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Development of Environmental Care Attitude of Students through Religion Education Approach in Indonesia

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Abstract: Damage to the environment has taught us about the impacts of environmental changes that occur due to human behaviour. The school has a role to help students understand the impact of human behaviour toward nature and the environment. The formation of the characters care for the environment has been widely examined, but the formation of the characters care for the environment through learning Islamic education is still limited. This research was carried out at SMAN 4 Kendari using a qualitative approach. The subject was chosen by purposive sampling technique, which consists of the principal, teachers, students and the community surrounding the school. Data collection was done through observation, interviews, and documentation. Analysis of the validity of the data using triangulation techniques and sources. The results showed that the characters care for the environment that is formed through the learning of Islamic education that is creative, discipline, responsibility, and cooperation in the management of the environment. Attitudes and behaviours that are formed through Islamic education have formed an ethics of environment as well as provide direct influence on students in interaction with the environment, and can be an example of environmental education learning at school.

Keywords: attitude

1. Introduction

The environmental damage done by humans has disrupted the balance of nature such as natural disasters, landslides, floods, and others that may cause a threat to the sustainability of human life [1]. To face the challenges of environmental degradation, there is a need to educate and provide information about the public about environmental problems. One of the commitments that have to be done in keeping the Earth from environmental damage is through the implementation of environmental education aimed at preparing people to have the knowledge, skills, values, and attitudes of care for the environment so that they can actively participate in solving environmental problems [2]. Environmental education is the most appropriate vehicle to deliver the knowledge, skills, and attitudes to care for the environment [3]. Environmental education learning process implemented is a process to organize and clarify the value concepts to build the skills and attitudes needed to arouse the awareness, knowledge, and attention on the environment, and [4] as well as be able to educate individuals who are responsive to understand environmental problems, and have a productive skills to maintain and defend the sustainability of nature.

Environmental education can be integrated with the study of subjects in schools that can be implemented with an interdisciplinary approach, multidisciplinary and transdisciplinary [5]. Islamic religious education is one of the subjects that can be integrated with environmental education. These subjects have been taught at SMAN 4 Kendari can serve as an approach to developing the characters



care for the environment. This is because the Islamic religious education normative theological grounding has sourced from the Qur'an (revelation of God) and the Sunnah (the historical record, speech and deeds of Prophet Muhammad) that teaches about the harmony between man and the environment requires followers to contribute to the preservation of the environment and threats to environmental destruction activities [6]. Through the Islamic approach is expected to give birth to the student's character has a caring environment and has high ecological sensitivity as well as capable of providing solutions to solving problems of the environment [7].

There are several reasons why Islamic religious education becomes an interesting approach to the creation of the character of the care for the environment. This is because the Islamic education teaches about environmental management concept as expressed by Abdelzاهر and Abdelzاهر and that the concept of environmental management according to Islam covers a number of concepts that are; The environment is the first creation of God that should be preserved, Both Islam teaches about environmental management wisely without doing damage to the Earth's environment, the third advance is a sign of the power of God shown to men and have the same position as the creature of God's creation [8].

The formation of the characters care for the environment has been implemented in SMAN 4 Kendari, Southeast Sulawesi. The school was chosen because of the curriculum of religious education has been integrated with environmental education oriented to the formation of attitude care for the environment. In addition, the school became a reference to the management environment because it has been awarded as environmental school (*adiwiyata*). The formation of the character of a religious approach to care for the environment has been investigated using some perspective. Some studies on the contribution to religious education in the form of the characters care for the environment has been carried out with a variety of approaches such as the relationship between the religious, spiritual, ethical and sustainability in the management of the environment [9], the contribution Buddhism in establishing environmental ethics [10], the concept of Christian theology in forming ethics of the environment [11], religious values and Islamic teachings in the formation of environmental ethics [12]. Therefore, this research is done to combine the results of previous research. In the end, there are two questions to be answered in this research is how the contribution of Islamic education in the formation of the behaviour of the care for the environment and the values of the characters care environments built through education approach Islamic students at SMAN 4 Kendari

2. Method

This study was conducted in Senior High School 4 Kendari with the consideration that this school is a school with friendly environmental as evidenced by the the title of Adiwiyata School since 2013. This study used a qualitative approach [13]. The types of data in this study were classified into primary data and secondary data. The methods of data collection in this study using observation, interview, and documentation. The data collection used purposive sampling system consisting of the principal, teacher of Religious Education, Chairman of Adiwiyata, Teacher of Craft, and some students of Senior High School 4 Kendari. The technical analysis of the data conducted in three ways: data reduction, data presentation and conclusion. The testing of the validity of the research data had done by the researcher with conducted the extension of observation, increased persistence, and triangulation, either triangulation of time or engineering [14].

