

Role of Civic Education Teachers in Shaping the Character of Environmental Awareness of Learners

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Abstract—This research generally aims to know how far the role of Civic Education Teacher in shaping the character of environmental awareness of learners at SMA (High School) Sumatra 40 Bandung. The method used in this research is descriptive method with qualitative approach. Qualitative research with descriptive approach to studying problems in society and the prevailing procedures in particular societies and situations, including on relationships, activities, attitudes, views, and ongoing processes and influences, Influence of a phenomenon. Data collection techniques used were observation, interview, documentation study, and literature study. Subjects and research are teachers of Citizenship Education and students class X SMA Sumatra 40 Bandung. The results of the study showed that students of class X SMA Sumatra 40 Bandung, it is revealed that: 1) the role of Civics teachers and shaping the character of the nation one of the environmental awareness, especially the younger generation, in internalizing the values of good citizens in various problems Community (civic affairs). 2) Supporting factors and inhibiting factors in shaping the character of environmental awareness of class X students in SMA Sumatra 40 Bandung is family environment, because after all the family is the first environment to teach children to maintain and preserve the environment. 3) Efforts to increase citizens' awareness of the environment can be built through three approaches. The three approaches are phsyco-pedagogical development, socio-cultural development, and social-political intervention (environmental legislation).

Keywords—character; civic education; environmental awareness; teacher;

I. INTRODUCTION

Education is the process of human change or maturity, starting from not knowing to be known, from unusual to being ordinary, from not understand to be a limb and so on. Education is a right for all Indonesian Citizens. Education has a very important role in creating quality human resources and character. This is in line with the Law of the Republic of Indonesia no. 20 of 2003 article 3 on the National Education System which states that the national education function to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of learners to be a man of faith and cautious to God Almighty, be noble, healthy, knowledgeable, capable, creative, independent, and become a citizen of democratic and responsible. Education has two great goals: to help learners become smart and help them to be good [1]. Making them good is a form of nation character building.

Today's environmental problems are much talked about, because of the environmental pollution caused by human actions [2]. In line with that there are other problems such as human activities that exploit natural resources and environment without limit.

Globally, environmental issues are faced with three issues: 1) degradation of natural resources, 2) pollution, and 3) global warming. Environmental problems occur when citizens' awareness of environmental conservation is felt to be weak. The construction of the consciousness of the citizens towards the preservation of the environment is not only to create a beautiful or clean, but must also enter the humanity's duty to respect the rights of people, their natural rights and ecosystem [3].

Education in schools is a very important education for learners in terms of character education. Education is basically shaping the character of learners. The significance of character education is to optimize the content of good and positive character that becomes the stronghold and the basic capital of individual and nation development later. Character building and character education starts from home, through school, and in everyday life in society, thus, cannot be done solely through the learning of knowledge, but also through the cultivation of awareness or the education of values.

The problem of environmental degradation is a strategic issue in character education which is often discussed by the government, character education must be applied in schools to form the character of the next generation to have good character, one of them is caring or conscious of the environment. Character formation is needed in an effort to overcome the problems facing the country one of them is environmental damage problem.

Educational character of environmental awareness is one of eighteen characters set by the Central Curriculum Ministry of National Education. The character of environmental awareness is described as attitudes and actions that always seek to prevent damage to the surrounding natural environment and develop efforts to repair the already existing natural damage.

II. THEORETICAL

A. Aims and Functions of Civic Education

Civic education is an attempt to equip learners with basic knowledge and skills with respect to the relationships between

citizens and the state as well as preliminary education to become citizens to be reliable by nation and state [4].

Civic Education or better known in Indonesia with the term Civic Education: "A basic element in school designed to prepare young citizens, active in the community. Civic Education is broadly defined to include the process of preparing young people to take on their roles and responsibilities as citizens, and in particular the role of education including schooling, teaching and learning, in the preparation process of the citizens [5].

It can be concluded that Civic Education is a cognitive, affective and psychomotor-charged educational activity to prepare and focus on the establishment of citizens who understand and are able to exercise their rights and obligations to be good, intelligent, skilled, and character citizens based on Pancasila and of the 1945 Constitution of the State of the Republic of Indonesia.

