih

Nur Handayani^{1*}, Hasan Hariri², Sowiyah Sowiyah², Ridwan Ridwan³

¹SMP Negeri 1 Gadingrejo, Lampung, Pringsewu, Lampung, Indonesia

²Teacher Training and Education Faculty, Universitas Lampung, Indonesia

³SMP Negeri 3 Way Pengubuan, Lampung Tengah, Lampung, Indonesia

*E-mail: nurhandayani822@gmail.com

Abstract. The scope of the school environment includes the physical, mental, and social environment. These three scopes are related to one another in shaping the character of students. A healthy, good, and friendly school environment is an ideal condition for students' learning process in school. Education should be used as an effective means of forming attitudes and concerns for the environment, through intensive education. It is possible to improve the quality of students' positive attitudes and behaviours towards the environment. The problem in this study is how to shape the character and attitudes of students' concern for the school environment and how to overcome existing obstacles. This study aims to understand and apply the green school movement to the formation of environmental care characters from an early age and inspire principals as school managers to create an environmentally and friendly school as school culture in SMP Negeri (State Junior High School) 2 Adiluwih. This research is a descriptive qualitative study using document study and observation to collect the data. The results of this study are the school has efforts in implementing go green school program activities and integrating environmental materials in all subjects and have been included in each lesson plan and syllabus, self-development in daily activities. After implementing these program activities, students can care more about their environment. These program activities have contributed to making the SMP Negeri 2 Adiluwih win a national Adiwiyata (Green School) Award.

Keywords: student characters, caring for the environment, go green school

1. Intriduction

Education is one of the potential efforts in overcoming the current and future environmental crises. Education delivered in the school environment will be more effective in touching and sticking to students. Educating a concern for the preservation of natural resources and the environment in schools can be done through teaching and learning processes that contain environmental education, providing a beautiful school environment, and providing students with adequate school facilities. Environmental education in the school environment is the basic capital for the formation of environmental ethics across generations [1].

The scope of the school environment includes the physical, mental, and social environment. These three scopes are related to one another in shaping the character of students. A healthy, good, and friendly school environment is an ideal condition for students' learning process in school. Students are the largest population in the school; therefore, the concern of students towards the school environment greatly influences the physical condition of a healthy school environment so that student behavior



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greatly determines the quality of the school environment. However, the attitude of concern for students of the school environment is influenced by two factors, namely environmental factors (school, fellow students and teachers) and social factors (family and neighborhood) [2]. The school environment also plays an important role in developing student learning [3].

A healthy (ideal) school environment at SMP Negeri (State Junior High School) 2 Adiluwih still cannot be fully realized. In their preliminary research, researchers found several problems in the school environment, especially regarding how students' attitudes towards the environment. Some of these problems include the fact that many students did not throw their rubbish into a rubbish bin, there were damaged plants in the school, there was noise in the classroom when the teacher was not present, students' restrooms/toilets smell bad, class cleanliness was lacking. If these problems were not addressed seriously, it was feared that the school environment will become increasingly unhealthy. The possible negative impacts were that achievement in the cleanliness of the school environment would be difficult to achieve, school accreditation would decrease, community interest in going to school here would decrease, and the worst would be the loss of public confidence in the quality of schools. Therefore, to prevent various negative impacts due to an unhealthy school environment as a result of students' lack of care towards the environment, it is necessary to work out a solution. Therefore, the formulation of the problem in this study is how to shape the character and attitudes of caring students towards the school environment and how to overcome existing obstacles.

This study aims to understand and apply go green school for the shaping of environmental care characters early on and inspire principal as the school manager to realize the school of environmental care and culture in SMP Negeri 2 Adiluwih.

