

**THE IMPLEMENTATION OF ENVIRONMENTAL CARING
CHARACTER EDUCATION IN SDN PURWODADI 1
MALANG**

THESIS

By:

Muhammad Ridwan

NIM. 13140158



**DEPARTMENT OF ELEMENTARY SCHOOL TEACHER EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG
2020**

**THE IMPLEMENTATION OF ENVIRONMENTAL CARING
CHARACTER EDUCATION IN SDN PURWODADI 1
MALANG**

THESIS

Presented to Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
In Partial Fulfillment of *the Degree of Sarjana Pendidikan (S.Pd)*

by:

Muhammad Ridwan

NIM. 13140158



**DEPARTMENT OF ELEMENTARY SCHOOL TEACHER EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG
MEI, 2020**

APPROVAL SHEETS
**THE IMPLEMENTATION OF ENVIRONMENTAL CARING
CHARACTER EDUCATION IN SDN PURWODADI 1 MALANG**

THESIS

Written by:
Muhammad Ridwan
NIM. 13140158

Approved by:

Advisor



Dr. Hj. Sulalah, M.Ag
NIP. 196511121994032002

Malang, 6 Mei 2020

Acknowledge by,

Head of Elementary School Teacher Education Department



H. Ahmad Sholeh, M.Ag
NIP. 197608032006041001

LEGITIMATION SHEET

**THE IMPLEMENTATION OF ENVIRONMENTAL CARING
CHARACTER EDUCATION IN SDN PURWODADI 1 MALANG**

THESIS

Written by:

Muhammad Ridwan (13140158)

Has been defended and approved by the board of examiners on May 14th, 2020
with assesment very good and had been acceptable as the requirement
for the degree of Education Bachelor/ **Sarjana Pendidikan (S.Pd)**

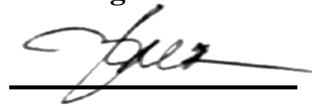
The Board of Examiners

Signature

Main Examiner,

Dr Wahid Murni, M.Pd, A.k
NIP. 19690303 200003 1 002

:



Secretary,

Dr. Hj. Sulalah, M.Ag
NIP. 19651112 199403 2 002

:



Advisor,

Dr. Hj. Sulalah, M.Ag
NIP. 19651112 199403 2 002

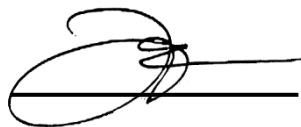
:



Chair Examiner,

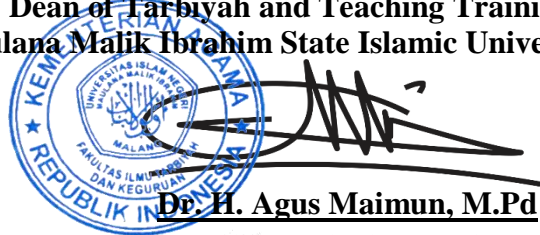
Dr. Muhammad Walid, MA
NIP. 19730823 200001 1 002

:



Approved by:

**Dean of Tarbiyah and Teaching Training Faculty
Maulana Malik Ibrahim State Islamic University of Malang**



Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

DEDICATION

Alhamdulillah, All Praises to Allah who gave me mercy and blessings and all of His creatures so that I was able to complete this thesis without any obstruction. Shalawat and salâm always present to our Prophet Muhammad SAW who has guided us from the darkness to the lightness, the most perfect way of life, Ad Dinul Islam.

I dedicate this thesis to my small family and my parents who have raised me and supported my spiritual and financial education needs, **Mr. Sariani and Mrs. Semiati** who always pray for her sons and daughters in their daily lives.

Thank a lot of to my beloved wife, **Ulfa Mahendra Pradilasari, S.Pd** and my dear daughter **Nasyitha Arsyla Al Mahyra**, Thanks to my sister, **Risma Ayudya Putri Sari**, and to all of my big families.who always remind me to immediately complete the task that has been given.

Thank a lot to My Advisor Lecturer, Ustadzah **Dr.Hj. Sulalah, M.Ag**, who has guided the author patiently and painstakingly from the beginning until this thesis over.

Big thanks to all my Teacher, Ustadz/ah, and Lecturers, in Maulana Malik Ibrahim State Islamic University of Malang, especially My idelologic mother **Prof. Dr. Hj. Mufidah Ch, M.Ag** and **Mz Miftahul Arifin, S.Kom** for giving me the best lessons and experiences that will be useful in the future.

And I wouldn't forget to all my friends **Musyrif/ah in MSAA in Mabna Kedokteran Ar-razy '67, KBMB, KAMABI, Volunteer LP2M, LKPM** and all of my friends that I can't call one by one. Thank's for all your attention and support.

And the last is specifically for all my friends of **PGMI 2013** and especially for the big family of **ICP PGMI E** who has been accompanying my learning activities for four years until I can complete my final project. I miss you guys and see you on top wherever you are. Once again, thank you.

MOTTO

ظَهَرَ الْفَسَادُ فِي الْبَرِّ وَالْبَحْرِ بِمَا كَسَبَتْ أَيْدِي النَّاسِ لِيُذِيقَهُمْ مَبْعُضَ الَّذِي عَمِلُوا الْعَمَلُ يُمِرُّ جَعُونَ (٤١)

Meanings: “*Evil (sins and disobedience to Allah) has appeared on land and sea because of what the hands of men have earned (by oppression and evil deeds), that He (Allah) may make them taste a part of that which they have done, in order that they may return (by repenting to Allah, and begging His Pardon)*”.¹

¹The Noble Qur’an English Translation of the Meanings and Commentary (Madinah: King Fadh Complex for the Printing of the Holy Qur’an, 1996), p.547.

Dr. Hj. Sulalah, M.Ag.

Lecturer of Tarbiyah and Teacher Training Faculty

Maulana Malik Ibrahim State Islamic University of Malang

OFFICE MEMO OF ADVISOR

Malang, May 6th, 2020

Subject : Muhammad Ridwan

Attachment : 4 (Four) Exemplars

To Whom It May Concern,

Dean of Education and Teacher Training Faculty

Maulana Malik Ibrahim State Islamic University of Malang

In

Malang

Assalamu'alaikum Wr. Wb

This office memo declares that thesis originally owned by:

Name : Muhammad Ridwan

Number of Student : 13140158

Department : Elementary School Teacher Education

Advisor : Dr. Hj. Sulalah, M.Ag.

Title of Thesis : *The Implementation of Environmental Caring Character
Education in SDN Purwodadi 1 Malang*

Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wassalamu'alaikum Wr.Wb.

Advisor,



Dr. Hj. Sulalah, M.Ag.

NIP. 19651112 199403 2 002

CERTIFICATE OF THESIS AUTHORSHIP

I hereby that in this thesis there is originally written by Muhammad Ridwan, student of Elementary School Teacher Education Department as part of the requirement for obtaining Bachelor's Degree of Education (S.Pd), Education and Teacher Training Faculty at Maulana Malik Ibrahim State Islamic University of Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other Bachelor's Degree status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 6th, 2020

Author



Muhammad Ridwan
NIM. 13140158

ACKNOWLEDGEMENTS

Alhamdulillah, All Praises to Allah who gave me mercy and blessings and all of His creatures so that I was able to complete this thesis with the title “The Implementation of Environmental Caring Character Education in SDN Purwodadi 1 Malang” without any obstruction. Shalawat and salâm always present to our Prophet Muhammad SAW who has guided us from the darkness to the lightness, the most perfect way of life, al Islam.

This thesis is written to submit as part of the requirement for obtaining Bachelor Degree in Elementary School Teacher Education Department, Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang would not have been completed without the contributions and supports from many people.

Thus, I want to express my my sincerely thanks to:

1. Prof. Dr. Abdul Haris, M.Ag as the Rector of Maulana Malik Ibrahim State Islamic University of Malang, who has given me the hidden spirit and motivation to develop academically competence as well as Islamic studies.
2. Dr. H. Agus Maimun, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang, who always support the student to study hard and to develop useful knowledge in the community.
3. Dr. Muhammad Walid, MA as the First Dean I of Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang, who have educate us to be teachers who teach by heart.
4. H. Ahmad Sholeh, M.Ag as the Head of Elementary School Teacher Education Department, Tarbiyah and Teacher Training Faculty, who always support the students to finish their study.
5. Dr. Hj. Sulalah, M.Ag as the advisor who always give me guidance and a lot of suggestion in order to complete the arrangement of research report.

6. All of lectures in Elementary School Teacher Education Department and all of lectures in Maulana Malik Ibrahim State Islamic University of Malang, especially Prof. Dr. Hj. Mufidah Ch, M.Ag, my ideological mother in LP2M volunteers, who have gave the valuable knowledge and experiences.
7. My Parents are Mr. Sariani and Mrs. Semiati, My beloved wife Ulfa Mahendra Pradilasari and My daughter Nasyitha Arsyla Al Mahyra and My sister Risma Ayudya Putrisari, who endless love me, support and pray for me, so I can finish my study in first degree (S1) at Maulana Malik Ibrahim State Islamic University of Malang.
8. All academics at SDN Purwodadi 1 Malang, who have helped a lot, provided a lot of knowledge and provided a place for research.
9. All of the big family of PGMI 2013, especially Iqbal, Irfai, Wiji, Novi, Dhenok, Farida, Atik and Fitya who always support me to writing this thesis.
10. All of colleagues in Big Family Musyrif/ah MSAA '13, Mabna Kedokteran Ar Razy '67, Rumah Bibit PGMI, KBMB'13, KKM '113, PKL SIKL (Indonesian School of Kuala Lumpur), Association of International Class Student (AICS), IKAMAHALITA Bascamp and Big Family of LP2M Volunteer and all of my friends wherever you are who have accompanied me to work on this thesis.

Finally the researcher hopes that this thesis will be useful for him and for the readers. This constructive critic and also the suggestion are expected from the readers.

Malang, May 6th, 2020

Muhammad Ridwan

TRANSLITERATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this Thesis utilize in translation guidelines based on the agreement between Religion Minister, and Educational and Culture Minister of Indonesia number 158, 1987 and number 0543 b/U/1987. Those are:

A. Letter

ا = a

ب = b

ت = t

ث = ts

ج = j

ح = h

خ = kh

د = d

ذ = dz

ر = r

ز = z

س = s

ش = sy

ص = sh

ض = dl

ط = th

ظ = zh

ع = ‘

غ = gh

ف = f

ق = q

ك = k

ل = l

م = m

ن = n

و = w

ه = h

ء = ’

ي = y

B. Long Vocal

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

C. Diphthong

أَوْ = aw

أَيَّ = ai

أُوَّ = û

إَيَّ = î

LIST OF TABLE

Table 1.1: Originality of the Thesis	12
Table 2.1: Indicators of Grade Level Value	23
Table 3.1: List of Interview.....	39
Table 4.1: Profil of School.....	45
Table 4.2: Data of Teacher	51
Table 4.3: Data of Student	52
Table 4.2: Adiwiyata Environmental Action Program	53

LIST OF PICTURE

Picture 3.1: Concept of Data Analysis	41
Picture 4.1: POKJA Schedule and SOP for Cleaning the Bathroom	64
Picture 4.2: Routine picket activities water the park	69
Picture 4.3: Teacher gives an example of how to sweep.....	73
Picture 4.4: Thematic Learning Model Activities	81
Picture 4.5: KBM outside the classroom	81
Picture 4.6: The composting working group.....	83
Picture 4.7: Teachers and students learn to compost waste	83

APPENDIX LIST

- Appendix I : Research Permission
- Appendix II : Mail Of Research Already from Institusi
- Appendix III : Evidance of Consultation
- Appendix IV : Online Consultation with Advisor
- Appendix V : Interview Guidelines
- Appendix VI : Observation Guidelines
- Appendix VII : Picture Documentation
- Appendix VIII : Lesson Plan
- Appendix IX : Curriculum Vitae

TABLE OF CONTENTS

COVER SHEET	i
TITLE SHEET	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
DEDICATION	v
MOTTO	vi
OFFICE MEMO OF ADVISOR	vii
CERTIFICATE OF THESIS AUTHOSHIP	viii
ACKNOWLEDGEMENTS	ix
TRANSLITERATION GUIDLINES OF ARAB-LATIN	xi
LIST OF TABLE	xii
LIST OF PICTURE.....	xiii
APPENDIX LIST	xiv
LIST OF CONTENT	xv
ABSTRACT	xviii
CHAPTER 1 INTRODUCTION	
A. Background of the Research	1
B. Focus of the Research	6
C. Objective of the Research	7
D. Significant of Research	7
E. Previous Research	8
F. Definition of the Key	13
G. Composition of Research Findings	14

CHAPTER II THEORITICAL REVIEW

A. The Concept of Character Building	16
B. Environmental Caring Education	24
C. Research Roadmap	32

CHAPTER III METHODS OF RESEARCH

A. Approach and Research Design	33
B. Type Research	33
C. Attendance of the Researcher	34
D. Location of the Research.....	35
E. Data and Data Sources	35
F. Data Collection.....	37
G. Data Analysis	40
H. Triangulation	42
I. Research Procedure	43

CHAPTER IV DATA EXPOSURE AND RESEARCH FINDING

A. Data Exposure	
1. History of SDN Purwodadi 1 Malang	44
2. Profil of SDN Purwodadi 1 Malang	45
3. Vision and Mission	46
4. Goals	48
5. The Teacher Condition	51
6. The Student Condition	51
7. Adiwiyata Environmental Action Program	53

B. Research Findings	
1. The Implementation of Environmental Care Character Education in SDN Purwodadi 1 Malang	61
2. Student Responses to the Implementation of Environmental Care Character Education in SDN Purwodadi 1 Malang	78
3. The Supporting and Inhibiting Factors of Environmental Care Character Education in SDN Purwodadi 1 Malang	84
 CHAPTER V DISCUSSION	
A. The Implementation of of Environmental Care Character Education in SDN Purwodadi 1 Malang	96
B. Student Responses to the Implementation of Environmental Care Character Education in SDN Purwodadi 1 Malang	117
C. The Supporting and Inhibiting Factors of Environmental Care Character Education in SDN Purwodadi 1 Malang	118
 CHAPTER V CLOSING	
A. Conclusion	120
B. Recommendation	121
BIBLIOGRAPPHY	122
APPENDIXS	125

ABSTRACT

Ridwan, Muhammad. 2020. *The Implementation of Environmental Caring Character Education in SDN Purwodadi 1 Malang*. Thesis. Department of Elementary School Teacher Education. Faculty of Education and Teacher Training. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Hj. Sulalah, M.Ag

Keywords: Character Education, Environmental Caring

Environmental care character education is an attempt to instill a sense of caring for the environment. Character education care for the environment is needed by everyone, it is because environmental damage has occurred everywhere, causing environmental crises. Schools become one of the important elements in forming the character of students. Schools not only provide knowledge, but also as a forum for forming the character and attitudes of the students. Seeing this, character education is very important to be instilled early on starting from elementary school education.

The purpose of this research was to: (1) Describe the implementation of environmentally friendly character education in SD Negeri Purwodadi 1 Malang, (2) Describe the response of students to the implementation of environmental care character education at SD Negeri Purwodadi 1 Malang. (3) Describe the supporting and inhibiting factors in the implementation of environmental care character education in SD Negeri Purwodadi 1 Malang.

This research uses a methodology with a qualitative approach to case study research. The object of this research is the situation of environmental education character education in SDN Purwodadi 1 Malang. This study uses data collection techniques such as observation, interviews, and documentation. Data were analyzed by data reduction, data display, and drawing conclusions. The validity of the data uses triangulation techniques and data sources.

The results of the study show that: (1) The implementation of environmental education character education through the development of school curricula, including: personal development programs, learning processes, integration in subjects, integration in thematic learning, school environment health development, and school culture. (2) The students' response to environmental care character education is very good, it can be seen from the achievement of indicators of the value of environmental care at the upper and lower classes. (3) Supporting factors in environmental care character education namely; educators, students, learning materials, infrastructure advice, the role of parents and collaboration with government agencies. The inhibiting factors in the implementation of environmental care character education are the awareness of lower class children who are still unstable, while the solution is given direction to parents of students through a contact book and the socialization continuously to the parents committee association.

ABSTRAK

Ridwan, Muhammad. 2020. *The Implementation of Environmental Caring Character Education in SDN Purwodadi 1 Malang*. Skripsi. Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Hj. Sulalah, M.Ag.

Kata Kunci: Pendidikan Karakter, Peduli Lingkungan

Pendidikan karakter peduli lingkungan merupakan sebuah usaha untuk menanamkan rasa peduli pada lingkungan. Pendidikan karakter peduli lingkungan sangat dibutuhkan oleh setiap orang, hal tersebut dikarenakan kerusakan lingkungan sudah terjadi dimana-mana sehingga menimbulkan krisis lingkungan. Sekolah menjadi salah satu unsur penting dalam pembentuk karakter para peserta didik. Sekolah tidak hanya memberikan pengetahuan, tetapi juga sebagai wadah pembentuk watak dan sikap para peserta didik. Melihat hal tersebut, maka pendidikan karakter sangat penting ditanamkan sejak dini mulai dari pendidikan sekolah dasar.

Tujuan penelitian ini adalah untuk: (1) Mendiskripsikan pelaksanaan pendidikan karakter peduli lingkungan di SD Negeri Purwodadi 1 Malang, (2) Mendiskripsikan respon siswa terhadap pelaksanaan pendidikan karakter peduli lingkungan di SD Negeri Purwodadi 1 Malang. (3) Mendiskripsikan faktor pendukung dan penghambat pelaksanaan pendidikan karakter peduli lingkungan di SD Negeri Purwodadi 1 Malang.

Penelitian ini menggunakan metodologi dengan pendekatan kualitatif dengan penelitian studi kasus. Adapun objek dari penelitian ini adalah situasi pendidikan karakter peduli lingkungan di SDN Purwodadi 1 Malang. Penelitian ini menggunakan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Data dianalisis dengan reduksi data, display data, dan penarikan kesimpulan. Keabsahan data menggunakan triangulasi teknik dan sumber data.

Hasil penelitian menunjukkan bahwa: (1) Pelaksanaan pendidikan karakter peduli lingkungan melalui pengembangan kurikulum sekolah, meliputi: program pengembangan diri, proses pembelajaran, pengintegrasian dalam mata pelajaran, pengintegrasian pada pembelajaran tematik, pengembangan kesehatan lingkungan sekolah, dan budaya sekolah. (2) Respon siswa terhadap pendidikan karakter peduli lingkungan sangat bagus, dapat dilihat dari ketercapaian indikator-indikator nilai peduli lingkungan pada jenjang kelas atas dan kelas bawah. (3) Faktor pendukung dalam pendidikan karakter peduli lingkungan yaitu; pendidik, peserta didik, materi pembelajaran, sarana prasarana, peran orangtua dan kerjasama dengan lembaga pemerintah. Faktor penghambat pelaksanaan pendidikan karakter peduli lingkungan yaitu kesadaran anak kelas bawah yang masih belum labil, adapun solusinya diberikan arahan kepada orang tua peserta didik melalui buku penghubung dan sosialisasi berkelanjutan terhadap paguyuban walimurid.

ملخص البحث

رضوان، محمد. ٢٠٢٠. تنفيذ تعليم رعاية الشخصيات البيئية في المدرسة الابتدائية الحكومية فورودادي ١ مالانج. البحث العلمي لقسم تعليم المعلمين المدرسة الابتدائية، كلية التربية والتعليم، جامعة مولانا مالك إبراهيم الحكومية الإسلامية في مالانج. المشرفة: الدكتور الحاجة سلالة الماجستير.

الكلمات المفتاحية: تعليم رعاية، الشخصيات البيئية.

تعليم شخصية الرعاية البيئية هو محاولة لغرس شعور بالاهتمام بالبيئة. يحتاج الجميع إلى رعاية تعليم البيئة للبيئة، وذلك لأن الضرر البيئي حدث في كل مكان، مما تسبب في أزمات بيئية. تصبح المدارس أحد العناصر المهمة في تشكيل شخصية الطلاب. لا توفر المدارس المعرفة فحسب، بل أيضًا كمنتدى لتشكيل شخصية ومواقف الطلاب. بالنظر إلى ذلك، فإن تعليم الشخصية مهم جدًا ليتم غرسه مبكرًا عند البدء في التعليم الابتدائي.

والأهداف من هذا البحث هو: (١) لشرح تنفيذ تعليم الشخصيات الصديقة للبيئة في المدرسة الابتدائية الحكومية فورودادي ١ مالانج، (٢) لشرح استجابة الطلاب لتنفيذ تعليم حرف الرعاية البيئية في المدرسة الابتدائية الحكومية فورودادي ١ مالانج. (٣) لشرح العوامل الداعمة والمثبطة في تنفيذ تعليم شخصية الرعاية البيئية في المدرسة الابتدائية الحكومية فورودادي ١ مالانج.

والمنهج الذي استخدمه الباحث هو المنهج النوعي دراسة الحالة. الهدف من هذا البحث هو وضع تعليم شخصية التعليم البيئي في المدرسة الابتدائية الحكومية فورودادي ١ مالانج. تستخدم هذه الدراسة تقنيات جمع البيانات مثل الملاحظة والمقابلات والتوثيق. تم تحليل البيانات عن طريق تخفيض البيانات

وعرض البيانات واستخلاص النتائج. تستخدم صلاحية البيانات تقنيات التثليث ومصادر البيانات.

