

## Model Internalization of Ecoliteration Values in Forming Character of Care for the Environment of Students in Fathia Islamic SD Cibeureum Sukabumi City

Aeni Latifah<sup>1</sup>, Eki Agustin<sup>2</sup>, Ridwan Agustian Nur<sup>3</sup>

<sup>1,2,3</sup>Institut Madani Nusantara Sukabumi, Indonesia

aelatifah@gmail.com, eqyagustine@gmail.com, agustianridwan995@gmail.com

### Abstract

*The research objective was to find the internalization process of ecoliteracy values in shaping the environmental care character of students at SD Islam Fahtia Cibeureum, Sukabumi City, West Java. The method used in this research is a qualitative method with a phenomenological approach. The technique of data collection was carried out by interviewing, observing and documenting with class IV, class V and class VI participants. Interviews were conducted to understand the internalization process, the strategies used in internalization and the supporting factors and obstacles to internalization. The results of this study focus on cultivating the character of caring for the environment, explaining the process of internalizing character values through the learning process in the classroom and outside the classroom such as outing classes and outbound. The strategy of planting values is integrated in thematic subjects, through both intracurricular, co-curricular and extracurricular activities with reference to the vision and mission of the school as a derivative of the original vision and mission. The supporting factors are the commitment of school institutions and programs with an environmental culture (Adiwiyata). And the ecoliteracy values that are owned are environmental awareness, empathy for the environment, and take care of oneself. The character that is emphasized in this research is the character of caring for the environment.*

### Keywords

internalization of ecoliteration values; character caring for the environment; strategy



## I. Introduction

Air pollution that is happening today is the result of an industry that disposes of waste improperly and is not managed properly, resulting in pollution everywhere, especially in river water which causes rivers to become dirty and become a source of disease (Sholikhah, 2017).

Humans in the process of interacting with their environment such as water, air, land are one thing that cannot be separated, because they have a very close dependence on their environment, so they must always be maintained. If this cannot be done, it will result in the destruction of an ancient civilization.

One of the most effective ways to make people aware of the importance of sustainable development in accordance with the Earth Charter is through education. This was stated by R Khan (2010) in chapter 36 of the results of the Earth Summit that through education the public will understand and understand the importance of protecting the environment, namely in achieving environmental awareness, ethics, values and attitudes consistently to participate in protecting the environment.

---

Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). The role of education in creating a good environment is very necessary, namely through habituation to students, because through caring education, awareness in each individual can be instilled. This can be started from creating environmentally friendly schools and the concept of an environmentally cultured school (Adiwiyata).

One of the elementary schools that seeks to educate about the importance of character education, especially caring for the environment from an early age is Fathia Islamic Elementary School, Sukabumi City. The author conducted a preliminary study through interviews with one of the founders stating that the school he founded had a big theme, namely " *Community form to Muslim Identity* " namely Muslims become identity with the dimensions that humans have an identity and *function* . ", interestingly from that dimension at SD Islam Fathia cibeurum Sukabumi City, it has been designed to be prepared from the start to become ' *abdullah* . namely those who obey the rules of Allah and His Messenger with religious programs and become good *caliphs* (as representatives of Allah) to take care of managing and caring for the earth with one of the programs, namely environmental education as a school with environmental culture (adiwiyata) so that they can love, take care of this nature, protect, preserve nature by being equipped with skills, *attitudes*, and knowledge. In this context, it is how schools produce graduates who have a concern for the environment that is instilled in students so that they live in harmony and harmony from an early age with nature .

The internalization of ecoliteracy values in shaping the character of students at SD Islam Fathia can be seen from the school's vision and mission which refers to the vision and mission of the Foundation. Based on the results of temporary observations on learning activities related to ecoliteracy in shaping the character of environmental care for students, researchers obtained information through ecoliteracy that can shape characters that are real and realized in the learning process by using habituation, exemplary, and programmed methods.

Based on the results of interviews with the principal, Fathia Islamic Elementary School in Sukabumi City is one of the schools with an environmental culture. This started with the problem of school residents feeling concerned about Greenhouse Gases (GHG)

In developing an environmentally cultured school , the Principal of SD Islam Fathia City Sukabumi explained that the school, the Foundation and the Committee had communicated and coordinated about the goals to be achieved in the learning process of students while attending SD Islam Fathia Kota. Sukabumi. In this context, it is how this school becomes a school that produces graduates who have a concern for the environment that is instilled in students so that they live in harmony and harmony from an early age with nature .

