

THE IMPLEMENTATION OF ADIWIYATA CURRICULUM THROUGH SOCIAL STUDIES SUBJECT TO IMPROVE SELF-ENVIRONMENTAL CARE OF STUDENT AT MTS N 4 SERANG

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Abstract

The implementation of teacher's ethic code is the main steps should be achieved as the completion principle of a civil servant on their duty. These codes are: accountability, nationalism, public ethic, commitment towards quality, and anti-corruption, which is abbreviated as ANEKA. Madrasah Tsanawiyah Negeri 4 Serang has been implementing ANEKA through social studies subject towards Adiwiyata curriculum that emphasize student's self-environmental care. Using descriptive quantitative research by questionnaire, we can see that there is a significant impact of student pro-environment attitude as an impact of the strategic implementation in social studies subjects towards the curriculum standard. The result showed the increase of student's awareness from 69,59 % to 73,33% (3,74%). Furthermore, three observations result using observation form also showed the increase from 53,47% to 59,72% (6,25 %) and 70,83% (11,11%) for the final one.

Keywords: Adiwiyata Curriculum, social studies, self-environmental care

INTRODUCTION

Adiwiyata Curriculum implementation be one of the breakthroughs and business schools to contribute and creating a

healthy environment and develop the character of environmental care. Because many studies based on environmental damage caused by human activities increasingly alarming. The author cites data released Kompasiana 23 April 2019, submitted by the Ministry of Environment and Forests that Indonesia produce up to 65 million tons in 2016 ago and up 1 million tons per year. The waste generated is 60% organic and 15% of plastic waste from total waste generation. Adiwiyata curriculum implementation at MTsN 4 Serang seeing environmental issues in general, so that the vision and mission drafted relating to the environment based on the phenomena that occur in the school environment. In the neighborhood MtsN 4 Serang, although there has been part of general cleanliness, but the environmental awareness of students lacking, characterized by indifferent when viewing environment dirty, littering, put the trash under the table, no consciousness to carry out daily picket, use of water, paper and energy arbitrarily, doodling table and the wall, insight unfavorable environment and so forth. These are just some examples of the lack of students understanding of the environment.

To realize the role of the school as a vehicle for the formation of character, especially the character of care for the environment, when it was developed the concept of green school and green with a model curriculum habituation (habit formation) and exemplary (role model) that shows the ecological culture of the school (Muhaimin, 2015). Green school concept and green curriculum in Indonesia applied to Adiwiyata program. Adiwiyata program is a form of government commitment to the management and protection of the environment through education. The policy made by the government through the Minister of Environment No. 5 of 2013 translated into a school program Adiwiyata. Adiwiyata School various areas in Indonesia was developed to shape the character of the students, especially the character of environmental care.

Based on the problems that describe above, the author holds that in order to contribute to the achievement of the vision and mission of the school in implementing the curriculum Adiwiyata specifically, the author intends to implement the Adiwiyata curriculum in social studies learning to develop an attitude of environmental awareness of students based on the fundamental values of the teaching profession (Accountability Nationalism, Public Ethics, commitment to Quality, and

Anti-Corruption). Because Adiwiyata curriculum plays a strategic role in increasing awareness of the physical environment of the school who was having a lot of problems.

Implementation of Adiwiyata Curriculum carried out within the scope of learning and teaching in social studies in grade VIII-1, raising environmental issues, product / work of students, learning-based multimedia (video, games, PowerPoint, handouts), and evaluations using quizizz instructional media and use questionnaire to see the development of environmental awareness of students to the school. Specifically, on teacher evaluation assessment activities based on indicators has been prepared, both knowledge and skills assessment.

METHOD

Author use descriptive method. The descriptive method according Sudjana (2004, p. 64) is a research trying to explain an event, symptoms, occurrence, happening at the present time. The underlying writer uses descriptive method is the study discusses the actual problems in the school environment, in addition to collecting data, organizing the data, interpret the data, and the data can be inferred. While the approach used is a quantitative approach that is meant to describe the observation of an object or variable where numbers become part of the measurement (Sudjana, 2004, p. 40).

