

THE APPLICATION OF SOCIAL AND ENVIRONMENTAL CARE CHARACTER EDUCATION THROUGH LEARNING OF SOCIAL EDUCATION IN ELEMENTARY SCHOOL OF NANGGUNG DISTRICT

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Abstract

This research was conducted to describe the application of social and environmental care character education in social science learning in elementary schools. This study uses qualitative methods with data collection techniques in the form of interviews, observations, and documentation. The primary data in this study were fourth-grade teachers at the Nanggung District Elementary School. Based on the results of the research conducted, data obtained that there is an application of social and environmental care character education that is integrated into Social Science learning. the application of social and environmental care character education in addition to social studies learning is assisted through school programs that serve as supporters in the formation of social and environmental caring characters. The impact of implementing social and environmental care character education that is integrated into social studies subjects students are accustomed to loving environmental cleanliness by disposing of garbage in its place, being able to maintain environmental integrity by maintaining plants around schools, preserving the environment by planting trees around empty places and having sensitivity to give and help people in need by sharing each other in the form of support and materials and visiting sick friends.

Keywords: *Character education, social and environmental character, social sciences*

Abstrak

Penelitian ini dilakukan dengan tujuan untuk mendeskripsikan penerapan pendidikan karakter peduli sosial dan lingkungan dalam pembelajaran ilmu pengetahuan sosial di Sekolah Dasar. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data berupa wawancara, observasi, dan dokumentasi. Data primer pada penelitian ini guru kelas IV di Sekolah Dasar Kecamatan Nanggung. Berdasarkan hasil penelitian yang dilakukan, diperoleh data bahwa terdapat penerapan pendidikan karakter peduli sosial dan lingkungan yang diintegrasikan pada pembelajaran Ilmu Pengetahuan Sosial. penerapan pendidikan karakter peduli sosial dan lingkungan selain dalam pembelajaran IPS dibantu melalui program sekolah yang dijadikan sebagai pendukung dalam pembentukan karakter peduli sosial dan lingkungan. Dampak dari penerapan pendidikan karakter peduli sosial dan lingkungan yang diintegrasikan pada mata pelajaran IPS siswa terbiasa mencintai kebersihan lingkungan dengan membuang sampah pada tempatnya, mampu memelihara keutuhan lingkungan dengan memelihara tanaman di sekitar sekolah, melestarikan lingkungan dengan cara menanam pohon di sekitar tempat yang kosong dan mempunyai kepekaan untuk memberi dan membantu orang yang membutuhkan dengan cara saling berbagi berupa support dan materi serta menjenguk teman yang sakit.

Kata kunci: Pendidikan karakter, karakter peduli sosial dan lingkungan, Ilmu Pengetahuan Sosial

INTRODUCTION

The moral decline that occurs in the world of Indonesian education is very concerning (Julaeha, 2019). There have been many attitudes that have been lost during Indonesian society, including social and environmental care. Humans are creatures who cannot possibly live alone without the help of other humans in some circumstances, every human being must need each other. Therefore, humans are said to be social creatures (Bali, 2017).

As social beings, we need to have high social awareness which will later create humans who have compassion, respect, humanity, feelings of empathy, and sympathy. "According to Taufik in Lestari, social care is defined as attitudes and actions in the form of assisting people in need" (Wibowo, 2020). Social care is a form of human awareness as social beings. The hallmark of the Indonesian nation is a society that has a high sense of social care. However, the current situation shows that the decline in awareness of the importance of having a social caring character has resulted in rampant bullying, ignorance, loss of the tradition of cooperation, and many other social deviations. This deviation occurs due to a decrease in the character of social care among others.

