



Program 11 Clean in an Effort to Habituate Caring for the School Environment to Strengthen P5 in Madrasah Ibtidaiyah

Program 11 Bersih Dalam Upaya Pembiasaan Sikap Peduli Lingkungan Sekolah Untuk Memperkuat P5 Di Madrasah Ibtidaiyah

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Abstract

The educational process is, of course, influenced by various parties, one of which is the environment. The relationship between the two cannot be separated. Today, it is often found that there are many environmental problems. This happens because of human activity itself; most people nowadays tend to be more concerned with their own needs without thinking about the impact on other people or the environment. The purpose of this study is to explain the Clean 11 program in an effort to cultivate a caring attitude towards the school environment and strengthen P5 at MIS NU Al-Utsmani. This type of research was conducted using field research methods with a qualitative, descriptive approach. The data collection technique uses observation, interviews, and documentation. The results of this study show that the "11 Clean" program at MIS NU Al-Utsmani is a routine habituation activity in the implementation of environmental care character education, namely through routine pickets. This activity is carried out by teachers and students, especially those in grades IV, V, and VI. This activity is carried out every day at 11 o'clock in the afternoon before they leave school so that they can understand that when they come into a clean environment, when they want to leave, they also have to return it to its original condition, which is clean again. This program is carried out every day on a scheduled basis, taking turns according to an agreed schedule.

Keywords: Character Education, Care For The Environment, Habituation.

Abstrak

Proses pendidikan tentu saja dipengaruhi oleh berbagai pihak salah satunya adalah pengaruh lingkungan. Hubungan keduanya tidak dapat dipisahkan. Dewasa ini seringkali didapati mengenai banyaknya masalah lingkungan, hal ini terjadi karena ulah manusia itu sendiri, kebanyakan sekarang ini manusia cenderung lebih mementingkan kebutuhannya sendiri tanpa memikirkan dampaknya kepada orang lain maupun lingkungan sekitar. Tujuan penelitian ini untuk menjelaskan program 11 bersih dalam upaya pembiasaan sikap peduli lingkungan sekolah untuk memperkuat P5 di MIS NU Al-Utsmani. Jenis penelitian ini dilakukan menggunakan metode penelitian lapangan dengan pendekatan deskriptif kualitatif. Adapun teknik pengumpulan datanya menggunakan observasi, wawancara dan dokumentasi. Hasil penelitian ini, Program "11 bersih" di MIS NU Al-Utsmani ini merupakan kegiatan pembiasaan rutin, dalam pelaksanaan pendidikan karakter peduli lingkungan yaitu melalui piket rutin, kegiatan ini dilakukan oleh guru dan peserta didik khususnya peserta didik kelas IV, V, VI. Kegiatan ini dilakukan setiap pukul 11 siang sebelum mereka meninggalkan sekolah, sehingga mereka bisa memahami dan mengerti bahwasanya ketika mereka datang dalam kondisi lingkungan yang bersih maka ketika ingin meninggalkannya juga harus mengembalikannya ke kondisi semula yaitu kembali bersih. Program ini dilakukan setiap hari secara terjadwal bergiliran sesuai jadwal yang sudah disepakati.

Kata Kunci : Pendidikan karakter, Peduli lingkungan, Pembiasaan.

Disumbit (03-Jan), Direview (06-Feb), Diterima (09-Mei)

How to Cite: Widodo, A., Fatchurohman, Hasona, A. T., Annur, A. F., Musa, M. M., & Nasaruddin, R. B. (2023). Program 11 Clean in an Effort to Habituate Caring for the School Environment to Strengthen P5 in Madrasah Ibtidaiyah. *JEER: Journal of Elementary Educational Research*. Vol 3 (1): 1-11

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INTRODUCTION

Education is a set of processes that are planned and then poured into the learning process so that students can develop their potential. In the educational process, of course, it is influenced by various parties, one of which is the influence of the environment. The relationship between the two cannot be separated. Nowadays, it is often found that there are many environmental problems. This happens because of human activities themselves. Most people nowadays tend to be more concerned with their own needs without thinking about the impact on other people or the environment (Morrison et al., 2021).

Sensitivity to caring for the surrounding environment is decreasing day by day. According to Nofriza Efendi et al., (1) internalization of the importance of protecting the environment in learning planning through the preparation of teaching materials such as syllabi, learning implementation plans (RPP), and learning media-these sources have been studied in advance related (2) Incorporating a caring ideal environment into lessons in the classroom and into regular school activities, unscheduled extracurricular activities, and exemplary behavior (3) Challenges in applying the values of compassion How to Pick Up Garbage Inadequate facilities and a lack of cooperation are examples of outside forces (Efendi, 2020).

