REPORT
INTERNATIONAL COLLABORATION RESEARCH

TEACHER PERCEPTION TO SCHOOL ECOSYSTEM TOWARD ENVIRONMENTAL CARING EDUCATION

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9. The basic contribution to the field of study (explain in not more than 50 words, focus on original and fundamental ideas supporting the development of science and technology). This research contributes to science about how do the teacher perception about environmental awareness and caring values to be student character by school ecosystem. The school system contain component of cognitive, affective, conative, institution, environmental.From the research will contribute to the school/ educational institution to maximize use the school ecosystem to educate student be caring about environment.
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CONTENTS

SUMMARY

School is an educational environment that is obtained by students as long as they are in school. Schools have a system that is oriented towards educating children with the character that must be formed. One of them is the character of environmental stewardship. The school system can be utilized to carry out environmental education through existing components in the school education environment. The components of the system are cognitive, affective, conative, institutional, and the physical environment of the school. Teachers carrying out educational tasks carried out in schools are dominated by a formal atmosphere of education and learning in class. Besides that, the education process also takes place through non-formal and informal education, where education messages are obtained from various sources. The sources of education start from school subjects, communication and interaction of student teachers, vision and mission of the school, extracurricular programs and activities, school regulations, commemoration of holidays, slogans written on the walls of the school, yards and plants at school, conditioning, education, values of character, environmental awareness . This study looks at teachers' perceptions of the components of the school system in environmental awareness education in Indonesia and the Philippines. The research sample was 75 elementary school teachers from each country. The study was conducted in collaboration between Sriwijaya University and Philipine Normal University. Data collection techniques using the instrument. The data collected was analyzed by descriptive percentages.

CHAPTER I. INTRODUCTION

Background

As we see today, that in the modern era such as now there are a lot of environmental problems, especially in Indonesia. This happens because of the lack of awareness and awareness of the community in the surrounding environment which should be the responsibility of all of us as the Indonesian people to maintain and preserve it. That is why we have to think about how the efforts that need to be taken so that the community can increase their concern for the environment. Increased awareness and awareness of the environment itself can be obtained through education one of which is Environmental Education.

But in studying the environment, the element of affection is important to be moved first, because Environmental Education (PLH) must start from the heart. Without the right mental attitude, all the knowledge and skills provided will not bring about changes in attitudes and behavior. To raise human awareness of the surrounding environment, the most important process and must be done is to touch the heart. If the process of awareness has occurred and changes in attitudes and mindsets about the environment have occurred, then it can be done to increase knowledge and understanding of the environment, as well as increased skills in managing the environment.

According to Law No. 23 of 1997, the environment is a unity of space with all objects, power, conditions, and living things, including humans and their behavior, which affect the continuity of life and welfare of humans and other living things. While the scope of Indonesia's environment includes the space, the place of the Republic of Indonesia with a vision of the archipelago in exercising its sovereignty, sovereign rights, and jurisdiction.

In the environment there is an ecosystem, namely the order of environmental elements which constitutes a comprehensive whole and interdependent in shaping the balance, stability and productivity of the environment.

The teacher plays a major role in school education. The teacher does the teaching task, and at the same time doing the educational task. Educational tasks have a large portion and are inherent in learning and as long as the child is in the school system. The running of school activities due to running system components. School system components are quite a lot including curriculum, teacher, student, school environment, school ecosystem.

Republika.Co.Id, Jakarta 12 Jul 2017 - The Ministry of Education and Culture (Kemendikbud) wants to make schools an educational ecosystem. That commented on the government's efforts to strengthen Character Education (PPK). He explained the education ecosystem was designed by Ki Hadjar Dewantara or known as the tri education center, namely schools, the community and family environment. He said that all three of these components had been working independently in educating children. "Its management center means students can learn anywhere. When schools take responsibility, all activities in the community and family become the responsibility of the school, (Muhadjir: 2017). The principle of implementation is a broad-based curriculum. That is, schools are required to utilize the environment to be a source of learning. "Schools must use it for student learning resources. 70 percent teaching character through schools, especially at the elementary level. Thus, knowledge transfer is only 30 percent.

On the commemoration of National Education Day, DKI Jakarta Governor Anies Baswedan (2019) wants to grow the character of children in school. For this reason, Anies asked DKI Education Agency to establish a good ecosystem in schools in the Capital City. Currently we are promoting the school ecosystem so that later we can grow the character of children. Without human intervention, the environment may not be maintained. Therefore, residents must play an active role in efforts to save the environment.

In order to play an active role in saving the environment, including the role as a manager, not a destroyer of the environment. At present, there are a lot of people whose roles are not in accordance with reality, humans should be the manager, in fact it will be the destroyer. Trees are cut down, land is exported and the air is polluted. If the population is aware of the importance of the environment for their lives. Then, they will become guards, not destroyers for their personal interests. That is why environmental education is needed and must be given to children from an early age so that they understand and will not damage the environment.

With this environmentally oriented education pattern and weight, the level of understanding among fellow development people and the weight of their pro-active and reactive cooperation towards disasters and environmental losses will be able to grow rapidly internally, regionally or even nationally or internationally.

Environmental disasters such as fire, flood, landslide and others can damage natural resources. Once the sustainability dimension of the resource is damaged it will certainly be difficult

to recover. Then it can be understood how important it is to realize an environmental education program, so that the environment is maintained in balance.

Basically, life is in harmony between everything that is in it, namely living things, there are humans, animals and plants, and all inanimate objects that can be utilized and have a role in this life. What makes the environment damaged and disordered in addition to the creator is the problem of who occupies and becomes the leader on it, namely humans. If the environment is to be stable, it means that humans must be able to reorganize their order by educating their people to be able to manage their environment. Environment and Population can be in harmony if each other can be balanced. In the existing application, the main actors are humans as residents, which is focused on environmental management through environmental education approaches ranging from elementary to tertiary level and to the community.

The teacher is a professional occupation in the field of education. In addition to providing knowledge, the task of school teachers also conducts educational values and morals. At school there are 18 character values that must be educated by teachers, one of which is environmental concern. Awareness education on the environment is important to see the current condition of the environment which is getting worse / degraded. The impact of degradation affects humans. The cause of environmental degradation is due to human activity. A concrete example is because human activity does not dispose of garbage in its place, so flooding easily occurs other than driven by other interconnected factors. If listening to students stay in school for a long time, it is better if character education for environmental awareness is also good.

School is an environment where educational events occur in it. Schools are also a system that has components to achieve educational goals. The component concerns human (teacher, student), institution, material / curriculum / maple; the physical environment of the yard, the walls of the plant school, infrastructure, school goals and educational goals, non-humans such as character values, school rules, commemoration of day bedsar and environmental days, school conditioning namely learning and educating; motivations such as punishment and reward, and other system components not yet mentioned. have an educational environment

Schools as a source of education are very important and have a difficult task to provide knowledge, values, habits and skills for the environment.

From the explanation above, this study wants to find out and analyze how elementary school teachers' perceptions of education character awareness and environmental awareness through the school education ecosystem.

CHAPTER II. LITERATURE REVIEW

A. Definition of Perception

The etymological understanding of perception is derived from English, namely perception or Latin which is perceptio from the word percipare which means to receive or take (Sobur, 2008). According to Leavit in Sobur (2008) perception in the narrow sense is vision, how does one see something, while in the broad sense of perception is a view or understanding that is as someone perceives or interprets something.

