Internalization Of Character Education For Children through Environment Learning Approach

The Value Of Religious, Social Care For And Care For The Environment

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Abstract—**This study discusses about the internalization of character education for children in the creative aspects and values, as well as concern for the environment communicative approach to environment learning in school. The method used is a qualitative approach to the strategy of inductive-empirical, that starts with the data collected from teachers and students of class IVA based on real experience be it speech or conduct research subjects as well as the ground situation there is to be formulated into the concept of a general nature with the aim of to serve what was then analyzed using the technique of interpreting that this study could improve the learning situation is the responsibility of the author with a focus on the application and implications of Character education for children through the environment learning with a sample of SDN 238 Palembang grade 4. The results of this research are the implementation of character education for Children with environment learning in SDN 238 Palembang grade 4 uses five phase consists of stages generating interest (engagement), exploration, an explanation, elaboration or extension and evaluation can be done in simple ways, namely by visit any place or any environment that can be used as a learning resource. As for the implications that the author got from the observation results include the increase of some positive character values such as caring for the environment by inviting them to visit the surroundings and learning resources whatever is closest to the school, either paddy or learning resources and other simple, so that with the approach of environment learning, children motivated, more creative, confident, able to communicate well and began to emerge a sense of concern for the environment.**

Keywords—environment learning; character education

I. INTRODUCTION

In recent years, education policy in Indonesia which are initially more concerned with aspects of intelligence, now turn to the emphasis the importance of moral education or character education has been busy discussed. One of the reasons developed character education is a positive character can be built early on, so that from an early age the children will be spared the negative behaviors such as we often see the behavior of our youth who are happy brawl, involved in crime, school dropout, and a decline in the quality of graduates at junior and senior high schools.

Several studies have investigated how emotional intelligence has an influence on children's success, various research results compiled about the positive effects of emotional intelligence to the success of children in school [1]. It is said that there are a series of risk factors causing the failure of children at school. The risk factors mentioned was not located on the intelligence of the brain, but in character, namely self-confidence, ability to cooperate, social skills, ability to concentrate, empathy, and the ability to communicate.

Values above become the foundation of a character which would require a continuous process, carried out through the integration of a variety of subjects in the curriculum in schools such as civics, history, geography, economics, social, Indonesian, social studies, science, math, religion, education physical and sports, arts, and skills.

Character values are integrated in such matter would be better and would be more meaningful if developed through proper learning environment. Several studies have linked the learning environment include article entitled the workplace as learning environment in early childhood teacher education: an investigation of work-based education [2]. This article discusses how students can learn with experience appropriate place and environment work-based learning in education.

In addition, the book Living Value Education Program by Diane Tillman & Diane Hsu in detail explaining how to teach positive values in the child's learning environment [3]. In line with these thoughts Maryville University academics also did a study related to the article "Using the Comfortability-in-Learning Scale to Enhance Positive Classroom Learning Environments", where they focus on the use of comfort in Scale Learning to Improve classroom a positive learning environment [4].

Meanwhile an associate Professor at Australia also spawned a matching program that is positive Learning Framework (PLF) focus of activity is on the positive learning framework that encourages teachers to create a positive learning environment for the students in relation to good classroom management. Positive Learning environment is further will have an impact on the understanding and improvement of the highest quality in the education system [5].

In line with the above research, the author who also conducts research on the learning environment is specializing in the context of Elementary Schools (SD), especially in rural settings. In addition, this study is different because it focuses on the fourth-grade students of SDN 238 located in Palembang. This study is important because it helps principals and teachers to improve their practice in the classroom. In addition, this research can be used to help classroom teachers improve their learning environment by identifying aspects of the learning environment associated with student learning outcomes.

Therefore, the problem in this research is:

- How internalization implementation of character education (religious, social care and care for the environment values) for children through Learning Environment approach in SDN 238 Palembang?

- How Implications of Learning Environment approach in an effort to internalize the character education (religious, social care and care for the environment values) for children in SDN 238 Palembang?