Character education is a system that teaches how to behave and how to think and instills sensitivity to the surrounding environment. It is critical to begin teaching this to students at a young age. As a result, educational institutions must provide an understanding of the importance of protecting the surrounding environment so that students can develop a sense of empathy for their sensitivity to the surrounding environment (Rumapea et al., 2022).

This research was conducted by Sifaun Naziyah. Elementary schools use regularity, spontaneity, exemplary behavior, habituation, school culture, and

environmental health behavior to teach the character of caring for the environment. Characteristics that hinder the application of environmental care include poor personal hygiene practices among students, a lack of awareness of waste, and the influence of the home environment. Students don't care about the environment because parents and teachers don't work together. Even though there are still certain challenges, schools have tried to implement character education that is environmentally sound. Character education must begin in elementary school and continue in madrasah primary schools. Basic education is the first step in directing and guiding students' attitudes toward their surroundings. This can be applied during the learning process, the teacher is the first figure who must model this habit so that students can emulate it. This will grow if done regularly (Naziyah et al., 2021).

The same research was also conducted by Diyan Nurvika Kusuma Wardani. Based on the research findings, (1) the Adiwiyata program has been successfully implemented at MIN-1 Ponorogo by involving all relevant parties through its four components. (2) Habituation and example are two methods used to develop an attitude of caring for the environment in children at MIN 1 Ponorogo: a) increase discipline among students. b) Put it in the topic. c) daily schedule, conditioning. d) shape the school environment. (3) The commitment of madrasah stakeholders is one of the supporting aspects of implementing the Adiwiyata program at MIN 1 Ponorogo, while the inhibiting factors are the family environment and limited education costs (Yunita et al., 2022). This research focuses more on how an educator must be able to innovate so that students can run the program, while the research that the author is doing focuses on how the program can be a form of implementing environmental care character education in students from an early age to realize P5 at MIS NU Al-Utsmani Gejlig Pekalongan district.

MIS NU Al-Utsmani Gejlig, Pekalongan district, is one of the many primary schools and madrasahs that implement character education that cares for the environment. This school, which has hundreds of students, is the background for this school to implement the "11 Clean" program. This activity is also a way for students to internalize the attitude of caring for the environment at school. In addition, according to one of the educators at the school, learning that is associated with an attitude of caring for the environment is expected to arouse students' concern for nature and the surrounding environment. This is in accordance with Kose's statement that one of the learning outcomes related to

environmental concern is changing students' attitudes towards the environment to be more positive. Fostering an attitude of caring for the environment can be done by inviting students to dispose of waste according to its type, care for plants, keep classes and schools clean, and so on.

The 11 Clean Program is a form of instilling character education that cares for the environment, which is applied at MIS NU Al-Utsmani Gejlig, Pekalongan district. Nastain, the teacher at the school, said that this program is carried out every day at 11 o'clock in the afternoon before students go home from school. This program has been carried out for a long time since the implementation of the 2013 curriculum. This activity is carried out by students in grades 4-6 and is carried out alternately according to schedule. Therefore, researchers conducted research to examine and explain the 11 Clean Program in efforts to habituate caring for the school environment to strengthen P5 at MIS NU Al-Utsmani.

RESEARCH METHODS

This type of research was conducted using field research methods with a qualitative, descriptive approach. This method is carried out for the sake of knowing in detail and in depth the actual conditions, so that a clear and straightforward understanding is obtained. The research was carried out at MIS NU Al-Utsmani Gejlig Pekalongan using the qualitative method. The researchers chose this location because they were curious about the concept applied by MIS NU Al-Utsmani to instill in students the character of caring for the environment. This research was conducted from early November 2022 until late November 2022. The data sources used by researchers were primary data and secondary data. Primary data were obtained from the results of interviews with school principals, class teachers, and students in grades IV, V, and VI regarding the implementation of the "11 Clean Program" in an effort to familiarize students with the attitude of caring for the school environment in order to realize P5 at MIS NU Al-Utsmani. Meanwhile, we obtained secondary data from journals and documents similar to this research.

Data collection techniques used are observation, documentation, and interviews. At the observation stage, the researcher determines the initial location of the research and conducts preliminary research to find out the initial conditions of the research site

and obtain the initial data for the study. Then proceed with the interview technique, namely collecting more complete, precise, and clear information from the data obtained during the observation activities and the final stage of the researcher using the documentation technique (Maulida, 2020). Information for this research was obtained from the principal, several teachers, and students of the MIS NU Al-Utsmani.

