

# CHARACTER EDUCATION FOR EDUCATORS THROUGH SCHOOL BASED ON ENVIRONMENTAL CONSERVATION IN MALANG DISTRICT

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## ABSTRACT

Character education is a very urgent action to determine the nation's character in the future. Environmental Education is a way to actualize this goal by knowing the fact that the environment of life that is suffering so much now arouses the sympathy of those who happen to see it. With an interest in educating participants to love the environment, therefore, the Malang Regency Government has delegated policies to the Ministry of Education and Culture, the Department of Forestry, and the Environment Agency, to regulate the construction of what is called the Conservation School. The current environmental crisis is caused by misplaced human behavior. Such behavior is rooted in the wrong human mindset about their relationship with nature or the place where they live. The research location is Malang Regency, East Java Province, which is considered to suffer from an environmental crisis

Data collection methods include: a) Observation, b) In-depth interviews, c) Documentation, and d) Focus Group Discussions (FGD). The results of the study are explained as follows: 1) Providing character education to educated participants on environmental preservation is carried out through various means; 2) Educated participants can participate in environmental preservation if they have relevant competencies; 3) The participation of educated participants in environmental preservation is strengthened in several ways; 4) Factors that support and hinder character education for environmental preservation.

Keywords : Character, education, school, conservation, and environmental

## INTRODUCTION BACKGROUND OF RESEARCH

Different scholars propose different definitions of character. Some view character as a subjective judgment on moral and mental qualities, while others see character only through mental quality. Other definition says that changing or shaping character is a matter of stimulating one's intellectuality (encyclopedia.thefreedictionary.com, 2004). Coon (1983) defined character as a subjective judgment on one's personality to ensure whether this personality is accepted or rejected by community. According to Wynne (1991), the word "character" was derived from Greek, meaning "**to mark**", and literally, it focused on how to act or behave on virtuous values. Therefore, one who is considered dishonest, cruel or greedy is one with bad personality, while the reverse is one with good personality.

Aristotle was relating character with "**habit**". However, Berkowitz (1998) said that good habit is not always ensuring that humans have consciousness (*cognition*) to appreciate the importance of virtues in character (*valuing*). For example, some persons may have habit of honesty, but because the truth is revealed only due to their fear of punishment, then they may not understand the moral value of their honesty. Therefore, character education needs to involve emotional aspect. According to Lickona (1992), emotional component of character is also called as "*desiring the good*" or an interest to do good things.

Dorothy Rich (1997) asserted that values, abilities and inner engines are the subjects of learning that if children can understand it, it may help them to be successful at school and in the future. Besides these subjects, parents and schools also teach *Mega Skills*, which consist of attributes, namely: 1. Confidence; 2. Motivation; 3. Effort; 4. Responsibility; 5. Initiative; 6. Perseverance (*Strong will*); 7. Caring (*Compassion*); 8. Teamwork (*Cooperation*); 9. Common Sense (*Think logically*); 10. Problem Solving; and 11. Focus (*Concentration on goals*).

Chicago Tribune in Megawangi (2002) has reported that United States's Department of Health and Human Services already mentioned several risk factors that cause school failure among children. These risk factors are not laid upon cognitive competency but on psychosocial competency. The latter competency is determined by emotional and social intelligences, and these intelligences comprise attributes, namely: 1. confidence, 2. self-control, 3. cooperation, 4. socialization, 5. concentration, 6. empathy, and 7. communication.

## OBJECTIVE OF RESEARCH

Research is aimed to explore, review and obtain comprehensive description about the following matters:

1. The form of Character Education that shall be given to educated participants in order to actualize life environment conservation.

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2. Competencies that educated participants must have in order to participate into activities of life environment conservation.
3. Factors supporting and constraining Character Education of educated participants toward life environment conservation.
4. The implementation of environmental education curriculum in education sectors in Malang Regency.

### RESEARCH URGENCY

This research shall be important because it provides base concept for developing environmental education curriculum into school environment in Malang Regency. Conceptually, this research is also helpful to the development of knowledge and technology that may serve as academic anvil for the development of environmental education curriculum.

### REVIEW OF LITERATURES CHARACTER EDUCATION

Regarding to Character Education, Lickona (1992) emphasized on three *components of good character*, respectively, *moral knowing*, *moral feeling* and *moral action*. Educated participants are required to understand, sense and implement virtuous values.

