

Insert Religious Model in the Construction Character of Care for the Environment to the Study of Geography in Padang City – Indonesia

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Abstract

This research aimed to analyze the implementation of Insert Religious Model in Constructing the Character Care for the Environment for the Study of Geography. The research is a quasi – experiment conducted in Padang City, West Sumatra – Indonesia. The Data were collected from students through the questionnaire. Data were analyzed using T – Test. This research found that Insert Religious Model can improve the students' character of care for the environment. Implementation of this character conducted systematically in form of planning and learning through insert religious model. With this finding, teachers who seeking to develop the character of the caring environment in learning geography can use this model.

Keywords: Religious Model, Character of Care for the Environment, Learning Geography, Padang City.

Introduction

Today the world faced serious existing environmental problems, namely global warming, and thinning of the ozone layer (Kilinc, 2010), and other environmental problems related to human activities such as garbage, flood, land conversion and forest burning. To face that problem, environmental education approach should be developed and enhanced (Syukri, 2013), either in particular subject or integrated. As we seen in Beograd charter that "environmental education aims to develop consciousness and concern to environmental problems that have the knowledge, skill, attitude, and commitment to prevent it by finding solutions for problems" (UNESCO – UNEP, 1976). Through environmental education, we hope everyone has a good environmental awareness.

In Indonesia, caring environment is one of five main characters of nationality value that should be internalized to the students (Presidential Regulation Number 87 year of 2017): 1) Character of defined values; 2) Character values related to yourself; 3) Character values related to other people; 4) Character values related to environment and the last; and 5) Nationality values. As a part of the learning process in school, the five main characters above were developed into 18 characters to be achieved. The character of care for the environment was described as the act of preventing environmental damage and developing the effort to fix natural devastation (MEC, 2010).

Based on the mandate of main competence (*Kompetensi Inti*) and basic competence (*Kompetensi Dasar*) in senior high school level was developed into the curriculum year 2013, character value of care for the environment could be internalized in Geography subject. The strategic role was included in geography learning. Education's Minister Regulation Number 22 the year 2006 and Number 21 the year 2016 about the standard of content, stresses students should have the capacity to act intelligently, wisely, and responsibly whenever faced with ecological problems that could be well constructed through knowledge, skill, and values obtained in learning geography.

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Globally, The role of geographic learning related to internalization of care for the environment values could be seen in the mandate of "The Lucerne Declaration on Geographical Education for Sustainable Development" the paradigm of sustainable development should be integrated into the teaching of Geography at all levels (Grindsted, 2013). This conception of geography is clearly connected to the idea that learning about social and environmental issues (Esteves, 2015). Even in Germany, education for sustainable development (ESD) is a key concept in geography instruction (Boehn and Hamann, 2011). Therefore, the geography teachers are required not only to teach in cognitive aspects like social phenomena and environmental problems to the students but also to internalize the character value of care and consciousness of the environment. Dube's research (2014) conducted to geography teachers in South African High School found that they realized teachers have central roles in environmental education, despite their different perception about environmental education focused within geography learning.

Another research by Simsekli (2015) found that a number of student's voluntary participation in saving environment increases after environmental education. In order to increase environmental consciousness and awareness through environmental education, students must be supported by an active and modern learning method (Derevenskaia, 2014; Cetin and Nisanci, 2010); Putra (2010); Esteves (2015) found that geography learning with a cooperative approach can improve the positive behaviour of the students toward environment with average score 50,16, compared to 39.90 of those without a cooperative approach. The research above explains establishing environmental consciousness for the students through the implementation of student – centred modern learning method. However, the method has not yet inspired the environmental consciousness of the students specifically with the internalization of religious values. The application Insert Religious Model to internalization character value of care for the environment into geography subject will be easier in Minangkabau people that already have a philosophy "*Adat Basandi Syara', Syara' Basandi Kitabullah*" (custom based on religion, religion based on Qor'an). Minangkabau people are famous for being religious. Therefore, learning model in character value of care for the environment in geography subject is based on Islamic values. However, this model could still be used for non – Moslem students because behavioural values related to environmental learning are universal and can be implemented in all religions (Marfai, 2012). Religious belief will establish a concept of the relation between human and environment where everyone has the responsibility to themselves and environment based on religious orders (Hope and Jones, 2014).