2. Literature Review

2.1. Character Building

The term character comes from the Greek "charassein" which means to carve. Character-shaping is likened to carving gemstones or hard iron surfaces. Strengthening the character education and learning for 21st century has become the national agenda. Character education is a necessity in facing the challenge of globalization at this time. Character education is a national movement in creating schools to develop learners to have ethics, responsibility, and caring, by applying and teaching good character through an emphasis on universal values. Character education is a deliberate, proactive, and done by schools and government to instill core values in ethics, such as caring, honesty, fairness, responsibility, and respect for others. Schools, therefore, should be able to develop character education through learning, habituation, extra-curricular activities, and should also work with families and communities in developing character education [4]. Then, further develops the understanding of character which is interpreted as a special sign or pattern of behavior. In the Indonesian Language Dictionary 2008, character is defined as the mental, moral, or moral qualities that distinguish a person from others. Meanwhile, according to [5], character is a collection of values that lead to a system, which underlies the thoughts, attitudes, and behaviors displayed. The National Nation Character Building Policy formulates the definition of character as typical values-good (know the value of goodness, want to do good, real good life, and good impact on the environment) [6].

In the Big Indonesian Dictionary KKBI, character is defined as the mental, moral or moral qualities that distinguish one person from another". In this definition the character is a distinguishing feature between one person and another person, the trait is not located in physical things (skin color, straight or curly hair, etc.) but on mental characteristics or morals [7]. The educational environment has a big influence on character education. For the implementation of education, it needs to be supported by a good educational environment [8].

The pattern of school education moves and develops in accordance with the development of technological science which not only teaches cognitive aspects (knowledge) but also affective aspects (attitudes) and psychomotor aspects (behavior/habits). Regarding affective attitudes, the government has established character education. One of the characters developed is caring for the environment. Character education care for the environment is a manifestation of human attitudes towards the environment in the form of actions in daily life which is an effort to prevent damage of the

surrounding natural environment, as well as trying to repair all the damage to nature that has already occurred [9].

The pillars of character education touch the cognitive, affective, and psychomotor domains which all complement each other and provide the perfection of the potential possessed by students so that the three pillars are closely related to each other and must be possessed simultaneously after the teaching and learning process is carried out [10]. There are several elements of character regarding the theory, among others, being: integrity, the personality and character that unites what is said and done; honesty, what is said is true according to reality; keeping promises, whatever is said to be done, will be done; loyalty, the attitude that maintains the relationship with actions to show the good relationship, not only giving but also receiving positive things for the establishment of the relationship [11]. The values developed in character education are sourced from: 1) religion, 2) Pancasila, 3) culture, and 4) national education objectives in Pusat Kurikulum, 2010.

The National Education Objectives, as a formulation of the qualities that every Indonesian citizen must possess, are developed by various education units at various levels and pathways. National education objectives contain various human values that must be possessed by Indonesian citizens. Therefore, the aim of national education is the most operational source in developing the nation's cultural and character education.

The value/moral education that produces character consists of three components of good character, namely: knowledge of moral (moral knowing), feelings about moral (moral feeling) and moral actions. All the three emphasize the importance of three components of character, the first is moral knowing, which is an understanding of children, for example, understanding children well about the meaning of goodness, why they should do good, for what to behave well, and what are the benefits of behaving well. Second, moral feeling is the emotional aspect that must be able to be felt by someone to become a human with character. For example, we build a love of good behavior in children who will be a source of energy for children to behave well. The third, moral action is the result of two other components of character and should be done repeatedly to become moral behavior [12].

2.2. Green School

The meaning of the green school is a good and ideal place where all knowledge and various norms and ethics can be obtained that can be the basis of humans towards the creation of our well-being and towards the ideals of sustainable development. Green School Program must be arranged holistically by linking existing programs in schools and considering various factors that can influence both supporting factors and inhibiting factors. The potential in this program is expected that all school residents will be involved in school activities towards a healthy environment and avoid negative environmental impacts [13]. There are five main activities of the green school program namely: 1) development of an environmentally sound curriculum, 2) development of community-based education, 3) improvement of the quality of the school area and the surrounding environment, 4) development of an environmentally friendly support system, and 5) the development of environmentally friendly school management [14].