ونتيجة البحث تدل على أن: (١) تنفيذ تعليم شخصية التربية البيئية من خلال تطوير المناهج المدرسية ، بما في ذلك: برامج التنمية الشخصية ، وعمليات التعلم ، والاندماج في المواد ، والاندماج في التعلم الموضوعي ، وتطوير الصحة البيئية المدرسية ، والثقافة المدرسية. (٢) استجابة الطلاب لتعليم شخصية الرعاية البيئية جيدة جدًا ، ويمكن رؤيتها من خلال تحقيق مؤشرات قيمة الرعاية البيئية في الطبقات العليا والدنيا. (٣) العوامل الداعمة في تعليم شخصية الرعاية البيئية وهي: المعلمون ، الطلاب ، المواد التعليمية ، نصائح البنية التحتية ، دور الآباء والتعاون مع الجهات الحكومية. العوامل المثبطة في تنفيذ تعليم شخصية الرعاية البيئية هي وعي الأطفال من الطبقة الدنيا الذين لا يزالون غير مستقرين ، في حين يتم إعطاء الحل لأولياء أمور الطلاب من خلال كتاب الاتصال والتنشئة الاجتماعية لرابطة لجنة الآباء

CHAPTER I

INTRODUCTION

A. Background of the Research

The environment is everything that is around us, a place to live and every living thing will depend on the environment. The environment is a unity of space with all objects and living things that are in it, including humans and their behavior that affect the sustainability of life and the well-being of humans and other living things.² Living things themselves can also affect their environment, because in every environment the living environment between one component and another is bound by interdependence.³

Human life is greatly influenced by environmental factors, and vice versa the environment can be influenced by human activities and behavior. Humans are the main subjects who take advantage of natural resources to support their survival. However, the position of humans as subjects in the utilization of natural resources sometimes makes people forget other aspects such as environmental aspects and only focus on getting as many benefits as possible. This condition makes the environment more alarming. Many environments around us have experienced damage and also caused disasters due to human behavior. This is reflected in the global index or the Index of

² UU No. 32 Tahun 2009 tentang Perlindungan dan Pengelolaan Lingkungan Hidup

³A. Trisna Sastrawijaya. Pencemaran Lingkungan Hidup (Jakarta: PT. Rineka Cipta, 2006), p.7.

Environmental Incare Behavior (IPKLH) conducted by BPS, showing that in the last three years it is still at 0.57 from the absolute number 1.⁴ This indicates that the community has not behaved in a caring environment in running their daily lives. The index in the survey is a combination of five indicators: electricity usage, waste disposal behavior, water use, consumption of goods and behavior related to carbon emissions.⁵ These indicators show that environmental care behavior is still low in many ways, many human behaviors can damage the environment and cause disaster. This environmental damage occurs because humans do not pay attention to their relationship with the natural environment, damage to ecosystems on land and in the ocean caused by humans not realizing the necessity of a relationship that should be balanced between themselves and the natural environment.⁶ As explained in QS. Ar Rum Verse 41:

ظَهَرَ الْفَسَادُ فِي الْبَرِّ وَالْبَحْرِ بِمَا كَسَبَتْ أَيْدِي النَّاسِ لِيُذِيقَهُمْ بَعْضَ الَّذِي
عَمِلُوا لَعَلَّهُمْ يَرْجِعُونَ (٤١)

Meanings: *Evil (sins and disobedience to Allah) has appeared on land and sea because of what the hands of men have earned (by oppression and evil deeds), that He (Allah) may make them taste a part of that which they have done, in order that they may return (by repenting to Allah, and begging His Pardon).*⁷

⁴ Harliantara, Indeks Peduli Lingkungan, <http://www.koran-jakarta.com/indeks-peduli-lingkungan/html>, accessed at February 28th, 2019.

⁵Laporan Indeks Ketidakpedulian Lingkungan Hidup Indonesia 2018. Badan Pusat Statistik

⁶Ali Yafie, Merintis Fiqih Lingkungan Hidup, (Jakarta:Ufuk Press, 2006), p.35

⁷Lajnah Pentashihan Mushaf Al-qur'an, 2015. Eksistensi Kehidupan di Alam Semesta (Jakarta: Lajnah Pentashih Al-Quran) p.8

From the Kalamullah in QS Ar Rumm, God asserts that it has seen both the land and the sea caused by man. Real environmental concerns are issues that arise from human behavior that does not care about environmental equilibrium and harmony. This indifference is caused by humans who tend to exploit excessively to meet their needs. For example, excessive deforestation can cause landslides, the use of dynamite to catch fish that can damage coral reefs and other marine life. Some of these are acts of human behavior in the environment. This issue of adult living has even become a global issue as it concerns various sectors and interests of the people.⁸ Weakness of our awareness of our environment is also due to the view that it is natural to use human nature. For example, felling trees for human needs, using water, dumping rubbish is a natural thing because there are no strict rules for it.

If the destruction of these elements of the environment continues to be neglected, the quality of the environment will become worse. Therefore, there is a need for conservation efforts and environmental protection. This preservation effort was made to provide an understanding of the importance of maintaining a sustainable environment. The preservation of the environment is the responsibility of all the governments of the community. In this regard, the government has made relevant recommendations for the preservation of environmental sustainability, among others, namely Law No. 23 of 1997 on Environmental Management, Law No. 26 of 2007 on

⁸ Adnan Harahap dkk, *Islam dan Lingkungan Hidup* (Jakarta:CV Fatma Press, 1977) p.6

Public Concern for the Provision of Green Open Space, Law No. 18 of 2008 on the Role and Society of Waste Management, Law No. 32 of 2009 on Environmental Protection and Management, and Law No. 15 Year 2012 on Land Use Conservation.

In addition to making some regulations on environmental protection, the government has a role to play in raising awareness and education on the preservation of the environment. In this regard, the government is obligated to grow and develop public awareness of its responsibilities in managing the environment through the processing, guidance, and research of the environment.⁹ The process of growth and development is to be carried out especially in the younger generation as a continuation of the nation's progress.

Schools as part of society, are one of the spearheads for achieving the function of human beings who care about the environment. The school is still believed and recognized by the community as an institution or place of shaping the character of the nation, so the continuity and progress of the nation's morals is still very much expected to be shaped in the educational process, in this case, the process of learning in the school of environmental concern.

The position of the school as the center of culture and refinement of the transitional society towards the idealized absolute society. The issue of

⁹Undang Undang Republik Indonesia No.4 Tahun 1982 Pasal 9 tentang Ketentuan Ketentuan Pokok Pengolahan Lingkungan.

education outside of school, both in the family and in the community generally does not yet contain the values of the aspiring community, such as the principles of democracy, work ethic, obedience to the rules, feelings of nationalism, displacement, caring for one another and the environment not yet cultured. Teachers in the learning process are sometimes confused about using the school environment as a resource. This is not to mention teachers' ability to understand and master the school environment that can be used during the learning process. While carefully considered, the school environment is truly the most effective place for learning and cultivating character education. There are 18 characters that schools should develop in order to achieve character education success, namely: (1) religious; (2) be honest; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) the national spirit; (11) homeland love; (12) appreciate performance; (13) communicative; (14) peaceful love; (15) love to read; (16) caring for the environment; (17) social care; (18) responsibility.¹⁰

SDN Purwodadi 1 Malang in the Blimbing district it has a basic education purpose which is to become a school of pioneers and a catalyst for a culture of clean living and healthy living. At SDN Purwodadi 1 Malang all the learners were also taught how to manage waste and container materials for something useful such as leaf recycling managed to compost

¹⁰ Agus, Zaenul Fitri. *Pendidikan Karakter Berbasis Nilai & Etika di Sekolah*. (Jogjakarta: Ar Ruzz Media, 2012) p.40

for fertilizer and used materials to be used as craft or media useful for learning in class.

The first observation of the researchers indicate that SDN Purwodadi 1 Malang has implemented a Character Education Strengthening (PPK) program which is one of the primary concerns of environmental concern, as stated by PPK coordinator, Mr Eko:

“The impact of the PPK program is evident, students are used to keeping classrooms and schools clean, preparing for school and in the school environment where all students pick up pickets and collect scattered garbage, and then put them in a bank of waste that has been split between dry waste and wet. Not only that every day the students schedule and care for the gardens because in the front yard of the school there are gardens with shrubs, eucalyptus, grass, medicinal plants and more. In this program all schoolchildren are also encouraged to regularly clean Friday in the school or outside the school, which is in the vicinity of this school.”¹¹

Based on the above background, the researcher conducted the research with the title **“The Implementation of Environmental Caring Character Education in SDN Purwodadi 1 Malang”**.

B. Focus of the Research

Based on the research background, this research covers the Implementation of Environmental Caring Character Education in SDN Purwodadi 1 Malang. The research problem of this study are:

1. How are the implementation of environmental caring character education in SDN Purwodadi 1 Malang?

¹¹ Hasil wawancara dengan Eko Setiwan S.Pd., Penanggung jawab program Penguatan Pendidikan Karakter di SD Negeri Purwodadi 1 Malang, the date of Marc, 12th 2018

2. What is the student's response to the implementation of environmental caring character education in SDN Purwodadi 1 Malang?
3. What are the supporting and restricting factors to the implementation of environmental caring character education in SDN Purwodadi 1 Malang?

C. Objective of Resarch

Based on the research problems, the research objectives of this study can be listed as follow:

1. To explain the implementation of environmental caring character education in SDN Purwodadi 1 Malang.
2. To explain the student's response to the implementation of environmental caring character education in SDN Purwodadi 1 Malang.
3. To describe the supporting and restricting factors to the implementation of environmental caring character education in SDN Purwodadi 1 Malang.

D. Significances of the Research

1. Theoretical Benefits

This research can provide information on how to formulate environmental character education in primary schools or islamic schoolh, either rural or urban, and can serve as a basis for formulating hypotheses for future research in similar areas of future research, as well as adding a wealth of scientific knowledge about collecting character caring for the environment.

2. Practical benefits

a. Teacher

- 1) Expected to be a strategic step in the development of disciplinary character through environmentally responsible character education in schools.
- 2) Expected as an evaluation tool for character development through environmental care character education.

b. Student

- 1) Expected to improve character character through education of caring character.
- 2) Expected to know the benefits of character education about the environment.

E. Previous Research

Before this research, there are some thesis that have been submitted in the las several years. Thats research related to Implementation of Environmental Caring Character Education in SDN Purwodadi 1 Malang. These include:

The First thesis is written by Nina Setiyani with title *Pendidikan Karakter Peduli Lingkungan Melalui Program Green Environment di SMP Alam AR-Ridho Kota Semarang* in 2013.¹² This study uses a qualitative approach with descriptive methods. The results show that Ar-Ridho Junior

¹² Nina Setiyani, *Pendidikan karakter Peduli Lingkungan Melalui Program Green Environment di SMP Alam AR-Ridho kota Semarang*, Skripsi.Unnes.2013

High School is one of the first private secondary schools in Semarang and the only natural school in Semarang. Ar-Ridho High School is a formal school inspired by the use of nature, life and the environment as its medium of learning. The classrooms do not use the classroom as much as the formal school does, but instead use shelters made for the learning room. In addition, in the Ar-Ridho Junior High School there is a mini forest with many types of plants and fish ponds. which is the highlight of Ar-Ridho Junior High School these are the main activities that focus on four things that are intended for the students of Ar-Ridho Alam Junior High School: Entrepreneurship, leadership, Scientific Culture and Environmental Concern and Akhlaqul Karimah. These activities are the difference between Ar-Ridho Junior High and other Formal junior high schools.

The Second thesis is written by Amirul Mukminin Al-Anwari with title *Strategi Pembentukan Karakter Peduli Lingkungan di Sekolah Adiwiyata Mandiri (Studi Multi Kasus Dasar Tunjungsekar 1 Malang dan Sekolah Dasar Negeri Tulungrejo 4 Batu)* in 2014.¹³ This thesis uses a qualitative approach with descriptive methods. In this study the researcher is studying the case of Strategy for Creating Environmental Character at Adiwiyata Mandiri School. In an education certainly does not go away with learning in a school that wants learning that can nurture students' passion for learning. SDN Tunjungsekar 1 Malang and SDN Tulungrejo 4 Bumiaji

¹³ Amirul Mukminin Al-Anwari, *Strategi Pembentukan Karakter Peduli Lingkungan di Sekolah Adiwiyata Mandiri (Studi Multi Kasus Dasar Tunjungsekar 1 Malang dan Sekolah Dasar Negeri Tulungrejo 4 Batu)*, Tesis. UIN Maulana Malik Ibrahim Malang. 2014

Batu are implementing the same adiwiyata program aimed at developing character for their students to care about the environment. The school provides a character education dedicated to caring for the environment in order to stay awake.

The Third thesis is written by Anis Rif'atul Husni with the title *Integrasi Pendidikan Lingkungan Hidup Dengan Pembelajaran Akidah Akhlak Kelas X di MAN Yogyakarta IIn2015*.¹⁴ MAN Yogyakarta II as one of the efforts of Islamic breathing institutions in the realization of integrated environmental education in the teaching of ethics to build caring and culturally competent learners, MAN Yogyakarta II as one of the leading Islamic educational institutions has the task of equipping learners with IPTEK and IMTAQ tailored to learners' developmental level. This is done with the hope of becoming a superior and virtuous person who is ready to compete in the future, as they will face stronger competition and the negative impact of the globalization era, which is expected to be one of Islamic educational institutions quality that leads to the achievement of national education goals.

The Fourth thesis written by Pandu Faningsyah Putra with title *Pembentukan Peduli Lingkungan Dalam Organisasi GreenPeace Regional Yogyakarta* in 2016.¹⁵ This thesis uses a qualitative approach with descriptive methods. The subjects of this study were Greenpeace Regional

¹⁴ Anis Rif'atul Husni, *Integrasi Pendidikan Lingkungan Hidup Dengan Pembelajaran Akidah Akhlak Kelas X di MAN Yogyakarta II* Skripsi. UIN Sunan Kalijogo. 2015

¹⁵ Pandu Faningsyah Putra, *Pembentukan Peduli Lingkungan Dalam Organisasi GreenPeace Regional Yogyakarta*, Tesis. Universitas Negeri Yogyakarta. 2016

Yogyakarta volunteers and Volunteer Coordinators. The results of this study show that the formation of environmental caring characters within the Greenpeace Regional Yogyakarta organization was carried out through environmental issues campaign activities such as visit school, earth camp, movie screening, forest monitoring, global day action, beach clean, etc. As for the supporting factor in shaping the environmental character of the Yogyakarta regional greenpeace organization, many young people throughout Indonesia are pursuing college education in Yogyakarta, with a clear SOP and other support in the form of funds and facilities. While the limiting factor is when students are taking exams or holidays, there is a lot of activity outside of greenpeace, limited resources and limited communication.

For more details, the following will be presented the similarities and dissimilarities between these thesis and this research:

Tabel 1.1 Originality of the Thesis

No	Researcher, Title, and Year of Thesis	Similarity	Dissimilarity	Originality of the Thesis
1	Nina Setiyani, <i>Pendidikan Karakter Peduli Lingkungan Melalui Program "GREEN ENVIRONMENT" di SMP Alam AR-Ridho Kota Semarang</i> , Skripsi.Unnes. 2013	<ul style="list-style-type: none"> • Explain the Environmental Caring Character Education • Using qualitative research 	<ul style="list-style-type: none"> • Focus of the study in the <i>GREEN ENVIRONMENT</i> program. • <i>Setting of the research is in Junior High School</i> 	<ul style="list-style-type: none"> • This Thesis is focus on the Implementation of <i>Environmental Caring Character Education</i> • Object of the thesis is <i>Environmental Caring Character Education in SDN Purwodaadi 1 Malang</i>
2	Anis Rif'atul Husni, <i>Integrasi Pendidikan Lingkungan Hidup Dengan Pembelajaran Akidah Akhlak Kelas X di MAN Yogyakarta II</i> Skripsi. UIN Sunan Kalijogo. 2015	<ul style="list-style-type: none"> • Explain the Environmental Caring Character Education • Using qualitative research 	<ul style="list-style-type: none"> • Focus of the study in the Environmental Caring Character Education integrated with Akhidah Akhlaq Learning • <i>Setting of the research is in Senior High School</i> 	<ul style="list-style-type: none"> • Setting of this research is in Blimbing, Malang
3	Amirul Mukminin Al-Anwari, Strategi Pembentukan Karakter Peduli Lingkungan di Sekolah Adiwiyata Mandiri (Studi Multi Kasus Dasar Tunjungsekar 1 Malang dan Sekolah Dasar Negeri Tulungrejo 4 Batu), Tesis. UIN Maulna	<ul style="list-style-type: none"> • Explain the Environmental Caring Character Education • Using qualitative research 	<ul style="list-style-type: none"> • Focus of the study in the strategy Environmental Caring Character Education in adiwiyata school • Using qualitative research and study case type 	

	Malik Ibrahim Malang. 2014			
4	Pandu Faningsyah Putra, Pembentukan Peduli Lingkungan Dalam Organisasi GreenPeace Regional Yogyakarta, Tesis. Universitas Negeri Yogyakarta. 2016	<ul style="list-style-type: none"> • Explain the Environmental Caring Character Education • Using qualitative research 	<ul style="list-style-type: none"> • Object and setting of the study in Greenpeace organisation 	

Base on the explanation of some previous studies, the theme of this thesis becomes interesting to study because:

1. This the school has a vision of creating an environment and learners who care about the environment.
2. This research really focus on the implementation of environmental caring character education in SDN Purwodadi 1.
3. Setting of this thesis is in the SDN Purwodadi 1 in Malang that located in the town squire of Malang .

F. Definition of Key Terms

In order to avoid differences of understanding, it is necessary to explain the capacity of the discussion focus as follows:

1. Implementation

An activity that has been systematically planned and implemented. In this regard is the implementation of the Character education program in the development of environmental care at SDN Purwodadi 1 Malang.

2. Character Education

Character education underpinned in the research is a conscious and planned effort to develop character values in its special education students in the SDN Purwodadi 1 Malang, so that they have character values and can apply those values in their lives.

3. Environmental Caring Character

The character of environmental care in this research is the attitude and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair the natural damage that occurs in the surrounding environment. The surrounding environment referred to by researchers is the school environment at SDN Purwodadi 1 Malang.

G. Composition of Research Findings

The research of the researcher consists of six chapters by each chapter consisting of several sub chapters which one with the other interconnected. The systematic discussion as follows:

Chapter I is a preliminary study in which the overview of this research is discussed. Consists of background problems, research focus, research objectives, research benefits of originality research, definitions of terms and systematic discussion.

Chapter II is a study of research literature which is discussed about the explanation of the theory of this research. Consists of the theoretical basis and framework of thinking.

Chapter III is a research method in which a series of technical training activities are discussed. Consists of the approach and type of research, the presence of researchers, the location of research, data and data sources, data collection techniques, data analysis, and research procedures.

Chapter IV is the exposure of research data which includes the results or data during this study. Consists of two sub chapters namely exposure to data and research results.

Chapter V is a discussion of research in which the description is discussed in order to answer the formulation of a predetermined problem. It consists of two sub chapters that answer the research problem and interpret the research findings.

Chapter VI is the closing of the study. In this final chapter will be discussed about the answers to the formulation of the problem and the general description of the research results consisting of the conclusions of the suggestion.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Character Building

1. Definition of Character

In Etymological, the term character comes from the Latin character, kharassaein and kharax in the Greek character from the word charassein, which means to make sharp and make deep. English characters and in Indonesian commonly used with the term character. While in the large Indonesian dictionary (KBBI), the language center of the Department of National Education the word kraker means the mental, moral and character qualities that distinguish one person from another person, or have innate meaning, heart, soul, personality, character, behavior, character , nature and character. An individual with good or superior character is someone who tries to do the best things about God, his environment, nation and country and the international world in general by optimizing his potential (knowledge) and accompanied by awareness, emotion, and motivation (feeling) .¹⁶

Character is an absorption term from the English character. Encarta Dictionaries states that characters are things that have meaning: (1) distinguishing qualities; (2) positive qualities; (3) reputation; (4)

¹⁶Heri Gunawan, *Pendidikan Karakter* (Bandung: Alfabeta, 2012), p. 1-2

someone in a book or film; (5) extraordinary people; (6) individuals in relation to personality, behavior, or skills; (7) letters or symbols; and (8) computer data units.

2. Basic Character Building

Humans basically have two potential, good or bad. In the al-qu'an, Surah Asy Syam in verse 8, it is explained in terms of *Fujur* (woe) and *taqwa* (fear of Allah).

فَأَلَّهَمَهَا فُجُورَهَا وَتَقْوَاهَا

Meanings: *“Then He showed him what is wrong for him and what is right for him.”*¹⁷

Based on the above verse everyone has the potential to become good and bad servants, carry out His commands or break His prohibitions, become iman or kafir, mukmin or musyrik. As in Surat at Tin verses 4-5 and al-A'raf verse 179:

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ (٤) ثُمَّ رَدَدْنَاهُ أَسْفَلَ سَافِلِينَ (٥)

Meanings: *‘Verily, We crated man in the best stature (mould). Then We redyced him to the lowest of the low.’*¹⁸

¹⁷The Noble Qur'an English Translation of the Meanings and Commentary (Madinah: King Fadh Complex for the Printing of the Holy Qur'an, 1996), p. 841.

¹⁸Ibid. p.845.

وَلَقَدْ ذَرَأْنَا لِجَهَنَّمَ كَثِيرًا مِّنَ الْجِنِّ وَالإِنسِ لَهُمْ قُلُوبٌ لَا يَفْقَهُونَ بِهَا وَلَهُمْ أَعْيُنٌ لَا يُبْصِرُونَ

بِهَا وَلَهُمْ آذَانٌ لَا يَسْمَعُونَ بِهَا ۗ أُولَئِكَ كَالْأَنْعَامِ بَلْ هُمْ أَضَلُّ ۗ أُولَئِكَ هُمُ الْغَافِلُونَ (١٧٩)

Meanings: *And Surely, We have created many of the Jinn and mankind for Hell They have hearts wherewith they understand not, and they have ayes wherewith they see not, and they have ears wherewith they hear not (that truth) They are like cattle, nay even more astray; those! They are the heedless ones*".¹⁹

Thus humans have two potentials above, humans can determine themselves to be good or bad. The good nature of humans is moved by the heart of good money too, a calm soul and a healthy person. Even the potential for being bad is triggered by a sick heart, bad temper, greedy and dirty mind.

3. Factory that Influences the Character Building

In the building of character, of course there are several factors that influence in it. Factors that influence in character building must be considered. The intended factors include, among others, teachers, parents, home environment, peers, community leaders, celebrities, bureaucratic officials, print and electronic media.²⁰

The teacher as a role model for students, being a teacher must be able to set an example in acting, reasoning, saying well. In fact he must be able to show that he is a character teacher. Similarly, parents must set

¹⁹*Ibid*, p.227

²⁰Mursidin, *Moral Sumber Pendidikan: Sebuah Formula Pendidikan Budi Pekerti di Sekolah/ Madrasah* (Bogor: Ghalia Indonesia, 2011) p. 67

a good example, because some of the time spent at home with family. Friends also affect the child's self character, friends must have good character. Likewise, celebrities especially artists who become children's idols must be able to set a good example, because what they do and what they display on television screens will be the attention of children and tend to emulate them. Officials and community leaders must also set a good example for their community. Electronic media as well as print media must be aware that what is shown is always a public concern and will be copied. Therefore the information to be published must be selected in terms of the negative effects for the receiving community.

