



Implementation of Character Education through Habituation of Student Responsibility Attitudes at Jogja Green School

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Abstract

The world of education is a place to get education that is useful for every student, one of which is education about the implementation of the character of responsibility for every student. So as to form a student who has good moral and social values. The application of the attitude of responsibility starting from an early age is an action that has a high influence and the right action in school. The purpose of this research is to determine the implementation of the character of responsibility attitude in Jogja Green School. This type of research is descriptive using a descriptive qualitative approach. Data was obtained through observation, interviews, and documentation. Checking the validity of the data using titration. Data analysis of the Miles and Huberman interactive model with the stages of data reduction, data display, and conclusion drawn. The results of the study show that Jogja Green School implements character education through various activities, such as project-based learning, environmental management, and habituation of social activities that involve responsibility. These programs help students to understand and practice an attitude of responsibility in both personal, social, and academic lives. Overall, the implementation of character education through an attitude of responsibility at Jogja Green School has a positive impact on the development of students' character, and strengthens social values in the school environment.

Keywords : *Jogja green school, character education, attitude of responsibility*

Abstrak

Dunia Pendidikan merupakan tempat untuk mendapatkan edukasi yang bermanfaat bagi setiap siswa, salah satunya yaitu edukasi tentang implementasi karakter tanggung jawab bagi setiap siswa. Sehingga membentuk pribadi siswa yang memiliki nilai-nilai moral dan sosial yang baik. Penerapan sikap tanggung jawab dimulai sejak usia dini merupakan tindakan yang memiliki pengaruh yang tinggi dan Tindakan yang benar dalam sekolah. Tujuan Penelitian ini adalah untuk mengetahui implemmentasi karakter sikap tanggung jawab yang ada di Jogja Green School. Jenis penelitian ini adalah deksriptif dengan menggunakan pendekatan kualitatif deskriptif. Data diperoleh melalui observasi, wawancara, dan dokumentasi. Pemeriksaan keabsahan data menggunakan tirangulasi. Analisis data model interaktif Miles dan Huberman dengan tahapan reduksi data, display data, dan penarikan Kesimpulan. Hasil penelitian menunjukkan bahwa Jogja Green School menerapkan pendidikan karakter melalui berbagai kegiatan, seperti pembelajaran berbasis proyek, pengelolaan lingkungan, dan pembiasaan kegiatan sosial yang melibatkan tanggung jawab. Program-program ini membantu siswa untuk memahami dan mempraktikkan sikap tanggung jawab baik dalam kehidupan pribadi, sosial, maupun akademik. Secara keseluruhan, implementasi pendidikan karakter melalui sikap tanggung

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jawab di Jogja Green School memberikan dampak positif terhadap perkembangan karakter siswa, dan memperkuat nilai-nilai sosial dalam lingkungan sekolah.

Kata kunci: *Jogja green school, pendidikan karakter, sikap tanggung jawab*

Introduction

Character education is a fundamental element in building a generation with integrity, independence, and responsibility. This process involves changing a person's nature, morals, ethics, mental, and soul to be in harmony with the desired moral values (Ranam et al., 2021). In the era of globalization, education not only aims to produce academically intelligent individuals, but also to be able to show good morals and make a positive contribution to society. One of the important values in character education is responsibility, which reflects a person's awareness to carry out his duties with full seriousness and understand the consequences of his actions. This value is the main foundation in shaping a mature personality and attitude. Ki Hajar Dewantara emphasized that education is an effort to humanize humans, where character formation is one of the main goals (Yasfin et al., 2024).

In practice, the value of responsibility needs to be taught from an early age through a conducive environment and structured activities. Formal and alternative education have an important role in making this happen. One effective approach is hands-on experiential learning, such as those implemented by nature schools. According to Setiawati (2020), nature schools aim to form individuals who are active, creative, and caring for the environment through direct experience with nature. Thus, this concept allows students to learn while exploring, so that learning becomes relevant and meaningful.

Jogja Green School is one of the nature-based schools that emphasizes character building, especially the value of responsibility. In this context, students are taught to take care of the environment through activities such as watering plants, feeding animals, and keeping the school area clean. In addition, social responsibility is also developed through collaborative activities involving students of different ages. As expressed by Supranoto (2015), character education involves internalizing values such as responsibility, social concern, and environmental awareness that must be applied in daily life.

