



Environmental Care Character Building Strategy

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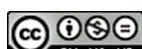
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ABSTRACT

This study aims to evaluate the implementation of Environmental Education at State High School 1 Gondangwetan Pasuruan in line with the implementation of the independent curriculum. The method used is a qualitative descriptive method, where the researcher collected data through direct observation at the school and interviews with teachers and students as the sources of information. Data analysis was conducted using the Miles and Huberman approach, which involved data collection, data reduction, data presentation, and drawing conclusions. The results of the study show that State High School 1 Gondangwetan Pasuruan is a school that has been recognized as an Independent Adiwiyata school by implementing environmental education effectively. The implementation of environmental education is carried out through the integration of the curriculum in various subjects, including Biology, Indonesian Language, English Language, Entrepreneurship, Arts, and Culture. Environmental-related materials have been incorporated into the teaching and learning process of these subjects with the aim of transforming students' mindset towards the environment. Furthermore, State High School 1 Gondangwetan Pasuruan also engages students in extracurricular and cultural activities that support environmental education. Some of the activities carried out include leaf composting, plastic waste management using the ecobrick method, and the establishment of a waste bank. Through these activities, students are actively involved in environmental conservation efforts and waste management. This study highlights the novelty of integrating environmental education within the independent curriculum implemented at State High School 1 Gondangwetan Pasuruan. It showcases the school's innovative approach to incorporating environmental-related materials into various subjects, fostering a comprehensive understanding of environmental issues among students.



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INTRODUCTION

In the era of globalization and the era of Revolution 4.0, which is growing rapidly, especially in the field of technology, environmental problems are common in Indonesia, population factors that surge every year make human needs increase, excessive exploitation of Natural Resources and land raises negative impacts and aggravates environmental problems in Indonesia (Harjianto, 2021). The environment is a critical problem that occurs in developed and developing countries such as Indonesia, the state of Indonesia has the authority to regulate as well as the obligation to manage the environment, in Law No. 32 of 2009 explained that the management and protection of the environment is a systematic and integrated effort undertaken to preserve the function of the environment and prevent pollution, or damage to the environment which



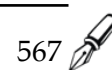
includes planning, utilization, control, maintenance, supervision, and enforcement. Environmental problems are problems that continue to be experienced repeatedly, namely in the form of a series of phenomena that occur as part of natural processes.

This natural process arises without having a significant impact on environmental governance and returns to rise naturally, environmental problems now cannot be considered trivial, because human intervention is a factor of environmental damage that has a major impact on nature and environmental governance which is quite crucial (Herlina, 2015) the enactment of Law Number 32 of 2009 which discusses Environmental Protection and management is clear evidence of the application of positive environmental laws in force in the framework of Environmental Management in Indonesia. A study conducted by Rusdiyanto (2015) explains that the environment is a system of unity of space with all the carrying capacity in the form of biotic components and abiotic components, including humans and their behavior. All of them contribute to factors that affect the survival and well-being of organisms, in terms of geography, Indonesia becomes a strategic axis in the effort to create a conducive environment for the world as a whole. In fact, Indonesia's resources are a part that provides opportunities for the country in development, but the lack of sustainable conservation of existing resources triggers natural damage and food crises, due to the lack of availability of food sources in the environment.

A human being is a factor that also takes a big role in environmental damage, at this time various facts are presented about the moral crisis that infected the nation's successor, especially students, this is an important crisis that must be overcome, one of which is by forming the character of caring for the environment. The character of caring for the environment is formed by teachers to invite students to cooperate in cleaning the school environment and classroom cleanliness, by providing trash cans or the like which are intended as temporary storage containers for existing garbage and various other ways that are tried to form environmental characters in the school area (Al-Anwari, 2014). A study conducted by Al-Anwari, (2014) describes the patterns and strategies in building character care for the environment through environmental education and describes the local content of Environmental Education to all elements of the subjects, in addition to strategizing the formation of character through the implementation of each existing subject, also through the empowerment of school culture by conducting routine activities and environmental conditioning.

Environmental education began to be incorporated into the curriculum and extracurricular activities as a form of effort in implementing environmental education as effectively as possible (Nurzaelani, 2017). Character is an attitude that is formed and forged in such a way, the character of caring for the environment is an attitude or behavior about self-awareness in contributing to being part of integrated environmental sustainability, starting with maintaining, loving, and preserving nature, a maintained environment that supports the availability of resources and food sources, caring for the environment expresses an attitude that fully supports preservation and improvement, as well as maintaining the quality of available natural resources. Several cases of environmental problems in Indonesia coupled with global warming, as well as climate change are of concern to the community (Shinta, 2021). One of the causes of environmental damage is the presence of human intervention, as well as low awareness of individuals in realizing the functions and benefits of the environment and the impact of behavior on the environment one example of deviant behavior that causes environmental damage, is the behavior of throwing garbage not in the required place, to overcome this deviant behavior, it is necessary to develop an effective environmental care character with environmental education in schools.

The school has a role in developing the character of students through formal education presented, as well as helping students to be able to think critically about the behavior carried out and the future impact on the environment, through schools with existing pursuit learning systems, awareness of the environment should be applied as early as possible by way of Environmental Education, the school is expected to help students in shaping the character of environmental care (Ismail, 2021). Schools in Indonesia have implemented environmental education, one of which is through school subjects, and some use the application of school culture



as a platform to train students to care more about the environment, and this is expected to run effectively. This environmental education Program has been implemented from elementary school (SD) to high school including State High School 1 Gondangwetan Pasuruan.