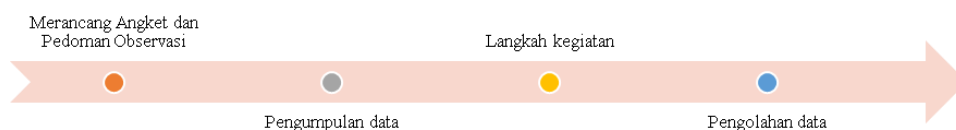
Instrument

The instrument of this study was a questionnaire consisting of 20 items of questions, and the observation sheet consisting of 8 points of the statement to be observed.

Procedure

Designed of the research procedures in this study are described as follows:

Diagram 1. Research procedure



Time activity began on 23 September to 7 October 2019 in MtsN 4 Serang the research subjects VIII-1 class with 37 students.

Data analysis

Statistical calculations used in the process and describing the data are descriptive statistics. Data processing is done by using the percentage calculation. Once the data is processed by using a percentage, to facilitate the conclusion, the first action is interpretation based on the percentage of the following groups:

0% -35%	= Low
36% -75%	= Medium
76% -100%	= High

FINDINGS

Coordination and Consulting to conduct work units About an implementation plan Research

First, conduct meetings delivery of the planned research program. Authors submit to the madrasah outline the problems and the activities to be undertaken during the next 30 days, the reason pengengkatan issues and alternative solutions provided. Communication executed using Indonesian as a language of unity, and this is an indicator of value actualization nationalism. Then consultation and communication to the issue is the delivery of a variety of data to convince the vision of the writer as a fact that is worth noting.

Secondly, told colleagues about the activities that will be implemented during the Adiwiyata curriculum implementation habituation is seen to develop awareness of students to the school environment. Third, determine the schedule of research activities, the results of consultation to the headmaster, and colleagues about the issue being taken that the activity learning Adiwiyata implement curriculum in social studies, to develop awareness of students to the school environment will be held in the second week of September.

Drafting the Adiwiyata Curriculum-Based Learning Implementation

This activity begins with a review of UU number 14 on teachers and lecturers to article 20 paragraph one form the basis for implementing the obligations of a teacher working in keprofesionalitasannya. One of the contents of this law is to make planning in every teaching and learning. The planning process of learning must be passed by several stages that are arranged in accordance with the plan and were able to contribute to the achievement of the objectives of subjects, and

education nationally. The activities conducted by the author are as follows: First, the authors examine the document copy attachments permendikbud No. 68 of 2013 concerning the curriculum of SMP / MTs. The study also continued on permendikbud number 37 in 2018 about KI and KD Social Studies Subject. The authors also read and study permendikbud number 103 2014 About Learning in Primary Education and Secondary Education. Read and study carefully the various legal sources is an indicator of value actualization accountable.

Second, adjust and determine the learning competencies in accordance with the annual program, semester, and planning for learning, so that KD learned to class VIII is KD 3.2 to analyze the effect of social interaction in a different room to the social and cultural life and the development of national life, and 4.2 ie presents the results of an analysis of the influence of social interaction in a different room to the social and cultural life and the development of national life. By reading and studying KI and KD, the authors conducted three activities, namely preparing lesson plans which involves a series of issues for developing materials and curriculum implementation Adiwiyata, define models, media and learning resources, and to develop an evaluation program with a full sense of responsibility, which further issues that have been the author discussed and guidance to colleagues and headmaster, so that the expected goals can be achieved effectively and efficiently as a form of commitment to quality writers. Aside from the value of anti-corruption is also very closely with the manufacture of the RPP in which a teacher has to work hard to make it, not by downloading carelessly especially not read it. In more detail the activities carried out is to examine syllabus, develop learning plans, define models, media and learning resources, develop learning steps, prepare worksheets / LKDS, compiling evaluation. The next activity is the preparation and dissemination of a questionnaire to measure the extent of environmental awareness of students, questionnaires distributed prior to conducting study and after carrying out learning activities. In addition to the questionnaire, the authors develop guidelines for the observation and observation sheets in four activities performed in the classroom. After the draft implementing structured learning, the authors do coordination and guidance of the mentor in this case the headmaster so that planning can be arranged with a mature and well. Then distributed questionnaires to students. The

