

IMPACT OF CHARACTER EDUCATION INTEGRATED ENVIRONMENTAL MANAGEMENT PROGRAM BASED ADIWIYATA: CASE IN JUNIOR HIGH SCHOOL 4 BANTIMURUNG

Sumiati, Alimuddin Mahmud and Gufran Darma Dirawan

The purpose of this study was to determine the impact of character education that is integrated with environmental management through Adiwiyata program in junior high school and the neighborhood. Besides this research will specifically examine the environmental management program based Adiwiyata. This study used a qualitative descriptive analysis method. Data obtained by conducting observations and interviews with respondents. Results of this study demonstrate their knowledge of recycling, composting and breeding in an attempt to cultivate the plants in the school environment, to create a cool atmosphere when studying or resting. Of all the activities undertaken by the entire school community would seem an attitude and behavior that defines the character of the noble. Because, from sewage treatment plants to planting seeds is to reduce the rubbish in the school and at the same time create a cool atmosphere in the move.

Keywords: character education, environmental management, Adiwiyata

Introduction

Adiwiyata programs implemented in schools as an attempt to create good conditions for schools as places of learning and improve the attitudes and behavior of school community, so that in the future the school community can take responsibility for the environmental management for primary and secondary schools in Indonesia. And must be based on the norms of togetherness, openness, honesty, fairness, and the preservation of the environment and natural resources. It is aligned with the national character education which is now being aggressively rolled out by the government. In an effort to accelerate the development of environmental education, especially formal education in primary and secondary education, then on the 21st of February 2006 has been declared the Adiwiyata program, with the aim of encouraging and shaping school care and cultured environment and sustainable development for the benefit of present and Welcome, (Free Adiwiyata; 2011).

Therefore, based on the meaning of Adiwiyata reflects the function and purpose of national education in the National Education Law No. 20 of 2003 (Chapter 2 Article 3) which states:

“National Education serves to develop the ability and character development and a dignified civilization in order to educate the nation, aimed at developing students’ potentials in order

Address for communication: **Sumiati**, Tarbiyah Faculty, College of Islamic Darud Da’wah Wal Irsyad and **Alimuddin Mahmud, Gufran Darma Dirawan**, Post Graduate Programs, Makassar State University, E-mail: sumiati1219@gmail.com, gufrandarma@yahoo.com

to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible “.

In this context it is seen that character education has become part of the national education goals. Therefore the actual character education is not a new concept in the context of Indonesian society (Gunawan: 2012). According Lickona (2012) there are seven reasons why the character was to be conveyed:

1. It is the best way to ensure children (Learners) has a good personality in life;
2. It is a way to improve academic achievement;
3. It is the best way because most learners are not able to form a strong character for him elsewhere;
4. Prepare students to respect party or another person and can live in a diverse society;
5. Teach habituation due to depart from the root of the problems associated with moral-social problems, such as lack of politeness, dishonesty, violence, violation of sexual activity, and work ethic (learning) is low;
6. It is the best preparation to meet the behavior in the workplace; and
7. Teach cultural values are part of the work of civilization.

Research Method

The research was conducted in Junior High School 4 Bantimurung Maros, South Sulawesi Province. The location determination is based on the consideration that: (1) The Junior High School 4 Bantimurung been conducting educational character-based environmental management with its participation in the Program Adiwiyata; (2) In this school has never done research on character education based environmental education; (3) In this school a success rate in the last three years, the academic year 2011/2012, 2012/2013, and 2013/2014, through the indicators of success in national examinations showed the percentage success rate is increasing. This is a disturbing curiosity about the writer to examine whether the quality obtained in accordance with the intelligence of faith and piety. Because our expectations to have a generation of people who are not only smart but also noble.

In an effort to be as accurate as possible data collection related to the variables to be analyzed, the authors use several techniques / methods, namely:

1. Observation; is a data collection method that uses observations of the object, either directly or indirectly. Therefore, the method of observation conducted by researchers of observation directly to the object studied in order to obtain the actual data to the problems studied, namely: (a) knowledge, (b) the attitude, and (c) the behavior of students, based on seven values character-based environmental education. The observation that is; teachers and students in Junior High School 4 Bantimurung.

2. Interview; used to dig up information as accurately as possible in order to reinforce the results of observation / observation has been done or is being done at the school. This method is done by researchers with immediate interviewed, namely: The principal, teacher Counseling (Class VII, VIII, IX), as well as the ninth subject teachers as indicators of research and learners themselves.
3. Documentation; is a technique of collecting data obtained through the records or archives and school teachers as a source of data relating to the object of research. The documents in question, namely: student data, teacher data, employee data as well as data existing schools in Junior High School 4 Bantimurung.

