

Strengthening the Value of Caring for the Environment for Students at the Elementary Education Level

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Abstract

This research is motivated by the inaccessibility of a model of strengthening the character value of caring for the environment, especially for students at the basic education level in disadvantaged, frontier, and outermost (3T) areas, especially in terms of character values caring for the environment. Therefore, it is necessary to develop a portfolio-based learning model in subjects at the elementary school level. The objectives of this study are (1) Identifying the daily activities of students that have the potential to strengthen the value of caring for the environment as the basic material for the preparation of portfolio-based learning models. This research uses research and development (R &D) methods. The subjects of the study consisted of 259 students from 13 public elementary schools in 5 provinces (East Nusa Tenggara, South Sulawesi, West Nusa Tenggara, Maluku, and South Sumatra) where each province was represented by 1 district. This research has a level of technological preparedness (TKT) at level 5. The output in the first year is the preparation of daily activities of students in environmental care activities in the form of school environment hygiene activities that use cleaning tools. Based on the results of the study, it was identified that the frequency of hygiene tools used was: Broom (100%), Wastebasket (80%), Wipe a mop (60%), Checking and bucket (60%), Brush and eraser (40%), and Washcloth, gloves, and hand soap (10%). The hygiene activities that identified are in the form of: sweeping, Mop, wiping, watering, and picking garbage.

Keywords: *character strengthening, environmental care, portfolio learning, 3T.*

INTRODUCTION

The border area is a strategic area because it is located directly opposite the territory of other countries. The phenomenon of the life of most border areas shows indications of belonging to

the poor category, so that such problems can result in a low character of pride and ultimately have an impact on loyalty and loyalty to the unitary state of the Republic of Indonesia (NKRI). Not except in this context is the level

of basic education in disadvantaged, frontier, and outermost (3T) areas. One of the impacts of the phenomenon of life on the border is the erosion of the character of caring for the environment.

Research by Ahmad Basheer et, al (Ahmad Basheer, 2022) reveals the importance of environmental education for teachers, environment in the context of this article is referring to the space in which human beings can perceive their surroundings (Wei-Ta Fang, 2022), while research by Marc J Stern reveals the importance of environmental education applied to the age of students aged 11-14 years as a golden year in introducing about the environment (Marc J. Stern, 2021). These studies show the importance of having a character that indicates concern for environmental problems and the ability to protect the environment. On the other hand, by starting to erode the character of caring for the environment, the ability to protect the environment will also be eroded and environmental problems will increase. Have character that signifies concern for the environment problems and the ability to protect the environment, on the contrary, by starting to erode the character of caring for the environment, it will also be eroded by the ability to protect the environment and the increase in environmental problems.

In essence, the character of students must be designed not only by providing knowledge experience, but their orientation in learning must provide students' experience in the direct practice of activities in carrying out activities in the real world. Partridge (2008), from the moral and psychological side, human beings not only care about the future as a moral obligation but more than that are rational features of social, personal, and moral life. Environmental education and sustainability consciousness for

future generations are indispensable and significant as environmental pollution has been causing many problems and destroying the world (Birol Yilmaz, 2022). Environmental concerns include: environmental hazards, environmental conservation activities, environmental problems, and general environmental concerns). The importance of their life experiences related to the environment and their concern for the environment. Through the educational path, students can understand, appreciate and have concern for the environment.

This fact is important to find a solution, namely by strengthening the character of caring for the environment through portfolio-based learning. Paulson (in Cartono and Untari, 2007) defines a portfolio as a collection of learners' work that demonstrates their efforts, development and proficiency in one or more areas. The term portfolio-based learning and when juxtaposed with the concept of assessment, the term portfolio-based assessment or portfolio-based assessment emerged (Budimansyah, 2002). The development of portfolio-based learning in order to strengthen the character of caring for the environment can be referred to its effectiveness from the results of research by Çakan, Mıhladı, and Taşkin (2010), the students in experimental group commented that portfolios made their learning meaningful and helped them to learn better. With the model of strengthening the value of environmentally caring character using portfolio-based learning for students at the basic education level in the frontier, disadvantaged, and outermost (3T) areas, it can strengthen the character of caring for the environment through real learning based on the experience of carrying out related activities.