4. Character Building Process

The character can be developed quickly and immediately, but it must go through a long, careful and systematic process. Based on the perspective that developed in the history of human thought, character education must be carried out based on the stages of development from an early age to the gods. At least, based on the thoughts of Kohlberg and primary education expert Marlene Lockheed, there are four stages of character education that need to be carried out, namely:

- a. The habituation stage, as the initial development of a child's character.
- b. Understanding and Reasoning phases of students' values, attitudes, behavior and character.

- c. Stage Application of various behaviors and actions of students in everyday reality.
- d. Meaning Stage, a stage of reflection from students through an assessment of all attitudes and behaviors that have been understood and carried out as well as how the impact and usefulness of life both for themselves and others.²¹

One of the methods or methods that are appropriate in instilling student character is to make habituation to students. This habituation method aims to familiarize students with good behavior, discipline and active learning, hard work and sincerity, honest responsibility and care for the social and the environment. This needs to be done by the teacher in the context of character building to familiarize students with commendable behavior (noble character).²²

5. Character of Environmental Caring

The character of caring for the environment is the attitude and actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair the natural damage that has already occurred.²³

Associated with the environmental care character of the educational process in a broad sense is expected to be able to cultivate

²¹Abdul Majid dan Dian Andayani, *Pendidikan Karakter Perspektif islam*, (Bandung: PT Remaja Rosdakarya, 2011), p. 108

²²Heri Gunawan. *Pendidikan karakter*. (Bandung:Alfabeta) p.94

²³Aqib, *Pendidikan Karakter*, p. 101

an environmentally friendly attitude to the community related to what is needed is environmental education that is able to equip individuals so that behavior can be formed that should be done with the environment.²⁴

Building characters who care about the environment to students is expected to be able to help solve environmental problems that are currently increasingly alarming. For that the most important educational institutions strive for the formation of the character of environmental care to the maximum. The purpose of forming the environmentally friendly character includes;

- a. Encourage the habits and behavior of students who are commendable and in line with the management of a large environment.
- b. Enhance the ability to avoid environmentally damaging properties.
- c. Cultivate students' sensitivity to environmental conditions so as to avoid traits that damage the environment.
- d. Planting souls caring and responsible for environmental sustainability.²⁵

²⁴Sukri Hamzah, *Pendidikan Lingkungan: Sekelumit Wawasan Pengantar*, (Bandung: Refika Aditama, 2013) p.44

²⁵M. Maswardi Amin. *Pendidikan Karakter*. p.45

6. Indicators Character of Environmental Care for Elementary School

Environmental education in primary schools in general has several indicators among others;²⁶

a. School Indicators and Class Indicators

1) School Indicators

- a) The habit of maintaining cleanliness and preservation of the school environment,
- b) There are landfills and hand washing areas,
- c) Provide bathroom and clean water,
- d) Energy-saving habituation,
- e) Making bioporosis in the school area,
- f) Build a good sewerage system,
- g) Make a habit of separating the types of organic and non-organic waste,
- h) Assignment of making compost from organic waste,
- i) Waste management results from practice,
- j) Provide cleaning equipment,
- k) Making water storage reservoirs,
- l) Program the clean love of the environment.

2) Class Indicators

- a) Maintaining the classroom environment,
- b) There is a landfill in the classroom,
- c) Habitual habituation of energy,
- d) Installing a government sticker turns off the lights and closes the water faucet on every room when finished.

²⁶Kementrian Pendidikan Nasional Badan penelitian dan Pengembangan Pusat Kurikulum, Bahan Pelatihan: Penguatan Metodologi, p.37

The indicators above explains that shaping the character of caring for the environment in students, should be conditioned as supporting student activities. Schools and classrooms must reflect cultural values and environmental care characters.

b. Indicators of Grade Level Value

The indicator of environmental care for students 1-3 defecation and small in the toilet. Throw garbage in its place, clean the school yard, do not pick flowers in the school garden, clean house cleanliness. Grades 4-6, cleaning toilets, cleaning trash cans, cleaning the school environment, beautifying classrooms and schools with plants, helping to maintain the garden in the school yard.

Table 2.1
Indicators of Grade Level Value

Value	Class Indicator	
	1-3	4-6
Caring for the Environment: attitudes and actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair the damage to the natural environment that has occurred	Defecation and urinating in the toilet	Cleaning toilet
	Throw garbage in its place	Cleaning trash cans
	Clean the school yard	Clean the school environment
	Not picking floers in the school garden.	Beuty the classroom and school environment with plants
	Don't step on the grass in the school garden	Participate in maintaining the park in the school yard.

	Keep the house clean	Participate in activities keep environmental cleanliness.
--	----------------------	---

The table above illustrates the relationship between values, grade levels and indicators for that value. This indicator is progressive in nature. That is, the behavior formulated in the indicators for grade 1-3 is simpler than the behavior in grade 4-6. For the same value, the behavior formulated in indicators for grades 7-9 is more complex compared to 4-6, but simpler compared to grades 10-12. For example, for religious values, the indicators are: "meneganal and grateful for the body and as God's creation through how to care well, for classes 1-3 are simpler than indicators," admire the system and workings of the organs of the human body which are perfect in synchronizing functions organs. "For grades 4-6 because they admire the organ system and how the organ works is higher than recognizing and thanking the body and body parts."²⁷

B. Environmental Caring Education

1. Environmental Caring Education

Environmental Education is an effort to change the behavior and attitudes carried out by several parties or elements of society that aim to increase public awareness, skills and awareness of environmental values

²⁷Kementrian Pendidikan Nasional Badan penelitian dan Pengembangan Pusat Kurikulum, Bahan Pelatihan: Penguatan Metodologi, p.31

and environmental issues that in turn can mobilize the community to play an active role in conservation and safety efforts environment for the benefit of present and future generations.²⁸

Environmental Education (PLH) is education about the environment in the context of internalization directly or indirectly in forming independent personalities and patterns of action and mindset of students so that they can reflect in everyday life is an effort to preserve and maintain the environment and ecosystems of living things which can contribute to the continuity of a balanced and harmonious life. PLH material is an alternative choice to be applied to students in order to develop thinking and acting patterns, behaving physically and mentally healthy in everyday life.

In learning PLH material needs to pay attention to three important elements namely the heart, mind and hands. Where one cannot be separated to raise human awareness of the surrounding environment, the most important process and must be done is to touch the heart. If the process of reliance has occurred and changes in attitudes and mindset towards the environment have occurred, it can be done to increase knowledge and understanding of the environment and increase skills in managing the environment. Environmental education is a process to build a human population in the world that is aware of and cares for the

²⁸Daryanto dan Suprihatin, Pengantar Pendidikan Lingkungan Hidup (Yogyakarta: Gava Media, 2013) p.20

total environment (overall) and all issues related to it and the people who have the knowledge, skills, attitudes and behavior, motivation and commitment to work both individually and collectively to be able to solve various environmental problems today, and prevent the emergence of new problems.²⁹Environmental education must consist:

- 1) Considering the environment as a natural and artificial, technological and social totality (economic, political, cultural, historical, moral, aesthetic)
- 2) It is a process that runs continuously and throughout life begins in the pre-school era and continues to the formal and non-formal education stages.
- 3) Having an interdisciplinary approach by attracting or taking the content or specific characteristics of each discipline so as to enable a holistic approach and a balanced perspective
- 4) Examine key environmental issues from local, national, regional and international perspectives so students can receive insight into environmental conditions in other geographical areas
- 5) Put pressure on the current environmental situation and the current environmental situation and potential environmental situations by including consideration of its historical perspective
- 6) Promote the value and importance of local, national and international cooperation to prevent and solve environmental problems

²⁹ Mundiatur, Pengantar Pendidikan Lingkungan Hidup(Yogyakarta: Gava Media) p.1-2

- 7) Explicitly consider or take into account environmental aspects in development and growth plans³⁰

The education pathway is the right tool to build a society that applies the principles of sustainability and environmental ethics. The educational path that can be taken from kindergarten to tertiary level is therefore the long-term goal of PLH is to develop citizens who have knowledge of the biophysical environment and related issues, raising awareness so that they are effectively involved in actions towards future development the better ones can be inhabited and arouse the motivation to do it.³¹

2. Objectivities of Environmental Caring Education

There are five environmental education goals agreed upon after the 1977 Tbilisi meeting by the international world, Fien in Miyake, et al. In 2003 the five goals of Yaotu were stated as follows:

- 1) Knowledge: helping individuals, groups and communities to gain various experiences and gain knowledge about what is needed to create and maintain a sustainable environment.
- 2) Awareness: helping social groups and individuals to gain awareness and sensitivity to the environment as a whole along with the issues

³⁰*Ibid.* p 1-2
³¹*Ibid.* hlm.3

that accompany it, questions, and problems related to the environment and development.

- 3) Behavior: helps individuals, groups and communities to obtain a set of values for feeling concerned about the environment and motivation to participate actively in environmental improvement and protection.
- 4) Skills: helps individuals, groups and communities to acquire skills to identify, anticipate, prevent and solve environmental problems.
- 5) Participation: provide opportunities and motivation for individuals, groups and communities to be actively involved in creating a sustainable environment.³²

So environmental education is needed to be able to manage wisely our resources and foster a sense of responsibility towards the interests of future generations. Knowledge, attitudes, and skills or behaviors that make our data sources can still be used sustainably or can be used sustainably.

3. Restricting in the Implementation of Environmental Education

In the implementation of environmental education also has several obstacles and obstacles that need to be known together:

- 1) Low community participation to play a role in environmental education caused by a lack of understanding of existing

³²Dewi Liesnoor Setyowati, dkk. *Pendidikan Lingkungan Hidup*, p.3

environmental education problems, low levels of ability or skills, low commitment of the community in resolving these problems.

- 2) Education practitioners' understanding of environmental education is still limited. This can be seen from the varying perceptions of environmental education practitioners.
- 3) The lack of commitment of education practitioners also influences the success of the development of environmental education. In this formal education path, there is still a policy in schools that environmental education is not so important that it limits the space and educational creativity to teach environmental education comprehensively.
- 4) The material and methods of implementing environmental education that have been used so far are considered to be inadequate so that the target group's understanding of environmental conservation is incomplete. Besides that, non-applicative environmental education materials and methods do not support the resolution of environmental problems faced in their respective regions.
- 5) Suggestions and infrastructure in environmental education also play an important role. However, this has not received enough important attention from the implementers of environmental education.
- 6) Lack of budget availability, the attention of the government that has not been able to allocate and increase the budget for environmental education all affect the development of environmental education.

- 7) Weak coordination between related institutions and environmental education practitioners, and
- 8) The absence of integrated government policies to support the development of environmental education in Indonesia, such as the policies carried out so far are only bilateral in nature and more pressure on collaboration with agencies.³³

From the description of the problem situation above, it can be concluded that the lack of development of environmental education has been caused :³⁴

- 1) Weak national education policy,
- 2) Weak regional education policy,
- 3) Weak education units (schools) to adopt and implement changes in the education system that are run towards environmental education
- 4) Weakness of civil society, non-governmental organizations and the House of Representatives to understand and contribute to the realization of environmental education.
- 5) Weak processes of communication and intensive discussion that allow the transfer of values and knowledge for the renewal of existing educational policies.

For the sake of the development of environmental education in Indonesia in the future it is necessary to develop a national policy on

³³Sudjoko, dkk. *Pendidikan Lingkungan Hidup* (Jakarta: Universitas terbuka, 2008) p, 14

³⁴Ibid, p. 14-15

environmental education in Indonesia to be used as a reference for all parties involved for the implementation and development of environmental education.

4. Strategy in the Implementation of Environmental Education

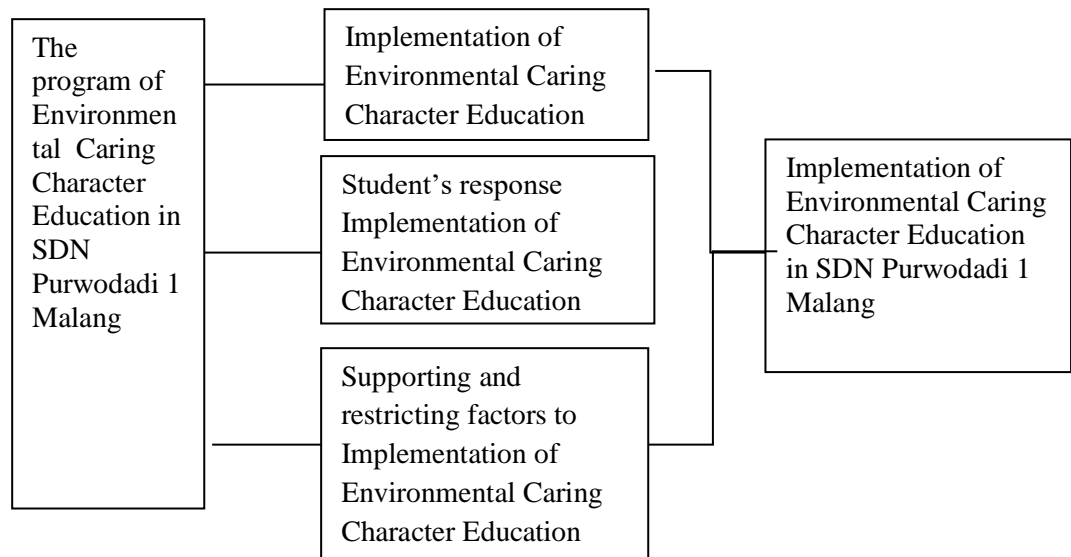
The strategy of implementing environmental education is the elaboration of the general foothold of qualified and cultured environmental education human resources policies. This strategy provides a general framework for realizing the ideals of environmental education development in Indonesia, so that Indonesian citizens who are knowledgeable, skilled and behave and have a high commitment to the fate of our environment and can take an active responsibility in environmental preservation efforts in around us. The strategy includes:

- 1) Increase institutional capacity of environmental education as a center for civilizing values, attitudes and abilities in the implementation of environmental education.
- 2) Improve the quality and competence of human resources in environmental education, both behavior and target groups of environmental education as early as possible through various proactive and reactive efforts.
- 3) Optimizing environmental education facilities and targets that support the optimal and effective learning process.
- 4) Increase and utilize the environmental education budget and encourage public participation as well as increase regional,

international cooperation to raise funding for environmental education.

- 5) Preparing and providing environmental education materials based on traditional wisdom and local, modern and global issues in accordance with the environmental education group's advice and integrating environmental education materials into the curriculum of formal educational institutions.
- 6) Improve quality information and be easily accessed by encouraging the use of technology.
- 7) Encouraging the availability of space for community participation in the organization and control of the quality of environmental education services.

C. Research Roadmap



CHAPTER III

METHODS OF RESEARCH

A. Approach and Research Design

Research type and approach in this research is qualitative. Bogdan and Taylor define qualitative method as procedure which produce descriptive data in the form of written or oral words from people and behavior that can be observed.³⁵ Qualitative research is a research that produces procedure analysis that does not use procedural analysis statistic or other quantification way. According to Jane Richie, qualitative research is an attempt to present the social world and its perspectives in the world, in terms of concepts, behaviors, perceptions, and human issues being studied. From some define and concluded that qualitative research is research that intends to understand the phenomenon about what is experienced by research subject such as behavior, perception, motivation, action, etc., holistic, and by way of description in the form of words and language, in a natural context and by utilizing various natural methods.³⁶

B. Type Research

In qualitative research there are qualitative research types, namely types of descriptive. Case research is an in-depth research of certain social units, the results of which provide broad and in-depth overview of certain social units.³⁷ The purpose of case research is to study intensively about the

³⁵ Lexy J Meolong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2017), p.4.

³⁶*Ibid.*, p. 4-5.

³⁷ Sudarwan Danim, *Menjadi Peneliti Kualitatif*, (Bandung : CV Pustaka Setia, 2002) p. 55

current state of the environment and the interaction of a particular social unit: individuals, groups, institutions, or communities.

Based on the statement above qualitative research which is a type of descriptive that is the result of observations and understanding of problems that occur in the school environment, the researcher will describe the events related to the implementation of character education care about the environment with the description of words and narrative sentences.

C. Attendance of the Researcher

The presence of researchers in qualitative research is absolutely necessary because the researchers themselves are the main instrument of data collecting instrument so that the presence of the researcher is absolutely necessary in deciphering the data later. Because by plunging directly into the field then researchers can see directly the phenomenon in the field. The position of the researcher in qualitative research is quite complicated as well as the planner of data collection interpreter data analysis and in the end he becomes the reporter of his research.³⁸ The presence of researchers here is very important to know the conditions that occur at the place of research. In this case the researcher is present in the field to observe and carry out and examine directly related to the implementation of environmental caring character education.

³⁸ Dr. Hamidi, *Metode Penelitian Kualitatif: Aplikasi Praktis Pembuatan Proposal dan Laporan Penelitian* (Malang: UMM Press, 2004), p. 69.

D. Location of The Research

The location of this research is SDN Purwodadi 1 Malang, the located at Jl. Jenderal Ahmad Yani Utara, Purwodadi, Blimbing Malang. The choice of location is based on several considerations including:

- 1) Researchers are interested in schools located in urban areas, but in these schools can run adiwiyata programs and environmental education counseling that aims to move school residents to care for the environment.
- 2) SDN Purwodadi 1 Malang infrastructure facilities to run the adiwiyata program and the education of environmental care cadres are very adequate, SDN Purwodadi 1 Malang has won provincial championship in the adiwiyata competition.
- 3) SDN Purwodadi 1 Malang is more accessible to researchers, so researchers can save time, energy and money.

E. Data and Data Source

Data sources are used by researchers to obtain the desired data during the research. Another strategic step in research is data collection. At this stage the researcher conducts core activities in the research process. Data collection is carried out to prove empirically about the problem under study. In collecting data the researcher collects primary and secondary data that are relevant to the predetermined problem limits. Primary data will be used for analysis while secondary data for comparison in research. At this

stage the energy and mind of the researcher are truly tested for their strength.³⁹

1) Primary Data Sources

Primary data sources are data sources obtained directly from both the main source and the object of research. Data obtained from primary data sources are:

- a) Class teacher (informant) because who has more information about the process of implementing education in the classroom.
- b) The resource person (informant) coordinator of the adiwiyata program and the strengthening of character education. Observations made directly on the school environment.
- c) Prinsipal School who has more information about the process of implementing education in the
- d) Appropriate and location related to the research objectives and problems is also one type of data. In this research the place or location used as the source of data is SDN Purwodadi 1 Malang.

2) Secondary Data Sources

Secondary data sources are complementary data sources that function to complete the data required by primary data. The secondary data sources needed are: school profiles, a list activities of children, photos and documents about strengthening environmental care character education activities at SDN Purwodadi 1 Malang.

³⁹ Musfiqon, Metodologi Penelitian Pendidikan (Jakarta:Prestasi Pustakakaraya) p.30

F. Data Collection

In collecting the data, researcher used some techniques they are considered relevant in this research, namely interview, observation, and documentation. This is because the qualitative researcher will be better in understanding the meaning of phenomenon with the interviews to the concerned subject in depth, observation in the field, and collect the relevant documents to complete the data such as the materials are written by or about the subject.

Primary sources are data sources that directly provide data to data collectors and secondary sources are sources that do not directly provide data to data collectors for example through other people or through documents. Furthermore, it can be seen in terms of the way or data collection techniques, then the data collection techniques can be done by interview (interview), Questionnaire (questionnaire), observation (observation) and a combination of the three.⁴⁰

Based on the explanation above, in order to collect data in a good and appropriate research, the researcher must use techniques from various sources both primary sources as interviews with informants and secondary sources that can be obtained through documents.

1. Observation

Direct observation was carried out at Purwodadi 1 State Elementary School Malang. Collecting data using observation

⁴⁰ Sugiyono, *Metodelogi Penelitian Pendidikan* (Bandung: Alfabet CV) p.193

techniques aims to take data directly from the object's research. Using observation techniques can be a reference for researchers in describing the object under study. According to Sutrisno Hadi stated that observation is a complex process, a process that is composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. Data collection techniques with observation are used when research regarding human behavior, work processes, natural phenomena and if the respondent observed is not too large.⁴¹

In this case, the observation is carried out in the implementation of environmental caring character education process in SDN Purwodadi 1 to observe teaching and learning environmental caring character education and implementation. This observation is carried out for 2 months (September-October) with technical that researcher observe around the school environment and the activities carried out by school residents for collecting data. The data obtained from the result of observation are used to answer problem of the research, the implementation of environmental caring character education in SDN Purwodadi 1.

2. Interview

A very important source of data in qualitative research is in the form of humans who are in a position as a resource or informant. To

⁴¹ Ibid, p.193

collect information from this data source it is necessary to interview techniques. This interview technique is a technique widely used in qualitative research. Methods of data collection through interviews in qualitative research is generally intended to deepen and deepen an event and or subject of research.

Table 3.1
List of Interview

No	Interviewee	Purposes	Number
1	Principal of SDN Purwodai 1	To know the implementation of environmental caring character education in SDN Purwodadi 1 What the impact of the implementation of environmental caring character education in SDN Purwodadi 1	1 person
2	Teacher Team Strengthening Character Education (PPK) and teacher class	To get information about the implementation of environmental caring character education process To get informations plan the implementation of environmental caring character education	4 persons
3	Students	To know about implementation of environmental caring character education process To know the student respon and what they get from implementation of environmental caring character education process	8 students

3. Documentation

Information about the data needed in research in addition to sourced from observations and interviews, researchers also use documentation. Meanwhile, according to Suharsimi Arikunto, the documentation method is to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, lengths, agendas, and so on.

Documentation that has been collected is then analyzed according to the data requirements needed. Documentation data is obtained by researchers by taking from documents in the form of school work plans, school programs, school curricula, and slogan boards. The researcher was given a book in the form of a study and an environmental action plan as data on whether or not the adiwiyata program in the school was then also taken documentation in the form of photos of activities related to the implementation of environmentally caring character education.