State High School 1 Gondang Wetan Pasuruan was founded in 1992 by the government. The basis for establishing this school was because at that time there were no high schools in the Tosari, Pasrepan, Gondangwetan, Puspo and Winongan sub-districts. So the government is aggressively building SMAN 1 Gondangwetan Pasuruan and certifying this school with the title Independent Adiwiyata in Pasuruan. Environmental education in this school is expected to run well in line with the implementation of the independent curriculum which is currently the focus of the government in the field of Education. The purpose of this study is to assess the extent to which State High School 1 Gondangwetan Pasuruan has integrated Environmental Education into various subjects in its independent curriculum. This objective will provide an overview of the extent to which the school curriculum is able to cover environmental issues in the learning process. Identifying the approaches or strategies used by State High School 1 Gondangwetan Pasuruan in implementing Environmental Education. This will provide insight into best practices that can be adopted by other educational institutions in integrating environmental issues into their curriculum. Assessing the effectiveness and impact of the implementation of Environmental Education at State High School 1 Gondangwetan Pasuruan on students. This objective will look at changes in students' mindset, knowledge, and behavior related to the environment after being involved in learning and extracurricular activities related to the environment. And assess students' involvement in extracurricular and cultural activities that support environmental education at school. This objective will evaluate the extent to which students are actively involved in environmental conservation and waste management efforts through these activities.

RESEARCH METHOD

Research Design

This research uses the descriptive qualitative method, descriptive qualitative according to Sugiyono (2016) is a method that is widely used to examine the condition of the object or subject under study, and researchers act as instruments that design and supervise and carry out data retrieval procedures, the results of which can be described in a descriptive manner with the aim of making a systematic descriptive, factual, and, both natural and artificial and highlight the characteristics, and quality. In this research, descriptive qualitative will explain related environmental education in terms of the perspective of teachers, students, and activities carried out. Researchers use this type of descriptive qualitative research because researchers want to emphasize the description of phenomena and activities that took place during the study and interviewed the teachers as a resource in the study (Hasanah, 2021).

In the process of data collection, the researcher went directly to the research site and followed the activities at State High School 1 Gondangwetan Pasuruan, interviewed several teachers and students as resource persons and saw firsthand the activities carried out in the school environment to support environmental education learning. For data analysis in this study, researchers collect, read, and highlight, as well as document each activity carried out that is relevant to environmental education programs in schools (Rijali, 2019), data analysis using the theory of Miles and Huberman. According to Miles and Huberman data analysis consists of 3 parts, namely: data collection, data reduction, data presentation, and conclusion. These three things highlight the interactive nature of data collection as well as data analysis, data collection becomes an integral part of data analysis activities, data reduction itself is an effort to conclude data, then select data in certain categories (Wandi et al., 2013).

RESULTS AND DISCUSSION

Results

Profile of State High School 1 Gondangwetan Pasuruan



State High School 1 Gondangwetan Pasuruan was established on May 5, 1992, which was established by the government, the reason this school was established because at the time there was no upper secondary school in the district Tosari, Pasrepan, Gondangwetan, Puspo, and Winongan. The demand and insistence of the people who want an educational institution to underlie the formation of this school. Finally stood State High School 1 Gondangwetan Pasuruan in 1992 in the District Gondangwetan. This is because the centre of Kawedanan (a collection of several districts that make up the district Karisidenan) is in Gondangwetan district, so it was agreed to be placed in Gondangwetan.

The establishment of State High School 1 Gondangwetan Pasuruan which at that time was still New, led by the principal named Drs. Legacy. At that time State High School 1 Gondangwetan Pasuruan only had three classes and had five teachers and approximately 100 students. Over time State High School 1 Gondangwetan Pasuruan which used to be small experienced rapid development, ranging from adequate infrastructure, the number of teachers increasingly offset by the number of students not even half-hearted State High School 1 Gondangwetan Pasuruan also incised many remarkable achievements. One of his achievements that is still maintained today is the Adiwiyata school. At the time of the leadership of a principal Drs. Supriyono who was later replaced by Abdul Hamid, S. Pd.I, State High School 1 Gunungwetan Pasuruan is getting the upper hand because it has again received the title of Adiwiyata school at the independent level. Adiwiyata school is a good and ideal school in obtaining science and norms and ethics, and there is an application of the environment through existing learning programs (Setioningrum, 2020).

State High School 1 Gondangwetan Pasuruan which is one of the schools that received the title of Independent Adiwiyata in Pasuruan Regency in 2014 is currently under the leadership of the principal named Drs. Teguh Hariawan is still an existence. As a school with a degree in Adiwiyata, State High School 1 Gondangwetan Pasuruan remains steadfast to provide education about the environment and become an example for other schools to care about the environment. This is because State High School 1 Gondangwetan Pasuruan has an important responsibility and role as an Independent Adiwiyata school to produce the next generation who are more sensitive and concerned about environmental conditions. Staff teachers who are in school State High School 1 Gondongwetan Pasuruan amounted to nearly 58 teachers who fill a variety of subjects in school State High School 1 Gondongwetan Pasuruan.

Condition of Students at State High School 1 Gondangwetan Pasuruan

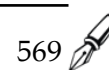
State High School 1 Gondangwetan Pasuruan has 892 students. Most students of State High School 1 Gondangwetan are domiciled around the area Gondangwetan to Pasrepan. This is due to the proximity of schools and also affected by the zoning system policy that has recently been implemented. In addition to the reason for the close distance and zoning system, students choose State High School 1 Gondangwetan Pasuruan also because State High School 1 Gondangwetan Pasuruan holds the title of Independent Adiwiyata school. By entering State High School 1 Gondangwetan Pasuruan, parents hope their children can take part in maintaining environmental conditions. And can be a provision for the future for students as part of a society that is able to bring change. Student Data State High School 1 Gondongwetan Pasuruan can be seen in table 1.

