

The Community-Based Value Education to Develop Environmental Awareness Characters for Elementary School Students

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ABSTRACT-The condition in character education of environmental awareness in the formal school is not yet completely able to develop the students' characters to participate and to behave with environmental awareness. Therefore, a value education model is developed by involving three educational environments based on the community value. It aims to develop the environmental awareness characters on elementary school students through the cooperation between school and parent. This research is the development research which aims to find a value education model.

The model is compiled in accordance with the community value in developing the environmental awareness characters in elementary school students. The model is developed with two approaches, namely qualitative and quantitative approaches. The data were collected through observation method, interview, questionnaire, and documentation. The main instrument was used in form of non-test instrument with Guttman scale. The quantitative data were supported with observation data from the connected book *Jana Kerti Pariksa*. The effectiveness test was conducted with quasi-experimental design with parametric test (t test) with free data form. This research resulted in the community-based value education model to develop environmental awareness characters on elementary school students; the location of this research is Padangsambian Sub district. This model is based on the community values (reuse, reduce, recycle) that are implemented on the learning of Hinduism, extracurricular, curricular, the development of hidden curriculum (school climate and peer). This model is implemented through the approaches of habituation process and intervention. Based on the test with the value of α 0.05, it is proven that the Community-Based Value education Model is effective to develop the environmental awareness characters of elementary school students in which the result of test in stage I and II shows the average result of experiment class that is higher than that of control class. This model is recommended to be applied on school with different education level.

Keywords: community-based value education, environmental awareness characters, elementary school students, and sociology of education.

I. INTRODUCTION

Nowadays, the environmental crisis becomes a 'hot issue'. Based on the result of survey from Ministry of Environment in 2012, the awareness level of Indonesian

people was considered very low; that was only 57 percent (Ministry of Environment, 2013). As the effort to solve the occurring environmental problem, the school is considered one of sectors that highly determine the change of attitude or behavior of individual who cares about the environment. The school should seek to manipulate the individual action. The effort aims to change the behavior of students to care about their environment more. The approach can be implemented through the development of role and values in society into the programs of formal education. One of the programs is the improvement of relation pattern between school and family as a social system in the education. Therefore, a value education model is developed based on the community values. It aims to develop the awareness of elementary school students on the environmental crisis.

Parent or family has a significant influence on the achievement of students in school. It is significant especially when parents involve themselves directly on education and monitor the activities of students after working (Kordi, 2010, page 217). It means the importance of parent involvement in guiding children in order to achieve the goal of education that is determined by school. The attitude of parents and their style have strong influence on children. The achievement of students is reflected in attitude and style of their parents. Therefore, imbalance of education pattern among family members can be a problem for students, especially teenagers and children.

Considering the importance of parental role in the children education, school can develop an education program to facilitate the relation between school and family in the education program. Nowadays, many practitioners in the education make effort to raise the involvement of parents in the workshop, volunteer in class activities, or other several occasions (Chang etc., 2009, page 156). These efforts are more often realized into seminar which aims to unite the vision between school and people. In the general school in Indonesia, the involvement of parent is realized in developing organization of school committee in which its members are public figures and parents of students. The effort to engage parent directly to come to school and class has its weakness. It is low participation of parents considering that the implemented activities usually take effective time of parents in working.

Therefore, the involvement of parents in the development of community-based value education model is implemented by involving parents in doing homework together with their children. The guidance to do the homework with parents is compiled by schools systematically. The result of homework that is done together, in the effort to develop the awareness of students on environment, is evaluated by the teacher of Hinduism, homeroom teacher, and extracurricular teacher. The difference of evaluator is based on the difference of shared task that is given by every teacher.

The community-based value education model that is compiled to develop environmental awareness characters on elementary school students is a model to imply the role of family in education of school. The implementation is conducted through curricular and extracurricular activities. It is an effort to answer the challenge from the issue of environmental crisis. Then, the target in the development of this model is elementary school student. It aims to cultivate environmental awareness attitude since early stage, with the expectation that they can be the agent to maintain the preservation of environment in the next years.

II. METHOD

The model is compiled based on the analysis of demand through qualitative approach. After the model is compiled, the validity test is conducted with Delphi survey technique. This result would then be tested into two stages of test in Padangsembian Subdistrict. The effectiveness test was conducted with quasi-experimental design with parametric test (t test) with free data form. Control class and experiment class were compared without initial knowledge test.

