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Internalization of Islamic educational values on clean living as an effort for the formation of environmental care attitudes for elementary school students

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ABSTRACT

This qualitative research with a phenomenological approach aims to explore the pattern of internalizing Islamic educational values about clean living to form an attitude of caring for the environment at the Khoiru Ummah Curup Integrated Islamic Elementary School (SDIT). There were 8 informants in this study, 1 principal, 1 curriculum representative, and 6 teachers. Data collection techniques used semi-structured interviews and non-participant observation, then analyzed through four stages: data collection, data reduction, data presentation, and drawing conclusions or data verification. Checking the validity of the data using extended observations, technique triangulation, and source triangulation. The study found that the internalization of educational values about clean living to form an attitude of caring for the environment was carried out in three patterns: introduction and understanding, curriculum intervention, and habituation. The application of this pattern is expected to have an impact on students in forming attitudes and behaviors that care for the environment.



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Introduction

Clean living is one of the values of Islamic education, which has a crucial role in life. Living clean makes the body healthy and free from diseases (Hariyati & Khamidi, 2020; Hartini, 2019; Pahrenra et al., 2022). Living clean makes the environment comfortable and beautiful (Nasiatin & Hadi, 2019; Puspita et al., 2020). In Islamic education, it is taught one of the mandatory requirements that must be met before praying is clean, clean from hadas and unclean, clean body, clothes, and place (Astuti & Murniyetti, 2021; Mohd Mansor et al., 2021). Therefore, every individual should cultivate a clean life because clean living benefits oneself, society, and the environment. Even clean living is a tangible manifestation of an attitude of caring for the environment.

Caring for the environment is a form of self-sensitivity pouring into actions to keep the surrounding environment clean, tidy, and organized, and prevent damage (Adawiah, 2018). Caring for the environment is related to an individual's mental attitude, which is reflected in behavior (Ilmiyannor & Mi'rajatinnor, 2021). Everyone must own that attitude. However, in reality, not everyone has a concern for the environment. The common concern for the environment results in an unorganized, slum environment that can cause significant problems such as floods, landslides, and environmental pollution (Agusta, 2018; Rini Rahman, 2021). Caring for the environment is very crucial because it involves the quality of life in the present and the future (Prasetyo et al., 2020; Ye & Shih, 2020). The waste problem, for example, is not only for the sake of the present but for the future. Throwing garbage in its place makes the environment clean and healthy and can prevent flooding and environmental damage (Sabri & Nasfi, 2020). Caring for the environment is not only an understanding but must be followed by the application to become a culture in

every individual's life (Collado et al., 2020). Caring for the environment is everyone's responsibility (Jeramat et al., 2019; Masruroh, 2018). Therefore, it is necessary to develop an attitude of caring for the environment, including among elementary school students (Nur Isti Faizah, 2017; Ramadhani et al., 2018).

The development of a caring attitude towards the environment for elementary school students aims to encourage the habit of preserving the environment, avoiding the nature of damaging the environment, fostering sensitivity to the environment, caring and being responsible for the environment, as well as being a savior of the environment in life wherever they are (Kusen, Irwan Fathurrochman, 2020). (Mukminin, 2014) explained that several indicators must be achieved in instilling an attitude of caring for the environment in elementary school students, namely: maintaining classrooms, providing trash cans in the classroom, energy-saving habits, installing stickers ordering to turn off lights, and closing water faucets when finished. Used. Another opinion distinguishes the indicators of environmental care attitudes between grades 1-3 and 4-6 in elementary schools. Indicators of environmental care for grades 1-3 of elementary school include defecating in the toilet, throwing garbage in its place, not damaging plants at school, and maintaining cleanliness at school and home. For grades 4-6, it includes cleaning toilets, the school environment, and trash cans, beautifying classrooms and gardens, and maintaining the school environment (Aryanti, 2020; Harianti, 2017; Ismail, 2021).

Educational institutions have a significant role as a driving force in developing an attitude of caring for the environment (Nurulloh, 2019). Educational institutions also play a role in socializing and trying to incorporate environmental care values into every subject (Widyaningrum, 2016). In addition, educational institutions are the leading center in instilling, cultivating and practicing an attitude of caring for the environment (Yusinta Dwi Ariyani, 2016). The process of instilling awareness about the importance of caring for the environment is excellent if it is done through education (Nofriza Efendi, 2020). The inculcation of an attitude of caring for the environment carried out by educational institutions must be adjusted to students' level of education (Afrianti, 2021). Its implementation must involve all education personnel, from family, school, school environment, and the wider community, and be carried out continuously (Wakhidah & Adiarti, 2014).