Table 1. Number of students at each level

Grade levels	M	F	Total
Class 10	132	147	279
Class 11	143	169	312
Class 12	135	166	301
Total	410	482	892

State of Facilities and Infrastructure of State High School 1 Gondongwetan Pasuruan

Educational facilities and infrastructure can support the implementation of the learning process to pursue, and are effective in improving student understanding as the goal of the



implementation of the educational process (Ginanjar et al., 2014). Facilities and infrastructure owned by State High School 1 Gondangwetan Pasuruan can be said to be qualified in supporting the learning process. Starting from the need for Biology, Physics, Chemistry, language laboratories, and even Multimedia rooms also exist and are complete with their contents. This is because State High School 1 Gondangwetan Pasuruan is determined to create the best graduates who can be useful for the nation.

Implementation of Environmental Care Character Education

State High School 1 Gondangwetan is one of the 101 schools that received the title of Independent Adiwiyata school. Adiwiyata means a place where one finds science, norms, and ethics in social life. The purpose of the school held Adiwiyata to realize the school residents who are responsible for environmental protection and management efforts and implement environmental care character education (Ilhamiah, 2017). The implementation of environmental care character education at State High School 1 Gondangwetan Pasuruan has been carried out since the school began pioneering the Adiwiyata program in 2009. This is because State High School 1 Gondangwetan Pasuruan has a vision and mission that all school residents and graduates of State High School 1 Gondangwetan Pasuruan become agents of change in addressing environmental issues.

Curriculum Integration

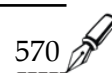
A curriculum is a guideline for the implementation of teaching and learning that plays a role in the success of educational objectives, quality education will be realized when the curriculum is developed, the curriculum is designed in accordance with the needs of the community and learners integrated curriculum (integrated curriculum) more view that in a subject must be integrated or integrated as a whole. This integration can be achieved through the centralization of lessons on one particular problem with alternative solutions through various disciplines or subjects as needed so that the boundaries between subjects can be eliminated (Ginanjar et al., 2014). Curriculum integration is an effort made by incorporating materials related to environmental education into a curriculum. It can be said that environmental care character education is incorporated into all subjects taught at State High School 1 Co. Composting Working Group Kiki Oktavianti, S.Pd Co. Bank Sampah Rehulina Ginting, S.Ant Co. Nursery Lilik Sri Pujiastutik, S.Pd Gondangwetan Pasuruan Members. This is confirmed by the statement of Waka curriculum, Mr. Isbakhul when interviewed who said that:

"Actually, there used to be a special subject, namely environmental education (PLH), but after much consideration, the school decided to remove PLH because it was better integrated into all subjects"

Environmental care character education which is integrated with subjects at State High School 1 Gondangwetan Pasuruan does not directly provide an understanding of environmental care for students. It can be said that integration into this subject has a significant impact on changes in students' thinking patterns towards the environment. This is in line with research conducted by Baharudin (2017) that environmental education integrated into the curriculum is an important factor in the success of Environmental Education. This is in accordance with the statement of Mr. Isbakhul as curriculum vice principal.

"It doesn't feel like the children actually have environmental education content that can build children's understanding so that they can have environmental character."

However, in fact, the implementation of environmental care character education through curriculum integration turns out that not all teachers integrate it. Some of the subjects that have been integrated by teachers are, among others, the subjects of Arts and culture, biology, Indonesian, geography, chemistry, economics and entrepreneurship as well as English. In the process of learning the Arts and culture, the teacher gave the task to Class X about handicrafts



the process of making from garbage. Teachers have an important role in implementing environmental education attitudes in students that can be implemented in subjects or activities in schools (Arisanty, 2020).

This is reinforced by the statement of Mrs. Peni as a cultural arts teacher who stated that:

"If I personally usually associate subjects with the environment in the form of a task. So, I give the task to the children to make crafts whose materials must and inevitably must be from garbage or items that are not packed or not useful. Well, the goal is that children can think, "Oh it turns out that this garbage can still be used for crafts" so it's like that."

Based on the observations that have been made, in addition to Mrs. Peni giving the task of crafting, there is the task of making flower vases from scrap materials. Crafts made from garbage is a sufficient solution to turn used items into reusable items, as well as foster the creativity of students (Setiorini, 2018).



Figure 1. The art of making flower vases



Figure 2. Clothing made from scrap materials as a form of craft



Figure 3. Clothing made from scrap materials as a form of craft



Figure 4. The result of the task of drawing cultural art

The next teacher who integrates environmental education into the subject is Mrs. Nina as an Indonesian teacher. In learning Indonesian, Mrs. Nina gives tasks that are associated with the environment such as making poems and essays and even plays about the environment. The environment as a medium of learning, the environment provides a positive influence on students in developing writing talent research conducted by Damayanti (2015) obtained the results that the use of the environment as a learning medium has a significant influence on the ability to write poetry students, therefore, Mrs. Nina revealed when interviewed:

"I put more emphasis on the tasks that I give to children because Indonesian subjects are actually from the first yes, that's all, yes, when there is a poetry chapter, yes, I love the task of making poetry with a theme about the environment, sometimes also make essays and exciting when drama, these children are happy when there is a drama about the environment"

Furthermore, according to Daud one of the students of class XIIS3, he said:

"The task of Indonesian from Mrs. Nina to make poetry must be especially themed about the environment. Usually, the results of good poems will be displayed in madding."