METHOD

This research is an R &D (Research and Development) research that aims to identify the daily life activities of students that have the potential to be used in strengthening the values of environmentally caring character. This research was carried out in elementary schools in disadvantaged, frontier, and frontier (3T) areas in 5 (five) provinces covering 5 (five) districts, namely: East Nusa Tenggara Province, in Kota Kupang, South Sulawesi Province, in Jeneponto Regency, West Nusa Tenggara Province, in Bima Regency, Maluku Province in North Maluku Regency, and South Sumatra Province, in Musi Banyuasin Regency by surveying daily life activities through portfolio documents. The activity in question is to be used as teaching material that strengthens the value of caring for the environment.

This research is a descriptive study using observation and documentation techniques. The instruments used in this study include observation sheets on activities in schools, and portfolio devices consisting of 3 types based on environmental conditions, namely the classroom/school environment, home environment, and public facility environment. The portfolio design used is derived from the results of the PTUPT Skim research funded by DRPM, Directorate General of Higher Education, Ministry of Education and Culture, Research and Technology for the Fiscal Year 2021/2022. The instruments used are validated by the relevant field packs.

RESULTS AND DISCUSSION

From the results of this study, it was found that the character element of environmental concern was in the form of hygiene behavior. Conceptually, it needs to be studied as a basis for the urgency of learning that provides

character values. According to Aqbolaa and Tsai (2012), advancing character education should not be just a knowledge service, but have an action plan to practice. Phase the essence that the character of students must be designed not only by providing knowledge experience, but their orientation in learning must provide students' experience in the direct practice of activities in carrying out activities in the real world. Environmental education in early childhood can raise children's environmental awareness and shape environmental attitudes, little is known about the effects of environmental education programs on pro-environmental behaviors in children (Iwasaki, 2022).

Setyowati (2013), making students who are environmentally friendly and able to participate to protect their environment basically helps them to have good moral values. In short, having a character that signifies concern for the problem environment and the ability to protect the environment is just as important as having a desirable character that can help students to succeed in life.

Partridge (2008) mentioned that from the moral and psychological side, humans not only care about the future as a moral obligation but more than that are rational characteristics of social, personal, and moral life. Environmental concerns include: environment hazards, environment conservation activities, environment problems, and general environmental concerns. The importance of their life experiences related to the environment and their concern for the environment.

Based on the identification data on the use of cleaning tools, these hygiene tools can be obtained from the tools used by elementary school students in carrying out hygiene activities in the school environment as follows:

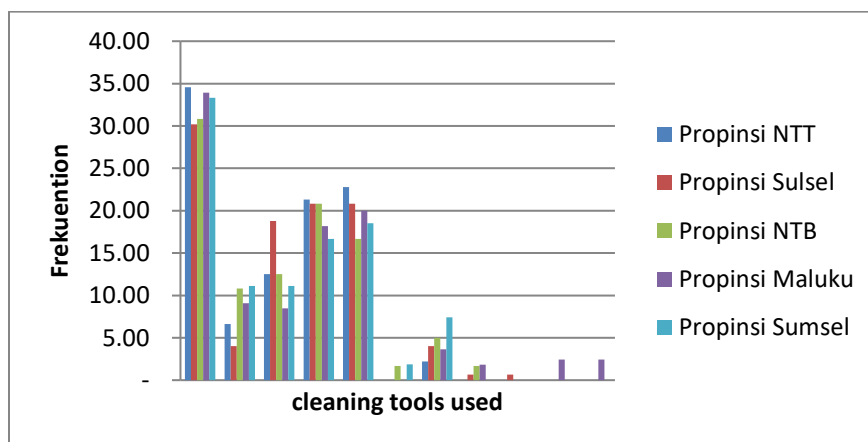
Table 1. Frequency of Use of Cleaning Tools between Provinces

No.	Cleaning Tools Used	Frequency Rating per Province					Information
		NTT	Sulsel	NTB	Maluku	Sumsel	
1	Broom	1	1	1	1	1	The highest frequency of use of hygiene tools in the five provinces of the study site was dominated by the use of broomsticks.
2	Feather duster	5	4	5	4	4	
3	Bucket	4	3	4	5	4	
4	Mop	3	2	2	3	3	
5	Wastebasket	2	2	3	2	2	
6	Brush	6	-	7	6	5	
7	Eraser	-	4	6	8	6	
8	Duster	-	5	7	-	-	
9	Dipper	-	5	-	-	-	
10	Gloves	-	-	4	7	-	
11	Hand soap	-	-	4	7	-	

