

Implementation of Pancasila in Environmental Education (Study at SD Negeri 1 Ungaran)

Indah Eges Wahyuni
Universitas Negeri Semarang, Indonesia
indahegeswahyuni@gmail.com

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Abstract

Environment management principally is the effort to conserve the environment function in which included policy, regulation, utility, maintenance, recovery, controlling and managing of environment. The environment management needed in order in creating sustainable development that owning an environment perspective for the Indonesia's human being integral development within faith in God. It's urgent in understanding in how to applicate or knowing the application aspects of Pancasila values for the environment management to attain a better and useful environment management.

KEYWORDS

Environmental Education ▪ Pancasila ▪ Students

A. Introduction

The purpose of providing education at all levels is to create better human beings. To achieve this goal, educational institutions or schools are considered the most appropriate places. Education is a sa-dar and continuous effort, where basic education has a very important role for the next educational process in an effort to achieve national education goals (Anwar, 2012. p. 26).

Value education is a process of guidance through suri tauladan, education oriented to the cultivation of life values which include religious, cultural, ethical, and aesthetic values towards the formation of students who have religious spiritual intelligence, self-control, complete personality, noble character, and skills that are needed by themselves, society, and the country. Value education is teaching or teaching students to realize the value of truth, goodness, and beauty through a process of proper value consideration and consistent habit of acting. Many values can and should be built in schools, because schools are a better place to instill students' values (Mujinem, et al, 2013. p. 3).

It was further stated that character education for students has recently received special attention from the Ministry of National Education and its ranks, as well as education experts, and came to the conclusion that character education in students needs to be improved. This is because the objectives of national education as stated in Law Number 20 of 2003 concerning the National Education System have not been as expected.

According to the Curriculum Center of the Ministry of National Education (2011, p. 10) has formulated character education materials that must be instilled in students covering eighteen aspects including: religious, honest, tolerance, discipline, hard work, creative, man-self, democratic, curiosity, national spirit, love of the motherland, respect for achievements, friendly / communicative, love of peace, love of reading, care for the environment, social care, and responsibility. The character values that must be instilled in these students are in accordance with the values contained in Pancasila.

One of the values contained in Pancasila is the value of nationality. This value is very suitable if applied in the framework of environmental management. This is because the sustainability of a living environment can be guaranteed only if the inter-action of its elements runs normally through food web mechanisms and bio-geochemical cycles, so that the ecosystem must be intact and function optimally. Unity or integrity should be an important condition in the framework of environmental management. A well-managed environment, it can be ascertained that there will be an impact in the framework of environmental management. A well-managed environment will certainly have a positive impact on humans themselves. The Indonesian nation in this case has the obligation to maintain the integrity and unity of its territory as a political unity,

socio-cultural unity, and economic unity. Preserving the function of the environment means also preserving the life of the Indonesian nation itself, maintaining its unity and integrity. For this reason, it is important to cultivate national values in all Indonesian people at the earliest possible age.

The Indonesian nation is a plural nation, having many differences and diversity of characters. The development of national character must always be accompanied by strengthening a sense of pride with a strong national spirit, a reflection of Indonesian character will appear in all activities aimed at improving the quality of the nation.

The spirit of nationality that arises in the soul of the Indonesian nation is based on a sense of nationality and national understanding. A sense of nationality is one form of love that gives birth to the spirit of togetherness of his people. The spirit of nationality or nationalism is a combination or synergy of a sense of nationality and national understanding. With a high national spirit, fears of threats to the integrity and unity of the nation can be avoided.

From the spirit of nationality will explore a sense of social solidarity, a spirit of sacrifice, and can foster the spirit of patriotism. A sense of social solidarity will thicken the national spirit of a nation. The spirit of self-sacrifice is the kese-

Cultivating Student National Values on ...

Trikinasih Handayani, Wuryadi, Zamroni

Establishment to sacrifice for the sake of great interests or for the interests of the state and nation of Indonesia. Therefore, national value is an important component that must be owned by every person in Indonesia, because national value is an intrinsic value contained in the heart, which can be a source of strength to build a sense of nationality in order to realize the ideals of the nation.