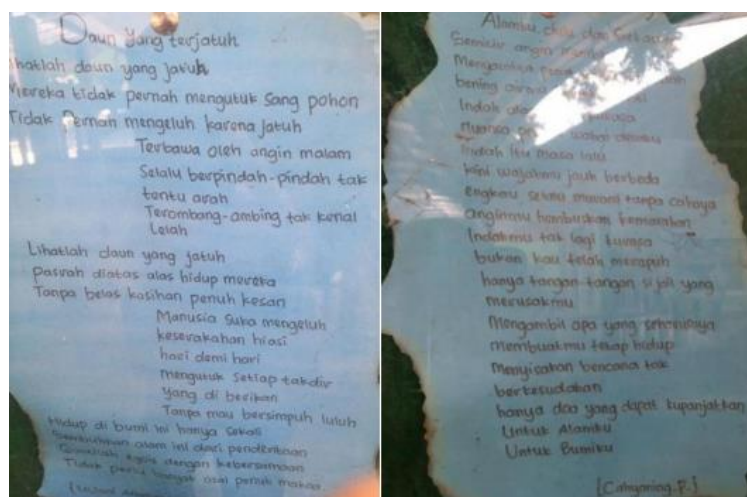
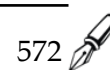


Figure 6. Task to make Indonesian poetry about the environment

The next teacher integrating into the subject is the teacher of Economics and entrepreneurship, Mr. Karim. In the learning process, Mr. Karim always associated the problem of waste with money. Even the tasks given in Class XII are sometimes enough to make students try harder to get their grades. This is according to Mr. Karim's statement when interviewed:



"Because I hold the subjects of Economics and entrepreneurship, then I am quite simple. I always say that this garbage is money if you can make good use of it. Sometimes I teach the children with my love the task of calculating profit and loss capital, so the task is how does this garbage become money? Finally, the children collect valuable garbage and sometimes put it in the trash bank and sometimes also sold to junk. After that I give their understanding that this is a creative economy that is environmentally friendly and does not require capital at all, calculated how many times the capital gains and losses even no capital and losses are only profits."

Research conducted by Suryadi et al. (2018) relates that waste can be managed and recycled into money with the waste bank program, the task is actually intended to build and change the understanding of students that waste that they have considered is just something useless becomes something that has economic value. So that through such tasks, students can utilize waste that has economic value to be used as income or indirectly as their wages because they care about the environment. In addition to calculating profit and loss, the task given by Mr. Karim regarding entrepreneurship is about crafts. The task given is to make crafts that can be sold. This was stated by Mr. Karim.

"The task of entrepreneurship that I give is to make crafts based on the pattern of needs and desires of the surrounding environment/local market. It's more about teaching kids how to do it."

This is reinforced by Faruq one of the students of Class XII.IIS.4 who said:

"The task of Mr. Karim to make handicrafts from bamboo, usually sold when there is an exhibition that every school must issue a work."

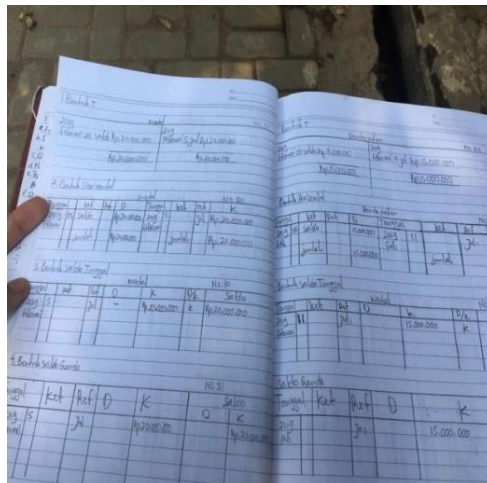


Figure 7. The task of calculating profit and loss



Figure 8. Entrepreneurial craft tasks

The next teacher who integrates into the subject is Mrs. Kiki who teaches geography in Class X. In the process of learning geography lesson mate Bu Kiki on the sidelines of providing understanding to students, Mrs. Kiki relates environmental problems with the current condition of the Earth on the material dynamics of planet Earth as a living space. This is in accordance with Mrs. Kiki's statement when interviewed:

"When integrating into subjects, I am more likely to relate environmental problems when explaining material related to the current condition of the Earth. In the matter of the dynamics of planet Earth, there is a discussion about the development of planet Earth, there is the feasibility of life on Earth, and now I associate it. Even children can understand that."

Further Mrs. Kiki said:

"For other materials is the material dynamics of the hydrosphere and its impact on life. In the material, there was a discussion about Soil Conservation and watersheds, and even then I also associated it with the current environmental conditions" This is reinforced by the opinion of Riski, one of the X students.IIS.1 which states that: "the geography lesson given by Mrs Kiki is always associated with the environment in every discussion, especially Mrs. kiki is an Adiwiyata administrator, so go with what Mrs. kiki hopes to teach my friends to be more sensitive to environmental conditions"

Then Mrs. Yuni as an English teacher in Class XII learning caption material provides tasks related to the environment. In addition, the explanatory material is also associated with the environment. This was stated by her at the time of the interview.

"In learning English, I happened to teach Class XII where I gave the task on the caption material related to the environment. So the task is to provide a description of what they are looking for, for example, the problem of garbage that is still scattered. Then there is also the material explanation task children should be able to explain the environmental conditions in English"

It is also reinforced by Bagas one of class XII.IIS.1 when interviewed.

"Once there was material given by Mrs Yuni, her duty was to provide information and explain the problem of school environmental conditions. So the task is to photograph the environmental conditions then we explain from what we photograph it"

Next is Mrs. Nanik a biology teacher. The learning process is often associated with the problems of life and the environment, because the subject of biology is a subject that studies living things. Biology lesson itself is a lesson that is directly related to nature and organisms, one of the objectives of Biology subjects is to increase awareness of environmental sustainability (Murianti et al., 2021). Mam Nanik's strategies applied in the learning process vary and always make students interested. Mrs. Nanik in giving biology assignments that relate to the environment can be said to be successful in teaching and educating her students. One example of ecosystem material, Mrs. Nanik gave directions to her students to analyze the symptoms that occur in ecosystem damage and how to prevent and overcome it. This is in accordance with the statement of Mrs. Nanik when interviewed.

"In biology, we study what is related to superwiyata, namely ecological material, material about the environment, about pollution. Suppose these children about pollution of soil, water, air that how what is the cause what is the solution, they can but cannot answer not only discussion but is the application and that is what we are waiting for from the children."