Among the impacts of humans do not have the character of social care, one of which is indifferent. If humans are indifferent to other humans, then this will also have an impact on ignorance of the surrounding environment. Living things can meet all their needs from the environment in the form of natural resources on land and at sea. "However, this has not been balanced with the awareness and sense of human responsibility for the environment" (Irfianti, et al. 2016). Lack of awareness and human responsibility towards the environment causes deviations such as littering, illegal cutting of trees, forest fires, air pollution, ecosystem damage, and many other environmental damages. The low sense of social and environmental care that occurs today, then the two characters become part of the goals that cannot be forgotten from an education. Because education is something that cannot be separated from human life. "Education is expected to be able to bring change and progress in humans" (Masrukhan, 2016). Education is also an effort to shape human personality and intelligence, develop abilities and shape the character and civilization of a nation that is increasingly dignified to educate the nation's children (Helmawati, 2017). This can be developed and implemented in both formal and non-formal educational institutions.

Educational institutions hold the main key in character building. Schools have a great responsibility in shaping all their students to become students in addition to having intellectual intelligence but also having a positive character as expected by parents and the nation, because that, character education appears and develops which characterizes character development

specifically (Law No. 20 of 2003, 2003). 2003). According to Berkowitz & Bier, character education is the creation of a school environment that can shape students to develop ethically and responsibly through example and teaching good character through universal values (Wulandari & Kristiawan, 2017). Character education aims to improve the quality of implementation and educational outcomes that focus on building the character and noble character of students as a whole, integrated, and balanced under the competence of graduates (Kurniasih & Sani, 2017). Through character education, it is hoped that students can grow independently, increase their knowledge, and practice character values and noble character so that they can be applied in everyday life. Almost all educational institutions direct their educational goals to the character even though the institution does not characterize as a character education institution, character education is carried out through the learning process of subjects in the school, one of which is Social Sciences.

Social studies learning in elementary schools have an important role in character building to improve the quality of education. The term IPS is a translation of "Social studies" which is a scientific discipline that studies all aspects of human life and society (Hasyim, 2019). According to Sapriya (Rosidah, 2017) argues that social science is a science that studies areas of human life in society, as well as studying social symptoms and problems that occur in certain parts of life. Social studies learning also plays a role in producing students with character and quality. Social studies learning is learning that develops students' knowledge, values and attitudes, and skills. Social studies learning also plays a role in shaping the character of students.

The formation of social and environmental care attitudes through social studies learning is carried out at SDN Parakanmuncang 03 and SDIT Al-Munawar. The school seeks to form an attitude of social and environmental care through learning, especially social studies learning with the aim that students can apply social and environmental care values in everyday life. The thing that underlies this research is the results of previous relevant studies. As the results of Ashwan Hamzah's research (2020) that the process of implementing character education in shaping students' environmental care attitudes through social studies learning for class VIII A MTs Al-Ittihad Poncokusumo is carried out by making habits in every social studies learning takes place and also when in the school environment, and clean the classroom before social studies learning takes place. Evaluation of the implementation of character education used by schools is carried out every 3 months by teachers and also principals and is also carried out properly. Furthermore, the second research, namely research conducted by Choirun Nisak

(2019) The results of this study indicate that (1) Implementation of classroom-based social care and environmental care character education through the integration of social care and environmental care character values in learning, classroom management, use of methods learning that encourages students to actively participate in learning, and implementing learning evaluations (2) Implementation of character education for social care and environmental care based on school culture in Madrasah Tsanawiyah Negeri 1 Blitar City through several activities, including: routine activities, spontaneous activities, exemplary, activities extracurricular activities, and school literacy movements (3) Implementation of community-based social care and environmental care character education through the involvement of parents of students in supporting programs related to the implementation of social care and environmental care character education, implementation of social services to underprivileged areas, character education seminars, implementation of socialization, development of superior local plant cultivation, and tourist visits. These activities are implemented through collaboration between the school and the community, both individually and institutionally.

Based on the results of the study, the researcher tried to research with a focus on describing the implementation of social and environmental care character education through social studies learning at elementary school in Nanggung sub-district.Nanggung.