According [15], education must be used as a means of forming attitudes and caring towards the environment effectively, then through intensive education, it is possible to improve the quality of positive attitudes and behaviours towards the environment because through education it can manifest mental readiness and tendencies to behave positively towards a certain object which in this case is the environment. The target of implementing green school is that all school residents should build and explore the participation of school residents in activities that have the content of environmental management and preservation. Meanwhile, according to [12], green school is defined as a school that has educational programs and activities aimed at environmental awareness and wisdom. The program towards green schools has become an important icon in anticipation of global warming. This program is also a form of education's concern for global problems, especially global warming. Concern for the education world will be well implemented if there is a synergy among various parties, for example, the government (in this case the Ministry of National Education and the Ministry of the Environment) and other related parties including schools. Evidence of the seriousness of the government can be realized through the proposed plan to increase the Ministry of National Education Budget for the GGS (go

green school) program. This budgeting is also followed by related institutions under it, such as the Provincial Education Office, City/Regency Education Office, to the budgeting of schools [16].

Possible policies to support the GGS program include (1) utilizing schoolyards for tree planting, (2) schools that do not have permanent fences, and recommend to make living fences first, (3) beautiful school competitions. At the class level possible activities, for example, beautiful local competitions, learning tasks related to the environment, as the example is in Geography and Biology [14]. Therefore, a separate environmental education that is not integrated with natural science subjects is expected to be able to change the behaviour and perspectives of students in a positive direction towards environmental issues. The successful example of the State of Singapore gave birth to leaders who have high environmental concern solely is a sweet fruit in the management of environmental education, in particular, ranging from elementary to secondary schools [17].

The school's activities of the caring and culture in the environment are directed at the realization of institutional schools that care and are cultured in the environment. Besides, there is the development of basic norms which include: togetherness, openness, equality, honesty, justice, and the preservation of environmental functions and natural resources. Also, in caring and cultured schools the environment applies basic principles, namely: participatory, where the school community is involved in school management which includes the entire planning, implementation, and evaluation process according to their responsibilities and roles; and sustainable, where all activities must be planned and continuously comprehensive [18].

The existence of environmental education will minimize environmental damage. Responding to this attitude, the government launched the Adiwiyata program or Green School schools, a program that aims to encourage and shape schools in Indonesia to carry out government efforts in environmental preservation. The government also calls for Environmental Education to be carried out from elementary to high schools. To achieve the goals of the Adiwiyata program, there four program components have been determined to form an integrated whole in achieving the Adiwiyata school. Adiwiyata National Tim 2011 has four components:

- 1) Environmentally sound policies have standards:
 - a. Education Unit Level Curriculum (SBC) contains efforts to protect and manage the environment.
 - b. RKAS includes programs in efforts to protect and manage the environment.
- 2) Implementation of an environment-based curriculum has standards:
 - a. Educators have competence in developing environmental learning activities.
 - b. Learners conduct learning activities about environmental protection and management.
- 3) Participatory based environmental activities have standards:
 - a. Carry out planned environmental protection and management activities for school residents
 - b. Establish partnerships in the context of environmental protection and management with various parties (community, government, private sector, media, and other schools).
- 4) Management of environmentally friendly supporting facilities has standard:
 - a. Availability of supporting infrastructure that is environmentally friendly.
 - b. Improving the quality of management of environmentally friendly facilities and infrastructure in schools [19].

2.3. Public Policy in the Field of Education.

Public Policy as a scientific discipline has a very unique nature, different from other social sciences. Its uniqueness lies in its multidisciplinary character (a combination of various sciences), multi-method (using various methods), and combining facts and values. Implications or consequences of the nature of the science of public policy, those who study or study it are forced to study many disciplines that influence public policy, such as political science, sociology, economics, public administration, social psychology, geography, demography, technology, mathematics and one of them is public policy in education [20].

The Environmental Education Policy between the State Minister for the Environment and the Minister of National Education No.03 / MenLH / 02/2010, No.01 / II / KB / 2010 dated February 1, 2010, Concerning Environmental Education through the Adiwiyata program that can be interpreted

that agencies and government officials in certain fields can make a joint agreement to establish public policy. The problems are now faced by many countries including Indonesia is how to improve the quality of education. The quality of education will improve if the country can produce, for example, sustainable education policies. The quality of education is generally associated with high and low achievements shown by the ability of students to score on tests, the ability of graduates to get and carry out work by having quality environmentally friendly behaviour. The quality of education is considered important because it determines the pace of development in any country. Therefore, almost all countries in the world face challenges to implement education reform to improve the quality of education

3. Methodology

This research was conducted at SMP Negeri 2 Adiluwih Pringsewu in 2019. The research method used was a qualitative approach. Qualitative research means the process of exploring and understanding the meaning of individual and group behavior, describing social or humanitarian problems by the method of collecting observation and document study. Observations made by researchers are observations on all school activities regarding new school programs, namely, go green school which involves all school members, be it teachers, students, or the environment around the school. The document study is used to analyze and confirm the results of observations.