Therefore, Mrs. Nanik as a biology teacher hopes that her students will be able to bring better changes to the environment when they graduate. In addition, Mrs Nanik also wants that what is

taught in schools about caring for the environment can be applied to everyday life. Environmental knowledge has a positive influence on attitudes to the environment, the higher the environmental knowledge possessed, the higher the concern for the environment (Rini et al., 2016) curriculum integration not only includes material related to environmental care character education into subjects (intracurricular) but also includes into co-curricular and extra-curricular activities. This is in line with research conducted by (Hidayanti, 2018) that eco-pedagogical and extracurricular-based Environmental Education applications help students to be able to learn more about the environment.

This is in accordance with the statement of Mr. Isbhul as curriculum vice principal.

“Curriculum integration is not only embedding environmental education into subjects, but also into everything (co-curricular and extra-curricular). This it can be said that environmental care character education in high school is complete as a whole.”

Examples are extracurricular activities of the adolescent Red Cross (PMR), Scouts and nature lovers (PA) which in the curriculum ledger of State High School 1 Gondangwetan Pasuruan stated that the extracurricular purpose is to preserve the function of the environment, to prevent pollution and to prevent environmental damage. This is in accordance with the Vision, Mission and objectives of State High School 1 Gondangwetan Pasuruan. From the results of the above exposure can be concluded that the integration of the curriculum conducted by State High School 1 Gondangwetan Pasuruan indirectly has built an understanding and character of students about environmental care. Through curriculum integration, students are stimulated to build and develop their understanding, so that they will realize that caring for the environment is very important.

Socialization of Environmental Care Character Education

Socialization is a process in which a person carries out the process of safeguarding and transferring values, rules, and habits and even culture (Nugroho, 2018). Socialization here is to convey everything that is considered important to be conveyed to all school residents. One of the socializations is about caring for the environment at school. The socialization process of environmental care is carried out regularly every Monday ceremony. Broadly speaking, the socialization said that all school residents are encouraged and expected to be more concerned about the school environment. This is in accordance with the statement delivered Mrs. Peni as Adiwiyata chairman of State High School 1 Gondangwetan Pasuruan:

“There are several strategies that we implement in the implementation of environmental care character education, one of which is socialization. Socialization here we do usually during the flag ceremony on Monday delivered by the ceremony supervisor. The content of the message of the ceremonial coach is always about the importance of our concern for the surrounding environment, especially the school environment. In addition, this socialization is usually also applied during teacher meetings, and meetings with parents so that all of them can be involved and support the character education of environmental care that is included in the Adiwiyata program implemented in schools.”

This is also reinforced by the statement of the principal who stated that:

“I always urge and endlessly remind all teachers to always socialize about the environment, the environment, and the environment to children. Especially when one of the teachers will be the coach of the ceremony. What's it for? So that this child will sooner or later wake up and awaken his consciousness.”

Socialization of environmental care is always delivered every time the ceremony is carried out, this is because State High School 1 Gondangwetan Pasuruan gets the title of Independent Adiwiyata school feels a great responsibility as an educational institution and environmental



delegation in Pasuruan Regency to be able to bring big changes to the environment and become an example of other schools. With the socialization that is carried out continuously, it is expected that all school residents can understand and build a mindset that how important it is to care for the environment and be able to implement it in everyday life. The socialization process in bringing up the character of caring for the environment is the first step that needs to be emphasized (Dewi, 2012).

School Activities on the Environment

School activities are inseparable from the process of formal and non-formal education, environmental care is an attitude and action to prevent damage to the environment, (Justika, 2023) school activities about the environment here are activities held and initiated by the Adiwiyata team success of environmental care character education. School activities on the environment is actually a cooperation between teachers, namely a joint agreement between the Adiwiyata chairman with all homerooms in State High School 1 Gondangwetan. This collective agreement is carried out to teach and educate students to increase awareness of the environment, especially the problem of waste. School activities on the Environment held at State High School 1 Gondangwetan Pasuruan include the following.

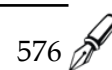
Composting activities

Composting is one of the solutions used to manage organic waste in the hope of reducing the composition of waste into useful products (Faatih, 2012) composting activity is an effort in managing organic waste, compost is generally made from leaves and animal waste, while the process of composting trace bodies also plays a role in the composting process, namely bacteria and fungi that will catalyze complex organic materials into simple (Suwatanti & Widiyaningrum, 2017). This composting activity is an activity to make compost from leaf litter scattered in the schoolyard. This composting activity is carried out every Thursday by students who are members of the composting working group (pokja). In the process of making compost, the students were accompanied by the coordinator of the composting working group (pokja), Mrs Kiki the use of organic waste is also a strategy to be able to deal with waste problems and improve knowledge and skills about composting from foliage waste (Karyati, 2022) based on the results of observations, the technical collection of leaf waste to be composted is that each class must collect leaf waste and collect it every week and then submit it to the compost working group for composting. After students collect, the students on duty will note that the class has collected.

It is intended to log classes that collect and classes that do not collect. Usually for classes that do not collect, the students on duty will report to Mrs. Kiki as composting coordinator and then Mrs. Kiki will report the class that does not collect to her homeroom teacher. Furthermore, the homeroom teacher will give sanctions according to his own homeroom policy. This is reinforced by the statement by Afwan one of the students who joined in composting stated that:

"This composting activity is carried out every Thursday after school, later every week the children also collect leaf waste to compost. If later there are those who do not collect later we just report to Mrs. Kiki the rest will be followed up on which class does not collect."

This composting activity aims to reduce the amount of fallen leaves and scattered waste which is then used as compost. Furthermore, the finished compost will be sold to teachers at a price of Rp. 8000 / plastic. The money from the sale of compost here will be put into the Treasury and will be used when needed such as a broken leaf grinding machine will be repaired using the cash. This is in accordance with the statement of Mrs. Kiki as the coordinator of the composting working group (pokja).