3. Results

Environmental education has been taught to students at SMAN 4 Kendari. Since the school was designated as environmentally (*adiwiyata*) by the Government of the city of Kendari, SMAN 4 Kendari elaborated a model of learning by integrating environmental education with other subjects aiming to build the character of the students to love and care for the environment. Islamic religious education is one of the subjects of study taught at SMAN 4

Kendari focusing material on formation of positive student character. These will be elaborated form of Islamic religious education be integrated with environmental education at SMAN 4 Kendari.

A. The Role of Islamic Education in Formation of the Behavior of the Care for the Environment

Islamic education is the teaching that has theological and normative foundation that not only regulates the relationship between man and God, man and operates but a human being with the environment. Islamic religious education is done in SMAN 4 Kendari aims to improve the capacity, knowledge, and understanding of students about environmental management and protection against environmental damage. SMAN 4 Kendari is the institution that has been developing Islamic education to realize the environmental care behavior in students. Students are taught about the knowledge, norms, and ethics to interact with the environment.

There are some Islamic educational material developed in SMAN 4 Kendari which has relevance in formation of character behavior care environment students. *First*, the Islamic religious education taught the role and function of the human being as God's representative in advance. Man is a creature of God created the best [15], [16]. Therefore, people are given a load of different tasks with other living beings. Through this teaching human have a responsibility to respect, maintain and manage a natural as the responsibility entrusted to man so that the sustainability of the ecosystems maintained and sustainable.

Second, the education of Islam teaches that life is not just in the world but also in the afterlife. Therefore, human life is expected to be working at maximum to obtain the means to God in the afterlife. God will ask every human so that any acts committed would get a reply from God. The quality of work and quality in the world depends on God's rules. Positive treatment of humans against all God's creation of the said on the environment will get rewards goodness of God [16]. *Third*, Islamic education taught to utilize resources in accordance with the standards of human needs [17], [16]. Therefore, human beings are prohibited to exceed the limits of any of his works. In the management of the environment, Islam teaches each human being to not do excessive exploitation of natural resources and against done reasonably without damaging the surrounding nature.

Fourth, Islamic education teaches a life aligned and balanced in natural resource management, environmental destruction activities would otherwise interfere with the balance of the ecosystem [18], [16]. Islamic education thus requires discipline and treatment wise man against the ecosystem should reflect the balance of nature in order to give benefits to the benefit of the people. *Fifth*, education of Islam teaches that all beings have responsibility against each activity carried out [19], [16]. The glory of a person depends on the power of one's creations and courage in his duty as a form of risk [20]. To maintain the glory of a person, then the person must not commit mayhem, exploit without limit, and dominant in nature making it difficult to manage the accounted for. The pattern of the relationship built between man and nature must be built in order to keep the glory of every sentient under obedience to God.

Islamic religious education studies conducted at SMAN 4 Kendari aims to shape the character of the students who care about the environment as a responsibility, discipline, and creative. This value is then applied to the form of employee administration environmental activities at school such as cleaning the environment, planting flowers, greenery, garbage processing etc.

B. The values of the Characters Care about Environment in SMAN 4 Kendari

The characters care about the built environment through religious approach is crucial to shaping human behavior that has responsibility for the management of the environment. In addition, this activity is intended to create a winning personal according to the purpose of national education. SMAN 4 Kendari was one of the schools in Kendari, Southeast Sulawesi, which has been integrating the values of Islamic religious education in formation of the characters care for the

environment. Form of Islamic education conducted in SMAN 4 Kendari was done to cultivate an attitude to caring for the environment in the form of teaching, example, and conditioning.

The value of the characters cares about environment in educational learning Islam known as moral education based on the teachings of Islam. Building character of students care for the environment in high school 4 Kendari is based on the moral values of the Qur'an and the Sunnah. Every Muslim has the belief that the principles of Islam are the Qur'an and the Sunnah provides all the answers to morals and human behavior said behaviors and attitudes to the environment. For example in the Sunnah of the Prophet Muhammad said, "*Cleanliness is partly of faiths*" that many were installed at several locations around SMAN 4 Kendari aims to remind of the importance of environmental hygiene. This is one example of the moral education in Islam, which was introduced to the activities of learning at school.

Other than in, the form of the teaching is done in the classroom; the characters care for the environment is also done through the example done by Islamic religious education teachers. For example done i.e. Teachers initiate and was directly involved in environmental management activities conducted at SMAN 4 Kendari. The form of character education through example aims to build empathy attitude of students to engage in total in any activity conducted at SMAN 4 Kendari. Other forms of activities conducted in SMAN 4 Kendari to cultivate environmental care through behavioral conditioning. This form of conditioning activities conducted at SMAN 4 Kendari like waste management, environmental cleanup, structuring school environment, planting flowers and trees, making crafts from trash, Tuesday and so on.