The bond of national values that has been deeply imprinted in the life of the Indonesian nation which is the embodiment of the love of the motherland, defending the country, and the spirit of patriotism of the nation began to fade and loosen and even almost disappear. The cultural values of mutual assistance, the willingness to respect and respect each other's differences, and the willingness to sacrifice for the interests of the nation that were once firmly embedded in the hearts of the community are dwindling.

The educational path takes an important role in efforts to achieve the goal of re-cultivating these national values. This has been done through learning Pancasila and Civic Education (PPKn), Indonesian and Social Sciences (IPS), but the results have not been maximized. Therefore, it needs to be developed through other subjects, namely Environmental Education (PLH).

Elementary School (SD) is essentially a unit or unit of social institutions (social institutional) that is given a mandate or specific tasks by the community to organize basic education systematically. Thus, the term elementary school refers to a unit of social institutions that is given a specific mandate by the community to organize the first part of basic education for 6 years to be continued in further education. Primary school students are generally between 6 and 13 years old and in their developmental stages are in childhood. At this time children experience very rapid development of cognitive power (Anwar, 2012. p. 26).

Based on the results of scientific observations about PLH in several elementary schools in DIY, there are schools that have obtained the title of prospective Adiwiyata schools, first-year Adiwiyata schools, second-year Adiwiyata schools, and Adiwiyata Mandiri schools.

The Adiwiyata Program is one of the programs developed by the Ministry of Environment in 2006 at the basic and intermediate education levels. The program aims to encourage schools in Indonesia to participate in government efforts towards environmental conservation and sustainable development for the benefit of current and future generations. In addition, the purpose of the Adiwiyata program is to create good conditions for schools to become places of learning and awareness of school residents, so that in the future the school residents can take responsibility in efforts to save the environment and sustainable building.

The main activity of the Adiwiyata program is to realize school institutions that care and have environmental culture. The main activity of the Adiwiyata program is to realize school institutions that care and have environmental culture. The programs and activities developed must be based on basic norms and life which include, among others, togetherness, openness, honesty, fairness, and sustainability of environmental and natural resource functions. One of the indicators and criteria of this program is the development of an environment-based curriculum both in an integrated and monolithic manner. The PLH material developed does not solely contain the content of the substance of the hi-dup environment but emphasizes students' understanding of the concept of Education for Sustainable Development (ESD).

ESD is an effort to thoroughly address various aspects of social, economic, and environmental life through understanding in facing future life challenges, both individually, institutions, and community groups. The expected outcome of ESD is a change in values, attitudes, and behaviors along with lifestyles of all levels of society in a positive direction to meet the sustainable development goals. Therefore, PLH is a program that views humans not as individuals but as social beings.

SD N Ungaran I in the Special Region of Yogyakarta is a school with the predicate of Adiwiyata mandiri. The main activity of the Adiwiyata program is to realize school institutions that care and cultivate the environment. The programs and activities developed must be based on basic norms and life which

include, among others, togetherness, openness, honesty, justice, and the preservation of environmental functions and natural resources.

Based on the basic norms of the Adiwiyata program mentioned above, this is in accordance with indicators of national values including justice, togetherness, unity, divinity, and others. Therefore, it is necessary to conduct research on cultivating students' national values in environmental education (PLH) in elementary schools. Based on this description, the areas discussed in this study are: (1) the praxis of Environmental Education in independent Adiwiyata Elementary Schools whose PLH learning process is integrated; (2) The cultivation of national values in students has been included in the integrated environmental education teachings. The purpose of this study is to find out: (1) the praxis of PLH Adiwiyata independent elementary school in an integrated manner; (2) cultivating national values in independent Adiwiyata elementary school students which is carried out through an integrated process of environmental education teachings.

B. Method

This study used qualitative assessment. The research was conducted at Ungaran I State Elementary School Yogyakarta. The study was conducted from April 2011 to November 2011. The subjects of the study were students of Ungaran I State Elementary School Yogyakarta,

In this study data were collected using participatory observation methods because researchers are involved with daily activities with the person being observed. In addition, in this study, data collection also used a semi-structured interview method, so that in-depth interviews were carried out more freely than structured ones. Through this method it is used to find problems more openly, because informants are asked for opinions on their ideas while researchers listen carefully and record what is stated by informants. The interview tools used in this study were supported by interview guidelines, catatan books, handycam and cameras.

