



## Analysis of Character Building of “Environmental Consciousness” in Fifth Grade Elementary School Students Through Greening Programs

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### **Abstract**

Globalization and modernization have changed cultural norms in Indonesian society. Awareness of protecting the environment remains low. Schools can help build environmental conservation awareness. This study analyzes environmental consciousness through a greening program for elementary students. The present study is of the survey type. The research was conducted from January 2023 to March 2024. The research was conducted in SD NU Sleman Yogyakarta. The subjects of this study were fifth-grade students. The research sample was obtained through simple purposive sampling, comprising 69 students, 47 male and 22 female, representing the population of all students at SD NU Sleman Yogyakarta. The data collection technique employed a questionnaire guideline, with the research instrument being a questionnaire sheet (closed questionnaire). The data obtained from the questionnaire was then subjected to analysis using the Person Product Moment formula to ascertain its validity, with its reliability being determined through the implementation of the Cronbach's Alpha formula. The study found that greening programs can promote environmental awareness in students. The environmentally conscious character is made up of three parts: 1) environmental awareness, 2) love for the environment, and 3) sustainability. It received a total score of 7088 (82.18% in the "very strong" category).

### **Keywords:**

Character Education, Environmental Consciousness, Greening Program, Primary School.

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## **INTRODUCTION**

Education is an effort to prepare the younger generation for a better future for society and the nation. Education is key to preparing future generations to face global challenges (Bota et al., 2025). This future is characterized by the inheritance of the culture and character that a nation possesses. The current global environmental conditions are increasingly alarming. Human awareness of the importance of preserving the surrounding environment is still low (Saraswati et al., 2023). Human interaction with the environment and various uncontrolled human activities have caused adverse effects on the environment (Mihratun et al., 2022; Priarni, 2022). Environmental problems such as global warming, flooding, landslides, forest fires, and environmental pollution (Masithoh et al., 2023) are common phenomena. Many young people and even adults are still accustomed to littering. Human behavior towards natural resources and the environment, which tends to be neglectful, becomes a problem when an environmental crisis occurs. Student behavior at school varies greatly. Some children are already aware of the importance of protecting the environment. However, there are also those who still do not care about the cleanliness of their surroundings. This can be seen from the tidiness and cleanliness of the classroom and the disposal of trash in inappropriate places.

Consciousness of environmental cleanliness must be instilled from an early age, especially at the elementary school level, which is the main place of education for children. Education plays a major role in shaping students' characters and in creating a conscious society (Masithoh, 2018). One of the important characters to instill in students from an early age is caring for the environment (Sholahuddin et al., 2022). Environmental awareness can be instilled from elementary school. Based on the school curriculum and programs in the independent curriculum, every school must be able to instill environmental awareness, one of which is through a greening program (Efendi et al., 2020). The instilling of environmental awareness must be fully supported by the school community (Ahwan et al., 2022). Character education in primary education can strengthen and shape students' character in loving the environment in a sustainable manner. With the implementation of character education policies in schools, this awareness can be realized (Hikam et al., 2013; Parhun, 2021).

Greening programs can help shape environmental consciousness in students from an early age. Environmental education in elementary schools can be implemented through routine habits, spontaneous actions, role modeling, conditioning, school culture, and environmental health (Masithoh & Anintyawati, 2022). There are several indicators of environmentally conscious character that can be improved through greening programs, including: 1) Maintaining environmental cleanliness, 2) Being responsible for the environment, 3) Caring for/preserving plants and the environment, 4) Increasing environmental awareness, and 5) Preserving the surrounding environment. In addition, activities in greening programs that can be implemented in elementary schools according to Haul et al. (2021) include: 1) habituating students to maintain school environmental cleanliness; 2) providing trash bins and hand washing facilities; 3) providing bathrooms and clean water; 4) separating organic and non-organic waste; 5) providing cleaning equipment. Through the greening program, students can learn about the importance of maintaining environmental cleanliness and caring for plants. This program can help students to be more responsible for the surrounding environment and increase awareness of the importance of maintaining a healthy and sustainable environment. The greening program is one of the activities carried out to introduce the functions of several shade trees and trees to meet aesthetic

needs in the school environment. This activity can support the image of environmental behavior in children in elementary schools (Halimah et al., 2023).