Problems that arise from the results of observations at the beginning are that the learning process has not been optimal in carrying out the internalization of ecoliteracy values in shaping the character of environmental care for students, this can be seen in the learning process that has not yet reached meaningful learning ( *deep learning* ) but only at the level of *Contextual teaching . and learning* (CTL), and the formation of environmental care characters has not been optimal because the learning plan has not been included explicitly. Based on the description above, the topic that the researcher has adopted as a dissertation research is entitled: Model Internalization of E - colliteration Values in Shaping Characteristics of Environmental Care Participants in SD Islam Fathia , Sukabumi City .

In this case, the author limits the research problem regarding the internalization of ecoliteracy values in shaping the environmental care character of students at Fathia Islamic Elementary School, Sukabumi City.

## II. Research Method

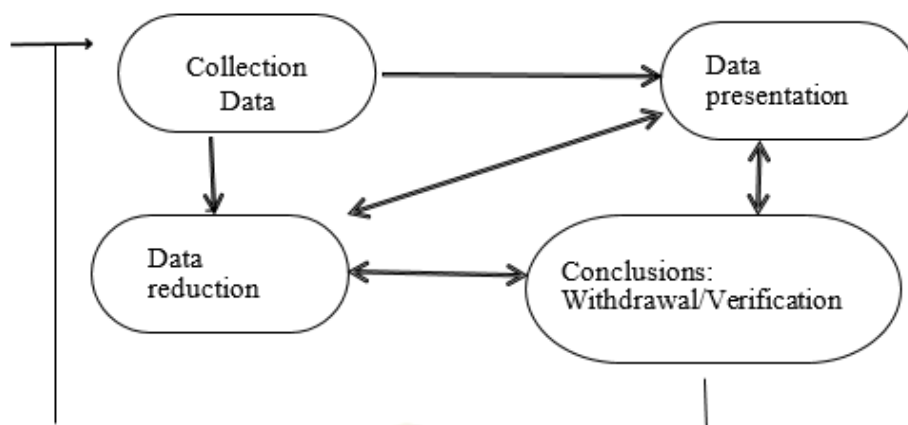
The focus of this research is to explore how the process of internalizing ecoliteracy values in shaping the character of caring for the environment in Fathia Islamic Elementary School, Sukabumi City, so it is necessary to describe exploratively how the process of internalizing ecoliteracy values in shaping the character of caring for the environment. This study uses qualitative research with a phenomenological approach (John W. Creswell, 2015).

The research was conducted from April 2018 to October 2018. The research was carried out at Fathia Islamic Elementary School, Sukabumi City. The reason for choosing this location is because in that location there are problems that are relevant to the author's research. This study uses participants (informants) of class IV, class V and class VI students, elements of school leadership, school committees, teachers, guardians of students and other parties involved. related at Fathia Islamic Elementary School, Sukabumi City. For this research using 6 participants.

Researchers in collecting a number of research data, using data collection techniques in qualitative research, namely interviews, observations, and documentation studies. Observations were made on the subject, the behavior of the subject, the interaction of the subject with the researcher and other matters deemed relevant, so as to provide additional data on the results of the interview. The subject of observation at Fathia Islamic Elementary School, Sukabumi City. As for what is observed is the students themselves.

Researchers in qualitative research act as the main instrument, used to obtain documented data in the form of behavior, words/statements of students related to *ecoliteracy*. The documents needed in this document study are the curriculum, lesson plans, teaching materials, school programs, background, vision-mission and objectives, organizational structure, teaching and educational staff, the condition of students, as well as the state of available facilities and infrastructure.

In qualitative research, the description is developed on the basis of events obtained when activities in the field take place. Therefore, the activities of data collection and data analysis cannot be separated from each other. Data obtained and collected from respondents through interviews, observations and documentation studies in the field for further description in the form of reports.



**Figure 1.** Data Analysis Activity Flow

The data analysis that the author did was using the help of *Computer Assisted Qualitative Data Analysis Software (CAQDAS)*, namely the NVivo 12 Plus Software application so that it was easy to organize the data obtained in a well-organized manner prior to analysis. Any information that has been obtained from the field is then given keywords (coding) to facilitate data analysis, then the concept or classification of the data is collected again if it is related to others so that a new concept emerges (Agustinus, 2019).