In addition, in this study for data collection also used documentation. It is used to uncover past events related to education, the environment, life and national values. Documentation in this study includes school profiles, writings in the form of logs, pictures, and photos of student activities.

The instrument used in this study is the researcher himself. Data collection techniques were collected through observation methods and in-depth interviews. Observation is used to obtain data about the environmental learning process in schools to the substance of the learning material, in addition to revealing the culture of national values from students. In-depth interviews were used to explore data on cultivating national values in students, in addition to knowing the educational background of teachers who teach PLH in schools, as well as to reveal development efforts and obstacles faced by both principals, teachers, and students in the implementation of learning.

Data collection is also carried out on related parties, such as the Education Office and the Environment Agency. As supporting data, documentation methods are also used, including finding out school profiles and school infrastructure. The data were analyzed qualitatively, qualitative analysis using interactive models suggested by Miles & Huberman (Denzin & Lincoln, 2009, p.592), namely data reduction, data presentation, and conclusion/verification.

C. Results & Discussion

Based on the formulation of the problem and the results of research on cultivating national values through Environmental Education in independent Adiwiyata Elementary Schools, it can be discussed as follows

The praxis of Environmental Education Hi-dup Adiwiyata Independent Elementary School discussed in this study includes 4 (four) indicators, namely: (1) development of environmentally caring and cultured school policies; (2) development of environment-based curriculum; (3) development of participatory based activities; and (4) development and/or management of school support facilities. This is in accordance with the indicators and criteria

of the Adiwiyata program set by the Ministry of Environment (2011). The national value in this study includes 8 (eight) indicators, namely: (1) mutual assistance; (2) devotion to God; (3) humanitarian; (4) unity; (5) deliberation for consensus; (6) justice; (7) tolerance and (8) *tem-pat* awareness of residence (geopolitics). Adiwiyata Mandiri Elementary School that implements an integrated Environmental Education (PLH) learning process is SD Negeri Ungaran I Yogyakarta

The results of the study found that the praxis of Environmental Education at SD Negeri Ungaran I Yogyakarta as a school with the predicate of Adiwiyata Mandiri was as follows.

The development of environmental care and culture school policies at SD Negeri Ungaran I Yogyakarta has been owned. This can be known from the following. The vision, mission, and goals of the school contained in the school curriculum already contain school policies that care and have environmental culture. The vision, mission, and goals have also been known and understood by all school residents. This policy went well without a hitch.

The school in developing PLH learning has been involved in the structure of the school curriculum by integrating PLH material in relevant subjects, such as Natural Sciences (IPA), Social Sciences (IPS), Religion, Cultural Arts and Skills (SBK). Integrating PLH material into relevant subjects has also been written on the syllabus and lesson plans made by teachers.

The policy of increasing Human Resources (HR), both educators and non-educational personnel, in the field of Environmental Education has been seen. This can be seen from the sending of teachers and school human resources to attend education and training in Environmental Education at the regional and national levels. This policy shows that, for the improvement of human resources, not only education personnel are sent to attend seminars, workshops, training, and workshops related to PLH, but also non-educational personnel. This provides an atmosphere of togetherness for school residents at SD Negeri Ungaran I, so that togetherness can be built and eventually a sense of unity grows which is one of the indicators of national values.

School policies in an effort to save natural resources (SDA) have been carried out, namely by making school regulations in the use of electricity, water, and paper / ATK. Through saving the use of natural resources (water and electricity) and ATK, natural resources are not only spent on the current generation, but must think about the needs of natural resources for future generations. This is in accordance with the principles of Education for sustainable development (ESD). Education for sustainable development is a series of actions carried out by every individual, institution and community throughout life, in order to have awareness and responsibility to ensure a decent life for the present community and future generations (Wuryadi, et al., 2006, p. 1).

School policies in an effort to save Natural Resources (SDA) at SD Negeri Ungaran I can cultivate the value of justice and humanity. The value of justice is an attitude of being willing to accept their rights and not wanting to interfere with the rights of others (Lem-hanas RI, 2011, p. 22). The value of maturity is a value contained in the preamble to the 1945 Indonesian Constitution, which contains the meaning: (1) recognizing equality, equal rights, equal obligations between fellow humans; (2) love one another; (3) develop tolerance; (4) not arbitrarily towards others; (5) uphold human values; (6) likes to carry out humanitarian activities; and (7) dare to defend truth and justice (Lemhanas RI, 2011, p. 22).