II. DISCUSSION

A. Character Education of Children

Basically, children will grow into a character when they grow and develop in an environment of character. Character education is needed in the development of children as learners. This is in line with the understanding of character education, character education is a plus, involving aspects of knowledge (cognitive), feeling, and action. According to Thomas Lickona, without these three aspects, it will not be effective character education, and its implementation must be done in a systematic and sustained so that the child can understand the ethics of how to properly behave [6].

In carrying out the task of educating the responsibility not only to teachers but parents who play an important role in educating children, especially children who have not been perfect development, should children be influenced and directed the parents to reach adulthood.

It is also in accordance with the mandate of Law system of National Education which suggests that family education is part of a pathway out of school education which was held in the family and the task or role is to provide or embed: religious beliefs, cultural values, moral values and skills, and regulation of the newest in the Permendikbud No. 23 of 2015, which is about Growing Budi Character here in after abbreviated as PBP (Penumbuhan Budi Pekerti) is an activity habituation positive attitude and behavior at school starting from the first day of school, the orientation of new students to the middle school first, school upper secondary and vocational schools up to high school graduation [7].

with the character education, a child will be emotionally intelligent. Emotional intelligence is the most important provision in preparing children facing the future, because with it one can succeed in the face all kinds of challenges, including the challenge to succeed academically.

B. Environment Learning Approach

Environment Learning is based learning environment that utilizes a place or environment as a learning resource. Uhbiyati states that the environment means the situation around us [8]. In education, the environment of everything that is outside the child's self and in the universe. Hamdani argues that the environment is a very rich source of material for children's learning [9]. The environment can act as a medium of learning, but also as an object of study (learning resource). Then Uno and Nurdin states that the environment is a source of learning the most effective and efficient and does not require a large cost in increasing the motivation of learners [10].

The concept of learning using the learning environment is a concept that identifies the environment as a learning resource. Related to this, the environment is used as a source of inspiration and a motivator in improving the understanding of students in the learning process. In this case the environment is the driving factor that is decisive in improving the understanding of learners in the learning [11].

Thus, the Learning Environment is a learning strategy to visit a place that has a specific management. The concept is to get something, it means the student will gain the knowledge and information of the environmental studies [12]. According Chatib, The Learning Environment Strategy has the following points:

- The environment to be visited; Environment that will be visited can be customized with a syllabus or competence or a stand-alone basis.

- Scope; is a service or a product of the environment visited.

- Report; contains the results of the interview or the identification of the students during the visit, as well as on the solutions of problems.

Numerous studies in Indonesia who are specially trained environmental issues. Several studies were related to the environmental approach that has been tested on students Chung Shan Taiwan by focusing on how to deal with students who are shy and low participation in the subjects of English [13].

This fact can be confirmed by the findings of class observation. In most cases, the learning process in schools is dominated by a teacher-centered method. Many times, students were told to copy notes from the blackboard before the teacher explains the material. As a result, students in the schools do not have the opportunity to develop a better learning environment. In fact, the interview was done by one of the supervisors suggested that schools often lack resources and teachers. As a result, a teacher handle more than one or two subjects in which he is not competent, resulting in relatively poor teaching performance in subjects he presented.

C. Internalization of Character Education Through Environment Learning Approach

The child's behavior is a manifestation of high emotional intelligence and sourced from within the child and can also come from the environment. In general, the characters derived from these two things, thus forming good characters and bad

characters, depending on habituation, if children are accustomed to behaving badly, then it would be bad for her character, otherwise if children get used to good deeds, then it will be good for his character.

The explanation indicates that the character can be learned and internalized in a person then crystallized into a character through education, including the method of habituation and exemplary. With the possibility of internalized moral values into your child, allowing educators to provide guidance morals to character is commendable.

In Indonesian Dictionary (2005) internalization is appreciation of doctrine, or a value that is the confidence and awareness of the truth or value is manifested in attitudes and behavior. Mulyasa also give its opinion on the internalization which attempts to appreciate and explore the values, that is implanted in every human being. Therefore, according to the author of all efforts related to the process of value investment and habituation a concrete manifestation of the internalization process itself [14].

As for the stages of internalization of values and positive character in the learning process includes (a) Transformation of value, at this stage of the teacher just inform the values of good and less good to students who merely verbal communication. (b). Transaction value, which is a stage character learning process by doing a two-way communication between teachers and students to give examples in everyday life. (c). Transinternalisasi, namely that this stage is more than just a transaction. In this stage the appearance of the teacher in front of students no longer a physical figure, but the mental attitude and personality.