The Citizenship Education Function is a vehicle for citizens who understand and are able to exercise their rights and obligations to become intelligent, skilled, and characteristic Indonesian citizens which is mandated by Pancasila and the 1945 Constitution of the State of the Republic of Indonesia [5].

Based on the above function, it can be concluded that Civic Education is a learning that can form the ability, attitude, and character of good and intelligent citizens as mandated by the Pancasila of the Constitution of the Republic of Indonesia Year 1945. Every citizen is expected to participate actively in political life. In addition, every citizen is also expected to know and exercise his rights and obligations with full sense of responsibility.

The objective of Civic Education is: "The logical and responsible participation in the political life of citizens who adhere to the values and basic principles of constitutional democracy of Indonesia. Effective citizen participation in intellectual knowledge and skills as well as skills to participate. Effective and responsible participation is further enhanced to develop certain dispositions or traits that enhance the ability of individuals to participate in the political process and support the functioning of a sound political system and the improvement of society [6].

While the general objective of Civic Education subjects is to educate citizens to be good citizens, which can be described as "patriotic, tolerant, loyal citizens of the nation and state, religious, democratic, true pancasilais" [4].

Based on the above understanding, with the learning of Citizenship Education, the knowledge of citizens can be formed so that the goal of doing Civic Education both formal and informal level can be achieved. The participation of a citizen is determined on the basis of the knowledge and skills / skills of each individual in order to participate in the political process in the surrounding environment that can improve the lives of the people.

B. Character Education and Environmental Awareness

The purpose of character education is to shape one's personality through character education, whose results are seen

in one's actual actions, i.e. good, honest, responsible behavior answer, discipline, respect for the rights of others, hard work and so on [7].

The character values described by the Ministry of National Education Research and Development Center of the Curriculum Center amount to eighteen character values, including the following: Character values: 1) Religious, 2) Honest, 3) Tolerance, 4) Discipline, 5) Hard Work, 6) Creative, 7) Independent, 8) Democratic, 9) Want to Know, 10) Spirit of Nationality, 11) Love Country, 12) Respect for Achievement, 13) Friendly / Communicative, 14) Peaceful Love, 15) Love Reading, 16) Environmental Awareness, 17) Social Awareness, 18) Responsibility [8].

In the above explanation, one of the character values developed in school is the character of environmental awareness. Environmental Awareness According to the Ministry of National Education Research and Development Center of the Curriculum Center is "an attitude or action that always seeks to prevent damage to the surrounding natural environment, and develop efforts to repair the already existing natural damage"[8].

An awareness of the environment is a person's psychological state of concern, awareness and responsibility for environmental management conditions, both the physical environment, the biological environment and the social environment [9].

From these statements, it can be concluded that the nature of environmental management not only regulate the environment, but includes regulating and controlling various human activities to take place and impact within the limits of ability and environmental limitations to support it.

III. METHOD

In this research, a qualitative approach that implies a description of data by using words and lines of sentences that aims to understand a situational, event, role, and interaction.

In addition, the researchers also used descriptive method. "Descriptive method is a fact-finding with the right interpretation" [10]. Descriptive research studies the problems in society as well as the prevailing procedures in particular societies and situations, including on relationships, activities, attitudes, views, and ongoing processes and the effects of a phenomenon. In descriptive method, the researcher can just compare certain phenomena so that it is a comparative study. Sometimes researchers conduct a classification, as well as research on phenomena by setting a standard or a certain norm, so many experts call this descriptive method with the name of the normative survey. Descriptive methods also want to study norms or standards, so that descriptive research is also called normative surveys. In descriptive method, normative problems can be studied together with status problems and simultaneously make comparisons between phenomena. Such studies are generally referred to as descriptive studies or studies.

