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CHARACTER EDUCATION FOR ENVIRONMENTAL AWARENESS AT MINANGKABAU NATURAL SCHOOL IN PADANG

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Abstract

This study aims to examine in depth the character education for the environmental awareness at minangkabau natural school in Padang. This study used a qualitative approach. Informants in this study were the leader and founder of the natural school, facilitators/teachers, learners, school guard, parents of students, the people who live around the school nature. Data were collected by observation, interviews, and documentation. Processing and analysis of data referring to Miles and Huberman, the steps are reviewing, data reduction, categorization, and interpretation. Techniques to guarantee the validity of data by triangulation of data, perseverance observation, and peer-checking. The results showed: 1. The process of character education on the environment matter at minangkabau natural school is determined by the processes of learning activities that interact directly with nature, 2. Methods and learning activities carried out in the form of gardening activities, observations, projects, story telling, presentation, outbound, and games, 3. Character care environment can be implanted by implanting philosophical "nature is the source of life and learning resources".

Keyword: Character Education, Environmental Awareness, Minangkabau Natural School

Introduction

Environmental conditions now is very worrying, because the environment is supposed to be the source of human life, but sometimes environmental catastrophe for human survival, this happens because it is the disruption of the balance and the environment due to human behavior capacity in utilizing the environment that exceeds its limit, so invite disasters, such as landslides, floods, flash floods, global warming and so on.

Environmental problem can not be solve only through a technical approach, but it is necessary to approach education. In accordance with the Law on National Education System 2003 that Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual strength of religious, self-control, personality, intelligence, noble character, and skills needed him, the community, the nation and the State (Depdiknas, 2003). Morals are referred to in the above objectives, including character and character to care about the environment.

Character education for environmental awareness should be done at an early age so that learners have a good understanding of the environment. Character education is expected to care about the environment can change the behavior of students to the environment. Domouchel (2003) stated that environmental education from an early age not only provides knowledge about the environment, but aims to change the behavior to be more concerned about the environment. Hurlock (2003) states that childhood is a journey that is critical as future generations. If concern for the environment can be embedded since childhood can be expected when they are grown up then the stock of knowledge, attitudes and behavior in him will have a positive impact on the environment.

Implementation of character education environmental awareness that is currently widely been seen to be able to develop creativity, intelligence, and more contextual that is not boring for students is the school of nature. Nature school is a school-based learning system with nature as its main laboratory. By learning in nature, think of students more power because of the excavated objects used as a source of learning. In accordance with the nature of the school's vision is to create the character of students who not only have the knowledge, but also has a character that is able to improve the quality of the self, especially to maintain good relations. between man and the Creator, man to man and of man with the environment. Among the natural school of researchers examined the dissertation research is contained natural school of minangkabau in Padang. In plain natural school of minangkabau is different from the conventional school, the participants came to school without uniforms. without studying the chair, the learning process is more often carried out in the outdoors.

Based on the above facts, it should be more in-depth assessment how natural school of minangkabau can shape the character of environmental awareness, because this character is needed at this time so that the environment can be manifested by either. Therefore, researchers will examine more deeply care about character education in the natural school of Minangkabau in Padang.

Method

This study used a qualitative approach. The data obtained by observation, interviews, and documentation. In collecting data, the researcher is the main instrument. This study was conducted natural school of Minangkabau which is located at No.11 Jalan Ujung Padang Ulak Karang. Nature School is a school have been a greater emphasis on environmental education and behavioral care. The research was conducted in semester from January to June 2013 to July-December 2013. The informant in this study was the leader and founder of the school of nature, facilitators/teachers, learners, school guard, parents of students, the Education Department in the city of Padang, Padang Bappedalda, the people who live around the school of nature, and those that are considered to provide particulars relating to this study.

Steps or stages through which this research are as follows: 1) establish a research focus, 2) determine the setting and subject of study, 3) data is collected by observation,

interview, and documentation, 4) data processing, and 5) data analysis (study, data reduction, categorization, interpretation, formulation of the theory). guarantor of the validity of the technique of data (triangulation, perseverance observations, ngecekan colleagues).

Results and Discussion

1. Profile of minangkabau natural school

Minangkabau natural school is the first natural school standing in the province of West Sumatra, namely in 2006, (interview with Miyadated January 30, 2014). Minangkabau natural school interpreted as Minang realm, as well as a natural school always identified by the names of the city behind. Wearing said minangkabau natural school because the first natural school in West Sumatra, which makes "alam takambang jadi guru" as one of the philosophical basis of this natural school. So it can be drawn a conclusion that minangkabau natural school is a school-based community for all people who are in the realm of Minangkabau.