Based on the initial observations at SD NU Sleman Yogyakarta, various problems were found, namely: 1) There is already a greening program at the school. However, its implementation is not yet optimal. 2) Some students do not carry out their duties according to the schedule. 3) Students' awareness of disposing of waste in its proper place is still lacking. 4) Students still do not understand the importance of maintaining the tidiness and cleanliness of the surrounding environment. Based on the environmental problems that occur, this study aims to analyze the character of environmental awareness through a greening program among fifth-grade students in elementary schools.

## METHODS

This study used survey research. The research was conducted from January 2023 to March 2024. The research subjects were 69 fifth-grade students at SD NU Sleman Yogyakarta, consisting of 47 male students and 22 female students, with sampling using simple purposive sampling from the research population, which was all 421 students at SD NU Sleman. The data collection technique used a questionnaire/survey guide, and the research instrument was a closed-ended questionnaire/survey sheet. The data analysis technique in this study used statistical analysis with the help of Microsoft Excel. The research data were tested using two methods: 1) data validity test using the Person Product Moment formula; 2) data reliability test using the Cronbach's Alpha formula. The questionnaire/survey scores were analyzed and converted into percentages (%) and presented in bar charts and pie charts. The percentage of respondents and the success criteria were above 60. The following is the formula for the percentage of respondents and the criteria for the questionnaire data indicators presented in Table 1.

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P : Percentage

F : Frequency

N : Number of Subjects or Respondents

Table 1. Indicator Criteria for Survey Results Data

No.	Percentage (%)	Criteria
1.	0 – 20	Very Weak
2.	21 – 40	Weak
3.	41 – 60	Moderate
4.	61 – 80	Strong
5.	81 – 100	Very Strong

Source: (Sugiyono, 2018)

## RESULT AND DISCUSSION

The results of the analysis of environmental consciousness through a greening program among fifth-grade students at SD NU Sleman Yogyakarta revealed three indicators of environmental consciousness, namely: 1) environmental awareness; 2) love for the environment; and 3) environmental sustainability. The results of the research data analysis can be seen in Figure 1.