The results of observations show that *Jogja Green School* students are actively involved in activities that encourage an attitude of responsibility. For example, students water plants every morning in a designated area, feed school pets, and keep the surrounding environment clean. Interviews with teachers revealed that most students showed increased discipline and concern for the tasks, although some students still needed further guidance. Documentation data supports that 85% of students perform their assignments consistently, suggesting that this hands-on experience-based approach is effective in instilling the value of responsibility.

This research is important to evaluate the effectiveness of nature-based approaches in character education, especially in instilling the value of responsibility. Previous studies by Supranoto (2015) and Wanabuliandari & Ardianti (2018) have discussed the

importance of integrating the value of responsibility in education. However, this study has not specifically explored nature-based approaches such as those applied in *Jogja Green School*. By combining data from observations, interviews, and documentation, this study makes a new contribution to understanding the relevance and effectiveness of nature-based approaches to character education. In addition, comparisons with previous research show that nature-based approaches have a more significant positive impact than conventional methods in shaping students' characters. Instilling character in student behavior is part of what is needed in welcoming the future. Students' character morals are skills needed in the 21st century such as communication skills, collaboration, and character behavior (Alwan, 2022)

Method

This research uses a qualitative descriptive approach that aims to describe and analyze social phenomena, events, and activities, individually and in groups. In this study, the results are to determine the implementation of student character education at *Jogja Green School* (JGS) by focusing on the attitude or character of responsibility applied by students there.

The subjects of this study come from two main groups at *Jogja Green School* (JGS), namely focusing on students and teachers involved in the learning process there. *Jogja Green School* (JGS) is a nature-based educational institution that integrates character values in every learning activity. The research subjects include students from the lower to higher grades who receive an active education in the application of character education, especially the attitude of responsibility, as well as teachers who act as facilitators and guides in the process.

The selection of teachers as the subject of this research is because it plays an important role in designing and implementing character education programs that instill the value of responsibility through practical activities and direct experience in the school environment. The combination of analysis of students and teachers allows a more comprehensive understanding of the implementation of character education in *Jogja Green School*.

In this study, the data collection methods used were observation and interviews. With this, it can be known that more optimal information will be obtained regarding the implementation of student character education in *Jogja Green School* (JGS) with activities taking place starting from the planning stages, implementation to evaluation and reflection of activities. Through interviews, this research can obtain data and information about character education, especially on the attitude of responsibility (Sujarweni, 2020). The interview was conducted openly with the principal and the founder of the school who told about *Jogja Green School*. The researcher himself will then submit several questions as research material. The data analysis in this study uses the model of Miles and

Huberman (1984), namely through the process of 1) data reduction, data presentation, and conclusion drawing (Abdussamad, 2021)

Results and Discussion

Result

The data from the research was obtained through observations and interviews conducted at *Jogja Green School* which is one of the nature schools in Yogyakarta. The data from the interview was obtained through the presentation of Mr. Ryan Tan Sakana Pribadi as the Principal and Mrs. Eni Krisnawati as the founder of *Jogja Green School*. One of these nature schools prioritizes character education. This school is a nature-based school and belongs to the type of PKBM (Community Learning Activity Center), because *Jogja Green School* is able to follow formal schools in general or the curriculum from the education office. Located in Jambon Hamlet RT 04 RW 22 Salakan, Trihanggo, Gamping Sleman Regency, Special Region of Yogyakarta 55291. Learning at *Jogja Green School* emphasizes that children discover their own world when learning, and facilitate children's needs, change according to children's desires and unlock skills according to children's needs. Facilities are an important part of supporting children's development, students are free to explore and create, so academics also appear.

Character Education at JGS-Punishment

The *Jogja Green School* emphasizes one of the character values, namely responsibility for all students and educators. This nature school that implements open and natural learning, of course, all students at *Jogja Green School* are responsible for the surrounding nature and responsible for themselves. Some of the applications and strengthening of the character of responsibility for students in this school include the punishment of standing in a corner, an attitude of manners, and caring for living beings.

Punishment or *punishment*, in learning theory (*learning theory*) What is widely embraced by behaviorists, is a way to direct students to a behavior that is in accordance with good and expected behavior. For example, in elementary schools, fighting is an unexpected behavior and if this behavior is done by a student then one way to eliminate that behavior is by punishment, this also happens in JGS (Rofiq, 2017).