### III. Results and Discussion

#### 3.1 Results

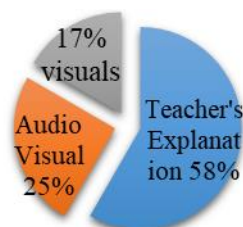
##### a. The Process of Internalizing Ecoliteracy Values

The presentation in this section consists of 3 (three) nodes (main themes). All nodes in the analysis map that have been formed with the help of Nvivo have been translated into themes in the narrative of this report. It is presented as a narrative theme in the narrative of this report. The initial coding obtained more than 100 nodes for the 4 problem formulations in this study which have been analyzed the number is the total number from the beginning of the study which the researcher then reviewed during the research process and it turned out that several themes had the same meaning, until the final stage of making a narrative. The researcher concludes that the theme of the Internalization Process of Ecoliteracy Values consists of 3 main nodes, namely (1) How is the process of internalizing ecoliteracy values in the Adiwiyata program of SD Islam Fathia, Sukabumi City; (2) How is the teaching and learning process in the classroom; (3) How to learn to teach outside the classroom which is then elaborated again.

In general, the results of interviews, documentation studies and observations show that in the process of internalizing ecoliteracy values at Fathia Islamic Elementary School, Sukabumi City, it is carried out through a learning process inside and outside the classroom. The following is an explanation of the process of internalizing ecoliteracy values in shaping the character of students at Fathia Islamic Elementary School, Sukabumi City through learning in the classroom and outside the classroom.

##### 1. Teaching and Learning in the Class

The process of internalizing ecoliteracy values carried out in the classroom is carried out in various ways, such as through teacher explanations using both visual and audio-visual learning media. This can be seen in the following NVivo display.



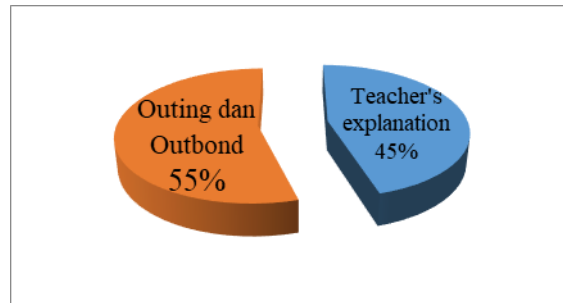
Source: Researcher Processed on field data output using Nvivo (2020)

**Figure 2.** Percentage of Teaching-Learning Methods in Class

Figure 2 above describes the use of teaching and learning methods to internalize the value of ecoliteracy in schools for students. In the picture it is found that the teacher's explanation dominates in the teaching and learning process, which is as much as 58%. In other words, informants received more teacher explanations than the use of learning media such as visuals (17%) and audiovisuals (25%).

From the opinion above, it can be concluded that with learning media students will have higher motivation. It's just a matter of how teachers have to work extra in mentoring.

## 2. Teaching and Learning Outside the Class



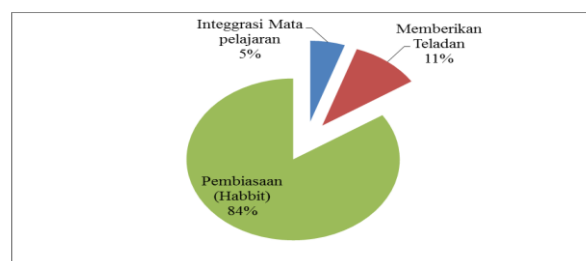
Source: Researcher Processed on field data output using Nvivo (2020)

**Figure 3.** *Teaching and Learning Outside the Class*

Figure 3 describes the process of internalizing ecoliteracy values through the teaching and learning process outside the Fathia Islamic Elementary School, Sukabumi City. Based on the results of interviews, documentation studies and observations, it is known that the learning process outside the classroom takes the form of teacher explanations, *outing classes* and *out bounds*.

The environment in this life must be designed so that it can positively support the teaching and learning process, for the simple reason that the development of science is very fast and of course it is very influential on the education system in the school. From the explanation above, the success of learning does not have to require schools to have complete facilities. With the *outing class method*, teachers can take advantage of the surrounding environment, of course the level of success is determined by the extent to which the teacher's creativity in mastering and the teaching and learning process is entirely the responsibility of a teacher.