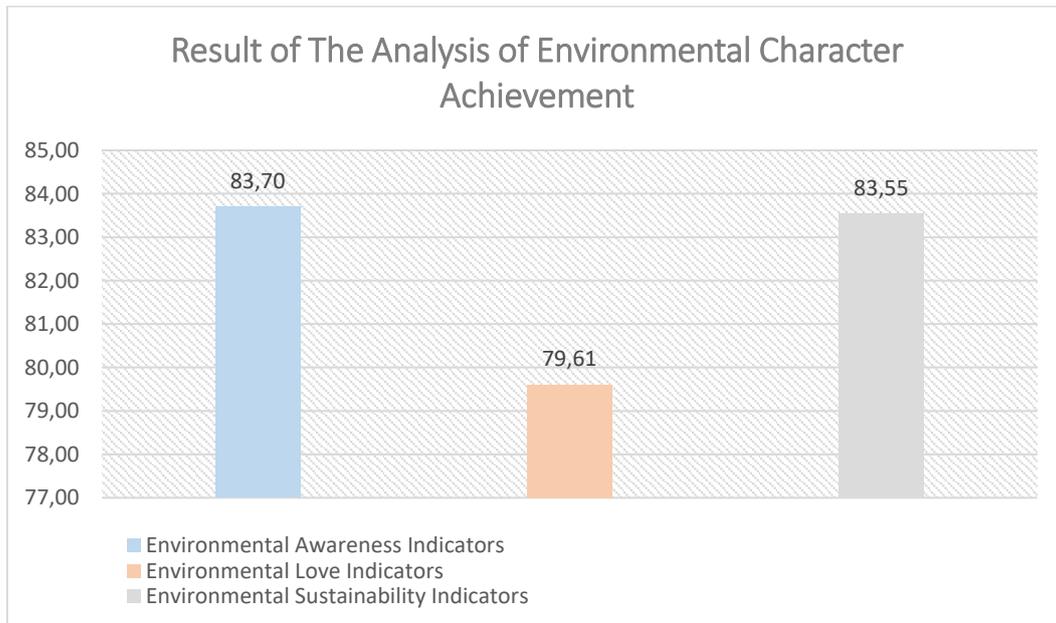


Figure 1. Result of Environmental Consciousness Character Analysis

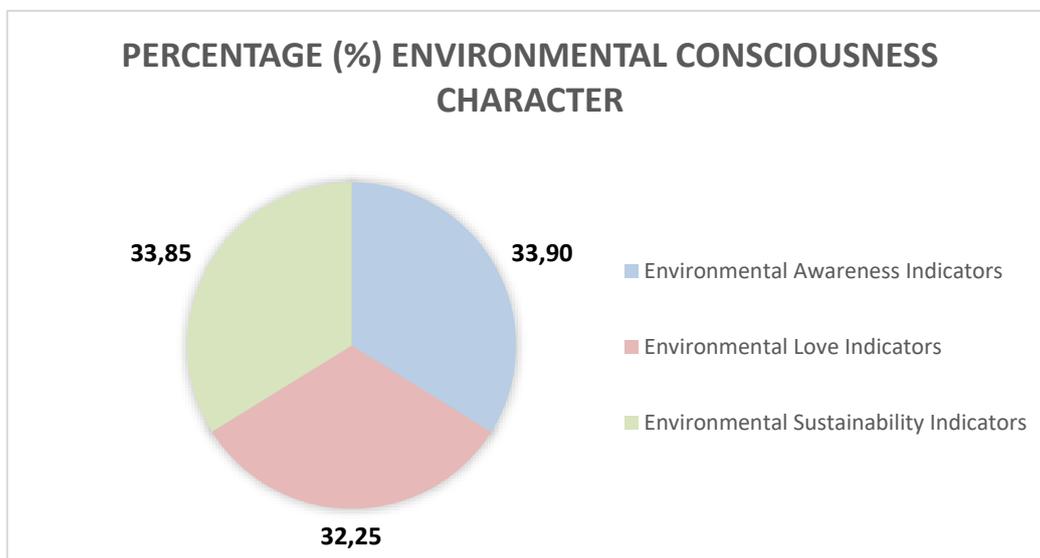


Figure 2. Diagram of Environmental Consciousness Character

Based on the data from the analysis of environmental consciousness character achievement in fifth grade students at SD NU Sleman Yogyakarta in Figures 1 and 2, the following results were obtained:

### ***Environmental Awareness Character***

The environmental awareness character indicator is used to determine the level of students' awareness in participating in greening programs. Based on the data from the questionnaire distribution, there were 8 points in the environmental awareness character indicator that had to be filled in by the respondents. The environmental awareness character formation score was 2310 out of a total score of 2760, with a percentage of 83.70% and a “very strong” criterion.

The average percentage score for environmental awareness indicators was 32.59% on the pie chart, which explains that 2310 out of 7088 students had developed environmental consciousness. Students chose statements on environmental consciousness indicators based on the belief that students have possessed this character from an early age through the habit of caring for the environment. Environmental awareness will be formed if the students develop an environment consciousness from an early age (Safitri et al., 2022). Environmental awareness character needs to be taught to students so that they can develop values of caring for the environment around them. Awareness of the importance of environmental preservation, such as greening, must be instilled from an early age in everyone (Sabardila et al., 2020). From this statement, it can be explained that environmental awareness character in students is a form of attitude and behavior that supports environmental greening programs.