Perception is a process that is preceded by sensing, which is a stimulus received by the individual through the receptor, namely the senses. The sense media are the link between the individual and the outside world. Perception is a stimulus that is sensed by an individual, organized and then interpreted so that the individual realizes and understands what is sensed. Suharman (2005) interpreted that perception is an observation of someone who comes from the cognitive component. Jack L Plano and friends (1982: 148) say that perception includes two interrelated work processes, first receiving impressions through sight, touch and other senses; and secondly interpreting or defining meanings of impressions with the structure of understanding (relevant beliefs arising from past experience) of someone with evaluative structures (values held by someone). Perception is not a totally implied process, because the response to the assessment of various sensory cues can occur below the threshold of consciousness.

Jalaluddin Rakhmat (2008) provides an explanation of perception as an experience of objects, events or relationship relationships obtained by concluding information and interpreting messages. According to Ma'rat (1999: 21), one's perception is influenced by experience factors, learning processes, horizons thinking and knowledge. The experience factor of the learning process or socialization gives shape and structure to what is seen, while knowledge and horizons give meaning to certain psychological objects.

Sternberg, R.J. 2008. States if perception is a process taken by each individual to organize and interpret the impressions of the senses that you have in order to give meaning to the surrounding environment. Many factors can affect a perception, ranging from the perpetrators of perception, perceived objects and existing situations.

The average personal characteristics that exist from the perpetrators of perception are mostly attitudes, motives, interests, interests, expectations, and experiences from the past that are

more relevant affecting a perception. These objects can be objects, people, or events. While the nature of an object can affect the perception of people who see it. The situation is the context of the object which includes things in the surrounding environment and time.

According to Young in Adrian (2010) Perception is an activity in the form of sensing, integrating, and giving an assessment of physical or social objects. Sensing is usually dependent on physical and social stimuli in the environment. Sensari from this environment will be processed together with other things that have been studied before, both in the form of expectations, values, memories, attitudes and others.

According to Suranto Aw (2010) Perception is an internal process which has been recognized by individuals when selecting and regulating stimuli that come from outside. This stimulus is captured by one's senses, then spontaneously individual feelings and thoughts will give meaning to the existing stimuli. Put simply, it can be said if perception is an individual process in understanding relationships or contact with the world around him

Perception is the process of receiving, and providing interpreting information in the form of objects, people or events that enter the results of sensing ... and is related to cognitive and conative, influenced by factors of knowledge, experience and memory, attitudes, interests, motivation, learning processes, thinking horizons , hopes, needs, moods, concerns, value systems.

a. Personal characteristics of the observer / perception

Motive, the reason behind the action taken by someone which is able to stimulate and give a strong enough influence on the formation of one's perception of everything that exists.Attitudes or attitudes owned by someone will also affect a perception that is formed about things that are around him.

Experience, knowledge or events that have been experienced by someone and taken lessons. Withdrawal or interest, the focus of one's attention on the things that are being faced so as to make one's perceptions different from each other. Expectations or expectations, is an illustration or illustration which forms an image of a condition.

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nature of an object can affect the perception of people who see it. The situation is the context of the object which includes things in the surrounding environment and time.

The aspect of cognition is the aspect of driving change because of the information received Will determine the feeling and willingness to do. So the component of cognition will affect the prediposition of someone to act or not be happy with something, which is the answer to the question what is thought or perceived about it.

b. Factors that Influence Perception.

Internal factors that influence perception, namely the factors contained in individuals, which include several things, among others:

·Physiological. Information entered through the senses, then the information obtained will affect and complement efforts to give meaning to the surrounding environment. The capacity of the senses to perceive each person is different so that the interpretation of the environment can also be different.

Attention. Individuals need the amount of energy expended to pay attention or focus on the physical form and mental facilities that exist on an object. The energy of each person is different so that one's attention to objects is also different and this will affect the perception of an object.

·Interest. Perception of an object varies depending on how much energy or perceptual vigilance that is driven to perceive. Perceptual vigilance is one's tendency to pay attention to certain types of stimuli or can be said to be interests.

·   Unidirectional needs. This factor can be seen from how strong an individual is looking for objects or messages that can provide answers according to him. Experience and memory. Experience can be said to depend on memory in the sense of the extent to which a person can remember past events to find a stimulus in the broadest sense. Mood. The emotional state affects a person's behavior, this mood shows how a person feels at a time that can affect how a person receives, reacts and remembers.   According to Slamento (2001: 23) factors that influence one's perception are as follows:

1. Relation. A person usually does not capture all the stimuli around him at once, but will focus his attention on one or two objects. By focusing attention there will be perception.

2. Set. One's hopes for stimuli that arise, for example a runner who is ready to start is set there will sound a gun.

3. Needs. Momentary needs or permanent needs in a person will affect the person's perception.

4. Value system. The value system prevailing in society also affects one's perception.

According to Krech and Crutfield in Suwartinah (2001: 25), factors that influence one's perception of an object include:

1. Needs. Momentary and permanent needs in a person. Thus different needs will cause different perceptions.

2. Mental readiness. A person's mental atmosphere will affect or determine one's perception.

3. An emotional atmosphere. Someone whether he is in a state of sadness, pleasure or anxiety will greatly affect the perception of the object of stimulation.

4. Cultural background. The cultural background where the person originated will influence and determine the person's perception of an object of stimulation.

Based on some of the explanations above, it can be seen that a person's perception is influenced by several factors. Factors that influence perception are experience, learning process, thinking horizons and knowledge.5. The principle of perception As stated Mulyana (2000: 75) is as follows:

1. Perception based on observation, that is human perception of a person, object or event, and their reaction to those things based on their past experiences and learning related to similar people, objects and events.

2. Perception is selective, that is, every human being often gets sensory stimulation at the same time, for this reason, it is necessary to be selective from stimuli that are important for the attention of stimuli.

3. Perception is conjecture, that is, conjectural perception occurs because the data we obtain about objects through sensing is never complete. Perception is a direct jump to conclusions.

4. Perceptions are evaluative, that is, evaluative perceptions mean that people sometimes interpret messages as a process of truth, but sometimes our sense media and perceptions

deceive us, so we also doubt how close our perceptions are to actual reality. For that to achieve a level of truth, careful evaluations are needed.

5. Perception is contextual, that is, contextual perception is the strongest influence in perceiving an object. The context that surrounds us when we see someone, an object or an event greatly influences cognitive structure, expectations of principle, namely: the similarity or closeness and completeness and the tendency to perceive a stimulus or event consisting of its structure and background.

c. Aspects of Perception

Rokeach (Walgito, 2003) provides the sense that in perception there is a cognitive component and also a conative component, namely attitude is a predisposing to respond, to behave. This means that attitude is related to behavior, attitude is a predisposition of position to act or behave. Basically attitude is an interrelation of various components, where according to Allport (in Mar'at, 1991) there are three components, namely:

a. Cognitive component

Namely a component that is composed on the basis of knowledge or information a person has about the object of his attitude. From this knowledge a certain belief will be formed about the object of that attitude. The cognitive component (the perceptual component), that is, the component relating to knowledge, views, beliefs, that is, matters relating to how people perceive the object of attitude.

b. Affective component

Affective is associated with pleasure and displeasure. So its evaluative nature is closely related to cultural values or value systems they have. Affective component (emotional component), which is a component related to feeling happy or unhappy with the object of attitude. Joy is a positive thing, while displeasure is a negative thing.

c. Conative component

That is a person's readiness to behave related to the object of his attitude. Baron and Byrne, also Myers (in Gerungan, 1996) stated that attitudes contain three components that form the structure of attitudes, namely: Conative components (behavioral components, or action components), namely components related to the tendency to act on the object of attitude. This

component shows the intensity of attitude, which shows the size of the tendency to act or behave someone towards the object of attitude.