Based on the description of the data presented from Table 2.1, it can be obtained that the use of hygiene tools by elementary school students from the 5 (five) provinces is dominated by tools in the form of brooms (100%) which can be found in 5 (four) provinces. The frequency of use of cleaning tools from cleaning tools can be broken down in the order of the highest frequency of the entire province: 1. Broomsticks are found in 5 provinces (100%), 2. Wastebaskets are found in 4 provinces (80%), 3. Mop were found in 3 provinces (60%), 4. Feather duster and buckets are found in 3 provinces (60%), 5. Brushes and erasers were found in 2 provinces on (40%), 6.

Washcloths, gloves, and hand soap were found in 2 provinces (10%).

Of the 11 (eleven) hygiene tools used by elementary school students from 5 (five) provinces, namely: East Nusa Tenggara, South Sulawesi, West Nusa Tenggara, Maluku, and South Sumatra, it is identified that the highest frequency used can be arranged in the following order: 1. Broom (100%), 2. Wastebasket (80%), 3. Wipe the mop (60%), 4. Feather duster and bucket (60%), 5. Brushes and erasers (40%), 6. Washcloth, gloves and hand soap (10%). The figure below shows a comparison of the frequency of use of cleaning tools in the form of a diagram.

Figure 1 Bar Chart of the Use of Hygiene Tools in the School Environment Inter-Provincial

From the results of the focus group discussion (FGD), the results of the description of students' concern for the school environment were obtained by showing that they tend to be interested in class hygiene with the activities of Sweeping, Mopping, Wiping, Watering, and Picking up garbage. In addition, collected from the student portfolio for 10 days of activities in the school environment under the guidance of the class teacher, it can be concluded that: (1) Environmental portfolio stimulate students to behave in the context, (2) The use of effective portfolio methods to increase the environmental awareness of students, (3) It is proven that children feel more familiar, happy and are willing to do life with affection for their environment after being given assignments with portfolio method, both at school, home and the general environment, (4) Assignment of caring behavior in learning at school, at home and in social society bringing knowledge, emotions and as well as caring for the environment positive learners with has the potential to form an environmentally caring character in children's lives. The conditions in each province are as follows.

a. East Nusa Tenggara Province (NTT)

Student activities in hygiene activities in the school environment in East Nusa Tenggara Province are carried out in Kupang City. The schools used as research subjects were 3 (three) elementary schools, including: UPTD SD Inpres Naimata (9 students), SD Inpres Liliba (20 students), and SD Bertingkat Kupang Kelapa lima (19 students). Overall, the research subjects in elementary schools in East Nusa Tenggara Province amounted to 46 students. The diagram below shows the frequency of use of hygiene tools in school settings in NTT province.

From Figure 1, it can be obtained the fact that in elementary schools of East Nusa Tenggara Province the use of hygiene tools by students is mostly intended for the cleanliness of the school yard, namely by using brooms (34.94%), other cleaning equipment in the form of waste baskets (22.79%), mops (21.32%), buckets (12.50%), chemocing (6.62%), and erasers (2.21%).

b. South Sulawesi

Student activities in hygiene activities in the school environment in South Sulawesi Province are carried out in Jeneponto Regency. There are 3 (three) elementary schools used as research subjects, including: SD Negeri 16 Tarowang (11 students), UPT SD Negeri 13 Tarowang (19 students), and UPT SD Negeri I Tarowang (16 students). Overall, the research subjects in elementary schools in South Sulawesi Province amounted to 46 students. The diagram below shows the frequency of use of hygiene tools in school settings in the province of South Sulawesi.

