



The Environmental Caring Character through Activities to Maintain School Cleanliness

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Abstrak

Karakter peduli lingkungan merupakan karakter yang wajib diimplementasikan bagi sekolah di setiap jenjang pendidikan. Penelitian ini bertujuan untuk mengetahui karakter peduli lingkungan melalui kegiatan menjaga kebersihan sekolah di madrasah ibtidaiyah Nur Riska Kota Lubuklinggau. Subjek penelitian adalah siswa madrasah ibtidaiyah Nur Riska Kota Lubuklinggau sebanyak 16 orang siswa. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dalam bentuk survey. Teknik pengumpulan data melalui angket yang diberikan kepada responden. Teknik analisis data dilakukan menggunakan statistik deskriptif. Hasil penelitian diketahui bahwa siswa rajin menjaga kebersihan lingkungan sekolah di sekitar kelas, kantin, dan toilet. Hanya beberapa siswa yang belum menjaga kebersihan lingkungan sekolah dengan baik. Banyak siswa yang bisa menjaga kebersihan lingkungan di sekitar sekolah dengan baik, mereka tidak membuang sampah sembarangan, keadaan kelas pun sudah cukup bersih, indah, dan nyaman, maka siswa pun merasa nyaman untuk melakukan proses pembelajaran dan lebih berkonsentrasi apabila keadaan kelas bersih. Kontribusi penelitian dapat memberikan pemahaman bagi sekolah lain yang ingin mengetahui karakter peduli lingkungan melalui kegiatan menjaga kebersihan sekolah.

Kata Kunci: Karakter, Peduli Lingkungan, Kebersihan Sekolah

Abstract

The character of caring for the environment is a character that must be implemented in schools at every level of education. This study aims to determine the character of caring for the environment through activities to maintain school cleanliness at Madrasah Ibtidaiyah Nur Riska, Lubuklinggau City. The research subjects were 16 students at Nur Riska Madrasah Ibtidaiyah Nur Riska, Lubuklinggau City. The method used in this research is quantitative in the form of a survey. Data collection technique was through questionnaires given to respondents. Data analysis techniques were performed using descriptive statistics. The results of the study revealed that students are diligent in maintaining the cleanliness of the school environment around the classroom, canteen, and toilets. Only a few students have not maintained the cleanliness of the school environment properly. Many students can maintain the cleanliness of the environment around the school well, they don't litter, and the class conditions are quite clean, beautiful, and comfortable, so students also feel comfortable doing the learning process and concentrate more when the classroom conditions are clean. The research contribution can provide understanding for other schools who want to know the character of caring for the environment through activities to maintain school cleanliness.

Keywords: Character, Environmental Care, School Cleanliness.

Histori Artikel

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INTRODUCTION

Indonesia's national education has a noble goal as stated in Article 3 of Law no. 20 of 2003 which reads that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

To realize the goals of national education, learning needs to be strengthened. The knowledge carried out is intended to produce hard skills and soft skills. Soft skills can be instilled from an early age (Oktamarina, 2021) in the family environment, and the school environment which will later be used in the community.

One form of soft skill that can be instilled is a caring character, an example of a caring character is caring for the environment. Environmental care character education has become the obligation of every school because it is one of the 18 characteristics formulated by the government (Sitorus & Lasso, 2021). Caring for the environment means an attitude or behavior regarding its obligations to protect nature, love it, and preserve it (Santika et al., 2022). Caring for the environment is an attitude that needs to be instilled from an early age, namely in primary education (Abimantara et al., 2019). The inculcation of these character values can be done through family education and institutions both formal and informal (Jayawardana, 2016). Environmental care character is an attitude and action in preventing and repairing environmental damage (Simanjuntak et al., 2019). The formation of environmental care characters taught from an early age will have a positive effect on the character of students in the future (Pratiwi et al., 2019). Examples of caring for the environment for children, through gardening learning activities (Marietta & Darmawani, 2019). Character values that emerge from paying attention to the environment are discipline, perseverance, creativity, independence, curiosity, social care, and responsibility (Nurjannah et al., 2022). The character of caring for the environment is a character that must be implemented in schools at every level of education. All school members must have a caring attitude towards the environment by improving the quality of the environment, increasing school community awareness about the importance of caring for the environment, and having initiatives to prevent environmental damage (Purwanti, 2017).