### b. Value Investment Strategy



Source: Researcher Process on field data output using Nvivo (2020)

**Figure 4.** *Value Investment Strategy*

Figure 4 above explains that the value inculcation strategy is divided into three parts, namely through the integration of subjects (5%), giving examples (11%) and habituation (84%). This study explains how important habituation, value and *habit cultivation is* Habituation needs to be done so that the character of caring for the environment is embedded in students because habituation is also the spearhead of character education. If that has happened, then taking care of the environment becomes an awareness by itself because in addition to knowing how important it is to protect the environment, it is also

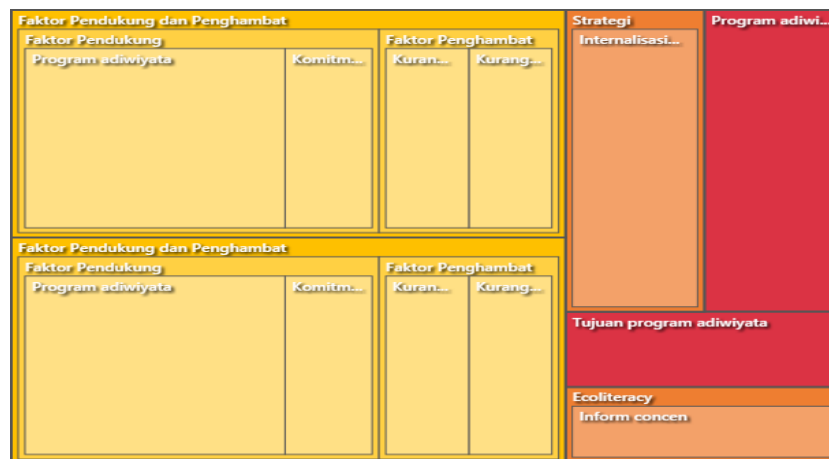


taking an action to protect the environment, one example is like throwing garbage in its place by placing between organic and non-organic waste.

The strategy for building a caring character for the environment at Fathia Islamic Elementary School in Sukabumi is through teaching and learning activities, extracurricular activities, and school culture.

### c. Supporting and Inhibiting Factors

The process of inculcating ecoliteracy values to shape the character of students at Fathia Islamic Elementary School in Sukabumi City cannot be separated from the supporting and inhibiting factors. An overview of the results of the Nvivo software analysis of these supporting and inhibiting factors, below is the picture.



Source: Researcher Processed on field data output using Nvivo (2020)

**Figure 5.** Supporting and Inhibiting Factors of the internalization process

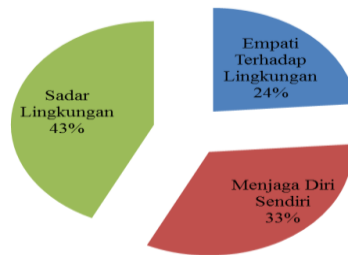
### d. The Ecoliteracy Values of Students

The internalization process starts from the stage of transforming the values obtained by students when they hear directly from their teacher informing the good of character values and the bad if they do not have these character values. Based on the results of interviews conducted with respondents (informants) it shows that they interpret the character values conveyed by their teachers differently. The character values that are often conveyed by their teachers are the values of discipline, honesty, love to read, care for the environment, tolerance, friendly/communicative, social care, and responsibility.

Based on the results of interviews, the learning model used by the teacher is interpreted by students as two-way communication that contains friendly/communicative character values through cooperation, responsibility, and tolerance. The learning method used by the teacher is based on the results of interviews with students, namely the lecture, discussion and *role playing* method, the lecture method is used to convey information about character values while the discussion and *role playing* method is used to instill friendly/communicative values through cooperation, responsibility, and tolerance.

The last stage of the process of internalizing character values is the transinternalization stage. This stage is not only done with verbal communication but also with mental attitude and personality. In this stage, each respondent has similarities in the transinternalization process, namely through personal communication involving the teacher as an example for students in the subsequent internalization process.

Below is described how NVivo describes the values of ecoliteracy in students divided into three points.



Source: Researcher Processed on field data output using Nvivo (2020)  
**Figure 6.** Ecoliteracy values in the process of internalizing values

In the picture above, it can be seen that the average value of ecoliteracy can be divided into three broad lines, namely, at the point of environmental awareness by 43%, at the point of empathy for the environment by 24%, and at the point of taking care of oneself as much as 33%.