School policies that support the creation of a clean, healthy, and beautiful school environment have been implemented. This is realized by the existence of school regulations called the 7K Program, namely Safety, Hygiene, Order, Beauty, Family, Home, Home, and Health, which are implemented through activities: Clean Friday, Semutlis movement (Ten minutes for parks and school environment), Semantic activities (Ten minutes to monitor larvae), environmental pickets and mass toothbrush activities.

Clean Friday activities are environmental hygiene activities carried out simultaneously by all students guided by the teacher after finishing morning exercises. The Semutlis Movement (Ten minutes for parks and school environments) is an activity that involves all school residents to carry out

environmental maintenance activities for ten minutes before the subject takes place. Through these activities, it can cultivate the value of Taqwa to God, because it can be grateful for His blessings by keeping the environment clean, beautiful and healthy. This is in accordance with the Hadith of the Holy Prophetsa namely: "An-nadhofatu Minnal iiman" (Al-Hadith), which means cleanliness is part of faith.

With the creation of a clean, healthy, and beautiful school environment can also develop human values, because a clean, healthy and beautiful environment can be enjoyed by many people and for the benefit of many people. Therefore, through these activities, it can also cultivate human values. According to Mu-nandar (2009, p.80) humanity is mutual respect for the human rights of fellow creatures of God, both humans, animals, growth, and the environment.

SD Negeri Ungaran I also carried out Semantic activities (ten minutes to monitor larvae), this activity was carried out in the context of eradicating mosquito nests by monitoring mosquito larvae by students. In addition, there are also environmental picket activities that are carried out to make the beauty and beauty of the school environment. This activity in general is the responsibility of the whole class by taking turns. Through these activities, it can cultivate the value of mutual assistance and unity, which are indicators of national values.

The value of gotong royong is an attitude to help other weak parties / people to achieve their goals, cooperation with the gotong royong system, light and carried the same weight as carried, showing the spirit of being willing to sacrifice for the sake of common interests (Lemhanas RI, 2011, p. 22). It is further stated that, gotong royong is working together in completing the task together to assess the results of the work fairly, or an effort or work that is done selflessly and voluntarily by all citizens according to their respective limits (Lemhanas RI, 2011, p.84). According to (Kusdarjito, 2009, p. 11) gotong royong is basically a manifestation of a community system based on by horizontal collectivism.

According to (Munandar, 2009, p.80) unity is having a high sense of kinship, the spirit of togetherness, the spirit of mutual cooperation, far from an

individualistic and exclusive sense, if it is necessary willing to sacrifice personal interests for the sake of greater public interests, having a spirit of nationalism that loves the homeland and the Unitary State of the Republic of Indonesia (NKRI). This if done regularly so that it is a habit carried out by students, then this can characterize education that is Indonesian.

According to Gunawan (2009, p. xiii) education that promotes Indonesia is education that spurs the spirit to unite, work together, prioritize horizontal collectivism prioritizing unity that is bridging the equality of its members who work together, share and empathize with each other, strive continuously so that the Indonesian nation becomes a superior, more advanced, modern and independent nation, preserving and succeeding Indonesia. It was further stated that Indonesian education is education carried out by Indonesians for the successor generation of the Indonesian nation with the aim of preserving and promoting Indonesia.

In addition, through this activity can also foster devotion to God, because by maintaining the cleanliness of the environment, it has shown an attitude of gratitude favor God. Through environmental cleanliness, it can foster human values because cleaning the environment can benefit many people. Likewise, the value of justice can be developed through environmental picket activities carried out in turns by students. According to Munandar (2009, p.80) Justice is not highlighting greedy individualistic nature, but rather giving sticks to those who are wandering on slippery roads, giving instructions to those who are lost, feeding to those who are hungry, giving water to those who are thirsty without discriminating who they are who need help. These activities, if carried out continuously by students, will become a habit and eventually become cultured. In accordance with Wi-bisono's statement, (2010, p. 69) cultivating can be interpreted that what is to be tried to be lived and practiced in a real and correct manner, so that it is reflected in the atmosphere of daily life through the teaching-learning process in the world of education.