**Moral Knowing.** Six items are constituting moral knowing, which include: 1) moral awereness, 2) knowing moral values, 3) persperctive taking, 4) moral reasoning, 5) decision making and 6) self-knowledge.

**Moral Feeling.** Six items determine emotional aspect of one's good character, and these include: 1) conscience, 2) self-esteem, 3) empathy, 4) loving the good, 5) self-control and 6) humility.

**Moral Action.** Moral action is the outcome of two other components of good character. To understand what stimulates one to act morally, three aspects must be attended, precisely: 1) *competency*, 2) *will*, and 3) *habit*.

The immediate question is how to develop character education through environmental education at elementary education sector. Elementary Education is given concern because it provides base for character building of the educated children. Life environment has become worse nowadays while humans' care to life environment conservation is declining.

Land and sea have suffered from humans' misbehave, and God makes them to feel some consequences of their deed to convince them to the righteous path (Q.S. Ar-Ruum, 30:41). This verse shows that human behavior and conservation of life environment where human lives are related. Ecosystem balance affects human viability and it is absolute requirement to create harmonious life in any aspects, including social, economic and culture. Integralistic and holistic development is an ideal step to produce harmonious and balancing ecosystem in the nature. However, development in current days is still emphasized more on economical aspect rather than humanist values. Human perception on environment (ecosystem) is differentiated into two, precisely, immanent (holistic) perception and transcendent perception. Within holistic perception, humans are separated from biophysical system surrounding them, which comprises animals, plants, rivers and mountains, but humans feel like still having functional relationship with these biophysical factors, which by then, it produces socio-biophysical unity. In transcendent perception, ecological beings are part of the environment but humans are separated from

environment. Humans see environment as resources waiting to be exploited as desired (Iskandar, 2001).

### ENVIRONMENTAL EDUCATION AS BASE OF ATTITUDE AND BEHAVIOR FOR VIABILITY

Environmental education shall be designed on base concept of life environment. This concept must be teachable in all types and paths of education from elementary schools to higher education institutions. Education is not served only by formal institutions, but also possibly delivered through informal and non-formal institutions, such as government organizations that specialize on education or non-government organizations. Environmental education must support the integration of wisdom, attitude and behavior in dealing with problems caused by nature (earthquake, volcanic eruption, etc). Living creatures, including humans, can misbehave and cause others to suffer damages or losses. Among misbehaves is environmental pollution, which is widely known for its impact and thus, shall be restrained to minimum (Surjani, 2009).

Managing environmental issues can start from environmental education. It may begin with teaching wisdom, attitude, morality, and spirituality, and ensuring that all these subjects are connected to real life behavior in current days and in the future. The immediate concern is for the sake of safety of the ecosystem. Reciprocal relationship between knowledge of environment and fluctuation of natures shall exist. Earthquake, volcanic eruption, global warming, ozon depletion, acid rain and others must be coped with mitigation system to minimize their bad impact.

Actually, researcher has conducted a study about environmental education. The study showed that character education at elementary schools in Batu City is delivered through environmental education. Learning materials and curriculum of this education are designed to be environmentally friendly, and the designing process has involved Department of Education and Life Environment Agency. Citizen participation in life environment conservation is strong because they already have competencies relevant to this conservation. Several factors are supporting and constraining these competencies but it is not so inhibiting citizen empowerment toward life environment conservation.

Life environment problems are not only technical but also related with moral and behavior. Global ecology crisis in current days is also called global moral crisis. Ethics and morality are needed to deal with environmental problems. Life environment cases, either national or global, are mostly caused by human behavior. According to Arne Naess (Sonny Keraf, 2006), environmental crisis in current days is only solvable through fundamental and radical reformations of humans' mindset and behavior on nature. What is needed for now is not only new life style for individuals but also new culture for whole communities. Life environmental ethics guide humans to have new interaction with nature. Actually, global environmental crisis derives from humans' fundamental philosophical mistakes in perceiving or understanding themself, nature and place where they live in ecosystem. Wrong mindset engenders unwise behavior on nature. Humans see nature mistakenly and put themself in nature wrongly. It is the beginning of all life environmental disasters.

