

Investigation Of Responsibility Attitude and Increasing Student Awareness Through the MAS ECO Program at SDN 43 Mataram

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Abstract

This research aims to describe the management of plastic and organic waste through the MAS ECO program (zero waste food with ecobricks) through lunch boxes and the ECO (ecobrick) method which can instill an attitude of responsibility and increase the awareness of students at SD Negeri 43 Mataram. This research uses descriptive qualitative approach. The subjects in this research were Class V students of SDN 43 Mataram. The object of this research is to build students' character of responsibility and awareness of the environment. This research was carried out at SDN 43 Mataram in the even semester of the 2023/2024 academic year. Data collection techniques use observation, interview, and documentation techniques. The data analysis used in this research is data analysis from Milles and Huberman which consists of data reduction, data presentation, drawing conclusions/verification. The research results show that the MAS ECO Program at SDN 43 Mataram has succeeded in increasing students' responsibility and awareness of the environment. This is proven by the students' activeness in reducing waste through lunch boxes and managing ready-to-tube plastic waste in ecobrick bottles every day. Students' awareness of the environment is getting better by keeping the school environment clean every day.

Keywords waste management, MAS ECO, responsibility.

INTRODUCTION

The progress of a nation can be seen from the quality of a nation's character. The quality character of a nation can influences human resources. To improve human resources, it can be implemented through character education. Education experts are improving the education system and curriculum in Indonesia through character education which is expected to be a solution for the Indonesian nation's education process. Education in schools is expected to be able to improve life values in the form of cultivating attitudes.

Attitude cultivation is a process of guiding students as individuals to become fully human beings who have character in the dimensions of heart, mind, body, emotions, and will or intention. This method emphasizes touching the heart to become more aware of behaving according to values and norms (Lickona, 1991). To be able to touch a child's heart, an approach to moral development is needed, namely a knowledge approach, a heart approach, and an environmental approach (Sumardi, 2021). The environmental approach is a learning that utilizes the environment as a learning tool and learning resource. This is done to solve environmental problems and instill an attitude of love for the environment (Karli and Margaretha, 2002: 97).

The importance of an environmental approach in education is due to the close relationship between environmental problems and human behavior. The 2013 curriculum mandates the essence of the environment in the scientific process through a scientific approach to learning. According to Minister of Education and Culture Regulation Number



103 of 2014, the scientific approach is operationalized in the form of learning activities directed at applying scientific methods. The Scientific Method is a series of data collection activities through observation/experimentation, processing information, analyzing, then formulating and testing hypotheses related to the environment (Daryanto, 2014).

Meanwhile, the environmental approach in the independent curriculum is a new system in the world of education which was initiated by the Minister of Education and Culture Nadiem Makarim on February 11, 2022. The independent curriculum creates a space for freedom of exploration in the implementation of learning. It is hoped that this will be a bridge to intensify society's awareness of the environment through environmental-based education.

Second curriculum prioritizes the environment as a learning center. The learning environment is the conditions and all facilities used for daily learning activities (Wiyono, 2003:29). Everything found in the natural surroundings has a certain meaning or influence on individuals (Hamalik, 2001: 195). The environmental approach in education is concerned with learning-related understanding that brings various disciplines to environmental issues involving the relationship between humans and the environment. Chiras (1992: 12) states that a society that is able to defend and maintain the environment has characteristics that are: 1) very natural; 2) think and act holistically; and 3) always anticipate the possibilities that arise. Therefore, through an environmental approach in education, society in general and students in particular in their relationship with the environment can be guided by the principles of sustainability and environmental ethics and apply the 4R principles (reduce, reuse, recycle and replant) in their daily lives by It is hoped that environmental problems will be avoided.

The importance of the principles of sustainability and environmental ethics or character that have an impact on life means that many educational units implement good practices in implementing character education related to the environment. SDN 43 Mataram really cares about the environment and has implemented the MAS ECO program (zero waste food with ecobricks). This program was developed to solve environmental problems, especially waste, as well as students' character in the form of decreasing responsibility and awareness. Since Covid-19, many changes have been experienced in the educational environment, especially the decline in children's responsibility and awareness. What is very clear is that the problem is that children increasingly don't care about the surrounding environment, especially about rubbish.

The increase in plastic waste and its dangers to the environment will become a serious problem if a solution to overcome it is not found (Fauzi et al., 2019). This management can be done using the 3 R approach (Reduce, Reuse, Recycle). Reduce means efforts that focus more on reducing consumptive lifestyles and always using "non-single use" which is environmentally friendly and prevents waste generation. Reuse means efforts to utilize waste materials through repeated use so that they do not immediately become waste, without processing means reusing waste that is suitable for use for the same or another function. Meanwhile, recycling (recycling waste) means that after the waste has to leave the home environment, it needs to be sorted and utilized from the home environment, it needs to be

sorted and processed locally into new products (Ayuningtyas, 2019). This is the concept that the principal of SDN 43 Mataram, along with fellow teachers and school residents, have tried to take and apply, who have previously succeeded in reducing waste at previous schools in West Java.