School policies for the management and use of funds for activities related to environmental issues are also in place. This policy is contained in the Budget Plan for Revenue and Expenditure (RAPBS).

The development of environment-based curriculum that has been implemented at SD Negeri Ungaran I is as follows. Development of cross-subject learning models. This is because Environmental Education learning is integrated in more than two subjects, namely Science, Social Studies, Religion and SBK. Learning with an integrated approach (in-tegrative) is an approach based on the idea that a subject program must be integrated with other subjects. Based on observations at SD Negeri Ungaran I, it appears that an integrated approach is implemented by building a subject that is prepared to be integrated into relevant subjects. An integrated approach can be explored in several ways. Pratomo (2009, p.1) states that an integrated / integrative approach can be taken in two ways, namely: (1) building a unit or series of subjects that are prepared to be integrated into certain subjects; and (2) establish a program.

And the minority respects the majority, the old respect the young and the young respect the old. (Mu-nandar, 2009, p. 80). Another example is: the school developed Wayang Kancil, which is a puppet made of paper and in the form of various animals that talks about animal life. In this case, students are invited to identify environmental problems, then pour them in the form of stories, and perform them in the form of Wayang Kancil Performances. Through this learning method, cognitive, affective, and psycho-motor aspects of students can develop well, and can cultivate the value of tolerance, which is tolerant to accept and appreciate the focus of problems that are outside the focus of school. The value of tolerance is an attitude that wants to understand others so that communication can take place properly (Lem-hanas RI, 2011, p. 22). Through wayang kancil performance activities provide opportunities for students to tell stories through the characters of the mouse deer as story characters.

School curricular activities to increase students' knowledge and awareness about the environment have also been carried out. This can be seen from the existence of art performance activities with the theme of Earth Day, used goods utilization activities, and student work. This activity can be to cultivate human values, and unity. In addition, there was also a letter-writing activity to the mayor, governor, and king with the theme "Save the

Environment". This can be used to familiarize students to express concern for the environment and courage to communicate with officials.

The development of participatory based activities at SD Negeri Ungaran I has been carried out, including the following. Creating extracurricular/curricular activities in the field of participatory based environment in schools, such as bird nest making, bird watching, release of hatchlings (turtle cubs), training students to care for the environment, visits to Jogja animal conservation center, introduction to tubers and Jogja Heritage activities. These activities can foster the value of piety to God, because they try to be grateful for His blessings by safeguarding and preserving God's creation. It can also cultivate human values and justice because students can share and think about the interests of others not just their own interests.

Participating in environmental action activities carried out by external parties, such as: making bird nests carried out with the Faculty of Forestry UGM, releasing hatchlings carried out with the DIY Provincial BKSDA, and cleaning up waste in the tourist attraction areas of Bebung, Cangkringan, Sleman, which was carried out together with the NGO Green-GPL. These activities can cultivate the value of unity because students can work with others not working alone. It can also cultivate human values because through the activities carried out it is used for the benefit of human life. In addition, the value of mutual assistance and justice can be empowered, because these activities are carried out by working together for the benefit of future generations and others not for themselves.

Building partnership activities in the development of environmental education in schools, including collaborating with the DIY Provincial Education Office, DIY Provincial BKSDA, DIY Bapedalda, Faculty of Justice UGM, Faculty of Geology UPN, FMIPA UNY and several NGOs engaged in environmental education such as, WALHI DIY, KEHATI, Kutilang, Dian Desa, WWF, Kanopi and Hijau-GPL. Based on the results of this study, it shows that the development of participatory based activities in SD Negeri Ungaran I has been widely established in collaboration with various parties, but the activities related to PLH carried out do not involve the community around the school

environment. This needs to be developed because it can teach students not to think for themselves, but also to think for the interests of others around them, because school is part of the surrounding community and is the essence of environmental education. Through school activities that involve the surrounding community, it will teach students to have contextual awareness, and the community around the school is also educated in environmental behavior.

Development of the function of existing school support facilities for environmental education, such as the provision of landfills by separating organic and non-organic waste, school gardens, family medicine parks, school gardens whose care is the joint responsibility of all school residents with the launch of an activity called "Se-mutlis" which means ten minutes for the park and school environment. This activity can cultivate the values of unity, mutual assistance, and humanity.

