

The Role of PAI Teacher in Educating Environmental Character Students at Junior High School Alam Lampung

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Abstract. Education has goals that must be achieved by students, one of which plays an important role to achieve these goals is the teacher. And in this era of disruption full of global concerns, as it is today, PAI teachers play the most important role, especially in instilling the character values of caring for the environment in their students. Not only teachers, but several schools have also promoted their program as Adiwiyata schools and have even received awards, including SMP Alam Lampung. And the purpose of this study is to describe the role of PAI teachers in educating the character of caring for the environment in students at SMP Alam Lampung. The method used is qualitative with a field study approach, collecting data using observation techniques, documentation, and interviews. After the data has been collected, an analysis is carried out by checking the validity of the data by triangulating the sources and methods, and finally concluding. The results of the study show that the role of PAI teachers includes teaching, educators, trainers, mentors, and also role models for students to instill a caring character in the environment. This can work well because it is supported by the school's vision, activities, policies, appeals, and an adequate budget.

Keywords: Role, PAI Teacher, Caring for the Environment, SMP Alam Lampung

1 Introduction

Ki Hadjar Dewantara defines education as a strength and an effort to encourage the growth and development of the character, inner strength, character, and body of a child to achieve perfection in life, namely the life and livelihood of children can live in harmony with their world. Through character education, it is hoped that Indonesian people will have a strong character. These characters should provide their way of life through words, attitudes, or actions that are directed at themselves, other people, and the surrounding environment [1].

Education includes 3 domains, namely the cognitive domain, the affective domain, and the psychomotor domain. In the cognitive domain, education seeks to guide students from not knowing to knowing. In the affective domain, education seeks to foster students to behave by the knowledge that has been understood. In the psychomotor domain, education guides students to play a role under the knowledge that has been understood either through school, community, or the main family environment [2]. The educational process is the key to building quality human resources, therefore the process must be carried out through the conscience of an educator to students. So with this sincere model and way of educating, great figures and heroes will be created who will voluntarily sacrifice their whole body and all their soul for the sake of building the nation and state so that they have a very important and meaningful position in society [3].

Therefore, to achieve educational goals some people play an important role, namely the teacher. Educators or teachers are people who deliberately influence others to reach a higher level of perfection. Educator status in this model can be used by anyone, anywhere, and anytime. Educators are also responsible for all activities inside and outside the school. Teachers whose main task is as educators have a great influence on the success of human resource development [4].

Character education must be applied to anyone, especially in the school environment because it is one of the characteristics of the development of quality human resources in a country. In addition, the system of instilling character values in society is the responsibility of all parties who want balanced knowledge, behavior, and skills so that what is the goal of character education is realized. This includes noble values both ethical, moral, and aesthetic towards his relationship with God, his relationship with others, and his relationship with the universe so that it fosters intelligence in thinking, appreciation in the form of behavior, and practice so that he can appear with his identity [5].

And the main point of study in the current era of disruption is the character of caring for the environment because in general, the current global concern is caused by: (1) rapid industrialization, (2) rapid population growth, (3) malnutrition, (4) lack of resources non-renewable natural resources, and (5) worsening environmental conditions. There are two arguments why caring for the environment is the main topic: first, because humans need the environment; secondly, because nature itself has the right to care for the needs of present human life by considering meeting the needs of future generations [6].

Therefore, the value of caring for the environment is described as attitudes and actions that always aim to prevent damage to the surrounding natural environment and work hard to repair the damage to nature that has occurred. Efforts are needed to achieve these goals in everyday life at school, applying the value of caring for the environment means guiding students to get used to behaving well in the surrounding environment, to make them good habits [7].

One of the junior high schools in Lampung, namely SMP Alam Lampung, is no exception, which carries out various activities such as ant work, clean Friday, composting, and tree planting. The Alam Lampung School has also succeeded in achieving the honor of being one of the Adiwiyata schools and being one of the winners of the 2019 Plastic Wise School competition organized by Rinso. In addition, the condition of the surrounding environment is very spacious and clean, the plants around it are well maintained, the rooms are neatly arranged, there is a waste bank and a composting site, and lots of slogans are posted in the classrooms, offices, and courtyards to maintain environmental cleanliness. Even so, there are still students who throw garbage out of place, students still like to use disposable plastic, and students are still lazy in sorting waste before it is disposed of based on the type of waste. From this background, researchers are interested in discussing the role of PAI teachers in educating environmentally caring characters for students at SMP Alam Lampung.