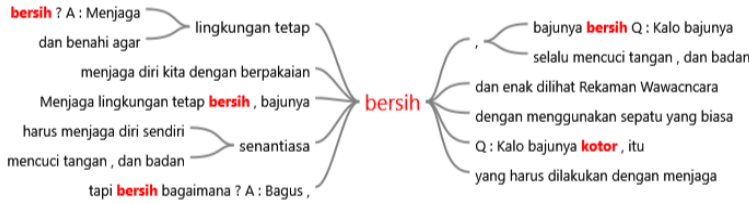
1. Empathy

Based on Figure 5, it is known that one of the ecoliteracy values born from the application or internalization of ecoliteracy values in character building at Fathia Islamic Elementary School Sukabumi City is empathy for the environment.

A student who has a sense of empathy can become a person who is liked and accepted in his environment. Students who have a high sense of empathy are able to put themselves in other people's shoes too, a small child actually already has an initial foundation of empathy, such as when a child is in something they don't like, the child will give a negative response by crying or getting angry. Likewise, when he feels happy, he will give a minimal response, his face looks like a smile.

2. Take care of myself

Based on Nvivo Software's analysis of research questions about what ecoliteracy values students have at SD Islam Fathia, Sukabumi City, one of the answers is to take care of yourself. The shape is as shown in the image below.



Source: Researcher Processed on field data output using Nvivo (2020)  
**Figure 7.** An example of fostering a sense of self-preservation in students at Fathia Islamic Elementary School, Sukabumi City

Figure 7 shows the values of ecoliteracy in oneself, to maintain and preserve environmentally sound schools, it is important to instill the value of cleanliness in students. This means that education is still believed to be one of the media to build human intelligence and personality for the better.

Fathia Islamic Elementary School in Sukabumi City has a line-up program before entering class by checking the completeness and personal hygiene of students, starting from the completeness of the uniform which must also be clean, as well as with nails, if there are students who violate they will be given a sanction, namely writing an essay on the reasons why not may violate the rules, for example, why not lengthen nails, students will

be given the task of writing an essay about the benefits and bad effects of lengthening nails, both for themselves and the environment. In this way, students will unconsciously gain new knowledge, and understand that their health will be in the future.

#### **e. Environmentally Aware**

Figure 4.17 below explains that one of the values of being environmentally conscious is throwing garbage in its place, throwing garbage in its place means keeping the environment looking beautiful and clean, and also avoiding flooding.

Parents of grade 3 students revealed that instilling environmental awareness must start at home, it can be started with fun activities such as gathering in the yard while enjoying snacks, then telling the children whether you can feel that our house is very fresh and comfortable because of the lush gardens. green in this yard, this is the result of you helping mom to water it yesterday, you saw the roses there she was able to enjoy the sun that morning too because you helped mom clean the grass last Sunday. And so on, small things like this at home will have a big impact at school. Children can be role models for other friends (CW 11).

### **3.2 Discussion**

In this discussion, researchers will discuss the results of the study. The discussion is carried out on all sub-focuses with the research objectives that have been set in Chapter 1. The discussion is carried out to examine more deeply the results of the study so that this research is really useful, not only for researchers, but also for other interested parties, especially researchers in the same field. In presenting the discussion, the researcher seeks to dig deeper into the usefulness of the research data, then confirm and elaborate with relevant theories and other research that is considered to be related to this research. The full discussion of each subfocus is described as follows.

#### **a. The Process of Internalizing Ecoliteracy Values**

The context component that is the focus of discussion in this study relates to the internalization process of ecoliteracy values in shaping the character of students. Education is a conscious process carried out to students in order to grow and develop both physically and spiritually optimally to reach the level of maturity. Based on the results of research at the Fathiah Islamic Elementary School in Sukabumi City which has been carried out by researchers, it appears that the environmental conditions are quite adequate supported by the teacher's skills in utilizing the surrounding environment, this can be seen from the learning process by utilizing the school environment, or going to tourist attractions and natural rides in accordance with the material. .

From some of the opinions above, it can be concluded that the success of the teaching and learning process does not have to require schools to have complete facilities, with the *outing class method* teachers can take advantage of the surrounding environment, of course the level of success is determined by the extent to which the creativity of teachers in the teaching and learning process is because teachers are responsible. fully in learning success.

From the results of the research, researchers can describe the learning design at SD Islam Fathiah, namely:

1. Designing a learning design begins with determining the learning objectives.
2. Develop a lesson plan that will be carried out, starting from determining the material with KD (Basic Competence),
3. From KD, it is then reduced to indicators to measure learning success.