### ***Environmental Love Character***

The environmental love character indicator is used to determine the level of students' concern in participating in greening programs. Based on the questionnaire data, there are 9 statements in the environmental awareness character indicator that must be filled out by respondents. The environmental love character formation score obtained a total score of 2472 out of a total score of 3105, with a percentage of 79.61% and a “Strong” rating. The average percentage score for the environmental love indicator was 34.88% in the pie chart, which explains that the formation of environmental love character in students was 2472 out of a total score of 7088 for environmental awareness character. Students chose statements of environmental love character based on the belief that students possess this character as a form of concern for reforestation. The reforestation program aims to increase students' love and concern for the environment. Environmental love is a form of self-awareness regarding environmental concerns (Afriyeni, 2018). Environmental love is cultivated through good habits such as caring for the natural environment through reforestation (Hasnidar, 2019). From this statement, it can be explained that environmental love in students is a form of effort to prevent damage to the surrounding environment and to increase efforts to repair damage that has already occurred to nature.

### ***Environmental Sustainability Character***

Environmental sustainability character indicators are used to determine the level of students' self-consciousness in participating in greening programs. Based on the questionnaire data, there are 8 statements in the environmental sustainability character indicator that must be filled out by respondents. The environmental sustainability character formation score obtained a score of 2306 out of a total score of 2760, with a percentage of 83.55% and a “very strong” rating. The average percentage score for the environmental sustainability indicator was 32.53% in the pie chart, which explains that the formation of environmental sustainability character in

students was 2306 out of a total score of 7088 for environmental consciousness character. Students chose the statement of environmental sustainability character with the belief that having environmental sustainability character is a form of concern for environmental greening. Good environmental sustainability can be achieved by providing knowledge and instilling a caring character. Environmental consciousness character in elementary schools is implemented through routine habits, spontaneity, role modeling, conditioning, school culture, and environmental health (Naziyah et al., 2021). From this statement, it can be explained that environmental sustainability character in students is a form of evaluation as an effort to maintain, protect, preserve, and utilize existing natural resources from the negative impacts of human activities.

Thus, the formation of environmental consciousness consists of three aspects, namely: (1) environmental consciousness, (2) love for the environment, and (3) environmental sustainability in fifth-grade students at SD NU Sleman Yogyakarta. The formation of environmental awareness character achieved a score of 7088 out of 8625, with an overall average percentage of 82.18% and a rating of “very strong.” Environmental consciousness character is an environmentally conscious personality that can be instilled from an early age depending on the school curriculum or programs and activities offered by the school (Nurjannah et al., 2022). An environmentally conscious personality is a combination of ethics, morals, and moral ethics (Mislia et al., 2022). An environmentally conscious character is a manifestation of human attitudes towards the environment in the form of actions in daily life to create efforts to prevent damage to the natural environment around them and to try to repair any damage that has already occurred.

## **CONCLUSION**

Based on the results of the study, it can be concluded that students have demonstrated environmental consciousness through the greening program. This can be seen from the percentage scores on the indicators of environmental consciousness among fifth-grade students at SDNU Sleman Yogyakarta. The three indicators are: 1) Environmental consciousness indicator with a percentage score of 83.70% with a very strong criterion; 2) Environmental love character indicator with a percentage score of 79.61% with a strong criterion; and 3) Environmental sustainability character indicator with a percentage score of 83.55% with a very strong criterion. From these scores, the overall average percentage of all indicators was 82.18%, which is considered very strong. Thus, the formation of environmentally conscious character through the greening program has been maximally achieved as one of the supporting programs in the implementation of the independent curriculum. The results of this study are expected to provide information on how to educate environmentally conscious character at the elementary school level. Schools that have implemented greening programs can continue to preserve these programs in a more innovative and optimal manner.

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