III. FINDINGS AND DISCUSSION

A. Condition of Padangsembian Society

Padangsembian is a transition society from the traditional agrarian society into modern/tourism industry society. Before tourism is developed as the source of livelihood, society depended on agriculture and trade to live. The products were taken from the harvest of their land; almost 90% people at that time depended on agriculture sector as the source of livelihood. The inherited values come from the traditional agrarian society in general.

At that time, people disposed waste to moor or burned it. Waste was usually disposed to moor behind house (*tebaa*); it was left rotting and mixed with livestock manure to make fertilizer for the cultivated lowland or garden. The action at that time did not result in piles of garbage and became the source of environmental problem. The waste from *upakara* (made of young coconut leaf) with a considerable amount was usually used together with firewood as fuel in the kitchen. Thus, the waste from Padangsembian society at that time did not leave the problems that affected society and the preservation of environment.

The action conducted by human being or individual in Padangsembian society in the context of waste management can be categorized as a social action. Weber

considered sociology a study on the social action among social relations and that is the meaning of paradigm of definition or the social science (Ritzer, 1975). The action of human being is considered a form of social action when it is intended for other people. In this relation, the effort in managing the waste is a social action since it closely relates to the action of human being that is intended to other people besides only for protecting the environment. This action in broad outline has two effects, namely 1) effect on the environment that makes it clean and 2) social effect since the action is intended to other people as an effort to maintain the harmony among individuals by maintaining the hygiene.

The procedure to manage waste is then passed to the next generation who was born when people do not depend on agriculture sector anymore. People who live after 1980s started working in tourism sector. People started leaving the livelihood in agriculture sectors and tourism makes Denpasar City grow very fast. The agricultural land is changed into the residential area and other infrastructures are also built to support the development of tourism. The change is not followed by the adaptation of lifestyle, particularly in the procedure of waste management. So, the waste slowly becomes the largest source of environmental problem in Padangsembian considering that different type of waste is still managed with waste management procedure in the agrarian society. Family still passes the environmental preservation that is not suitable with the era anymore. This tendency causes the *anomie* condition in society. *Anomie* is a condition in which individual loses any principles in living in the society (in Ritzer, 2013, page 92). The school which is originally to serve as the value transformation tool is not yet able to implement its function well. It is caused by the lack of school's capability to understand the emerging issue in society and to solve problem by passing the value that is suitable with demand in the era.

The effect of this society change is not anticipated well; the value shift is not viewed as a problem that should be solved. There is assumption that people will slowly be able to adapt to the new values. In fact, people need a condition that provides or socializes effort in anticipating the effect of fast modernity. School should take its position as the institution that transmits and transforms the new cultural values through the learning activities in class. It seems that the effort is implemented by school, but it is not in the contexts of condition, problem, and effect that are caused by the fast development of society. The education in school is implemented in a bureaucracy-centered way. It means that the implementation of education highly depends on the decision of bureaucracy that is very long and the policy is often unsuitable with the condition of local school. As the consequences, the school loses independence, flexibility, motivation, creativity, and initiative to develop its institution in the effort to improve quality of education (Budimansyah, 2008, page 1-2). It makes school lose its function to transmit and transform cultural value.

B. Objective Condition in the Development of Environmental Awareness Character on Elementary School in Padangsembian Subdistrict

The effort to develop environmental awareness character in general is still implemented through intervention process of moral knowing component. Intervention is a character development process that is implemented in a formal way and conveyed in the intended teaching and learning processes to form certain character by applying the structured activity (Budimansyah, 2011, page 4).

The intervention process is implemented through thematic learning process in the class. In order to achieve the objective, the intervention process needs support from school in developing environmental awareness character on children. Novak explained that the character is a complete combination of value, tradition, custom, and role model of smart people in history (in Lickona, 2012, page 80). It means that in the effort to develop character, moral knowledge is not enough. Students should be asked to like and do the habits that relate to the desired character development. In the effort to develop environmental awareness character on elementary school children, the effort to give knowledge is not enough. Students should get space to explore their skill to find their identity as social creatures that care about other people and environment.

The intended space is a condition in which students have place and freedom in observing and doing activities that can develop their character to be better or positive. In the development of environmental awareness character as the challenge of global issue in environmental damage, the school should provide that condition. Children, elementary school students in this case, should not only get the dogmatic knowledge without understanding the real effect of knowledge that they have.