From Figure 1, it can be obtained the fact that in elementary schools in the province of South Sulawesi, the use of hygiene tools by students is mostly intended for the cleanliness of the school yard, namely by using a broom (30.20%). The students also used other cleaning equipment in the form of wastebaskets and mops (20.81%), buckets (18.79%), chemocing and erasers each (6.62%), and rags and dippers each (0.67%).

c. West Nusa Tenggara (NTB)

Student activities in hygiene activities in the school environment in West Nusa Tenggara Province are carried out in Bima Regency. The schools used as research subjects were 3 (three) elementary schools, including: SD Negeri Inpres Pela (19 students), SD Negeri Pela (13

students), and SD Negeri Inpres I Simpasai (18 students). Overall, the research subjects in elementary schools in West Nusa Tenggara Province amounted to 50 students. The diagram below shows the frequency of use of hygiene tools in school settings in NTB province.

From Figure 1, it can be obtained the fact that in elementary schools of West Nusa Tenggara Province, the use of hygiene tools by students is mostly intended for the cleanliness of the school yard, namely by using a broom (30.20%). The students also used other cleaning equipment in the form of wastebaskets and mops (20.81%), buckets (18.79%), Feather duster and erasers each (6.62%), and rags and dippers each (0.67%).

d. Maluku

Student activities in hygiene activities in the school environment in Maluku Province are carried out in Central Maluku Regency. The schools used as research subjects were 3 (three) elementary schools, including: SD N 329 Central Maluku (19 students), SD N 15 Central Maluku (20 students), and SD N 329 Central Maluku (18 students). Overall, the research subjects in elementary schools in Maluku Province totaled 57 students. The diagram below shows the frequency of use of hygiene tools in school settings in Maluku province.

From Figure 1, it can be obtained the fact that in elementary schools of Maluku Province the use of hygiene tools by students is mostly intended for the cleanliness of the school yard, namely by using a broom (33.94%). The students also used supporting cleaning equipment in the form of wastebaskets (20%), mops (18.18%), Feather duster (9.09%), and buckets (8.48%). Other hygiene tools are used in low frequency, namely: erasers, washcloths, gloves, and hand soap.

e. Sumatera Selatan

Student activities in hygiene activities in the school environment in South Sumatra Province are carried out in Musi Banyuasin Regency. There are 1 (one) elementary school used as a research subject, namely: SD N 14 Banyuasin III (19 students). Overall, the research subjects in elementary schools in South Sumatra Province totaled 50 students.

From Figure 1 it can be obtained the fact that in elementary schools of South Sumatra Province the use of hygiene tools by students is mostly intended for the cleanliness of the school yard, namely by using a broom (33.33%). The students also used supporting cleaning equipment in the form of wastebaskets (18.52%), mop wipes (16.67%), Feather duster and buckets (11.11%), erasers (7.41%), and brushes (1.85%).

Of the total environmental care activities of elementary school students found in 5 (five) provinces, namely: 1) sweep; 2) Mop; 3) Mop; 4) Watering; and 5) pick up garbage becomes a general profile of environmental care behavior in schools 3T. With these results, it means that the portfolio-based learning model developed from this study prioritizes the five activities mentioned above. By design, portofolio-based learning, according to Paulson (in Cartono and Untari), 2007 as a collection of student work that demonstrates their efforts, development and proficiency in one or more areas. This set should include learners' participation in content selection, content criteria, selection criteria, assessment criteria, and evidence of self-reflection. The term portfolio-based learning and when juxtaposed with the concept of assessment, the term portfolio-based assessment or portfolio-based assessment emerged (Budimansyah, 2002).

CONCLUSION

Based on the results of the study, it was identified that the frequency of hygiene tools used was: Broom (100%), Wastebasket (80%), Wipe a mop (60%), Feather duster and bucket (60%), Brush and eraser (40%), and Washcloth, gloves, and hand soap (10%). The hygiene activities that identification in the form of: sweep, Mop, wipe, Watering, and pick up garbage. In addition, collected from the student portfolio for 10 days of activities in the school environment under the guidance of the class teacher, it can be concluded that: (1) Environmental portfolio stimulate students to behave in the context, (2) The use of effective portfolio methods to increase the environmental awareness of students, (3) It is proven that children feel more familiar, happy and are willing to do life with affection for their environment after being given assignments with portfolio method, both at school, home and the general environment, (4) Assignment of caring behavior in learning at school, at home and in social society bringing knowledge, emotions and as well as caring for the environment positive learners ya ng has the potential to form an environmentally caring character in children's lives.

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