Discussing of internalization then there are some steps that can help the process of internalization of a character, namely:

- Creating the Environment, which is a way to internalize the character education through providing rules and consequences at school and at home.

- Communicating Knowledge, that is by providing knowledge how to perform the expected behavior to appear in daily life as well be applied.

- The emotion condition, if it is able to touch their emotions and provide exact information then the information will be settled and internalized in his life.

Teach the subject matter by using the environment as an indispensable source of learning, especially for children who are not or are less able to continue their education to a higher level. With the environment, they are taught how to connect the material to real life they find in their day-to-day [15].

III. THE RESEARCH METHODOLOGY

This research is a field research that research by jumping directly to the study to and engage directly with the object of study of fourth grade students of SDN 238 Palembang [16]. The type of research is qualitative research with the logic of inductive thinking, where this research has the characteristic that the data declared in a state appropriately or as-is with no change in the form of symbols or numbers because the method

of this study did not use statistical data [17]. Also, in terms of qualitative research perspective is also more use emic perspective that the disclosed data collection as it is, so that the data obtained by the author disclosed in accordance with the results obtained in the field without any interpretation in the form of numbers [18].

A. Data Collection Techniques

To obtain the data in this study, the authors used several methods in collecting data, in order to obtain the data that really a valid will require a variety of methods not only one course because each method has advantages and weaknesses that are complementary to one another. Such methods include:

1) Observation: An observation method is defined as the experience and the recording systemically to the symptoms seen in the research object so that the observer is one location along the object investigated by direct observation, some of the writer's observation includes observations in class IV A generally provide a positive response to this study.

2) Interviews: Interview used in this method is a semi-structured interview, which in practice is still using the guided method where researchers first prepare a rubric with categories, the assessment to be submitted to the informant or with interview guide.

B. Data Analysis Technique

Given in this study using a qualitative approach, the data analysis starts from the field using descriptive analytic method that is compiled by describing, interpreting the data and analyzes all things that are the focus of this research [19].

Data collected from the teachers and students of class IVA presented what was then analyzed using the technique of interpreting. Preparation of theory accomplished by inductive-empirical strategies, that is departing from the details of specific things based on real experience be it speech or conduct research subjects as well as the ground situation there is to be formulated into a model or concept that is generally in order to find the category, dimensions and relationships between things that are important.

IV. RESULTS

Based on the observations made to Mrs. Murti as a homeroom teacher of A class 4th grade is known that:

- Students gain learning experience show a high curiosity and realize their potential. Proved that the school facilitates student activities and functioning by utilizing learning resources include teaching materials, textbooks, libraries, and laboratory

- Students gain experience learning by using information about the environment around it logically, critically, and creatively through the use of learning resources in the form; (1) the environment, (2) textbooks, (3) library, (4) the laboratory, but the internet has not been widely applied to this school

- Students gain learning experiences that show love and concern for the social and physical environment as much as 51% - 75% through design lesson plans in which all subjects are associated with love and concern for the environment

- Students gain learning experience that demonstrates the ability to perform religious activities. Proven in the past year to implement or facilitate school four types of religious activity.

- In the past year, students gain learning experience to be able to comply with social rules that apply in their environment. So that only less than 5% of students who violate school rules (late entry, ditching, not in uniform, fighting, etc.)

- In the past year students gain learning experience to show love and pride to the nation, state and homeland Indonesia. This is evidenced by the school, which held 4 times or more activities that can foster love and pride to the nation, the state and the homeland of Indonesia

- Students gain experience learning to appreciate the diversity of religion, race, ethnicity, race, and socio-economic groups. The school held several instructional activities for accommodate differences of religion, race, and socioeconomic groups

In addition to the observations of teachers, researchers also did the spread rubric to 35 4th grade students of SDN 238 Palembang to obtain data on students' responses to the internalization of character education focused on religious values, social care and care for the environment. The number of questions asked as many as 18 items, developed from indicators such as those listed in lattice research instruments. Furthermore, these indicators serve as guidelines to determine how the application of Environment Learning Model in SDN 238 Palembang.