Collecting data that has been obtained by researchers and then carrying out data analysis Data analysis itself has three steps, including data reduction, data presentation, and finally drawing conclusions. Researchers choose and choose sources obtained previously from observations, interviews, and documentation, then process the data that has been reduced in such a way that researchers can present the data more easily. Next is the presentation of data; data that has gone through the results of processing and reduction is then presented in narrative form. Following that, the final piece of data presented is the drawn conclusions, also known as the researcher's argument.

RESULTS AND DUSCISSION

1. Profile of MIS NU Al-Utsmani

Madrasah Ibtida'iyah Salafiah NU Al-Utsmani is located in Gejlig Hamlet Kajen Pekalongan and is a large educational institution with hundreds of students. This effort is made solely to guide and instill an attitude of caring for the environment in students as early as possible. The character trait of caring for the environment is expected to form in students who have the awareness to preserve their environment. The implementation of character education at MIS NU AL-UTSMANI can be seen from its integration into daily activities at school, including routine habituation activities, habituation of exemplary conditioning and spontaneous habituation, school culture, and environmental health.

2. Environmental Care Attitude

Caring for the environment is an attitude and action aimed at preventing damage to the surrounding natural environment and repairing the damage to nature that has occurred. Conservation behavior also develops efforts to repair the damage to nature that has occurred. Environmental conservation describes protecting the environment and trying to manage it as well as possible. The trick is to always maintain and protect the environment. This way, you can continue to enjoy nature's wealth without destroying it (Sumarmi et al., 2022).

According to the findings of the author's observations, MIS NU Al-Utsmani made several efforts, including planting trees or flowers in the school environment, teaching how to dispose of trash in its proper place, and cleaning the school environment. maintaining a very important built environment for children. This character is similar to that of providing a social environment and caring for the natural environment. The nature of caring for one's social environment is an attitude and action that show the struggle to provide assistance both morally and materially to those who need it. When the character cares about the environment, this attitude demonstrates sensitivity to the surrounding circumstances, namely the attitude of protecting the surrounding natural environment. This attitude demonstrates that you are taking steps to repair environmental damage. This character can also preserve nature. These two environmental caring characters must be created for children who are environmentally conscious both socially and naturally (Hadi et al., 2022).

3. MIS NU Al-Utsmani's 11 Clean Program Is Being Implemented

The results of this study show that the "11 Clean" program at MIS NU Al-Utsmani is a routine habituation activity in the implementation of environmental care character education, namely through routine pickets. This activity is carried out by teachers and students, especially those in grades IV, V, and VI. This activity is carried out every day at 11 o'clock in the afternoon before they leave school so that they can understand that when they come into a clean environment, when they want to leave, they also have to return it to its original condition, which is clean again. This program is carried out every day on a scheduled basis, taking turns according to an agreed schedule (Ma & Novanto, 2022).

This program is routinely carried out in schools by always preparing the facilities and infrastructure well in order to achieve its achievements in instilling environmental care values in students. Educators are the main pawns in directing and guiding students in the implementation of this program; this habituation is a habituation activity that is carried out every day.

The principal and teacher practice habituation by issuing a warning to students who violate the rules or behave badly. The principal and teacher here play

a role in issuing warnings, advice, and understanding to students who violate it. This spontaneous habituation activity aims to prevent students who carry out activities that deviate from doing them again in the future (Umam et al., 2022).

Exemplary habit; This is done by educators, specifically principals and teachers, to set a good example for students by modeling appropriate behavior and attitude. The example of a school principal and teacher can also determine the implementation of a character education program that cares about the environment. Based on the results of the research, habituation and exemplary activities are supported by the teaching staff themselves, namely the principals and teachers, because they are figures who often interact at school with students, so they are the main actors in providing examples to students (Harsari et al., 2020).

Based on the results of the research, the example of a school principal and teacher is shown every day to students. An example of this example can be seen by how a teacher wears neat and clean clothes according to applicable regulations and also does not smoke in the school environment. The school principal sets an example for students by inviting them to always live a clean life, for example, by inviting students to wash their hands, participate in cleaning the room, dispose of trash in its proper location, and caring for the school environment by planting plants to make the school look beautiful.

In addition to the school principal, the teacher also provides an exemplary example to students; for example, the teacher participates in cleaning the classroom with students who are on duty according to the class picket schedule, helps care for and tidy up the equipment in the school, and takes part in caring for and planting existing plants. In the school environment, apart from that, the class teacher also models coming on time and dressing neatly and cleanly according to the rules that apply at school. Besides that, the teacher also exemplifies clean living behavior, namely washing hands with soap when coming to school, before and after eating, and when going home from school. From this example, students are expected to be able to illustrate and apply it. This habituation is also inextricably linked to the availability of adequate facilities and infrastructure in order to carry out the “11 Clean Program in Efforts to Habituate Caring for the School Environment in Order to Realize P5 at MIS NU Al-Utsmani” (NUgroho, 2022).

