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## IMPLEMENTATION OF CHARACTER EDUCATION BASED ON THE ADIWIYATA PROGRAM AT SDIT SABILUL HUDA CIREBON CITY

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### Abstract

Character education is an important aspect in developing the affective domain, especially for elementary school age children. Character education has an important mission in creating students who are not only cognitively intelligent, but also have noble character. The efforts to implement student character education at the SDIT Sabilul Huda institution are oriented through the Adiwiyata program, namely concern for environmental preservation. This research aims to determine the implementation of character education based on the Adiwiyata program at SDIT Sabilul Huda. The research method used is qualitative research. The results of this research describe the Adiwiyata Program in shaping the character of students at SDIT Sabilul Huda which is guided by the four components of the Adiwiyata program, including environmentally friendly policies, implementing an environmentally based curriculum, participatory environmental activities, and managing environmentally friendly supporting facilities. As an indicator of the success of internalization and integration, namely creating a conducive environmental atmosphere in carrying out activities for all school members, emphasizing personal and environmental cleanliness so that a caring, responsible, disciplined and religious.

**Keywords:** *Adiwiyata Program, Caring Attitude, Elementary School*

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## INTRODUCTION

The highest influence on the mechanism for the realization of character education or personality formation on the development of mankind through the dynamics of daily life is the environment. The growth of a child towards a person with character is of course also in the scope of character, so that it is basically an optimal natural growth without contamination (Suwardani, 2020). Environment and living environment are part of a certain correlated inspirational unity. Nature or scope is a combination of the layout of various objects, techniques, situations, and biotic components, including noble creatures, namely humans with various characters, so that it has an impact on development and peace for humans including other biotic components. Nature or scope was created by Allah SWT as a zone for living things to take shelter to carry out various activities and developments in their daily lives. Living things related to this are not also humans and animals but plants that must be preserved as a creation of Allah SWT. To create a conducive environment in the context of character education formation is certainly not easy for some people, as well as for students, all school components and the surrounding community who do not have awareness in terms of the importance of preserving the environment. The unbalanced nature is a consequence of negligence towards understanding the interaction between humans and nature. (Bahrudin, 2017)

Character education is education that teaches how to think and behave every individual in society and the state (Akhwani & Romdloni, 2021). Character education is also defined as a systematic and planned education system to educate, empower, and develop the potential of students to build their personal character so that they can grow into individuals who provide benefits to themselves, their families, and the surrounding environment. Character education needs to be instilled from an early age, an important element that functions as a shaper of character and also the morals of participants in their interactions in the midst of society (Efendi et al., 2020). The efforts to implement student character education at SDIT Sabilul Huda institutions are oriented through the Adiwiyata program, namely the attitude of concern for environmental preservation.

Challenges in the formation of national character amid the development of technology and information as an impact of globalization, the phenomenon of students who do not heed ethical values, and the implementation of character education in elementary schools have not been implemented consistently (Prabandari, 2020). The younger generation now tends to have an individual and asocial mentality. Awareness of the importance of protecting and preserving the environment is still low, people still often litter, exploitation of natural resources

and the environment is not controlled, because there is an assumption that the use of nature for humans is a natural thing (Idrus & Novia, 2018). This adds to the series of problems of human behavior towards the environment. Obstacles in the application of environmental care characters such as bad habits of students who are indifferent to cleanliness in themselves, low knowledge with concern for waste, and the influence of the home environment. Lack of cooperation between parents and teachers which causes students to care less about the environment (Naziyah et al., 2021).

Muslim et al. (2021) said that "environmental care" character education can be instilled in everyday life by utilizing the school environment as a learning medium. The success in instilling environmental care character education in schools is inseparable from supporting and inhibiting factors. Supporting factors include facilities and infrastructure and the role of the school environment. Inhibiting factors or time constraints in the achievement of school indicators have not been maximized and the lack of appreciation for school residents who care about the environment. Character education in elementary schools as a place of education is the basis for the formation of children's character towards caring for the surrounding environment (Akhwani, 2019; Akhwani & Nurizka, 2021).

The following character education can be instilled in students in elementary schools, including: (1) religious character, (2) love for cleanliness and the environment, (3) caring attitudes and behaviors, (4) honest attitudes and behaviors, and (5) love for the country. Environmental care character education in elementary schools can be implemented through routine habituation, spontaneous, exemplary, conditioning, school culture, environmental health. Therefore, schools need to organize programs as an effort to implement environmental care character education through positive and fun activity programs.

SDIT Sabilul Huda has a conception of the implementation of character education based on the Adiwiyata program which is in accordance with (Law of the Republic of Indonesia Number 20 of the National Education System, 2003) states, education is an effort, responsive or responsive and directed in order to create a conducive school climate through educational procedures for students with energy to strengthen the ability to become a tough, religious, disciplined, character, clever, virtuous and competent person, meaningful for individuals and all Indonesian people, religion, country and nation. The purpose of the Adiwiyata program is as a second stopover house for all school residents to carry out a series of activities for a long period of time according to what has been determined, which makes the school take the initiative to create a comfortable

and healthy atmosphere throughout the day by emphasizing character education through habituation of personal hygiene and the school environment.

