

Civic Disposition Based on Ecological Citizenship: A Case Study at SMP Negeri 1 Wirosari

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Abstract. Developing values and morals based on ecological issues provides opportunities for character development models in the educational environment. This study explores the character values of ecological citizenship generated in the Adiwiyata program at SMP Negeri 1 Wirosari. Program Adiwiyata or the green school program can be considered to formalise environmental care values. The research method employed a qualitative approach with a case study research design. Research informants were selected by purposive sampling involving the principal, the head of Adiwiyata, teachers, and students. Data were collected through observation, interviews, and documentation. Interactive data analysis techniques and data validity triangulation used Nvivo 12 plus software. The results show that the Adiwiyata program forms the character of ecological citizenship, including environmental concern, responsibility, mutual cooperation, discipline, and religion. The findings emphasize the potential for increasing ecological citizenship by providing environmental education materials, extracurricular activities, teacher role models, rewards, punishments, and collaboration with various parties. School principals should assess the adiwiyata program regularly so that it will be even better in the future and for teachers to increase motivation in fostering students to develop civic disposition values through adiwiyata activities.

Keywords: Adiwiyata; Civic Disposition; Ecological Citizenship

INTRODUCTION

Ecological relations between humans and nature need to be strengthened to maintain the environment's carrying capacity for life. Communities need to support environmental awareness and understanding of the values found in nature (Nathania and Hartanto, 2021). Environmental awareness becomes important because human life is closely related to the natural environment, where people depend on ecosystems that ensure sustainability (Niman, 2019). To save the environment, the Government has held a reforestation program through tree planting activities (Baharu, 2017). Unfortunately, currently, the damage to the

natural environment is still a severe problem with various conditions that threaten the environment (Niman, 2019).

(Khoiriyah, 2021) shows the low public awareness of cleanliness in the surrounding environment. Other data from the Ministry of Health explains that only 20% or 52 million residents understand environmental cleanliness (Litbang, 2018). (Kutanegara, 2018) reported that the environmental care behaviour index value was only 0.57, indicating the Indonesian people's low level of ecological awareness. This condition can exacerbate environmental damage and pollution that affects public health (Hasibuan,

2016). (Utama and Purnami, 2018) emphasize that the factors that cause low environmental sensitivity include lack of understanding of environmental conditions, lack of public morals, and the younger generation who have hedonistic and consumptive characteristics, resulting in a crisis of ecological awareness.

The young generation is the nation's successor in the future and has an important role, namely as the holder of control of social life (Tang, 2016). For example, youths carry out a clean village program to maintain cleanliness and environmental comfort (Hafid and Nanik, 2017). Not only in society, but the younger generation must also receive education in schools, encouraging their awareness of protecting and preserving the environment properly.

SMP Negeri 1 Wirosari is the recipient of the Adiwiyata school predicate with 963 students. This school has been running the adiwiyata program since 2017. However, according to information from the teacher, there were still found some students who littered. That is a challenge for the school because of its significant role in changing student behaviour so that they have a concern for the environment through preventive efforts by carrying out Adiwiyata activities. The Adiwiyata program is participatory by all students and teachers to create an environmentally-based school (Tim Adiwiyata Tingkat Nasional, 2012).

Several studies have shown that the

adiwiyata program fosters the school community's concern and responsibility for the environment. Research from (Zamzam and Arifiah, 2018) stated that the adiwiyata program created a clean, beautiful environment. (Rahmadiani et al, 2019) conducted a study with the results that students' attitudes towards environmental care in adiwiyata and non-adiwiyata schools showed no significant difference between adiwiyata and non-adiwiyata students in skills to prevent environmental damage. Other research from (Syam, 2021) shows that strengthening the character of caring for the environment through the Adiwiyata program has positive results and has a good influence on the character of caring for the environment of students, namely that there have been changes in students' roles in protecting the environment and obedience to regulations.

The study is necessary because existing studies have only examined the Adiwiyata program in developing the value of caring for the environment. Previous research has not led to the role of the Adiwiyata program in developing students' civic disposition values, namely civic character, which is one of the main competencies of civic education in addition to civic knowledge and skills. Civic disposition is a civic character that aims to foster the character of private citizens so that they have norms, ethics, and morals and uphold human dignity as part of civic education (Rahmatiani and Indriyani, 2021).

Pancasila and Citizenship Education focuses on creating students with character who can carry out their obligations in society and the state. These subjects are essential in making good Indonesian citizens (Permendikbud, 2014).

Adiwiyata program needs to be viewed from the perspective of Citizenship Education because it has a close relationship. Through civics learning, various knowledge of ethical values, values, and morals are obtained, which students should be able to apply in everyday life as well as an indicator of the benchmark for achieving student character through the development of civic disposition.

RESEARCH METHODS

This study used a qualitative approach with a case study design that was suitable for displaying complete and in-depth data in exploring the social phenomena; development of the Adiwiyata program in growing the character of ecological citizenship at SMP Negeri 1 Wirosari. Seven informants were selected using purposive sampling, including the principal, the head of adiwiyata, two teachers, and three students. Data were obtained using various data collection techniques, including interviews, observation, and documentation.