B. Schools are the Educational Ecosystem

A fundamental principle of an ecosystem is interdependence. This means that something that happens in one part of the system affects other parts of the system.Bottom of Form Another fundamental principle of ecosystems, they are designed to adapt and thrive. So when alterations are made, say, due to policies like deforestation to gather wood for commercial uses or circumstances such as global warming, there can be severe negative consequences. The patterns of relationships of weather, soil, and access to food and other resources become disrupted. These can threaten certain species or lead them to change their behavior over time in unpredictable, often harmful ways.

School is one of place that can be used as a learning environment for the children. Nature-based environmental education seems to be a highly effective way of promoting the development of an eco-logical lifestyle that affects a broad range of ecological behaviours (Otto & Pensini, 2017: 20). Based on effects on ecological behavior, connectedness with nature in education clearly outperforms environmental knowledge, although the impact of nature-based environmental education on environmental knowledge and connectedness with nature will be the same. This is also interpreted as support for schools that make education is a place of concern for the environment.

The implementation of the school ecosystem must be contained in a variety of learning materials. Following Herman et al., (2018: 148) "*Other approaches to environmental education may prioritize other organizing elements for the design of instruction such as standards or content*". Otto & Pensini (2017: 93) said "*Overall, nature-based environmental education is an effective teaching strategy, especially when it includes the understanding of the ecological impact of human action. In this way, nature will develop new meanings for the students*"

Every Element in a School Affects Other Parts

If you have not yet drawn the analogy to our regimen of high-stakes testing, linking teacher evaluations to salary, and otherwise scripting education to make it "teacher proof," you should do so. Adam Grant, writing in the *New York Times* ("Week in Review," January 31, 2016), shows

that regimens of practice designed to develop prodigies, and related drill-repeat-test kinds of routines that we see in urban education, lead to counterproductive results. To quote one example: "Top concert pianists didn't have elite teachers from the time they could walk; their first lessons came from instructors who happened to live nearby and made learning fun" (p. 12).

If we believe that a school is an ecosystem, and act that way, then we shift our perspective. We realize that every element of a school affects other parts. How our least-advantaged and most at-risk students are treated affects the success of the entire school. How teachers treat one another and students matters. How lunch aides treat students and are treated by other school professionals' does matter.

If we believe that a school is an ecosystem, then we become more sensitive to the nuances of policies that we set into schools. We look at their effects in proximal, not only distal, ways. We redefine *high stakes* to include small interactions, and the mind, heart, hand, and soul of all those touched by our policies.

If we believe that a school is an ecosystem, then we realize we must care about every aspect of the school. The school itself is the product of all of the interactions and interdependencies of all of its components, regardless of visibility. And a school district is an even wider ecosystem, and defined by its most troubled schools as much as its best. Indeed, just as corporate inequities are built on the backs of the least cared for workers, educational inequities are built on the backs of the least cared for students and staff.

Walking through the rainforest, and other ecosystems in Costa Rica, I realized that the wisdom is beyond us to know what parts of the ecosystem are expendable, worthy of neglect, or possess less importance: Therefore, we have an ethical and moral obligation to nourish the ecosystem of the school by supporting all of its parts equally, to allow every student to develop his or her capacity to thrive in ways that will make a positive contribution to the whole.

Ecosystem is an ecological system formed by a reciprocal relationship between you and the environment. Ecosystems can be considered as a whole and comprehensive order of unity among all environmental elements that affect one another. Ecosystems are the merging of each Biosystems unit involving reciprocal interactions between organisms and the physical environment so that energy flows towards certain biotic structures and there is a material cycle between organisms and inorganisms. The sun as the source of all energy exists.

In ecosystems, organisms develop in society together with the physical environment as a system. Organisms will adapt to the physical environment, otherwise organisms also affect the physical environment for life. This idea is based on the Gaia Hypothesis, namely: "organisms, in certain microorganisms, together with the physical environment produce a control system that keeps the state on earth suitable for life". The school ecosystem consists of components: teacher, student, interaction (communication), vision, mission, plants and yard, and others.

C. Environmental Education

PLH is an educational program to foster students to have a rational understanding, awareness, attitude and behavior that is responsible for nature and the implementation of sustainable development

Educating is a long and systematic process that must be taken to make a person an educated human being. Educating is different from teaching which can be interpreted as a process of transferring knowledge to teaching participants who rely on curriculum references, syllabi, SAP and learning methods used by a teacher. Educating implies greater and more substantive meaning and purpose as an effort to change the behavior and moral attitudes of students towards a better direction.

Some subjects at the elementary and secondary school levels that have been considered to contain behavioral education values such as Religious Education, Moral Pancasila, historical Social Sciences, and local content Environmental Education (PLH). Environmental education is directed at the importance of aspects of attitudes and behavior of students to understand the importance of the environment for life and how to love and protect the environment into a value that is embedded in their daily lives.

Environmental education is one of the important factors in achieving success in environmental management, it also becomes a very important means in producing human resources that can implement the principles of sustainable development. Environmental education is an effort to change the behavior and attitudes carried out by various parties or elements of society aimed at increasing the knowledge, skills and awareness of the community about environmental values and issues of environmental issues which in turn can move the community to play an active role in conservation and safety efforts environment for the benefit of present and future

generations. Environmental education studies environmental issues, especially the problem and management of pollution, environmental damage and resources and conservation.

Environmental change is happening faster and faster, various disasters come and go, really is a phenomenon that jerks our thinking. Some disasters are caused by a decrease in the quality of the environment, making us think backward and linking these events to the applied education process. The deforestation that causes erosion and landslides has caused many casualties due to landslides affecting dense residential areas, air pollution problems in large cities due to the many uses of motorized vehicles, the attitude of the population that still littering, and many behavioral deviations that can reduce environmental quality.

The above problems make us think whether the community's concern for the environment is undergoing a crisis, whether so far education that seeks to increase community awareness is still less or less optimum. That is why we have to think about the efforts that need to be taken so that the community can increase their concern for the environment. Knowledge and awareness of environmental management can be obtained through education and the like.

1. **Scope of Environmental Education**

By seeing that there is still a lot of garbage (domestic, industrial, transportation) in rivers, beaches; illegal logging of trees without replanting; over-exploitation of non-renewable resources, reminds us that environmental education (PLH) is very much needed. In fact, it must be continuously conveyed to all levels, until the awareness of the importance of good quality of the environment has been possessed by most of this nation. Important aspects that are applied in PLH learning are cognitive and affective. Cognitive aspects include the process of understanding, and maintaining a balance of other aspects. Environmental education material must be given as material that must be known and understood. Affective aspects that can be applied in environmental management include behavior, values.

Integration must be done appropriately so that the subject matter knowledge that is made into a combination does not change its composition. The composition of knowledge that becomes a combination based on the existing curriculum in the school system that is in force. The main subjects chosen as a place for integration have sufficient absorption. The main subjects as a forum for integration are Religious Education, Indonesian Language, Natural Sciences, Social Sciences, PENJAS and National Citizenship Education.