4. After that determine the method that will be used to achieve the goals that have been set previously.
5. The last step is to evaluate to determine student learning outcomes.
6. Indicators to measure the success of increasing ecological intelligence by modifying the *Center For Ecoliteracy* . After that, the teacher in question determines the method to achieve the learning objectives.

Based on the results of observations, document studies and interviews that the researchers wrote in the research findings, the formulation of the process of internalizing ecoliteracy values at Fathia Islamic Elementary School in Sukabumi City shows that teachers have an important role, but teachers must pay attention to the learning components in order to achieve this . The learning component consists of learning objectives, teachers, students, models, materials, media, learning resources and evaluation, all of these components support each other in achieving learning success.

In the teaching and learning process at SD Islam Fathia is divided into two like schools in general, namely inside the classroom and outside the classroom.

### **b. Value Investment Strategy**

In the complexity of the problems of today's life, environmental problems provide a foundation for students to respond and respond positively. This attitude will lead students to have ecological morals, which provide a picture of themselves that corresponds to their reality (*real self*). Attitude is not a static form, but always develops dynamically and is influenced by various factors. For this reason, attitudes regarding environmental morality need to be formed continuously so that awareness and concern for the environment are formed (Muhaimin, 2015) .

The formation of quality characters must be built and developed consciously through a long process carried out from an early age by involving various elements, both parents, teachers and the community. One of the criticisms that has been highlighted regarding character building is the education system . From the results of research at Fathia Islamic Elementary School, it shows that the value inculcation strategy is divided into three parts including subject integration (5%), exemplary (11%) and habituation (*habbit*) (84%) from the results of this study we can draw a common thread. that in the strategy of inculcating values to students for elementary school age, habituation (*Habbit*) has the greatest influence, and this habituation is found in schools and family environment because the first education for a child is family.

From some of the opinions above, it can be concluded that *ecoliteracy* is a reflection of a sense of responsibility and concern for the environment that must exist and be owned by every human being, the formation of human behavior towards the environment is related to attitudes and values and this arises because of the foundation of values in each individual. Human beings, the foundation of these values growth is influenced by the surrounding environment, parents assisted by teachers have an important role in cultivating a sense of love for the environment as the necessities of life for students.

### **c. Supporting and Inhibiting Factors**

Based on the results of interviews, documentation studies and observations carried out by researchers, after being carried out through Nvivo software analysis, it is known that the supporting factors that predominantly influence students at Fathia Islamic Elementary School in Sukabumi City are the Adiwiyata program (25%) and institutional commitment (75%) . Meanwhile, the inhibiting factors for the internalization of eco-friendly values in

shaping the character of caring for the environment at Fathia Islamic Elementary School in Sukabumi City are the lack of competent teachers and the lack of support from parents.

#### **d. Ecoliteracy Values**

From the results of the study it was found that a child already has a foundation of liking for the surrounding environment, then how parents and the school collaborate to build that feeling into love for the environment. Awareness of love for the environment will indeed appear and become a habit when parents, and all school stakeholders work together in assisting children's growth and development. In article 65 the fourth point of Law no. 32 of 2009 concerning Environmental Protection and Management, it is stated that everyone has the right to play a role in environmental protection and management in accordance with statutory regulations (Law RI, 2009) . In connection with this, educational institutions take part in taking part in environmental management, schools are used as the right place to grow children's environmental awareness from an early age starting from oneself by knowing the meaning of personal hygiene.

The formation of a caring character for the environment can be seen from the condition of the school environment at Fathia Islamic Elementary School, Sukabumi City . *Second*, make a class picket schedule. This schedule is made by the class cleaning section at the beginning of each year. Students are given reinforcement about the importance of a clean environment. *Third*, manage waste properly and correctly. SDIT Fathia makes it a culture to reduce the use of plastic because plastic waste is difficult to decompose, dispose of waste in its place, divide waste according to its category, dry waste and wet waste, recyclable waste and non-recyclable waste and make it a habit to pick up trash that is scattered on the road ; *Fourth*, Save Energy. The real steps taken at Fathia Islamic Elementary School in Sukabumi City are getting used to the use of electricity as needed, using water as needed. *Fifth outdoor study*. Outdoor study is a learning activity outside the classroom by visiting places related to natural appearances, children learn about water, the benefits of water, and the consequences that occur when water is polluted, so they try to always preserve the water environment.