G. Data Analysis

The collected data were analyzed inductively and lasted during data collection in the field, and carried out continuously. Data analysis performed include reducing data, presenting data, display data draw conclusions and carry out verification. In qualitative research, the research process is cyclical

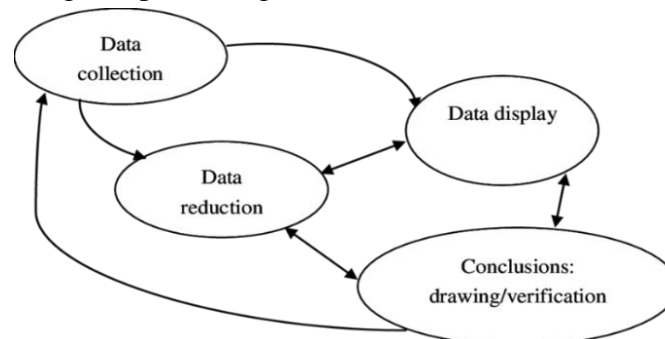
and used is the method of inductive thinking that is from special to public.⁴² Data analysis technique used in this research is using model developed by Miles and Huberman.

First, Data Collection, which is collecting data from research object through interview, observation and documentation technique.

Second, data reduction, namely the selection process, focusing attention on simplification, abstraction, and transformation of 'rough' data that appears in written records and field data. In a variety of rough data, selected important and relevant data from the many data obtained, guided by the objectives to be achieved by the research.

Third, data display, it is a set of arranged information that gives the possibility of drawing conclusions and taking action. The presentation of data in this study is intended to organize, arrange in a pattern, so that it can be understood and can lead to the conclusions to be taken in this study.

Fourth, Conclusion, which is conclusion on the data presentation in the research. The conclusion is the final stage of the data analysis method used after reducing and presenting the data.



Picture 3.1
Concept of Data Analysis

⁴²*Ibid.*, p. 216.

H. Triangulation

According to Lexy J. Moleong, to establish the validity of the data required inspection techniques are based on some of certain criteria.⁴³ There are four criteria used, namely credibility (degree of trust), tranferbility, dependency, conformability. There are several ways/ techniques that can be used to check the validity of data. In this research the technique used is Triangulation technique.

Triangulation is a technique of verifying the validity of data that utilizes something else outside the data for the purposes of checking or as a comparison of that data.⁴⁴ Triangulation technique used is Source triangulation and triangulation technique. Triangulation of sources is to test the credibility of data conducted by checking the data that has been obtained through several sources. This source triangulation is used by researchers to check data obtained from elementary school students, *PPK* teacher, and principal. While triangulation technique is to test the credibility of data that is done by checking the data to the same source with different techniques. Triangulation of this technique is used by the researchers after getting the results of interviews which then test it with the results of observation and documentation.

⁴³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2017), p. 324.

⁴⁴*Ibid.*, p. 330.

I. Research Procedure

The research is carried out with 4 stages. As for the stages of the research are: (1) step of pre field, including drafting of the research, selecting the field research, the licenses, preliminary observations to look at the state of pitch, selecting informants, prepare scientific equipment, and preparing other matters relating to research ethics; (2) step of field work, including field research to understand and to prepare, entered the field and participate while collecting data; (3) the stage of data analysis which analyzes the data during and after the data collection process; (4) the stage of writing the report.

CHAPTER IV

DATA EXPOSURE AND RESEARCH FINDING

A. Data Exposure

1. The History of SDN Purwodadi 1 Malang

SDN Purwodadi 1 Malang which is located in the middle of urban areas is a formal educational institution established in 1950. SDN Purwodadi 1 Malang was established in order to lay the foundation of intelligence, knowledge, personality, noble character, and skills for independent living and following further education.

In the 1990s Purwodadi SDN was divided into 3 groups into three parts namely SDN Purwodadi 1, SDN Purwodadi 2, SDN Purwodadi 3. In one place the school was divided into three parts. At that time the headmaster of each school namely SDN Purwodadi 1 was headed by, SDN Purwodadi 2 headed by Mrs. Dra. Likda Ningsih, M.Pd, SDN Purwodadi 3 in the head by Dra. Suciati, M.Pd.

In 2002, with the streamlining of budget funds, Purwodadi SDN, which began with a division into three, was eventually established into one section and named SDN Purwodadi 1 Malang until now. At the time of SDN Purwodadi 1 Malang was headed by Mr. Didit, M.Pd the school was progressing and developing until the school received library renewal assistance besides developing extra extracurricular activities one of which was extra Drumband. Then first run the adiwiyata program's goal rather

than running this adiwiyata program to develop the character of students caring about the environment. Then after the change of principal by Dra. R. Kartini, M.Pd., SDN Purwodadi 1 more advanced students received more and the adiwiyata program that was run increasingly developed.⁴⁵

2. Profil of SDN Purwodadi 1 Malang

The profile data of SDN Purwodadi 1 Malang, based on the decision of the Ministry of National Education of the Republic of Indonesia regarding the State Primary School data collection instruments are as follows:

Tabel 4.1. Profil of School

1	School Name	SD NEGERI PURWODADI 01
2	NPSN	20533673
3	Educational Stage	SD
4	School Status	Negeri
5	Accreditaion	A
6	Curriculum	Kurikulum 2013
7	School Address	Jl A Yani 165 A Purwodadi, Kecamatan Blimbing Kota Malang
8	Geographical Position	-7,9327 Lintang dan 112,6465 Bujur
9	Date of Establishment SK	6 Desember 1989
10	Ownership status	Pemerintah Daerah
11	Date SK Operating Permit	1 Januari 1910
12	Land area owned	3090 m ²
13	Phone Number	0341-489785
14	E-mail	sdnpurwodadi1malangkota@yahoo.co.id
15	Website	http://www.sdnpurwodadi01.sch.id

⁴⁵Documentation of SDN Purwodadi 1 Malang, Oktober 16th2019.

SDN Purwodadi 1 is one of the schools that has been running a full day school or a five-day school that is every Monday to Friday. Purwodadi 1 Malang Elementary School is one of the schools that has run the adiwiyata program, a school that develops an environmentally friendly character towards school residents. In 2014 SDN Purwodadi 1 Malang was awarded the Adiwiyata School at Malang level. Then in 2016 won the Adiwiyata School Level East Java Province. In 2018 SDN Purwodadi 1 Malang received an award as the National Adiwiyata School.

SDN Purwodadi 1 Malang has a slightly different learning style to other schools, namely learning that integrates with the surrounding natural environment. In addition, this school also seeks to foster an attitude of caring for the environment of the entire school community, in accordance with the vision and mission of the school. SDN Purwodadi 1 also seeks to foster a spirit of caring for the environment by applying the PEEA (Participatory Eco-Education Appraisal) method.⁴⁶

3. Vision and Mission

Vision:

Cerdas, Unggul, Peduli dan Berbudaya lingkungan⁴⁷

⁴⁶ Dokumentation of SDN Purwodadi 1 Malang, Oktober 16th 2019.

⁴⁷ Dokumentation of SDN Purwodadi 1 Malang, Oktober 16th 2019.

Mission:

- a. Improving Faith and Devotion to God Almighty, as well as having noble character (Smart Spiritual / if the heart)
- b. Increasing awareness and insight in community, nation and state life (socially intelligent / if flavored)
- c. Instill habits of thinking and behaving scientifically that are creative, and independent (intellectual, intellectual / if thought)
- d. Improve the ability to express and appreciate beauty and harmony (emotionally intelligent)
- e. Increase physical potential and instill sportsmanship, and awareness of clean and healthy life (kinesthetic smart)
- f. Organizing active, innovative, creative, effective, and fun learning
- g. Creating a conducive school environment as a source of learning
- h. Increasing the professionalism of principals, teachers and education personnel
- i. Producing quality graduates and having a national perspective
- j. Increase awareness of the environment (environment)
- k. Improving the behavior of school residents in efforts to prevent damage and prevent the environment (environment)
- l. Improving the behavior of school residents in efforts to protect the environment (environment)
- m. Increase awareness of environmental culture (the environment)

- n. Improving the behavior of school residents in efforts to preserve the environment (environment)⁴⁸

4. Goals

The purpose of basic education is to lay the foundation of intelligence, knowledge, personality, noble character, and the skills to live independently and attend further education. Based on these basic objectives, Purwodadi 1 Malang Elementary School sets the following school goals:

- a. Practicing the teachings of religion and noble character (intelligent spiritual / if the heart) the results of the learning process and habituation activities through religious education
- b. Making school citizens with character and nationalism insight (smart, social / feeling) in community, national and state life through citizenship education, Indonesian language, social science, national character culture education, and anti-corruption education.
- c. Achieve minimal academic achievement (intellectual intelligence) at the Blimbing sub-district level through scientific and mathematical achievements.
- d. Achieve non-academic achievements (emotionally intelligent and kinesthetic), at least at the Blimbing sub-district level through

⁴⁸ Dokumentation of SDN Purwodadi 1 Malang, Oktober 16th2019.

- cultural arts and skills, physical education in sports and health, and local content.
- e. Achieve non-academic achievements (emotionally intelligent and kinesthetic), at least at the Blimbing sub-district level through cultural arts and skills, physical education in sports and health, and local content.
 - f. Provide the basics of science and technology as provisions for students to continue to higher school.
 - g. Producing graduate students with good academic performance and supported by non-academic achievements.
 - h. Enhance and develop innovative and creative learning through the development of an adaptive and proactive, cultured environment with the following details:
 - 1) Fulfill the completeness of administrative administration of Purwodadi 1 Malang Elementary School Primary curriculum.
 - 2) Generate innovative and creative learning tools and processes through active and fun learning.
 - 3) Meet the latest / up-to-date learning principles.
 - 4) Achieving the availability of adequate and relevant materials, resources and learning media.
 - 5) Have an environmental education program and an environmental cultured school that is integrated into each

subject in accordance with the environmental conditions of the surrounding community.

- i. Improve the qualifications of educators as detailed as follows:
 - 1) Meet the needs of competent and professional educators.
 - 2) Achievement of teacher qualification standards with proof of certification.
- j. To be a pioneer school and driver of the environment and clean and healthy living habits in the surrounding community. (Living environment)
- k. Being a school that is in demand by the Blimbing sub-district community in Malang and its surroundings. (Living environment)
- l. Preparing students who are skilled and environmentally sound. (Living environment)
- m. Schools are able to process organic waste into compost and garbage and organic waste into useful crafts. (Living environment)
- n. Participate actively in the preservation and protection of the environment to create a healthy environment.
- o. Make school residents aware of efforts to prevent environmental damage.⁴⁹

⁴⁹Dokumentation of SDN Purwodadi 1 Malang, Oktober 16th2019.

5. The Teacher Condition

The teacher is an educator or teacher for students. The teacher must have some competence and ability in teaching and carrying out teaching and learning activities. The teacher has the obligation to guide, direct, supervise and be decisive in the success of student learning in school. The educational staff and educators at SDN Purwodadi 1 Malang are as follows;⁵⁰

Tabel 4.2. Data of Teacher

No	Gender	Teacher	Teaching Officer	PTK
1	Laki – Laki	8	2	10
2	Perempuan	7	2	9
TOTAL		15	4	19

6. The Student Condition

Students are one part of a school component that occupies a central position and is the most dominant in the ongoing teaching and learning interaction. SDN Purwodadi 1 Malang has students from around the Blimbing sub-district and surrounding areas. In the 2019/2020 school year SDN Purwodadi 1 Malang had 338 students, consisting of 187 male students and 151 female students. SDN Purwodadi 1 has 12 groups (study groups). As for the situation of students of SDN Purwodadi 1 Malang, the following table can be seen:⁵¹

⁵⁰Dokumentation of SDN Purwodadi 1 Malang, Oktober 16th2019.

⁵¹Dokumentation of SDN Purwodadi 1 Malang, Oktober 16th2019.

Tabel 4.3
Data on Number of Students in 2019/2020 Academic Year

No	Class	Male	Female	Total
1	1A	13	13	26
2	1B	12	14	26
3	2A	17	11	28
4	2B	16	11	27
5	3A	16	12	28
6	3B	17	10	27
7	4A	16	14	30
8	4B	21	8	29
9	5A	12	17	29
10	5B	12	16	28
11	6A	18	12	30
12	6B	17	13	30
Total		187	151	338

7. Adiwiyata Environmental Action Program

Tabel 4.4. Adiwiyata Environmental Action Program

Aksi lingkungan	Penanggung jawab	Jadwal Pelaksanaan	Instrumen Monitoring	Indikator Keberhasilan	Biaya	Keberhasilan dan Rencana Tindak Lanjut
Pemilahan sampah	Kader Kompos Kader BSM	Setiap hari Jumat, Agustus 2018	Buku Penimbangan Sampah	≥50% siswa menjadi nasabah BSM sekolah	-	Berhasil, RTL menambah nasabah Bank Sampah
Pembuatan biopori	Kader Biopori	Setiap hari Jumat, Agustus 2018	Lembar observasi	1. Jumlah Biopori sesuai kebutuhan dan luas lahan 2. Biopori berfungsi mengurangi genangan air	RP 500.000	Berhasil, RTL menambah biopori ditempat yang belum tersedia biopori dan pemeliharaan biopori
Pembuatan Kebun Tanaman Obat	Kader Tanaman Obat	Setiap hari Jumat, Agustus 2018	Jadwal kegiatan dan presensi kader Toga	Tersedianya kebun dengan berbagai macam jenis tanaman toga serta pemanfaatannya	Rp 350.000	Berhasil, RTL mengoptimalkan pemanfaatan Toga
Penanaman Tanaman organik	Kader Kebun Organik	Setiap hari Jumat, Agustus 2018	Jadwal kegiatan dan presensi kader Tanaman Organik	Tersedianya sarana pembelajaran PLH dan Kewirausahaan	Rp 400.000	Berhasil, RTL menambah ragam jenis tanaman organik, menambah panen

Aksi lingkungan	Penanggung jawab	Jadwal Pelaksanaan	Instrumen Monitoring	Indikator Keberhasilan	Biaya	Keberhasilan dan Rencana Tindak Lanjut
Pembuatan Sumur Resapan	Kader Biopori	April 2018	Berfungsinya sumur resapan	Tidak ada genangan air saat hujan	Rp 5.000.000	Belum maksimal karena masih terdapat genangan air di beberapa tempat, RTL meningkatkan fungsi sumur resapan
Menyusun Silabus yang terintegrasi dengan PLH	Koordinator Kurikulum	Juli 2018	Jadwal kegiatan tim penyusun kurikulum	Tersusunnya silabus yang mengintegrasikan PLH pada muatan wajib dan local	Rp. 4.000.000,-	Berhasil, RTL mengintegrasikan PLH dalam seluruh kegiatan akademik dan non akademik
Internalisasi Visi Misi dan Ikrar Peduli Lingkungan Kepada seluruh warga sekolah	Koordinator Komponen Kebijakan	Agustus 2018	Angket internalisasi visi, misi tujuan sekolah, dan ikrar peduli lingkungan	Semua warga sekolah memahami Visi, Misi tujuan sekolah dan Ikrar Peduli Lingkungan	Rp. 350.000	Berhasil, RTL mengimplementasikan program untuk mencapai visi, misi dan tujuan sekolah yang peduli dan berbudaya lingkungan

Aksi lingkungan	Penanggung jawab	Jadwal Pelaksanaan	Instrumen Monitoring	Indikator Keberhasilan	Biaya	Keberhasilan dan Rencana Tindak Lanjut
Pengembangan kegiatan ekstrakurikuler terkait LH	Kepala Bagian Ekstrakurikuler	Agustus 2018	Jurnal kegiatan ekstrakurikuler terkait LH	Siswa yang mengikuti ekstrakurikuler mencapai kompetensi dengan predikat baik	Sesuai anggaran ekstra kurikuler	Berhasil. RTL menambah mata ekstrakurikuler terkait LH
Pembuatan Kompos	Kader Kompos	Agustus 2018	Jadwal kegiatan dan presensi kader Kompos	Siswa mampu membuat kompos	Rp 400.000	Kurang memadainya alat pencacah yang tidak sebanding dengan banyaknya sampah organik, RTL pengadaan alat pencacah
Meningkatkan peran komite sekolah dalam program lingkungan hidup di sekolah	Koordinator Komponen Partisipatif	Agustus 2018	Daftar hadir, notulen rapat komite	Adanya program LH di sekolah yang prakarsai komite sekolah minimal 3x dalam setahun	Sesuai program komite	Terlaksana tetapi perlu ditingkatkan peran serta komite
Pelestarian tanaman	Kader Lingkungan	Agustus 2018	Inventarisasi tanaman yang ada di sekolah	Siswa mengenal tanaman melalui pembelajaran	Rp 1.000.000	Berhasil, RTL mampu membudidayakan tanaman melalui pembelajaran

Aksi lingkungan	Penanggung jawab	Jadwal Pelaksanaan	Instrumen Monitoring	Indikator Keberhasilan	Biaya	Keberhasilan dan Rencana Tindak Lanjut
Pembuatan Green House	Kader Lingkungan	Tapel 2019-2020	-	Tersedianya green house sebagai sumber belajar ramah lingkungan	Masuk dalam RKAS 2019 – 2020	-
Pembuatan IPAL	Kader Biopori	Tapel 2019-2020		Tersedianya IPAL yang dapat digunakan sebagai sumber pembelajaran	Masukdalam RKAS 2019 – 2020	-
Pembuatan biogas	Kader Kompos	Tapel 2019-2020		Pemanfaatan sampah menjadi bahanbakar pengganti LPG	Masukdalam RKAS 2019 – 2020	-
Pengadaan Mesin pencacah daun	Koordinator	Tapel 2019-2020		Pemanfaatan sampah daun untuk bahan kompos	Masukdalam RKAS 2019 – 2020	-
Mengadakan pompa air	Koordinator sarpras	Tapel 2019-2020		Untuk pemanfaatan sisa air wudhlu yang digunakan untuk menyirami tanaman	Masukdalam RKAS 2019 – 2020	-

Aksi lingkungan	Penanggung jawab	Jadwal Pelaksanaan	Instrumen Monitoring	Indikator Keberhasilan	Biaya	Keberhasilan dan Rencana Tindak Lanjut
Renovasi saluran air depan kelas	Koordinator sarpras	Tapel 2019-2020		Memperlancar saluran air	Masuk dalam RKAS 2019 – 2020	-
Pavingisasi halaman	Koordinator sarpras	Tapel 2019-2020		Untuk memperbanyak serapan air	Masuk dalam RKAS 2019 – 2020	-
Penambahan ventilasi kelas	Koordinator sarpras	Tapel 2019-2020		Memperbanyak sirkulasi udara di kelas	Masuk dalam RKAS 2019 – 2020	-
Renovasi kamar mandi	Koordinator sarpras	Tapel 2019-2020		Memperbaiki sarana kamar mandi	Masuk dalam RKAS 2019 – 2020	-

Keterangan



Aksi yang telah dilaksanakan



Aksi yang sedang dalam proses pelaksanaan



Rencana Aksi

Based on table 4.4, it can be seen that the environmental action program that has been implemented, in the process of implementing it and the action plan of the program that is still in the process and the program that has not been implemented. In the green table all the adiwiyata programs have been implemented by schools including the waste selection environmental action program which is responsible for composting cadres and BSM implementation in 2018 and successfully implemented and then a follow-up plan will add to the customers of the waste bank. The second program is the making of biopori responsible for the implementation of biopori cadres in 2018 and was successfully carried out then a follow-up plan to add biopores where biopores and biopori keepers are not yet available.

The third program is the establishment of responsible medicinal plantations by the implementation of cadres of medicinal plants in 2018 and successfully carried out then a follow-up plan to optimize the use of toga. The fourth program of planting organic plants was implemented in 2018 and successfully carried out then a follow-up plan to plant various types of organic plants and facilitate the distribution of yields. The fifth program is the creation of responsible recharge wells by the implementation biopori cadre in 2018 and has not been running optimally because there are still puddles in several places where follow-up plans to improve the function of recharge wells.

The sixth program is to compile a syllabus integrated with the responsible PLH by the curriculum implementation coordinator in 2018 and successfully carry out a follow-up plan to integrate the PLH in all academic and non-academic activities. The seventh program is internalizing the vision and mission and pledging to care for the environment of all schools in charge of the school, which is the coordinator of the implementation policy component in 2018 and successfully carrying out a follow-up plan to implement the program to achieve the vision, mission and goals of schools that are environmentally friendly and cultured.

Internalization of the vision and mission and pledges of environmental care to all responsible school members by the policy component, implemented in 2018 and successfully carried out a follow-up plan to implement programs to achieve the vision and mission and goals of schools that are environmentally friendly and cultured. There are eight adiwiyata programs that are run in Purwodadi 1 Malang Elementary School.

In the yellow table there are four adiwiyata programs that are in the process of implementation, the first is the program of extracurricular activities related to LH in charge by the head of the extracurricular division in 2018 and successfully carried out a follow-up plan to add extracurricular eyes related to LH, and include related materials environment in extracurricular operations. The second program is the making of responsible compost by the implementing compost cadres in 2018 and the inadequate

implementation of the chopper which is not comparable with the amount of organic waste in the follow-up plan for the procurement of the chopper.

The role of the school committee in the environmental program in the school in charge by the participatory component coordinator in implementation in 2018 was successfully carried out but the role of the committee needed to be improved. The fourth program is the preservation of responsible plants by the implementing cadre working group in 2018 and successfully carried out a follow-up plan to increase the variety of rare plants and be able to cultivate rare plants through learning.

The red table is the adiwiyata program which is still in the action plan including the first making a responsible greenhouse by the environmental cadre in 2019-2020, the second program making the WWTP responsible for implementing biopori cadres in 2019-2020, the third program making the biogas responsible for the cadre compost implementation in 2019-2020, the fourth program of procurement of leaf counters responsible for coordinating the implementation of the Sarpras in 2019-2020.

The fifth program of supplying water pumps in charge of the implementation of the Sarpras Coordinator in 2019-2020, the sixth program of renovation of the waterways in front of the person in charge of the implementation of the Sarpras Coordinator in 2019-2020, the seventh program of paving the page of the organizers of the Sarpras Coordinator in

implementation in 2019-2020, the eighth program in addition to the implementation of the Sarpras Coordinator ventilation of the coordinator of the implementation of the Sarpras Coordinator in 2019-2020, the ninth adiwiyata program for the addition of the bathroom in charge of the implementation of the Sarpras Coordinator in 2019-2020.

B. Research Findings

On exposure to this data the data obtained by researchers will be obtained through interviews, observations, and documentation. Based on the results of interviews, observations and documentation the data obtained about the implementation of environmentally friendly character Education in SDN Purwodadi 1 Malang, which are viewed from aspects of personal development programs, curriculum, development of school health and school culture. The following will be presented data exposure related to the focus of research:

1. Implementation of Environmental Care Character Education in SDN Purwodadi 1 Malang

The implementation of environmental care character education in the environment of SDN Purwodadi 1 Malang, is carried out through environmental care programs, self-development, integration in subjects, school health development and school culture. The following will explain further researchers about the results of research that has been done.