2. Purpose of Environmental Education

One of the main aspects in advancing environmental education is to develop an existing environmental curriculum. Environmental Education has objectives as formulated during the Interfaith Conference on Environmental Education in 1975 in Tbilisi, namely: raising awareness related to economic, social, political, and ecological interdependence between urban and rural areas; provide opportunities for each individual to acquire the knowledge, values, attitudes of responsibility, and skills needed to protect and improve the environment; creating new patterns of individual, group and community behavior as a whole towards a healthy, harmonious and balanced environment. The objectives of environmental education can be translated into six groups, namely: Awareness, which gives encouragement to each individual to gain awareness and sensitivity to the environment and the problem.

Knowledge, which helps each individual to gain a variety of experiences and basic understanding of the environment and the problem. Attitudes, namely helping each individual to obtain a set of values and abilities to get the right choices, as well as developing feelings that are sensitive to the environment and provide motivation to participate actively in the improvement and protection of the environment.

Skills, which help each individual to acquire skills in identifying and solving environmental problems. Participation, which provides motivation for each individual to actively participate in solving environmental problems. Evaluation, which encourages every individual to have the ability to evaluate environmental knowledge in terms of ecological, social, economic, political, and educational factors. (Adisendjaja, 1988). Fien in Miyake, et al. (2003) stated the five objectives are as follows. Field of knowledge: helping individuals, groups and communities to gain experience and gain knowledge about what is needed to create and maintain a sustainable environment.

Field of awareness: helping social groups and individuals to gain awareness and sensitivity to the environment as a whole along with the accompanying issues, questions, and problems related to the environment and development. Field of behavior: helping individuals, groups and communities to obtain a set of values for feeling concerned about the environment and motivation to participate actively in environmental improvement and protection. Skills area: help individuals, groups and communities gain skills to identify, anticipate, prevent and solve environmental problems.

Field of participation: providing opportunities and motivation for individuals, groups and communities to be actively involved in creating a sustainable environment. So environmental education is needed to be able to manage wisely our resources and foster a sense of responsibility towards the interests of future generations needed knowledge, attitudes and skills or behaviors that make our resources can still be used sustainably or can be used sustainably (sutainable used). The goals of environmental education are formulated in Belgrade The charters above are as follows:

Increasing awareness and attention to the interdependence of the economic, social, political and ecological fields, both in urban and rural areas. Provide opportunities for everyone to gain Knowledge, skills, attitudes / behaviors, motivation and commitment, which are needed to work individually and collectively to solve current environmental problems and prevent new problems from arising. Creating a whole new pattern of behavior for individuals, groups and communities on the environment.

Following research by Ardoin et al., (2018: 14) showed that environmental education can also affect outcomes less directly focused on the environment, such as those related to academic achievement and civic engagement. In addition, the implementation of environmental education requires good policies to achieve the education goals. Following Hammami et al., (2017: 1) Environmental education has a strategies, strategies which address deficiencies, provide incentives for change, and assure governmental support along with environmental education are needed to bridge the information gap and enhance opportuni- ties to adopt pro-environmental behaviors.. PLH bukan mata pelajaran yang berdiri sendiri melainkan mata pelajaran yang di integrasikan keberbagai mata pelajaran dalam kurikulum. Following Luova (2020: 6) *"Environmental education can be said to consist of three types of content which can be used here as tools to assess variation in approaches. Teachers can include one or several of these types of content into their classes: knowledge of ecological and human systems; scientific investigation and evaluation that help to heighten sensitivity to nature; and a sense of responsibility for the environment combined with action".* Departemen Pendidikan dan Kebudayaan menetapkan pelaksanaan PLH dalam program sekolah melalui pendekatan terpadu.

3. Perception of school Ecosystems

The perception of the school ecosystem in instilling environmental awareness and concern is an opinion, the impression of interpretation of the components of the school ecosystem involved / related to the possibility of environmental awareness and awareness education. The process of occurrence at school through the presence of students at school throughout the day. The teacher can carry out environmental education in all of these components. The components are: vision and mission of the school, extracurricular, subjects, slogans, forms of communication / student teacher intractions, anniversaries / events, school rules, conditioning, values of environmental care character, reward and punishment.

The goals of school education are intelligent, moral and character students. The school characters developed were 18 school characters including environmental education education: making children independent, quality and having 18 character characteristics.

School ecosystems are all components related to schooling systems, both living and non-living for the achievement of environmental education goals: vision and mission of the school, vision and mission of the school, extracurricular, subjects, slogans, forms of communication / student teacher interaction / anniversaries / events, school rules, conditioning, the value of environmental care character, reward and punishment.

Thinking Frame

The teacher has a perception of the components of the school ecosystem in the context of character education for environmental awareness. In viewing and interpreting an object that is obtained through the senses, the individual is not always the same as another individual. The underlying factors vary, namely: knowledge, experience, hopes, attitudes, interests, motives, interests, expectations, needs. So that it affects the results that are interpreted as diverse.

Teachers who are in the school education system have certain perceptions of the character education of awareness and concern for the environment. Teachers' perceptions of objects are influenced by the existence and function of teachers to educate children in instilling awareness and concern for the environment in the education ecosystem in schools that children get knowledge of attitudes and habits and skills from formal, non-formal and informal ways. The formal way is through school lessons, non-formal way through extracurricular programs that are held for the environment, and informally is obtained through activities of commemorative days both about the

environment and others, school regulations, conditioning of education in schools, slogans written in certain directions, through goals school namely the school's vision and mission, assignments, and the implementation of penalties and awards by the school.

Character education efforts to instill students 'awareness and concern for the environment already have a clear line of how teachers' actions are taken to educate students. The teacher's action is to provide knowledge that involves cognitive aspects, providing education and instilling good and bad values, do's and don'ts of students towards the environment; provide habitual attenuation, and also provide skills regarding the purpose of environmental education.

CHAPTER III. RESEARCH METHODS

This research uses quantitative research methods. Data is defined based on percentage results. Research sites were conducted at the elementary school level in two countries, namely the Philippines and Indonesia. The study population was all elementary school teachers in Palembang and Manila. The study sample was taken as many as 75 teachers in affiliated schools / lab schools in Palembang Indonesia and 75 teachers in Manila Philippines as research respondents. The research instrument was developed to obtain information about teachers' perceptions of the school ecosystem in education of awareness and concern for the environment. The research instrument was tested for validity in elementary schools with 20 teachers. Then the data obtained in the reliability coefficient are measured

The type of research data is ordinal data. Data collection techniques by distributing questionnaires. The questionnaire was given to school teachers in 3 schools with a total of 75 teachers in 3 schools for all subjects. Interviews, and observations carried out to add and strengthen the data obtained. Data Analysis Techniques The data obtained were analyzed using percentage calculations, scores categorized by scale and subsequently described. The calculation results are included in the frequency distribution table.

a. Definition of Variable Operations

Perceptions of the school ecosystem in instilling environmental awareness and concern are opinions, impressions of interpretation of: knowledge, experience, expectations, attitudes, interests, motives, interests, expectations, and others in the associated components of the school education ecosystem, namely: the cognitive component; affective, conative, institutional, and school environment.

b. Conceptual definition

School Education Ecosystem: an education system that occurs in schooling, where all these components are interconnected simultaneously in achieving educational goals Teacher's perception is: A process of receiving and processing information and interpreting the object of school education ecosystem based on: Knowledge, Experience, horizons of thinking, Expectations, Attitudes, Interests, Motives, Interests, Needs, Expectations of teachersThe purpose of environmental education: A conscious effort from those responsible for conducting education that

includes knowledge, values, behavior so that students have knowledge, knowledge and caring behavior and act positively towards the environment.Description of the components of school education ecosystem are: An environmental container consisting of living and non-living components, all interrelated circumstances, events, behaviors and other components consisting of cognitive components; affective, conative, institutional, and school environment namely: vision and mission of the school, extracurricular programs and activities, subjects, slogans, forms of communication / student teacher intraception, commemorative days / events, school regulations, conditioning, values of environmental awareness character values, rewards and punishment.Research instruments based on cognitive, affective and conative aspects of each respondent.

