

# Internalization of Eco-Literacy Values for Students in Islamic Elementer School Fathia Cibeureum Sukabumi City

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**ABSTRACT** : The current quality of the environment is decreasing. Some environmental problems that occur illustrate the awareness of the importance of the environment which is still lacking. To create people who are caring and friendly to the environment, it is necessary to instill the values of eco-literacy to become a character for elementary school students. The method used in this study is the phenomenological method of qualitative approach. Data collection techniques by interview, observation, and study documentation. Efforts to internalize eco-literacy values can be through government policies in the form of Education Unit Level Curricula, implementation of curriculum by education units, participatory-based environmental activities, facility management, and school rules, all of which contain environmental protection and management efforts.

**KEYWORDS** : Internalization, values, eco-literacy

## I. PRELIMINARY

Humans in the process of interaction with their environments such as water, air, and land can't be separated from each other because they have a very tight dependence on their environments, so they must always be guarded. Environmental problems faced are shared responsibilities that encourage the emergence of sustainable development. The most effective way in order to sensitize the public will be the importance of sustainable development in accordance the Charter of the Earth through education. The opinion R. Khan (2010) in chapter 36 of the results of the Earth Summit that education is very important to promote sustainable development and increase the capacity of people to environmental development issues. It is important to achieving environmental and ethical awareness, values and attitudes, skills and consistent with sustainable development and participation public effective in decision-making. Maintaining a natural balanced life requires knowledge and a caring attitude towards the environment and individuals (students) character. The formation of individuals (students) character accordance with the demands of life with *ecopedagogy* which becomes an approach in the process of forming knowledge and caring attitude towards the environment.

Based on the explanation, we need an appropriate education package in providing knowledge, skills, and attitudes to care for the environment since elementary school. The school environment is a space for students to carry out teaching and learning activities. Among the efforts to form the character of children is to instill the values of love of the surrounding natural environment (environmental literacy or eco-literacy). Islamic Fathia Elementary School Cibeureum Sukabumi City one of seeks to educate the importance of protecting the environment early.

## II. INTERNALISATION

Internalization is defined as the incorporation or uniting of attitudes, standards of behavior, opinions, and so on personality (J.P. Chaplin, 2005). Between behavior, opinion, and personality have harmony and similarity. Fuad Ihsan (1997) interpreted internalization as an effort made to incorporate values into the soul so they belonged (Fuad Ihsan, 1997). It can be seen that the internalization is appreciation, deepening, mastery to unite values and rules into the attitudes and opinions of a person in the personality into the spirit values continuous and sustainable. Based on this process, two things become the core of internalization, namely:

- a) The process of introducing something new into a person.
- b) The process of strengthening something in a person to build awareness something very valuable.

In the internalization process is related to the building of values and teach students, Hidayat (2015) describes the steps:

- a) Stages of value transformation. In this stage educators inform good and bad values to students as communication using verbal language. At this stage students haven't done an analysis of the information obtained with empirical reality in real life.
- b) Stages of value transactions. How to instill values by conducting two-way communication, the interaction of students with reciprocal educators still focuses on physical communication, inner communication between educators and students yet.
- c) Stages of value transinternalisation. In this stage educators are dealing with students, physical, mental attitude and overall personality.

### III. SCORE

Values are a very meaningful essence to human life (Thoha, 1996), especially regarding the acts dan goodness things. Values mean the traits are important or useful things to humanity (Poerwadarminta, 1997). Milton Rokeach and James Bank explained value is a type of trust within the scope of a belief system in a person acts or avoids an action, or has and is trusted (H. Una Kartawisastra, 1980). Everything is considered valuable if the level of appreciation of a person has reached the level of meaningfulness value on him. So something valuable to someone is not necessarily to others, because of important value in this life, and there is an important relationship between subjects and objects in this life (Mansur Isna, 2001). Value levels in a person's life are not the same.

To form a person has good values/morals, an inculcation approach is needed to emphasizes the social values in learners in particular and society in general. This value has two objectives: first, the acceptance of certain social values by students, second, the change in values of students are not accordance the desired social values leads to better change.

### IV. ECO-LITERACY

Ecology comes from two Greek words, *oikos* which means home or residence, and *logos* means knowledge (Pratomo S. dan Barlia L, 2006). According Nursid Sumaatmadja (2016) environment is everything (things, conditions, situations) around living things, which affects the living thing concerned. Eco-literacy means a situation where people have been enlightened awareness of the importance of the environment. People have reached the level of eco-literacy very aware of the importance of the environment, the importance of protecting and caring for the earth, ecosystems, nature as a place to live, and the development of life. F. Capra (2002) states eco-literacy is related to the principles of ecosystem organization to support sustainable human society.