Based on this description, the purpose of this study is to improve character education based on the Adiwiyata program at SDIT Sabilul Huda Kota Cirebon. With this program, so that awareness of the importance of protecting the environment and the application of environmental care character education in elementary schools can be realized.

## **METHOD**

The method used in this research is a qualitative descriptive approach. According to (Sugiyono, 2016) the qualitative descriptive approach research method is a research method based on the philosophy of postpositivism, used to research on natural object conditions (as opposed to experiments) where the researcher is the key instrument.

Qualitative descriptive research aims to describe, describe, explain, explain and answer in more detail the problems to be studied by studying as closely as possible an individual, a group or an event. In qualitative research humans are research instruments and the results of the writing are in the form of words or statements that are in accordance with the actual situation. In this case, it is to be able to know, describe, describe what it is in the form of words or reasoning, pictures and not numbers, namely regarding the implementation of character education based on the Adiwiyata program at SDIT Sabilul Huda Cirebon.

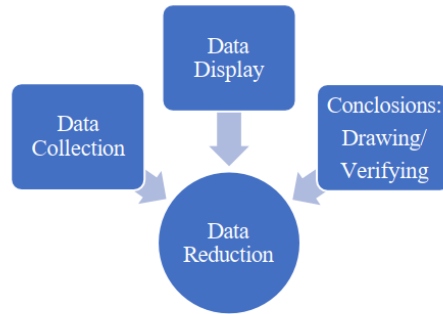
The data collection techniques in this study used structured interview/ interview techniques and documentation that produced primary data and secondary data processed by triangulation, namely combining data. According to (Kriyantono, 2020) an interview is a conversation between a researcher or researcher as an instrument for extracting information and a respondent or informant as a source of important and accurate information.

Character education based on the Adiwiyata program consists of :

1. The key informant is the previous Principal of SDIT Sabilul Huda in 2019.
2. The main informants are the current principal of SDIT Sabilul Huda, educators or class teachers of SDIT Sabilul Huda, the head of administration and the canteen keeper of SDIT Sabilul Huda.
3. Supporting informants are the school committee, students from the sixth grade (6).

Qualitative data analysis techniques are carried out interactively and take place continuously until completion. The data analysis used by researchers is the

Miles Huberman data analysis model which includes data reduction, data display, conclusion drawing and verification (Sugiyono, 2017). Researchers using data analysis procedures related to the implementation of character education based on the Adiwiyata program at SDIT Sabilul Huda can be described by the following scheme:



*Bagan 1. Analisis Data Model Miles Huberman*

## RESULTS AND DISCUSSION

Based on the results of research related to the implementation of character education based on the Adiwiyata program through observation, interview and documentation methods, the author found that:

### 1. Adiwiyata Program SDIT Sabilul Huda

The Adiwiyata program at SDIT Sabilul Huda has been implemented since 2019, with an integrated Vision and Mission of SDIT Sabilul Huda which aims to create a learning environment for students with comfort, health, beauty and avoid disease and shape the character of students who are charismatic, skilled and care for fellow humans and the environment so that learning goals can be achieved properly and optimally. This is in accordance with the Ministry of Environment (KLH), that the Adiwiyata Program is one of the national-scope work programs managed by the State Ministry of Environment in order to realize the development of environmental education. (Kementerian Negara Lingkungan Hidup, 2011).

Table 1. Adiwiyata Program at SDIT Sabilul Huda Cirebon City

The concept of the Adiwiyata program	The concept of the Adiwiyata program at SDIT Sabilul Huda is an integration of the school's vision and mission which aims to create a learning environment for students that is comfortable, healthy, beautiful and protected from disease, so that learning objectives can be achieved properly and optimally
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<p>Legal Basis of Adiwiyata Program</p>	<p>Joint Decree between the State Minister of Environment and the Minister of National Education No.KEP.07/MENLH/06/2005 and No. 05/VI/KB/ 2005 updated February 1, 2010 concerning Development and Environmental Education Development (PLH).</p> <p>a. As a follow-up in 2006, Adiwiyata (Environmental Care and Culture School Program) was launched.</p> <p>b. Letter of the Deputy State Minister of Environment for Environmental Communication and Community Empowerment dated October 30, 2009 Number B8126 / Dep.VI / LH / 10/2009 concerning the Adiwiyata Program in 2010</p>
<p>Adiwiyata Program Team</p>	<p>The Adiwiyata team, which consists of educators and the school committee, participates in the preparation of the Adiwiyata articles of association, supports the Adiwiyata program, provides criticism and suggestions, assists in the layout of plants in the school, and assists in shopping for plants</p>
<p>Adiwiyata Program Procedure</p>	<p>The procedure or series of implementation of the Adiwiyata program at SDIT Sabilul Huda, namely team formation, making Adiwiyata proposals, attending workshops and Adiwiyata coaching from the Environmental Agency (DLH), monitoring from the City, Provincial and National DLH teams.</p>

The Adiwiyata program is a program to support the preservation of the daily environment, realizing a learning environment based on the environment so as to create school citizens who care and have an environmental culture. (Fajarina, 2017)

## 2. Implementation of Character Education Based on Adiwiyata Program

The implementation of the Adiwiyata program in its implementation refers to the four components contained in the Adiwiyata program including environmentally sound policies, the implementation of an environmentally

based curriculum, participatory-based environmental activities, and the management of environmentally friendly supporting facilities.