SD Islam Fathiyah instills the perception that humans need to keep the environment and themselves clean to be healthy, so as not to cause disease and transmit disease to themselves and others. There are many ways to keep the environment clean, starting with self-discipline.

Based on the results of interviews, documentation studies and observations conducted by researchers, it is known that the ecoiteration values that appear in students at Fathia Islamic Elementary School, Sukabumi City are empathy, taking care of themselves and being aware of the environment.

Based on the researcher's analysis of the internalization of ecoliteracy values in character building at Fathia Islamic Elementary School, Sukabumi City, the value of ecoliteracy in the form of empathy, taking care of oneself and being aware of the environment, appears and is present to students when feelings and shame are raised. These feelings of shame and shame are thought to outweigh the fear of threat and the motivation for reward.

This can be seen in the results of this study, based on interviews and observations, that students have good character through the internalization of ecoliteracy values based on feelings and shame if humans actually destroy nature. Even though this natural environment has given many good things to humans. It is we as humans who should be grateful so we want to take care of the mini nature for ourselves.

Through the concept of ecoliteracy, students are directed to find their nature as a whole. In this case, a complete human being is a human being who understands and cares about the natural, social environment and cares about sustainable development. In addition, learning is fun because they learn directly from the natural surroundings so that they can be understood. There are many benefits that students get and learning becomes meaningful and becomes a behavior in everyday life.

#### IV. Conclusion

The purpose of this study is to find the process of internalizing ecoliteracy values in shaping the students' environmental care character. The strategy used in the internalization of ecoliteracy values in shaping the students' environmental care character. Supporting and inhibiting factors in the process of internalizing ecoliteracy values in shaping the students' environmental care character. And n ecolitreasi values owned by students. Based on the results of the study, it can be concluded that the process of internalizing ecoliteracy values in shaping the environmental care character of students at SD Islam Fathia Cibereum, Sukabumi City is carried out through a learning process in the classroom using visual and audio visual media through teacher explanations because teachers still believe in direct explanations to participants. students are more targeted than using other learning media considering the age of elementary school children must be full of assistance. The learning process outside the classroom takes the form of outing class and outbound. Implement learning outside the classroom by utilizing the natural surroundings or the school environment as learning materials. One of the outing class strategies can provide opportunities for students to master the material with direct experience in order to master the material as much as possible. Learning outside the classroom provides a stimulus in exploring the potential of intellectual, spiritual and emotional intelligence, of course with the assistance and direction of the teacher. The strategies used in internalizing ecoliteracy values shape the environmental care character of students through teaching and learning activities that are integrated with other subjects thematically, as well as through extracurricular activities, namely scouts and outbound outside school hours, of course, in order to form a caring character for the environment. The strategy for building a caring character for the environment at Fathia Islamic Elementary School in Sukabumi City is through school culture which is carried out regularly as part of the habituation and exemplary process. Habituation is done so that the character of caring for the environment is formed, such as throwing garbage in its place by placing between organic and non-organic waste, reducing the use of plastic. so that it becomes a culture both at school and outside school. The teacher's example is by picking up trash that is found everywhere, and bringing drinking bottles from home. The supporting factor is the institutional commitment as stated in the vision and mission of the school which is implemented by the teacher in the learning process as stated in the lesson plan (RPP). As for the inhibiting factors in the process of internalizing ecoliteracy values in shaping the environmental care character of students at Fathia Islamic Elementary School, Sukabumi City, there are still teachers who do not understand the technical instructions for implementing learning and the lack of support from parents who do not understand their duties and responsibilities in training and the success of the school program. The ecoliteracy values possessed by students at Fathia Islamic Elementary School in Sukabumi City are empathy, environmental awareness and taking care of themselves.

