



Character Building of Environmental Care on Student In Sekolah Indonesia Kota Kinabalu (SIKK) Malaysia

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Abstract

Environmental condition has become increasingly fragile in recent decades. Concern for the environment can help restore environmental condition. Therefore, environmental care is a character that must be implemented by school at each educational level. Sekolah Indonesia Kota Kinabalu (SIKK) has functioned as the center point and become the main/coordinator school for education service Indonesian children in Sabah, Malaysia. It was supposed that people of SIKK become the role model and example for them who take on education in a community learning center in the whole Sabah and Serawak, Malaysia in building the character of environmental care on students. This research aimed to describe the way of character building of environmental care on student in SIKK, Malaysia. This study is a case study which focuses on the way of character building of environmental care on student in SIKK, Malaysia. The data collection uses interviews, observation, and documentation. Then, tested using triangulation process. The result shows that SIKK has made policy which is related to environmental care, made a habit of caring for the environment, held various activities which is related to environmental care, and giving appropriate proponent facilities for character building of environmental care. Yet, still there are some factors which impede the process of student character building on environmental care in SIKK among internal factor in the form of student awareness, and external factor in the form of family factor and surrounding people. Based on the explanation, it can be concluded that SIKK has made an effort to instill the character of caring for the environment in various ways. The obstacle factor in student character building on environmental care included internal factor and external factor. Inhibiting factors can be overcome by positive reinforcement of the teacher toward students and holding monitoring and evaluation meetings related to the development of student behavior together with parents of students.

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INTRODUCTION

Environment is a place where living creature lives, grow, and develop. Inside of environment is a unit place with all energy, things, condition and living creature included human and their behavior. Environment has a relation of mutual with living creature who lives inside, especially human has role of complex and real. The environment preservation is really needed as voluntarily or cluster; it is because of limited environment supporting skill in a matter of quality or quantity (Ithof, 2019). Right now, the earth condition become more fragile compared to previous decade. This condition induce the environmental problem which faced by human and other living creatures that live in earth (Paradewari *et al.*, 2018). Therefore, human needs to have sense of care towards environment so that it can help the preservation of environmental condition.

Environmental care is a character that must be implemented by school in each education level. Every school resident must have environmental care character towards environment by improving quality of environment, increasing awareness of school resident related to the importance of environmental care also initiatively preventing the damage of environment. Since early the environmental care character building should be given to student so that they have wisdom/prudence in managing source of nature in the surrounding, also have sense of responsibility towards interests of the next generation. When the environmental care character grow to be a strong mental, it will underlie the behavior of a person in daily life (Purwanti, 2017).

Environmental care character is essential and must be given continuously through habituation. Aspects of environmental care which can be developed in school area are habituation of taking care the cleanness and sustainability of school, the provision of trash can, habituation of separating organic and unorganic garbage, provision of cleanness tool, also make program of environmental cleanness (Azmi & Elfyetti, 2017). If environmental care character can be presented in action, student will always care towards the environment and keep the sustainability with all heart, at school as well as where they live (Fatimah & Adawiyah, 2017). Different environment or school area is really influencing student character. Moreover, school status also can affect student character (Ginting *et al.*, 2017).

Considering the function of SIKK as the education *centerpoint* in Sabah, Malaysia and also become the main/coordinator school for education service in Sabah, Malaysia. It is expected that resident of SIKK become the role model and example for them who take on education in *community learning center* in the whole and Serawak, Malaysia in cognitive as well as character, included environmental care character. As mention in the perspective and mission of SIKK that SIKK want to be the center of superiority of education in the field of imtaq, iptek, art and culture in Southeast Asia. Based on the introduction, study of knowing how the environmental care character building towards student in Sekolah Indonesia Kota Kinabalu (SIKK) Malaysia is needed.

RESEARCH METHOD

The research was done in Sekolah Indonesia Kota Kinabalu, Sabah, Malaysia on August 5th 2019 – August 27th 2019. The research design used descriptive qualitative with case study as the method. The data collection used interview, observation, and documentation which then validated using triangulation technic. The result will be presented in the form of descriptive text. Descriptive text explains about environmental care character building towards student in Sekolah Indonesia Kota Kinabalu, Sabah, Malaysia.

