

# Internalization of Civic Disposition Value through the Adiwiyata Program

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## Abstract

*The problem in this study is that the value of the character of caring for the environment that is owned by students. The purpose of this study was to find out how the internalization of civic disposition values regarding environmental care in the Adiwiyata Program at SMPN I Penawangan, Grobogan Regency. This research was conducted using a qualitative descriptive method. The place of the research was at SMPN I Penawangan, Grobogan Regency. from April-June 2020. The subjects of the study were the VII grade Citizenship Education teachers. The informants of this research were the principal, the coordinator of the Adiwiyata program and the seventh grade students. Data collection techniques used are interviews, observation and documentation. Checking the validity of the data by using triangulation techniques of sources and methods. The collected data is then analyzed with the stages of data reduction, data presentation and drawing conclusions. The results of the data and conclusions indicate that the process of internalizing the value of civic disposition regarding environmental care in Civic Education learning is through three stages, the first stage is value transformation, value transaction and transinternalization. At the value transformation stage, what the teacher does is ask students to read cooperative materials in various environments. Then the teacher explains the content and content of the material. The transaction stage of the teacher's value divides students into several discussion groups to discuss cooperation materials in various environments, students provide feedback on the material presented by the teacher. The transinternalization stage carried out by the teacher is asking students to present the results of discussions from*

Keywords: internalization; civic disposition; adiwiyata program.

## **Introduction**

Humans are creatures who have an obligation to manage natural resources that exist on this earth. Natural resource management over time has progressed rapidly with the discovery of technology to simplify the management process. However, on the other hand, there are many methods that are used to damage the balance of the environmental system.

The damage caused by humans ranging from water pollution, soil pollution, air pollution can be an obstacle in the survival of humans and other living things, especially in Indonesia in the present and in the future. Environmental conservation is carried out by managing natural resources while maintaining sustainability for a better life. There is a reciprocal relationship between humans, society and the surrounding natural environment, so that relationship needs to be instilled in harmony with the existing elements. In this situation, of course, government action is needed. The government is obliged to strive for the community to care about the environment as stated in article 9 of the UULH which states: "The government is obliged to grow and develop public awareness of its responsibilities in managing the environment through counseling, guidance, education and research on the environment" (Koesnadi, 1995: 19).

One serious effort in cultivating environmental care is through education, both formal and non-formal education. Formal education is a structured and tiered educational path consisting of basic education, secondary education, and

higher education. Therefore, formal educational institutions become one of the places to instill character values for students, so there is a need for environmental care education in every school.

Students are one of the nation's next generation who are important, especially in the sustainability of environmental conservation. By involving students, it is hoped that environmental problems can be prevented and resolved. Through habituation in the school environment, it will have a positive influence on the habitual lifestyle of students. Thus, it is necessary to inculcate the character values of caring for the environment for students as future successors of the nation who care about the surrounding environment.

Instilling an attitude of concern for the environment is not an easy thing, there needs to be the intervention of school residents as coaches and mentors, namely teachers. Environmental education is carried out every day through the example of educators and habituation (Latifah Permatasari Fajrin 2020: 75). A teacher can give a positive response to his students in the educational environment at school. Teachers are all those who are authorized and responsible for guiding and fostering students, both individually and classically, at school and outside school (Akmal Hawi, 2013: 10). In overcoming environmental problems, it is necessary to take real action by instilling the value of caring for the environment for students, especially for the junior high school level. Character education can also be

internalized through various special programs within the education unit. The program can be well designed in the internal domain of the school or extra-curricular activities.

State Junior High School 1 Penawangan Grobogan Regency is one of the schools that has instilled the value of caring for the environment at the school level, this is proven by SMPN 1 Penawangan Grobogan holding the title of Adiwiyata school at the district level. In addition, SMPN 1 Penawangan Grobogan has advantages in a more programmed environmental management. Adiwiyata programs at SMPN 1 Penawangan Grobogan include environmentally friendly policies that are outlined in the school's goals, namely excellence, creativity, innovation and religious, caring and environmentally cultured.

The existence of one of the school's goals shows a real school effort in internalizing values in students who care about the environment. Not only that, this program is also implemented in every subject curriculum in schools such as Civics. The facilities that support Adiwiyata activities include waste banks, waste management, biopori and the environment with a love for nature. In addition, the school also limits the use of plastic packaging.

SMPN 1 Penawangan Grobogan, located in Grobogan Regency, is an educational institution that not only excels in academics, but is an educational institution that provides new breakthroughs in the world of education in overcoming environmental problems. SMPN 1

Penawangan Grobogan provides support for school residents to carry out environmental care movements. Especially the movement of teachers to continue to provide guidance for all students in schools. Habituations carried out by students through interaction with the environment will provide an effective implementation of the implementation of the value of caring for the environment, thus enabling school members to continue to maintain the title of a school that cares for the environment.

