

# Character Education Cares about the Environment in the Family

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# Character Education Cares about the Environment in the Family

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The purpose of this study is to find out how character education cares about the environment in the family. This research uses qualitative methods. Research location in Kemuning Palembang village. Data collection techniques using interviews and observations. The study subjects were addressed to parents of families. The findings found that character education cares about the environment is done by parents on the aspect of: Frugal attitudes and behaviors towards the use of materials / objects (water, electricity, gases), affection for living things (animals and plants), and activities related in-house activities related to reuse, reduce, recycle. The findings show that not all of these aspects have been done. but attention and efforts towards energy saving are a concern and done because of related household expenses. It is advisable for the government to socialize environmental care character education in the family through local officials so that parents grow and improve environmental attitudes and behaviors.

**Key words:** *character education, environmental education, environment, care, family*

## 1. Introduction

Law No. 20 of 2003 (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003), concerning the National Education System states that institutions that carry out education are formal, non-formal, and informal education. These three institutions go hand in hand and fill each other. Informal educational institutions are the path of family education where the family provides education as a foundation for the acquisition of further education. The educational content in the family is very basic with the main weight containing values. Education of this value will shape the character of the child. The presidential regulation on strengthening character education is regulated in regulation number 87 (Perpres, 2017). National policy of character



education is carried out in order to realize national education goals. One of the characters that need to be educated in the family is caring about the environment (Husin, 2019), (Rahmawati et al., 2020). This is based on the fact that environmental issues are increasingly concerning. The fact that occurs every day is that attitudes and behaviors towards the environment are increasingly less friendly. Environmental damage is on the rise. Environmental damage occurs on land, in water, and in the air. Types / forms of damage are: forest burning and illegal logging, garbage that many do not decompose, damage to soil structures due to the use of chemicals for plants, reduced and even extinction of rare animals, reduced biodiversity. Damage in water because it contains waste: plastic, oil, junk, chemicals. In addition, the blasting of coral reefs caused a lot of damage. Damage in the air in the form of smoke from forest burning, with the amount of carbon dioxide in the air due to the use of large fuels. It cannot be denied that the damage to the environment is caused by human behavior. Character care of the environment is involving elements of attitudes and actions that do not conflict with good deeds to the environment such as energy-saving behavior, loving life, and applying 3 R. To cultivate character care is needed the process of education, where the process requires a certain time and certain effort as well. The role of the family is needed to educate quality people to care about the environment. Parents function as children's educators from home so that children have the value of caring for the environment, accustoming children to behave well in the environment, keep the environment undamaged and preserve the environment. To be a caring character of the environment can be formed during the informal education process in the family (Husin, Yosef, Asuan, Sri, et al., 2020).

To have concern for the environment is not to grow by itself, but requires a process. It takes effort to grow and develop the soul and behavior of caring about the environment. Human life is in an ecosystem. As one of the components of the ecosystem, humans are environmental actors. Good or bad environment depends on human attitudes and behavior towards the environment. From the explanation above, this study wants to know and analyze how the character cares about the environment in the family.

## **2. Literature review**

Based on the grand design developed by the Ministry of Education (Kemendiknas, 2010), character formation is a function of all individual potentials (cognitive, affective, conative, and psychomotor) in the context of socio-cultural interactions (family, school, and society) and lasts throughout life. Character in the context of the totality of psychological and socio-cultural processes can be grouped in: Honest and Responsible in (Spiritual and emotional development), Thinking to be intelligent (intellectual development), Sports and Kinesthetic (Physical and Kinesthetic development): clean, healthy, and interesting, and (Exercise, Affective and Creativity development): caring and creative. (Daryanto, 2013) defines character education as a variety of efforts made by school personnel, even those carried out together with parents and community members to help children and adolescents to become or have a caring,



opinionated, and responsible nature. (Buchori, 2007), character education should lead learners to cognitive value recognition, the perception of value affectively, and finally to the practice of value in real terms. The naming of character education is associated with Moral Education, Values Education, Religious Education, Budi Pekerti Education, and Character Education itself. Each naming is sometimes used inter-exchanging, e.g. character education is also a values education or religious education itself (Kirschenbaum, 2011). Character education can be interpreted as an effort to use all dimensions of education for character development optimization. According to (Elkind, David H., and Sweet, 2004), Character education is an attempt to make people understand, care, and act on core ethical values. Character education is a deliberate attempt to help people understand, care, and act on core ethical values. Caring for the environment is an attitude and action that always seeks to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has occurred. (Asmani, 2013). Caring for the environment is an attitude and action that always seeks to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has occurred. So, it can be concluded, environmental care attitudes are actions or statements that show partisanship towards environmental sustainability. (Zuchdi, 2011).