School does not yet develop its capacity maximally in compiling program or strategy as an effort to form students' character. The school is still slow in understanding issues or problems of moral crisis that emerges in the society, in the middle of pressure which states that school is a leading sector in the effort to develop the character of its students. Like what is described above, it is undeniable that the school cannot be blamed on several moral crises in Indonesia, especially in environmental crisis of Padangsembian. However, school should be able to develop strategy to increase the participation of society and parent in developing the program that aims to develop the character of its students. School must be active in developing the partnership with family and society to achieve the optimum result.

The practice of character education in elementary school is not yet implemented based on the right principle of value education, so the life values do not yet develop the noble character. The policy of school is not yet in favor of the character education, while vision and mission are not yet socialized to the people in school. Similarly, in elementary school of Padangsembian sub district, vision and mission are only used as decorations; they are not socialized to all people in school and there is no implementation into school program with character, so there is no commitment to realize it together. Teacher is not yet able to be the role model, while one of

requirements in character development through intervention process is that teacher must be able to be the role model. The behavior of teacher and headmaster is less suitable with ideal life in elementary school. Life values are not implemented in the learning process, so they are not able to build the self-awareness of students to be implemented in daily life. Lickona argued that one of potencies from teacher to pass value and character to children is the ability to be the role model. It means being the ethical person who shows respect and high responsibility inside and outside the class (Budimansyah, 2011; Akbar, 2011; Lickona, 2012).

On the other side, Simsekli elaborated that the effort to develop environmental awareness in elementary school students is an important step in maintaining the preservation of environment for the future of these students. 226). The students are involved in the occurring environmental problem in their region as the effort to improve their environmental awareness. For better result, the action is done continuously by involving more students. This condition does not appear in the effort to develop environmental awareness character education in elementary school in Padangsembian sub district. Therefore, an effort is required as the follow-up from the conducted Simsklei research.

C. The Community-Based Value Education to Develop Environmental Awareness Characters in Elementary School of Padangsembian Subdistrict

The developed community-based education is a strategy of community-based education which aims to develop environmental awareness character in elementary school students. Considering that this community-based education is developed on formal education, its implementation considers the pattern that supports the success of educational system in formal school. Value education is teaching and learning processes about the purpose or expectation of society (Lovat & Toomey, 2007). Its basic purpose is that students can understand the value, reflect it in attitude and behavior, and give contribution to the society. The success in implementation of value or character education in school is caused by several supporting factors, especially supports from parents, strategy of the learning implementation in curricular and extracurricular activities, school climate, and so on. In the effort of implementation of community-based value education model, the effort of school to intervene family in the development of environmental awareness character is developed. This education model is often called interceptive education. The intervention is a process in character education in a formal way and it is then packed into a learning interaction and the structured purposeful learning to achieve certain character development. This process can be implemented by all learning subjects with different emphasis condition (Budimansyah, 2011 page 4).

The effort of school in developing interceptive education is implemented by referring to the learning steps of moral value that were developed by Thomas Lickona, by developing the partnership of school and house. The development of partnership between school and family that was developed by Thomas Lickona refers

to 20 (twenty) steps that are then reduced into only 7 (seven) steps in this research; the steps are as follows: 1) Implying family as the most important character educator. 2) Asking parent to participate. 3) Providing program about parenting and seeking to improve the participation level. 4) Determining the homework for Family 5) Improving the role of parent committee in the development of character education 6) Making moral appointment with parent and 7) Being responsive on the Parent's Complaint.

Besides intervention process in the development of community-based value education model, the process that is also important to be implemented in the effort to develop environmental awareness character on elementary school students is habituation; this process creates or conditions a situation that is an effort of improvement that can be implemented by students in its education unit, house, and society. This effort aims to make students behave based on value or character to be developed (Budimansyah, 2011, page 3-7). The habituation activity in the community-based value education model development is implemented in class and in form of class task. It is then improved through extracurricular activity of *Klub Daur Ulang* (Recycling Club) and giving homework that must be done by students and their parents in house. In order to make intervention and habituation processes developed in community-based value education model more effective, the connected book that is named *Jana Kertih Pariksa* is developed with tasks that must be implemented by students together with their parents in house.