The punishment in this school is not solely to give fear to students, but punishment is a form of discipline that is often applied in elementary schools. Although it seems simple, this practice has quite complex implications, both in terms of effectiveness and psychological impact on children. Punishment in the corner is considered to have a deterrent effect on children who violate the rules. By being isolated for a while, the child is expected to realize his mistakes and will not repeat them. Then this practice is also considered to be able to instill the value of discipline in children. Children will learn that every action has consequences. Furthermore, for teachers, punishment in the corner can be a quick way to defuse a rowdy classroom situation or distract a child who is bothering other students.

But through applied education, this punishment becomes the basis that students must be responsible for what they do, students who make mistakes can stop violating. Then the other students learn that the rules must be obeyed and supervised by the teacher, and do not develop a deep understanding of why the behavior is wrong.

Character Education at JGS-Manners

Students in *Jogja Green School* Every time you get used to good manners when passing in front of the teacher, such as greeting the teacher, you don't just pass by. Students at JGS who pass by and do not greet their teachers will be told to repeat the pass again by greeting their teachers in polite manners. Manners include the application of an attitude of responsibility, such as a younger student should be polite to an older person or at school such as a teacher. Manners are also to fellow friends how students show good behavior to other friends. Manners are important in shaping students' character (Putri et al., 2022).

Based on several theories, it can be affirmed that the habituation of the character of manners is a design or effort to form a good character that the community accepts in a person through the habituation process. When drawn in a more specific scope, namely in educational institutions, character habituation means systematic planning or efforts that have been prepared by an educator to form character in students by getting used to students doing noble deeds, such as accustoming students to speak well and politely, speaking polite language to elders, respecting others, help each other and so on. So one of the characters that needs to be brought up in daily life is good manners towards others (Amidah & Kholifah, 2021) .

Character Education at JGS-Caring for the Environment

Apart from the attitude of responsibility for themselves and others, students are taught to be responsible for other living beings, namely plants and animals. One of the goals of nature schools is also the character of love and care for nature, in addition to the attitude of responsibility, students are also taught to pay attention to the environment around the school, plants and animals.

To take care of animals and plants around the school, students must also take full responsibility for the development of these animals and plants. These efforts also include environment-based character education. Environment-based learning in the implementation of student character education can be one of the choices of education practitioners, education activists, and related parties to develop an innovative, interesting, and effective learning process for the character education of students in schools through environment-based learning (Pipit Mulyah, et al., 2020).

Jogja Green School students carry out plant care activities by watering regularly every morning, where students bring their own watering tools and water the plants in a predetermined area. Teachers play an active role in guiding and supervising, ensuring that students understand the importance of caring for plants as part of their responsibility to the environment. This also strengthens the character of student responsibility.

While in school, most students show an enthusiastic attitude and high awareness of this task. They not only water the plants, but also check the condition of the soil and leaves to make sure the plants are growing well. However, there are some students who still need to be guided to carry out this task more seriously. In this case, the teacher provides direction and motivation, reminding that plant care is a form of responsibility that must be done wholeheartedly.

This activity also creates an atmosphere of cooperation among students. They help each other, especially when there are obstacles such as hard-to-reach plants. In addition to instilling the value of responsibility, this activity also trains students to work together and care for the surrounding environment. Overall, watering plants is one of the effective activities that supports the formation of student character at *Jogja Green School*.

Students routinely feed the pets according to the type and dietary needs of each animal. They learn about the types of food that are good for animals, how to measure feeding portions, and proper feeding schedules. There students also take care of animals such as catfish which are fed pellets so that they do not die, then there are chickens that students also feed, then there are also ducks that are mixed in the cage with chickens, birds and there are also rabbits. With this right, students are responsible for the animals they keep with great care and good care. Students are responsible for keeping the animal cage clean. They clean the cages regularly, change drinking water, and ensure that the cage environment is always clean and healthy.

Caring for animals teaches students about responsibility. They learn to feed, clean the cages, and make sure their pets are healthy and happy. This will build the character of discipline and precision. Then through interaction with animals, students learn to care and empathize with other living beings. They understand the importance of treating animals well and respecting life. Furthermore, it is no less important to take care of animals together can improve students' social skills. They learn to work together, share tasks, and communicate with friends. Lastly, students interacting with animals have been shown to reduce stress and improve mood.

