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ENVIRONMENTAL CARING THROUGH CHARACTER EDUCATION IN VOCATIONAL SCHOOL

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ABSTRACT

Purpose: This research aims to describe the character of environmental awareness of character education and building model of the development of character strengthening.

Design/methodology/approach: This method uses descriptive qualitative, data collection by in-depth interviews, surveys, observations, and documentation by observing the development of the character of environment. The data sources are principals, teachers, students, and parents. Efforts can be made by playing methods included in the curriculum for local content such as Ethics and Introduction to the Environment. The nature of concern for the environment will be increasingly imprinted if in addition to education at school while at home, parents of students also motivate, give advice and role models to care for the environment and will be more effective when collaborated formal and informal education. The data validity technique uses technique and source triangulation through data display, data reduction, and conclusion drawing.

Finding: The results are 1) the development of the school curriculum includes self-development programs, integration in subjects, and school culture (school local content, living drug stores, parks, spaces and offices, inspiration to understudies, use of endowments and disciplines, and character advancement, caring, and Responsibility); 2) Input from stakeholders to strengthen environmental care character education for students; 3) The model of developing character of environmental care in vocational students.

Research limitations/implications: Result of this research can be used as references to increase environmental caring through character education in vocational school

Practical implications: The conclusion that Vocational Schools have implemented character education is the presence of strategies, ideas and nature-based learning, and the availability of supporting facilities and infrastructure.

Paper type: Research Paper

Keyword: Character Education, Environmental Caring, Vocational School

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I. INTRODUCTION

Character education is basically an education that is intended to be able to change a person's an individual's character for the higher highlights a higher important of moral schooling, how to instill habits about things that are good in life. So that students have awareness, high understanding, and concern and commitment to apply virtue in everyday life.

(Lickona, 2014) states that character schooling contains three principle components, to be specific knowing the great (knowing goodness), wanting the incredible (adoring goodness), and doing the great (doing great). Character alludes to a progression of intellectual, emotional, and practices that became propensities.

The issue is the reason is public consciousness of the climate so far as yet deficient? the personality of thinking about the climate can't be acquired immediately, so it takes an all-inclusive effort for its arrangement. Individuals will have the personality of thinking about the climate because of propensities and activities that happen consistently for an all-inclusive time. Hence, since adolescence, it's attempted to have great propensities; including the propensity for thinking about the climate. (Febirauqa, 2011), (Amtu, 2013) Habits (Habituations) that happen persistently will be immovably installed under the inner mind (subliminal quality), and eventually will communicate in way of life (propensities) and can become characters. Therefore, caring imaging must be presented early, both through tutoring and formal training in schools and casually gathering by guardians. The idea of character schooling imaging during this investigation is deciphered as an exertion/exertion to reactivate cycles, strategies, or activities by fortifying the act of instruction by and large and especially to frame understudies great character. one among the particulars is that the development of understudies' attention to thinking about companions, additionally concerning ecological changes for the better.

The main character values that must be manifested in student attitudes and behavior are the results of the character education process are honest (though hearted), intelligent (though thought), resilient (exercise), and caring (though feeling and intention). One way to realize human character is to integrate character education in every learning. Integrating character education in learning can be done by loading character values in all subjects taught in school and in the implementation of learning activities. For this reason, the teacher must prepare character education from planning, implementation, to evaluation, and needs to be supported by the example of the teacher and parents as well as a culture that has character. The implementation is through a school program that collaborates with several parties to help instill, shape and develop student character in terms of environmental care.

Vocational students emotionally and psychologically more easily receive a touch of information. Introduction of the surrounding environment so that students are more adaptable, familiar, familiar, and affection, love and care for the environment arise. One way to realize human character is to integrate character education in every learning. (Febirauqa, 2011)

This study aims (1) The development of the school curriculum includes self-development programs, integration in subjects, and school culture including routine picket and Saturday activities, spontaneous activities, exemplary, and school conditioning. School culture through nearby school content, living drug stores, parks, spaces and offices, inspiration to understudies, utilization of prizes and disciplines, and character advancement for ecological care, caring, and responsibility. (2) Development of classroom learning processes with practice and direct observation, schools with direction and competitions, and outside schools with scouts, visits to outside schools. (Isnaini, 2016)

(H.E.Mulyasa, 2013) said that if we want to realize civil society as expected we must concentrate that environmental education is an inevitable need that carries a mission to shape human character in relation to its environment for the benefit of humanity on earth. Then (Bilgin, 2018) argues that experience as a child has a very strong influence on further development. The understanding is that if the experience and understanding of the environment introduced from an early age are very good manners, it will have a positive impact and will definitely have a positive impact in shaping the character of caring for students' environment in the future.