Based on the results of interviews conducted with the principal of SDN Purwodadi 1 Malang, as follows:

“Sesuai dengan visi misi sekolah ini mas, kami mewujudkan sekolah yang peduli lingkungan. Sekolah ini adalah salah satu sekolah di Kota Malang yang menerapkan pendidikan karakter peduli lingkungan. Kami memberikan sarana prasarana secara maksimal, dan membuat program- program yang tepat dengan visi ini. Selain itu kami juga membentuk tim-tim yang fokus dalam permasalahan pendidikan lingkungan hidup. Tim ini kami beri nama kelompok kerja (pokja), yang terdiri dari 11 pokja. Sekolah peduli lingkungan tidak hanya sekolah itu sejuk nyaman secara fisik saja, terlihat bersih saja tetapi harus memenuhi SEKAM. SEKAM itu sendiri berarti S sampah, E energi atau hemat energi, K keanekaragaman hayati, A air dan sanitasi (pemakaian air bersih, setelahnya akan disalurkan kemana, air hujan akan dikemanakan, saluran IPAL), dan yang terkakhir M makanan sehat (dapat diartikan kantin sehat sekolah). Pertama terkait sampah mas, sampah harus terpilah antara sampah basah, kering dan plastik. Sampah ini akan dikemanakan, sampah basah berupa daun-daun bisa dijadikan pupuk kompos alaai, sampah kering berkaitan dengan kertas dan plastik bisa di daur ulang menjadi kerajinan. Kita membuat pembiasaan- pembiasaan, kegiatan yang berkaitan menumbuhkan kesadaran membuang sampah sembarangan, daur ulang sampah, menjalin mitra komposing dengan warga sekitar sekolahan. Kedua, setelah sampah adalah hemat energi, penggunaan energi listrik harus dibatasi, digunakan seperlunya saja, memanfaatkan energi alternatif. Kemudian berikutnya keaneka ragaman hayati. Keaneka ragaman hayati ini maksudnya adalah tumbuhan yang ada di sekolah ini harus terdiri dari tumbuhan produksi, tumbuhan lindung dan tanaman hias. Tanaman itu semua kita upayakan tersebar di semua sudut sekolah, baik di taman kelas taman sekolah, RTH. Manfaat dari keanekaragaman hayati ini menjadikan lingkungan sekolah lebih asri, sejuk dan nyaman, mereka menikmati lingkungan belajar yang menyenangkan indah dan hijau. Tidak membuat bosan apalagi mengantuk ketika pembelajaran di luar kelas. Selanjutnya yang keempat sanitasi. Air disini maksudnya air hujan, mengingat di sebelah sekolah ini terdapat sungai, sungai juga berpotensi menimbulkan banjir ketika hujan akibat sampah warga lingkungan dan kedangkalan dasar sungai, akibatnya mengenangi ke sekolah. Makanya perlu kita carikan solusi agar tidak merugikan semua pihak. Kemudian air dalam hal ini, kita juga harus bisa mengolah limbah air menjadi lebih bermanfaat. Contohnya air dari tempat wudhu dan

wastafel. Disini setiap kelas dan didepan beberapa ruangan mempunyai tempat cuci tangan, ini tidak kita buang ke saluran air tapi kita buang ke taman, kita manfaatkan untuk menyiram tanaman. Terakhir, huruf M makanan sehat. Maksudnya disini kantin sehat sekolah. Penjaga kantin di sekolah ini terdiri dari unsur komite yang telah mendapat pendampingan dan pembinaan secara berkala dari pihak puskesmas dan telah mendapatkan sertifikat dari dinas kesehatan kota malang. Sehingga makanan yang dijual di kantin sehat harus benar-benar dipertimbangkan unsur gizi dan kandungannya, tidak boleh memakai bahan – bahan yang membahayakan kesehatan, tidak memakai pembungkus makanan dari plastik, dan menggunakan pembungkus piring dan dari daun pisang yang lebih ramah lingkungan. Semua program tersebut akan dilanjutkan oleh masing- masing pokja (kelompok kerja)⁵²

Based on the results of interviews with the School Principal, SDN Purwodadi 1 Malang in implementing character education in environmental care by making programs in accordance with the principles of SEKAM (Waste, Energy, Biodiversity, Water and Food), and forming working groups (Pokja) that focus on issues - problems related to character education about the environment in the environment of SDN Purwodadi 1 Malang.

This Working Group has SOP in accordance with their respective fields listed in each of the working groups. The principal's statement was supported by researchers' observations that, in every place such as the UKS room, canteen, bathroom, and waste composting the picket schedule and SOP of each work group were listed..⁵³

⁵² Interview results with Ms. Dra. R. Kartini, M.Pd., Principal of SDN Purwodadi 1 Malang, on September 25th, 2019.

⁵³ Observation results in the room in the composing room on September 26th, 2019.

This is also supported by the documentation of researchers, that in front of the bathroom there is a picket schedule and SOP that must be done in the working group cleaning the bathroom.



Picture. 4.1

Pokja Schedule and SOP for Cleaning the Bathroom

The results of these observations and documentation are reinforced by statements made by the class teacher and coordinator Adiwiyata:

“Di sekolah ini, kami mempunyai kelompok kerja (Pokja) sebagai upaya mewujudkan pendidikan karakter semua warga sekolah. Masing- masing pokja ini terdiri dari unsur guru dan siswa, melaksanakan tugasnya masing- masing sesuai dengan SOP dan jadwal yang telah ditentukan. Adapun pokja-pokja tersebut ada pokja Biopori dan sumur resapan, pokja kompos, pokja Bank sampah, pokja tanaman organik, pokja daur ulang, pokja kantin sehat, pokja tanaman obat, pokja kamar mandi, pokja kader lingkungan hidup, pokja taman, pokja perpustakaan dan pokja tiwisada.”⁵⁴

⁵⁴ Result of Interview with Mrs. Reny Dyah K., S.Pd.SD., Class Teacher and Cordinator Adiwiyata SDN Purwodadi 1 Malang, on September 27, 2019.

Based on the results of interviews with Coordinator Adiwiyata and Walikelas showed that a Working Group consisting of teachers and students had been formed. The teacher provides guidance and monitors student work. Students carry out assignments in accordance with SOPs and pre-determined schedules. This statement is reinforced by the statement of students that,

“ada jadwal yang rutin setiap hari.”⁵⁵ “disana belajar cara membuat pupuk kompos, memasukkan sampah ke drum yang masih kosong”⁵⁶

The results of interviews with school principals, teachers and students about the SEKAM program and working groups (working groups) on the implementation of environmental care education are strengthened by the results of observations during observations. Based on observations about the implementation of environmentally friendly character education, it was found that students at SDN Purwodadi 1 Malang in carrying out activities in schools had implemented the SEKAM program and carried out pickets according to their respective work groups. All work groups' activities and pickets are applied in accordance with the problems of the SEKAM program and their respective working group SOPs.

⁵⁵ Results of Interview with Qurattu Ainin Naqiyyah, Grade 6 Students on Friday, September 26th, 2019.

⁵⁶ Result of Interview with Bayu Sukarno Riawan, Grade 6 Student on Friday, September 26th, 2019

In addition to the formation of working groups (LWGs) in the implementation of environmentally friendly character education, SDN Purwodadi 1 Malang also has a personal development program, integration with subjects, school health development and in the culture of environmentally friendly schools. Following is an explanation of the personal development program:

a. The Personal Development Program

1) School Routine Activities

School routine activities are activities carried out by students continuously and consistently every time. In the context of applying the value of environmentally friendly character education for SD Purwodadi 1 Malang to carry out routine activities, this was conveyed by the principal through the following interview:

“Setiap hari ada piket kelas, piket taman dan piket kamar mandi. Semua ada jadwal yang telah di buat dan disepakati bersama. Selain itu juga ada jumat bersih, untuk jumat bersih setiap minggu keempat setiap bulan dilakukan jumat bersih di luar lingkungan sekolah.”⁵⁷

The statement of the headmaster was reinforced by the statement made by the class teacher and coordinator adiwiyata:

“Piket dan jumat bersih, pak. Piket dilaksanakan pada pagi dan siang hari. untuk siang hari ada kegiatan khusus SEMUT (sejenak mungut sampah). Mengambil sampah yang ada di depan kelas dan di taman kelas. Kemudian menyirami taman menggunakan wadah yang mereka punya, ada yang memakai kaleng, gayung, botol minum. Kegiatan minguan rutin ada jumat bersih, kita lakukan dari pukul 6.45-7.20. khusus untuk jumat pekan keempat tiap bulan dilaksanakan jumat bersih di

⁵⁷ Interview results with Ms. Dra. R. Kartini, M.Pd., Principal of SDN Purwodadi 1 Malang, on September 25th, 2019.

luar sekolah. Biasanya ikut memberihkan sungai di sebelah sekolah atau juga membersihkan lingkungan RW sekitar sekolah”⁵⁸

The results of interviews of principals and teachers regarding routine activities every morning are supported by the results of interviews with students. A similar statement was made by several students:

“Ada pak, ada Piket kelas setiap pagi dan pulang sekolah. Piket kelas, menyapu, merapikan meja, kursi. Siang mungut sampah dan menyirami taman. Ada juga piket membersihkan kamar mandi siswa sesuai jadwal sesuai jadwal yang tertera. Jumat bersih dibagi tugasnya, ada yang di dalam kelas, di taman dan di halaman.”⁵⁹

Daily routine activities based on interviews with school principals, class teachers and adiwiyata coordinators and students, namely class pickets, garden pickets, ants (trash trash), bathroom pickets Friday clean. In addition, there are monthly activities, namely Friday Friday which is carried out outside the school environment, every Friday the fourth week. The results of the interviews delivered by the principal, teachers and students were also supported by observations of daily and monthly routine activities.⁶⁰

⁵⁸ Interview results with Ms. Dra. R. Kartini, M.Pd., Principal of SDN Purwodadi 1 Malang, on September 25th, 2019.

⁵⁹ Results of Interview with Qurattu Ainin Naqiyyah, Grade 6 Student on Friday, September 26th, 2019.

⁶⁰ Observation results in the school yard on September 26th, 2019.

Based on observations obtained the results that schools carry out routine activities both daily and monthly. The school organizes class picket activities carried out from grade 1 to class VII. Class picket is held in the morning (before the learning process) and in the afternoon (after the learning process). Then proceed again before returning to school with the activities of picking up trash and watering plants. Pickets are carried out based on picket groups. Picket groups are arranged by their respective class teachers. The bathroom picket schedule is arranged by the coordinator teacher Adiwiyata. Every morning the students in charge of picket cleaning and tidying classes such as sweeping, cleaning the blackboard, cleaning desk drawers, arranging chairs and tables, cleaning windows, taking out the trash and watering plants. During the day before going home from school the money is charged with cleaning the classroom, cleaning the blackboard, closing the window, turning off the fan and picking up trash and watering plants.⁶¹ This is supported by the researchers' documentation, when children do class pick-up and water the garden before learning is finished.⁶²

⁶¹ Observation results in front of class 4, on September 25th, 2019.

⁶² Documentation Results on October 2th, 2019



Picture 4.2.

Routine picket activities water the park

In addition to daily routine activities, schools also hold monthly routine activities, namely Friday Friday. The clean Friday routine is held on the fourth Friday starting at 6.45-7.20. Clean Friday activities are followed by all students accompanied by the teacher. This activity aims to familiarize students with cleaning the school environment, such as cleaning the classroom yard, class terrace, cleaning the school yard, watering plants, pulling grass, cleaning gutters, sweeping the school yard, and taking out the trash.⁶³

Based on the results of interviews and observations obtained that routine activities carried out by SDN Purwodadi 1 Malang include pickets, ants (picking up trash), and clean Friday. Class picket, garden and bathroom are followed by all classes from grade 1 to grade 6, held

⁶³ Observation results, on October 2th, 2019

every morning and afternoon. Clean Friday activities are held on Friday, and every fourth Friday, which is followed by all students accompanied by the teacher.

2) Spontaneous Activities

This activity is carried out usually when the school principal, teacher and other education staff are aware of the misconduct of the facilities and the school environment of the student which must be corrected at that time. The results of the interview are as follows:

“memperhatikan perilaku siswa dan jika melakukan kesalahan ditegur seperti jika membuang sampah sembarangan, tidak mematikan kran air, tidak ikut piket dan sebagainya. Mengingatkan anak dengan menasehati dengan memberi pesan moral agar tidak merasa tersinggung.”⁶⁴

The statement of the principal is reinforced by the statement of students:

“Ketika ada yang melakukan kesalahan ya kita peringatkan. Biasanya kita beri penjelasan juga.”⁶⁵“Kalau ada siswa yang punya kesalahan iya saya tegur, yang penting anak jera dan lebih peduli lingkungan.”⁶⁶

The class teacher's statement was strengthened by the statement made by the students, that:

“Ditegur pak, dinasehati dan dicontohkan caranya yang betul.”⁶⁷ “Kalow buang sampah sembarangan ketahuan

⁶⁴ Results of Interview results with Ms. Dra. R. Kartini, M.Pd., Principal of SDN Purwodadi 1 Malang, on September 25th, 2019.

⁶⁵ Results of Interview with Qurratu Ainin Naqiyyah, Grade 4 Students on Friday, September 26th, 2019.

⁶⁶ Results of Interview with Bayu Sukarno Riawan, Grade 4 Students on Friday, September 26th, 2019

⁶⁷ Results of Interview with Qurratu Ainin Naqiyyah, Grade 4 Students on Friday, September 26th, 2019.

disuruh ambil.”⁶⁸“Dinasehati, disuruh mengambil sampahnya lalu dibuang di tempat sampah.”⁶⁹

The results of interviews with principals, teachers and students are reinforced by the results of spontaneous observation of activities. When the head teacher saw one of the students killing garbage carelessly. The head teacher immediately reminded one of the students in grade 3 to dispose of trash in the appropriate place according to the trash bin provided by the school. Grade 3 students remind their friends who play water when the garden pickets water the plants in front of the class. The teacher reminds students to sweep the pages that are not clean.⁷⁰

Based on the results of observations and interviews with the principal, teachers and students show that the spontaneous activities carried out by the principal and the teacher against the actions that are not good and the use of facilities is to reprimand followed by giving advice to not repeat again and give examples. Spontaneous activities undertaken by the teacher are intended to instill the attitude of student discipline since childhood.

⁶⁸ Results of Interview with Bayu Sukarno Riawan, Grade 6 Student on Friday, September 26th, 2019.

⁶⁹ Results of Interview with Naufal Rizky Prasetyo, Grade 3 Students on Friday, September 26th, 2019.

⁷⁰ Results of Observation on September 27th, 2019

3) Modeling

Exemplary is the behavior and attitude of the teacher in giving examples of good actions, so it is expected to be a role model for students to emulate. This example covers in any case including the implementation of character education in environmental care, time discipline, and mode of dress. In general, students and teachers are disciplined and neat in wearing uniforms according to the specified schedule. Interview with the principal about the teacher example

“Guru ikut menjaga kebersihan lingkungan sekolah, guru mengikuti kerja bakti, guru tidak hanya memantau siswa tetapi juga ikut membantu. Guru memberi contoh menyapu, mengepel, mengambil sampah yang ada didekatnya. Semua kegiatan di sekolah ini sudah kita buat SOP, baik dalam bersikap dan melakukan segala kegiatan seperti berseragam, kebiasaan membunag sampah, berjabat tangan, dll”⁷¹

The statement of the principal was also reinforced by the statement made by the class teacher:

“Saat sebelum pelajaran guru mencontohkan sikap peduli lingkungan pada siswa seperti menyapu, menyiram, merawat tanaman serta membuang sampah pada tempatnya.”⁷² “memberi contoh kebiasaan misalkan kebiasaan membersihkan lingkungan, memungut daun setiap sebelum pulang sekolah, mencuci tangan sebelum makan dan setelah beraktifitas. Jika guru selalu memberi contoh kebiasaan yang baik setiap hari, pasti anak-anak akan menirukan nya”⁷³

⁷¹Results of Interview with Ms. Dra. R. Kartini, M.Pd, Principal of SDN Purwodadi 1 Malang, on September 25th, 2019.

⁷² Result of Interview with Mr. Yafet Damaeka., Walikelas 3 SDN Purwodadi 1 Malang, on September 26th, 2019.

⁷³ Result of Interview with Mr. Yahya Supriyanto., Walikelas 6 SDN Purwodadi 1 Malang, on September 26th, 2019.

Exemplary conducted by principals and teachers strengthened by the results of the interview with the results of interviews with students. The results of interviews with students are as follows:

Bapak ibu guru juga ikut membersihkan halaman sekolah ketika kerja bakti.” “pak guru selalu mencuci tangan kalau sudah bekerja bakti jumat bersih.”

The interview results of the exemplary attitude of the principal, teachers and students were strengthened by the results of the observation. The teacher helps the students carry out the class picket and it looks like there are parts that are not clean. Then the teacher asks for a broom and gives examples of holding and using the broom, how to sweep well and give back to the student. This is also seen in the picture the researcher took.



Picture 4.3. Teacher gives an example of how to sweep

On the other hand the activities of the teachers and all students take part in community service and clean Friday cleaning the yard and the environment around the school. teachers wash their hands after

carrying out community service activities, and after carrying out learning activities. The teacher cleans and mops the terrace of the mosque after the activity is used.

Examples made by the school principal and ladies and gentlemen teachers to students in general include; Principals and teachers always provide neat and disciplined examples in using predetermined uniforms, give examples of habits of caring for the environment in various activities, and carry out all the regulations that have been determined in the Standing Orders and SOPs that have been set.

The results of documentation, exemplary school principals and teachers are also included in the school curriculum. At the beginning of the school semester, a teaching administration program is developed, in preparing this curriculum it also incorporates environmental education character education into the school curriculum / learning activities. The school prepares a curriculum by including it in the lesson plan. Examples include: planting clean and healthy living models, exemplifying a clean environment of environment and class culture, and green living environment modeling.

Based on the results of interviews, observations and documentation it can be concluded that the example of the principal and teachers to students in implementing character education care

about the environment include: always wearing neat clothes in accordance with applicable regulations, imitating the attitude of caring for the environment, always maintaining hygiene, caring for and maintaining school facilities, using and placing learning tools in their place and directly involved in school activities.

4) Conditioning

To support the implementation of cultural and cultural education, the school conditions the cultural values and character of the nation to be alleviated, for example: clean toilets, trash bins in various places, always side by side, throwing garbage regularly. The conditioning conducted by the school in supporting the implementation of environmentally friendly character education according to the principal is as follows:

“Ya mas, dengan adanya mata pelajaran tentang PLH yang sudah diintegrasikan dengan pembelajaran tematik, maka kami menyediakan fasilitas kebersihan yang menunjang untuk kegiatan anak-anak.”⁷⁴

The statement of the principal is reinforced by the statement made by the teacher when the researcher asks questions about the conditioning made by the school in instilling character education about the environment. The following are the results of the interview with the teacher:

⁷⁴ Result of Interview with Mrs. Dra. R. Kartini, M.Pd., Principal of SDN Purwodadi 1 Malang, on September 25th, 2019.

“Pengkondisian sekolah itu dengan menyediakan fasilitas-fasilitas kebersihan, mengadakan kegiatan yang berhubungan dengan lingkungan, terutama kelas tinggi ada pelajaran PLH yang sudah dimasukkan dalam pembelajaran tematik, dalam ekstra juga, seperti dengan menanamtanaman yang bermanfaat”.⁷⁵” Kalau untuk kelas rendah sekolah menyediakan program kegiatan sikat gigi bersama yang difasilitasi oleh sekolah, ada berbagai macam poster ajakan untuk menjaga kebersihan, ada fasilitas yang menunjang juga untuk menjaga kebersihan lingkungan.”⁷⁶ Sekolah menempatkan tempat sampah di setiap kelas, ada kegiatan piket kelas setiap pagi, piket taman, dan piket kamar mandi, mengadakan kerja bakti setiap jumat, dan sekolah juga mengadakan lomba kebersihan taman kels dan kebersihan kelas.”⁷⁷

Based on the results of interviews with school principals and teachers, it was found that the conditioning conducted by schools is to provide the facilities and needs that children need in realizing the implementation of environmentally friendly character education. This is also reinforced by the results of observations by researchers about bathroom conditioning. Student bathrooms are clean, always cleaned after students from the bathroom. It was also cleaned by the bathroom working group in accordance with a predetermined schedule. In each bathroom is equipped with a bucket of water, dipper, bathroom cleaning tools, clothes hangers.

⁷⁵ Result of Interview with Yahya Suprityanto, SPd., Class 6 Guardian and Deputy Head of Curriculum at SDN Purwodadi 1 Malang, on September 27th, 2019.

⁷⁶ Result of Interview with Mr. Yafet Damaeka, S.Pd., Class 3 homeroom teacher at SDN Purwodadi 1 Malang, on September 27, 2019.

⁷⁷ Result of Interview with Mrs. Reny Dyah K., S.Pd.SD., homeroom teacher and Adiwiyata coordinator at SDN Purwodadi 1 Malang, on September 27th, 2019.

The condition of the bathroom is in good condition, clean and getting adequate lighting and lighting.⁷⁸

The next conditioning relates to the involvement of students in the management and arrangement of the park. The involvement of students in the management and arrangement of the park is a need for students to be able to directly practice the character of caring for the environment when they are in the school environment. The principal's statement related to school conditioning in involving students in plant management and arrangement is as follows:

Gini mas, ada 3 unsur yang harus terlibat pertama guru, siswa, dan paguyuban kelas atau komite, kemudian kemitraan. Kita bisanya mengadakan lomba taman antar walimurid, kemudian untuk juru kita ambilkan dari kemitraan atau kepala seolah seugus. Kita juga biasa mengundang dari kedinasan untuk ikut menanam di sekolah, mengisi materi dalam acara-acara hari lingkungan.”⁷⁹

The results of interviews and documentation were strengthened by the results of observations about the existing conditioning in school during the researchers' observations. Based on the results of observations during observations, it was found that the form of conditioning included facilities provided such as

⁷⁸ Result of Observation on September 23th, 2019

⁷⁹ Result of Interview with Mrs. Dra. R. Kartini, M.Pd., Principal of SDN Purwodadi 1 Malang, on September 25th, 2019.

green open space, a drinking water filter, sink or hand washing area in front of each class where the waste water from washing hands was released to water the plants, and the classroom garden. each. In addition, in terms of plant management and care, students are directly involved, in addition to involving students in school management and care, they also involve associations, teachers, committees and partnerships.

b. Integration in Subjects

The implementation of environmental care character education is also integrated in learning activities. This integration is in accordance with the material and the objectives to be achieved. Integration in subjects according to one of the teachers, namely Mr. Yahya said that it was by implementing an environment-based curriculum. This environment-based curriculum contains learning materials that aim to increase the knowledge, skills and awareness of school residents about the importance of protecting the surrounding environment. In adiwiyata school, it is a must to implement an environment-based curriculum.