Learning process makes the natural surroundings as the main source of learning. Classrooms at Minangkabau natural school built of wood, with no walls and glass. The classroom is not using a bench or table, the learning is done sitting on the floor. All who want to get into the class must remove footwear. The interior is styled with classrooms using a variety of used items can be changed at any time in accordance with the learning materials.

Explored and developed learning materials from the curriculum KTSP 2006 is provided by the Ministry of National Education. Each thematic integrated learning is done based themes that have been determined so that the learning includes some subject matter, in the implementation of learning more oriented to the environment and the environment, and implemented in the open, for example, learners are taught gardening, the learning process will at once be obtained arithmetic, the introduction of plants, learn storytelling, or presenting. The students at the school were also introduced with outbound activities and invited loving nature from an early age with care for the environment (Ade Irwansyah, Media Indonesia, June 13, 2008 Media Indonesia, www. Natural Schools, accessed on May 1, 2013).

Clothes that are used by students to learn at school is play clothes or daily wear. This means that natural school not use school uniforms, school clothes like that is set up in conventional schools, the reason for the use of daily clothes or play clothes for the students in the learning process a lot more work and play. Uniforms are only used when the students will take the national exam, even this clothes loaned by the school, so the students are not required to buy their own uniforms.

2. Character Education Environmental Awareness Event

Character environmental awareness is an act of individual or group of people to meet their daily needs, which contain reducing negative impacts on the natural, as well as care for the availability of natural resources for the benefit of the public and future

generations. Based on survey results MOE in 2012, that the behavior of environmental care is determined by a combination of several indicators of behavioral indices, including; saving behavior of energy / fuel, water-saving behavior, the behavior of waste management, plant maintenance behavior, and the behavior of local foods. For details of behavior formation caring environment for students minangkabau natural school.

a) Saving behavior of energy / fuel

Saving behavior of energy / fuel can be demonstrated by the behavior of the power consumption, based on the observations of researchers at Minangkabau natural school, the use of electric energy is minimal, because the average space on the nature of the school has good lighting, for example. Saung which is the space where student learning is not has walls that do not require electric lighting.

According to the facilitators, including Mkg4 dated May 13, 2014, and Mkg3 Mkg2, and Mkg5, energy-efficient way of shaping behavior for the rest of the school, the three facilitators explained: When watching a movie sudden power failure, then the students ask why power failure mam? Then the facilitator said that electrical power is limited when everybody turn the power supply, then the engine is not strong enough to be able to live, therefore, if the power is not used to be extinguished. Moreover, the electric engine uses fuel, if its use is not limited to the use of fuel is also great, and the availability of fuel is also limited. This means that any event or events in the environment can be a source of learning students environmental education, including cases of power outages experienced in school.

1). The behavior of water-saving

Water-saving behavior that can be observed from students and residents natural school behavior in Minangkabau is watering the flowers / plants, the use of water in a small room, and the provision of water in the catchment area of the school location. This area has the function as a container and retaining rain water so as not to directly wasted, but seep back into the ground and will be a source of clean water.

2). The behavior of the garbage.

(a). Littering behavior

Based on the interview with the chairman of the Foundation researchers, some facilitators, and confirmed by several students at Minangkabau natural school stated that habituation dispose of waste in the trash has been applied since kindergarten class, even accustomed to dispose of the waste segregated. However, from the observations of researchers in the field, researcher is still scattered rubbish in some places even though there were not many, and even when the researcher looked at the trash, there is mixing organic waste with inorganic, so the waste segregation program be constrained.

In garbage collection and placement of the students are trained and conditioned to always dispose of waste in place is divided in bins that have been provided, the habit of throwing garbage in this disaggregated for students in kindergarten, first grade and lower still difficult to implement, the conditioning is done by example/example by the facilitator that is the way; if found there was trash scattered facilitator immediately picked

up and put into garbage bags. Gradually giving an example like this eventually imitated also by some students

One thing that is of interest to researchers, that trash in Minangkabau natural school never burned, when confirmed natural school turns citizens are very aware that the act of burning trash is very detrimental to the environment and harmful to health, because it's rubbish properly managed in order to make it more valuable.