In relation to the implementation of integrated PLH, it shows that the activities carried out do not seem to be integrated with certain subjects, so that the integrative paradigm is not visible. Formally, the school places integrated PLH in subjects, but activities related to the environment are exclusively separated into separate activities. Not all subjects discuss PLH, the concept of integration can only be implemented regarding the basic concepts of PLH, and only inserts into materials through the subjects of Science, Social Studies, Religion, and SBK, so that these subjects are only used to interpret environmental problems from various subject disciplines, meaning that they are multidisciplinary, so that the interdisciplinary concept has not occurred in PLH integratively.

Improving the quality of environmental management inside and outside the school area, such as each classroom has good lighting, adequate air ventilation and maintenance of shade trees. Saving natural resources (water, electricity) and ATK, namely with school regulations and slogans calling for efficient use of water, electricity and ATK. These activities can cultivate the values of unity, justice and humanity.

Improving the quality of healthy community services such as the existence of an honesty canteen, a fairly representative school with healthy food that is monitored at all times by the teacher in charge of the school canteen and from the Health Office. The existence of the honesty canteen also trains students to always be honest, because students buy food that is sold by putting their money in a certain place, not given directly to the seller.

Development of waste management systems such as in each class there are two bins to accommodate organic and non-organic sam-pah. This is intended so that students are accustomed to distinguishing the two types of waste. Every afternoon garbage is collected and directly transported to temporary garbage disposal sites. This statement shows that school facilities and infrastructure must support PLH learning in order to familiarize students with being sensitive and caring for the environment so that they can cultivate certain values in students. This is in accordance with Wuryadi's statement (2010, p.6) that the school environment must make a place for growth in values and morals, so that a process of cultural habituation occurs.

Based on the description above, it can be concluded that, PLH praxis that can cultivate national value indicators in SD Negeri Ungaran I as a school with the predicate of *Adiwiyata Mandiri* is as follows: (1) The development of caring and environmentally cultured school policies can cultivate the values of devotion to True Source, unity, justice, humanity and mutual assistance; (2) The development of an environment-based curriculum can cultivate the values of mutual assistance, tolerance, humanity, justice, and unity; (3) The development of participation-based activities can promote human values, justice, unity, and mutual assistance; (4) Management and / or development of school support facilities can cultivate the values of unity, mutual assistance, humanity and justice.

The obstacles faced are related to integrated PLH learning at SD Negeri Ungaran I, showing that PLH learning is becoming less focused. This can be because PLH teachings are still affected by the substance of the core subject matter. In addition, teacher competence in teaching PLH is also very influential.

D. Conclusion

Based on the results of data analysis and discussion of this study, several conclusions can be drawn as follows. The praxis of PLH Adiwiyata Elementary School in DIY whose learning process is carried out in an integrated manner shows that the school has met the indicators of the Adiwiyata program, namely the development of caring and cultured school policies; development of participatory based activities; development and / or management of school supporting facilities and infrastructure; and environment-based curriculum development. The PLH learning process is carried out integrated in the subjects of Natural Sciences (Science); Social Sciences (IPS); Religion; and Arts Culture and Skills (SBK), however, the activities carried out do not seem to be integrated with certain subjects, so that integrative para-digma is not visible.

Formally, the school places integrated PLH in subjects, but activities related to the environment are exclusively separated into separate activities. The concept of integration can only be implemented regarding the basic concepts of PLH, and only inserts into materials through the subjects of Science, Social Studies, Religion and SBK, so that these subjects are only used to interpret environmental problems from various subject disciplines, meaning that they are multidisciplinary, therefore the interdisciplinary concept has not occurred in PLH integratively.

The cultivation of national values in Adiwiyata Elementary School students in DIY has not been fully covered in integrated PLH learning, only a few indicators of national values that can be cultured, namely, the value of devotion to God Almighty, unity, justice, humanity, tolerance, mu-syawarah for consensus and mutual assistance, except for the value of residential awareness (geo-politics).

E. Suggestion

Based on the description of the results of the research and the discussion and conclusions of this study, the following suggestions can be taken. Suggestions for elementary school teachers who will teach PLH to students need to add geopolitical material so that environmental education has a direction of national values.

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G. Declaration of Conflicting Interests

The authors declare that there is no conflict of interest in this research or the publication of this research.

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