According to (Creswell, 2012), the data was examined for its trustworthiness with triangulation. The triangulation stage was carried out using the Nvivo 12 Plus software.

The data analysis was carried out sequentially, including initial, axial, and selective coding using Nvivo 12 Plus software.

DISCUSSION

Adiwiyata Program: Ecological Citizenship in Educational Practice

SMP Negeri 1 Wirosari is an inspirational school as an adiwiyata school specifically to grow students' awareness of the environment. With various Adiwiyata activities, we are able to create a school with an environmental culture. Caring for the environment gives a relaxing effect in carrying out activities in the school environment. Environmentally based schools have four components, all owned and fulfilled by SMP Negeri 1 Wirosari (Julaiha and Maula, 2018; Sitisyarah and Mustika, 2017).

Environmental-based policies include several indicator points related to morals or ethical procedures for school residents regarding the environment in the vision and mission (Utaya, 2021). Through a vision and mission that is environmentally friendly, it is designed to make school regulations that are used as guidelines for making various activities to invite school residents to maintain cleanliness.

Environment-based curriculum in SMP Negeri 1 Wirosari was developed by providing material related to environmental education. There is a positive impact on the environment as a whole through the development of

environmental education in the Adiwiyata program in a structured manner with a policy and curriculum approach (Indahri, 2020). In implementing the Adiwiyata program, schools have adequate and well-managed infrastructure facilities to preserve the environment (Fahlevi and Jannah, 2020; Roswita, 2020). The effectiveness of the program is realized through the optimization of personnel resources, curriculum, facilities and infrastructure, as well as seriousness in maintaining quality control (Prasetyo et al., 2020)

An environmentally friendly school is dedicated to realizing ecological citizenship through growing students' environmental awareness and concern. Ecological citizenship is citizens' ethical and moral procedure to their environment (Jannah, 2018). The emergence of the idea of ecological citizenship is due to considerations of justice and injustice in the environmental field, which is the root of attitude change (Dobson, 2007). Ecological citizenship cannot be separated from the adiwiyata program because ecological citizenship has a relationship with students' behaviour towards the environment (Yusuf et al., 2020). The behaviour of ecological citizenship in most students is in a good category.

Citizenship Education as a character lesson plays an important role in optimizing the implementation of adiwiyata activities through the provision of environmental-related

education as well as teaching students to have the competence of civilized citizen participation in the environment (Syifa and Dikdik, 2018). In Civics learning, the teacher includes elements of ecological citizenship to foster students' environmental awareness.

Table 1. Results of Adiwiyata Program Implementation

Adiwiyata Program	Achievement	Results
Environmental education Activity: Incorporating elements of ecological citizenship into every subject that contains moral values, guiding students' environmental care behaviour	Students participate in each subject that includes environmental -based activities	The realization of ecological citizenship, namely, students grow awareness and concern for the environment
School environment maintenance Activities: School garden maintenance, planting biodiversity, cleaning drainage channels, clean Friday activities, class pickets	Students actively participate in various environmental care activities as a form of awareness and concern for preserving the environment through managing and protecting the environment	The school is beautiful, clean, and beautiful because it has many well-maintained plants so that it is comfortable to use for learning activities
Land use and school facilities Activity : Utilizing used goods as handicrafts, processing organic waste, using part of the land in the park	Students carry out land management activities and use school facilities following the teacher's directions and instructions	Make students understand how to manage the environment properly and correctly

for fish ponds,
using
greenhouses as
learning
facilities

Table 1 shows the final result of the Adiwiyata program as a change in behaviour, especially in students (Indahri, 2020). Changes in behaviour exhibited by students in SMP Negeri 1 Wirosari This can be seen through students' actions and participation in school environmental activities, as shown in Table 1. This indicates that students are aware of building a relationship with nature, which positively impacts student development by developing an attitude of caring for the environment, discipline, responsibility, mutual cooperation, and religion. Implementing the adiwiyata program, becomes a force to create environmentally sound school institutions.

The implementation of the Adiwiyata Program makes students feel happy. It is beneficial to get more support and attention from the teachers in carrying out a series of Adiwiyata activities, which have many benefits. (Haris, 2018) revealed that the Adiwiyata program created a comfortable, conducive, and enjoyable learning atmosphere. Reinforced by research results which state that this program can change the behaviour of students to become aware of cleanliness and environmental sustainability (Sitisyarah and Mustika, 2017), In addition, teachers play an essential role in assisting students and participating in every Adiwiyata activity, as well as providing insight into

information related to the environment to form an attitude of ecological citizenship. (Paparang, 2017).

Ecological Citizenship Formation Strategy: Mandatory program and Habituation

Schools in realizing ecological citizenship, namely growing awareness and concern for the environment, are carried out through coaching, habituation of cleaning activities, and energy-saving movements. The habituation taught by the program is a form of responsibility that creates good cooperation and activeness from all school members to impact social life. In implementing the adiwiyata program, a working group is formed that involves the active role of students. Each working group has a coordinating teacher to regulate the implementation of the working group (Fitriani, 2020; Rahmandani, 2019). The form of student participation in various environmental care activities is a form of awareness and concern for preserving the environment through managing, caring for and protecting the environment (Sulistyarini et al., 2022).