4. Results and Discussion

The base of the formulation of the problems in this study is namely how to form the character and attitudes of caring students towards the school environment and how to overcome existing obstacles.

SMP Negeri 2 Adiluwih tries to implement a go green school program so that students can care for the environment; the go green school program is as follows:

1. Greening the school
2. School cleanliness
3. Comfort and beauty of the school environment
4. Utilization of waste goods for plant media and crafts

This program is carried out every week and supervised by the teachers involved. The details of the green school program are as shown in Table 1.

Table 1. Green School Program in SMP Negeri 2 Adiluwih

No	Program	Green School Program Activities
1	• Greening the school	<ul style="list-style-type: none"> • Making a group of students plant forage trees as an extracurricular activity • Making a group of students plant flowers • Making a group of students make living pharmacy plants
2	• School cleanliness	<ul style="list-style-type: none"> • Student service, teachers and education personnel every Friday • Picket cleanliness with supervised class leaders and homeroom teachers • Involving school cleaners to supervise students in maintaining the cleanliness of the school environment
3	• Comfort and beauty of the school environment	<ul style="list-style-type: none"> • Arranging the school plants including flower plants, forage trees, and living pharmacy plants • Installing fences for flower plants and live pharmacies • Painting school fences and plants
4	• Utilization of waste goods for plant media and	<ul style="list-style-type: none"> • Teaching students how to make plant media using used items such as mineral water bottles, glass bottles, used oil containers, and used cans • Teaching students to make various crafts using plastic materials and

crafts	cans obtained from used mineral water bottles, glass bottles, used oil containers, and used cans.
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Source: Curriculum Document SMPN 2 Adiluwih 2019

Green School is an idea that can be a solution to environmental problems in SMP Negeri 2 Adiluwih. The idea of building a green school starts from our thoughts and awareness, that school as an educational institution is the right place to instill and foster a love for nature and the environment. Schools are considered capable of providing environmental education from an early age to students, building a mindset for all school members (students, teachers, and education personnel) about the preservation of nature and the environment, as well as teaching students who will later become agents of change preservation of nature and the environment. To build a green school, a school is required to have four main requirements, namely green cognitive, affective green, green psychomotor and green environment.

According to researchers, the concept of green school is very appropriate to be applied in SMP Negeri 2 Adiluwih to overcome the problems of students' lack of concern for the environment. The school effort to shape the character of students so they care about the school environment is through the green school movement. Students are given knowledge, attitudes, and skills about the green school movement. Green school knowledge can be conveyed through school rules and school curriculum. Green school attitudes can be cultivated through moral messages conveyed by the teacher. One example of the attitude shown by teachers is to save water and electricity, remind each other of students, reward to students who are role models, and punishment against students who violate the green school movement. SMP Negeri 2 Adiluwih has conditioned its school area to support the formation of environmental care behaviors for students through the availability of compost houses, greenhouses, biogas, cleaning tools in each class, the availability of two trash cans, installing energy-saving pictures created by students, and the enactment of regulations rules for canteen traders regarding food sold, and sanctions imposed on students who do not obey the rules or do not maintain the cleanliness of the school environment.

Green school skills can be instilled through extra-curricular activities in greening group work, making life pharmacies, utilizing used bottles for plant media, utilizing used items for artworks, and so on. Through the green school movement, it is expected that SMP Negeri 2 Adiluwih can win various awards, such as environmental pioneering schools, healthy schools, and superior accredited schools and certainly become a fun teaching and learning place for students and teachers.