The analysis technique used is the analysis interactive model of Miles and Huberman (1981: 21-24), with the following picture:

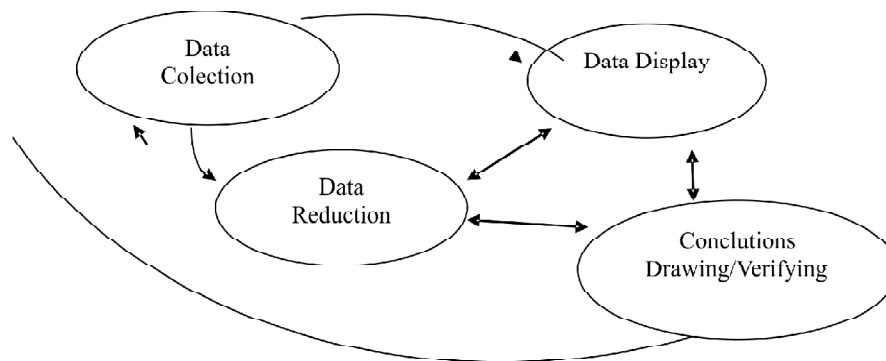


Figure 1: Component of data Analysis: Interactive Model
(Miles dan Huberman, 1981: 21-24)

The figure shows that the stages in the data analysis in this study outlines the procedure is performed, (1) Display the data, (2) Data reduction is to analyze the data as a whole. Researchers get the data from the observation, interviews and documentation, whether in relation to the curriculum, the school principal, teachers, staff, students as well as those related to learning, (3) Withdrawal conclusion and verification.

Result and Discussion

Learning Process

The learning process in Junior High School 4 Bantimurung is to integrate character education in all subjects there, but the process of learning problems only integrated environmental management in nine subjects. So that the subjects in this study is an

indicator only nine (9) because of the nine subjects that were already integrating character education and environmental education.

Junior High School 4 Bantimurung using two curriculum namely: Education Unit Level Curriculum (SBC) for class IX and in 2013 the curriculum for classes VII and VIII classes that form the basis of future learning process. Of the School Year 2012/2013 Junior High School 4 Bantimurung is one school of four other schools with the same level of school is a school that made in trials in using the curriculum in 2013, so until the establishment of the use of the curriculum in 2013 for the academic year 2013/2014 for all schools throughout Indonesia for all levels, Junior High School 4 Bantimurung still acknowledge that the level of difficulty of the curriculum in 2013 is on engineering assessment of the learners and the supply of books for learners and educators are still very limited. Junior High School 4 Bantimurung still use the curriculum in 2013, for being the pilot schools to use curriculum in 2013 in Maros.

Based on the explanation of the curriculum Junior High School 4 Bantimurung and the results of research Suharsimi Arikunto (2009) regarding evaluation in education can be concluded that the curriculum in 2006 (SBC) and 2013 engineering curriculum assessment and evaluation of education can not be separated from the existing infrastructure at the school. Because the teacher is the one who is responsible for the learning outcomes of students from all aspects.

Based on the results of the analysis of the learning process of the nine subjects with integrated character education in environmental management with 7 character value as indicators of this study, it can be concluded that; character values formed in the learning process is the highest value of character (social care, environmental care, and responsibility). While the character is formed of the lowest value is the value of the character (creative, curious). Later on subjects that provide distribution form the character of the highest value is subject; Religious Education, and Local Content. And subjects that provide the lowest distribution in shaping the character is subject Physical Education, Sport and Health. Whereas in other subjects (Civics, Indonesian Language, Science, Social Studies, Arts Culture and Information and Communication Technology) provides distribution in shaping the character values being in the learning process.

Russell Williams (Tahun), described the character like "muscle", which will become mushy if not trained. With practice for the sake of the exercise, the "muscles" character will be strong and will manifest into habits (habit). People of character do not carry out an activity for fear of punishment, but for the love of goodness (loving the good). Because of that love, then comes the desire to do good (desiring the good) (Adian Husaini, 2010). Character education goal is basically to encourage the birth of children who are both (Insan Kamil). Growth and development of good character will encourage learners to grow with the capacity and commitment to do things the best and do everything right and have a purpose in life.

Adiwiyata School

To achieve the program objectives Adiwiyata, then set four (4) components of the program as a unified whole in achieving Adiwiyata school, the four components are; (1) environmental policies, (2) the implementation of environment-based curriculum, (3) partisipatif-based environmental activities, (4) management of environmentally friendly means of support. The gains followed Adiwiyata program, are as follows: (1) Supporting the achievement of standards of competence base and competency standards primary and secondary education, (2) Improving the efficiency of use of school operational funding through savings and a reduction in consumption of various resources and energy, (3) Creating a school community togetherness and learning conditions are more comfortable and conducive, (4) Being a place of learning about the values of the maintenance and management of the environment is good and right for the citizens of the school and the surrounding community, (5) Improve safeguards and environmental management life through pollution control, damage control and preservation of the environment at school functions.