Furthermore, Ecobricks, which is a method of using plastic bottles filled according to the provisions with inorganic waste, namely plastic, are a solution to dealing with plastic waste which becomes a new product that has benefits and selling value by empowering people who are responsible for their waste from the source (Sunandar et al. , 2020) in this case the entire school community. For this reason, through one of the principles of "Recycle" this will bring the community together to move to clean and green the environment. Besides that, it can also be a product of economic value (Rahman et al., 2021) (Mamdudah et al., 2023). The aim of this activity is to instill an attitude of responsibility and increase students' awareness in managing plastic waste using the MAS (food without waste) method through ECO (ecobrick) lunch boxes. This program is expected to reduce the intensity of increasing waste, provide education in waste management, both organic and inorganic waste and especially plastic waste, which is the world's biggest problem in terms of waste. Apart from that, through the MAS ECO program, all school members can provide knowledge and skills to manage non-organic waste into something useful and of marketable value by making ecobricks from plastic waste which can be made into economically valuable crafts, and organic waste can be used as fertilizer. compost that is beneficial for the environment and valuable. Therefore, with patience and good cooperation between school members, this program can make students become more environmentally aware, especially regarding cleanliness and be responsible with their plastic snack waste to be collected as material for the MAS ECO program.

METHOD

This research uses a descriptive qualitative approach. Participants here consist of school principals, teachers and class V students who serve as informants involved in instilling responsibility and increasing awareness at SD Negeri 43 Mataram. This activity was carried out at SD Negeri 43 Mataram on May 20, 2024.

Data collection techniques in this activity involve observing schools and interviews with related parties as well as carrying out documentation to obtain data as accurately as possible that can describe the target audience. This technique is used to obtain comprehensive information regarding waste management activities through the MAS ECO program (food without waste with ecobricks).

RESULTS AND DISCUSSION

Planning Stage

This planning stage begins with MAS ECO socialization activities for teachers at schools to bring lunch boxes every day, how to manage waste in the form of ecobricks, and the distribution of types of waste which can then be of value for sale. After that, socialization was carried out for students which was carried out during morning habituation activities or



after imtaq activities to introduce the MAS ECO program (zero waste food with ecobricks). The next stage, forming a team, is appointing an ambassador tasked with supervising colleagues in managing student food plastic waste into ecobricks and controlling environmental cleanliness regarding responsibility and awareness. For the next stage, the school collaborates with the canteen by making a rule that children must bring a lunch box every day and must bring it when shopping for side dishes or snacks. If a student is found not to have brought a lunch box, the sanction given could be a ban on shopping in the school canteen during the first play period, with the exception of those who are sick. If students are sick, they can The aim of students bringing this lunch box is to reduce plastic waste and students will start to be responsible and aware of the environment around them.



Figure 1. Socialization of MAS ECO in the classroom

Implementation Stage

This implementation stage starts with using lunch boxes when out playing and processing waste into ecobricks. After the children shop with their lunch boxes, the waste from snacks or light snacks is immediately processed into ecobricks when they are out playing and before coming home from school. They sort out plastic bottle filling waste, the plastic waste used to fill bottles is soft plastic waste such as plastic bags, to plastic waste which is quite thick as a hardener. Previously, students cleaned the plastic by wiping it, then cutting it into small pieces and putting them in bottles every day after eating. Plastic waste that will be put into bottles must be cut first. Insert a type of elastic plastic first, such as plastic plastic, at the bottom of the bottle, then flatten it by piercing it with wood. Furthermore, you can insert plastic waste freely by pressing it down with wood every time you insert one piece of plastic waste. This aims to make the bottle solid in each layer so that it doesn't get dented when sitting on it.



Figure 2. Class V Students Carrying Lunch Boxes

Evaluation Stage

The MAS ECO program at SDN 43 Mataram has proven successful in managing plastic waste and has significantly increased students' concern, responsibility, and awareness of the surrounding environment, especially regarding waste management issues. Increased responsibility towards the environment is very actively involved in waste management activities. Awareness of the importance of keeping the environment clean has increased. This program has succeeded in increasing the sense of care and cooperation among school residents in maintaining a clean environment. Students learn to help each other in making ecobricks. Help each other how to cut properly.

The level of responsibility and awareness increases. Where the entire school community is actively involved in collecting personal or found snack waste and always brings a lunch box every day. Slowly they can understand the importance of protecting the environment for the sustainability of life. Thus, the MAS ECO program can be said to have had a positive impact on increasing responsibility and awareness as well as the environment. However, the perceived success is not yet optimal.

There are several obstacles identified from various obstacles and challenges in implementing MAS ECO at SDN 43 Mataram, including: There are still some students who don't bring lunch boxes because they don't go shopping, there are still students who don't bring scissors, so they borrow from each other, putting rubbish in bottles takes up students' play time. Follow-up actions that schools can take are to make it common for all students to continue bringing lunch boxes even for various reasons, assigning students to prepare scissors labeled with their names to be collected in one container in class and the activity of cutting up plastic leftover snacks is carried out 10-15 minutes after class is over. So that the entire series of programs is carried out well.