"With this composting working group (pokja), the children are so enthusiastic to reduce leaf waste, and also we from composting produce compost which will be marketed to teachers. There are so many benefits that have been felt by the Working Group (pokja) of this composting" further according to Mrs. Peni as chairman of Adiwiyata explained: "with this composting, leaf litter in schools began to decrease even to the point that the school ran out of leaf litter because the children collected leaf litter and then collected it to the composting working group (pokja), the goal is to reduce leaf litter in schools."



Figure 9. Composting activities

Composting activities carried out after school, according to Mrs. Nanik as treasurer Adiwiyata team also added:

"Because by collecting the leaves scattered into compost, the environment becomes clean, and the children get rupiah."

Ecobrick activities

One of the human efforts in maintaining cleanliness is to maintain personal hygiene and environmental cleanliness with the aim to maintain and cultivate a healthy and clean life (Palupi, 2020). Waste Management in Indonesia is still very lacking according to data on the total amount of waste in Indonesia in 2019, the total amount of waste reached 68 million tons, and plastic waste reached 9.52 million tons and in fact Indonesia was ranked second in the world as a country producing plastic waste (Jambeck, 2015). One of the efforts to prevent and overcome plastic waste with the ecobrick method, the ecobrick method is the utilization of waste made of plastic in the form of used bottles, Ecobricks become an alternative to maintain the environment, ecobrick is a plastic bottle that is densely packed with non-biological waste (Widiyasari, 2021). Waste becomes a glonal problem and increases with increasing years (Sari et al., 2018).

This Ecobrick activity is an activity to create a work from a bottle containing inorganic waste. This activity was carried out when the number of ecobrick bottles had been collected from each class by students who were members of the waste bank Working Group (pokja). In the process of making ecobrick students were accompanied directly by Mrs. Peni as chairman of Adiwiyata because Mrs. Peni understand better the making of a work of ecobrick. On the other hand, Mrs. Peni has a very high creativity in making work that utilizes used goods. This is confirmed by the statement of Aisyah one of the students of Class XI.MIA.3 who said:

"In making Ecobricks we are directly accompanied by Mrs. Peni because Mrs. peni is a creative person who can do this, especially Mrs. peni is an art teacher."

Based on the observation, the technical ecobrick collection that will be made as a work that is, each class must collect 2 bottles of ecobrick and collected every week and then handed over to the Working Group (pokja) waste bank. After the students collect, the students on

duty will note that the class has collected. It is intended to record which classes are collecting and which are not. Usually for classes that do not collect, the students on duty will report to Mrs. Peni and then she will report classes that do not collect to their homeroom teacher. Furthermore, the homeroom teacher who will later give sanctions in accordance with his own homeroom policy. Not only that, Bu Peni will also provide sanctions in the form of doubling the ecobrick collection as much as twice, if you still do not want to collect, Bu Peni will also provide a reduction in value to students who do not want to collect. This eco brick activity aims to reduce and minimize the amount of plastic waste in the surrounding environment which is then the result of the collection is used as an item. This is in accordance with the statement of Mrs. Peni.

"If we know, this ecobrick is actually good, what good is it? To minimize existing plastic waste. So far, plastic waste is just thrown away, discarded and discarded, but with this eco brick, plastic waste that was originally discarded can now be used as an item or work. For example, in front of the teacher's room, it is the result of plastic waste that is made into ecobrick."

It can be said that with this ecobrick, State High School 1 Gondangwetan Pasuruan has been able to reduce the amount of plastic waste. On the other hand, with ecobrick, the students are more concerned about the problem of plastic waste. Plastic waste itself is a factor that causes natural damage caused by humans, and plastic waste takes thousands of years to decompose. In addition to managing plastic waste with the ecobrick method (Sunandar et al., 2020) in a study conducted by Wahyudi & Zultinar (2016), plastic waste is managed into fuel oil because plastic has advantages over other materials.

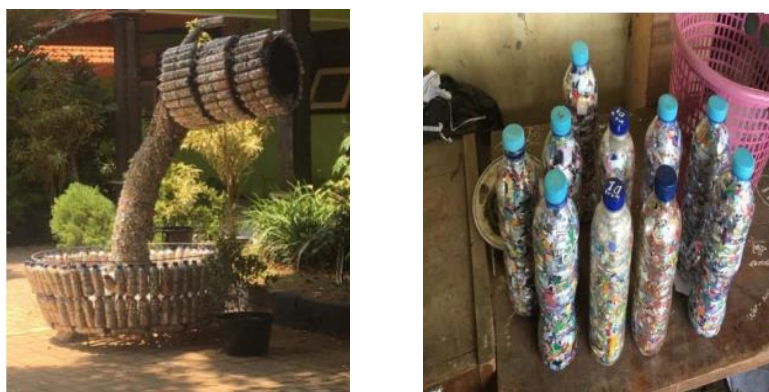


Figure 10. Ecobrick results

Waste bank activities

Waste banks have several benefits for the environment and humans, such as the impact of making the environment much cleaner and building individual and community self-awareness (Suryani, 2014). This waste bank activity is to collect waste that has economic value to be sold to collectors. This activity is carried out every Saturday by students who are members of the waste bank Working Group (pokja). In the process of waste sorting, garbage collection and anyone who saves is usually accompanied by Mrs. Kiki. Based on the observation, technically each class must collect waste that has an economic value such as plastic bottles, paper, cardboard etc. Then collected every week and handed over to the Working Group (pokja) waste bank. After the students collect, the students on duty will note that the class has collected and saved. It is intended to record which classes are collecting and which are not. Usually for classes that do not collect, the students on duty will report to Mrs. Peni and then Mrs. Peni will report classes that do not collect to their homeroom teacher. Furthermore, the homeroom teacher will later give sanctions in accordance with his own homeroom policy.