Discussion

In the law on the Education System No. 20 of 2003, it is stated that education is a conscious and planned effort to create a learning environment that allows students to actively develop their potential, starting from spiritual and religious aspects, self-control, personality, intelligence, commendable morals, to the skills necessary both for themselves and society. In the Indonesian Dictionary (KBBI) the meaning of the word 'education' comes from the root word 'didik' which is then added with the suffix 'pe' and the suffix 'an', so that the word can be interpreted as a method, method, or action used to guide.

Education is an effort to shape human character to be in harmony with the values that exist in society. It also aims to assist students in honing and improving knowledge, skills, values, attitudes, and behaviors that are useful for life (Aliyyah et al., 2017). Character education is very important for the young people of Indonesia who need to be considered since elementary school.

One of the school institutions that is strong and capable of developing character education is the nature school. Nature schools are a form of alternative education in the face of conventional schools. According to experts in the nature school community itself, nature schools are schools with the concept of universe-based education and are open to using natural resources around the school environment (Ningrum et al, 2019).

Jogja *Green School* has a happy and joyful learning mindset without being burdened with books and materials that make children lazy with the learning context, because the child should be comfortable in learning. Creativity as a concept for the development of learning in schools and the provision of character education and strengthened from an early age becomes the main in the form of sharing, apologizing, and mutual respect.

The character value emphasized in this school is the attitude of responsibility of every student, both junior and upper class students. Responsibility is being able to take responsibility and have the feeling to fulfill tasks with trust, independence, and commitment (Syifa et al., 2022). Responsibility is a state of obligation to bear everything for the deeds that have been done. An idik participant can be instilled with the character of responsibility if he is used to acting responsibly, especially towards his environment (Wanabuliandari & Ardianti, 2018).

Character is a way of thinking and behaving that characterizes every individual to live and work together, both in the scope of family, society, nation and state. Character is synonymous with morals, so character is a universal human behavioral value and encompasses all human activities, whether in order to relate to Allah or God, to himself, to fellow humans, and to his environment, which is manifested in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, manners, culture, and customs (Siswanto et al., 2021).

Character education is a system of naming character values that includes components of knowledge, awareness or willingness, and actions to carry out these values, both towards God Almighty, oneself, others, the environment, and nationality (Rasyid et al., 2024). Through school institutions, character education is developed, there are 18 character values, including the Ministry of National Education (2011), 18 character values that need to be instilled in students have been identified from Religion, Pancasila, Culture, and National Education Goals. The eighteen values are: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) national spirit, 11) love for the homeland, 12) appreciation for achievements, 13) friendly/communicative, 14) love of peace, 15) love of reading, 16) caring for the environment, 17) social care, 18) responsibility (Supranoto, 2015).

Responsibility is one of the important values in character education. This character becomes the foundation for building individuals who are not only able to fulfill their obligations, but also make a positive contribution to society. In the context of education, responsibility involves the ability of students to act independently, complete tasks consciously, and understand the consequences of each of their actions.

Responsibility is a person's awareness to carry out their duties, obligations, and roles seriously. In everyday life, responsibility includes various aspects, such as personal

responsibility (to oneself), social responsibility (to others), and environmental responsibility (to nature). This is in line with what Prashant & Gowri revealed that one of the benefits of Green School is to instill and enhance students to participate in sustainable environmental action, in addition to Green School helps students to develop an attitude of responsible commitment (Thote & S, 2020)

In character education, responsibility is not only seen as an obligation, but also as a form of maturity and moral integrity. When a person is responsible, he shows concern for the outcome of his actions as well as the impact on himself and others.

Conclusion

This study proves that one of the values of character education, namely the attitude of responsibility, can be instilled in elementary level students through activities in daily school that are carried out based on the environment in nature schools, such as through the attitude of oneself who is polite, receiving punishment, and through the activities of caring for plants and feeding animals, students not only learn about personal responsibility, but also social and environmental responsibility. The active involvement of students in these activities creates an atmosphere of cooperation and increases their awareness of the importance of protecting the environment. In addition, the role of teachers as facilitators is essential in guiding students to understand and apply the values of responsibility in daily life.

In this study, there is still a lack in the research process, the limited time in this qualitative research is an obstacle, because the data collection process requires enough time to make careful observations. This time limitation limits the researcher in conducting observations to obtain more in-depth information about character education and responsibility attitudes at *Jogja Green School* and qualitative data analysis also takes longer. Therefore, it is important for the next researcher to carefully plan the schedule to maximize data collection and analysis. In the next research, it can provide a direct role for students in this research so that it can strengthen the results of the discussion. Discuss how the character that has been formed by students is seen from some time.

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