The goal of eco-literacy is the formation of community intelligence needed for sustainable development. Cushman (2012) wrote several examples of green behavior as an application of ecopedagogy and an embodiment of teaching sustainability with the Earth Charter. Achieve eco-literacy requires environmental education not only emphasizes aspects of knowledge but also meaningful learning unites the head, hands and heart (Fritjof. P. H. N. S. the W. of Life. I. M. S. & Z. B. (Eds. ) Capra, 2005). Ife dan Tesoriero (2006) states environmental education is one of the green responses to environmental problems. Education is an appropriate means, considered strategic and effective strong instruments to improve the environment by way of communication, information, awareness and learning (Subandi et al., 2018).

Educational programs should not only be based on academic mastery. Students are not getting the mental skills needed at a higher level of knowledge (Conny R. Semiawan, 2009).

Ecological literacy is supported by:

- a) Intellectual intelligence
- b) Emotional intelligence (ability to control oneself, recognize one's potential and weaknesses)
- c) Social intelligence (interacting and empathizing with fellow human beings)
- d) Spiritual intelligence
- e) Empathy on all living things/life forms in the ecological system

So, ecological literacy is an ability supported by cognitive and empathetic behavior equipped to all forms of life. In addition, ecological literacy is collective, requires joint action to produce a positive impact on ecological sustainability. These social skills are needed to be the glue of harmony in human life with each other and nature as a place to live and a potential provider of resources (E. Maryani, 2011).

## V. METHODOLOGY

The study conducted at the Islamic Famia Cibereum elementary school in Sukabumi City. This study uses a qualitative design, with a descriptive phenomenological approach. A method to explore directly, analyze, and describe certain phenomena, as free as possible from untested estimates (Strubert Speziale, H. Y., Alen, J., & Carpenter, 2003). Sampling from the population is using non-probability sampling techniques: purposive sampling, where the researcher sets the sample among the population as desired by the researcher (Nursalam, N., & Efendi, 2008).

Participants in this study were the principal, teachers and students. It is also intended the participants can describe their experiences personally in the hope the data obtained will be rich, focused and in-depth. This is accordance with the natural paradigm in qualitative research, every human behavior is bound by context and must be interpreted case by case (Lexy J Moleong, 2012). For this study using 6 participants based on the achievement of data saturation in the sixth participant where no new themes have been found and this is also in accordance with those stated by Strubert Speziale, H. Y., Alen, J., & Carpenter (2003) states the data collection was carried out until the researchers sure the data saturation had been achieved.

The instruments in this study used in-depth interview techniques with semi-structured questions. Interviews are equipped with field notes to identify non-verbal responses and situations during the interview process. In this study, what was investigated was the internalization of eco-literacy values in shaping the character of students in Fathia Cibereum Islamic Elementary School, Sukabumi City. The researcher explored the values of eco-literacy in shaping the character of students at Islamic Fathia Elementary School Cibereum Sukabumi City through interviews and in-depth interpretations of the participants' experiences directly.

Collecting a number of research data, researchers use several data collection techniques that are qualitative research, including interviews, observations, and study documentation. The process of presenting data in this study will be carried out by grouping similar things into one category, in the form of grouped data that is tailored to the research needs and focus on the problem. Each category can be in the form of sequences or priority events.

## VI. DISCUSSION

The environmental approach is a learning seeks to increase the involvement of students through the utilization of the environment as a source of learning. Learning based on an environmental approach done in ways, namely:

1. Bringing students to an environment for the benefit of learning.
2. Bring resources from the environment to the school (class) for the benefit of learning. These sources can be original sources, such as resource persons; can also be artificial sources such as models and pictures.
3. Utilizing the environment as a learning medium has many advantages. Some of these advantages are:
  - a) Save costs, because it utilizes objects that already exist in the environment.
  - b) Practical and easy to do, it does not require special equipment such as electricity.
  - c) Providing real experience to students, lessons become more concrete, not verbalistic.
  - d) Because these objects come from the environment of students, then these objects will be in accordance with the characteristics and needs of students. This is also in accordance with the concept of contextual learning.
  - e) The lesson is more applicable, meaning the material obtained by students through environmental media is likely to be applied directly, and students will often encounter similar objects or events in their daily lives.
  - f) Environmental media provides direct experience for students. With the use of the environment, participants can interact directly with objects, locations or actual events naturally.
  - g) More communicative, because objects and events that exist in the environment of students are usually easily digested by students, compared to the media packaged.

The process of investing values requires time that is continuous and ongoing so someone will accept the values have been implanted in him and will bring up the behavior in accordance with the values obtained. In an effort to internalize the values of eco-literacy in schools, it must be supported by all schools including teachers, education participants, and school employees. In addition, an appropriate curriculum and syllabus is also needed.