Previously, SDN Purwodadi 1 was a school that had implemented an environment-based curriculum in accordance with the school's vision and mission. This is done by incorporating

a monolithic Environmental Education (PLH). Monolithic means that Environmental Education (PLH) is made its own subject. In the previous curriculum, namely the 2006 KTSP, PLH subjects were taught by themselves in the elementary class. In the 2013 Curriculum, SDN Purwodadi integrates it into the theme materials in each class and subject. This is in accordance with the statement given by the Teacher:

“Kalau sekarang di kurikulum 2013 PLH nya sudah tidak ada mas, maksudnya sudah tidak diajarkan secara monolitik. Mata Pelajaran PLH ini sudah terintegrasi dengan mata pelajaran yang ada di tema. Iya kalau kurikulum sebelumnya materi PLH berdiri sendiri, dan diajarkan sendiri pada kelas bawah.”⁸⁰

c. Integration in Thematic Learning

The implementation of learning is carried out after planning the learning process, the way the class teacher conveys the subject matter to be delivered starting from the opening of the lesson, core learning, and the final lesson. The following is an interview excerpt from Mrs. Farida's homeroom teacher.

“gini mas.. Pelaksanaan model pembelajaran adiwiyata itu sudah masuk di dalam pembelajaran tematik ya nanti dalam pembelajaran saya mengajarkan materi LHnya saya kaitkan dengan materi yang sekiranya bisa dikaitkan, dan media dan sumber belajarnya lebih ke lingkungan alam yang sudah di sediakan sekolah.”⁸¹

⁸⁰ Result of Interview with Yahya Supriyanto, S.Pd., Deputy Head of Curriculum at SDN Purwodadi 1 Malang, on September 25th, 2019.

⁸¹ Results of an interview with Mr. Yafet Damaeka, S.Pd as a class teacher at SDN Purwodadi 1 Malang on October 8th, 2019..

The following excerpt from the interview was strengthened by the coordinator of Adiwiyata, Mrs. Reny that:

“ Sekolah yang menerapkan adiwiyata pembelajarannya harus meliputi SEKAM yaitu sampah, energi, keanekaragaman hayati, air dan makanan sehat, model pembelajaran sebenarnya tetap sama dengan sekolah lain menggunakan saintifik tematik hanya di dalamnya ada penambahan SEKAM itu tadi, dalam pembelajaran saintifik materi adiwiyata di masukkan dalam muatan pada sub tema pembelajaran bukan tema pembelajaran. Tema tetap tidak dirubah namun hanya indikator dari muatan-muatan mata pelajaran yang ditambahi adiwiyata. Pembelajaran yang berkaitan dengan lingkungan maka media pembelajaran yang di gunakan langsung terjun ke lapangan memanfaatkan fasilitas lingkungan alam di sekitar sekolah. Sarana prasarana sekolah yang menerapkan program adiwiyata lebih kepada lingkungan alam yang sangat mendukung dan selalu dimanfaatkan dalam pembelajaran.”⁸²

Based on the research of researchers by following the process of teaching and learning activities (KBM) directly in Class VI thematic learning that is integrated with the environment, namely theme 8 about the environment of our friends. When the core KBM begins, the teacher explains the mathematics subject matter about circles, when explaining the material the teacher uses LCD learning media.

After the teacher delivered the material, the students were grouped according to the picket schedule. After gathering based on groups, students were given the task of bringing their own ATK equipment and then students were ordered to leave the class looking

⁸² Results of an interview with Mrs. Reny as adiwiyata coordinator at SDN Purwodadi 1 Malang, on October 8th, 2019

for circular media, namely biopori, this biopori is a water absorption well. And each group of students discusses and takes biopore measurements, after completing group work the students go back into the class and report the results in front of the class.



Picture 4.4
Thematic Learning Model Activities



Picture 4.5
KBM outside the classroom utilizes waste water
as a water purification medium

In implementing the environment-based curriculum, SDN Purwodadi 1 Malang applies a learning model that involves students actively in learning the environment and other subjects that are integrated with the environment, students are given direct experience

by teachers in the school environment so that students can come into direct contact with the natural environment. The following is an interview excerpt from Mr. Yafet as the homeroom teacher for Class VI that:

“ dalam pembelajaran yang berbasis adiwiyata itu guru tidak hanya memberikan pengetahuan tentang lingkungan hidup di dalam kelas saja tapi siswa harus bisa menerapkan ketika diluar kelas atau diluar sekolah dilingkungan rumah dan masyarakat. Meskipun materi LH nya sudah kita integrasikan dengan pembelajaran tematik kita juga ada pembelajaran LH sendiri setiap hari jum’at namanya jum’at bersih.”⁸³

The following is an excerpt from an interview from Mr. Eko as a Sports Teacher at SDN Purwodadi 1 Malang who stated the same thing regarding adiwiyata-based learning.

“ SDN Purwodadi 1 Malang merupakan sekolah yang sudah menerapkan program adiwiyata jadi tidak hanya dalam pembelajaran yang ada kaitannya dengan LH namun dengan program adiwiyata kita juga harus membentuk karakter pada siswa untuk selalu peduli dengan lingkungan. Disini anak-anak juga kita ajarkan bagaimana caranya untuk merawat lingkungan agar tetap bersih, mengolah sesuatu yang sudah menjadi sampah kita jadikan suatu barang yang bermanfaat, misalnya pembuatan pupuk kompos dari hasil daun daun yang berserakan di lingkungan sekolah kita kumpulkan kita olah di komposter”⁸⁴

⁸³ Results of an interview with Mr. Yafet Damaeka, S.Pd as a class teacher at SDN Purwodadi 1 Malang on October 12th, 2019..

⁸⁴ Results of an interview with Mr. Eko as a sports teacher at SDN Purwodadi 1 Malang on October 19th, 2019.



Picture 4.6
Students collect garbage at the composting working group



Picture 4.7
Teachers and students learn to compost waste

The same thing was emphasized by Mrs. Reny as the coordinator of Adiwiyata at SDN Purwodadi 1 Malang

“ sebenarnya adiwiyata ini kan pembelajaran tentang lingkungan hidup kepada siswa, lah kita menanamkan karakter kepada siswa untuk berpeduli kepada lingkungan, bagaimana agar siswa selalu cinta akan lingkungan, untuk menanamkan karakter terhadap siswa secara tidak langsung kita masukkan pembelajaran LH itu ke dalam pembelajaran di kelas dengan mengintegrasikan

pembelajaran tematik dan LH saja. Pembelajaran diluar jam pembelajaran juga ada, kita tanamkan juga, contoh misal ketika siswa diluar kelas biasanya sebelumnya pulang keluar gerbang jika mereka melihat di sekitar lingkungannya ada sampah atau daun-daun berserakan mereka memungutnya dan di masukkan ke dalam bank sampah dan kalau setiap pagi mereka juga diberi jadwal untuk merawat dan menyirami tanaman di RTH halaman depan itu, kita biasanya setiap minggu sekali kita adakan khusus pembelajaran LH yaitu hari jum'at. Dan tak lupa maskita juga membentuk kader-kader lingkungan dari siswa itu sendiri kita bagi pokja pokja, jadi mereka ditugasi untuk tanggung jawab terhadap lingkungan”⁸⁵

In the implementation of learning that integrates LH, the teacher often teaches students to make LH. In the implementation of learning that integrates LH, the teacher often teaches students to make handicrafts from used materials to be used as learning media or made into a work. Students' work is usually placed in their respective classrooms. The following is an excerpt from an interview from the homeroom teacher of Class VI, Mr. Yafet, that the results of handicrafts from used materials are used as learning media or made into works. Students' work is usually placed in their respective classrooms. The following is an interview excerpt from the homeroom teacher for Class VI, Mr. Yafet, that:

“Biasanya kita sering mengajarkan kepada mereka untuk membuat kerajinan-kerajinan dari bahan bekas, misalnya kayak botol aqua, koran-koran bekas untuk dijadikan bubur kertas dan di bentuk-bentuk, terus susu kotak an yang biasanya dijual di kantin dan dibeli anak-anak itu kita buat media”

⁸⁵ Results of an interview with Mrs. Reny as adiwiyata coordinator at SDN Purwodadi 1 Malang, on October 17th, 2019

Based on the results of interviews with teachers at SDN Purwodadi 1 Malang, schools that have adiwiyata learning have their own characteristics from schools that do not, namely environmental-based learning models. The learning that is taught to students starts from learning in the classroom and learning outside the classroom.

In classroom learning, all learning activities will be related to the environment and learning outside the classroom is instilled in students to have a character that cares about the surrounding natural environment. There are several facilities and infrastructure that support the Adiwiyata learning process, here are the results of the interview from the Adiwiyata coordinator, Mrs. Reny.

“Sarana prasarana yang yang miliki SDN Purwodadi dalam Program Adiwiyata ada beberapa masdiantaranya: Biopori, Bank sampah, RTH (Ruang terbuka hijau), Komposter: tempat pembuatan pupuk, Kolam ikan: untuk pemanfaatan limbah air wudhu, Air wudhu diproses pada kolam ikan, Tanaman obat. Taman organik, Sumur resapanKantin sehat”⁸⁶

Management of infrastructure facilities as a supporter of environmental learning, namely, green open space (green open space), medicinal plants, organic plants for the introduction of biodiversity. Biopori, infiltration wells for learning waste water or rainwater management. Garbage banks are provided in every corner of the

⁸⁶ Results of an interview with Mrs. Reny as adiwiyata coordinator at SDN Purwodadi 1 Malang, on October 8th, 2019

school to instill character in students to always dispose of waste in its place.

Composter provided by the school near the green space to teach students how to process or recycle waste into something useful, for example, recycling leaves to be used as fertilizer. The school also provides a healthy canteen, in which the food sold must be halal, clean, and healthy.

Not just any food is sold and containers for food are also not haphazardly served, but the containers are made of banana leaves. And the school also manages a bag of noni ginger and sells it in the school canteen. A bag of noni ginger was produced by the school itself.

CHAPTER V

DISCUSSION

Based on the data that has been obtained by researchers from SDN Purwodadi 1 Malang, in this stage the researcher will analyze the data that has been obtained through comparison with theory, triangulation, and consultation with experts, of course, supervisors, who relate to the data, besides that researchers will explain and describe the problem, then take the essence by giving an opinion in the analysis stage, the researcher will divide 3 (three) main topics of discussion that are adjusted to the order of the research focus as written below:

A. Implementation of Environmental Care Character Education in SDN Purwodadi 1 Malang

The Ministry of National Education revealed that in the implementation of cultural and national character education carried out by school principals, teachers, educators together as a community of educators and stipulated in the school curriculum. Curriculum development is carried out through:

1. Self Development Program

a. Self Development Program

Based on the results of research at SDN Purwodadi 1 Malang related to efforts to implement environmental care education, namely through the following activities: class picket every morning and community service, watering the garden after every oiket after school,

hunting for garbage in the morning and after school, checking body hygiene (nails, ears, hair, etc.), and community service. This is in accordance with the 2010 Ministry of National Education that routine school activities are activities carried out by students continuously and consistently every time. Routine activities carried out are cleaning pickets every morning and after school and community service (clean Fridays) carried out by all students and teachers. Picket activities are carried out consistently every day by students. Community service activities on Friday (clean Friday) are also carried out consistently by students, teachers, school principals, and parents of students. School routine activities are carried out by optimizing existing facilities and infrastructure in schools. This is to achieve the educational goals expected by the school. This routine activity is carried out to support the success of education in general. Principals and teachers have an active role to participate in every routine activity carried out at school, while students can participate in every routine activity under the direction of the teacher.⁸⁷

b. Spontane Activity

Spontaneous activities carried out by the principal and teachers of SDN Purwodadi 1 Malang based on the results of the study were to give good moral messages so that children did not feel offended by being

⁸⁷Keputusan Menteri Kesehatan Republik Indonesia Tahun 2006 tentang Pedoman Penyelenggaraan Kesehatan Lingkungan Sekolah, hlm. 31

well advised, giving warnings and explanations if someone made a mistake. After being given advice, good examples, warnings and understanding are given to students who take unfavorable actions towards the environment and school infrastructure facilities. This is in accordance with the 2010 Ministry of National Education which stated that spontaneous activities are activities that are carried out spontaneously at that time. This spontaneous activity is carried out by educators if there are students who behave badly towards the environment and school facilities. Spontaneous activities can be through reprimands and reprimands to students. The purpose of this activity is that students who make mistakes do not repeat their mistakes again and care more about the environment. This spontaneous activity is carried out by teachers and school principals as educators, supported by facilities and infrastructure in order to achieve the expected education.⁸⁸

c. Modelling

The implementation of environmental care character Education in SDN Purwodadi 1 Malang is supported by the example of principals and teachers. Principals and teachers as educators always set an example and become an example for students. This is in accordance with the 2010 Ministry of National Education which states that exemplary is the

⁸⁸Decree of the Minister of Health of the Republic of Indonesia in 2006 concerning Guidelines for the Implementation of School Environmental Health, p. 32

behavior and attitude of school principals, teachers and other educators in setting a good example for students.⁸⁹

The teacher's example in the implementation of environmental care character education is also very decisive, so the teacher has a very important role in the formation of student character. Based on the results of research at SDN Purwodadi 1 Malang , the example given by the principal and teacher to students is shown in everyday life by exemplifying using uniforms in a neat and clean condition, in accordance with applicable rules and not smoking in the school environment. The principal provides an example by participating in cleaning the room, watering the plants in the school garden, inviting students to wash their hands and throwing garbage in the trash can. The class teacher gives an example to the students by participating in cleaning the class along with the picket officer, tidying the class, and taking care of the plants, watering the plants in the classroom garden. The class teacher also gave an example of diligently washing hands before entering class. Students can follow the example of school heads and teachers. Exemplary is also supported by suggestions and adequate school infrastructure in the implementation of environmental care character education, in order to achieve educational goals to form human beings with character.

⁸⁹Decree of the Minister of Health of the Republic of Indonesia in 2006 concerning Guidelines for the Implementation of School Environmental Health, p. 33

d. Conditioning

The implementation of environmental care character education cannot be separated from the conditioning carried out by the school to support each program. This is in accordance with the 2010 Ministry of National Education which states that to support the implementation of school culture and national character education carried out by schools is reflected in the results of research at SDN Purwodadi 1 Malang .

Based on the results of research at SDN Purwodadi 1 Malang , it shows that the conditioning carried out by the school is to meet the needs of children related to environmental needs. Schools provide facilities that are able to support the implementation of environmental care character education. The facilities provided by the school include providing cleaning equipment in every room in the school, providing trash bins inside and outside the room. The school also provides facilities in the form of a garden in front of the class for each class so that students can be directly involved in planting plants, caring for, and maintaining the beauty of the garden. The school also provides garden facilities, for students to plant. The conditioning carried out by the school is strongly supported by adequate facilities and infrastructure. The existing suggestions and infrastructure will optimally help school residents in the implementation of environmental care character education. Principals, teachers, and students take care and maintain the condition of the school facilities and environment so that they can be used as much as possible by students.

2. Integration in Subjects

Based on the research results, the integration of environmental care education character education in subjects is carried out by instilling the value of caring for the environment in every learning through teaching and learning activities by teachers. The teacher conducts environmental-based learning, involving the activeness of students and the environment around the school. The learning carried out by the teacher does not only contain the material listed in the book, but also includes the values of caring for the environment.

The above results are in accordance with the 2010 Ministry of National Education which explains that the development of cultural and national character education values is carried out in integrating subjects, including environmental care character education. Environmental care values are implemented and conveyed in integration in subjects. The integration of environmental care character values is found in the theme and KD in learning. In addition, the values of caring for the environment are also reflected in the syllabus and lesson plans.

The learning carried out by the teacher is to instill the character of caring for the environment through active learning and the teacher also provides assistance to students in internalizing the value of character education of caring for the environment. The integration in the subjects carried out by the teacher is related to the methods and materials provided by the teacher to be associated with the character of caring for the environment.

Integration in subjects is expected to achieve the expected learning objectives through the internalization of environmental-based character values. Teachers play an important role in helping students understand and instill character values of caring for the environment, while students play a role in implementing these values in everyday life at school and at home.⁹⁰

3. Integration of Thematic Learning

In integrating environmental care character education in thematic learning, it is necessary to have a planning, implementation and evaluation in the implementation of the thematic learning.

a. Planning in Integrating Thematic Learning

From the research that has been done at SDN Purwodadi 1 Malang, especially in the implementation of environmental care character education in researchers regarding the planning of integrating environmental education in learning at the school. According to Sugeng Lisyo Prabowo and Faridah Nurmaliyah, planning is an activity to determine the future..⁹¹ So the application of planning activities in learning activities is an effort to determine the various activities that will be carried out in relation to efforts to achieve the objectives of the learning process. This learning planning is the most important thing to do before

⁹⁰Pedoman Sekolah, *Pengembangan Pendidikan Budaya dan Karakter Bangsa*, (Jakarta: Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum, 2010), p. 19

⁹¹ Sugeng listyo prabowo dan Faridah Nurmaliyah, *Perencanaan Pembelajaran* (Malang: UIN Maliaki Press, 2010), p.2

the learning process takes place, while the activities in planning are preparing everything carefully about what will be done in the learning process. The preparation starts from compiling the material to be taught, to the evaluation to be carried out which is summarized in the lesson plan (RPP).

From the results of data collection, researchers found findings about the concept of preparing lesson plans (RPP) at SDN Purwodadi 1 Malang. In these schools the teachers mapped out the curriculum that was integrated with the adiwiyata program, the syllabus was integrated with the adiwiyata program, the learning implementation plan (RPP) was integrated with the adiwiyata program, in the thematic RPP between KI and KD there were no changes, indicators and learning objectives were added with material about environment (LH). This sequence is in accordance with the theory put forward by, Drs. Daryanto in his book explains, compiling a plan through the following stages:

- a. KD mapping, namely analyzing the KD of each subject in the same class and semester.
- b. Formulating indicators, establishing a number of characteristics or signs that describe the formulation of specific learning ability qualifications of each basic competency.
- c. Setting the theme, namely creating a theme or topic that will unite each integrated basic competency.

- d. The preparation of the thematic learning implementation plan is carried out.⁹²

So the preparation of the learning implementation plan at SDN Purwodadi 1 Malang is in accordance with coherent and correct. In the thematic lesson plans that have been mapped out by the classroom teachers are integrated with environmental learning.

The learning system design model usually describes the steps or procedures that need to be taken to create effective, efficient, and interesting learning activities. The learning system design model acts as a conceptual, management, communication tool for analyzing, designing, creating, evaluating learning programs, and training programs. The thematic learning model is an integrated learning model that uses a thematic approach involving several subjects to provide meaningful experiences to students.

In this case at SDN Purwodadi 1 Malang, the teacher must be able to plan, implement and be able to evaluate students so that the desired learning objectives can be achieved. SDN Purwodadi 1 Malang the curriculum used is the thematic 2013 curriculum and the school is also running the Adiwiyata program, a program that introduces environmental education. The teacher at the school then modified the thematic 2013

⁹² Daryanto, Pembelajaran tematik, integrasi kurikulum 2013(yogyakarta: gaya media 2014), p.121

curriculum with the adiwiyata program, which is about the environment. Adiwiyata program is included in the thematic 2013 curriculum.

b. Implementation in Integrating Thematic Learning

As a teacher, of course, you must be able to plan, implement and be able to evaluate students so that the desired learning objectives can be achieved. Planning is the initial activity in a learning, in the form of thinking about things related to the learning that will be carried out in order to get optimal results and implementation is an activity that has occurred or is carried out in learning.

The implementation of the school implementing the ADIWIYATA Program must apply the following two basic principles;

- a. Participatory: The school community is involved in school management which includes the entire process of planning, implementing and evaluating according to responsibilities and roles.
- b. Participatory: The school community is involved in school management which includes the entire process of planning, implementing and evaluating according to responsibilities and roles.⁹³

It can be concluded that the adiwiyata program does not only involve one party, such as the principal or teacher, but also the entire school community, including students, school committees, school

⁹³ Kementrian Lingkungan Hidup dan kemetrian pendidikan dan kebudayaan, Panduan Adiwiyata 2012(jakarta Timur:Asdep Urusan Penguatan Inisiatif Masyarakat) p.3-4

employees and parents. In addition, this program is carried out in a planned and continuous manner, not only in a certain period of time. To achieve the objectives of the adiwiyata program, four program components were established which became a unified whole in achieving the adiwiyata school. The four components are:

- a. Environmentally friendly policy
- b. Environmental-based curriculum implementation
- c. Participatory based environmental activities
- d. Management of environmentally friendly supporting facilities⁹⁴

From the school team itself, consisting of various elements as follows: teachers, students, school committees, non-educational staff and alumni, the school team is determined through the principal's decree. The main roles and duties of the school team are as follows:

- 1) Assessing the condition of the school environment, school policies, school curriculum, school activities, and infrastructure.
- 2) Make a work plan and allocate the school budget based on the results of the study above, and adjust it to the components, standards, and implementation of adiwiyata.
- 3) Implement the school work plan.
- 4) Conduct monitoring and evaluation.

⁹⁴ Kementrian Lingkungan Hidup dan kemetrian pendidikan dan kebudayaan, Panduan Adiwiyata 2012(jakarta Timur:Asdep Urusan Penguatan Inisiatif Masyarakat) p.4

- 5) Submit a report to the principal of the school with a copy of the district/city environmental agency and related agencies.⁹⁵

Environmental education can be integrated with the environment into a flexible curriculum. The integration is not carried out comprehensively but is carried out partially or used as a topic without reducing the meaning of the objectives of the learning process in each subject.