One of the manifestations of the character of caring for the environment is in the activity of maintaining the cleanliness of the school environment. Cleanliness is very important in our daily lives as humans. Because humans are always in direct contact with the environment to move. When the environment is clean and maintained, we will be comfortable carrying out our daily activities. Likewise, by maintaining the cleanliness of the school, students and teachers will be comfortable in carrying out teaching and learning activities. Therefore, it is very important to maintain cleanliness because it does not only have an impact on humans but also has an impact on the environment and other living things. Maintaining cleanliness is tantamount to creating a healthy environment that is far from hotbeds of disease and is not susceptible to disease (Chan et al., 2019)

Environmental cleanliness is something that cannot be separated from human life and is a definite or permanent element in the science of health and its prevention. As humans, we need to maintain a clean environment and personal hygiene to stay healthy and not cause dirt or transmit disease to ourselves or others. Therefore, we must be good at maintaining cleanliness. There are many ways to keep the school environment clean, for example by disposing of trash in its place, always cleaning the classroom every day, separating dry and wet waste, recycling unused items into crafts, and so on. If students cannot maintain school cleanliness, the school environment becomes unhealthy and can interfere with teaching and learning activities at school. A clean school environment makes life healthier, the air feels cool, learning is comfortable, and the classroom is clean and free from disease. Therefore we also have to always maintain the cleanliness of the school environment because there are so many benefits for our daily lives (Waskitoningtyas et al., 2018).

Islam teaches about environmental cleanliness which includes food hygiene, drinking hygiene, home cleanliness, and cleanliness of water sources, yards, and roads. There is a teaching that cleanliness is part of faith. The meaning of cleanliness is part of faith, that is what must be echoed in the world of education and in related institutions. To start a clean behavior part of the faith requires cooperation with various parties. Implementing this behavior requires the participation of law enforcers and policymakers in order to realize these ideals together. For the cleanliness of the school environment, knowledge about the environment needs to be given early on in order to provide a deep understanding of the importance of the environment for humans so as to produce citizens who have responsible behavior towards their environment and grow a sense of environmental awareness (Waskitoningtyas et al., 2018).

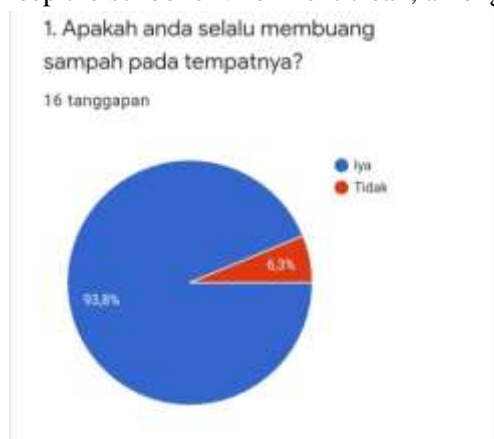
METHOD

The research method used is quantitative in the form of a survey. The data source is MI Nur Riska students, Lubuklinggau city, as many as 16 students, namely those who are willing to fill out a questionnaire, which is uploaded via the google form application. This research instrument contains aspects of the environmental caring character through activities to maintain school cleanliness. The data analysis technique was carried out by utilizing descriptive statistics, using the percentage formula. After being classified, it is described in a pie chart, the data obtained from the respondents, is analyzed, and then draw conclusions.

In the context of knowing the character of caring for the environment through activities to maintain school cleanliness at Madrasah Ibtidaiyah Nur Riska, Lubuklinggau City, the teacher facilitates activities by ensuring students are present and willing to fill out questionnaires. Teachers are willing to conduct interviews when necessary.

RESULT AND DISCUSSION

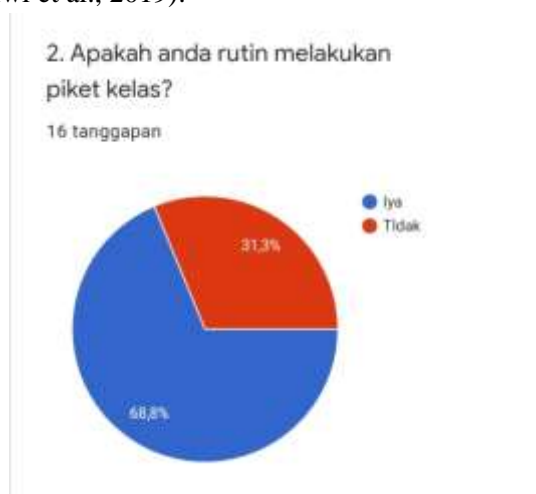
Several questions were given to students as respondents to determine the character of caring for the environment through activities to keep the school environment clean, among others.