At the elementary school level there are three topics regarding environmental education, namely waste, biodiversity, energy, air, water, land, and industrial waste. From these topics, there are three competency achievements, namely the level of competence level I, II and III. The achievement of competence tingkat a t I intended for 1-2 grade, 3-4 grade level II and level III for grades 5-6 (Herlanti, 2016).

**Table 1. Achievements of Graduation Competencies**

| Dimension   | Level I                                       | Level II  | Level III   |
|-------------|---|---|---|
| Social      | Interaction with family, friends and teachers | Interaction with family, friends. Teachers, and neighbors | Interaction with family, friends, teachers, neighbors, and the love of the motherland |
| Knowledge   | Factual                                       | Factual   | Factual and Conceptual  |
| Skills      | Speak clearly and logically                   | Speak clearly, logically, and systematically              | Speak clearly, logically, systematically, and critically.                             |
| Environment | School and home                               | Home, school and playground                               | Home, school and playground   |

**Table 2. The Competency Standards Based On Each Competency Level Achievements**

| Competency level | Environmental Education Competency Standards  |
|------------------|---|
| I                | Thematically integrated on the themes of Indonesia's national curriculum  |
| II               | Gain knowledge through hands-on experience so that awareness and awareness of the problems of waste, water and land and disasters can arise from these problems and responsibly participate in developing the skills they have in preserving the clean environment, water saving, disaster mitigation, and movement 3R at home and the surrounding environment.   |
| III              | Acquiring knowledge through hands-on experience so that awareness and awareness of the problems that occur in the surrounding environment and the country of Indonesia in terms of biodiversity, air, waste, and energy and responsibly participate in developing the skills they have in preserving the environment clean from pollution, saving energy, maintaining biodiversity and ecosystem balance. |

The function of the curriculum will run as expected if the school has educators who have competence in developing environmental learning activities. The existence of curriculum and education staff support the internalization process of eco-literacy values must also be supported by school regulations that made in order to create awareness and a sense of responsibility to the environment (Alpusari, 2013).

The regulations made include:

- 1) The teacher sets an example for students about littering behavior.
- 2) The teacher advises students if they are known to litter
- 3) Develop a mechanism for recording violations committed by students in a pocket book.
- 4) Ensuring the implementation of class and school picket turn.
- 5) Formulate student discipline with several consequences if students violate.

Goleman et al., (2012) put forward five points for developing an eco-literacy attitude as follows:

- a) Develop Empathy For All Forms of Life

Learning must focus towards awareness, the attitude of feeling (empathy) for the environment to students. Basically every child has a sense (empathy) of the environment. This attitude can be seen when students feel sorry for living things when they are hurt. This empathy attitude must be developed by the teacher in the classroom, so

that the empathy of students becomes stronger. Through this sustainable practice, children can assess and reflect on what they are doing is good or bad for the environment.

b) Embrace Sustainability as A Community Practice

Learning in groups needs to be done by students, so students can ask questions with their group friends. In addition, practical learning in groups can foster special enjoyment for students and can foster a sense of responsibility towards the tasks and other group members. Learners will understand how environmental sustainability is the responsibility of every individual including students.

c) Make the invisible visible

Real learning is really students needed. Students will be closer and animate every learning process. They follow the steps and procedures carefully in activities. So they will feel what is the goal of learning. This will make learning more meaningful. Learners can experience firsthand how learning takes care of the environment.

d) Anticipate Unintended Consequences

This stage will teach students to take full for their work responsibility. There will be consequences if students underestimate their work in the learning process. The errors occurred in the activities or the learning process teaches learners will need for cooperation and consistent on his job. Mismatch of expectations with reality is what students will find, so students can evaluate how good and right activities should be.

e) Understand How Nature Sustains Life

This activity will bring students into the evaluation phase directly. Learners will realize the effects that occur when the environment is not well maintained. Understand that life is the responsibility of humans manage it. Good management will have a good effect on the environment and vice versa. This will provide special experience for students. In addition to going through the school curriculum and code of conduct, it also needs to be supported by environmentally friendly supporting facilities. Schools need to manage facilities and infrastructure and improve the quality of management that supports environmentally friendly. This makes it easier for all school members to apply the values of eco-literacy in the school environment.

According to Permen LHK Number 5 of 2013 concerning guidelines for implementing *adwiyata*, *adwiyata* schools must have several components and standards have been set. In addition, to starting with the policies, environmentally friendly facility management curriculum, participatory-based environmental activities are also needed with standard:

- 1) Carry out planned environmental protection and management activities for school residents
- 2) Establish partnerships in the context of environmental protection and management with various parties, including the community, government policy, private sector, media and other schools (Apri Wahyudi et al., 2019).

## VII. CONCLUSION

Efforts to internalize literacy values need to be carried out continuously and as early as possible. These efforts can be through government policies in the form of Education Unit Level Curricula, curriculum implementation by education units, participatory-based environmental activities, facility management, and school rules whose rules include environmental protection and management efforts.

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