According to the Environmental Education policy researcher between the State Minister for the Environment and the Minister of National Education No. 03/MenLH/02/2010, No.01/II/KB/2010 dated February 1, 2010, concerning Environmental Education, is a strategic public policy to support the development the implementation of education for sustainable development or Educational for Sustainable Development (EDS) launched by UNESCO [21].

Based on the research data, the effort of SMPN Negeri 2 Adiluwih in shaping students' environmental care behavior through Adiwiyata School is by implementing the development of national character.

Development of the nation's character According to the Ministry of National Education's Research and Development Agency Balitbang Kemendikbud is carried out with the following activities; first, through the integration of subjects; the second is self-development.

SMP Negeri 2 Adiluwih has integrated environmental material in all subjects and has been included in every lesson plan and syllabus. From the data obtained, each lesson must include environmental material in one basic competency in each semester. In addition, the teacher has entered the values that have been listed in the syllabus into the RPP (lesson plan), develops existing learning tools by seeking the activeness of students in the learning process and showing environmental care behavior in the learning process. Assignments in each basic competency that contain environmental material must be adapted to the environment in the school so that students not only receive the material but apply it directly at school.

The integration of environmental material in each subject is the provision of knowing moral values, namely the provision of material or moral values, for example how to protect the environment for the next generation with behaviours that reflect environmental concerns and how to apply those values in various situations. In this discussion, the understanding provided is related to the understanding of environmental care behaviour, so that the understanding created is also related to the formation of environmental care behaviour. Students are given knowledge about environmental care behaviour through teaching-learning processes or activities.

Next is self-development in daily activities such as the SEMUT program, where students are asked to take waste wherever they are because they have responsibility for environmental cleanliness even though it is not their garbage. Then the school also has several POKJA (Work Programs), namely working for groups through school cleanliness for students starting from the smallest things, namely class pickets, junior high school, paper recycling, plastic recycling that can help the process of waste management assisted by KIR extracurricular members [22,23,24]. The teacher is one of the important factors in shaping the behavior of caring for the students. The process of forming environmental care behavior in SMP Negeri 2 Adiluwih in addition to integration through subjects is also carried out by conducting socialization activities to new students or grade VII students who do not yet know the concept of Adiwiyata School. Therefore, this socialization activity becomes very important to be carried out in every important event, for example at the time of admission of new students because it makes it easier for them to get to know the concept of school. This is an initial step for schools to introduce school programs that prioritize the formation of environmental care behaviors.

In addition, SMP Negeri 2 Adiluwih on certain occasions such as environmental days hold events to commemorate and teach children to always take care of the environment at all times such as earth day, always participating by holding competitions with the theme of environmental care, for example by holding events such as slogans about environmental care, clean environment-themed photography, waste recycling, etc.

Learning activities are sometimes carried out in the school area so students know how their school environment is and can apply directly the environmental material that has been provided by the teacher. This is done to provide students with an understanding of environmental care behaviour by inviting students to learn more closely with nature. In the learning process, the teacher strives for environmental material delivered to students to be received more pleasantly, by learning outside the classroom.

Furthermore, other efforts undertaken by schools and teachers are when learning activities, teachers always try to provide material when learning is always fun, and get students closer to the environment. The aim is that students receive material not only theoretically but students can apply it directly. That way the formation of environmental care behaviour in students is more fun.

In KIR extracurricular, the activity is processing something that can be used to be of use-value. Like eggshell shells that can be used for fertilizer plants. Activities carried out by KIR are always associated with a research or use of the environment around the school. Activities carried out by students during extracurricular activities and school culture habituation. The development of moral action in Adiluwih 2 Public Middle School is carried out through habituation and extracurricular activities conducted by the school and outside parties as well as partnership activities. This activity is carried out so that students try and apply environmental care behaviours in everyday life.

Furthermore, the school provides an example of the behaviour of the teacher or the school in providing good examples to students by showing commendable actions, so they can be used as examples or role models for students. In this study, what can be made a real example by students is the behaviour of teachers in maintaining the cleanliness of the school environment, such as throwing trash in its place. Besides the teachers also help students in planting trees, the aim is to be an example for all students. It is expected that in this process students will be able to remember the behaviour of caring for the environment by the teacher and other schools. In addition to helping students in Adiwiyata activities such as planting trees, teachers and schools also conduct Adiwiyata training to other schools that have not become Adiwiyata schools.