It can be said that the character of caring about the environment is an attitude owned by someone who seeks to improve and manage the surrounding environment properly so that the environment can be enjoyed continuously without damaging its circumstances, as well as maintaining and preserving it so that it exists. According to Yaumi, (2014), argued that environmental care is an attitude of example that aims to realize harmony, harmony and balance between humans and the environment, creating environmental people who have attitudes and actions to protect and foster the environment. Character education concerned with the environment is the embodiment of human attitudes towards the environment in the form of actions in everyday life that are an effort to prevent damage to the natural environment around them. (Purwanti, 2017). Character education concerned with the environment is the embodiment of human attitudes towards the environment in the form of actions in everyday life that are an effort to prevent damage to the natural environment around it, and strive to repair all-natural damage that has occurred, (2) environmental care character education can be implemented in schools through integration in subjects and through self-development programs. (Lestari, 2018), So what is meant by character education cares about the environment in family, school, and community is the process of forming the attitude and behavior of children to maintain, preserve and maintain the environment. The form of environmental care in the family can be a frugal behavior in using energy in the home, love for pets, processing household waste with 3 R.



**Table 1.** Character of educational concept of environmental care in the family.

Parents Education	Component of house ecosystem	The Education Process cares about the environment in the home Interaction of children's parents who use objects	Output
Reprimand, Prohibition Modeled, Mocking Explanation	Biotics: humans, animals, plants Abiotic: water energy, gas, electricity, ac	Use energy with frugal attitudes and behaviors. Love animals Watering plants, Develop a hobby of planting plants, 3 R	Care about the environment Attitude and frugal behavior Attitudes of affection behavior of fellow living beings Go green

### 3. Methodology

This type of research uses qualitative research types (Padgett D.K., 2016). The research method used is qualitatively descriptive. Focus research on environmental education conducted by parents in the family. This research is conducted by study case. This research want to describe Indicators of the variables of environmental care character education in the research about how parent do environmental education the family include: 1. efforts to educate parents about children's behavior in the use of energy in the home (water, electricity, gas, air conditioning), 2. Treatment of animals and plants 3. Daily activities (eating and shopping for goods), 4. Teaching the 3R program. The aspects of research are: how do parents educate their children to have knowledge, awareness, and environmental behavior, what are ecosystem int the house, the process of education, and output. The research is done at Kemuning residence in Palembang. The subjects of this study were family/parents. Data collection techniques of the research through interviews, observation and documentation. Interview is done using interview guide. Material for interview was prepared, meanwhile guide for observation is checklist. Data analyses are used collection data, reduction data, verification, and conclusion.

### 4. Results

Based on the table above, efforts to educate parents about children's behavior in energy use, treatment of animals and plants, daily activities, and 3 R practices in the house are as follows:

Education in the family is situational, depending on the activities of children in the house. When the child will enter the bathroom, or in the kitchen room to cook or wash dishes, wash the vehicle parents / mother reminded that the water used is not too wasteful, if necessary, turn it on with a volume that is not heavy, then immediately turn it off if it is not in use. Parents do the same. Parents advise children, when the child's water difficulties are invited to hold water from ablution to water the plant, or clean the outside floor in clemency, or in the kitchen room to cook or wash dishes, wash the vehicle parents / mothers remind that the water used is not



too wasteful, if necessary, turn on with a volume that is not heavy, then immediately turn it off if it is not being used. Parents do the same. Parents advise children, when the child's water difficulties are invited to hold water from ablution to water the plant, or clean the outside floor in clemency. Parents teach about frugality because their finances are relatively low.

In the house every day the child's activities cannot be separated from the use of water, electricity, gas, and air conditioning. Parents always remind their children to downsize in the use of electricity, and air conditions. The air conditioner is turned off if it is not used for a long time or before leaving the house, turning on the necessary lights, and turning off the unused ones. The lights are turned off if it is in the morning, or want to sleep do not forget to turn off the lights that are not used, don't forget to turn off unused lights while sleeping. Parents say the use of gas when cooking should also be saved. The trick is to turn off as soon as it has cooked. Parents explain to children that household expenses for gas are also large if not saved. Although gas comes from nature, but gas is energy that must also be saved by immediately turn off.