Cognitive component (perceptual component), which is a component related to knowledge, views, beliefs, namely matters relating to how people perceive the object of attitude. (school lesson). Affective component (emotional component), which is a component related to feeling happy or unhappy with the attitude object. Joy is a positive thing, while displeasure is a negative thing. Communication / interaction of student teachers; reward and funishment; education the value of the character of environmental care

Conative component (behavioral component, or action component), which is a component related to the tendency to act on the attitude object. This component shows the intensity of attitude, which shows the size of the tendency to act or behave someone towards the object of attitude. (Extracurricular) programs and activities, commemorative days; education on the value of environmental care awareness characters Institutional / organization: goals / vision and mission; school rules School Environment: slogans, conditioning.

c. **Research Design**
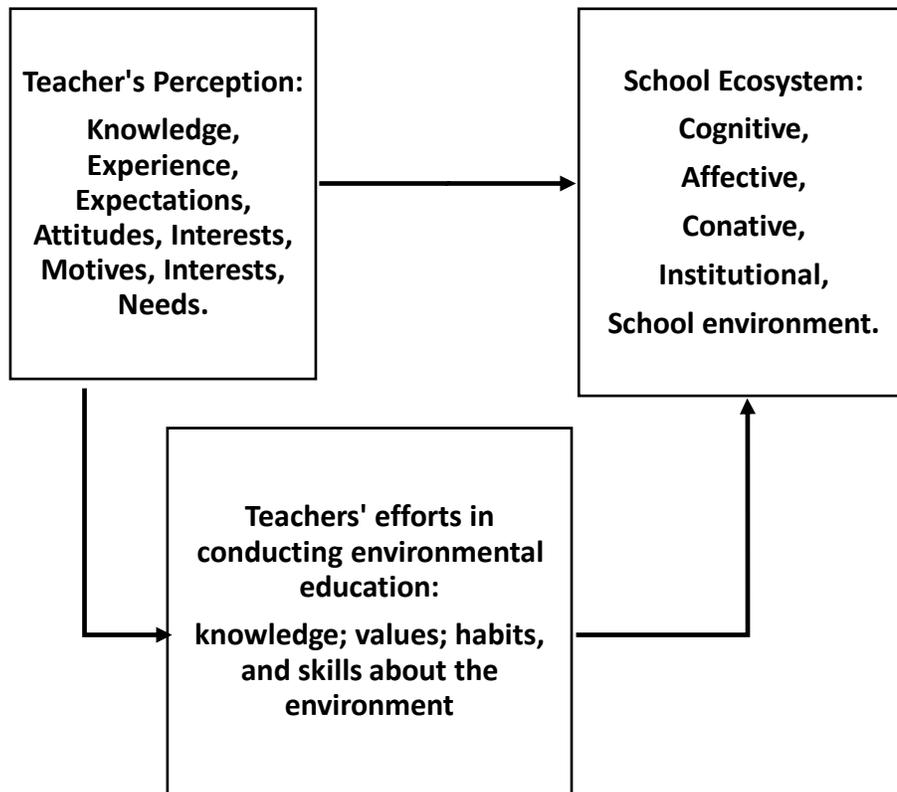
Gambar 1. Research Design

The shape of the measurement scale in this study uses a Likert Scale. Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about an educational phenomenon or phenomenon. Two forms of positive and negative Likert scale questions. Positive questions were given a score of 5,4,3,2,1. Negative questions were given a score of 1,2,3,4,5. The range of scores is calculated based on the highest score minus the lowest score. The assessment criteria are determined by the criteria: ST, Very High, High (T), Fair (C). Low (R), and Very Low (SR)

d. Research Grid

Table 1. Teachers' Perceptions Grid on School Ecosystems in Environmental Care Education

Indikator	Sub Indikator	Discriptor	Instrument
Cognitive	Knowledge	Subject Matter	
Afective	Values	Student teacher communication / interaction. School rules Punishment and appreciation Formation of Environmental Concern Character	
Conative	Behave and Skill	Extracurricular program activities commemoration of public holidays (especially the environment)	
Institution	Knowledge	Extracurricular program activities commemoration of public holidays (especially the environment) Vision and mission of the school	
School Environmental	Values	Slogan Conditioning Slogan	

e. **Research Flowchard**
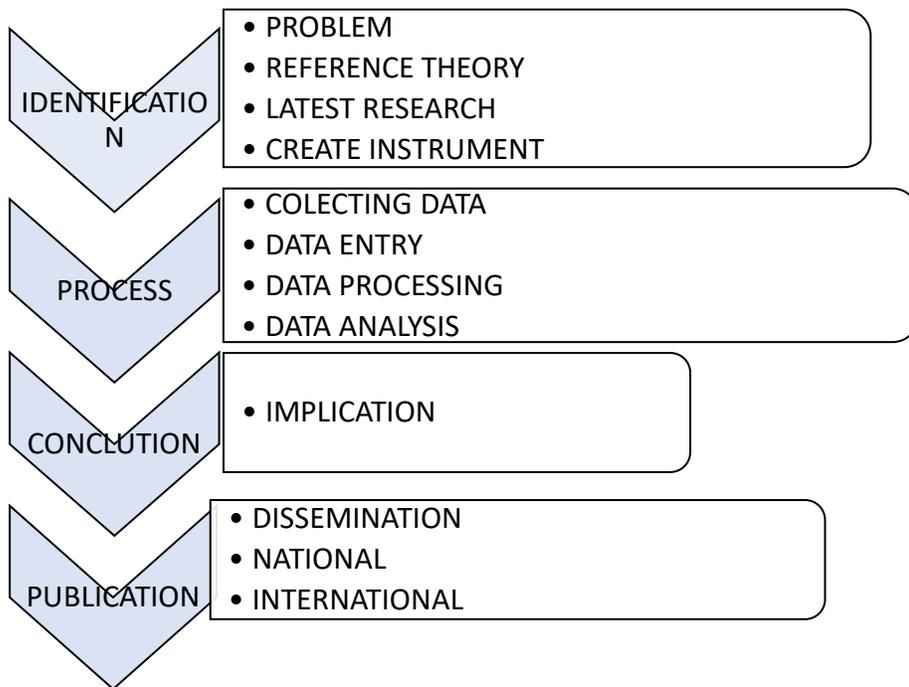
Gambar 2. Research Flowchard

f. **Research Roadmap**

School Potencial research to environmental values Education

Teacher Knowledge about school Potencial

Teacher Perception To School Ecosystem Toward Environmental Awareness Education, Environmental Awareness Education