Planting the value of caring for the environment is done by internalizing the value. Kuntowijoyo (1997: 50) Internalization is the process of appreciation and action taken by a person on the religious values he believes in. According to Nasir (2010: 59), internalization is an effort that must be done gradually, in stages, and istiqomah. Planting, direction, teaching, and guidance are carried out in a planned, systematic and structured manner using certain patterns and systems. Internalization of education is carried out using various methods including lectures, question and answer, conversations, role playing and demonstrations. Various methods aim to make students happy and not bored so that the material presented is well received by students (Subar Junant0, 2020: 32). Internalization Stages according to Muhaimin that in the internalization process associated with fostering students or foster children, there are three stages that represent the process or stages of internalization, namely:

1. Value transformation stage: This stage is a process carried out by educators in informing good and bad

values. At this stage only verbal communication occurs between educators and students or foster children.

2. Value transaction stage: A stage of value education by means of two-way communication, or interactions between students and educators that are reciprocal interactions.

3. Transinternalization stage: At this stage it is not only done with verbal communication but also mental attitude and personality. So at this stage, personality communication plays an active role. (Muhaimin, 2012: 178).

The process of internalizing a noble character (good character), according to Lickona in Marzuki (2015: 21) includes knowledge of goodness (knowing the good), then creates a commitment (intention) towards goodness (desiring the good), and finally actually doing good (doing the good). These are the three pillars of character that are expected to become habits, namely habits of the mind, habits of the heart, and habits of action. Thus, noble character will be achieved if these stages are carried out at school and outside school.

The environment is everything that is around humans, both animals, plants and inanimate objects (Alim, 2011: 157). Humans are part of the environmental system that surrounds them (Emil Salim, 1983: 16). So In Islam, humans have a duty from Allah SWT to maintain the preservation of the environment. The ability of human potential causes humans to be more able to carry the mandate of Allah (Emil Salim, 1983: 69). Humans were created on this

earth to be *Abdullah* and *khalifatullah*. Humans are equipped with all the more potential, are expected to be able to care for and love each other, so it is necessary to develop human character who cares about the environment for people in various regions. The character of caring for the environment can be effective if it is through the world of education. As a place of learning, schools have the function and purpose of forming a noble character. Thus, the Ministry of Environment in 2006 developed an environmental education program at the primary and secondary education levels through the Adiwiyata program.

The Adiwiyata program is one of the programs of the State Ministry of the Environment in order to encourage the creation of knowledge and awareness of school residents so that they become a character who cares about the environment in an effort to preserve the environment. In other words, adiwiyata has the meaning as a good and ideal place in obtaining all knowledge and various norms and ethics that can be the basis of human beings towards the creation of welfare living together and towards the ideals of sustainable development. The Adiwiyata program has a goal, namely to realize responsible school citizens in efforts to protect and manage the environment through good school governance to support sustainable development (Tim Adiwiyat, 2013: 3)

Schools that implement the Adiwiyata program will create school residents who have a caring character and are environmentally

cultured. In particular, students will behave in caring for nature, not destroying it. If the character of caring for the environment is embedded in students, they will carry it into their daily lives and wherever they are. For this reason, efforts are needed from the institution in implementing it, both the school community and the management system.

In implementing the Adiwiyata program, there are components that should be implemented. There are four components, namely, environmentally friendly policies, environmental-based curriculum implementation, participatory-based environmental activities, management of environmentally friendly supporting facilities. Schools that implement the four components can be said to be adiwiyata schools after going through an evaluation from the adiwiyata assessment team. These components are the authority and policy between the ministry of education and culture as well as the ministry of the environment (Tim Adiwiyata, 2013: 4). that human activity is determined by the state of the surrounding environment.

### **Method**

This research was carried out at SMPN 1 Penawangan Grobogan with the address at Jl Raya Penawangan-truko No. 57 Penawangan, Penawangan, Grobogan Postal Code 58161. The reason for choosing the place is because SMPN 1 Penawangan Grobogan is an Adiwiyata school that internalizes the value of civic disposition of

environmentally caring characters. The subjects in this study were Civics Class VII teachers. The informants in this study were the principal, the head of the Adiwiyata program coordinator and the students of class VII.

This type of research is a type of descriptive qualitative research, namely research that uses explanatory information in the form of descriptions. To collect data in research, methods are needed. This study used interview data collection methods which were carried out by asking questions to the subject and research informants, namely Civics subject teachers, the head of the Adiwiyata coordinator, the head of the school, teachers and students at SMPN 1 Penawangan, Grobogan. The next method is observation, this method is used to observe directly and record phenomena that occur in the field in written form. Researchers conducted observations at SMPN 1 Penawangan, Grobogan. by observing the state of the school environment, the state of teachers and students, the attitudes of teachers and students towards the environment, as well as the guidance provided by the teacher to the students. The results of this method are in the form of notes that are drawn up by the researcher. The next method is the documentation method. This method is used to collect data related to the general description of SMPN 1 Penawangan, Grobogan., which includes the history of its establishment, geographical location, school data, photos of activities, green house schedules, waste bank team documents, SK learning development

, and school decrees related to the environment.