results of the questionnaire are presented in the table below: Then distributed questionnaires to students. The results of the questionnaire are presented in the table below: Then distributed questionnaires to students. The results of the questionnaire are presented in the table below:

Table 1. Criteria range of values of the poll result pre actions

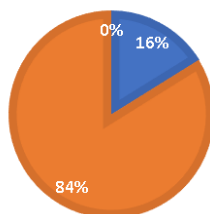
NO	VALUE RANGE	CRITERIA	TOTAL STUDENTS	PERCENTAGE
1	0-35	Low	0	0%
2	36-75	moderate	31	84%
3	76-100	High	6	16%

Based on the table, it can be seen that as many as 31 students (84%) are in the medium category and the remaining 6 students (16%) are in the high category. The average score was 69.59% in the moderate category. The highest score of 86.67%, and the lowest was 61.67%. We can see these figures in the diagram below:

Diagram 2. Pre-actions of self-environmental awareness students

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These results became an early initial 8.1 grade student environment awareness to research activities prior.

Developing Environmental issues

The learning activities are the first in a series of action research began on September 27, 2019. The series of activities carried out are as follows: First, to coordinate with the headmaster, would conduct activities related to the 3rd which was to develop environmental issues in the learning process in the classroom, Second, at the time of the

preliminary activities, after school hours to arrive, the author entered the classroom in a timely fashion is a form of discipline (accountability and anti-corruption) teachers' duties and responsibilities. Thus, there is no aggrieved party, students, teachers, schools and the state. When entering the classroom, say hello with a smile and asked how students (friendly / Public Ethics). Hereinafter mengcheck presence and to allow students to prepare themselves,

Third, implement core activities with pembelajaran method of problem-based, begins by presenting the situation of the problem of environmental issues to students with a real problem with the circumstances to determine the students' initial knowledge that aired on video.

Phase 2 teachers organize students to learn; The teacher divides the students into six heterogeneous group to conduct a study / discussion. Each group of 5-6 persons; The teacher divides LKDS issue of environmental problems that need to be investigated students through discussion; Teacher explains the expected target of problem analysis undertaken (mention the cause of the problem, write down the impact, describe the solution of the problems. Phase-3 guided investigations of individuals or groups. The teacher facilitates what is necessary for a student to do the analysis; teacher around the classroom, watching the activities carried out by students. Phase-4 develops and present the work. the teacher directs each group to present the results of his experiments to the class. Phase 5th analyze and evaluate the problem solving process. Teachers lead students to conclude the concepts learned. From this series of activities learners to apply the values of environmental care, honesty, discipline, responsibility to produce quality commitment. Fourth, carrying out closing activities by conducting evaluation activities such as for the evaluation of LKDS votes, Cooperation and observation of student awareness about the environment, then tell the matter to be discussed in the next meeting is to prepare the tools and materials to create posters, clippings, and handicrafts; facilitating students to clean and tidy up the classroom; and closes with prayer and greetings learning. responsibility to produce quality commitment. Fourth, carrying out closing activities by conducting evaluation activities such as for the evalation of LKDS votes, Cooperation and observation of student awareness about the environment, then tell the matter to be discussed

in the next meeting is to prepare the tools and materials to create posters, clippings, and handicrafts; facilitating students to clean and tidy up the classroom; and closes with prayer and greetings learning. responsibility to produce quality commitment. Fourth, carrying out closing activities by conducting evaluation activities such as for the evaluation of LKDS votes, Cooperation and observation of student awareness about the environment, then tell the matter to be discussed in the next meeting is to prepare the tools and materials to create posters, clippings, and handicrafts; facilitating students to clean and tidy up the classroom; and closes with prayer and greetings learning. and handicraft; facilitating students to clean and tidy up the classroom; and closes with prayer and greetings learning. and handicraft; facilitating students to clean and tidy up the classroom; and closes with prayer and greetings learning.