2 Research Methods

The research method used is field qualitative, which means the research is based on the philosophy of post-positivism by examining the condition of natural objects, while the researcher is the key tool [8]. The data was collected using direct observation techniques at SMP Alam Lampung, interviewing school principals, teachers, and students and documenting other relevant matters from both primary and secondary sources. After collecting, triangulation of methods and sources is carried out so that all the data obtained is more valid, then an inductive analysis is carried out and finally a good description of the conclusions obtained.

3 Results And Discussion

3.1 Islamic Religious Education Teacher

In the Big Indonesian Dictionary, the interpretation of the teacher refers to people who carry out a job, livelihood, or profession. The definition of a teacher is a reliable educator who is responsible for education, teaching science, direction, training, and providing assessment, and evaluation of students. Simply put, the teacher is a person who shares knowledge with his students. From a social perspective, teachers are those who educate in certain places, not necessarily in formal educational institutions, but also in mosques, surau, or prayer rooms, at home, and so on [9].

Islamic religious education is a conscious and planned effort that aims to assist students in understanding, mastering, and living up to believing in Islamic teachings, as well as guiding mutual respect for beliefs between religious communities to realize national unity and integrity [10]. Islamic religious education teachers are Murabbi, Muallim, and Muaddib. Murabbi means that religious teachers must be people who have rabhani characteristics, namely wise, and educated in the field of science. Muallim means that religious teachers must be alimun (scientists), namely understanding theoretical knowledge, being creative, having a high commitment to the development of knowledge, and always adhering to an attitude of life that always upholds values in everyday life. Meanwhile, muaddib is a combination of knowledge and charity [11]. Therefore, Islamic religious education teachers are teachers who equip their students with knowledge and knowledge, to become Islamic individuals so that they have character and behave based on Islamic values and always contribute in developing and disseminating knowledge [12].

3.2 PAI Teacher Competency

The teaching profession requires teachers to always have certain abilities in educating their students. Teacher competence is one of the requirements that must be owned and developed by professional teachers because without competence it will be difficult for teachers to achieve educational goals. In carrying out their professional duties, teachers are required to have certain educational abilities, namely pedagogic, personality, social, and professional. These competencies are very helpful for teachers as educators to complete everything

related to managing learning. Therefore, teachers who have professional competence coupled with other competencies will make it easier for them to carry out an effective learning process [13].

Professional competence is an important element for a teacher in carrying out his duties and responsibilities. If a teacher is not professional, learning activities will certainly take place less than optimally and indirectly affect the outcomes of their students at the education unit level [14]. In addition, educators or teachers have duties and responsibilities to teach, educate and train students to become individuals who are intellectually and morally qualified. The main responsibilities of the teacher are as follows Teaching, Educating, Training, Guiding, Directing, and Providing Encouragement to Students [15].

3.3 Role of PAI Teachers

Teachers have an important role in education, while the role of the teacher is as follows [16]:

- a. As a teacher, namely, a person who teaches science to his students.
- b. An educator, namely, a person who educates his students to have behavior that is following the norms that apply in society.
- c. A mentor, namely a person who directs his students to stay on track with educational goals.
- d. A motivator, namely people who provide motivation and enthusiasm to their students in learning.
- e. A role model is a person who sets a good example and example to his students.
- f. An administrator is a person who records the progress of his students.
- g. An evaluator is a person who evaluates the learning process of their students.
- h. As an inspirer, someone who inspires his students so that they have a goal in the future.
- i. And others.

Actually, in the field of education, the role of the teacher is very much. Not only teaching a science but the teacher is often a role model for students. In our society the evaluation of teachers is only teaching, even though the teacher's role is not only teaching, but the role of the teacher is to educate students to be themselves and have noble character. The role of the teacher in the context of the curriculum is a professional figure whose job is to provide an understanding of the contents of the curriculum that has been designed so that students have complete knowledge and skills [17]. The nature of teacher is a profession that has the main task of facilitating material that is considered difficult by students, simplifying issues that are considered complicated by students, and explaining information that is considered unclear by students. The teacher's role is very dominant in learning, the consequence is that the teacher must have tips or skills in arousing student learning interest in various ways both methods, approaches, and forms of learning [18].