b). Conduct waste management

Waste management is an effort to reduce the environmental impact caused by the buildup of used goods that are not used anymore, until the current waste management can be done in various ways, such as by implementing programs 4R, 4R consists of reuse, reduce, recycle and replace). Reuse means to reuse waste that can still be used for the same function or other functions. Reduce means to reduce everything that resulted in the trash. Recycle means to reprocess (recycled) waste into new products or products that are useful. And Replace (Replace) Examine that we only use items that are more environmentally friendly, for example, replace the bag our plastic basket when shopping, and do not use styrofoam because these two materials can not be degraded naturally. Application of waste management in natural school was carried out as follows:

(1). The use of waste paper as a substitute for notebooks

The use of notebooks for students who attend school in Minangkabau natural school was minimal, as the book notes this natural school familiarizes students to use recycled paper. Based on interview with researchers deeper Mkg2 facilitator and Mkg 4 on May 23, 2014; This fact is not an indicator that shows the economic concerns of students natural school of Minangkabau, but use of used paper is equivalent Minangkabau natural school people's awareness of the real environment. Next, the facilitator explains, at the beginning of the children signed up to natural school we've explained to parents that: "we do not attempt to use the new note books in the study, but using waste paper". The students were already seated in a high grade can be given a more in-depth explanation of the reasons we use recycled paper.

(2). The use of waste as a medium of learning

Has been described in the previous section that the project detailing activities / experiments such as making the subject is parachuting in science, materials commonly used in practical activities or projects are used goods, such as used plastic, cardboard, and scrap paper. Likewise, the use of second-hand goods as container gardening activities. For example the use of cans, bottles or old plastic bags for container planting. The students at minangkabau natural school usually asked to bring used items from the home, then the student is guided to select and sort, selecting the point is to choose the used items that are still usable and unusable. While sorting, which distinguishes used items including organic and non-organic. Once selected and sorted used goods used as media in the learning of mathematics, such as the use of a calendar for the application geometry cube and beam, or many more creations that have been made for the media

that is made from recycled materials, such as piggy banks, ornaments, etc. The use of second-hand goods as this is usually the activities of Art which is the extra-curricular activities.

The use of second-hand goods as a medium of learning is the application of reduce and reuse, namely reducing and reusing garbage, which is part of the 4 R activities in the form of waste management.

(3). Trash and garbage Saving Bank

Shapes other waste management activities under taken in Minangkabau natural school is saving trash and waste banks. Minangkabau natural school waste bank also has infrastructure that is managed by the students under the guidance of a facilitator. Each week students are saving trash deposited to the Bank. Waste can be dry and wet garbage. Dry waste can be recycled into learning media or materials for the work. While the wet waste can be recycled into compost for the school garden needs so that schools do not need to spend money for the maintenance of the school plant.

(4). Kitchen Waste Management/Green into Compost

Kitchen waste or decay of organic waste is done by entering the organic waste in sealed drums, then a periodic high-grade elementary school students especially are asked to observe the process of change what has happened, all the changes are observed, noted to be presented, for example, materials trash anything perishable, what changes occur, such as color, odor, and texture. All observations were presented in front of his friends and facilitators. After all the trash has undergone decay and destruction, the result of decomposition of the litter is used as fertilizer for gardening activities, when the production lot, often manure-compost is packed into plastic for use still feasible to use and ready for sale.

Based on the finding of his study, all learning processes that interact directly with nature will give impact to the understanding and behavior of students. Nature was created not only to be used, but it is a lot of knowledge and lessons learned from nature. All the symptoms and changes that occur in nature are valuable lessons to be examined closely. Great attention to nature because nature is a source of knowledge and learning. Suber, in Minangkabau nature known as "Alam takambang jadi guru". The adage alam takambang jadi guru is well understood by every person who comes from West Sumatra. Hereditary this adage taught, either orally or through a variety of papers, including literature. Simply put, alam takambang jadi guru can mean 'that we learn the nature and variety of the phenomenon that always proclaim wisdom'

Conclusion

1. The first Sekolah Alam standing in the province of West Sumatra and has the vision and mission of the environment is a matter of character education sekolah alam Minangkabau

2. Character caring environment infused with behavioral familiarize learners concerned and involved directly towards waste management, energy saving electricity, saving water, and treatment plants
3. Conduct environmental care can be implanted because nature is the source of life and learning resources, which is known to be a teacher takambang nature

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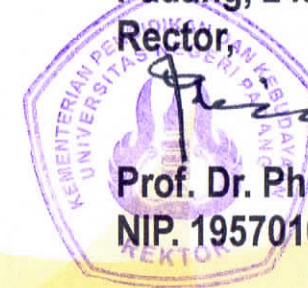
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