Based on the rubric data obtained by the fact that the religious values began to develop in Class IV A, this is evidenced by obedience students in carrying out religious activities in SDN 238 are regularly held by the school in a year up to 4-5 times of religious activity, in addition to the courtesy and modesty has begun to be entrenched in a way habituation greeting, smiles and greetings that became the motto of this class.

While based to environment learning approach, this result is obtained responses that students are increasingly concerned about the environment, it is clear from the attitude hygiene as well as activities that have been entrenched picket together in this class. The little things like taking out the trash, but significant in place already entrenched well too as evidence of the internalization of both exemplary character of the teachers in this school.

Similarly, the value of social care character, 4th grade of this they are active in carrying out activities that have an impact on inter-religious tolerance as well as other social activities organized by the school regularly four times a year.

A. Implementation of Character Education Internalization For Children Through Environment Learning Approach

Environment Learning is one model of learning with a constructivist approach which initially consists of three stages: exploration, introduction of the concept, and application of the concept.

Then the author does with the stages that have undergone development into five stages consisting of generation stage interest (engagement), exploration, an explanation, elaboration or extension and evaluation [20].

1) Generation of Interests (engagement): At this stage, the teacher tried to awaken and develop interest and curiosity of students on the subjects. This is done by asking questions about the factual in everyday life (related to the topic). Thus, students will respond or answer, then answer the student can be used as a foothold by teachers to determine students' knowledge. Teachers need to identify the presence or absence of a misconception in students. In this case the teacher needs to find connections between everyday experiences of students with learning topics to be discussed.

2) Exploration: At the exploration stage, students are encouraged to test the hypothesis and or create new hypotheses, try alternative solutions, perform and record observations and ideas or opinions that developed in the discussion. In this phase, the teacher acts as a facilitator and motivator. Basically, the purpose of this stage is to check the student's knowledge is correct, it is still wrong, or partially wrong.

3) Explanation: At this stage of explanation, teachers are required to encourage the students to explain a concept with its own sentence. Students are also expected to provide critical feedback on student-student or teacher explanation. With the existence of these discussions, the teacher gives a definition and explanation of the concepts discussed, using the preceding description as a basis for discussion.

4) Elaboration (extension): At this stage, students apply the concepts and skills they have learned in new situations or contexts. Thus, students will be able to learn significantly, because it has been able to implement or apply the newly learned concepts. If at this stage can be designed by the teacher, the students' motivation will be increased so as to also improve student learning outcomes.

5) Evaluation: At the evaluation stage, teachers can observe students' knowledge or understanding in applying new concepts. Students can evaluate themselves by asking open-ended questions and seek answers through observation, evidence and explanations obtained previously. The results of these observations can be used as a teacher as an evaluation of the process of implementation of the model Environment Learning is already good, or still less.

Based on the stage above proficiency level, students do not just hear the statements of the teachers but also can play an active role to explore, analyze, and evaluate the experience of the concepts learned.

In the use examples of real events, students must first choose which material that matches or in accordance with this method in order to correspond to the delivery of material. This method is better when applied to study the material that requires analysis, such as the destruction of nature lately happen, because basically learn destined for life so very concerned with how our everyday life in society, both in the context of religious values, social or the environment.

Based on the results of interviews that researchers do, the result that the teacher in providing the materials are sometimes associated with real events that have taken place if the material is appropriate. Using the example of a real event, the attention of learners will be greater and the material presented to be more easily understood by those with more concrete, so that the example of the values that can either be reflected in real action of the students as well as dispose of waste in place and keep the school environment.

From the observations that have been made, the authors obtain the result that the media used by the teacher in the highly variable ranging from simple media, conventional and cheap price to a complex and modern media but not optimal as well as internet availability. The use of the media is adjusted to the material being studied, as well as in selecting the media always pay attention to the destination, the accuracy, the state of learners, availability and cost.

The use of media in the learning aims curiosity and interest in the new, the motivation and stimulation of learning activities, even bring psychological influences on learners that help the effectiveness of the learning process and the delivery of the message and the contents of the current lesson. In addition, the learning media can help learners improve understanding, presenting the data to the attractive and reliable, ease of interpretation, as well as solidify the information.