Forming an environmental care attitude in schools is basically to familiarize students with sensitivity and care for the environment (Vindriyana, 2017). Habituation is considered a very effective way to form an attitude of caring for the environment, especially for elementary school students (Rachman, 2017; Wandira & Muharam, 2022). Students are still in a period of growth and development, and it is easy to absorb what adults see, hear and experience (Hendrizal et al., 2022). Therefore, by giving examples, an attitude of caring for the environment can be formed by giving examples. This habituation is called attitude formation through assimilation (Takada, 2020). According to classical conditioning theory or classical habituation, habituation can be done by providing repeated stimuli and responses (Akpan, 2020; Maltzman, 2021) or by continuous practice.

Many previous studies have studied the formation of an attitude of caring for the environment. Some of the results of these studies were carried out Tamara, (2016), studying the social environment to form an attitude of caring for the environment. Azmi & Elfayetti, (2017) discusses the formation of an attitude of caring for the environment through the Adiwiyata program. Meanwhile Fitriati et al., (2019); Kresnawati, (2014) seeks to see the correlation between the quality of learning and the formation of an attitude of caring for the environment. Kasi et al., (2018) linking the service learning model with an attitude of caring for the environment. There is even a study about the relationship between the level of knowledge about the environment and the attitude toward caring for the environment (Simarmata et al., 2018).

Based on previous studies that have not been explicitly founded, the research examines the pattern of forming an attitude of caring for the environment in elementary school students. This study explores the various patterns used by the teachers of the Khoiru Ummah Curup Integrated Islamic Elementary School (SDIT) in forming an attitude of caring for the environment. With this study, it is hoped that it can add to the treasures of knowledge and provide inspiration for teachers and school personnel, especially in forming an attitude of caring for the environment in elementary schools.

Methods

This research is qualitative research with a phenomenological approach. This type of research was chosen because this research reveals phenomena or various events carried out by a person or group of people in a natural social setting (Creswell, 2015, 2019; Moleong, 2021). The informants of this study consisted of 8

people. One principal, 1 curriculum representative, and 6 teachers at the Khoiru Ummah Curup Islamic Elementary School (SDIT), Bengkulu. Research informants were determined using the snowball sampling technique: those who met the criteria based on information from the first informant. There are two data collection techniques used. First, structured interviews are conducted in which researchers only use general interview guidelines, which still need to be developed when the ongoing interview process (Sugiyono, 2013). Second, non-participant observation, namely observations in which the researcher is not part of the object being observed (Abdussamad, 2022). Interviews and observations reveal three important aspects related to the research problem. First, the introduction and understanding of students related to the attitude of caring for the environment. Second, curriculum interventions instill an attitude of caring for the environment. Third, habituation forms an attitude of caring for the environment.

After the data has been collected, it is analyzed using qualitative data analysis using the Miles and Huberman model. This data analysis model consists of four steps: data collection or data collection, data reduction or data reduction, data presentation or data display, and data verification or conclusion drawing or verification (Huberman & Miles, 2002). Checking the validity of the data is done by three techniques. First, the extension of observations or interviews. Extended observations or interviews are carried out if the data obtained through observations or interviews before are still deemed lacking, then further observations and interviews are carried out to obtain data as expected (Sugiyono, 2013). Second, the triangulation technique uses several data collection techniques (Nugrahani & Hum, 2014), which use semi-structured interviews and non-participant observation. The third source triangulation is a data validity technique that checks the validity of the data obtained from one source to another (Sugiyono, 2013).

Results and Discussion

The study's results found that the internalization of Islamic education values about clean living at the Khoiru Ummah Curup Islamic Elementary School (SDIT) was carried out in three patterns. First, introduction and understanding. The introduction and understanding are done through the learning process and posters. Second, curriculum intervention is implemented by integrating it into subjects and assigning assignments. Third, habituation. Students are accustomed to behaving and behaving caring for the environment. This pattern is carried out through several activities, such as getting used to living clean and caring for the environment, cultivating 3R, and providing rewards and punishments. The three patterns can be described as follows :