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Humans' understandings, perceptions, and behaviors, therefore, must be environmentally friendly. All these lay rational base for humans to have good interaction with nature, other humans and whole ecosystems. Wrong mindset possibly emanates from anthropocentric ethics, which see humans as the center of universe, and consider humans as the only being with value while universe and its contents are only the tools to satisfy humans' interests and necessities.

### METHOD OF RESEARCH DESIGN AND METHOD OF RESEARCH

Type of this research is descriptive-qualitative. This kind of research usually describes information about status and condition of symptom. Data of qualitative research are mostly description of problems that research has focused on. Qualitative research always explains characteristic of data, elaborate the result not in numbers but in words, and describe the objective or real conditions of research problems. According to Bogdan and Taylor in Moleong (2000:66), qualitative research is a research procedure to produce descriptive data comprising words, speeches, and behaviors. Given the statements above, the current research is aimed at collecting information about national character development through environmental education that is delivered at elementary education sector.

### LOCATION OF RESEARCH

Research location is *purposively* selected based on the formulated goal, precisely the establishment of conservation school in Malang Regency.

### DATA SOURCE

Data type include primary and secondary data. Data source is key informants involving school principals, teachers, and few representatives from School Committee, Department of Life Environment, and Department of Forestry.

### DATA COLLECTION TECHNIQUE

Several methods are used to collect the data. These methods are explained in the following.

- a) Preliminary Study  
This method is used to dig up information about knowledge, concept, and perception that key informants have about conservation school.
- b) Observation  
Observation is used when researcher insists on knowing real condition or description of conservation school program.
- c) In-depth Interview  
This is used when researcher tries to confirm with key informants concerning their knowledge, concept, and perception about conservation school.
- d) Documentation  
This method is used by researcher to obtain descriptions about conservation school activities.
- e) Focus Group Discussion (FGD)  
Focus Group Discussion is held as a limited discussion about school conservation, and the

participants are mostly among colleagues or scholars if they are invited.

### DATA ANALYSIS TECHNIQUE

Data analysis involves three stages, which are elaborated as follows:

- 1) Data Reduction  
First stage is data reduction in which each unit of data is identified to capture proper description of problems related with citizen participation in life environment conservation. Several units of data are obtained, such as: (a) form of conservation activities, (b) source of conservation activities, (c) orientation of clearance, and (d) procedure of implementation and problem-solving. In this stage, researcher codifies every unit of data on its source. Within context of this research that concerns with life environment conservation, the source of data is mostly from Javanese philosophy. Data reduction is conducted by sorting over various philosophical statements collected from documents, books, magazines, or notes. The sorting allows researcher to understand how the philosophy is applied by community in daily life.
- 2) Categorization  
After data are sorted, researcher will select data units and assign them into categories. Categorization helps researcher to get more explanations about citizen participation into life environment conservation.
- 3) Synthesis

Researcher must link one category to another in order to obtain true descriptions about citizen participation into life environment conservation and its relevancy to conservation school in Malang Regency.

### DATA TRUSTWORTHINESS CRITERIA

Data trustworthiness is tested using criteria, which are given as follows:

- 1) Researcher's diligence in collecting data through field observation.
- 2) Prolonged participation of researcher at research location.
- 3) Adequacy of references confirmed by cross-checking literatures and other relevant sources.
- 4) Sharing information through a gathering or discussion with colleagues, NGO, related institutions, and scholars.
- 5) Triangulation, which is done by cross-checking results of research against data source, data collection data, theoretical background, and research objective.

### RESULT AND DISCUSSION

This research is attempting to provide complete descriptions of data and empirical findings obtained. Detail of each description is arranged in attachments. General descriptions of data will be elaborated in the following.

### RESULT AND DISCUSSION

This research is talking about character education of educated participants through conservation school in Malang Regency. The collected data have been analyzed through data reduction, categorization, and synthesis, and it has given four results, which are described as follows: (1) The form of character education that shall be given to educated participants in order to actualize life environment

conservation, (2) Competencies that educated participants must have in order to participate into activities of life environment conservation, (3) Form of empowerment of educated participants toward life environment conservation, and and (4) Factors supporting and constraining character education of educated participants toward life environment conservation. Each will be explained in different section.

### 1. The form of character education that shall be given to educated participants in order to actualize life environment conservation

All respondents have replied that character education at schools can take several forms such as the application of environmental curriculum from elementary school to senior high school, the integration of environmental education with co-curricular and extra-curricular activities, and the participation into Adiwiyata Award contest either by educated participants or schools.