Recycling Club is an extracurricular activity. According to Lunenburg (2010, page 1), extracurricular activity has a very important position in school. When it is managed well, this activity has several functions, namely 1) to support learning, 2) to make the activities compiled in curriculum effective, 3) to integrate knowledge in daily life, and 4) to implement the purpose of democracy life (Barbieri, 2009 : Jones, 2011). Recycling Club is a media for students in applying the knowledge obtained in the class as the effort of environmental preservation.

The improvement must be supported too by all parties in school. Therefore, in development and implementation of community-based value education model, the slogans about hygiene and environmental preservation will be written in larger form and size with eye-catching style. The school prepares supporting facilities in forms of separated trash cans for organic and inorganic waste, composter, the conditioning of school cafeteria that provides foods with environmentally friendly packages, and the collection of waste through the strategy of *Bank Sampah masuk Sekolah* (Waste Bank in School). The supporting facilities are provided by the community of Waste Bank that cooperates with the headman of sub district and sponsor or donator with the same interest in the effort to develop environmental awareness character on society.

The implementation of this community-based value education model has eight steps or stages, namely: 1) Effort to Unite Perception in Developing Environmental Awareness Character in School; this stage aims to unite perception of all parties related to implementation of community-based value education model, considering

that the values that are developed by Waste Bank to school is a new thing, it requires the unification of perception to facilitate the implementation of model in realizing the development of environmental awareness character on elementary school students in Padangsembian Subdistrict. In this stage, all parties in school (teachers, administrative staffs, security guards in school, and sellers in school canteen) are involved without any exception. All parties indirectly function to support intervention and habituation processes in the development of environmental awareness character.

Second stage is the effort to search information about environmental awareness attitude of student's parent which aims to get the description of information about the understanding and behavior of parent in the environmental preservation activity. The result of this information search will determine the lesson to be presented in activity or next stage. Information underlies the activity of parenting session as a fourth phase in this research. Third phase, parenting session, is an initial stage by school in the effort to intervene parents to support the effort of school in developing environmental awareness character. Fourth phase, the meeting of headman of sub district, Waste Bank Community, and all students, is the effort from parties in school, public figures, and Waste Bank Community to open the insight of students about environmental crisis, effect, and effort that can be done by students since early stage. It is the initial stage from the development of community-based value education model which aims to develop or encourage the development of student awareness to care about environment through external encouragement. The fifth stage is learning activity on Hinduism in class as the source of environmental awareness value; this activity aims to develop environmental awareness value from the teaching of Hinduism. Religion is one of sources of values or norms that can regulate behavior of human being to make it more positive. The development of environmental awareness value through the religion learning actually has the intention that preserving the nature also means protecting human being.

In order to realize it, students in the learning of Hinduism are faced with a problem, so they have freedom in interpreting a phenomenon under the guidance of teacher. Students are asked to visit a place or region with the damaged environment. Edgar Dale argued that experience is the source of learning. Students get initial experience about the effect of behavior of throwing waste by observing the nature that is damaged by waste. In the principle of learning development, the strategy is called the problem-posing education (Freire, 2008: page 65).

Sixth phase, Recycling Club, in the development of community-based value education model, is an improvement of environmental awareness character through extracurricular activity. In the effort to develop the positive character according to Thomas Lickhona, the optimum result will be achieved when it includes the development through moral knowing, moral feeling, and moral acting. In the activity of Recycling Club, it focuses on the moral acting and moral feeling. The seventh phase is to save the waste. When it is associated with the character development process, this waste-saving activity is the combination of interceptive effort of school and parent and habituation process to make children have

positive behavior and space in loving the environment. The last stage from the implementation of community-based value education model is to search the information of environmental awareness on students (post-test). This stage will measure the development of environmental awareness character after the trial is implemented.

IV. CONCLUSION

Based on the aforementioned analysis, it can be concluded that the condition of people in Padangsembian sub district is the transition from agrarian society to industry society. The environmental preservation values, especially in the waste management procedure that is passed, are from agrarian people that are less suitable with current condition in the society. School should be value transformation tool, but it fails to be implemented by a elementary school in Padangsembian sub district. Therefore, community-based value education model that develops value of Waste Bank Community that is combined with Hinduism through intervention and habituation processes that seek to manipulate the behaviors of students through the action manipulation during learning activities in the class, school climate, extracurricular activities, and peer community (the saving community)

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