Conditioning is a form of action to create conditions that support the implementation of this program. Based on the results of the research, the conditioning carried out by schools is to meet the needs of students in realizing programs that have been previously planned, namely by providing facilities to support the implementation of the program. The facilities provided by the school include cleaning tools, trash cans, and gardens in front of each classroom. Schools must also provide gardens and flower pots so that students can plant, care for, and maintain the beauty of the school (Zhou et al., 2022).

The success of this program is influenced by how the conditioning is carried out in the school environment, because this is the main factor in achieving the program's success. The achievement of conditioning is supported by the readiness of facilities and infrastructure for adequate environmental hygiene. Existing facilities and infrastructure will indirectly help carry out the implementation of environmental character education for students if used optimally (King-Kostelac et al., 2022).

4. Efforts to Make Caring for the School Environment a Habit at MIS NU Al-Utsmani Through the 11 Clean Program to Achieve P5

This program is the implementation of character education to realize P5 at MIS NU Al-Utsmani Gejlig Kajen, which is packaged under the name of the 11Clean program. Existing facilities in schools are very capable of supporting the implementation of environmental character education. The teacher is the main driving force in the learning process, providing motivation to students so that they can increase their sensitivity to their surroundings. This will become a culture that is carried out in everyday life. Students who make a MIS take or even break the rules will receive motivation in the form of punishment, including both verbal advice and a reprimand. The imposition of punishment is also seen in the MIS takes made, whether they are fatal or not; if the MI Stake is fatal and damages the facility, there will be sanctions or fines (Annur & Sari, 2022).

Environmental care character education is manifested through actions in protecting the surrounding natural environment in the implementation of environmental care character education. In education, the character value of caring

for the environment is one of the most important values to develop because humans with character are people who care about the environment, both the physical environment and the social environment. Obstacles that occur in the implementation of the “11 Clean Program in Efforts to Habituate Caring for the School Environment to Realize P5 at MIS NU Al-Utsmani” can be overcome through actions to protect the surrounding environment. This program’s familiarization is a type of implementation of the application of instilling environmental care character education in realizing P5. Environmental care character education is the most important thing in forming the personalities of students to care about the surrounding environment at MIS NU Al-Utsmani.

Therefore, it shows that the Clean 11 program implemented by MIS NU Al-Utsmani is a solution for instilling an attitude of caring for the environment in students so that this attitude can be embedded and become a habit in everyday life, especially in the school environment. It is proven that with this program, students have implemented it in their lives, such as picketing classes, wearing clean and neat clothes, doing community service, always washing their hands before eating, and other behaviors. With this, research on the 11 Cleaner program implemented by MIS NU Al-Utsmani supports previous research, such as research on the Adiwiyata program, which aims to instill concern for the environment. So this is the same as research by researchers and supports previous research with the aim of instilling one’s concern for the environment.

Therefore, in addition to environmental care programs such as adiwiyata or through habituation, the 11 Clean program is also a form of innovative activity in instilling an attitude of environmental concern in students, which has the goal of cultivating the character of caring for the environment and internalizing students practice of this character. So that the program is very interesting to do a research to find out the differences with existing environmental care programs.

CONCLUSION

The implementation of environmental care character education at MIS NU Al-Uthmani Gejlig Kajen Pekalongan Regency has been carried out well, although there are a few obstacles, such as the students' unfamiliarity with the program, so there have been slight adjustments to the habituation. The implementation of environmental care

character education has the aim of instilling environmental care character education in an effort to realize P5 at the MIS NU Al-Utsmani Gejlig Kajen Pekalongan Regency. This activity is carried out through routine habituation, spontaneous habituation activities, conditioning, exemplary habituation activities, school culture, and environmental health.

The obstacles mentioned above are like students who have bad habits who don't care about the cleanliness of the surrounding environment, besides that knowledge with concern for scattered garbage is very low and there is also influence from the home environment and the lack of cooperation between parents and teachers, especially in childhood. past pandemic. Disease outbreaks make routine picket activities and maintaining school gardens completely impossible to carry out due to health protocol rules that prevent students from being at school for too long and crowding with other students. However, as time went on and the pandemic outbreak had decreased, school activities began to be carried out normally, and the daily picket program as well as the "Clean 11 Program in an effort to familiarize students with the attitude of caring for the school environment to realize P5 at MIS NU Al-Utsmani" began to be implemented again little by little.

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