Based on the theory that environmental Education in SDN Purwodadi 1 Malang has been integrated into the thematic 2013 curriculum. The integration of the environment into the subjects listed in the syllabus and lesson plans (RPP). In the implementation of learning that has been planned by the homeroom teacher and waka curriculum. The process of implementing learning at SDN Purwodadi 1 Malang, in learning the teacher carries out learning based on the learning implementation plan (RPP) that has been made, namely the teacher delivers learning material with a scientific approach, in thematic learning the teacher delivers learning material in one day, in learning there are several subject matter and material on the environment which includes waste, energy, biodiversity, water, and healthy food (SEKAM) not all subjects in the content per lesson can be integrated only a few subjects can be integrated with environmental material (LH).

⁹⁵ Ibid, p.7

c. Learning Evaluation in Integrating Thematic Learning

As a teacher, of course, you must be able to plan, implement and be able to evaluate students so that the desired learning objectives can be achieved. Evaluation is the final result of an implementation planned by the teacher. To find out whether the implementation has been achieved or not, an evaluation is needed.

Evaluation is an activity or process to measure and then assess to what extent the objectives that have been formulated can be implemented. If the goals that have been formulated are planned to be achieved in stages, then with continuous evaluation it will be monitored, which stages have been completed, which stages are running smoothly, and which stages are experiencing obstacles in their implementation. The result with evaluation opens the possibility for the evaluator to measure how far or how much progress or development of the program is carried out in order to achieve the goals that have been formulated.⁹⁶

One of the basic principles that must always be considered and obeyed in the context of evaluating learning outcomes is the overall principle, namely the principle where an evaluator in carrying out evaluation of learning outcomes is required to evaluate thoroughly the students, both in terms of their understanding of the material or lesson

⁹⁶ Anas Sudijono, *Pengantar Evaluasi Pendidikan*(Jakarta: Raja Grafindo Persada), p. 9

materials that have been given (cognitive aspect), in terms of appreciation (affective aspect), as well as experience (psychomotor aspect).⁹⁷

Based on the existing theory, the evaluation of learning carried out by SDN Purwodadi 1 Malang is almost the same as the results of the data in the field, namely monitoring students' ability to manage the environment in terms of cognitive, psychomotor, and affective aspects after learning and participating in environmental activities at school regularly. This evaluation was conducted to determine the students' ability to manage the environment seen from the three aspects after the Adiwiyata program was implemented in schools.

4. Development of School Environmental Health

The Minister of Health of the Republic of Indonesia in 2006 concerning Guidelines for the Implementation of School Environmental Health, there are several things that must be considered in the implementation of school environmental health. Schools must be able to support the formation of a caring character for the environment. According to the Decree of the Minister of Health of the Republic of Indonesia in 2006, the school environment health management includes:⁹⁸

⁹⁷ Sudaryono, *Dasar-dasar Evaluasi Pembelajaran* (Yogyakarta: Graha Ilmu) p.42

⁹⁸ Pedoman Sekolah, *Pengembangan Pendidikan Budaya dan Karakter Bangsa*, (Jakarta: Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum, 2010), p. 17-18

a. Space and building maintenance

The Minister of Health of the Republic of Indonesia in 2006 concerning Guidelines for the Implementation of School Environmental Health states that the maintenance of spaces and buildings, cleaning of spaces and buildings includes the intensity of the implementation of cleanliness, cleaning activities, the use of disinfectant solutions in cleaning activities, and painting the walls when they are dull. Based on the results of the study, the condition of the school room and building is in good condition and condition. Maintenance of school rooms and buildings is carried out every day and involves students. School principals and teachers are tasked with taking part in caring for school rooms and buildings as well as supervising. Maintenance of space and buildings carried out by school residents optimally can keep the school environment conducive to use in learning activities. A conducive school environment is expected to be able to help achieve the educational goals expected by all school members.

b. Ventilation and Lighting

The ventilation and lighting conditions are in accordance with the Decree of the Minister of Health of the Republic of Indonesia in 2006 concerning Guidelines for the Implementation of School Environmental Health. The lighting conditions in the classroom should be sufficient and even. Based on observations, ventilation and lighting in all rooms are good. Each classroom has windows on the right and left and is equipped with a fan to help

circulate air in the classroom. The lighting in each room is good and there is additional lighting from lamps. Good lighting and ventilation will support learning activities in the classroom. So that the results of learning will be more optimal supported by the roles and methods used by teachers in teaching and learning activities. The teacher in the classroom plays a role in assisting students and supervising the facilities provided by the school. Students during the learning process take advantage of facilities to assist learning so that the results achieved are more optimal.⁹⁹

c. Sanitation Facilities

In accordance with the Guidelines for the Implementation of School Environmental Health proposed by the Minister of Health of the Republic of Indonesia in 2006 regarding school sanitation facilities including toilet management, management of waste water disposal suggestions, and management of garbage disposal suggestions. The school has provided school sanitation facilities according to applicable standards. The toilet drain is accommodated in an underground septic tank. Disposal of waste water has also met the standard using a paralon pipe. The school also provides a hand washing area in front of the class which is beautifully shaped with waste disposal directly into an open infiltration / sewer in front of the class which is directly connected to the classroom garden. Sanitation facilities provided by the school

⁹⁹Keputusan Menteri Kesehatan Republik Indonesia tahun 2006 tentang Pedoman Penyelenggaraan Kesehatan Lingkungan Sekolah, p.34

are clean and conducive to students. All school members play a role in maintaining and caring for all forms of school facilities, including sanitation facilities. A clean and conducive environment will help students to better absorb the learning material delivered by the teacher.

d. School canteen

Based on the results of the study, the school already has a canteen. The seller in the canteen has agreed to an agreement with the school to sell clean, healthy, and safe food for students to consume. The Minister of Health of the Republic of Indonesia in 2006 concerning Guidelines for the Implementation of School Environmental Health stated that the school canteen always prioritizes the cleanliness and health of the food sold for consumption by students. Food vendors in the canteen are guardians of students who attend school so that food safety and hygiene is guaranteed. A clean school canteen can support the creation of a clean and healthy environment for students. Principals and teachers play a role in supervising the condition of the canteen. Students who buy food in the canteen can supervise and report to the teacher and principal if there is food that is not healthy for consumption.

e. Free from Mosquito Larvae

The Decree of the Minister of Health of the Republic of Indonesia in 2006 concerning Guidelines for the Implementation of School Environmental Health states that the school environment must be free from

mosquito larvae. Schools implement programs to prevent mosquito larvae in schools. Based on the results of research at SDN Purwodadi 1 Malang , it is free from mosquito larvae. Schools familiarize students with disposing of garbage in its place, and not storing objects that can become mosquito nests in schools. The school involves students in preventing the growth of mosquitoes by inviting students to clean the bathtub. The condition of schools that are free from *nayamuk* larvae is one form of implementing environmental care character education that has been successfully implemented at SDN Purwodadi 1 Malang , so that the condition of the school environment is in a conducive condition to support the learning process. The parties who play a role in maintaining the cleanliness of the environment so that it is free from mosquito larvae are principals, teachers, students and all school residents who participate in maintaining cleanliness and carrying out supervision.

f. Non-Smoking

The Decree of the Minister of Health of the Republic of Indonesia in 2006 concerning Guidelines for the Implementation of School Environmental Health that Schools are Smoke-Free Explains the prohibition and appeal for not smoking in the school environment. Regulations regarding the prohibition of smoking have been listed in the school rules. The school held socialization about the dangers of smoking in learning activities and in carrying out school ceremonies. Appeals and prohibitions on smoking are also listed in school rules, and posted on school walls and in the classroom. The condition

of a smoke-free school environment has a positive impact on students, so that the air in the school environment is clean and healthy for students. Smoke-free conditions can also be an example for students to be more concerned about the environment and their own health. Principals and teachers play a role in establishing smoke-free school conditions by setting an example. Students play a role by obeying the rules that have been applied. This condition is also supported by posters and rules that are displayed on the walls of classrooms and schools.

g. Promotion of Hygiene and Sanitation

Schools invite and encourage students apart from posters but also through learning activities, ceremonies and socialization. Promotion of school hygiene and sanitation in accordance with the Minister of Health of the Republic of Indonesia in 2006 concerning Guidelines for the Implementation of School Environmental Health. Schools provide facilities that support the promotion of school hygiene and sanitation. Schools carry out hygiene promotions by placing posters of prohibitions, invitations and words of wisdom. In implementing the health of the school environment, schools must also promote school hygiene and sanitation. The health of the school environment is a real action that reflects an attitude of caring for the environment. Hygiene promotions carried out by schools help maintain and preserve the school environment so that students feel more comfortable studying at school. Hygiene promotion is supported by prohibition posters and

invitations to maintain cleanliness. Principals, teachers, and students play a role in heeding these posters to be applied in everyday life. Conducive and comfortable conditions like this for students will certainly support the achievement of the educational goals expected by the school.¹⁰⁰

5. School Culture

The formation of a school culture that cares for the environment will shape students to be more concerned about the environment. The Ministry of National Education states that school culture is the atmosphere of school life where students interact with each other, principals, teachers and other school members. Social interactions that are bound by rules, norms, morals and ethics that apply at school.¹⁰¹

Based on the results of the research, the school culture that was developed related to the implementation of environmental care character Education in SDN Purwodadi 1 Malang , among others, was the launching of cultured program activities including the 5S program, namely Smile, Greet, Greeting, Polite, and Courteous. Schools provide good and adequate facilities to support the implementation of environmental care character education in schools.

Teachers in the learning process and in everyday life always motivate students to increase environmental awareness. The motivation given

¹⁰⁰Keputusan Menteri Kesehatan Republik Indonesia tahun 2006 tentang Pedoman Penyelenggaraan Kesehatan Lingkungan Sekolah, p.36

¹⁰¹*Ibid*, , p.36

is by giving punishment for students who violate the rules and do not maintain cleanliness by giving warnings or sanctions in the form of fines. Other motivation given is in the form of appreciation in the form of praise and prizes for competitions held in environmental-based schools such as classroom cleaning competitions, classroom decorating competitions, classroom gardening competitions.

A school culture with character is structured with the following strategies: developing a program of character education practices in the school environment as habitual behavior, providing space and opportunities for school members to express good character behaviors, teachers also always provide motivation in every opportunity to develop character. good character in children, motivation to love good character, and motivation to take action with good character, strengthen conditions as a vehicle for the implementation of habituation practices to act as expected by applying strict rewards and sanctions. Principals, teachers and all educators always set an example as uswah students in acting to practice character education. The school culture that is developed in schools must be supported by all school members in order to create a caring character for the environment. School culture encourages the realization of educational goals expected by the school.

B. Student Responses to the Implementation of Environmental Care Character Education in SDN Purwodadi 1 Malang

Student responses to the implementation of environmental care character education are listed in the indicators that have been determined at the grade level. According to the Ministry of National Education, the indicators for grade level are: low grade, including defecating and urinating in the toilet, throwing garbage in its place, cleaning the school yard, not picking flowers in the garden, not stepping on the grass in the school yard, keeping the house clean. As for the high class, indicators of achievement of the implementation of environmental care education include: cleaning toilets, cleaning trash cans, cleaning the school environment, beautifying classrooms and schools with plants, participating in maintaining gardens in school grounds, participating in maintaining environmental cleanliness.

Student responses to the implementation of environmental care character education, student responses are seen from the research results. The results of the study are based on indicators both in the low class and high class. The results show that the character of caring for the environment has been reflected in SDN Purwodadi 1 Malang.

C. The Supporting and Inhibiting Factors of Environmental Care Character Education in SDN Purwodadi 1 Malang

According to Sudjoko, the inhibiting factors in the implementation of environmental education consist of eight things, as follows:

First, the low participation of the community to play a role in environmental education caused by a lack of understanding of existing environmental education problems, low levels of ability or skills, and low community commitment in solving these problems.

Second, the understanding of the role of education implementers on environmental education is still limited. This can be seen from the perceptions of life education behavior which are very diverse, both in terms of background and the environment in which they live.

Third, the lack of commitment of educators also affects the success of developing environmental care education. In the field of formal education, there is still a school policy that considers that environmental education is not so important that it limits the space and creativity of teachers to teach environmental education that has been used so far, so that the understanding of a person or group regarding environmental conservation is incomplete. . In addition, environmental education materials and methods that are not applicable do not support the resolution of environmental problems faced in their respective regions.

Fifth, facilities and infrastructure in environmental education also play a very important role. However, this has not received enough important attention for environmental educators.

Sixth, the lack of budget availability, the attention of the government that has not been able to allocate and increase the environmental education budget. This greatly affects the development of environmental education.

Seventh, the weak coordination between relevant agencies and education actors causes the lack of development of environmental education.

Eighth, there is no government policy that integratedly supports the development of environmental education in Indonesia, such as the policies that have been carried out so far are only bilateral and emphasize cooperation with agencies.¹⁰²

According to Sudjoko, the inhibiting factor in the implementation of environmental education is a supporting factor for the implementation of environmental care character Education in SDN Purwodadi 1 Malang City. This can be seen from all the achievements of SDN 1 Purwodadi Malang getting Adiwiyata Malang City Awards on 2014, Adiwiyata Provincial Awards on 2016, National Adiwiyata Awards on 2018 and proses to Adiwiyata Mandiri.

¹⁰² Sudjoko, dkk. Pendidikan Lingkungan Hidup (Jakarta:Universitas Terbuka. 2008) p.14

CHAPTER V

CLOSING

A. Conclusion

After analyzing the Implementation of Environmental Care Character Education in SDN Purwodadi 1 Malang. Then the following conclusions can be:

1. The process of implementing environmental care character education is carried out with curriculum development, including: self-development programs, learning processes, integration in subjects, development of school environmental health, and school culture..
2. Student responses to the implementation of environmental care character education are seen from the achievement of grade level indicators, namely low grade and high grade. Low grades include: defecating and urinating in the toilet, throwing garbage in its place, cleaning the school yard, not picking flowers in the school yard, not stepping on the grass in the school yard, keeping the house clean. High class as follows: cleaning the school environment, beautifying the classroom and school with a garden, participating in maintaining the garden in the school yard, and participating in maintaining the cleanliness of the school environment.
3. The supporting factors at SDN Purwodadi 1 Malang are: excellent participation of educators and students, parents of students, facilities and infrastructure, learning materials and methods, and cooperation with

government institutions. The inhibiting factor for the implementation of environmental care character education is the awareness of lower grade children who are still not unstable, as for the solution, direction is given to parents of students through liaison books and socialization of the student parent association.

B. Recommendation

Based on conclusions above, the following recommendation are obtained:

1. For the Principal of SDN Purwodadi 1 Malang, to monitor continuesly the performance of teachers in assisting the implementation of environmental care character education.
2. For teachers, to be able to maximize the implementation of environmental care character education so that it runs well, and is in accordance with the expectations of the school.
3. For students, to be able to follow the habits in school well and maximally. So that character education cares for the environment that schools expect can be achieved..
4. For Future Researchers, It is known that this research is far from perfect, but the authors believe that this thesis will be useful to be used as a reference for similar research. Can be applied to research in terms of the implementation of environmental care character education in the school. Therefore, for the next research are expected to be present in this research.

BIBLIOGRAPHY



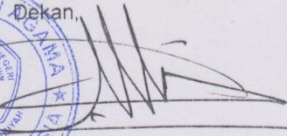
- Agus, Zaenul Fitri. 2012. *Pendidikan Karakter berbasis nilai & etika di sekolah*. Jogjakarta: Ar Ruzz Media.
- Ansor, M. Mujib. 2013. *Pendidikan Karakter Berbasis Sunnah Nabi (Kunci Sukses Membangun Karakter Bangsa)*. Malang: Pustaka Al Umm.
- Al-Anwari, Amirul Mukminin. 2014. *Strategi Pembentukan Karakter Peduli Lingkungan di Sekolah Adiwiyata Mandiri (Studi Multi Kasus Dasar Tunjungsekar 1 Malang dan Sekolah Dasar Negeri Tulungrejo 4 Batu)*, Tesis. UIN Maulana Malik Ibrahim Malang.
- Arikunto, Suharsimi. 1993. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- BPS. 2018. Laporan Indeks Ketidakpedulian Lingkungan Hidup Indonesia.
- Daryanto. 2014. *Pembelajaran Tematik, Integrasi Kurikulum 2013*. Yogyakarta: Gaya Media
- Daryanto dan Suprihatin. 2013. *Pengantar Pendidikan Lingkungan Hidup*. Yogyakarta: Gava Media.
- Gunawan, Heri. 2012. *Pendidikan Karakter*. Bandung: Alfabeta.
- Harahap, Adnan, dkk. 1977. *Islam dan Lingkungan Hidup*. Jakarta: CV Fatma Press. Harliantara, *Indeks Peduli Lingkungan*, <http://www.koran-jakarta.com/indeks-peduli-lingkungan/html>, diakses pada tanggal 28 februari 2019.

- Hamzah, Sukri. 2013. *Pendidikan Lingkungan: Sekelumit Wawasan Pengantar*, Bandung: Refika Aditama.
- Kementrian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum. 2010. *Bahan Pelatihan: Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya Untuk Membentuk Daya Saing dan Karakter bangsa*. Jakarta: Pusat Kurikulum
- Kementrian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum. 2010. *Pedoman Sekolah: Pengembangan Pendidikan Budaya dan Karakter Bangsa*.. Jakarta: Pusat Kurikulum
- Kementrian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum. 2010. *Pedoman Sekolah: Pengembangan Pendidikan Budaya dan Karakter Bangsa*.. Jakarta: Pusat Kurikulum
- Kementerian Kesehatan Republik Indonesia. Keputusan Menteri Kesehatan Tentang *Pedoman Penyelenggaraan Kesehatan Lingkungan Sekolah*.
- Lexy J Meolong, 2017. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Listyo Prabowo, Sugeng dan Faridah Nurmaliyah. 2010. *Perencanaan Pembelajaran*. Malang: UIN Maliaki Press
- Mursidin. 2011. *Moral Sumber Pendidikan: Sebuah Formula Pendidikan Budi Pekerti di Sekolah/ Madrasah*. Bogor: Ghalia Indonesia.
- Majid, Abdul dan Dian Andayani. 2011. *Pendidikan Karakter Perpektif islam*., Bandung: PT Remaja Rosdakarya.

- Narwanti, Sri. 2011. *Pendidikan Karakter Penintegrasian 18 Nilai Pembentuk Karakter dalam Mata Pelajaran*. Yogyakarta: Familia Group Relsi Inti Media.
- Putra, Pandu Faningsyah. 2016. *Pembentukan Peduli Lingkungan Dalam Organisasi Green Peace Regional Yogyakarta*. Tesis. Universitas Negeri Yogyakarta.
- Rif'atul Husni, Anis. 2015. *Integrasi Pendidikan Lingkungan Hidup Dengan Pembelajaran Akidah Akhlak Kelas X di MAN Yogyakarta II*. Skripsi. UIN Sunan Kalijogo.
- Sastrawijaya, A. Trisna. 2006. *Pencemaran Lingkungan Hidup* . Jakarta: PT. Rineka Cipta.
- Setiyani, Nina. 2013. *Pendidikan karakter Peduli Lingkungan Melalui Program Green Environment di SMP Alam AR-Ridho kota Semarang*, Skripsi.Unnes.
- Sudijono, Anas. 2013. *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo Persada.
- Sudjoko, dkk. 2008. *Pendidikan Lingkungan Hidup*. Jakarta: Universitas terbuka.
- Taqiud-Din Al Hilali, Muhammad and Muhsin Khan, Muhammad. 1996. *The Noble Qur'an English Translation of the Meanings and Commentary*. Madinah: King Fadh Complex for the Printing of the Holy Qur'an. Under Supervision of the K.S.A in the year 2009.
- UU No. 32 Tahun 2009 tentang Perlindungan dan Pengelolaan Lingkungan Hidup
- Undang Undang Republik Indonesia No.4 Tahun 1982 Pasal 9 tentang Ketentuan Ketentuan Pokok Pengolahan Lingkungan.