Picture 1. Throw garbage in its place

From the research above, the first question is “Do you always throw garbage in its place?” From the picture above, it can be seen that the figure shows 93.8%. And the figure is 6.3% which means that only a few students choose NO. It can be concluded that many students can maintain the cleanliness of the environment around the school by not littering, namely throwing garbage in its place (Abimantara et al., 2019; Manaf et al., 2020; Mukminin et al., 2014; Siskayanti & Chastanti, 2022). Get used to always placing waste in the place provided (Jannah et al., 2022; Khoirunnisa et al., 2021; Marjohan & Afniyanti, 2018; Mukani & Sumarsono, 2017; Mustika & Sahudra, 2018; Setyaningati et al., 2020). LISA (See Garbage Take) operation habituation to maintain school cleanliness (Manik, 2020). Familiarizing students to throw garbage in its place, the teacher

must be an example first (Marjohan & Afniyanti, 2018). Students who litter are usually overcome with a warning by the teacher who sees it (Pratiwi et al., 2019).



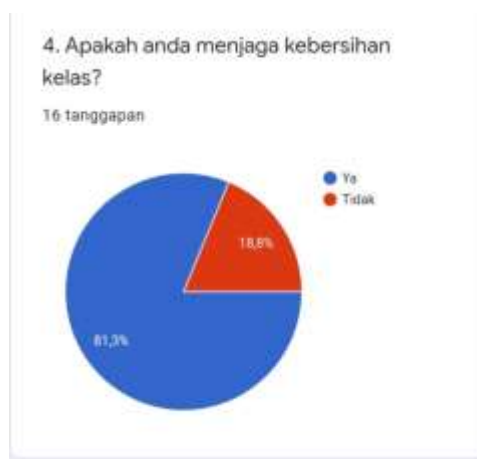
Picture 2. Routinely do class picket

In the picture above, the results show that 68.8% chose YES and 31.3% chose NO. In the second question, “Do students routinely do class pickets?” So it can be concluded that many students do class picket regularly. And only a few do not do class pickets regularly. Every day students do class pickets with members of their picket groups (Ismail, 2021; Mukani & Sumarsono, 2017; Tresnani, 2020). As for students who get a picket schedule, they carry out class pickets in groups to clean their class every morning before the bell and after school (Setyaningati et al., 2020; Tresnani, 2020). Picket activities consist of class pickets, general pickets, and school pickets (Marjohan & Afniyanti, 2018).



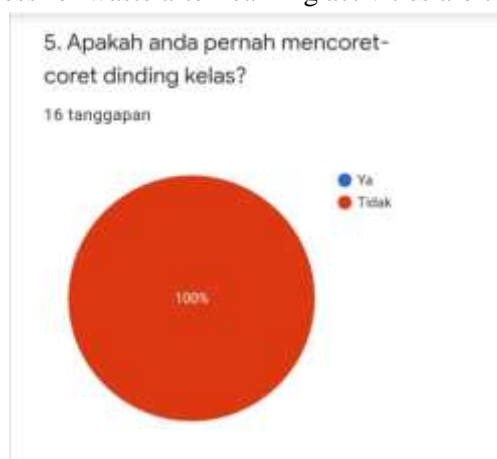
Picture 3. Helping friends to picket class

In the third question, “Have students ever helped their friends during picket to clean the class?”. From the picture circle above, the numbers show as many as 87.5% of students chose YES, and students who chose not showed 12.5%. So it can be concluded that many students are diligent in helping their friends clean the class during picket which is carried out according to the schedule of each group (Sapriadi & Hajaroh, 2019; Setyaningati et al., 2020; Tresnani, 2020). Few students are unhelpful. Because by helping each other the class will be cleaner and the learning process will be more conducive.



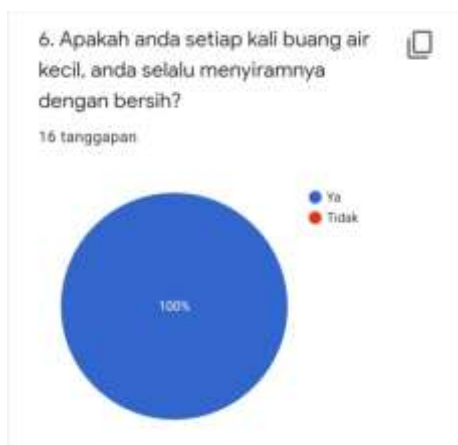
Picture 4. Keeping the classroom clean

From the picture circle above, the fourth question is “Do students keep the class clean?” And many students who choose YES, the number shows as much as 81.3%, and for students who choose NO show the number 18.8%. So it can be concluded that students can maintain the cleanliness of the class. Only a few students have not kept the classroom clean. If the class is clean, the students are comfortable studying and concentrating more. changes in students' attitudes and behavior so that they become aware of and care about the environment, especially environmental cleanliness for waste after learning activities are carried out (Elsa et al., 2014)