In the activity of interacting with pets or animals that like to roam around the house, parents set an example and advise not to harm animals and if there is food or can be given to animals. Parents set an example of loving animals in a way that does not hurt animals and if there are still leftovers, children are taught to feed. When the activity of watering plants parents reminds to diligently water and care for plants. Plants are living things. Plants need water to survive. Parents also convey with a mind will be calm because of the green plants can cool the heart and mind.

In daily activities such as when eating together at home, parents advise their children take food just enough. This is to avoid if the food will not run out. Children are reminded to spend what is already taken on the plate. Parents advise by explaining that throwing away food is not good, because many people need to eat but do not have or lack it.

In addition, in religious teachings is not allowed throwing away food that is still good because of taking excessive food. Likewise in shopping activities, only shopping that is a purchased need, if it is an extra need begins to be avoided. This is taught by parents to avoid the buildup of items that will be thrown away dearly, used is not liked. Then the object becomes a useless object (not functional) anymore in the house.

In addition, In the teachings of religion, it is not permissible to throw away food that is still good. Likewise in shopping activities, likewise in shopping activities, only buy what is needed. This is taught by parents to avoid the buildup of items that if be thrown away are still good, but if used is not liked anymore. Finally, just piling up at home. Before leaving for shopping, from home already carry a bag for shopping. Children are taught to use reusable products, such as stationery that can be refilled, reduce the use of disposable materials, and encourage paperless, using the side of paper that is still empty for used. Parents explain that to make a product



into paper requires materials from nature, namely wood that is processed so that it becomes expensive. So, if it's not frugal with paper then we've expended energy on things that don't need to be done. Parents also recycle by reprocessing (recycling) waste into goods or products. Children are taught to sort organic, non-organic waste. Organic waste can be processed for new fertilizers that are useful such as sorting organic waste and used as compost.

Doing the act of educating environmentally caring characters by filling free time by inviting children to develop hobbies related to environmental concerns such as: planting and greening the environment. While exercising parents invite their children to develop hobbies through the 3 R program: for learning skills, student can see in YouTube.

Of all the research subjects, obtained energy-efficient aspects quite get attention especially in the use of electricity. In saving gas and water less get the main attention because the use of electrical energy includes a lot of activity, thus dominating household expenditure. Attention to plants is quite reasonable because plants need to get water flush. But that doesn't mean the family does a greening program at home. This is because the tendency of hobbies that develop today is the hedge of certain plants. It's seasonal. Attention, attitude and behavior in animals in this case cats, almost all of the families love cat animals, even though they do not keep them, but they feed them. There are families who love the village cat animals by keeping them and feeding them.

3 R program that is reduce, reuse, recycle done by families by doing frugal behavior. If something is not necessary, then do not buy. Regarding household waste, all families do not carry out garbage sorting. Household waste is only thrown in plastic garbage containers and taken by garbage officers. Save when eating and food is not a problem. The family does not overuse food let alone throw away. If excess is given to those in need. People have not developed hobbies for certain skills, especially those that give rise to creative activities related to the environment, especially looking for ideas to try to be creative and make land jobs and income. Families make frugal efforts in all aspects and attention to the environment

## **5. Discussion**

Rahmatullah et al. (2020), One of the forms of education in the family through habituation and exemplary, advice. Education in the family includes various types of education including economic education, religion, environment, morals etc. to prepare quality generations in the future and various future challenges that will be faced by children with special uniqueness in the family.

Environmental care, means taking care of the environment through maintaining cleanliness. A clean environment represents human activities related to individuals, societies and the environment (Jornet & Damşa, 2019). Family plays an important role in character education caring for the environment. Moral values are given by parents who act as role models for



children's behavior (Setiawati, 2018). Children stay at home with family and use energy facilities and natural resources in the house such as water, electricity, gas, Air Condition. The use of such object facilities is related to attitudes and behaviors towards the environment.

Parents know when and at what activities in the home are related to the demands of behaving sparingly in using energy. Good behavior can also be done towards pets or non-pets. and preserve the plants and water them. The task of parents is to reprimand, remind, supervise, explain, and exemplify good values so that a good character is formed in the environment. (Husin, Yosef, Asuan, Sumarni, et al., 2020).