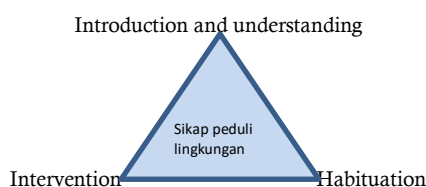


Figure 1. Three Pattern

Introduction and understanding

Recognition and understanding are part of the cognitive domain and result from the learning process (Gunawan & Palupi, 2016; Magdalena et al., 2020). The introduction and understanding of the importance of caring for the environment at SDIT Khoiru Ummah are carried out through the learning process and posters about caring for the environment (Rajab, personal communication, June 6, 2022). In learning activities, the teacher introduces students to the importance of caring for the environment, its impacts, and things that must be done to maintain the environment (Cindy, personal communication, June 7, 2022). The introduction and understanding are also done by making posters, such as posters throwing trash in its place, saving electricity, saving water, and the dangers of littering (Peni, personal communication, June 13, 2022). With this kind of introduction and understanding, students are expected to understand and implement it in everyday life (Sukanto, personal communication, June 18, 2022). A person is said to have good recognition and understanding if he can explain information using words (Barlenti et al., 2017; Sumarni et al., 2019). According to constructivism theory, recognition and understanding are cognitive aspects and do not appear suddenly, but are built little by little, then expanded in a limited context (Suparlan, 2019).

On the other hand, personal knowledge is not enough just to be built by introducing facts, concepts, or rules. Individuals must be given the amplest opportunity to construct their knowledge and provide meaning

through actual activities (Sufiani et al., 2022). This view is in line with the opinion Lickona, (2001), (2009) that there are three essential aspects in forming attitudes, namely knowing, feeling, and doing.

Intervention

Intervention is an activity influencing something to conform to what is expected (Efendi et al., 2020; Haul et al., 2021). The goal is to reinforce values so that they are internalized in individuals (Putry, 2019). Likewise, the formation of an attitude of caring for the environment needs to be done through curriculum intervention. Curriculum interventions in the formation of environmental care attitudes for students are incorporated into subjects. Learning activities are designed and designed in such a way that they can develop students' caring attitudes toward the environment (Ice, personal communication, June 14, 2022). In addition to explaining the learning material, the teacher also gives real examples of the impact of not caring about the environment (Rajab, personal communication, June 6, 2022). Students are also tasked with identifying various attitudes that must be possessed and which should be avoided regarding environmental care (Sukamto, personal communication, June 18, 2022). In addition, students are given the task of making environmental care posters, such as posters for cleanliness in part from faith, posters for saving electricity, saving water, advising to dispose of garbage in its place, and making assignments by using used goods for valuable things (Cindy, personal communication, June 7, 2022). This study's results align with the opinion Zubaidah, (2019), which states that interventions in developing student attitudes can be carried out through or outside the learning process. Another opinion explains that attitude formation interventions can be integrated into subjects, local content, extracurricular activities, and non-programmed activities (Erwanto, 2019).

Habituation

Get used to living clean and caring for the environment

Habits are vital in shaping students' attitudes toward caring for the environment. Some of the Khoiru Ummah Integrated Islamic Elementary School (SDIT) activities are class pickets, clean Friday activities, and the culture of throwing garbage in its place. The interview results show that in each class, students are required to make a class picket list (Rajab, personal communication, June 6, 2022). Class picket activities are carried out daily in groups and coordinated by the class president (Cindy, personal communication, June 7, 2022). Class pickets are usually carried out before the learning process occurs (Putri, personal communication, June 9, 2022). With class pickets, students are trained and accustomed to caring about their classroom environment, both for cleanliness and the class's beauty (Peni, personal communication, June 13, 2022). In addition, class pickets can also train and familiarize students with cooperating (Ice, personal communication, June 14, 2022). Students do several things in class pickets, namely cleaning the blackboard, sweeping the classroom, tidying tables, and watering flowers (Sukamto, personal communication, June 18, 2022).

In addition to class pickets, clean Friday activities are held. Clean Friday activities are for 30 minutes (Harniyah, personal communication, June 12, 2022). All school personnel must participate in clean Friday activities (Suherman, personal communication, June 28, 2022). Clean Friday activities, in addition to cleaning the school environment, also aim to raise awareness that keeping the environment clean is a shared task (Rajab, personal communication, June 6, 2022). Teachers tidy their workplaces, canteen staff clean their canteens, some students clean up trash in the yard, water flowers, clean toilets, and clean the prayer room (Cindy, personal communication, June 7, 2022).

Another activity to familiarize students with the attitude of caring for the environment is cultivating a culture of disposing of waste in its place. To support this activity, principals, vice principals, teachers, and homeroom teachers at every opportunity provide an understanding to students about the importance of disposing of waste in its place (Putri, personal communication, June 9, 2022). This activity was followed up by providing trash cans in the yard, canteen, classrooms, teacher assembly rooms, laboratories, and libraries (Peni, personal communication, June 13, 2022).