RESULT AND DISCUSSION

Character building of environmental care on students in Sekolah Indonesia Kota Kinabalu, Sabah, Malaysia could be explained through 2 things were: the school's efforts to building the character of environmental care on students, and Inhibitory factors in building the character of environmental care on students

The efforts of school in building the environmental care character towards student

The efforts to build the character of environmental care on students in Sekolah Indonesia Kota Kinabalu (SIKK) relatively varied. It aims to build the character of environmental care in students. SIKK's efforts to build the character of environmental care were: creating policies related to environmental care contained in school's order; habituation of environmental care; held a various activities which is related to environmental care; and provide the environmental care support facilities.

Based on the interviews Sekolah Indonesia Kota Kinabalu (SIKK) had established policies concerning environmental care that was contained in the school's order. These rules were used by students as signposts in the act, action, and conduct of daily activities in the school so that students could be a better person. The interview also showed that the order in SIKK was completed with sanctions for the breaking. There was a statement of sanctions and violations in the document of order submitted in several points: 1. students who violate school order would receive sanctions based on the weight of violations; 2. violations were calculated and treated as long as they become students in SIKK.; 3. sanctions would be awarded to any student who commits a violation; and 4. sanctions were given according to the level of violation or the number of points already accumulated. In addition to the point student violations also get an alternative action according to the violations committed by students. It was also contained in the SIKK's order. For violations of environmental care, students get alternatives to action in the form of strikes and social services (Cleaning classes or school's environments). In implementing the order, the school made a form of statement that must be signed by the parents and students on the stamp 6000. The Form of statement signed by the parents, students, principals, and vice principal in students' affairs at the beginning of the acceptance of new students. This was done so that the order was running in two directions, so there was an agreement between the school and the Guardian.

The existence of the conditional order and the implementation of the order explicitly, students would minimize the violations that had been done either intentionally or not intentionally. This was in line with the opinions of Suradi (2017) that the order made by the school had a positive impact that would make the students' be obedient to the rules of the school or the teacher, introspection and pledge would not violate the rules anymore, maintain the school order, and help the students discipline. This code of conduct indirectly helps the school to embed the character in the students, because when the students did not comply with the rules that had been set, the students get sanctions in the form of violations point and alternative action from vice principal in students' affairs. Based on research conducted by Rakhmawati et al. (2016), sanctions are important for students to familiarize themselves with the behavior of the environment. The student's habit would later became the beginning of the character of environmental care.

Although the school had set a policy on environmental care in the school order, there were violations committed by students in SIKK. Based on the results of the study there were students who still violate the code of conduct to dispose of garbage in their place. According to Supriadi et al. (2014) that the diversity of the background and potential of the students would had an effect on the students' level of obedience in complying with the code of conduct. Therefore, it was not surprising that there were students who were unable to conform to the rules that cause the student to commit violations.

Based on the results of the interviews, the teacher's commitment to familiarize students with the environment was a supporter of the environmental character building in Sekolah Indonesia Kota Kinabalu. Observations were conducted in classroom of XI MIPA during practicum of cell material and membrane transport. Based on observations made, before learning begins the teacher reminds students to clean the classrooms first. Furthermore, the teacher gives instruction on the practicum that would be performed. Because the practice of using food coloring that if spilled would stain the table or floor, teachers always remind the students to remain vigilant and careful about the coloring material. After the practicum ended, the teacher reminded its students to return the class according to the clean start state. Teachers ask students to dispose of liquids to the bathroom and solid materials in the trash. After that the students were asked to sweep and clean the dye that spilled on the table. Based on the results of the interview, the janitor were very helpful in the cleanliness of SIKK. They also said the SIKK environment cleanliness was not separated from the performance of janitor. Indirectly, the presence of janitor had a concern in building the character of the environment in the students in SIKK by providing examples and inviting students to always maintain the cleanliness of the school environment.

In this case, the teacher and the janitor had done spontaneous activities in the form of habituation of environmental care. Such habituation was a solicitation to always maintain the cleanliness of the environment, as well as warning or reprimand when there were behavior of students who had not yet committed concern for the environment. Habituation activities are important activities for the implementation of character education in schools. According to Hendriana & Jacobus (2016) character formation can be described as follows.



(Hendriana& Jacobus, 2016).

