

FORMING CHILDREN'S CHARACTER TO LOVE THE ENVIRONMENT THROUGH WASTE MANAGEMENT ACTIVITIES

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ABSTRACT

Character building is generally carried out in schools, with the teacher as the model. This character building will be more intensive when schools achieve the Adiwiyata School predicate. Adiwiyata is a sign that the school's teachers and students have environmentally friendly habits. One of the activities that show love for the environment is processing waste in an environmentally friendly manner. There is a tendency for the character building to loosen up when the process of obtaining the Adiwiyata predicate is completed. However, character education should not stop. To overcome this, parents should also adopt the habit of processing waste in an environmentally friendly manner (making compost). If parents can do that (make compost) sustainably, then children will be trained to behave in a commendable manner, i.e being responsible, not delaying on tasks (not procrastination), and being diligent and thrifty. Responsible behavior arises because children learn to manage their own waste. Economical behavior emerges so that less waste is processed. Diligent behavior occurs because composting must be carried out continuously since humans produce waste every day. Procrastination does not occur because waste must be processed immediately. If it is too late, the garbage will be surrounded by maggots. The existence of maggots usually will reduce the motivation to process waste, which can stop the character education.

Keywords: Making Compost, Media For Character Building.

1. INTRODUCTION

Waste management activities are part of love for the environment. The environment in this case does not only cover conditions in the forests, seas and mountains, but also includes conditions in the environment where people live every day. This paper is more focused on the conditions in the environment where residents live every day. The problem that is closely related to everyday living is dirty and seedy environment because of scattered garbage around it. This garbage is included in the category of household waste. Household waste is waste that comes from daily activities in the household which does not include excrement and specific waste (PPRI, No. 81/2012). The waste is the result of the daily activities of residents and also garden waste. Garden waste comes from fallen tree leaves in residents' yards. An example of waste from daily activities is kitchen waste.

The problem related to waste is the reluctance of residents to be responsible for managing their own waste. This problem is worsening by the residents' bad habit of littering. Mostly, the way residents manage their waste is to throw it into rivers, seas, lakes or other water sources. This situation is supported by 60% of Indonesia's geographical conditions in the form of sea water.

The habit of managing such waste is based on the perception that Indonesian waters are considered a big black hole that can suck up trash. The black hole is considered to function as a very large trash can (Laksmi, 2019; Rohyati et al., 2019). The impact is sea pollution, so that plastic particles are in the stomachs of fish, shellfish and salt (Kompas, 20 April 2019) and bottled drinking water (Vidilaseris, 2018).

Beside the habit of throwing garbage in the waters, another bad habit of residents in managing waste is by burning it. A survey by the Central Bureau of Statistics in 2014 found that 69.88% of respondents still burn garbage. 51.08% of urban communities and 88.55% of rural communities carry out burning of waste (BPS, 2015). The percentage of city dwellers that incinerate their waste is less than that of villagers because the presence of garbage workers is higher in cities than in villages, considering that the variety of jobs in cities is higher than in villages. In addition, the tendency of urban dwellers to be more assertive is higher than in villages. This means that city dwellers are more likely to raise objections because they are exposed to garbage fumes than villagers. The reason is that the character of the villagers is more intimate and homogeneous than those in urban areas (Luthfia, 2013), so that the act of expressing a protest is considered to disturb this intimate relationship.

The community is also reluctant to care about their own waste, because environmentally friendly waste management is considered not a primary need. Even though environmental and health aspects are one of the main needs of society (Luthfia, 2013). This happens because the characteristics of houses in urban areas are narrow and do not have adequate yards, so they find it difficult to process waste independently. Therefore, the urban model of waste management is to depend on the existence of waste officers (Arsanti & Giyarsih, 2012). Habits like this will direct waste officials to dispose of waste to TPA (Final Disposal Sites) so that the TPA fills up quickly.

The habits of the people mentioned above show that they are less responsible for the impact of their own behavior (garbage is the impact of a person's behavior). This situation is clearly worrying, because this irresponsible behavior is very likely to spread to other issues, not just trash. When this happens, the character of society becomes less commendable, because responsible behavior is part of character. Another thing that is also worrying is those children become accustomed (conditioned) to behave irresponsibly, so that in the future the younger generation will become members of society with dishonorable character. Based on the discussion above, the question to be answered in this paper is how to build children's commendable character through waste management activities.

This article is interesting because it is aimed more at children and their parents in carrying out character education at home/neighborhood. The writing that is often found is character education and waste management in schools through the Adiwiyata School program (Patimah & Shinta, 2019; Shinta, 2019). Character education in schools is carried out intensively during the administration of the Adiwiyata School predicate. After the predicate is achieved, it is possible that teachers and students will become less enthusiastic about implementing character education. This situation is similar to the management of school accreditation. Educating children's

character at home, on the other hand, is not limited by time. Educating character at home occurs throughout life.