Model of Educating School Potential to The Student
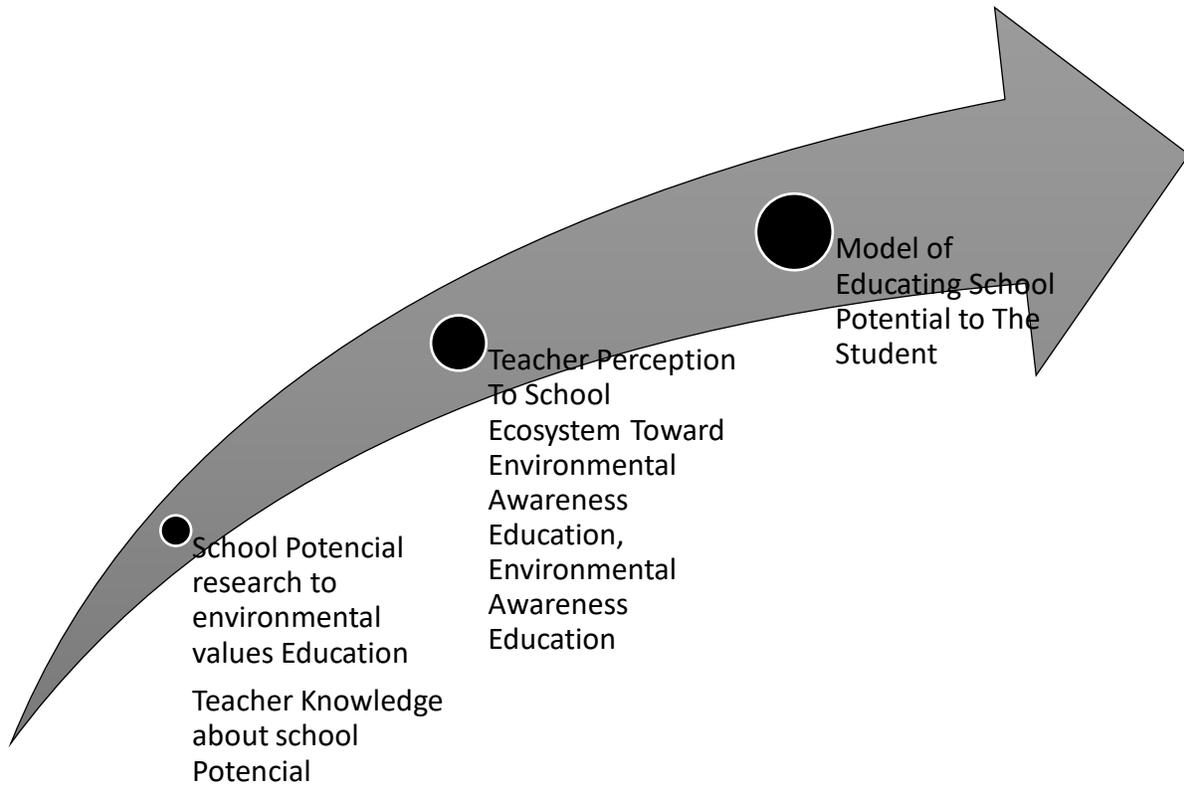
Gambar 3. Research Roadmap

g. Research Results

Overall, the results showed that the teachers' perceptions of environmental awareness education were very high. It was proven that the average results obtained were in the interval score 3.5 - 4. The average score was 3.62. This shows that teachers have a high perception of environmental awareness education in schools. Overall environmental awareness education at IGM School is in a high category. Schools carry out environmental awareness education seriously.

Table 1. Table type styles (Table caption is indispensable).

No	Indikator Persepsi Guru terhadap Pendidikan Kepedulian Lingkungan	**Mean**	SD
1	Pengetahuan guru terhadap pendidikan kepedulian lingkungan	3.568	0.330
2	Pandangan guru terhadap pendidikan kepedulian lingkungan	3.59	0.431
3	Sikap dan pembiasaan guru terhadap pendidikan kepedulian lingkungan	3.703	0.282
4	Harapan Guru terhadap pendidikan kepedulian lingkungan	3.702	0.270
5	Evaluasi guru terhadap pendidikan kepedulian lingkungan	3.55	0.375
	Rata rata	3.62	0.336

In all indicators of teacher perceptions of environmental awareness education are in the above 3.50 category average. Teachers' knowledge of environmental awareness education in elementary schools is very high: Teachers have simple knowledge of environmental care practices, namely: teachers educate children through words, deeds, examples, orders and prohibitions, punishment and rewards. Teachers' knowledge of environmental awareness education is very high. This can be seen from the acquisition of an average score of 3.56. This figure is included in the very high score category. Based on the teacher's knowledge, the teacher has carried out the task of environmental awareness education for students / at school. Teachers / schools carry out environmental awareness education in all components of the school ecosystem. A green and clean school affects the comfort and tranquility of learning. Teachers know that humans are an important component in the school environment from other components, where humans can affect the environment. The teacher knows that it is important to instill the value of caring for the environment by the teacher. A green and clean school affects the comfort and tranquility of learning. Greening in schools is needed because a green environment is a source of oxygen for humans. In ecosystems, humans are the determining factor for good or bad environmental quality. The main factor causing environmental damage is human behavior.

Teachers' behavior towards the environment at school will reflect the attitudes and behavior patterns of students.

The teacher views that children need to have an attitude of environmental care. The teacher realizes how much the students care about the environment. The school has a reforestation program. The vision and mission of the school includes the environment. Schools instill students to save energy such as water. Teachers who care for the environment have an impact on students who care for the environment. The score was 3.59. This shows that teachers have a very high view of aspects of environmental awareness education.

The teacher instills the value of environmental care through habits in students. Students are given pickets to water the plants. Students are accustomed to keeping the class and the environment clean. The teacher immediately reprimands the child when the child destroys the environment. Teachers are interested in the value of environmental care. Teachers are role models for environmental awareness education. Teachers enjoy school environment activities. The teacher likes to invite students to practice greening the environment. The average score obtained is 3.7. This means that teachers have a very positive / high perception of education about environmental awareness.

Teachers have high hopes for environmental awareness education. This can be seen from the average score obtained of 3.7. In the interval the score is in the very high category. The teacher aspires to this school so that the school gets the Adiwiyata award. Teachers realize that children need to have the value of caring for the environment. Education on environmental awareness should be further enhanced. Teachers need to be trained about environmental education. Teachers are given awards for being environmentally friendly.

Teachers should instill habits in students to care for the environment. Teachers should be examples of caring for the environment. Schools are advised to imitate other schools that can Adiwiyata. Teachers were involved in composting skills training and environmental training programs. The cultivation of the value of environmental awareness is educated by all teachers. The teacher hopes that environmental awareness education will be further improved. Efforts that can be made are including teachers in activities related to the environment, greening programs, government programs on green schools, and participating in seminars, conferences, training activities. Environmental awareness programs are carried out outdoors or indoors. Schools carry out competitions held by the National Education Ministry such as: competitions for cleanliness, beauty and greenness of schools, and competitions for the Adiwiyata program.

Based on the teacher's assessment of environmental awareness education, schools have a commitment to care for the environment. The school develops an atmosphere of environmental care. Teachers familiarize students with environmental awareness. Teachers motivate students to care for the environment. The teacher is interested in talking about the environment. The teacher instills the student's habit of keeping the environment clean. Principals, teachers and staff work together to develop a green school concept. Teachers and school staff have a commitment to environmental awareness education. The average score

obtained is 3.55. This means that the teacher highly assesses environmental awareness education.