Cultivate the 3 R (Reduce, Reuse, and Recycle)

Reusing, reusing, and recycling is one of the efforts taught children to care about the environment. Reduce is reducing the use of materials that can damage the environment (Mukti & Purba, 2022). This is done by accustoming students to reduce the use of plastic (Sukamto, personal communication, June 18, 2022). Students are encouraged to use materials made of paper or cloth that can be reused as a place for sandals or shoes (Ice, personal communication, June 14, 2022). Students can also bring food and drink containers from home (Suherman, personal communication, June 28, 2022). Habits like this are expected to minimize the use of plastic among students and can protect the environment from waste that is difficult to decompose (Rajab, personal communication, June 6, 2022). This kind of culture is not only accustomed to students. However, it

is required for all school personnel, both in the school canteen, in meetings, and in various activities at school to assess the use of plastics (Harniyah, personal communication, June 12, 2022).

Reuse uses unused items into valuable items (Prayoga et al., n.d.). Students are taught to use unused items for more valuable things, such as leaky buckets for flower pots (Sukamto, personal interview, June 18, 2022). Students are also tasked with making flower pots from drinking bottles (Cindy, personal communication, June 7, 2022) and making stationery holders from used drink or shampoo bottles (Ice, personal communication, June 14, 2022). Activities like this not only develop an attitude of caring for the environment but can develop students' creativity (Rajab, personal communication, June 6, 2022).

In addition, to reduce and reuse, students are also given understanding, knowledge, and skills about recycling, namely reprocessing damaged goods for valuable things (Prayoga et al., n.d.). Students are given knowledge and skills to process paper goods, such as decorating pencil cases from used CDs and making piggy banks from used cardboard and bottles (Harniyah, personal communication, June 12, 2022). Students are also given the knowledge and skills to use old newspapers to make handicrafts, such as making small baskets and pencil cases and wiping window panes (Putri, personal communication, June 9, 2022). In addition, the use of detergent packaging for handicrafts, such as making wallets and pencil cases, is also taught to students (Harniyah, personal communication, June 12, 2022).

Reward and punishment

Rewards are given to students or a group with the best environmental care attitude. Rewards are usually given every semester, along with the distribution of report cards (Cindy, personal communication, June 7, 2022). In distributing report cards to each class, announce the students who care the most about the environment, the cleanest and tidy class for each level, and the best library visitors (Ice, personal communication, June 14, 2022). The goal is to reinforce so that the attitude is maintained or developed (Chen et al., 2018).

Punishment is given to students who do not comply with regulations related to environmental care. The punishment given to students is educational (Syawaludin & Marmoah, 2018). The goal is not only to change students' attitudes and behavior for the better but also to provide awareness that what these students are doing is not good and can harm themselves and the school environment (Song et al., 2020). Forms of punishment include if students throw garbage carelessly, students are required to take it back and put it in the trash (Ice, personal communication, June 14, 2022). If students damage plants, students are required to tidy up again or replace them by bringing flowers from home (Putri, personal communication, June 9, 2022).

Habits can be created by creating everyday situations and conditions at and outside school (Arief et al., 2022; Mulyadi, 2018). Habituation in schools is carried out by accustoming students to displaying environmental care attitudes and behavior at school (Rajab, personal communication, June 6, 2022). Out-of-school habituation is carried out in collaboration with students' parents (Ice, personal communication, June 14, 2022). With these conditions and situations, individuals can see, listen, observe and imitate various experiences gained in the surrounding environment (Purwanti & Haerudin, 2020). According to behavior theory, habituation is done repeatedly doing the same activities (Arofah, 2019; Shofiyani et al., 2022). Another opinion explains that in habituation, there needs to be reward and punishment (Febianti, 2018; Melinda, 2018). Rewards are verbal and nonverbal awards to students who can implement environmental care attitudes in real life (Novitasari, 2019). Meanwhile, punishment must be educational, both verbally and non-verbally (A. Rosyid & Wahyuni, 2021). Giving rewards and punishments cultivates an attitude of caring for the environment in real life (M. Z. Rosyid, 2018). For this goal to be achieved, it must be done systematically, holistically, dynamically, and collectively (Firdaus, 2020). Although experts have different opinions on getting students to care about the environment, they have the same goal: to shape students' attitudes and behavior through habituation.

Conclusion

Internalization of Islamic educational values about clean living in shaping environmental care attitudes in Khoiru Ummah Curup Islamic Elementary School students is carried out in three patterns: introduction and understanding, intervention through curriculum, and habituation. The three patterns are described through various activities arranged systematically, holistically, dynamically, and collectively with the same goal: to familiarize students with caring attitudes and behavior toward the environment. Based on the results of this study, it is hoped that future researchers will test the effectiveness of these three patterns in forming an attitude of caring for the environment. Teachers, especially Islamic religious education teachers, should

apply it in forming an attitude of caring for the environment among students. Elevating the teacher's task is not only transferring knowledge but also shaping students' attitudes and behavior in a better direction.

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