METHOD

This study uses a qualitative method with a field study approach (Field Research). In Agung's opinion, the research design of field studies is data collection directly in the field (Kamidah & Yuliaswati, 2019). This research was conducted at SDN Parakanmuncang 03 and SDIT Al-Munawar which are located in the district of Nanggung. The primary data sources in the study were eight people consisting of fourth-grade teachers, school principals, curriculum representatives, and fourth-grade students in both schools. These eight sources are people who are competent and directly involved in learning at school and the instrument in this research is the researcher himself. Data collection techniques used in the study; observation, interview, and documentation. The validity of the data was checked by using the source triangulation technique. The data analysis procedure of this research refers to the Miles and Huberman model, namely: data collection, data display, and conclusion drawing/Verification data (Sugiyono, 2018)

RESULTS AND DISCUSSION

Results

The results of research conducted at SDN Parakanmuncang 03 and SDIT Al-Munawar showed that researchers found that schools had implemented social and environmental care character education. From the results of documentation, observations, and interviews it was found that the implementation of social and environmental care character education was carried out in several stages:

Table 1. Research Result

No	Research Instruments	Research result
1. Process:		
	What curriculum does the school use?	The curriculum used at SDN Parakanmuncang 03 and SDIT Al-Munawar uses the 2013 curriculum.
	What is the school's strategy in shaping the character of social and environmental care for students?	The school's strategy in shaping the character of social and environmental care is in the form of integrating the subjects as outlined in the lesson plan.
	What are the functions and objectives of inculcating social and environmental care characters?	The purpose and function of character education for social and environmental care in the two schools is so that students have a positive attitude and good character. In addition, it instills a caring spirit and responsibility for the environment, fosters student sensitivity to conditions in the surrounding environment, and as a provision for students to get used to and instill positive attitudes as a provision for life in the future.
	In the application of social and environmental care characters that are integrated into subjects. What subjects does the school choose?	The subjects selected by the school in the application of social and environmental care character education are integrated into Social Science subjects
	Why was social science chosen for the application of social and environmental care character education?	Because the characteristics of social science learning examine social problems that occur in society. In addition, the compatibility between social science learning materials regarding caring for the environment and living things is related to social and environmental care attitudes.
	Does the school work with parents?	The school cooperates with the parents of students by holding a meeting at the beginning of the school year to socialize the programs designed by the school for 1 school year. The school also has WhatsApp groups together with parents to make it easier to communicate.

2. Implementation

What is the strategy for implementing social and environmental care character education that is integrated into social science subjects?

The strategy for implementing social and environmental care character education that is integrated through social science learning is carried out by the teacher through the use of learning methods. Lecture, discussion, and assignment methods are methods commonly applied by teachers. When using the lecture method, the teacher advises on the importance of having social and environmental care characters and the impact of not having these characters. The selection of the lecture method by the teacher is based on the fact that it is easier for students to understand the aims and objectives conveyed by the teacher. The method of discussion and assignment of individuals and groups is intended so that students can respect the opinions of others, interact with fellow friends and be responsible for the tasks given by the teacher.

What are the obstacles felt by teachers in implementing social and environmental care character education that is integrated into social science subjects?

The obstacle in planting social and environmental care character education through social studies learning that is felt by the teacher is that there are differences in the character of each child. Not all children when the teacher instills character are immediately followed, there are children whose actions are still deviant and not under the teacher's expectations. Usually, if they encounter problems like this, the teacher applies rewards and punishments.

What is the teacher's role in the application of social and environmental care character education?

Informing the character of social and environmental care, the teacher provides an example for students. Fourth-grade teachers at SDN Parakanmuncang 03 and SDIT Al-Munawar set an example in the form of good words, attitudes, and actions, and teachers participated in sharing activities. The teacher's example aims for students to follow the good things that the teacher does.

What are the supporting programs made by teachers and schools to help implement the social and environmental care character?