From the results of observations at the IGM primary school, the primary school consists of 12 classes and 50 teachers. Green and sustainable school environment. The extra-curricular program is reforestation / planting of plants for schools and watering plants in turns and clean Fridays. The results of the preliminary study obtained information that teachers have a concern for the environment. This can be seen from the green, clean and beautiful environment, and there is a slogan on the school wall about keeping the environment clean, trash bins are available in sufficient quantities.

The school has a reforestation program, the vision and mission of the school includes one of its goals is a green and clean school. Based on the results of observations, it can be seen at several points in the school environment such as walls, parks, written slogans that imply the school's concern for the environment. In the school yard and in the corridor and in the classroom there are potted plants placed there. You can see that the green plants planted in pots and in the soil of the yard and in the garden look beautiful and green. Cool school. Apart from that the school looks clean and comfortable. Based on interviews with teachers and school principals, it was stated that schools really care about the environment, the value of environmental care is indeed developed and there are programs to care for the environment. The teacher always gives students assignments in rotation to take turns watering the plants. Each student has their own plant to care for. The school prepares fertilizers from processed organic waste.

4. DISCUSSION

It is hoped that environmental awareness will be increased to all parties, including elementary school children. A young age will find it easier to instill the values and habituation of environmental care. Teachers play an important role as parties who plant the value of environmental awareness education. The teacher's perception of the environment will belong to the students because the teacher is in charge of educating all day long at school. Schools have great potential to instill environmental awareness. This potential is the character value of environmental care, school vision and mission, extra-curricular activities, curriculum, school physical environment, educational-weighted student teacher interactions, school norms / rules, conditioning, slogans, environmental care character values, and anniversaries. (Husin: 2020). The high level of teacher perceptions of environmental awareness education is based on knowledge, views, inculcating attitudes and skills, expectations, and a high assessment of environmental awareness education.

Teachers have good knowledge about environmental awareness education in schools formally through subjects, and non-formally through extra-curricular programs and school vision and mission. Informally cultivate environmental awareness through communication and teacher orders, assignments, rules, orders, punishments, prohibitions, supervision, warnings, and exemplary. [10]. All teachers have an important role in the success of the

Environmental Education program, building a lifestyle and instilling the principles of sustainability and applying environmental ethics.

A green school environment, lots of plants and clean, can have a good effect on children's motivation to learn. As the results of the research of [11] show that there is significance between perceptions of the school environment and learning motivation. The higher the perception of the school environment, the higher the student's learning motivation, and vice versa.

Schools are expected to take part in environmental management, especially elementary schools, through elementary schools it is hoped that they will be able to instill awareness of the environment in the younger generation from an early age. "Planting environmental foundations from an early age is the main solution that must be done, so that the younger generation has a proper and correct understanding of the environment [12].

The teacher gives students habituation to keep the environment clean, throw garbage in its place, flush toilets, provide picket schedules, do greening. The teacher instructs students to bring plants to be planted, reprimands students for not keeping the environment clean, and delivers them through advice and reprimands. Teachers familiarize children with watering plants, teachers provide insight into the environment through the delivery of social studies subject matter which contains messages to care for the environment

School is a place of conditioning value education, habituation / behavior, skills, and knowledge. Teachers can take advantage of components of the school education ecosystem in educational events. Educational activities always occur in almost all activities, especially interactions with educational content. Educational activities in schools can occur formally through the in-class learning curriculum. The informal education situation occurs through the interaction of student teachers in the form of admonitions, prohibitions, punishments and rewards. School / classroom walls are given a slogan containing the weight of educating environmental awareness. The school has a vision and mission, extracurricular programs, school gardens, social studies curriculum / subjects about the environment.

It takes a comprehensive approach to maximize the results of environmental education education. A separate approach can affect the level of achievement of the formation of environmental awareness values. As the results of research by [13], students' knowledge and environmental awareness will not always have a positive impact on their behavior. The results of the study found that environmental awareness scores on the conation aspect were lower than others. Even though students have awareness, feelings related to environmental problems, there is no evidence of everyday behavior. This means that there are other variables that influence not to care about the environment.

Student activities for environmental awareness education can also be carried out through student self-development programs at school. Through exemplary attitudes and behavior of teachers, as well as programs held by schools such as extra-curricular programs, children can easily be formed to care for the environment. From the research results of [14], the implementation of environmental care values through self-development programs in the form of routine activities is class picket and collective picket. Spontaneous activities include planting trees together and sorting out the waste savings for handicrafts. From an exemplary aspect, school principals and teachers show concern for the environment by picking up the trash they find. From the conditioning aspect, the school provides facilities in the form of organic and inorganic trash cans in the school environment

Educating students to care for the environment by accustoming them to positive or friendly behavior to the environment. This positive behavior can be seen from the children doing cleanliness and protecting the environment.This is in line with the results of research by [15], namely: cleaning and protecting the environment by doing 6 things, namely: cleaning toilets, cleaning trash bins, cleaning the school environment, beautifying the class and school with plants, take part in maintaining the garden at school and participate in maintaining a clean environment.

Environmental awareness education can be integrated with subjects, especially social studies and can also be developed in other subjects. The ability of teachers is encouraged to include environmental awareness value education in existing subjects. Based on [16], research results that environmental education can be integrated into social studies learning in elementary schools by utilizing the school environment

Table 1. Recapitulation of Teacher Perceptions of Environmental Care Education

No	Indikator Persepsi Guru terhadap Pendidikan Kepedulian Lingkungan	Mean	SD
1	Pengetahuan guru terhadap pendidikan kepedulian lingkungan	3.568	0.330
2	Pandangan guru terhadap pendidikan kepedulian lingkungan	3.590	0.431
3	Sikap dan pembiasaan guru terhadap pendidikan kepedulian lingkungan	3.703	0.282
4	Harapan Guru terhadap pendidikan kepedulian lingkungan	3.702	0.270
5	Evaluasi guru terhadap pendidikan kepedulian lingkungan	3.550	0.375
	Rata rata	3.620	0.336

5. Conclusions

Teachers' perceptions of environmental awareness education at IGM Palembang elementary school as a whole are in a very high category. Teacher perceptions include aspects of knowledge, views, attitudes and habits, expectations, and teacher assessments of environmental awareness education. Environmental care is carried out through the subjects and vision and mission of the school. , extracurricular programs, and through student teacher interactions, rules, punishments and prohibitions, messages on the slogan, the teacher has carried out the task of educating students about environmental care, and institutionally the school has implemented it well. It is recommended that teachers continue to care for the environment by increasing the efforts that have been made so far.