First, the environmentally sound school policy at SDIT Sabilul Huda is by making SOPs (Standard Operating Procedures) related to the maintenance of the school environment which is the responsibility of all school residents so that good character is formed in the school environment.






Second, the implementation of environment-based curriculum implementation in shaping character is integrated with the subjects contained in the lesson plan, for example about water, environmental energy, how to care for animals and plants. The urgency of the lesson plan is the Adiwiyata program which is integrated with thematic curriculum learning or Kurtilas (Curriculum two thousand thirteen). The character education of students formed through the adiwiyata program at SDIT Sabilul Huda are:

- a. Responsible character, related to waste disposal and waste sorting.
- b. The character of care and love for the environment, related to the special schedule held every day to water the plants in the school environment.
- c. The character of frugality towards the use of electrical energy and water


Third, participatory environmental activities and Fourth, the management of environmentally friendly supporting facilities are described in the following adiwiyata program activities in shaping the character of students:

Table 2. Adiwiyata Program activities in shaping the character of students

Adiwiyata Program Activities	Activity Documentation
<p><b>Healthy Canteen (certified)</b> The purpose of this healthy canteen is to provide halal, safe, healthy and nutritious food and drinks, and to be able to apply healthy and clean living behavior for all school residents. Healthy behavior reflects religious and disciplined character.</p>	
<p><b>Biopori</b> The management of environmentally friendly school supporting facilities and infrastructure at SDIT Sabilul Huda is managed by a special Adiwiyata team, namely making biopori holes which function to increase</p>	

<p>groundwater reserves, produce compost from organic waste, make the soil more fertile, overcome standing water and prevent flooding.</p>	
<p><b>Reforestation</b> (management of supporting facilities and infrastructure) The character that is formed is Caring for the environment</p>	
<p><b>Utilization of used goods</b> (participatory environmental activities) The character that is formed is Care for the environment</p>	
<p><b>Hydroponics</b> (management of facilities and supporting infrastructure) The character formed is Caring for the environment, which is an attitude and action that always strives to protect and preserve the environment maintain and preserve the surrounding environment.</p>	
<p><b>Waste Sorting</b> (Participatory Environmental Activities) The character that is formed is Discipline, which is a habit and action that is consistent with all forms of applicable rules or regulations</p>	



<p><b>Class hygiene competitions and watering plants</b> (participatory environmental activities)</p> <p>The character formed is a sense of Responsibility, which is the attitude and behavior of a person in carrying out his duties and obligations, both related to oneself, social, community, nation, state, and religion and care for the environment.</p>	
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The activities of the adiwiyata program above are in accordance with the statement (Syamsul Kurniawan, 2016), that students' concern for the environment can be formed through a conducive school culture. A conducive school culture is the overall physical environment, atmosphere, taste, nature, and climate of the school that is productively able to provide good experiences for the development of the expected attitudes of students, namely:

- a. Habituation to maintain the cleanliness and sustainability of the school environment
- b. Available trash and hand washing stations
- c. Provide bathrooms and clean water
- d. Energy saving habit
- e. Creating biopores in the school area
- f. Building a good sewage system
- g. Implementing the habit of separating organic and inorganic waste
- h. Assignment to make compost from organic waste
- i. Providing cleaning equipment
- j. Programming a love of clean environment.

### 3. Supporting and Hindering Factors of the Implementation of Character Education Based on the Adiwiyata Program

- a. Supporting Factors related to the Implementation of Character Education Based on the Adiwiyata Program are a set of elements supporting success consisting of quality and active human resources, policies, curriculum and facilities and infrastructure.
- b. Inhibiting Factors related to the Implementation of Character Education Based on the Adiwiyata Program are a set of problems that become obstacles

from the unavailability of supporting factors that cause obstruction in the process of implementing character education based on the Adiwiyata program, namely the attitude of consistency and initiative of school residents towards the environment is still being fostered, related to water conservation is not yet available and there are still blockages of sewers and air pollution due to indiscriminate burning of garbage.

## CONCLUSION

The Adiwiyata Program at SDIT Sabilul Huda has been implemented since 2019, with the integrated Vision and Mission of SDIT Sabilul Huda which aims to create a learning environment for students that is comfortable, healthy, beautiful and protected from disease and to shape the character of students with good character, skilled and caring for fellow humans and the environment so that learning objectives can be achieved properly and optimally. The implementation of the Adiwiyata Program in shaping the character of students at SDIT Sabilul Huda is guided by the four components of the Adiwiyata program including environmental policies, implementation of an environmentally based curriculum, participatory-based environmental activities, and management of environmentally friendly supporting facilities. As an indicator of the success of internalization and integration, namely realizing a conducive environmental atmosphere in carrying out activities for all school residents, focusing on personal and environmental hygiene so that caring, responsible, disciplined, and religious characters are formed.

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