This is reinforced by the statement of Afwan, one of the students who joined the garbage bank:

"This garbage bank activity is carried out every Saturday after school, later every week the children also collect waste that is of economic value which we will then data and sort according to the type. If there are those who do not collect later, we only report to Mrs. Peni, the rest will be followed up on which classes do not collect, almost the same as composting, there are those who collect and those who do not."

This waste bank activity aims to reduce the amount of waste. On the other hand, students also get income from garbage that will be given to each class when everything is sold, and the results will be put into the classroom treasury. Although the sale and disbursement once every 2 months but the students remain enthusiastic in saving in the garbage bank. This is because the students have the idea that rather than just relying on cash generated from each class child it is not necessarily better to save.

This is in accordance with the statement of one of the students named Mayang Class XI.IIS-2:

"Now, with the existence of this garbage bank there is income for cash. If we want to rely on the cash dues of each class that sometimes withdraws lot of money for tomorrow, it's difficult. If we have a garbage bank, we can use the garbage."

The same thing is also said by Mr Peni.

"State High School 1 Gondangwetan has a garbage bank. With the garbage bank, not only all school residents benefit from it in terms of material, but also in terms of the environment is very good because it reduces the amount of waste in the school. So, now need to bother again with garbage, can be deposited into the garbage bank."

Furthermore, Mrs. Nanik the treasurer of Adiwiyata team explained:

"Through Adiwiyata we created a waste bank, lha waste bank was started in 2014 until now, so children who have Aqua glass Aqua bottle waste can be deposited into the waste bank into rupiah, papers, cardboard. Cardboard can also be deposited into the waste bank."

This waste bank activity is one of the environmental education programs that organized through waste management applied in the waste bank program itself. Waste banks become a place to collect waste that can later be monetized (Utami et al., 2022)



Figure 12. Sorting of garbage collected per class

School Culture

In terms of etymology, culture has a meaning related to agriculture, then reviewed in terms of terminological, culture has a meaning of habits, a certain way of life that radiates identity in an

individual (Daryanto, 2015). Culture describes the way we do things, in the outline of culture provides concepts that arouse interest in learning, thinking, and pursuing what is appropriate according to culture (Supardi, 2015), and has a principal aspect related to the quality of school and culture (Maryamah, 2017). School culture here means the habits of school residents who often do in the school environment (Lestari et al., 2019). Based on observations, State High School 1 Gondangwetan implements the first environmental care school culture held every Friday, namely cleaning the entire school environment by all students accompanied by their homeroom teachers for 20 minutes. This school culture is called the Clean Friday movement (GEJUMBER). Gejumber was initiated by the board of Adiwiyata to familiarize school residents to care about the cleanliness and beauty of the school environment. This school culture is expected to be able to make school residents aware of the importance of maintaining environmental cleanliness.

Clean Friday movement in State High School 1 Gondangwetan Pasuruan is always awaited by students at school because with this clean Friday movement, every class is eager to clean the environment around their class. On the other hand, the Clean Friday movement is used as a prestigious event among homerooms and each class to show who is the cleanest and most beautiful class. No wonder sometimes the Clean Friday movement is also contested between classes by the Adiwiyata team to increase the enthusiasm of students in cleaning the environment even though the prizes obtained when winning are not much. But it needs to be underlined that this Gejumber is one of the breakthroughs for school residents to be more active in cleaning the environment. This is in accordance with the statement of Mrs. Peni as chairman of Adiwiyata.

"Gejumber or you could say this clean Friday movement is done every Friday for 20 minutes. At the time of Gejumber, these students clean the classroom so that it is clean and beautiful, accompanied by their respective homeroom teachers. The goal is to stimulate students' concern for environmental cleanliness. To improve that, I and the other Adiwiyata team often compete in class cleanliness. So which class is clean and which class is dirty? The cleanest class will be announced when Monday's ceremony has been completed, then yes a reward for the dirtiest class is also announced so that other classes do not imitate the class that gets the title of the dirtiest class."

The same thing was also expressed by Mrs. Nanik as Adiwiyata treasurer team of State High School 1 Gondangwetan.

"We always hold every Monday that announces the cleanest class and the dirtiest class, automatically the class children have the dirtiest predicate class that will be ashamed, so it will motivate other classes not to get dirty"

Furthermore, Mrs. Yuni as an English teacher said:

"We mobilize the children in high school to really care about the environment, for example, they take care of the plants in each class, then they take care of them, and how do we keep it that way? Held a beauty contest, cleanliness of the classroom and later it will be ranked 1 2 3, because there is such a concern that is incorporated into the character of children, that our schools are really cultured and care about the environment."

Second culture of State High School 1 Gondangwetan Pasuruan is a 5-minute garbage hunt. Hunting trash for 5 minutes is actually a previous stakeholder policy which is then felt to be positive in teaching and educating students to care for the environment which is ultimately used as a school culture. Based on the results of observations, this 5-minute garbage hunt every day is carried out by students during certain hours, namely at the beginning of each class, recess takes place and goes home from school. This is in accordance with the statement of Mrs. Nanik as treasurer of the Adiwiyata team.