Educated participants who participate into life environment conservation activities must understand all perspectives concerning life environment. Theologies that respect life environment, including Islam, shall not be put aside from consideration. Moslems perceive that humans are put on earth to act as a leader (*khalifah*) and one of its priority is life environment conservation.

Furthermore, participation of educated participants into character education is differentiated into two. First is at school environment where educated participants can attend Adiwiyata Award Contest and its related events. School shall build good cooperation with students and their guardians in order to ensure that school environment is shade and beautiful. School may suggest students and their guardians to bring plants from home and keep them at school garden. Second type of participation is at community environment where educated participants may join the crowd to enliven Adipura Contest and its related events. There is also an event called "environmental reforestation initiative" targeted on critical land and held every year on month of December. Educated participants shall support this initiative at least to conserve the environment where they live.

*Civic Education*, or also known as citizenship education, according to Branson (1999: 7), is a quality and responsible participation into social and political actions at local, state and national levels. Within Indonesia context, citizen participation in life environment conservation is the goal of civic education. Participation level has been increasing because participants are not only involving regular schools, educators and conservationists, but now also including Moslem Boarding House, volunteers, and civil societies. Their participation toward life environment conservation begins from the simple one such as by guarding water sources and maintaining the beauty of school and boarding house environments.

Community who lives at the forest edge also does activities toward life environment conservation, which among others is managing Forest Farmer Group that later sets partnership with Indonesian Forest Company to establish "*Lembaga Kemitraan Pengelola Desa Hutan*" (Partnership Organization for Forest Village Management). The presence of this Agency actualizes not only conservation of the forest but also whole life environment. Department of Forestry in certain region stimulates educated participants at elementary schools toward life environment

conservation by implementing a program called "*Kecil Menanam Dewasa Memanen*" (Child does Planting, Adult does Harvesting). During Field Lecture Activity, college students from forestry subject have introduced some forestry-related programs. For instance, "*Program Tanam Pohon*" (Tree Planting Program) has been launched with involving seed grants from Department of Forestry. Community may plant trees in self-supporting basis or apply for seed grants from Department of Forestry. Other program is called "*Menuju Indonesia Hijau*" (Toward Green Indonesia) in which community does a lot of activities such as conservation, trash cleaning, and reforestation. The presence of volunteers who are willing to work for life environment conservation without official assignment is a proof that citizen participation toward life environment conservation is truly obvious.

### 2. Competencies that educated participants must have in order to participate into activities of life environment conservation

After observing the competencies of educated participants, it seems that they already know about plant species, conservation and how to implement it, life environment, forest type, forest land, and agencies assigned to take care the forest. Educated participants have also been familiar with conservation programs, conservation school, education and implementation activities, and briefing.

Such competencies above are achieved by internalizing environmental concepts into the mindset of educated participants. At least, educated participants can differentiate between activities that conserve environment and those that destroy environment. Scientific skills for life environment conservation are fostered through Natural Science and Social Science. These skills may help educators to guide "*Model School*" to set new orientation toward "*Adiwiyata Award School*".

Citizen's competencies related with life environment conservation are also called *civic skill* (Baranson, 1998). There are two main activities in life environment conservation, namely "*education and implementation*". Education aspect is actualized through establishment of "*Conservation School*" in which educated participants are provided with knowledge about functions of plants, resorption wells, and biopores. Implementation aspect is focused on how to create school garden, resorption wells, and biopores. Other activity in implementation aspect involves labelling plants to enrich "Indonesian biodiversity". Some plants are labelled with Indonesian and Latin names, and this label is called "*tree paper*". Besides developing *civic knowledge and civic skill competencies*, this research also desiderates to develop *civic disposition*. Citizens, including community, are hoped to be able to distinguish public and private characters that are important for the viability of constitutional democracy. Conserving life environment can be done through shared-work and cooperation in several activities such as planting trees, clearing trashes, and reforestation on narrow but critical area. Other activity is focused on river conservation because river was once helping the ancestors to undergo and internalize virtuous values and therefore, the values were successfully to be the legacy for the next generations. It is hoped that later the citizens will be persons with personal attributes of sturdy, competitive, noble, moral, supreme, tolerant, shared-work, patriotic,

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and dynamic, which are underlined by **Pancasila** (Five Principles) and also faith and piety to God.