Character care about the environment requires effort that takes time. Experiments conducted by (Liefländer et al., 2013) on children between the ages of gave quick results. But for younger children still need to be added time to be closer to nature. Elements of planting environmental care in the family can be in the form of frugal attitudes and habits, attitudes and habits of affection towards living things, and environmental preservation. As a small ecosystem, the house is a container that carries out activities with many functions to make people who are qualified and can live a life of good character. Husin (2019) Parents are a component of educators in the home that determines the direction of children brought to what kind of educational pattern. The pattern of education varies greatly accepted by children when in the home. As educators, parents throughout the day perform educational tasks. The formation of environmentally caring character in the house is very clearly related to the use of facilities in the house that contain energy. The use of available facilities is the use of water resources, electricity, gas, air condition (AC). Parents always reprimand when using such objects by warning not to be wasteful in use. A frugal attitude is needed so that in addition to being light in paying the cost of using the facility, it has also helped save energy. On this occasion the child gets enlightenment so as not to ignore the sense of concern for the provision of natural resources / or the provision of energy. Reprimands and warnings that are carried out continuously when children do activities that use objects are an effort to instill value and become habituation to live frugally. So that frugal character can be formed with time and togetherness in the family.

Frugal character education also occurs when eating, children are told not to throw away too much leftovers. If you can't afford to spend it should be from the start taking a little meal, if you want to add adjusted. If leftovers are too much and thrown away, parents advise their children to remember those who have no food to eat, and it is forbidden in religious teachings to throw away food. Many activities in the home teach to save. Many activities in the home also teach affection for fellow living beings. Pet care needs attention to be fed/ nourished. As a pet living creature, it is the obligation of the host to feed him enough. Pets are also in addition to pleasant living things, functioning as the entertainment of the occupants of the house. Caring for animal beings in the form of nurturing and loving is a form of caring for the environment. There are also plants in the house. Plants around the house or yard are also planted / greened and watered, and expected to remain fresh and beautiful. The home environment can be done



greening efforts. Parents teach by inviting their children to help do greening in the home environment as one of the forms of creating a green and sustainable home.

The concept of a greenhouse can also be encouraged from a private home and community (Gratiela & Sinan, 2019). The problem of all human activities is household waste, namely garbage. Garbage has 3 categories, namely organic waste, plastic waste, and waste from hazardous materials / chemicals. In addition, advice is done to children do not to burn garbage. Parents teach to use organic waste into fertilizer. Parents teach their children to be able to understand the concept of reduce, reuse, recycle. Reduce is that parents teach children to reduce using material that can be damage environment. As for the steps taken by reducing the shopping of goods that are not too necessary. In addition, it can also reduce the use of tissue and reduce the activity of paper use, parents also teach children to (reuse is back to use / use is considered no longer necessary, among which is that you can give the goods to those in need). As stated in Amanda (2019). Reduce consumptive behavior by using what is and returning wearables, and recycled goods in new forms.

Recycling can be done by recycling organic waste at home by making drink bottles into plant pot containers or recycling paper into paper again. The efforts made are the trash cans provided distinguished between organic waste and non-organic waste. Research result (Purnama et al., 2015), Habituation separates organic and inorganic waste types has not been implemented consistently. Character formation cares about the environment does not require excessive effort from parents. According to Husin, Yosef, Asuan, Sumarni, et al. (2020) education in the family occurs naturally when there is a togetherness of parents and children and activities in the family. At that time parents convey the message of education in the form of transparency, advice, reprimands and prohibitions, so that children over time have character of environmental care. Christine et al. (2021) Overall, from the results of evaluation of families who conduct environmental experience activities around with digital media (Plumb Landing) obtained very positively combining environmental education activities outside the home by using digital media and experience in the form of direct activities. Children increase knowledge and positive habits towards the environment.

Research conducted by (Duarte et al., 2017) about intensive social interaction, as well as the important role of family characteristics and school activities. The results emphasize the importance of adolescent social context, in order to strengthen the influence of environmental education strategies. Families can be involved in environmental education through stem curricula. This has a positive impact on schools, communities, and families. (Sara & Judith, 2021). Conservation education aimed at children, on the basis that children influence their parents' attitudes, which will consequently change their behavior. Based on the results of the study ( (Damerell et al., 2013). their parents, who will consequently change their behavior. Based on the results of the study (Damerell et al., 2013). Wetland conservation education can be transferred between generations and indirectly encourages positive behavioral changes to wetlands. The effectiveness of water environment education is related to the age and grade of



students. Showing younger children showing stronger association with the environment and stronger pro-environment attitudes than older ones although simultaneously getting the same results is equally good. (Liefländer, 2015).