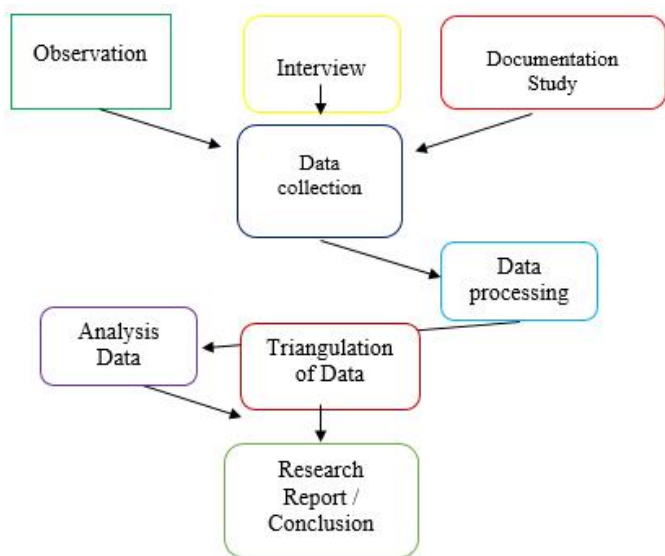


Fig. 1. Data collection technique.

Participants in this study were SMA Sumatra 40 Bandung students who were willing to be interviewed. The number of participants interviewed as one teacher of Civic Education and 10 students of class X SMA Sumatra 40 Bandung with a total of 11 respondents.

IV. RESULT AND DISCUSSION

A. *The role of Civic Education Teachers in Shaping the Character of Environmental Awareness of Class X Students at SMA Sumatra 40 Bandung.*

One of the teachers' obligations at school is to set a good example for their learners. one of which displays a firm attitude to learners, especially learners who do not care about the environment. This assertiveness is shown by teachers, especially when giving sanctions to students who do not obey the instructions of teachers or students who violate the rules of the school.

In any country, teachers are recognized as a profession. Master is exalted, lauded, admired for his crucial role. However, this role, according to Gerstne, will change in the future, the 21st century. The change centers on the pattern of relationships between teachers and their environment, as with fellow teachers, with students, with parents, with principals, with technology, and with careers own [11].

Every society in every part of the world is eager for its young generation to be prepared to be a good warrior and to participate in the lives of the people and the country. The desire is more properly referred to as attention that has grown, especially in a democratic society. For that purpose, Citizenship Education was developed.

The researcher concludes the above statement, the role of Civic Guru in shaping the character of environmental awareness of class X students in SMA Sumatra 40 Bandung, so the role of Civics Teachers is very important because to form a character or personality to create a generation of quality

nation with character and mental strong against environmental insight.

B. *Perceptions of Class X Students at SMA Sumatra 40 Bandung on the Importance of Environmental Education*

To build human resources with environmentally conscious character. Human obligations and moral responsibility to the environment solely in order to fulfill the interests of our fellow human beings. This awareness encourages people to always try to maintain life and treat life with respect.

Environmental education is a strategic and important aspect to prepare citizens capable of providing solutions to ecological problems. Education itself is an important part in the process of cultural transformation of society. With environmental education is expected to be able to change the culture of society, especially urban, so that the pattern of life can synergize positively with the natural surroundings. Citizens need ongoing education, especially on environmental education because environmental improvements can be made if an understanding of the importance of sustainable environments has become a personal awareness. Education should prepare citizens with the means needed to become effective members of the community by utilizing the information they have gathered to adopt for environmental improvement.

Environmental education is increasingly needed because almost every policy we do is influenced by environmental conditions. With only through environmental education a citizen can develop sensitivity to what will happen to his environment both locally and globally so as to encourage more appropriate action [12]. The dimensions and implications of environmental education include not only the process of developing awareness but should also be followed by concrete action.

So SMA Sumatera 40 Bandung, this is in accordance with what is expected by reminding the potential possessed by the learners of environmental awareness is very good, so actually Civics teachers should be more intense in an effort to direct learners to want to follow the activities of school environment, so the whole time owned by learners filled by useful activities. In addition, the busyness of the students will further close the possibility of inclusion of negative effects for those who can encourage them to perform activities that are not in accordance with the rules and norms that apply.

C. *Supporting and Inhibiting Factors in Shaping the Character of Environmental Awareness of Class X Students at SMA Sumatra 40 Bandung*

Background factors form the character of environmental awareness, in addition to supporting factors of inhibiting factors. Based on the results of interviews conducted with Civics teachers about inhibiting factors in shaping the character of environmental awareness of class X students in SMA Sumatra 40 Bandung.