Insert Religious research for developing the character of care for the environment within geography learning was conducted in 'Pembangunan Laboratorium' senior high school Universitas Negeri Padang, which is the only laboratory school in West Sumatra. The internalization of character value referred to steps developed by Siti Gazalba in Thoha (1996): 1) Transformation of value; 2) Transaction of Value; and 3) Trans – internalization.

Research Method

This research was conducted in class X Pembangunan Laboratorium senior high school Universitas Negeri Padang. This was a quasi – experiment research designed in the pre – test and post – test groups. Experiment Class was conducted in class XF with 28 students and class XE for Control Class with 36 students. Control Class used lecturing conventional method, while Experiment Class used Insert Religious Model with the cooperative approach. Data for the research are the character of care for the environment. The character of care could be seen from the attitude and behaviour of the students toward the environment designed on the scale of attitudes. The data were collected through questionnaire took before and after learning. Data were analyzed using T – Test that is paired sample for pre – test and post – test in both classes and independent samples for post – control and post – experiment in order to see the influence of Insert Religious Model toward the learning process.

Result and Discussion

This research proposes to analyzed Insert religious Model to improve the character of care for the environment within geography learning in Senior High School's students. The character of care for the environment could be seen from attitude and behaviour scale in preventing environmental damage and developing some effort to fix the environmental damage. The significant test for the character of care for the environment conducted with T – Test that consists of pre – test and post – test in both Experiment Class and Control Class. The table above showed that pre – test Control Class scored average 136.94 from 36 respondents, while the average in post – test is 137.14. These scores did not show differences between pre – test and post – test average scores in Control Class that were shown by T – test 0.128 (>0.05), so Ho index was accepted. It means that a class without a T – test didn't show differently in character care for the environmental aspects.

Table 1. Analyzing T – Tes test in Experiment Class and Control Class.

Samples		Mean	N
Paired Samples Statistics			
Pair 1	Pre – Test in Control Class	136.94	36
	Post – Test in Control Class	137.1	36
Paired Samples			
Pair 1	Pre – Test in Experiment Class	135.39	28
	Post – Test in Experiment Class	157.93	28
Independent Sample			
	Post – Control	11.526	36
	Post – Experiment	13.086	28

The pre – test average score in Experiment Class is 135.39, while 157.93 for post – test with 28 number of respondents. where In Experiment Class, the difference in result shows students concern to environment improve. To strengthen experimental result, T – test's sample of pre – test and post – test in Experiment Class were compared. Both groups had a significant difference with a score of 0.00 (<0,00).

The strengthening of Insert Religious Model in maintaining the character of care for the environment can be seen in the post – test test result in Control and Experimental classes with average score 137.81 and 157.93. Experiment result can be supported by comparing post – test in the control class and post – test In Experiment Class. The significant difference shows score 0.000 (<0.05). Based on the experiment result above, we may conclude that learning model with Insert Religious can increase character of the students toward the environment because this is an active learning method by inserting values of care for the environment with religious basses.

The internalization process in character value of care for the environment will better be using cooperative approach. On the other hand, we could say that the learning process is necessarily related to the religious aspect. Pratt (2006) said that religious consciousness is implemented in order for people to do some creative action to preserve the earth. In order to strengthen this result, Esteves (2015) found that there is a significant positive correlation between interreligious orientation and religious behaviour with self – control of the students. A religion is important to strengthen self – control. It means that religious values must be shared while learning especially for internalization character of care and conscious environment because a religion is the guidance for the relationship between human and environment to keep in harmony, balance ecosystem and conserve natural resources and take responsibility to save God creatures (Whitford and Wong, 2009). All of the world's religions have common principles to keep a good relationship between human and environment, or to denounced a bad behaviour and encourage peace and happiness for the people and take responsibility to save the earth (Chabhudbhuntarik, 1992; Thurman, 1992; McDermott, 1994; Payutto, 1994; Cremo and Goswani, 1995).

Conclusion

Insert Religious Model is an integrated character of education, especially character of care for the environment into geography education, which correlates each geography topic with the religious aspect. This concept associated environment and Qor'an and Hadits. This model can improve the students' concern toward the environment in geography learning, as long as the learning process use cooperative approach systematically and well – planned.

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