Character Building

Character building is a strategy to shape one's personality through the provision of good habits. The results of this character education include the emergence of honest, responsible behavior, respecting the rights of others, and other good behavior (not violating community norms) (Rohendi, 2011). In general, character building is carried out in schools. This is because character education in schools is carried out systematically. The reason for character education to be carried out in schools is in response to the many unstable families (divorce) so that children do not get role models from parents. Apart from that, there are also many public complaints about the occurrence of unpleasant changes in the character of today's children (Maunah, 2015; O'Connell, 2012).

Ideally, educating children's character should be carried out as a whole, through the family, school and community (Maunah, 2015). Character building for children in the family is carried out through examples of behavior from parents / adults in the family. Character education in schools is carried out through four things, namely the teaching and learning process in class, building school culture (for example, achieving the title of Adiwiyata School), habituation and extracurricular activities. Character education in the community is carried out by building a community culture.

In fact, situations in family are often not conducive for the implementation of children's character education. This is due to several reasons, namely high divorce rates, unstable families and busy parents at work so that children do not get role models for behavior. Schools tend to only carry out intensive character education at the time of accreditation and management of the Adiwiyata School predicate. Character education in the community also tends to be less effective because many community leaders actually provide examples of bad behavior, for example corruption. This non-conducive social environment situation should not discourage children from building a better character. In this paper, the strategy offered as a medium for character building for children is to manage waste in an environmentally friendly manner. This character education is carried out for household scale.

Forming Commendable Character and Waste Management

Managing waste independently and environmentally friendly is closely related to responsible behavior, diligent, not procrastinating (procrastination), and thrifty. The following describes each behavior.

1. Responsible behavior arises because someone is willing to manage and process their own waste. The willingness to process waste is basically a habit. Habits are behaviors that are learned and done repeatedly. This habit is highly dependent on context and closely related to experience (Wood & Neal, 2007). The habit context in this case is about waste management, so that children learn and then become accustomed to being responsible for processing their own waste generation. It is hoped that this habit will be sustainable and spread to other contexts. The way that can be taken is to join pro-environmental groups,

for example the Get Plastic Foundation in Jakarta. The habit of joining positive groups will reinforce responsible behavior.

2. Willingness to manage their waste will trigger thrifty / non-consumptive behavior. This is in accordance with the simplest principles in waste management, namely reducing the waste produced (reduce) (Chowdhury et al., 2014). This reduce principle will reduce the amount of waste that must be managed, so that the work of managing waste becomes lighter.
3. Managing waste will also lead to diligent and not procrastinating (procrastination) behavior, since everyone will generate waste every day. In order for the waste to be managed comfortably, it must be managed every day on a regular basis. Waste must be managed immediately on the same day it was produced. It cannot be postponed. If too late, the consequence is that apart from the pungent smell, disgusting maggots will also appear. A single delay will soon prompt people to make excuses for not managing waste.

These commendable behaviors (responsible, thrifty, diligent and not procrastinating) can arise because of the awareness that someone has contributed to making the surrounding environment dirty. The problem is how to raise the awareness about cleanliness and environmental health in children? If the family is not stable, is it possible to continue to do character education for children?

When a family is unstable for educating children, neighbors can play a role in helping the family. For this reason, in the regional government system, there is a multilevel organizational structure such as RT (Rukun Tetangga), RW (Rukun Warga), Kalurahan, and so on. These institutions have community empowerment programs. Furthermore, the involvement of LPPM (Research and Community Service Institute) in tertiary institutions also has an effect on making these unstable families better (Shinta et al., 2019). There are many colleges/universities-owned LPPMs have initiated the waste management movement by making compost (Harlis et al., 2019; Shinta et al., 2019) and establishing waste banks (Sekarningrum et al., 2017).

Operationally, waste management at the household scale is carried out using the clay barrel method. The barrel method is a modification of the Takakura Basket method. Based on experience, the Takakura method is practical to use, cheap, easy, environmentally friendly and suitable for urban areas (Harlis et al., 2019). This waste processing does not cause a bad smell, because the process is fermentation, not decay. The equipment is enough to use clay barrels and husk pillows. To speed up the decomposition process, the kitchen waste is chopped and mashed with a blender. The principle is that the smaller and softer the size of the waste, the faster the decomposition process. Based on experience, efforts to reduce and soften the size of waste are a medium for practicing diligent behavior. Indeed, machines are available to soften waste, but these machines are suitable for community-scale waste management. For household scale, the most adequate machine is a blender.

2. CONCLUSION

Educating children's character through waste management activities can be done at family level. Waste management in an environmentally friendly manner turns out to contain various elements of character building. The commendable character that should be formed in children is frugal (not consumptive), not procrastinating and diligent. If waste processing is carried out sustainably, responsible behavior will be formed (UNESCO, n.d.).

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