Figure 1 could be interpreted as habituation done by teachers such as solicitation/motivation to always keep the classroom clean could be the idea of students. The idea was then actualized in the form of cleaning the class before and after learning. The deed if done repeatedly will become a habit, and a habit that was done continuously would form a character caring environment. In addition to teachers, there was no direct janitor in building the character of environmental care on students in SIKK by providing examples and familiarizing students to always maintain the cleanliness of the school environment. The same thing was expressed by Andiarini et al. (2018) In her research, that the janitor are the school technician in character education strengthening activities (PPK). Indirectly, janitor also assist in educating students about cleanliness, environment, and mooring through habituation activities.

Based on the results of interviews and observations, SIKK had been programming environmental care activities, namely: routine class picket; mutual activity on Wednesday; and the extracurricular scout activities. The activities of environmental care conducted in SIKK both periodically and regularly every day, encouraging students to care about the environment. In her research Rakhmawati et al. (2016) stated that student involvement is one of the efforts to develop environmental care behaviour and increase awareness of school citizens.

The interview showed that class activities were conducted by students regularly every day in the morning and afternoon after the school hours. The daily picket class activities must be carried out by the students, because the obligation to perform class picket attached to the school order. Students would get sanctions if they did not perform the class picket. Based on the results of the study, students take turns carrying out the cleaning picket every day according to the schedule of the made and agreed picket. Habits that were

carried out daily regularly and consistently could form a character in the students. Hendriana & Jacobus (2016), in their research revealed that the formation of a character in a student must be accompanied by a constant deed, so that it becomes a habit that would lead to character formation.

The cleanliness and comfort of the school environment was not only the responsibility of the cleaning officers, but all the school residents must be included in this regard. Therefore, in addition to holding activities of class picket, SIKK also held a mutual activity held every Wednesday as a form of character strengthening of environmental care in students. Based on the results of the interview conducted by the researchers, it was obtained that the activities of mutual assistance held every Wednesday by all the school citizens as a form of character strengthening environmental care in SIKK. The observation shows that mutual activities were similar to the work of the activities where all the school residents work together to clean the school environment. Activities undertaken by the students in the activities of mutual assistance were: cleaning the mosque area, collecting garbage in the school and ditch environment, and cleaning the school toilets. With the activity of mutual assistance, can increase the student's response or sensitivity to the school environment. The same was expressed by Yudistira (2014) that with the work of cleanliness, the students would be embedded in the sense to love their environment while educating them working together.

In fact, the character is a coordinated set of habits. Therefore, the results of the class activities and the activities of the mutual assistance not only impacts the school environment that becomes clean, and comfortable. However, the habit of daily picket and mutual activities could lead to caring attitudes and behaviors so that the character was formed environmental care. Such as Hidayati et al. (2013) and Vindriyana (2017) that students' involvement in cleanliness and service-cleaning of the environment could form the character of environmental care in the students, but also form a disciplined, independent, and responsible attitude.

Based on the results of the interviews conducted by researchers, in addition to the class cleanliness and mutual activities, building of environmentally caring characters in SIKK was also in the extracurricular activities of scout where students were invited to clean the school environment at the end of the activity. This shows that the extracurricular scout activities also became an event for teachers to build the character of environmental care in students. Surono (2017) reveals that Scout extracurricular activities give influence on character formation and attitude of students because scouts not only give science theoretically but could apply in daily life. The results of this study showed the cleanliness activities performed by the students during scout activities.

Based on observation results, students were required to carry out a series of school clean-up activities at the end of Scout extracurricular activities. Cleanliness activities performed by students in the Scout extracurricular activities were cleaning the school yard, cleaning the basketball court, and also cleaning the Futsal field. In this activity, students were expected to have care and responsibility for the cleanliness of their environment. So it could be interpreted that the character of environmental care is one of the values of character that could be developed through an extracurricular scout activities. It was supported by the research of Yanti et al., (2016) that one of the values of character developed in a Scout extracurricular was a caring character. The results of this research are also in line with the research of Heryanti et al., (2016) that the implementation of environmentally caring values in scout activities trains the students to behave in caring for the environment. The environmental values in question were, able to maintain the environment and participate in mutual assistance around the community.