³⁴ Based on the information above, it can be seen that moral knowing or an understanding given related to environmental care behaviour has been given by the school of Adiluwih 2 Junior High School. Whether done by the principal, teachers, and all school residents.

Conducting socialization and workshops is a school effort to provide Moral Feeling. The socialization of school programs is very important because by doing so it is expected that students know and understand how important it is to show caring behaviour towards the environment.

Moral behaviour or moral action, in addition to being formed through extracurricular activities and habituation, can also be done with energy savings as explained above, also can be through the creation of images of students with the theme of energy savings that have been posted in many school areas. It is hoped that students can create a habit that can shape environmental care behaviour within themselves.

The result of this go green school action is that SMP Negeri 2 Adiluwih won the Adiwiyata award at the Provincial level, and in 2019 Adiluwih Public Middle School successfully won the National Adiwiyata award.

The efforts of schools and teachers shaping students' environmental care behaviors experience several obstacles, the results of the analysis of some of the obstacles that occur and efforts to overcome them are:

First is the obstacle due to the exchange of students every new school year. This is an obstacle from internal factors. The student exchange every new school year is an obstacle or obstacle experienced by the school and the teacher to form environmental care behaviors for students. New students usually do not know or do not understand the rules at school, so the teacher must conduct initial socialization to new students and parents, so students and parents know the rules at school. Also, parents can help to shape students' environmental care behaviors at home. The first obstacle is related to the moral feeling concept expressed by Lickona. That understanding or caring behavior in the environment is very important because not all students and parent of students understand the importance of environmental knowledge or material that can influence the formation of environmental care behavior towards children.

Second is the concern of educators, this includes internal factors. The character of the educators is different from one another; this is one of the obstacles experienced by schools when forming environmental care behaviors for students. Because not all educators can set good examples or examples for their students, this is a big task for the school because changing one's attitude is not easy.

The third is the external factor, namely, the socio-economic situation which is the background of family support for environmental awareness. The socio-economic situation of students is different from one another, this has resulted in the awareness of students and a parent of students of environmental concern is relatively low. This is the together task of seeking to increase students' awareness of environmental concerns even though their economic background is relatively low.

¹² Based on the description of the obstacles faced by schools, the following are ways to overcome the obstacles faced by schools. The first is conducting an environmental awareness program for all students. The program socialization is very important because by doing so it is expected that students know and understand how important it is to show caring behavior towards the environment.

The second way is to monitor and remind students' behavior. This is done as a form of Moral Feeling by the teacher and the school to students. By always reminding students it is expected that the process of forming a caring environment behavior is well embedded. Because of if the teachers not always monitored and reminded sometimes students still commit violations.

The third, involve teachers in environmental-themed workshops or seminars. This is done to minimize teachers who still do not behave care about the environment. In addition, all teachers get experience and knowledge that can be shared with other teachers and students. With this, it is hoped that SMP Negeri 2 Adiluwih can improve the quality of the formation of students' environmental care behaviors.

Finally, there are regular workshops on the environment at the school for students regularly. This workshop is regularly held by schools to provide insight and understanding to students about new things about environmental care that have not been given by the school. To hold workshops with the

theme of the school environment, they always bring different fillers for each opportunity, for example, from Tunas Hijau. To hold this workshop the school intentionally includes these workshops in the school curriculum if time in the school calendar allows, so far the school can always include this workshop agenda in the school curriculum calendar.

5. Conclusion

Based on the results of research and discussion, conclusions can be obtained, 1) School effort is to implement go green school program activities and integrate environmental material in all subjects and have been included in every lesson plan and syllabus, as well as self-development in daily activities. After implementing these programs, students can care more about their environment. Evidenced by the SMP Negeri 2 got Adiwiyata award national level, 2) Obstacles faced by schools in shaping environmental care behaviours are the exchange of students every new school year, socio-economic circumstances, educators' attention. How to overcome the obstacles made by the school is by conducting a go green school program and workshops with the themes of the school environment to all teachers, staff, and students.

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