As quoted from the interview with Mr. Sariman, M.Pd in Junior High School 4 Bantimurung principals, who says as follows:

“Junior High School 4 Bantimurung is built from Junior High School 2 Maros and later became a pilot project or pilot schools Adiwiyata academic year 2012/2013, and 2013/2014 school year has become a school Adiwiyata national level which then already have the right to build three other schools in Maros. And on 22 December 2014 is the receipt of a certificate from the ministry of the environment (team Adiwiyata) in Jakarta and will be attended by the principal of Junior High School 4 Bantimurung”. (Interview: 12 October 2014).

Based on the results of the interview can be concluded that the Junior High School 4 Bantimurung be Adiwiyata school for having four components of the program Adiwiyata and has met all the requirements of the assessment team Adiwiyata. And the relation that the character education Character education is a conscious effort and earnest of an educator to teach values to the learners (Muchlas Samami: 2012). So by keeping the environment where implement the learning process every day, then it shows a noble character.

Observation Learners

If the syllabus and lesson plans and learning process in Junior High School 4 Bantimurung on the basis of assessment made in the successful realization of character education, environmental education as well as the objectives of the program Adiwiyata, then the value of the character to be an indicator of the study will be far from the expectations of sustainable development. For when compared to the data from the study by the observation of learners no difference.

The results of interviews of learners who are still sitting in the class VII (Farhan Suhardi class VII C) says that:

“Our character education to be able to provide high confidence, the spirit of learning and reflection of the personality of the teacher who patiently guided us in order to become the next generation morality. The attitude of the teacher indicated to us an imitation that have character values, social care, hard work, and responsibility”.

And according to learners who are still sitting in class VIII on behalf Ikhsan Irsyat also added that:

“In character education has much to learning about character values such as honesty, which has been felt by all learners, at school canteens learners are given the confidence to eat and pay for itself in accordance with the amount of the meal along with the price and has prepared a place to store cash payments. then by the time they replicates, learners are given guidance that a high value is not a measure of the success of learners, but although low value is important is not the result of cheating or cheating books from friends but hard work alone, it already shows learners already do form the value of honest character”.

Character values of responsibility also has to be carried out by learners as, at the time of cleaning the school environment, all students were divided into several groups and each given a part to be cleaned. They do it without strict supervision of the teacher, but the students can do well in accordance with the division of the area.

Then the results of interviews of students who already sit in class IX On Behalf Rappe, roomates Incidentally has long been at the school in conducting all activities at the school Also add:

“That the discipline has been instilled with the character through an activity, whether it is in the process of learning and self-development. For example in worship, from the Islamic Education teachers provide motivation before entering the study, if only to pray Duha first mosque in the school environment. Furthermore, the value of creativity character can already be done by the learners. And as an example of the creativity of learners in schools, namely in terms of processing plastic waste that can be made of valuable objects, such as plastic chips that can be decorated in a class or even can have economic value, then the plastic cups can be made into a purse bag that can be sold and on display at exhibitions held by the other schools”.

To support environmental awareness in schools, from interviews with students before, is the division of tasks in the classroom or outside the classroom, by dividing the average to all learners who take turns cleaning every day. Maintain plants such as (care and watering plants). Then the learner is given the task to bring the good crop seeds or plants of mango plant flowers. And each learner brings one school to plant seeds. plant seeds so that they take the form of flower crops mostly planted in a breeding butterflies that had been prepared because it serves to food of the butterflies. while the existing mango trees and has a large still about 3 trees, but that still small about 15 trees. Added more than other students say that there is

such signs are attached to the surrounding schools/classes with writing LISA (See Garbage Grab), each flag ceremony on Monday, officials builder ceremony always expressed so that learners cultivate LISA.

Regarding the issue of cleanliness in SMP Negeri 4 Bantimurung be important things that must be carried out on a daily basis. There is even a specific day each class gather in groups to clean the entire lingkungan school within 60 minutes. What has been done by all students in the school is the impact of their character education and meaningful program that the school Adiwiyata minded and care about the environment. Plus the oraganisasi osis and gesispling that lead to cleanliness and comfort in the school environment, both to learn and to play.

Based on observations of learners through in-depth interviews can be concluded that the impact of sound character education and care for the environment are in accordance with the expectations of the Adiwiyata program.

Conclusion

The impact of character education through environmental management based Adiwiyata program in Junior High School 4 Bantimurung, based on observations and interviews of the learners are able to provide confidence, responsibility, creativity/skills, and enthusiasm for learning, as well as the reflection of the personality of the teacher with patience guiding them in order to become the next generation that has a noble character. Therefore, the overall assessment advice and infrastructure is already supporting the implementation of character education and environmental education as well as the objectives of the program Adiwiyata. However, when compared between the results of observation, interviews with the analysis of the syllabus and RPP are many differences between the documentation with which realized in the field.

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