At the time of this activity were observed on student awareness of the environment in the form of observations in groups while the results are as follows:

Table 2. The percentage of students in the group concern the observation of learning

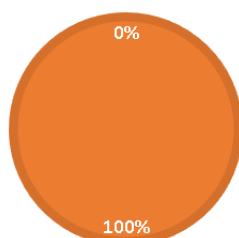
NO	GROUP NAME	SCORE	PERCENTAGE	INFORMATION
1	GROUP 1	16	66.67	moderate
2	GROUP 2	13	54.17	moderate
3	GROUP 3	16	66.67	moderate
4	GROUP 4	11	45.83	moderate
5	GROUP 5	11	45.83	moderate
6	GROUP 6	10	41.67	moderate
AVERAGE		13	53.47	moderate

From the table above can be explained that the whole group had a concern for the environment at the level of being. With the following diagram:

Diagram 3. Environmental awareness students diagram towards of the results of observations in groups

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These results into an initial picture of concern for the environment 8.1 grade students at the beginning of activities in the classroom at the level of being with quite diverse presentation while the highest percentage is group 1 and 3 with each scored 66.67%, while the lowest was obtained by a group of 6 with percentage of 41.67%.

Produce concrete results with regard to environmental preservation

Both teaching and learning activities began on September 30, 2019. Before entering the appropriate class teaching schedule, the authors coordinated with headmaster reflects the nationalism in the form of deliberation. The author entered the classroom in a timely fashion is a form of discipline (accountability and anti-corruption) teachers' duties and responsibilities. Thus, there is no aggrieved party, students, teachers, schools and the state. When entering the classroom, say hello with a smile and asked how students (friendly / Public Ethics). Hereinafter mengcheck presence and to allow students to prepare themselves, prepare classes, cleaning the classroom environment and prays (religious value). Next, the teacher deliver a lesson theme, namely the use of waste that can be recycled; The teacher divides the students into 6 groups are heterogeneous; Teachers facilitate the learners do the review on how to make posters, clippings, handicraft from old plastic; Teachers explain the technicalities of

learning by example and debriefing; The teacher divides the group 1 and 2 make a poster, group 3 and 4 make clipping, a group of 5 and 6 make handicrafts; Each group is guided in the process of creation of the work; Students present their work. From this activity the learner to apply the values of environmental care, honesty, discipline, responsibility to produce quality commitment, accountability, and nationalism. Then conduct the closing. Teachers explain the technicalities of learning by example and debriefing; The teacher divides the group 1 and 2 make a poster, group 3 and 4 make clipping, a group of 5 and 6 make handicrafts; Each group is guided in the process of creation of the work; Students present their work. From this activity the learner to apply the values of environmental care, honesty, discipline, responsibility to produce quality commitment, accountability, and nationalism. Then conduct the closing. Teachers explain the technicalities of learning by example and debriefing; The teacher divides the group 1 and 2 make a poster, group 3 and 4 make clipping, a group of 5 and 6 make handicrafts; Each group is guided in the process of creation of the work; Students present their work. From this activity the learner to apply the values of environmental care, honesty, discipline, responsibility to produce quality commitment, accountability, and nationalism. Then conduct the closing. From this activity the learner to apply the values of environmental care, honesty, discipline, responsibility to produce quality commitment, accountability, and nationalism. Then conduct the closing. From this activity the learner to apply the values of environmental care, honesty, discipline, responsibility to produce quality commitment, accountability, and nationalism. Then conduct the closing.