The implementation of school – based programs environment SMAN 4 Kendari aims to shape the behavior of matter environments on students. Environmental care activities performed SMAN 4 Kendari is a form of conditioning, learning activities and the example made by the school in building a caring attitude to the environment. The character of the care of the environment is formed into students if students have sensitivity to the surrounding environment and students feel compelled to do things well. As an example of clean school environment, if students had been accustomed to do so indirectly, this behavior will become a habit and formed a character to care for the environment. Environmental education activities conducted at SMAN 4 Kendari have spawned some creative students like character, discipline, responsibility, and cooperation in environmental management. Like waste management activities in Kendari, SMAN 4 students collecting and processing waste into something of value in order to develop his creativity. Students in making either paper craft done independently or groups. Student success in making handcrafted recycled trash is a creative behavior, discipline, and responsibility. The model of environmental education through religious approach as doing in SMAN 4 Kendari can serve as a model in creating a school community that cares about the environment.

4. Discussion

Religious values are trusted can build behavior care environment to cope with the environmental crisis. This is because the values of the religion are considered to have a logical view, building moral communities, and have a large follower base [21], as well as build the capacity of communities to undertake maintenance against God's creation by promoting ethics or environmental friendly behavior [22]. Therefore, the approach to religion has been a movement to do the protection for environment by building the character of the care for the environment so that sustainability of ecosystems remains awake [23].

Building character of religious approach to care for the environment will support sustainable development and reduce the impact on the environment as well as to restore and enhance the richness of the environment. Some models to establish the attitude to care for the environment as in the USA they integrate education curriculum with the culture of love through Catholic teaching environment provides learning experiences of students to act based on the principles of sustainability and engaging

students actively disseminate information about care for the environment through workshops, films, and real action on the ground. This activity gave birth to the environmental care behavior, discipline, responsibility, and creative. Form of learning areas to revitalize the creativity of students so that more beautiful, comfortable and beautiful [24]. In Chinese, the character of the environment behavior based on the teachings of Confucius, Taoism, and Buddhism [25]. In culture education environment on children, the Chinese Government put on the behavior of the discipline, perseverance, selflessness, and responsibility. In addition, there is a special term of China "*green religion*" that introduced the teaching of Taoism in formation of the characters care for the environment as it does not burn the forest, not careless cutting down forests, should not create toxins into the River, do no harm and kill living beings, not harming the animals are resting, does not damage the hive animals, don't throw dirt on the road, not close well and does not dry up the River [26].

In contrast to China and the USA, in India to build the character of the behavior of care for the environment carried out a unique way. They do it through ritual ceremonies by connecting to religious ethics and nature so that it can give the power to resolve the issue of the environment [27]. While in Africa, moral values conveyed to individuals from childhood to adulthood through stories and magical rituals. The theme of the story conveyed generally helps a lot about nature and inspires people to take a lesson about life. Like the story of the elephant and lion has the power and the tortoise and the Hare who has wisdom. The value of the character that the story is conveyed through the values of humility, solidarity, compassion, and interdependence [28].

Although the ways of integrating religious education in the characters care for the environment has the means and the methods vary, but values character education that is presented is the same as found in the USA, China, India, and Africa. They affirmed the importance of developing the values of the characters care for the environment through religious education based on the background of each country such as religion and culture. In the end, the study concluded that the values character education conducted at SMAN 4 Kendari, Southeast Sulawesi Indonesia is universal education values, such as love of the environment, tidiness and hygiene, responsibility, cooperation, and discipline. In addition, the character of the care environment is shaped through religious approach can be implemented in daily life because it is supported by the school environment that implements the characters care for the environment.

5. Conclusion

Building the character of the care for the environment through the integration of science such as religious education is a very important thing to do. It is intended to create individuals that have a winning character in accordance with the national education goals. SMAN 4 Kendari was environmentally schooling (*adiwiyata*) in Kendari, Southeast Sulawesi, which has a role in developing the characters care for the environment. The strategy undertaken by the school in building a culture of care for the environment by integrating with certain subjects such as Islamic religious education. Therefore, Islamic religious education teachers have an important role in shaping the character of the care for the environment. The value of the characters cares about the built environment such as a love of the environment, tidiness and hygiene, responsibility, cooperation, and discipline. These values are formed into the activity of learning, conditioning and example as learning in classrooms, cleaning the environment, planting flowers, environment setup, processing waste, clean Friday and others. In addition, these characters can be implemented in daily life because of the schools support the development of a culture of care for the environment.

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