This study uses a triangulation examination technique through the use of sources and methods. Data analysis uses an interactive model that contains Data Reduction, Data Display, Conclusion, Drawing/Verification.

### **Results and Discussion**

Based on the facts, the findings in the field indicate that the process of internalizing civic disposition values in learning is carried out in three stages.

#### *Value Transformation Stage*

The value transformation stage is carried out by the teacher by means of lectures, followed by asking students to read the material together, followed by representatives of students repeating reading the honesty material, then the teacher explains the meaning, division of honest nature, vocabulary, meaning. Next, the teacher relates the material to phenomena. the spread of news or hoax news that can lead to the breakdown of unity.

The teacher associates character values with the value of unity, the teacher asks students to remind each other and invites their friends to always live in harmony and not damage the surrounding environment. Another example, the teacher gives an example of the importance of being careful in taking a good attitude, working together in solving group assignments.

Furthermore, the teacher relates the value of civic disposition to the value of caring for the environment, namely students who

do class pickets, including taking care of the environment. Another example is the attitude of trust that every student must have is not skipping school, because he actually holds the mandate from his parents. From the field findings it was found that the value transformation stage carried out by the teacher was transferring or conveying knowledge to students through honesty material providing character values about the environment by asking students to read the material, repeating the material, explaining the meaning of words and lectures.

This is in accordance with the theory that the value transformation stage is this stage is a process carried out by educators in informing good and bad values. At this stage only verbal communication occurs between educators and students or foster children (Muhaimin, 2012: 178).

#### *Value Transaction Stage*

The value transaction stage carried out by the teacher in learning is asking students to form groups and discuss honesty material, providing opportunities to ask questions about learning materials, giving questions to students to see how far the understanding of the material received by students is. Value transactions are the stage of transferring values from teachers to students for further understanding by students for daily use (Subar Junanto, 2020:45).

From the field findings it can be seen that the value transaction stage that occurred, evidenced by the teacher giving the task of summarizing the material to students,

the teacher forming discussion groups about the material, providing opportunities for students to ask questions about material that has not been understood, then students discussing the theme given by the teacher. teachers and students ask for material that has not been understood, seeing from these activities there has been a reciprocal relationship between students and educators.

This is in accordance with the theory that the value transaction stage is a stage of value education by means of two-way communication, or interactions between students and educators that are reciprocal (Muhaimin, 2012: 178).

#### *Value Transinternalization Stage*

Transinternalization stage: At this stage it is not only done with verbal communication but also mental attitude and personality. So at this stage, personality communication plays an active role. (Muhaimin, 2012: 178) The transinternalization stage is the last stage in the internalization process, at this stage is the practice stage of the values that have been obtained in learning. What the teacher does at this stage is that the teacher asks students to summarize the material that has been presented previously, the teacher motivates students to practice Islamic character values about the environment, then students make examples related to the material, assessing student behavior in learning after internalizing the values of Islamic character and emphasizes more on students to practice the values that have been obtained in learning and students

practice character values about the environment.

The transinternalization stage carried out in learning is in accordance with existing theory, as evidenced by the attitude of students who are able to practice the character values given by the teacher when in the learning process. Students are able to apply discipline, responsibility, trust, mutual respect, cooperation, honesty and protecting the environment. The results of data analysis on the internalization of character values about the environment in learning have gone through three stages, namely value transformation, value transactions and transinternalization with different forms in each stage of internalization that occurs. The internalized values are the values of discipline, confidence, responsibility, trust, mutual respect, cooperation, honesty and protecting the environment.

#### **Conclusion**

Based on the results of previous research and discussion in identifying the internalization of character values about the environment in learning at SMPN 1 Penawangan Grobogan, it can be concluded: according to the problem formulation, the process of internalizing civic disposition values about the environment in learning is in line with theory by going through three stages of internalization.

Value transformation stage, at this stage the teacher asks students to read the material with the lecture method repeatedly. The second stage of value transactions, at this stage the teacher forms discussion groups with

different themes, assigns tasks to summarize the material that has been delivered, provides opportunities for students to ask questions about material that has not been understood. The third stage is transinternalization of values, at this stage the teacher asks students to present the results of the summary then students present the results of the summary with full confidence and when the test takes place the class atmosphere looks orderly and students work on the questions honestly and responsibly. The internalized character value is protecting the environment.

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