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Attachment Research Chairman CV
A. Identitas Diri

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3	Jabatan Fungsional	**Lektor Kepala**
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10	Nomor Telepon/Fax	**0711 580058**
11	Lulusan yang Telah dihasilkan	**S1 PGSD**
12	Mata Kuliah yang diampu	1. Konsep Dasar IPS
		2. Pembelajaran IPS
		3. Kewirausahaan
		4. Pembelajaran PKn

B. Riwayat Pendidikan

	S1	S2	S3
Nama Perguruan Tinggi	FKIP UNSRI	Program Pascasarjana Institu Keguruan dan Ilmu Pendidikan Padang	Program Pascasarjana Universitas Negeri Jakarta
Bidang Ilmu	PMP	Manajemen Konsentrasi Pendidikan IPS	Pendidikan Dasar
Tahun Masuk-Lulus	1979-1985	1995-1999	2016-2019
Judul Skripsi/Tesis/Disertasi	Faktor-faktor Penyebab Berbedanya Prestasi Belajar Mata Pelajaran Pendidikan Moral Pancasila antara Siswa IPA dengan Siswa IPS di SMA Negeri 5 Palembang	Pemekaran Kota dan Dampaknya terhadap Masyarakat Talang Kelapa di Kotamadya Palembang	Transformasi Nilai-nilai Karakter Religius dan Sosial dalam Pembelajaran Siswa SD Plus IGM Palembang (Penelitian Kualitatif pada SD Kota Palembang)

Nama Pembimbing/ Promotor	1. Drs. Hasan Zawawi 2. Drs. Syarkowi	1. Prof. Drs. Imran Manan, M.A., M.A., Ph.D 2. Dr. Mestika Zed, M.A.	1. Prof. Dr. Zulela MS, M.Pd. 2. Prof. Dr. Nadiroh, M.Pd.

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir
(Bukan Skripsi, Tesis, maupun Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah (Juta-Rp)
1	2015	Penerapan Pembelajaran PPKn melalui Pendekatan Teknik Klarifikasi Nilai (VCT) Pada Mhs PGSD FKIP Unsri	PNBP FKIP Unsri, Tahun Anggaran 2015	10.000.000

D. Pengalaman Pengabdian Pada Masyarakat Dalam 5 Tahun Terakhir
(Bukan Skripsi, Tesis, maupun Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah (Juta-Rp)
1	2015	Pelatihan Penulisan Artikel IlmiahBerbasis Penelitian Tindakan Kelas bagi Guru SD Mitra PGSD FKIP Universitas Sriwijaya di Kecamatan Sukarame Palembang	PNBP FKIP Unsri, Tahun Anggaran 2016	10.000.000

E. Publikasi Artikel Ilmiah Dalam 5 Tahun Terakhir

No	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/Tahun
1	Transformation of the Value Religious Characters in Civic Education Learning in Elementary School.	International Journal of Multicultural and Multireligious Understanding	Vol 6 No 2 April 2019. http://dx.doi.org/10.18415/ijmmu

F. Pemakalah Seminar Ilmiah dalam 5 Tahun Terakhir

No	Nama Pertemuan Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	3rd Sriwijaya University Learning and Education	Transforming Religious Character Values of Primary-School Pupils	Horison Ultima Hotel, Palembang, Indonesia 17 – 18 Oktober 2018

	International Conferen (SULE-IC) 2018		
2	Annual Civic Education Conference (ACEC 2018).	Internalization of Character Education For Children through Environment Learning Approach. The Value of Religious, Social Care For and Care For the Enviroment.	Bandung, Indonesia 27 – 28 April 2018
3	4th ADRI International Multidisciplinary Conference	Role neuropsychologyApproach in elementary Classroom	Jakarta, Indonesia 13 – 14 Januari 2017
4	3rd Summit Meeting on Education Internationa Seminar	Application of Civic Education Learning Techniques Clarification Approach Through Value in Students PGSD FKIP UNSRI	Yogyakarta, Indonesia 22 November 2016

G. Karya buku dalam 5 Tahun Terakhir

No	Tahun	Judul Buku	Jumlah Halaman	Penerbit
1	2017	Konsep Dasar IPS:Referensi Bagi Calon Guru SD	229	Noer Fikri

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidak-sesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Penelitian Skim Riset Kolaborasi Internasional Unsri Tahun 2020.

Indralaya,   27 Januari 2020
Pengusul,

Dr. Siti Dewi Maharani, M.Pd.
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Research Member CV

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1.12	Taught Courses	1.Enterpreneurship Education
		2.Concept of community education
		3.Curriculum Community Education
		4.Management of Community Education
		5.Demography
		6.Environmental Education
		7.Cultural Antropologi

B. Educational Background

2.1	Program	S1	S2	S3
2.2	University	Sriwijaya University	IKIP Bandung (UPI)	UNJ

2.3	Specialization	Community Education	Community Education	Population and Environmental Education
2.4	Enrollment	1980/1981	1993/1994	2008/2009
2.5	Gradution	1985	1994	2012
2.6	Advisors	3. Drs.Djauhari Abdulgani 4. Dra.Winarni	3. Prof.Djuju Sudjana M.Pd. 4. Prof.Sutaryat	12. Prof.Dr.Anisah Basleman M.Si. 13. Prof.Dr.Nadiroh M.Pd.

C. Comunnity Service Experiences

No	Year	Title	Funding	
			Sourch*	Amaount (IDR)
1	2016	Bahaya Narkoba dikalangan Remaja	BNN	10.000.000.,
2	2017	Dampak pernikahan Usia Muda	PNBP	10.000.000.,
3	2018	Manajemen TBM	PNBP	10.000.000.,
3	2019	Sosialisasi Masalah Human Trafficking	PNBP	6.000.000.,

D. Scientific Writing Eperiences

No	Year	Title	Volume/Number	Journal
1	2018	Supervisor Competencies of Non Formal Education In Palembang	Volume 293	Advances in Social Science, Education and Humanities Research,
2	2019	Planting Values for Saving Groundwater through Family Education	Vol.10 No.5 2019)	Journjal ofEnvironmental Protection
3	2019	Swamp Land Utilization for Socio-cultural, Economic and Potential Development of Lake OPI Ecotourism in Palembang	2019 in process	Proceeding ICPEU 2019

4	2019	**Performance of Community Reading Park in Palembang**	**Volume 8 Issue 4, April 2019**	**International journal Science and Research ISJR**

E. Publish Books

No	Year	Title	No. Pages	Publisher
1	**2016**	**Perkembangan Peserta Didik**	**140**	**Unsri**
2	**2017**	**Manajemen PLS**	**120**	**Unsri**
3	**2019**	**Pengantar Pendidikan**	**145**	**Unsri**
4	**2020**	**Kurikulum PLS**	**187**	**Unsri**

Hereby stating that all the information presents is true and legally depensible. I am willing to accept any legal consequency should the information about be found false.

This CV was made to meet the requiretement to propose grants international collaboration research.

Indralaya, 18 Februari 2020
Researches

Dr.Azizah Husin M.PD.
NIP196006111987032001

KOP PERGURUAN TINGGI

SURAT PERNYATAAN KETUA PENELITIAN

Yang bertanda tangan di bawah ini:
Nama   : Dr.Siti Dewi Maharani M.Pd.
NIP / NIDN   : 0015126002
Pangkat / Golongan   : Pembina
Jabatan Fungsional   : Lektor Kepala
Alamat   : Perumahan Depdikbud Km.9. Palembang

Dengan ini menyatakan bahwa proposal penelitian saya dengan judul Comparative Study of Education Enterprenourship Values in Indonesia and Malaysia Family. yang diusulkan dalam skim Penelitian Unggulan Kolaborasi Internasional Dana PNBP FKIP Unsri tahun 2019 **bersifat original dan belum pernah dibiayai oleh lembaga/sumber dana lain**.

Bilamana dikemudian hari ditemukan ketidak sesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima ke kas negara.

Mengetahui,   Indralaya, 18 Februari 2020
Ketua Unit Penelitian dan Pengabdian   Yang menyatakan,
FKIP Unsri ,

Cap dan tanda tangan   Materai 6000

(.Nelly Andriani, S.Pd. M.Si.)   (Dr.Siti Dewi Maharani M.Pd.)
                                                                          196012151986032002