This activity is performed to measure the extent of students' perkembangan concern for the environment as a form of implementation of the vision and mission of the school. The results are as follows:

Table 3. The percentage of students in the group concern the observation of learning 2

NO	GROUP NAME	SCORE	PERCENTAGE	INFORMATION
1	GROUP 1	17	70.83	High
2	GROUP 2	15	62,50	moderate
3	GROUP 3	17	70.83	High

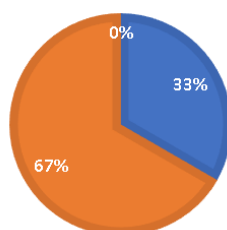
4	GROUP 4	14	58.33	moderate
5	GROUP 5	12	50.00	moderate
6	GROUP 6	11	45.83	moderate
AVERAGE		14	59.72	moderate

From the table above can be explained that the four groups have a concern for the environment at the level of being. And the two groups had a high concern. With the following diagram:

Diagram 4. Environmental awareness students diagram of the results of observations in group learning 2

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These results illustrate that caring for the environment 8.1 grade students increased compared to when first learning activities. Shown with, there are two groups that have a concern at a high level, ie group1 and 3 as a percentage respectively 70.83% and 70.83%, while the rest remained at moderate levels despite an increase compared with the first lesson.

Implement Multimedia-based learning

The third activity began on October 4, 2019. Before entering the appropriate class teaching schedule, the authors coordinated with headmaster reflects the nationalism in the form of deliberation. The author entered the classroom in a timely fashion is a form of discipline (accountability and anti-corruption) teachers' duties and responsibilities. Thus, there is no aggrieved party, students, teachers, schools and the state. When entering the classroom, say hello with a

smile and asked how students (friendly / Public Ethics). Hereinafter mengcheck presence and to allow students to prepare themselves, prepare classes, cleaning the classroom environment and prays (religious value). Activity is facilitating learners thereafter conduct reviews as well as the problems related to environmental issues as a result of social mobility and the solution of video and image; Teachers explore environmental concerns; The teacher divides the students into 6 groups are heterogeneous; Teachers explain the technicalities game virtual learning without the use of paper; Each box contained a question that must be answered by the group; The group touched the finish first or closest to the finish is the winner; Students create reports on the activities and discussions. Each box contained a question that must be answered by the group; The group touched the finish first or closest to the finish is the winner; Students create reports on the activities and discussions. Each box contained a question that must be answered by the group; The group touched the finish first or closest to the finish is the winner; Students create reports on the activities and discussions.

When the implementation process of learning is complete, the last stage will provide an evaluation of my learning to the students. Award-evaluation to student learning has been defined in the RPP. I will carry out the evaluation of the learning process in a timely (in and out). (Applying the basic values of anti-corruption indicators of discipline). The fifth activity becomes final observation concerns the author of the students as a group. As a result, there is an increased return when compared with the first and second activity, as shown by the following table:

Table 4. The percentage of students in the group concern the observation of learning 3

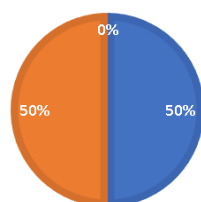
NO	GROUP NAME	SCORE	PERCENTAGE	INFORMATION
1	GROUP 1	20	83.33	High
2	GROUP 2	18	75.00	High
3	GROUP 3	17	70.83	High
4	GROUP 4	16	66.67	moderate
5	GROUP 5	15	62,50	moderate
6	GROUP 6	16	66.67	moderate
AVERAGE		17	70.83	High

From the table above can be explained that the three groups have concern for the environment at the level of being. And three groups had a high concern. With the following diagram:

Diagram 5. Environmental awareness students diagram towards of the results of observations in group learning 3rd

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LINGKUNGAN DARI HASIL OBSERVASI
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These results illustrate that caring for the environment 8.1 grade students increased compared to when the first and second learning activities. Shown with there are three groups that have a concern at the high level, the groups 1, 2, and 3 as a percentage respectively 83.33%, 75.00% and 70.83%, while the rest remained at moderate levels despite the increase compared with the first and second learning.