Based on the interviews, SIKK supports the building of environmental care character by providing environmental care facilities including: the provision of waste bins in strategic places, a board of slogans about the environment, and cleanliness tools. Not only that, in the observation, researchers also find other environmental care facilities including: Toilets and clean water, handwashing place in each toilet in the form

of a sink. These results correspond to the study of Azmi & Elfyetti (2017), several supporting facilities in the care of the student environment was the provision of organic and inorganic waste in various places in the condition was cleared of garbage every morning, the provision of the sink in various places in a condition that was clean enough, provision of toilets and clean water, provision of hygiene equipment.

The provision of environmental care facilities aims to facilitate students in maintaining and caring for their environment. Based on the results of observation, cleaning equipment provided by the school were broom, dustpan, glass cleaners, buckets, mop, and vacuum cleaners. This equipment was used by students in cleanliness activities such as class picket, mutual assistance, and other cleanliness activities. With the cleaning equipment in the school, students did not need to bring cleaning equipment from their respective homes.

In addition to facilitating students to care and maintain their environment. The provision of environmental care facilities was also done in order to create conditions that could shape the character of the student environment. In his research, Rahman (2016) also reveals the management of environmental facilities was one contributing factor positively affecting the development of environmental care behaviour.

The provision of the trash could be placed in places that were considered strategic, this was expressed by the principal and vice principal in student affairs in the interview. Based on observation results, trash could be provided in several places in front of each class, in the park, in the bathroom, in the cafeteria, and inside the office building. The provision of this garbage was intended for students to care about the cleanliness of the environment by not throwing garbage in any place. However, from the bins provided the separation had not been done for organic and inorganic waste.

Based on the results of the interview also shows that the slogan was also one of the school facilities that support building of environmental care character in SIKK. The slogan could be a motivation for students to keep their environment clean. In observation, researchers found no smoking slogan in some places such as the entrance gate of SIKK, in the park, and at the entrance of the office building. In addition, there was a slogan throwing garbage in place.

In addition to providing facilities such as trash cans, cleanliness tools, and the slogan about environmental care, SIKK also provides a clean toilet that suits the number of students and clean water, as well as providing a sink hand wash in every toilet. This was done by the school in order to create conditions that could form the character of environmental care in students. Based on the results of observation, found, the number of toilets in the building of senior high school in SIKK was 4 toilets. Separate male toilets with female toilets, both located at the corner of the high school building. Number of female toilets 2 with 3 WC each toilet. While the number of male toilets 2 with 2 WC each toilet. While the number of male toilets 2 with 2 WC each toilet. Toilet condition was clean.

Table 1. Recapitulation of the Number of High School Students in SIKK

No	Description	Number		Total
		Male	Female	
1	Grade 10	31	29	60
2	Grade 11	26	29	55
3	Grade 12	29	33	74
	Total	90	99	189

Based on Table 1. results known that the availability of toilets in SIKK had fulfilled the proportion of high school students in SIKK. In addition, the toilet location was located at the corner of the building so it was easily reached by high school students in SIKK. Toilet condition was clean because every morning there

werejanitor who cleaned the toilets. That way, the learning process would not be interrupted by the smell sourced from the toilet. According to Anggraini et al. (2019) Environment sanitation schools that were not kept clean would interfere with the process of learning to teach.

According to Muliana et al. (2018) Students' level of understanding and awareness of environmental sustainability was strongly influenced by the student's point of view of existing environmental conditions. The creation of environmental care condition that was done by SIKK one of them by providing toilets that were proportional to the number of students and the availability of clean water adequately. According to *Keputusan Menteri Kesehatan Republik Indonesia* number 1429/MENKES/SK/XII/2006 about the school's environmental health guidelines said that the toilet was available in separate male and female spaces, as well as the proportion of the number of toilets/urinal was 1 WC/urinal for 40 students and 1 WC/urinal for 25 students.

Inhibitor factors in building student environmental care character

Based on the results of the interview, inhibitory factor of environmental care character on students in Sekolah Indonesia Kota Kinabalu was caused by internal factors, and external factors. The internal factor was the meaning of students' self awareness. Student awareness includes an impact on the planting of environmentally caring characters. Meanwhile, in SIKK students' awareness of cleanliness still need to strive. According to the principal, Mr. Kuswanto, Student awareness included in one of things that influence environmental care character building which is still need to be strived for.