B. Implications of Environment Learning Approach In Effort to Internalize Character Education of Children

Based on the above, it is very important the environment is used in the learning process, particularly at the elementary school students because it can be used as learning goals, learning resources, as well as a learning tool. Thus, the implications of environmental approach that has been done by the class teacher IV A are as follows:

- The environment as a learning objective; for example, we learn about the concept of summation, to study the materials mentioned above, we can use objects or equipment in the environment around the school that may be taken by children.

- Environment as a learning resource. Some learning resources such as teachers, books, laboratories, school gardens, experts, environment and so on. Learning environment is a source of inexhaustible provide knowledge for children.

- Environment as a learning tool. Every learning process requires learning tools, such as classrooms with furniture, laboratory equipment, library and so on. Environment as a good learning tool, even the natural surroundings provide materials that do not need to be purchased, thus the environment is a learning tool that is effective and efficient.

Teacher at SDN 238 greatly role in the learning environment is essential and support, this is due to learn to take advantage of the surrounding environment can develop pedagogical aspect.

In addition to the implications of the above, there are also some pedagogical implications of aspects that can be obtained through interaction with the environment, among others:

- Develop attitudes and skills. By interacting with the surrounding natural environment, students can feel the atmosphere of real learning. Learning by using the environment then the child will be able to direct observation, so that they are directly involved or direct experience in the learning process. It will not be experienced by students when learning through lectures alone. Therefore, learning through interaction with the environment in addition to developing students' intellectual can also develop attitudes, interests and skills.

- Can be used for students of all levels of intellectual development. Environment can be used as a resource and learning tool with a level of breadth and depth are different.

- Can be a source of motivation to learn the child. The surrounding environment is always the curiosity in children is quite high, if successful uncover something the knowledge it will immediately appear something new is not yet known. This stimulates the child want to know more in-depth and more, develop curiosity, which at primary school age is the age at which brain development is in the golden period. Learning at this time is the process of assimilation and accommodation continuously and it is a stage of the process of internalizing a character values which might be expected to appear and thrive.

- Developing a child liveliness. Because students have new experiences, then actively they try to create new ideas in terms of ideas and long experience. In terms of learning theory, this is called constructivist, because students must construct meaning according to their own rather than just as a passive recipient of information.

Based on the author's observation despite a holistic, environment learning approach is very good, but there are still shortcomings in addition to keeping the existing number of advantages. The drawbacks include:

- Differences in environmental conditions in each area (lowlands and highlands).

- The change of season that led to changes in environmental conditions at any time.

While advantages include:

- Learners are brought directly into the concrete world of the planting concept of learning, so that students are not only able to fantasize material.

- Environment can be used at any time, Whenever and wherever that is available any time, but depending on the type of material being taught.

- The concept of learning by using the environment do not cost as all have been provided by the natural environment.

- Easy to digest by learners as presented materials that are concrete and not abstract, learners more flexibility in thinking and tend to think of the material being taught because it has been presented in front of the eye (concrete).

- The motivation of learners will be increased to experience a different learning environment than usual.

- Cozy atmosphere allows learners do not experience boredom when receiving material.

- Make it easy to control the bad habits of the majority of learners.

- Opening up opportunities for learners to imagine.

- The concept of learning undertaken does not seem monotonous.

The excess can be seen that the use approach of environment learning will provide opportunities for learners to internalize the values of religious, social care and care for the environment through several steps above, so expect these values can manifest in self-learners.

V. CONCLUSION

The child's behavior is a manifestation of high emotional intelligence and sourced from within the child and can also come from the environment is thus essential to develop an approach of environment learning as an attempt to internalize the good character as a religious value, care about social and environmental care generally characters derived from these two things, thus forming the character of good and bad characters, depending on habituation, if children are accustomed to behaving badly, then it would be a bad character for him, otherwise if children get used to good deeds, then it will be good for his character.

From the above explanation indicates that the character can be learned and internalized in a person who is then able to crystallize into a character through education, including the method of habituation and exemplary. With the possibility of

internalizing the values of noble character in children, allowing educators to provide guidance to the moral and ethical character which is commendable.

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