Quizizz as Evaluation Media

In the last activity author coordinating with headmaster and colleagues reflects the nationalism in the form of deliberation. Evaluation conducted on the activities of the 6th is intended to measure student's cognitive competence in the understanding of environmental issues as a result of interaction and social mobility, which is done with digital applications so that the evaluation process runs with fun, challenging transparent and reflects accountability and innovation. The series of activities carried out by some of the following activities: First, the teacher facilitates multimedia devices that support the evaluation form projectors and laptops. Teachers facilitate the learners do the reviews related to environmental problems as a result of social mobility and the solution of video and image; Teacher explains technical evaluation of learning games with virtual media without the

use of paper through the Quizizz application; Each group performs login with a code provided by the teacher; After login group will answer questions related to environmental issues; From this series of activities to implement the values of accountability, commitment to quality and public ethics. After that, the author distributed a questionnaire to measure students progress toward environmental awareness overall. It is a reflection of accountability. Contribute to achieving the vision and mission of the organization is shown denganhasil questionnaires were distributed. The results angketnya as follows: After login group will answer questions related to environmental issues; From this series of activities to implement the values of accountability, commitment to quality and public ethics. After that, the author distributed a questionnaire to measure students' progress toward environmental awareness overall. It is a reflection of accountability. Contribute to achieving the vision and mission of the organization is shown denganhasil questionnaires were distributed. The results angketnya as follows: After login group will answer questions related to environmental issues; From this series of activities to implement the values of accountability, commitment to quality and public ethics. After that, the author distributed a questionnaire to measure students' progress toward environmental awareness overall. It is a reflection of accountability. Contribute to achieving the vision and mission of the organization is shown denganhasil questionnaires were distributed. The results angketnya as follows: Contribute to achieving the vision and mission of the organization is shown denganhasil questionnaires were distributed. The results angketnya as follows: Contribute to achieving the vision and mission of the organization is shown denganhasil questionnaires were distributed. The results angketnya as follows:

Table 5. Criteria range of values

NO	VALUE RANGE	CRITERIA	TOTAL STUDENTS	PERCENTAGE
1	0-35	Low	0	0%
2	36-75	moderate	15	41%
3	76-100	High	22	59%

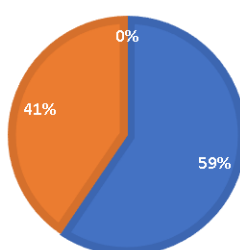
Based on the above table, it can be seen that as many as 15 students (41%) are in the medium category and the remaining 22 students

(59%) are in the high category. With an average score was 69.59% in the moderate category. The highest scoring 88.33%, and the lowest was 66.67%. The diagram can dimunculkanadalah as follows:

Diagram 6. Environmental awareness students diagram post-actions

KEPEDULIAN SISWA TERHADAP LINGKUNGAN

■ Tinggi ■ Sedang ■ Rendah



This result becomes a reference picture of the development of the 8.1 grade environmental awareness students after conducting research.

CONCLUSION

The implementation of the main value of teacher's ethic code is the main steps that have been passed as the completion principle of a state servant when they are on duty of the job. They are: Accountability, nationalism, ethic of public, commitment of quality, and no corruption, which is called by ANEKA. It has been implemented toward Adiwiyata curriculum in social studies subject ata MTs N 4 Serang. It gave the impact and contribution into vision and mission of MTs N 4 Serang 's goal. It is able to showed by the data result of descriptive quantitative research by using questionnaire which is gave to students before and after the implementation of the research Adiwiyata Curriculum in social studies subject. The result showed by increasing of self-environmental care of student.

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