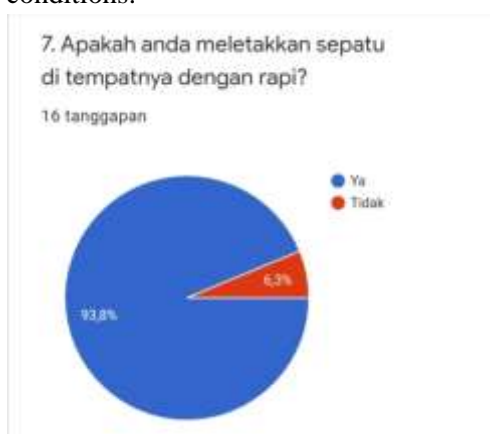
Picture 5. Doodling on the classroom wall

From the picture above, the fifth question is “Have students ever scribbled on the walls of the classroom?” And the numbers show 100%. All students voted NO. So it can be concluded that there are no students who choose YES. This means that all 4th-grade students at MI NUR RISKA do not scribble on the classroom walls. So the class looks comfortable and beautiful to look at because the classroom walls are clean, and there are no scribbles so they don't interfere with learning concentration. Schools have provided other facilities for children to doodle or draw pictures with positive content (Marjohan & Afniyanti, 2018).



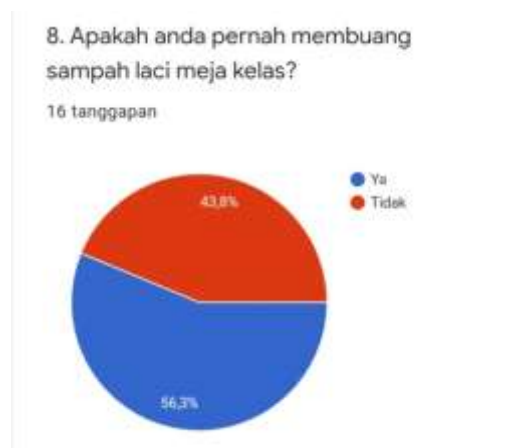
Picture 6. Clean the toilet after using it

In the picture circle above, the sixth question is “Do students always flush it clean every time they urinate?” And the numbers show 100%. All students voted YES. So it can be concluded that students can maintain a clean environment around the school, especially toilets (Sangkut et al., 2020), because the toilet is a much-needed place (Ismail, 2021). If the toilet is not clean and the smell is often smelled into the classroom and very disturbing to the learning process. And it will disturb other students or guests because they feel uncomfortable with unclean toilet conditions.



Picture 7. Put the shoes in their place neatly

In the picture circle above, the seventh question is “Do students put their shoes in their place neatly?” And many students choose YES, the number shows as much as 93.8%. And students who choose NO, the figure shows only 6.3%. So it can be concluded that many students are diligent in putting their shoes in place (Mukani & Sumarsono, 2017; Sangkut et al., 2020). Because it affects the school environment around the classroom, if the shoes look neat then they are comfortable to look at so they don't interfere with the scenery around the classroom.



Picture 8. Throwing trash in the classroom desk drawer

In the picture circle above, the eighth question is “Do students ever throw trash in the classroom desk drawer?” Students who chose YES showed 56.3% results and students who chose NO showed 43.8% scores. So it can be interpreted that there are still many students who throw trash in the classroom desk drawers, but there are some students who do not throw trash in the classroom desk drawers such as used tissue, paper, small plastics, food wrappers (Ningrum et al., 2021; Sangkut et al., 2020). This can interfere with the learning process because if there is garbage there are often lots of mosquitoes and the drawers become dirty.



Picture 9. Erase the blackboard when class is over

In the picture circle above, the ninth question is “Have students ever erased the blackboard when class time was over?” Students who chose YES showed a score of 81.3% and students who chose not showed a score of 18.8%. So it can be concluded that there are many students who are diligent in erasing the blackboard when the lesson is over (Yulianingsih et al., 2020) there are only a few students who choose not to erase the blackboard when the lesson is over.



Picture 10. Throwing trash in the school canteen

In the circle diagram above, the tenth question is “Have students ever littered in the school canteen?” And the number shows 87.5% many students choose NO, and students who choose YES show the number 12.5%. So it can be concluded that, on average, students in the class are able and diligent not to litter in the school canteen because in front of the canteen there are already two litter boxes provided (Sangkut et al., 2020). However, there are still some students who throw garbage inappropriately in the school canteen. If the school canteen is clean, students and other school residents will feel comfortable, because there are no flies and the smell of garbage.

CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded that at MI Nur Riska, Lubuklinggau, many students are diligent in maintaining the cleanliness of the school environment around the classroom, canteen, and toilets. Only a few students have not kept the school environment clean. Many students can maintain the cleanliness of the environment around the school well, they do not litter, and the classroom conditions are quite clean, beautiful, and comfortable, so students feel comfortable carrying out the learning process and concentrate more when the classroom is clean.

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