. Adiwiyata program implementation affects students' environmental literacy (Supriyanto, 2020). The impact is significant, such as a change in how students behave, are responsible, care and are aware of the existence of the environment. A person's environmental literacy status can be measured based on the criteria for environmental literacy components, namely knowledge, cognitive

skills, attitudes and environmentally responsible behaviour (Arbiana, 2019). In the implementation of the Adiwiyata program, various obstacles are always found. Still, they can be handled well by the teachers through various types of efforts to encourage students to improve their caring character and shape students' creativity or innovation to protect and manage the environment (Sitisyarah and Mustika, 2017). Teachers in solving existing problems use several strategies to form students' ecological citizenship.

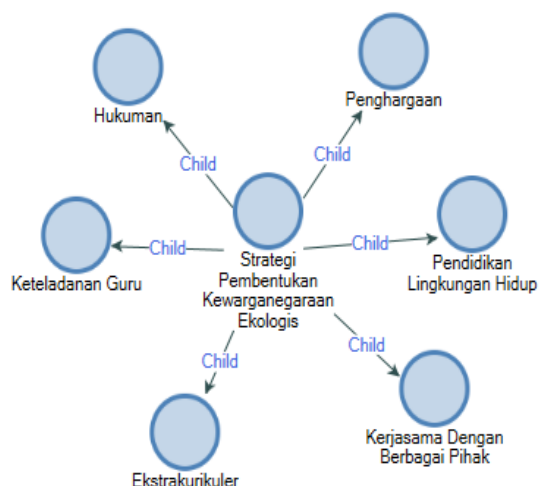


Figure 1. Formation of Ecological Citizenship
 (Source: Nvivo 12 Plus Output)

Figure 1 explains that schools carry out the strategy of forming ecological citizenship by, first, providing environmental education learning environmental education instilling character values to school members, which include knowledge (cognitive), awareness or willingness (affective), and action (psychomotor) (Juraid, 2019). Environmental education has been included in every subject to foster student behaviour to continually

maintain and care for the environment and obtain insightful information related to ethical and moral knowledge that leads to a more prosperous life (Nurhafni et al., 2019; Wardani, 2020; Arif, 2018). Second, optimise extracurricular activities related to the environment through scouting extracurricular activities (Fahlevi and Jannah, 2020). Scout activities instil ecological citizenship by taking concrete actions under the Scouts' Dasa Dharma, which teaches us to love nature through environmental care and preservation activities. Third, by creating clean and healthy schools by providing teacher examples (Diyan, 2020), Scout activities instil ecological citizenship by taking concrete actions in accordance with the Scouts' Dasa Dharma, which teaches us to love nature through related activities to environmental care and preservation. Third, creating clean and healthy schools by providing teacher examples (Fadlilah and Ngabekti, 2018). The punishments given are educational, such as sweeping, throwing garbage, etc., for those who break the rules about cleanliness. Fifth, giving awards to students helps instil students' attitudes towards being more positive and sensitive to the cleanliness of the school environment.

Rewards also have a good impact in the form of an impressive and enjoyable experience for students (Rachman and Maryani, 2018). The award is given at the class meeting that is determined and handed over by

the school to the class with the title of the cleanest classroom so that it impacts every student competing enthusiastically to make the condition of the class environment always clean and tidy. Sixth, schools increase cooperation with environmental agencies (Kantun et al., 2019). Cooperation is carried out with parties such as DLH (Environmental Service), which assists 1000 plants and socializes the manufacture of compost. Many parties attended as well as participated in the mass tree planting in the school environment, including the DLH, police, Koramil, community, and environmental volunteer alumni. The community is involved to help save and monitor the environment around the school (Chunya, 2017), by maintaining the plants that are outside the school so that nothing is damaged. Cooperation is also carried out with the puskesmas to carry out an MOU to check periodically in order to ensure that the school canteen sells food that is not dangerous and healthy.

CONCLUSION

Ecological citizenship cannot be separated from the Adiwiyata program. Environmentally-based school activities in implementing the Adiwiyata program have succeeded in developing civic character, including an attitude of caring for the environment, responsibility, mutual cooperation, discipline, intelligence, and religion. The character of ecological

citizenship is developed in the Adiwiyata program at SMP Negeri 1 Wirosari through establishing an environmentally friendly school vision and mission and an environmentally-based curriculum integrated into every subject. These Adiwiyata infrastructure facilities are well managed and supported by the active participation of all school members during the Adiwiyata program to raise awareness and concern for the environment. Strategies carried out to form ecological citizenship include environmental education, extracurricular activities, teacher role models, rewards, punishments, and collaboration with various parties. This research is useful to contribute in the form of ideas in the scientific development of Citizenship Education, primarily related to the development of students' civic disposition and adding information about Adiwiyata schools. Suggestions for further researchers, it is hoped that the results of this study can be a reference for future researchers who will discuss the same thing in other places and seek to improve previous research with various existing topics, as with the matter of developing a more diverse citizenship character.

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