In 2006, the Ministry of Environment developed a character-based environmental education program ranging from primary and secondary education through the Adiwiyata program in order to encourage the creation of knowledge and awareness of school residents so that it becomes a character that cares about the environment in environmental preservation efforts (Bilgin, 2018). Learning about environmental education has the target of achieving three successes which become a benchmark for learning achievement, namely, 1) Cognitive success; where students are able to know and understand various environmental and population problems and their impacts, which threaten the sustainability of life on earth, 2) affective success; where students can grow in themselves awareness, attitudes, and behavior, and generate the desire to actively participate in solving environmental and populace issues, and 3) Psychomotor achievement; where understudies can have compelling and relevant abilities, in efforts to prevent and overcome various environmental and population problems (Suparlan, 2010), (Rokhman, Syaifudin and Yuliati, 2013).

The results of the study were carried out quite well seen from the stages of planning, organizing, implementing, and evaluating, and supported by adequate infrastructure to be a supporting factor in the implementation of learning, while the factors that become obstacles should be overcome immediately (1) The involvement of teachers and parents in school activities it can set a good example for students and environmental hygiene program policies will instill a sense of caring for the environment; (2) The concept of learning develops students' sensitivity and concern for environmental conditions; (3) Outdoor learning can have a positive impact on the formation of student character, such as: a sense of responsibility, working together, tolerance, respect for others, learning to socialize and care for the environment; (4) Complete facilities and infrastructure can support educating and teaching students to care for the environment. The supporting factors are commitment, supporting infrastructure, school programs, communication, and school conditions.

II. METHODOLOGY

This research was conducted using the method of participatory observation, interviews / dialogues and literature studies. Observation Participation was carried out by the research team at meetings with specified teachers. Information gathered from schools incorporate kinds of scholarly and non-scholastic exercises related to the presentation of character training in schools. Data collection with interviews was also conducted at school. Some questions about the sorts of exercises, techniques, strategies and inclusion of people gathering in presenting and imparting the significance of character-caring character instruction in their kids since the beginning. This is regularly in light of the fact that exploration is focused on one function that is picked and should be perceived exhaustive environmental care character education through environmental education, it is well known and even applied in each school, just educators face impediments actually need an effective learning model which will be referred to referenced. (Saman and Hariyanto, 2013), (Maisaro, Wiyono and Arifin, 2018)

The application, character-caring environmental education in students has been contained and integrated in the Basic Competency document developed in the Core Curriculum, it requires harmonious collaboration between teachers, principals, parents and students, in the implementation of the character education process caring for the environment. The image of caring for the environment in students had the opportunity to be persistently managed all together that understudies have the great character at that point it will be realized / formed the character of the next generation that is better.

III. RESULTS AND DISCUSSION

The results of the study show that in general all teachers view Environmental Education as forming children who are worried about the climate, yet the model at present utilized remaining parts not ideal. It's seen that there are as yet numerous understudies who have helpless conduct. There are as yet numerous obvious understudies who have attributes that are personality, absence of social consideration, even worry for the climate starts to blur. There are still understudies who carry on improperly, toss waste indiscreetly, can't look after neatness, the classification isn't spotless and not flawless.

Character education is a necessity because education does not only make students smarter, also has character and manners, so that its existence as a member of the community becomes meaningful to both themselves and others. For this reason, the Government prioritizes character education carried out in elementary schools. It does not mean that the next level of education is not important. But the portion is different (Wakil *et al.*, 2017). Character education that is applied in schools is carried out through daily learning that has been running at school. (Peraturan Presiden Republik Indonesia, 2017)

Fasli Jalal said character instruction to be controlled in schools wouldn't trouble instructors and understudies. Since the qualities contained in character instruction really exist inside the educational program, yet so far they need not propose and unequivocally educated. It had been passed on to the educators all together that the qualities contained inside the subjects and in extra-curricular exercises were plainly passed on to understudies. Character training is regularly coordinated as well as a school culture. So character education that is intended to be applied nationally does not burden the current curriculum. Character education developed is one that can construct public knowledge and ecological understanding. And that can encourage innovation and student creation. In addition the qualities that need to be worked inside the country's cutting edge are genuineness, difficult work, regard for contrasts, participation, resistance and order. Schools are liberal to pick and apply the qualities they have to make in understudies. Only teachers who have to emerge values in the program as part of character education in schools (Jalal, 2010), (Najim, Wiyani and Sholichin, 2016) to carry

out character education, all school members must have an agreement on character values developed in their schools (Daryanto and Suryatri, 2013), (Tohopi, 2014).

Wibowo, (2013) , (Sudrajat, 2017) found the principle that through dhikrullah can develop courage, confidence, hard work, and positive thinking. Students are accustomed to praying with motivational prayers in the context of learning values and characters that are being taught. Characteristic prayer can accelerate the process of internalization and develop values and influence one's good behaviour (Andiarini, Arifin and Nurabadi, 2018).