"We have a habit of hunting garbage for 5 minutes which is carried out at certain hours, usually often after the second break and after school. Actually hunting trash for 5 minutes is the policy of the previous stakeholder. Yak because according to teachers considered good, finally the policy was carried out until now to become a culture in State High School 1 Gondangwetan"

Further in practice according to Mrs. Yuni as an English teacher said:

"Every time my class hours, I take 5 minutes and I must say try to look around you whether there is garbage or not, if there is immediately thrown into place. Why am I always like that when I teach? Because I like the beauty and cleanliness so I don't want to come when teaching a class that is not beautiful"

This 5-minute trash-hunting activity aims to give awareness to students to care more about the environment. So besides they gain knowledge in school they are also indirectly formed into students who care about the environment. The third culture of State High School 1 Gondangwetan Pasuruan is to remind each other. Based on the results of observation, in practice, the culture of reminding each other is done spontaneously teacher when there are students who behave poorly against the school facilities and the school environment such as not throwing garbage in place. In this case, when the students are like that, the teachers who at that time knew immediately gave a warning and advised that such actions should not be repeated. Then the teacher also sometimes gives an example to his students who at that time were not sensitive to garbage by directly taking the garbage and throwing it in the trash. This is in accordance with Mrs. Peni statement.

"We as teachers in this school not only provide teaching in the classroom, but outside the classroom, in what way? Remind children when they are still throwing garbage out of place. Now this is what we continue to do when we see children like that, so that these children care more about the environment"

Further according to Mr. Sony as an English teacher said:

"If I am actually a simple matter of reminding, I always tell them to always giving, giving and giving because by giving our lives we can be happy. An example of the problem of giving that I teach children. Every time they are caught throwing garbage out of place I immediately take out the trash and thank you for giving me the opportunity to throw out your garbage. And it wasn't once or twice that I did that. What impact indirectly when they have friends or others throw garbage they will immediately take out the trash and say thank you. Although not all of them will happen like that, at least I will remember and give examples directly to them."

So, the teacher not only told his students to throw garbage but also took part in environmental cleanliness. The purpose of spontaneous activities here is to provide stimulus and awareness to students on a regular basis to keep caring for and maintaining the environment to always be clean which if done continuously will indirectly make a habit in students who have a caring spirit of the environment. The attitude of caring for the environment must be developed as a character that must be owned by every human being, humans are social beings who in their lives are often related to the environment, therefore, maintaining the environment and preserving it is an obligation (Samani, 2013).

Discussion

In this study, researchers used a qualitative descriptive approach to describe the condition of environmental education at State High School 1 Gondangwetan Pasuruan. The results showed



that the Gejumber (Clean Friday) activity and the 5-minute garbage hunt had a positive impact in increasing students' awareness of environmental cleanliness and forming a caring attitude towards the environment. In interpreting the research results, the researcher relates them to relevant theories related to environmental education. One of the relevant theories is environmental learning theory, which explains how actively involving students in environmental activities can increase their understanding and awareness of the importance of keeping the environment clean and beautiful.

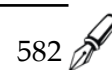
In addition, the researcher also connects the research results with the theory of behavior change and students' intrinsic motivation. This theory explains how direct experience in activities such as Gejumber and garbage hunting can influence students' attitudes and behaviors in maintaining environmental cleanliness. Through these activities, students can develop a sense of responsibility for the environment and intrinsic motivation to maintain cleanliness. By referring to these theories, the results of this study provide a deeper understanding of the effectiveness of environmental activities in education at State High School 1 Gondangwetan Pasuruan. This interpretation shows that through activities integrated in the school culture, students can be actively involved in maintaining the cleanliness and beauty of the environment and develop a caring attitude towards the environment. This interpretation has important implications for the development of learning strategies and environmental education in other schools. By linking the research findings with relevant theories, it can strengthen the understanding of the importance of environmental education and how to implement it effectively in educational settings.

CONCLUSION

Based on the description provided, it can be concluded that State High School 1 Gondangwetan Pasuruan school recognizes the environmental problem as a crucial issue and has taken several initiatives to address it through environmental education programs and various activities. The school has been awarded Independent Adiwiyata by the district, which indicates its commitment to environmental education. The application of environmental education is evident in several subjects such as biology, entrepreneurship, Indonesian, arts and culture, and English. This integration of environmental education across different subjects helps students develop a holistic understanding of environmental issues and encourages them to become environmentally responsible individuals. The facilities provided in the school also support environmental care activities. This may include infrastructure for waste management, recycling, and composting, as well as spaces for eco-brick crafting and waste bank operations. These facilities create opportunities for students and staff to actively engage in environmental conservation practices.

Apart from integrating environmental education into the curriculum, State High School 1 Gondangwetan Pasuruan school also emphasizes the importance of raising awareness about environmental concerns. This is achieved through various means, such as delivering messages during ceremonial events, teacher meetings, and parent meetings. These platforms allow for regular communication and dissemination of information regarding environmental issues and the school's initiatives. The school has implemented mandatory extracurricular activities to reinforce environmental care practices. Waste composting is conducted by collecting foliage waste from each class. The composting process involves the use of microbes to catalyze decomposition. The purpose of composting is to reduce leaf waste and generate compost, which can be sold to generate income for the school. Another activity is the ecobrick initiative, which focuses on reducing plastic waste, particularly plastic bottles. Students and staff are involved in transforming used bottles into reusable crafts. The activity is directly supervised by a coordinator.

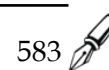
Furthermore, the school has established a waste bank, which operates on a weekly basis and is accompanied by a designated coordinator. The collected garbage is deposited to a Working Group (pokja). The waste bank activities aim to reduce waste in the environment and encourage responsible waste management practices. Additionally, State High School 1 Gondangwetan Pasuruan school conducts regular environmental clean-up activities known as The Clean Friday movement (GEJUMBER). This movement encourages students and staff to participate in cleaning



the school premises or surrounding areas every Friday. It promotes a culture of cleanliness and environmental stewardship. Overall, State High School 1 Gondangwetan Pasuruan school demonstrates a strong commitment to environmental care and sustainability through its educational programs, extracurricular activities, awareness campaigns, and the provision of facilities that support environmental initiatives. By integrating environmental education across different subjects and engaging the school community in practical conservation activities, the school aims to instill a sense of responsibility and environmental consciousness in its students, thereby contributing to the solution of environmental problems.

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