APPENDIX

Appendix I Research Permission

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552393 Malang http:// fitk.uin-malang.ac.id . email : fitk@uin_malang.ac.id	
Nomor	2414 /Un.03.1/TL.00.1/09/2019	17 September 2019
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	
Kepada Yth. Kepala SDN Purwodadi 1 Kota Malang di Malang		
Assalamu'alaikum Wr. Wb.		
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	:	Muhammad Ridwan
NIM	:	13140158
Jurusan	:	Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik	:	Ganjil - 2019/2020
Judul Skripsi	:	The Implementation of Environmental Caring Character Education In SDN Purwodadi 1 Malang
Lama Penelitian	:	September 2019 sampai dengan November 2019 (3 bulan)
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.		
Wassalamu'alaikum Wr. Wb.		
		 Dekan,  Dr. H. Agus Maimun, M.Pd NIP. 19650817 199803 1 003
Tembusan : 1. Yth. Ketua Jurusan PGMI		

Appendix II Mail Of Research Already from Institusi



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SD NEGERI PURWODADI 01
KECAMATAN BLIMBING
 Jalan Ahmad Yani No. 165 A Malang ☎: (0341)-489785 Kode Pos: 65125
 Email : sdnpurwodadi1malang@yahoo.com
 Website: sdnpurwodadi01.sch.id

SURAT KETERANGAN
 Nomor: 421.2 / 125 / 35.73.301.01.009 / 2019

Yang bertanda tangan di bawah ini:

Nama	: Dra. R. KARTINI, M.Pd
N I P	: 19630919 198902 2 002
Pangkat/Golongan	: Pembina Tk I, IV/b
Jabatan	: Kepala Sekolah
Unit Kerja	: SD Negeri Purwodadi 01 Kecamatan Blimbing Kota Malang

Menerangkan bahwa:

Nama	: MUHAMMAD RIDWAN
NIM	: 13140158
Jenjang	: S1
Prodi./Jurusan	: Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester – Tahun Akademik	: Ganjil – 2019/2020

Telah melaksanakan Penelitian di SD Negeri Purwodadi 01 Malang dalam rangka penyusunan skripsi dengan judul “ **The Implementation of Environmental Caring Character Education In SDN Purwodadi 1 Malang**” pada bulan September 2019 sampai dengan bulan November 2019.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Malang, 7 November 2019



Dra. R. KARTINI, M.Pd
 Pembina Tk I, IV/b
 NIP. 19630919 198902 2 002

Appendix III Evidence of Consultation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
 http:// fitk.uin-malang.ac.id email : fitk@uin-malang.ac.id

**BUKTI KONSULTASI PROPOSAL SKRIPSI
 JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH**

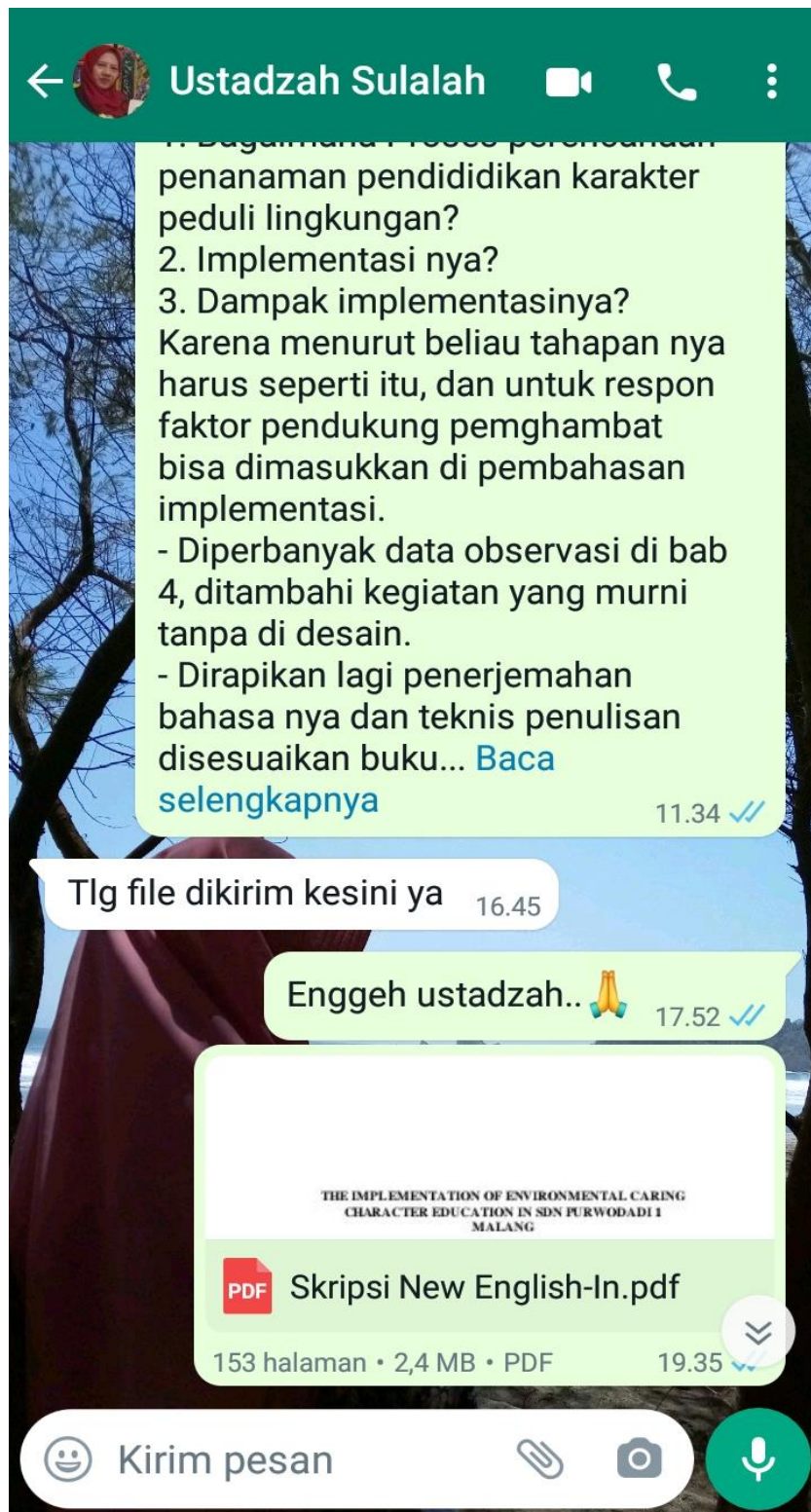
Nama : Muhammad Ridwan
 NIM : 13.14.0158
 Judul : The Implementation of Environmental Caring Character
 Education in SDN Purwodadi 1 Malang
 Dosen Pembimbing : Dr. H. Sulalah, M.Ag

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Proposal
1.	3-8-19	Pengajuan judul	
2.	19-8-19	Revisi Daftar Isi	
3.	29-8-19	Revisi latar belakang	
4.	3-9-19	Acc latar belakang	
5.	5-9-19	Acc Ciri proposal	
6.			
7.			

Malang, 20.....
 Mengetahui
 Ketua Program Studi PGMI,

H. Ahmad Sholeh, M.Ag
 NIP. 197608032006041001

Appendix IV Online Consultation with Advisor





Appendix V: Interview Guidelines

Interview Guidelines

Wawancara Kepala Sekolah

1. Apakah pendidikan karakter peduli lingkungan sudah diterapkan di SDN 1 Purwodadi?
2. Sejak kapan pendidikan karakter peduli lingkungan diterapkan di SDN 1 Purwodadi?
3. Apa yang menjadi dasar diterapkannya pendidikan karakter peduli lingkungan sebagai budaya sekolah?
4. Apakah ada penghargaan yang diraih terkait peduli lingkungan?
5. Program Kegiatan apa saja yang dilakukan sekolah baik di dalam maupun di luar sekolah dalam pelaksanaan pendidikan karakter peduli lingkungan?
6. Bagaimana penyediaan sarpras dalam menunjang pelaksanaan pendidikan karakter peduli lingkungan?
7. Hal spontan apakah yang dilakukan kepala sekolah atau guru ketika melihat siswa berperilaku kurang baik terhadap fasilitas atau lingkungan sekolah? Apakah hukuman atau penghargaan yang diberikan?
8. Bentuk keteladanan apa yang diberikan kepada siswa tentang peduli lingkungan?
9. Adakah motivasi atau nasihat yang diberikan kepada siswa tentang pendidikan karakter peduli lingkungan?
10. Bentuk pengkondisian seperti apakah yang dilakukan kepala sekolah dan guru dalam pelaksanaan pendidikan karakter peduli lingkungan?
11. Bagaimana keterlibatan siswa dalam merawat dan menjaga lingkungan sekolah?

12. Adakah peringatan- peringatan hari penting yang dilakukan berkaitan dengan pendidikan karakter peduli lingkungan?
13. Adakah upaya sosialisasi atau penyuluhan berkaitan dengan pendidikan karakter peduli lingkungan?
14. Apa faktor pendukung dan penghambat pelaksanaan pendidikan karakter peduli lingkungan? Serta solusi dari hambatan yang ada?
15. Bagaimana respon siswa terhadap pelaksanaan pendidikan karakter peduli lingkungan?
16. Bagaimana upaya dalam menumbuhkan karakter siswa tentang pendidikan karakter peduli lingkungan di sekolah dan lingkungan rumah masing?

Waka Kurikulum

1. Program atau budaya kebiasaan apa saja yang diterapkan dalam pelaksanaan pendidikan karakter peduli lingkungan?
2. Apakah sikap peduli lingkungan diintegrasikan dalam kurikulum dan pembelajaran? Bagaimana bentuk integrasinya?
3. Bagaimana tahapan perencanaan, pelaksanaan dan evaluasi KBM dalam pelaksanaan pendidikan karakter peduli lingkungan?
4. Bagaimana pengembangan pendidikan karakter peduli lingkungan dalam proses pembelajaran di kelas?
5. Apa faktor pendukung dan penghambat pelaksanaan pendidikan karakter peduli lingkungan? Serta solusi dari hambatan yang ada?
6. Bagaimana respon siswa terhadap pelaksanaan pendidikan karakter peduli lingkungan?
7. Bagaimana upaya dalam menumbuhkan karakter siswa tentang pendidikan karakter peduli lingkungan di sekolah dan lingkungan rumah masing?

Guru dan Karyawan

1. Program atau budaya kebiasaan apa saja yang diterapkan dalam pelaksanaan pendidikan karakter peduli lingkungan?
2. Bagaimana tahapan perencanaan, pelaksanaan dan evaluasi KBM dalam pelaksanaan pendidikan karakter peduli lingkungan?
3. Apakah ada strategi atau metode khusus dalam pengintegrasian mata pelajaran dengan pendidikan karakter peduli lingkungan?
4. Bagaimana pembelajaran di kelas dalam pelaksanaan pendidikan karakter peduli lingkungan?
5. Apa faktor pendukung dan penghambat pelaksanaan pendidikan karakter peduli lingkungan? Serta solusi dari hambatan yang ada?
6. Adakah kesulitankesulitan dalam pengintegrasian pendidikan karakter peduli lingkungan?
7. Bagaimana respon siswa terhadap pelaksanaan pendidikan karakter peduli lingkungan?
8. Bagaimana upaya dalam menumbuhkan karakter siswa tentang pendidikan karakter peduli lingkungan di sekolah dan lingkungan rumah masing?

Siswa

1. Apa saja kegiatan yang berkaitan dengan sikap peduli lingkungan?
2. Apakah yang dilakukan bapak ibu guru ketika siswa melanggar peraturan tentang peduli lingkungan? Diberi hukuman atau apa?
3. Apakah yang dilakukan bapak ibu guru ketika siswa mematuhi peraturan tentang peduli lingkungan? Diberi hadiah atau apa?
4. Kegiatan apa saja yang kamu lakukan untuk menjaga kebersihan lingkungan kelas, sekolah dan rumahmu?

Appendix VI: Observation Guidelines

Observation Guidelines

1. Memeperoleh data tentang kondisi SDN Purwodadi.
 - a. Kondisi fisik, Lingkungan sekolah, gedung sekolah, ruang kelas, dan sarana prasarana.
 - b. Keadaan non fisik; struktur organisasi, keadaan saran prasarana.
2. Pelaksanaan penerapan pendidikan karakter peduli lingkungan di SDN 1 Purwodadi.
3. Perilaku guru dalam penerapan pendidikan karakter peduli lingkungan.
4. Perilaku peserta didik dalam penerapan pendidikan karakter peduli lingkungan.
5. Kegiatan- kegiatan yang berhubungan dengan penerapan pendidikan karakter peduli lingkungan di SDN 1 Purwodadi.

Appendix VI: Picture Documentation

Student Activities in Environmental Care Character Education



Kegiatan Pasukan Semut
Memungut sampah



Kegiatan Piket Menyiram Taman
Sebelum Pulang Sekolah



Kegiatan Mapping Problem
Lingkungan Lomba Gogreen



Kegiatan Pembelajaran
Daur Hidup Hewan



Kegiatan Belajar Mengajar di Luar Kelas Membuat Mapping Permasalahan
Lingkungan dalam Lomba Adiwiyata





Kegiatan Pemeliharaan RTH



Keterlibatan Komite Walimurid dalam Menjaga Kebersihan Lingkungan Sekolah



Hasil Karya Para Siswa dalam Pembelajaran Tematik Memanfaatkan Sampah di sekitar



Pembiasaan Mencuci Tangan setelah Kegiatan



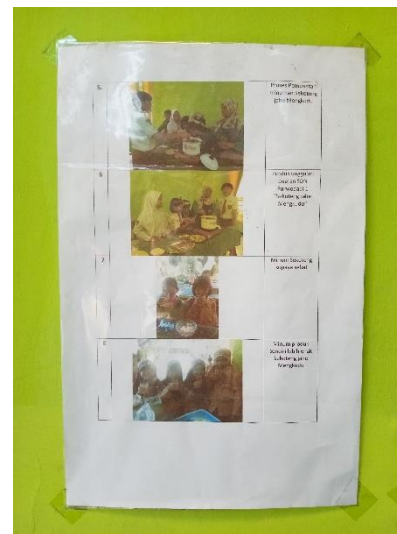
Kegiatan Mengosok Gigi bersama di sekolah



Tempat Air Bersih Siap Minum



Pupuk Kompos Hasil POKJa Komposting



Kegiatan di POKJA Kantin Sehat



Wawancara bersama siswa
siswi SDN Purwodadi 1



Wawancara bersama Ibu Kepala
Sekolah SDN Purwodadi 1

Appendix VIII: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SDN PURWODADI 01
 Kelas/ Semester : I/ 2 (GENAP)
 Tema/ Subtema/Pbljrn : 6. Lingkungan Bersih, Sehat, dan Asri/ 1. Lingkungan Sekitar Rumahku / ke 6
 Alokasi Waktu : 1 pertemuan (5 x 35 Menit)

A. Kompetensi Inti (KI)

1. Menerima dan menjalankan ajaran agama yang dianutnya
2. Memiliki perilaku jujur, disiplin, tanggungjawab, peduli dan percaya diri dalam berinteraksi dengan keluarga, teman dan guru
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya dan benda-benda yang dijumpai disekolah dan dirumah
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis dalam gerakan yang mencerminkan anak sehat dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

B. Kompetensi Dasar (KD) dan Indikator PJOK

- 3.1 Mengetahui konsep gerak dasar lokomotor sesuai dengan dimensi anggota tubuh yang digunakan, arah, ruang gerak, hubungan, dan usaha, dalam berbagai bentuk permainan sederhana dan atau tradisional.
 - 4.1 mempraktikkan pola gerak dasar lokomotor sesuai dengan dimensi anggota tubuh yang digunakan, arah, ruang gerak, hubungan dan usaha, dalam berbagai bentuk permainan sederhana dan atau tradisional.
 - 3.1.1 Mengidentifikasi cara dan aturan lomba memilah barang bekas
 - 4.1.1 Mempraktikkan lomba memilah barang bekas
 - 4.1.2 Membuat pupuk kompos
- Matematika
- 3.1.2 Menunjukkan sikap cermat dan teliti, tertib dan mengikuti aturan, peduli, disiplin waktu, serta tidak mudah menyerah dalam mengerjakan tugas
 - 3.1.3 Memiliki rasa ingin tahu dan ketertarikan pada matematika yang terbentuk melalui pengalaman belajar

3.1.4 Mengenal bangun datar dan bangun ruang menggunakan benda-benda yang ada di sekitar rumah, sekolah, atau tempat bermain

3.1.5 Indikator

3.1.6 Mengidentifikasi bentuk bangun ruang suatu benda

3.1.7 Mengelompokkan benda berdasarkan bangun ruang

C. Tujuan Pembelajaran

1. Melalui kerja kelompok, siswa dapat mengidentifikasi benda-benda yang masuk dalam kelompok sampah organik dan non organik.
2. Setelah mengidentifikasi benda-benda yang masuk dalam kelompok sampah organik dan non organik, siswa mampu melakukan pengelompokan sampah organik dan sampah non organik.
3. Setelah bekerja dalam kelompok, siswa dapat mengungkapkan alasan tindakannya dan perasaan.
4. Siswa dapat menunjukkan sikap sportif.
5. Setelah mengamati contoh, siswa dapat mengelompokkan benda berdasarkan bentuknya.
6. Setelah mengamati contoh, siswa dapat memasang benda dengan bentuk ruangnya.

D. Materi Pembelajaran

1. Konsep gerak dasar lokomotor dan nonlokomotor
2. Bangun ruang

E. Model, Pendekatan, dan Metode Pembelajaran

Model : Discovery Learning Pendekatan : Scientific

Metode : Ceramah, penugasan, unjuk kerja

F. Media, Alat dan sumber belajar

1. Keranjang sampah
2. Berbagai sampah organik dan nonorganik di sekitar sekolah
3. Berbagai sampah organik dan nonorganik, jika perlu telah disiapkan guru, misalnya botol minum bekas, kotak minum kemasan, dan lain-lain
4. Keranjang sampah
5. Sumber pembelajaran

Buku siswa Tema 6. Lingkungan Bersih Sehat dan Asri, halaman 56 s/d 59

Buku guru Tema 6. Lingkungan bersih Sehat dan Asri, halaman 53 s/d 56

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Diskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Guru mengucapkan salam dan mengajak siswa untuk berdoa</p> <p>Guru mengecek kehadiran siswa</p> <p>Guru membuka pelajaran dengan menyapa siswa dan menanyakan kabar mereka.</p> <p>Guru menyampaikan tema pembelajaran “Lingkungan Sekitar rumahku”</p> <p>Guru menyampaikan tujuan pembelajaran</p>	15 Menit
Kegiatan Inti	<p>1. Siswa mengingat kembali tentang sampah organik dan nonorganik.</p> <p>Siswa mendengarkan penjelasan guru tentang lingkungan yang kotor. Siswa akan bekerja berkelompok untuk membersihkan lingkungan dengan cara mengumpulkan dan memilah sampah</p> <p>Siswa menuju halaman sekolah untuk memulai kegiatan.</p> <p>Siswa dibagi menjadi beberapa kelompok. Setiap kelompok mendapatkan dua keranjang sampah, satu untuk sampah organik dan satu untuk sampah nonorganik. Setiap kelompok berlomba mengumpulkan sampah sebanyak-banyaknya dan mengolahnya menjadi pupuk kompos dalam waktu yang ditentukan</p> <p>Setelah waktu yang ditentukan berakhir, siswa berkumpul untuk melihat kelompok mana yang mengumpulkan sampah terbanyak sebagai pemenang.</p> <p>Siswa mengungkapkan alasan mereka menggolongkan suatu jenis sampah sebagai organik dan nonorganik.</p> <p>Selanjutnya siswa akan menggunakan sampah organik untuk dijadikan kompos.</p> <p>Secara bergiliran, siswa memasukkan sampah organik yang mereka kumpulkan ke dalam tong komposer</p> <p>Guru memberikan penjelasan bahwa sampah yang dimasukkan dalam tong komposer akan mengalami pembusukan hingga</p>	140 menit

	<p>volume sampah menyusut. Kalau sampahnya sudah berkurang, tong komposernya bisa diisi lagi</p> <p>Siswa mendengarkan penjelasan guru bahwa jika sampah organik dapat diolah menjadi kompos dan jika sampah nonorganik akan didaur ulang, namun harus dikelompokkan dulu berdasarkan bentuknya.</p> <p>Siswa mengungkapkan perasaan mereka dalam mengikuti kegiatan.</p> <p>Siswa mengerjakan latihan di buku siswa.</p>	
Penutup	<p>Bersama siswa guru membuat kesimpulan</p> <p>Guru merefleksi : dengan bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil kecapaian materi)</p> <p>Siswa mengerjakan lembar evaluasi</p> <p>Guru member tugas di rumah dengan bimbingan orang tua</p> <p>Mengajak siswa untuk berdoa</p>	20 menit

H. Penilaian

1. Penilaian Sikap

- Penilaian sikap spiritual= Berdo'a, bersyukur, toleransi, dan taat beribadah
- Penilaian Sikap Sosial = Peduli, disiplin, jujur, santun, percaya diri, dan tanggung jawab

LEMBAR OBSERVASI

Nama : _____

Kelas : _____

Pelaksanaan Pengamatan : _____

2. Penilaian Pengetahuan

NO	ASPEK YANG DIAMATI	TANGGAL	CATATAN GURU

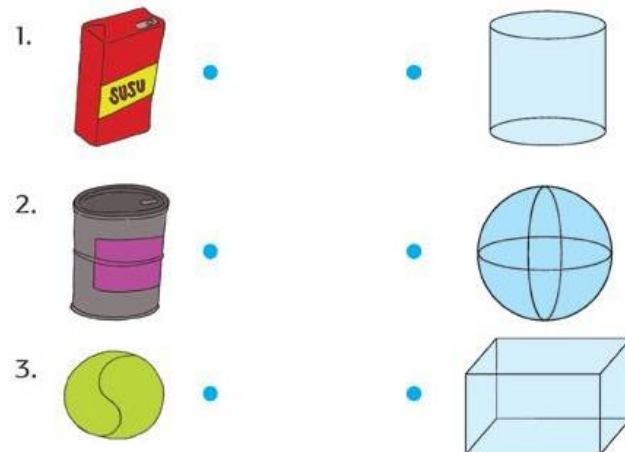
Nilai = skor yang diperoleh x 100

Mengelompokkan Sampah

Lani dan Udin akan mendaur ulang sampah nonorganik.

Kelompokkan sampah sesuai bentuknya.

Pasangkan benda sesuai dengan bentuk ruangnya.



3. Penilaian Keterampilan

No	Nama	Aspek yang diamati			Nilai akhir
		Mengelompokkan barang bekas	Aktif dalam Kegiatan	Tertib selama kerja kelompok	
1.	Achmad				
2.	Azkira				
3.	Aisyah				

a. Pengamatan kegiatan memilah barang bekas

Lembar Lomba Memilah Barang Bekas

No.	Kriteria	Terlihat (✓)	Belum terlihat (✓)
1	Siswa mampu mengelompokkan barang bekas dengan tepat (organik atau non organik)
2	Siswa terlibat aktif dalam kegiatan
3	Siswa menunjukkan sikap tertib selama kerja kelompok

Lampiran Materi Pembelajaran

Lomba Memilah Sampah

Amati gambar ini.



Lani dan Udin sedang memilah sampah.

Sampah dipisahkan antara sampah organik dan nonorganik.

Sampah organik dapat diolah menjadi kompos.

Sampah nonorganik dapat didaur ulang

Ayo, kita biasakan memilah sampah.

Ayo, kita berlomba memilah sampah.

Mengetahui,
Kepala Sekolah



Dra. R. Kartini, M.Pd
Pembina Tingkat 1
NIP. 19630919198902 2 002



Malang, 17 Juli 2017
Guru Kelas IA



Anik Rahmawati, SS
NIP. 19780818 201407 2 002

Appendix IX: Curriculum Vitae

CURRICULUM VITAE**A. Writer Information**

Name : Muhammad Ridwan
NIM : 13140158
Faculty : Tarbiyah and Teacher Training
Departement : Elementary School Teacher Education
Place, Birth Date : Malang, 25th of May 1995
Home Address : RT.17/RW.13 Purworejo-Donomulyo-Malang
Address in Malang : Jl. Joyo Suko Gg 3 Merjosari-Lowokwaru-Malang
Phone Number : 081231293701
E-mail : muhrid.one25@gmail.com

B. Formal Education History

2001-2007 : SDN Purworejo 2
2007-2010 : SMPN 1 Donomulyo
2009-2012 : MAN Sumberoto Donomulyo

C. Non Formal Education History

2013-2016 : Ma'had Sunan Ampel Al-'Aly (MSAA)
2016-2017 : Pusat Ma'had Al Jamiah Mabna Ar Razi