Character Values in the MAS ECO Program (Food without Waste)

The MAS ECO program is an abbreviation for zero waste food with ecobricks to increase student responsibility in the form of awareness in protecting the school environment and can also foster character values in students. The character values that grow in students with the MAS ECO program are the responsibility of students to always bring a lunch box as a container for their food so that they can reduce plastic waste with guidance and direction from the teacher. Apart from that, after students shop for snacks, the food packages are immediately cleaned and cut into small pieces and then put into 3-5 bottles that students bring to make ecobricks. So that students can develop a sense of responsibility in maintaining cleanliness and processing waste into creative work.



Figure 3. Processing Plastic Waste into Ecobricks

Implementation of the MAS ECO program can also form a responsible character in students to always carry a lunch box as a food container so that they can reduce plastic waste with guidance and direction from the teacher. Therefore, it is hoped that the school community will be aware and take responsibility for maintaining cleanliness, an example that can be seen is food sellers around the school (canteen) who also play a role in supporting MAS ECO activities by making rules and establishing student discipline to protect students who buy had to hand over his lunch box. Apart from that, teachers and school principals always supervise and educate students when processing waste so that activities run optimally and sustainably. Each class also has a cleanliness ambassador who is responsible for monitoring his friends in class and reporting on the progress of processing waste into ecobricks.

Class V students at SD Negeri 43 Mataram have different attitudes of responsibility and awareness where each student has a different character, of course not all students have a good attitude of responsibility and concern. At the beginning of the MAS ECO program, many students still forgot to bring their lunch boxes, and did not even care about the importance of bringing a lunch box. Apart from that, there were several students in the class who forgot to take their lunch boxes home, so student responsibility was still low. However, as time goes by, slowly but surely students have started to change their old habits to become more responsible and aware of their environment. When they diligently carry lunch boxes and succeed in processing plastic waste into ecobricks, they experience many benefits in reducing plastic waste so that students feel happy and comfortable when studying because the environment is clean and beautiful. As stated by (Triyani, 2020), responsibility is the ability within humans to make decisions to carry out their duties and obligations.

Therefore, within the scope of the school, it is the teacher's duty to guide and instill an attitude of responsibility and care in students. In Vygotsky's perspective (Chairani, 2015), guiding is the same as scaffolding, namely accompanying children in learning or helping them carry out certain actions that they cannot do themselves. In this research, what is meant by guidance is the moral development of children by explaining, modeling, and helping them behave according to values and norms. Guiding is giving moral messages and providing examples and directing how they should behave. In this guidance process, adults teach moral messages, show how to behave, and direct children to behave according to what they are told and modeled (Coskun, 2019).

In addition to cultivating an attitude of responsibility and caring that is instilled through theory, teachers also model directly through teacher behavior at school so that they become role models for students, for example teachers continue to guide students' behavior when throwing away rubbish by giving directions and directly inviting students together to take appropriate actions. appropriate. Apart from that, the results of this research are in line with DePorter's opinion (Zahran, 2019) that children learn faster from a comfortable environment and from what they see and do. Research findings prove that the intensity of intervention from other people is very determining for children. Based on its characteristics, the guidance method is a method which includes a moralization method and an exemplary method which has a more intense level of intervention than other methods. Therefore, it is very logical that the guidance method is more effective in developing children's moral actions compared to the moral method.



Figure 4. Students Shop with Lunch Boxes in the Canteen

Fifth grade students at SD Negeri 43 Mataram have been able to instill an attitude of responsibility and increase diverse awareness. In this case, the indicators of success in students' responsible attitudes are obeying school regulations in bringing their lunch boxes and recycling plastic waste to be put into ecobricks. One of the ways used by the class V teacher at SD Negeri 43 Mataram to instill an attitude of responsibility is through MAS ECO education during morning habituation, checking in class before studying, and before going home. This is in line with the opinion of (Aabidin, 2018) that the habituation method is anything that is done repeatedly to get individuals used to behaving, behaving, and thinking correctly. Because this can train students' responsible attitudes. Students are given the task of collecting 3-5 ecobrick bottles within the specified time. The results of making ecobricks were stored in a cupboard and combined with the results of other friends. This is of course to reduce waste and make the school look clean and comfortable. So, this activity inadvertently fosters a sense of responsibility and increases awareness in every student regarding waste to protect the environment.

CLOSING

Conclusion

The MAS ECO program at SDN 43 Mataram has proven successful in increasing students' awareness and responsibility, especially towards the surrounding environment. This is in accordance with the 2013 and independent curriculum education programs which prioritize concern for the surrounding environment because of its sustainable impact. The



success of this program has implications for student activity. Students who are active in activities will experience an increase in responsible attitudes and awareness. Responsibility and awareness can be created due to togetherness and good cooperation between school members in minimizing the amount of waste and environmental pollution so that the environment remains clean, can manage waste and can have an impact on life now and in the future in accordance with education through an environmental approach which has been proclaimed.

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