The results of the interview also show that there were still students who throw garbage out of place, especially when no teacher or other person was looking. It was also due to the lazy sense of students to dispose of garbage in the nearest trash. According to welson (Student I) there was no initiative from students to find the nearest trash can inside the gate. Students Still throw packets of snacks in the trenches, so the trenches look very dirty and unsightly. Based on the observation results, researchers also found the trench in a condition quite dirty because of garbage every hour back school. The findings of the researcher become evidence that there were still students who were less concerned about their environment. According to Andriarini et al. (2018) Not all students could be orderly when there was no supervision, this was due to the lack of student awareness of the implementation of environmental care.

Based on the results of interviews, in addition to internal factors, there were also external factors that inhibit of building environmental care character in SIKK. External factors were the family factors and surrounding people. The insync between parent's commitment to school and community environmental conditions was a factor in the students ' of building environmental care character. The inhibit factor according to the principal, Mr. Kuswanto is clearly seen that there was no synchronization at school and at home, between parents commitment at home where the environment condition is dirty and school condition so that finally when students at school they throw the garbage carelessly, perhaps at home students already use to throw garbage carelessly. Because the principal and the teachers often visit students' house and it is true about the condition.

This interview result in contrast to the research Wulandari & Kristiawan (2017), that the school should form a good collaboration with parents in building students' character. The family was the first environment to influence the child's developmental aspects including attitudes and behaviour. However, it all does not contribute anything if the family does not support the school's efforts to change the behavior of its child. The failure of the family in shaping the child's character would result in the growing of poorly-character or uncharacteristic people (Subianto, 2013). In this case, parental and family involvement had an active role in educating morality and being able to control the child at any time while at home, this was where parents

cannot be replaced. Therefore the family must had the realization that the character of the nation was very dependent on children's manipulation education at home.

Based on the results of interviews with Mr. Aksar vice principal in student affairs and Mrs. Fatim Biology teachers also found that the scope of families and surrounding people who are less concerned about the environment will have an impact on students' behaviour to their environment. The results were strengthened by the Sisilia (student II) statement in interviews, it was a factor when she does not care about her environment. According to Sisilia, if she saw others do not pick the garbage. She also lazy to do so, because if she pick them later they will say that she was scavenger. In the other side, her family used to litter, so she followed her family's habits.

In this regard, it could be understood that the behavior of people around the students who were less concerned about the environment becomes one of the barriers to implementing the character of the environment, because the child tends to replicate what people around them.

The different outside conditions of the community became one of the environmental care (Sholikhah, 2015). Surrounding people that does not care about the environment would bring a negative influence on the behavior of the students and vice versa when surrounding people cares for the environment, it will bring a positive influence on the mindset and behavior of the students in daily life. According to Tamara (2016) surrounding people had the highest role in the development of environmental care attitude in students.

Building a child's character is a responsibility with family, school, and surrounding people. In line with the research Dimopoulos et al., (2009) that grew its developer of environmental awareness through various factors such as the environment and exemplary in the home, at school and in the community. A joint venture with each sector contributes to the development of the totality of personality or individual character, would give a great opportunity to realize qualified human resources. The social environment of the students who apply the attitude of environmental care in daily either realized or not, could establish students to be personally who had a love of the surrounding environment. Therefore, to build the character of environmental care in students, the education of characters applied in schools should be aligned with the characters that were applied at the time at home and in the community environment.

CONCLUSION

Based on the results of analysis and discussion that had been done, it could be concluded that the Sekolah Indonesia Kota Kinabalu (SIKK) Malaysia had been making efforts to build the character of environmental care in students. SIKK's efforts to build the character of environmental care were: creating policies related to environmental care contained in school's order; habituation of environmental care; held a various activities which is related to environmental care; and provide the environmental care support facilities. However, there were still students who violate the school order by removing garbage, there was a shortage in the provision of supporting facilities that the garbage provided was not done separation for organic and inorganic waste. There was an inhibitory factor in the character building of environmental care on students at Sekolah Indonesia Kota Kinabalu which includes: (a) internal factors, students' awareness still needs to be fought. Because there were still students who throw garbage in vain when there was no teacher.; (b) external factors, a family environment and surrounding people that was less concerned about the environment.

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