Civic competencies are closely related with good personal attributes. Five characteristics determine this relationship, namely Self-Identity; Freedom to exercise the rights; Fulfillment of obligations related to the rights; Interest and involvement levels in public affairs; and Ownership of community base values (Winataputra and Budimansyah, 2007).

Based on what is stated in previous paragraphs, it can be said that civic competencies comprise *civic knowledge*, *civic skill* and *civic disposition*. Each is described in words. *Civic knowledge* is knowledge about plant species, conservation and how to implement it, life environment, forest type, forest land, agencies assigned to take care the forest, *Child does Planting-Adult does Harvesting* Program, *Toward Green Indonesia* Program, and Conservation School. *Civic skill* is concerning with how to implement all these knowledge to the favor of life environment but still of course with adequate briefing. *Civic disposition* is manifested through cleaning trashes and planting trees on narrow but critical lands.

### 3. Form of empowerment of educated participants toward life environment conservation

Respondents feel that empowerment efforts are truly needed at least for preparing themselves toward life environment conservation. These efforts are numerous. Training sessions can be held to introduce plant species. Ecology, economic and esthetic of life environment conservation are subjects that shall be taught to educated participants. Elementary school may be a proper place for implementing *Child does Planting-Adult does Harvesting* Program, while junior high school is the best for Conservation School program. Community Group must be escorted in dealing with critical land. The cooperation with higher education is needed to be fostered in Field Lecture Activity. This cooperation is manifested through planting trees, establishing groups of life environmental volunteers, involving communities in effort of managing conservation forest, arranging specific trainings for teachers who later must deliver materials of life environmental subjects, and providing seed grants and counseling to community that lives around water sources.

Other efforts can take many forms such as: a) Adiwiyata Award Contest followed by schools in Malang Regency, b) Life environment education provided in form of Local Content Curriculum that must be complied with by all education levels from Elementary School to Senior High School, and c) *Specialization Training* given to school teachers who foster life environmental subjects. As explained by staffs at Life Environment Agency, empowerment efforts toward life environment conservation are possibly done by: a) posting life environment conservation programs into visions and missions of the elected Regent, which in Malang Regency context, environmental programs are consolidated into a motto "*Madep Mantep*" (Face Steadily) as written in Regional Middle-Term Development Plan for Malang Regency; b) introducing environmental programs into school curriculum, which prevail from elementary schools to senior high schools; and c) socializing environmental education to the community.

Moreover, Department of Forestry in Malang Regency has informed that participation of educated

participants toward life environment conservation is empowered through two activities, such as: a) providing "seed grants", which then the seeds are planted around water sources, and b) giving "counseling" to community that lives around water sources, including educated participants.

In Malang Regency, two environmental programs have been designed by Life Environment Agency, respectively that: a) at community scale, there is Adipura Contest, which the winner will be named as "Health City", and b) at school environment scale, there is Adiwiyata Award, which the winner shall be called as "School with Environmental Care and Culture". These two programs are meaningful to establish attitude and behavior of educated participants that care with life environment.

The environmental programs above comprise several components. Two of them have been widely recognized, such as: a) *Indonesian Planting Day*, which is a presidential sponsored program that shall be implemented by local governments, and b) Natural Resource Conservationist Group, as other source besides Department of Forestry, for supplying plant seeds.

As previously described by the staff of Life Environment Agency for Malang Regency, few actions have been taken to produce attitude and behavior of educated participants toward life environment conservation, and these actions include: a) enforcing regulations concerning life environment protection, including *Environmental Impact Analysis* and *Strategic Review on Life Environment*, b) building cooperation between Department of National Education for Batu City and Life Environment Agency for Malang Regency to apply environmental education curriculum at schools and to arrange Adiwiyata Award Contest, and c) organizing workshop to develop strategic orientation toward environmental education through a cooperation with Life Environment Agency and Malang State University.

Several activities can be possibly taken to guide attitude and behavior of educated participants toward life environment conservation, and these activities are: a) establishing *forest farmer groups* to facilitate the actualization of "People Forest"; b) implementing *Child does Planting-Adult does Harvesting* Program at elementary schools; c) establishing Conservation School at junior high schools, which then may help students to be familiar with plant species, resorption wells, and biopores; d) socializing environmental issues into Moslem Boarding Houses; and e) strengthening presidential program of *Indonesia Planting Day* commemorated every November 28th.