3.4 Definition of Character

The word character comes from the English "character", which means nature, personality, or character. In the Big Indonesian Dictionary, character is defined as a person's inner essence that influences all of his thoughts and behavior or means character and character [19].

Character comes from the Greek language which means to mark or focus on how to apply good values in the form of action or behavior. Therefore, a person who acts dishonestly is cruel, or greedy is called an ugly person, and someone who acts honestly and is helpful is called a noble person. The term character is closely related to one's personality. If a person's behavior is by moral principles, then he can be called a person with character. In the Qur'an the concept of character uses the term "morals" as contained in the Al-Quran Surah Al-Qalam verse 4 [20].

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ

"And indeed you are the truly virtuous noble character."(QS Al-Qalam [68] verse 4).

In language, morality is the plural form of "Khuluq" which means habits and repeated actions. Almost all Arabic dictionaries agree to define Al-Khuluq as a state of intense mental sensation that can perform actions without any thought or concept.

3.5 Internalization of Character Values

Internalization of values is an acknowledgment of the values that need to be instilled in a person. The process of internalizing values is usually influenced by the people who carry the messages and information. because every value that will be introduced is often formulated with certain principles or standards by the provisions of the law. besides that, it can also be in the form of questions or problems that require fast and valuable responses or responses. then in that way, there will be no miscommunication between the sender of information and the recipient so that the values that you want to internalize can be achieved to the maximum as expected even though the result is whether accepted or rejected itself returns to the person of each recipient [21].

The stages of value internalization can be done by:

- a. The value transformation stage is a process attempted by educators to inform good and bad values. At this stage, only verbal internalization takes place between educators and students.
- b. The value transaction stage is the process of internalizing values through two-way communication carried out by educators and students, resulting in an interactive process.
- c. The trans-internalization stage is a process of internalizing values not only through verbal communication but also an individual communication process shown by educators through exemplary, adjustment, and habituation to match the expected values.

If you follow the example of the practice of moral development carried out by the Prophet Muhammad SAW, then the stage of value internalization is carried out by exemplary, habituation, socialization, and the formation of moral motivation [22].

3.6 Definition of Care for the Environment

The environment can be said to be all physical and biological things that continue to grow and develop with their reproduction so that they become a unit bound to the system and become a natural ecosystem that continues to rotate for the sake of the survival of living things. Particularly human, in which he is the manager of all things that exist on earth, including inanimate objects and whatever is on the face of the earth. Meanwhile, according to Law Number 32 of 2009, it is said that the environment is all types that exist on this earth including animals, plants, and inanimate objects where all of these things greatly affect the survival of humans, whether their actions will preserve nature or instead create damaged the universe, it all depends on the behavior of each human being [23].

Caring for the environment is an important thing that must be done amid a heated global situation, where there is erosion, illegal logging of trees, and mass indiscriminate waste disposal. This certainly causes unexpected natural disasters such as floods, landslides, earthquakes, forest fires, and other natural disasters. So one of the important characters is needed in the environmental care movement where he always tries to prevent damage to the surrounding nature and increase efforts and efforts to continue to repair existing natural damage. and the most excellent management, maintenance, and care for the surrounding environment to provide sustainable benefits for human life [24].

Environmental education is an attitude, education, teaching, and dissemination of philosophy and basic understanding of the environment which is shown by the awareness that humans are part of nature so that by doing so they will love the universe as if they loved themselves because nature and human life are an inseparable unit. The universe which consists of elements of living things, water, air, soil, plants, and other things is a priority that must be considered at all times. All of these things are directly related to human life and welfare in the future, so continuous maintenance is needed, as well as prevention efforts that continue to flow for its sustainability both socially, culturally, and naturally.

3.7 Environmental Care Indicator

The indicators of caring for the environment as an effort to prevent damage to the environment are as follows [25]:

- a. Provide education regarding the use of plastic waste to students so that they indirectly help reduce the use of plastic waste.
- b. Provide education regarding the sorting of organic and non-organic waste so that it will be easy to manage and students will get used to disposing of waste in its place and according to its type.
- c. Provide education related to the greenhouse effect, where the earth's ozone layer has started to thin so that students are encouraged to reduce various activities that can increase emissions of greenhouse gases
- d. Provide education regarding the availability of clean water, the efficient use of electricity, and saving energy and resources so that students can contribute to preventing global warming from increasing.