The most habitually picked technique is question and answer, discussion and task. the preeminent every now and again utilized learning assets are the use of the including climate and storybooks, drawings and manipulative game apparatuses. by and large, the educator reports the function of researchers 1 time each semester, the strategies used in announcing are oral and composed. In Developing Active Student Learning Methods 2013 Curriculum Has Been Equipped With Teacher's Books (BG) And Student Books (BS). The book has been ready for Active Student programs that additionally focus on the enveloping climate, the network and fogeys gathering. (Wakil *et al.*, 2017).

The aftereffects of exploration related to educational program improvement instruments, for the most part, instructors, have a reference in creating learning gadgets. Educational program 2013 might be an educational plan that has been readied upheld competency. In it planned in an incorporated demeanour, information, and abilities skills that must be aced by understudies. furthermore, learning and appraisal measures are required which are required by understudies to understand the predetermined skills. Learning circumstances that are relied upon to expand ecological mindfulness in youngsters, for the most part, instructors anticipate direct inclusion of children with the surrounding environment. Constraints faced in learning Environmental Education, in general, teachers stated that they were still starting to try new learning models that could be used as a reference by the teacher, and had involved parents in monitoring the development of their children. Development planning, all teachers develop per semester, weekly and daily. For this purpose the government in this case the Department of Education and Culture has also prepared a "Teacher's Book (BG)" The existence of Teacher's books and books Students play an important role, very helpful for teachers in preparing learning plans. By and large, educators can acknowledge new advancements related with the preparation model of Environmental Education for their understudies. Macro Character Education Development Design (Sulistyowati, 2012).

The usage of the estimations of character schooling is managed through a strengthening and human progress measure as laid out together of the standards of executing public training. This cycle happens in three mainstays of training, specifically in; 1) school, 2) family, 3) network (Fauzatul, 2016). In every training column, there'll be two kinds of learning encounters that are worked through two methodologies, to be specific mediation and adjustment. inside the mediation built up a learning and learning connection that is deliberately intended to understand the objective of character working by executing organized exercises. so with respect to the preparation cycle to figure effectively, the function of the educator as an assignment model is pivotal. Whereas in the family and community environment, the intervention is carried out by providing examples of learning through commendable behavior and good character (Ningsih, 2015).

Then, in adjustment, circumstances and conditions are made and support empowers understudies inside the school, home, and network to ask won't to carrying on predictable with values and become characters who are disguised through the mediation cycle. the technique for progress and strengthening that has test giving, learning, adjustment, and reinforcing must be grown foundationally, comprehensively, progressively, strongly and argumentatively. It is hoped, through the pillars of the education unit (school), the family and the community can be carried out the civilization process and empower character values effectively (Pattaro, 2016). ³² /wibowo, 2015).

The implementation of education in the micro context focuses on the implementation of character education in schools. Education is the vanguard in the effort to shape the true character of Indonesian people and school is the main sector that optimally utilizes and empowers all existing learning environments to initiate, improve, strengthen and perfect continuously through the process of character education in schools (Sulistyowati, 2012). In four pillars, namely teaching and learning in the classroom, daily life in the form of developing school culture; co-curricular and extracurricular activities; and daily life at home and so ³³ (Handayani and Indartono, 2016).

Nation character development can be done through the development of one's individual character. However, because humans live in a particular social and cultural environment, ³⁴ can be done in the relevant social and cultural environment. That is, character development can be carried out in an educational process that

does not release students from the social, community, and national culture. The social environment and national culture are Pancasila, so cultural and character education is to develop Pancasila values in self-educated students through heart, brain, and physical education. Education towards the formation of national character of students is the responsibility of all teachers. Therefore, the guidance must also be by the teacher. Thus, it is not right to say that educating students to have national character is only given to teachers of certain subjects.

IV. CONCLUSION

The process of forming the character of love for the environment and love of plants also through processes such as through Introduction, the teacher as the person who provides education from the initial level certainly has a hard task of introducing good things so that later when he is grown he is expected to be able to try the activities introduced by the teacher at school, then children are given an understanding if we do not care about the environment can cause environmental damage because of that the need for understanding character education from an early age. In providing understanding to students should be in ways that are gentle and subtle, not to give understanding to students with harsh words. Internalization, is the final process of the character education process caring for the environment. The source of motivation to respond is from the conscience. This character will be stronger when the child has an inner soul to care about the environment. Character Education (KDP) is a scholarly development in schools to reinforce understudies' character through harmonization of the guts (morals), taste (stylish), thought (proficiency), and sports (sensation) with the help of public inclusion and collaboration between schools, family and network.

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