Environmental education through example strategies by teachers and staff through modeling and regulation activities has shaped the character of students including environmental concern, honesty, discipline, creativity. (Hana et al., 2021). It needs to vary models to provide environmental education in order to solve problems in implementing environmental conservation education. (Natsar et al., 2021), (Ramirez, 2017) engaging students through student organizations as an effective tool against environmental protection. The findings show that students have a high awareness of water preservation, but low implementation (Ellyson & Marlia, 2019). There is always a gap between realizing and implementing.

(Gratiela & Sinan, 2019) state that protect the environment to lead the green community by training as a volunteer, participating, giving warnings, recycling. All of that engagement encourages behavioral change and actions including in environmental education. To encourage community need to protect environment it can be done by non-formal education. by organizing local-based critical and creative learning. (Toshihiko & Noda, 2017)). (Kuemmerlen et al., 2019) Describe ecological modeling in environmental modeling for potential users. Better align environmental modeling with the decision-making process. (Mullenbach et al., 2019). Environmental education conducted outside the home connects with nature a residential outdoor environmental education (ROEE). The results showed moderate success in the program's efforts to improve natural relationships and participants' attitudes, but produced mixed results on results associated with time spent outdoors. These findings offer a boost to the ROEE program's ability to encourage connection to nature in participants.

White et al., (2018), linking school projects that connect city children with wildlife in a local context, has raised awareness, knowledge and attitudes towards local biodiversity by promoting experiential learning.

Ramadhan et al. (2019), Stated that education in the family can also make efforts to connect environmental education and disaster mitigation through language learning.

Environmental Education Design with This Research aims to find out the debriefing of environmental knowledge can be done through awareness efforts, attitudes towards the positive towards the environment, and skills carried out. All of this is done by designing learning can contain the environment and disaster mitigation. (Ramadhan et al., 2019).

The study found that most students care about the wetland environment. These findings suggest that the area of the school and the level of the Adiwiyata program are not the main determinants of the effectiveness of environmental care attitude education. The highest score is responsible; The lowest is hard work. (Sholahuddin et al., 2021).



Based on the results of Spiteri's research,(Spiteri, 2021), the reason children aged 3-7 years share opinions with adults protecting the surrounding environment for moral reasons, namely: effects on human life; effects on endangered species; support for life; And, aesthetics.

Mithen et al., (2021), Junior High School Teachers of high school student is still weak in integrating population and environmental education (PKLH) materials in Natural Science (IPA) lessons in terms of planning, implementing, and evaluating is still weak.

Istiqomah & Firdaus, (2020), Students' environmental care attitudes on single -environment (monolithic) educational materials achieve better results than using environmental learning by integrating with other subjects.

The results showed that the character of caring about the environment formed through islamic education learning is creative, discipline, responsibility, and cooperation in environmental management. Attitudes and behaviors formed through Islamic education have shaped environmental ethics as well as providing direct influence to students in interacting with the environment (Fua et al., 2018).

Amini, (2015), studying outside the class can improve the insight of environmental literacy. Mastery of the concept of education is better than regular classes Quigley C.F., (2017), Environmental education and environmental advocacy is between teaching students about environmental issues and telling students what actions to take, caring environmental-based education experiences. the maintenance of ethical concern in environmental science in a high school environment is the ethics of care, as well as the implications of caring for the environment.

## **6. Conclusion**

Character education cares for the environment in the family Education to care about the environment in the family about: save energy character education, love for living things (animals and maintaining plants), reducing extra desires, and filling free time with the creativity of parents with children. Parents form an energy-efficient character in using water, electricity and gases; excess food, and utilization of goods in the 3 R way, as well as teaching to love living things / animals, and invite to develop hobbies to make house environment green. The findings showed that families have concern for the environment, especially in electrical energy-efficient attitudes and behaviors. and develop kind behave to animal, have a moderate attitude in doing 3 R (reduce, reuse, recycle). The implications of this study are for parents to be given environmental care education for households. This research suggestion is that officials in the neighborhood of improve self-understanding of the value of caring for the environment, so as to better understand to teach children to care more about the environment.



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