## References

- Azhar, A. (2018). Students' Trends in Islamic Communication Postgraduate in 2010-2016 State Islamic University of North Sumatera (UINSU). *Budapest International Research and Critics Institute (BIRCI-Journal)*, P.206-214.
- Bennis, W. (1994). *On Becoming a Leader*. Addison Wesley.
- Capra, F. (2002). *Web of Life*. Dawn of the New Library.
- Goddess Amelia Valentine. (2015). Improving Students' Ecoliteracy in the Utilization of Rubber Gardens as a Source of Social Studies Learning. *Journal of Social Science Education, Vol 24 No.*
- JP Chaplin. (2005). *Complete Dictionary of Psychology*. King Grafindo Persada.
- Jazuli, A. (2015). Dynamics of Environmental Law and Natural Resources in the Context of Sustainable Development. *Journal of Rechts Vinding*, Volume 4, No. 2.
- Jazuli, A. (2017a). National Law Development Media. *Journal of Rechts Vinding*, Volume 6, No. 2.
- Jazuli, A. (2017b). Enforcement of Spatial Planning Laws in Order to Realize Sustainable Development. *Journal of Rechts Vinding, Volume 6, No. 2.*
- John W. Creswell. (2015). *Qualitative Research and Research Design (Choosing between five approaches)*, Original title: *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, Ahmad Lintang Lazuardi Translation. Student Library.
- Ministry of National Education. (2010). *Development of National Culture and Character Education, Training Materials for Strengthening Learning Methodology Based on Cultural Values to Build National Competitiveness and Character*. Research and Development Agency for Curriculum and Books Center.
- Kevin, R. & BEK (2012). *Building Character in School Practical Ways To Bring Moral Instruction To Life*. A Wiley Imprint.
- Maila, M. . (2014). Voices of Student Teachers in Their Teaching Practice: Key to Quality Learning. *Mediterranean. Journal of Social Sciences*, 5 (2), 569–577.
- Masbur. (2015). Internalization of Educational Values from Abraham Maslow's Perspective. *Scientific Journal of Education*, Volume 1, No 1.
- McDevitt, et al. (1991). *Adolescents' Perceptions of Mothers' and Fathers' Prosocial Actions and Empathic Responses*. 22 N 3 .
- Mohamad, HBU and N. (2011). *Learning With the PAIKEM Approach*.
- Muhaimin. (2015). Implementation of Local Problem Based Learning Models in Developing Ecological Competence in Social Studies Learning. *Socio didactic. Social Science Educational Journal*, 1 (2).
- Muin Salim, A. (1994). *Main Thoughts on the Sea and Marine Life in the Koran*.
- Nunu Nurfirdaus. (2018). Nursiti Hodijah in researching the role of the school environment and the formation of students' social behavior. *Research Journal*, 17.
- Poerwadarminta. (1997). *Big Indonesian Dictionary*. Library Center.
- R. Khan. (2010). Critical Pedagogy, Ecoliteracy, & Planetary Crisi, The Ecopedadogy Movement. In *Critical Pedagogy, Ecoliteracy, & Planetary Crisi, The Ecopedadogy Movement*.
- Rahmawati & Suwanda. (2015). Efforts to Formation of Environmental Care Behavior of Students Through Adiwiyata School at SMP Negeri 28 Surabaya. *Journal of Moral and Citizenship Studies*, Vol.1 No.3 .
- Shihab, MQ (2000). *Tafsir Al Mishbah: Message, Impression and Harmony of the Quran*. Heart Lantern.

- Sholikhah, I. (2017). Environmental Care Character Education (Case Study at Assalihinah High School, Thailand). *Journal of Attarbiyah*, Volume 27, 19–42. <https://doi.org/DOI: 10.18326/attarbiyah.v27.19-42>
- Sugiarto, E. (2014). Children's Visual Expression: Representation of Children's Interaction with the Environment in the Context of Cultural Ecology. *Elementary School Pulpit*, Volume 1 .
- Suharsimi Arikunto, S. and S. (2008). *Classroom Action Research* .
- Tabrani Yusam Ahmad. (2014). Internalization of Environmental Awareness Values Through Education (Perfective Al Quran and Hadith). *Journal of Islamic Education*, Volume 02, 32–51.
- Law No. 32 Concerning Environmental Protection and Management* . (2009).
- RI Law. (2009). *Environmental Protection and Management No. 32* .
- Utomo Erry. (2010). The Development of Character Education and Its Implementation at Educational Unit in Indonesia. *International APEC Collaborative Education (IACE) ALCoB Conference* .
- Oooh Sadulloh. (2010). *Pedagogy (Educational Science)* .
- Yahya Slamet. (2019). Integration of Environmental Care Character Education in Learning Activities at SDIT Imam Syafi'i Petanahan Kebumen. *Insania*, 24 (2).
- Zuchdi, D. (2011). *Character Education in Theory and Practice Perspective* . UNY Press.