In addition to integrating subjects, the two schools are trying to instill character education for social and environmental care in activities made by schools such as routine activities. Routine activities are activities that are carried out continuously and consistently. Routine activities in inculcating social and environmental care characters in the two schools are in the form of First, class picket. This activity is carried out by students aiming to maintain the cleanliness of the classroom. This activity is carried out by students according to a schedule determined by the teacher, class picket activities include: sweeping and mopping the classroom, taking out the trash, and watering the plants. In this activity, students instill in themselves in maintaining the cleanliness of the classroom environment. Second, Friday infaq. This activity is in the form of sincere charity activities given by students. The money collected on Friday's infaq will be donated to orphans and communities in need. This activity can instill a spirit of sharing with others. Third, clean Friday. This activity is in the form of cooperation which is carried out by students on Fridays before sports. These activities include: cleaning the field and the yard around the school. This can be learned from this activity, students are taught how to care for and love the environment, and can work together with friends at school. Fourth, Compensation. This activity is

carried out once a year, carried out before the month of Ramadan and on Eid for orphans which fall on the 10th of Muharram. Compensation activities are given to students and orphans and underprivileged communities. The purpose of this activity is that students are trained to share and help others. Furthermore, there are spontaneous activities carried out to inculcate social and environmental caring characters such as visiting friends or school residents who are sick, raising funds for disaster victims, and reprimanding students who deviate.

3. Evaluation:

How to evaluate the implementation of social and environmental care character education?

The evaluation used by the fourth-grade teacher at SDN Parakanmuncang 03 and SDIT AL-Munawar was in the form of an attitude assessment book. The book is used by the teacher to find out the progress and deviations made by students which then the attitude assessment book will be a guide in the final assessment. In addition, all teachers will evaluate at the end of the month in the form of a meeting. The meeting will discuss one of them is the development of the character of students, if it is felt that the deviations made by students are too serious, the teacher will follow up on the problem by calling the parents of the students concerned.

Discussion

Based on the results of data collection in the form of observations, documentation, and interviews conducted by researchers, the results of the data found that the formation of social and environmental care characters was carried out through three stages: First, the process of character education for social care and the school environment implemented the 2013 curriculum wherein the 2013 curriculum learning does not only lead only to the cognitive domain, but to the formation of student attitudes (affective). The application of character to students is outlined in the lesson plans made by the teacher. This means that learning is designed in the formation of student character. As stated by Wiyani (2012) in (Rosad, 2019) that the application of character values is integrated into each subject of each subject. These values are included in the syllabus and lesson plans designed by the teacher. Second, the implementation of social and environmental care character education is integrated into Social Science learning where the teacher chooses the right learning method so that learning objectives can be achieved. Selection of learning methods such as the lecture method, question and answer, and discussion. The selection of this method helps in the application of social and environmental care character education in learning. Meanwhile, in its implementation, the school seeks to shape the character of social and environmental care assisted by the example of teachers, class picket activities, clean Fridays, Friday infaq, and compensation. Third,

evaluation. Evaluation is used to determine the success rate of applying social and environmental care characters through social studies learning in the form of observations made by teachers regarding the characters applied to students. This answers the successful application of the character. Teachers also hold monthly meetings to find out obstacles and successes in the application of character as well as a follow-up if there are serious problems that the school does as a form of evaluation in inculcating social and environmental care characters. According to (Fathurrohman, et al., 2017) the application of character education does not go through the process, implementation, and evaluation but is class-based, school management-based, and extracurricular-based.

CONCLUSION

From the results of the exposure of research data and data analysis that has been described, it can be concluded as follows: Implementation of social and environmental care character education is integrated through Social Science learning during the learning process before it starts, implementation in class and evaluation while in school, and is supported with support activities designed by the school; class picket, Friday infaq, clean Friday, and compensation.

ACKNOWLEDGMENTS

Thank you to SDN Parakanmuncang 03 and SDIT Al-Munawar who have been the subject of research and related parties so that this research can be carried out and completed according to the previously planned time.

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