The first inhibiting factor is the family environment that is not harmonious, the lack of communication, guidance and good parental supervision of the love of his child to the environment will produce indifferent learners do not even care about the

environment because inevitably a child will imitate the behavior of people parents or siblings in the family environment. The second barrier is the non-conducive classroom environment. And the third obstacle is the school environment is not conducive.

D. Efforts in Handling the Inhibiting Factors in the Formation of Environmental Awareness Character of Class X Students at SMA Sumatra 40 Bandung

Crucial social problems facing the school against barriers in shaping the character of environmental awareness of classroom learners. Based on the results of interviews conducted with Civics teachers and learners, the efforts of Civic Education teachers in addressing the inhibiting factors in shaping the character of environmental awareness of class XI students in SMA Sumatra 40 Bandung.

What needs to be built is to provide a good example as an educator, especially as a Civic Education teacher is not only oriented as the most important teachers are as educators and mentors. Efforts that need to be done no longer by way of providing space alone, what is necessary is to build learners' mental to waste and by understanding the importance of environmental awareness.

Positive feelings toward the planting of the rules are implemented by integrating the norms applicable in families, schools and communities on some Civics materials. For example, inserting environmental concerns about the in-school rules on Civics materials. So in addition to understanding the material presented, students can also understand the rules that apply in the family, school and community. Thus, teachers can easily direct learners to behave in accordance with environmental norms in society.

Laws and laws stipulated by the government are prepared to be complied with by all Indonesian citizens are no exception by the students as the nation's successor. Laws and laws are structured so that all aspects of life can proceed according to the rules, not run by all citizens. Recognizing the importance of this, Civic Education teachers always instill an attitude of obedience to the laws and laws applicable in Indonesia so that learners can develop into good citizens. The awareness of learners about the environmental awareness of the reality that must be faced is sufficient capital to change all their behavior. Because by accepting all the facts that must be faced, learners of environmental awareness can be more enthusiasm in organizing his life back and start to step in order to achieve his goals.

In order for the behavior of learners can be controlled so as to display good behavior, of course, a number of rules must be instilled to learners. Therefore, Civic Education teachers continue to strive to instill rules that apply both rules in the family, school and community. Thus the behavior of learners can be more controlled in accordance with the rules that apply in everyday life and do not deviate from the rules.

V. CONCLUSION

Based on the results of research that has been conducted by researchers on the role of civic education teachers in shaping

the character of environmental awareness of learners in SMA Sumatra 40 Bandung. So in general researchers can draw the conclusion that the role of Civic Education teachers is to shape the character of one of the nation's environmental awareness, especially the younger generation, in internalizing the values of good citizens (citizens) in a variety of civic affairs (civic affairs). Specifically, formulated conclusions are as follows:

- Shaping the character of environmental awareness of class X students in SMA Sumatra 40 Bandung order to foster moral awareness of environment is an important activity that must be followed by learners because character values is important foundation to form the character of learners in order to have good moral. From the values of the environment the characters are fully taught about how learners should behave in order not to harm themselves and others is a provision for learners to improve the intelligence sufficient to become a good citizen. Therefore, in accordance with the above Civic Education teachers should be able to become a character teacher.
- Perceptions of class X students in SMA Sumatra 40 Bandung on the importance of environmental education. The young generation who are able to change the ideology and paradigm that is wrong in the life of society and assume responsibility to build the culture, civilization, morality and concept of the new value of human life.
- Supporting factors and inhibiting factors in shaping the character of environmental awareness of class X students in SMA Sumatra 40 Bandung. The first inhibiting factor is the family environment that is not harmonious, the lack of communication, guidance and good parental supervision of the love of their children to the environment will produce learners who are indifferent to the environment so that there is no awareness. The supporting factor is the Family Environment, because after all the family is the first environment that teaches the children to preserve and preserve the environment.

Efforts in handling the inhibiting factors in the formation of character of environmental awareness character of class X students in SMA Sumatra 40 Bandung. In an effort to increase citizens' awareness of the environment can be built through three approaches. These three approaches are phsyco-pedagogical development, socio-cultural development, and social-political intervention (environmental legislation). Education is very important because with knowledge it can provide strong energy through; environmental awareness will encourage someone to take action; understanding of the environment as the right formula for action; and skills in environmental management can help to achieve the expected results.

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