It can be said so far that citizens' attitude and behavior to care with life environment can be actualized through some actions, involving: a) introducing plant species to educated participants in community and school environments, especially plant types based on conservation science, such as ecologic plants, economic plants, and aesthetic plants; b) establishing conservation school for junior high school students to internalize into the students the senses of love to life environment; and c) providing seed grants to school garden by hoping that students will do sowing, maintenance, seed distribution, and tree planting.

### 4. Factors supporting and constraining character education of educated participants toward life environment conservation

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Many environmental programs have been designed. Conservation school is launched by Department of Forestry. *Toward Green Indonesia* is a program sponsored by President. Adipura and Adiwiyata are programs belonged to the Ministry of Life Environment. *Corporate Social Responsibility* clearly comes from companies. Naturalist groups, Forest Village Community Organization, consolidated farmer groups, life environment volunteers, and Indonesian Forest Company are environmental institutions that function on empowering human resources and counseling to people seed gardens. Community has been involved into forest management activities. There are a lot of environmental communities that care to life environment, such as Garut Pedas, Gira, AMLI, and FKMP. Few local governments build cooperation with higher educations for the sake of conservation, and one such cooperation is the management of Brantas River sources. *Green & Clean School* is the manifestation of care to life environment shown by school principal, teacher, and school committee.

Box (1998) through the work titled *Citizen Governance* has stressed on the importance of citizen participation at local level (or in local government). There are four principles to explain this. First is *the scale principle*. Under this principle, local issues shall be dealt by local government. Citizens need to be involved actively and effectively, and therefore, local affairs must be administered by local functions. Second is *the democracy principle*. What is underlined by this principle is that policies and decision makings are discussed in open (democratic) way. Third is *the accountability principle*. Basically, government belongs to community. Public accountability is achieved by ensuring public participation in policy making process. This participation is attained through representatives and public administrators. Fourth is *the rationality principle*. Public participation process in local governance shall always be anticipated rationally.

There are factors supporting and constraining citizens' capacities and competencies to life environment conservation. Each factor will be elaborated in the following paragraphs.

Several factors are supporting education character toward life environment conservation in Malang Regency. Among these factors are *Conservation School* designed by Department of Forestry, *Toward Green Indonesia* sponsored by President, and *Adipura* launched by the Ministry of Life Environment. Public participation in trash management is coordinated by *Cipta Karya*, while corporate participation in life environment conservation is held through *Corporate Social Responsibility* (CSR).

Different explanations about the supporting and constraining factors are given by the staff of Life Environment Agency for Malang Regency. Factors supporting life environment conservation include public awareness to conserve "water sources", naturalist groups' awareness to plant trees around water sources, and the presence of life environment volunteers, consolidated farmer groups, and Forest Village Community Organization. Factors constraining life environment conservation are lack of intensive supervision from Regional People's Representative Council on the discussion of local regulations concerning release of water sources lands, local government's limited budget for release of water sources lands, and not all school principals who have

concern to put environmental education into school curriculum.

Other supporting factors do exist. Indonesia Forest Company has set out programs to empower human resources in area forest. Department of Forestry handles the management of non-area forest, provides counseling service to People Seeds Garden, and supplies Forest Counselor as mentor to forest farmers. The constraining factors are described in words. The relationship between Department of Forestry and related institutions is not synchronous yet. School principals are not ready yet with "environmental curriculum". Youths seem less caring to environmental issues.

Next supporting factors are still numerous. Some schools have won Adiwiyata Award or been nominated once. Environmental subjects are put into curriculum as stand-alone lessons or integrated with other lessons. All these efforts must gain supports from Department of Forestry and Life Environment Agency. The constraining factors include not all school principals committed to Adiwiyata School, limited budget for environmental development, and less synchronous relationship between Ministry of Health and Ministry of Life Environment concerning placement of signs showing schools with life environment conservation orientation.

Moreover, factors supporting life environment conservation can also be seen through the increase of public participation in forest management. Community has been given jobs to guard forest conservation. Funds for terracing are hoped to stimulate community to build terraces on rice fields. Corporate Social Responsibility has been implemented by *Jasa Tirta*. The constraining factors are elaborated in several words. In Batu City, land characteristic is so fertile that community prefers on planting vegetables rather than crops. Other problem is that deforestation is still rampant. Each related party's vision is not yet compatible one another. The cooperation between student guardians, schools, Chief of Village, and related offices including *Cipta Karya*, is developed to create citizens' capacities and competencies to life environment conservation.

Furthermore, there are some factors supporting life environment conservation, and it can be described as follows: a) Environmental communities are founded to care life environment, such as Garut Pedas, Gira, AMLI, and FKMP; b) Some local governments cooperate one another to save life environment by upkeeping "Brantas Source"; and c) There is a cooperation among higher education institutions such as ITN, UMM and Unibraw.

Sudardjo from Department of Education has specific opinions concerning factors supporting and constraining character education aimed toward life environment conservation.

The supporting factors are that: a) character of love to cleanliness and life environment is used in assessing eligibility to receive Adipura Kencana; b) good cooperation is held between school principals and stakeholders, including school committee, in creating *Green & Clean School*; and c) training sessions have been provided for teachers concerning management of trash and school environment. The constraining factors are: a) limited funds at school and lack of budgets in local government for life environment conservation; b) limited time for implementation, and too many programs to be handled, which consequently, becomes

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difficult to give proper concentration on environmental programs, especially *Green & Clean School*; and c) different opinions shown by parents and students in understanding *Green & Clean School*.

Schools in Malang Regency have been moved toward the goal of life environment conservation. Schools already have clear vision and mission concerning life environment conservation. School principals are able to implement vision and mission of schools. Teachers at schools begin to care with environmental programs. Outside schools, Provincial Environmental Grants and Local Budget have allocated some proportions of fund for life environment conservation. Community awareness on the importance of life environment conservation starts to grow. Training sessions have been held for teaching the programs of protection and conservation of natural resources.

### CONCLUSION AND SUGGESTION

Some conclusions and suggestions are provided as follows.

- 1) Educated participants' character education toward life environment is delivered through several ways such as:
  - a. Introducing life environment curriculum (monolithic) as school subject.
  - b. Integrating life environment subject with other lessons that also touch with life environment. Monolithic and integrative values in character education are cooperation, kinship, responsibility, discipline, care, and diversity.
- 2) Educated participants will participate into life environment conservation if they have relevant competencies, namely:
  - a. Knowledge about life environment.
  - b. Skill and Disposition concerning life environment.Each competency is explained as follows:  
*Knowledge*: a) Some Elementary Schools are selected as the place to develop knowledge about life environment; b) Some Junior High Schools are selected as the place to develop knowledge about plants, rare plants, and how to conserve plants.  
*Skill*: a) planting rare plants; b) making biopore; c) making compost; and d) labelling trees (giving name label to trees) around the school.  
*Disposition*: a) care; b) cooperation; and c) shared work.
- 3) Participation of educated participants into life environment conservation is strengthened through several ways, respectively:
  - a. giving grants to School Seeds Garden.
  - b. establishing Conservation School.
  - c. providing counseling from Community Service Group.
  - d. building cooperation with higher education institutions.
- 4) Factors supporting and constraining Character Education for life environment conservation. These factors are explained as follows:
  - a. Supporting Factors
    - a) *Sekolah Adiwiyata* Contest ; b) Technical guidance from Department of Forestry and Life Environment Agency; c) Application of life environment curriculum; d) Local Regulation concerning Life Environment; e) Seed grants; f)

Supports from higher education institutions, among others through Field Lecture Activity; and g) Moslem Boarding Houses that are ecologically friendly.

- b. Constraining Factors
  - a) not all school principals are enthusiastic with life environment activities; b) life environment teachers are not yet available; and c) People's Representative Council does not yet have interest to provide budgets for life environment.

### SUGGESTION

- 1) For Department of Education and Culture
  - a. Establishing Conservation School to develop love to life environment.
  - b. Providing training sessions for teachers who teach life environment.
  - c. Delivering life environment lesson in monolithic way.
- 2) For Life Environment Agency
  - a. Increasing number of schools that can teach life environment.
  - b. Increasing cooperation with higher education institutions to foster schools that care to life environment conservation.
- 3) For Department of Forestry
  - a. Increasing number of conservation schools as foster schools.
  - b. Increasing collection of plants to improve knowledge of educated participants.

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