Furthermore, several things can be done to repair the natural damage that has occurred in Indonesia, including :

- a. Give students an understanding of the importance of reforestation and planting plants or trees so that it has an impact on reducing existing carbon emissions.
- b. Provide education related to the management of used goods, plastic waste or other used things which are still beneficial for human daily life so that there will be no significant accumulation of waste in the surrounding environment.

3.8 Brief Profile of SMP Alam Lampung

Lampung Natural School was founded in 2003 and is located in the yard of Ir. Hj. Citra Persada, M.Sc. (as the founder and owner of the An-Naqqara Foundation which oversees the Lampung Natural School). For the first time, the new school year of the Lampung Nature School began has 8 students with 4 teaching staff. Along with the increase in the number of students, the need to provide a wider learning space is also increasing. So that in 2006 SAL moved to a location in the Way Huwi area, South Lampung Regency. The location is a family land allocated for SAL with an area of 2 hectares. Meanwhile, 1.5 hectares of land has been used for SAL.

Currently, Sekolah Alam Lampung already has an education level from Kindergarten to Middle School. In addition, there is also an early childhood education called PAUD Alam. SMP Alam Lampung School Was Established in 2009-2010 With Operational Permit No.421/165/III01/2010 on February 2, 2020, with the school category accredited B.

3.9 Vision and Mission SMP Alam Lampung

The vision and mission of SMP Alam Lampung are as follows [26]:

- a. School Vision
Becoming a superior school in Lampung Province with a nature-based learning approach to shape the character of pious leaders, who have good morals, are knowledgeable, and *Rahmatan Lil Alamin*.
- b. School Mission
Accompanying students to become human beings, who:
 - 1) Have morals.
 - 2) Knowledgeable.
 - 3) Leader Spirit.
 - 4) Entrepreneurial Spirit.

3.10 The Role of PAI Teachers in Educating Environmental Care Character in Students at SMP Alam Lampung

The role of PAI teachers in educating the character of caring for the environment at SMP Alam Lampung is very influential where students will understand the importance of having a caring character for the environment which is also taught in Islamic teachings to protect and not do damage to the earth [27]. Teachers have important duties and roles in education, here are some of the duties and roles of PAI teachers in educating the character of caring for the environment at SMP Alam Lampung:

- a. Duties and roles as a teacher
As a teacher, the teacher is responsible for giving or teaching science to students. PAI teachers at SMP Alam Lampung School in educating the character of caring for the environment have taught caring for the environment in the process of teaching and learning activities in as much a way as possible associating material with caring for the environment and then also providing advice about protecting the environment. PAI teachers in teaching use lecture strategies such as giving hadiths related to caring for the environment, then giving stories of friends or apostles when the war did not cut down trees, PAI teachers also use a case study strategy that solves problems by finding solutions together with learners.
- b. Duties and roles as educators
As teachers educators educate students to have character or behavior that is by the norms that apply in society. PAI teachers at SMP Alam Lampung School educate their students by admonishing students who still like to litter or who still use disposable plastics. In addition to reprimanding the PAI teacher, he also advised students not to repeat it, then the teacher also punished students who still like to litter by picking up trash that was thrown away carelessly and also picking up trash around it. The process of educating students is more difficult than teaching so teachers must be role models for their students, PAI teachers are role models for their students by being active in following anniversaries related to caring for the environment, PAI teachers also participate in cleaning activities in school on Friday, PAI teachers are also customers at the waste bank. So the task and role that the PAI teacher at SMP Alam Lampung does in educating students to care about the character of the environment is to be a role model for students.
- c. The task of training students
A PAI teacher also must train his students to have basic skills and prowess. To train students to care about the environment, PAI teachers give tasks such as planting plants as a form of reducing carbon gas emissions, then there is the task of cleaning the environment because cleanliness is part of faith, and also assignments that make students think like thinking about what they would do if they saw someone destroying the environment

d. Duties and roles as mentors

As a supervisor, the teacher directs his students to stay on track with educational goals. In guiding the students, the PAI teacher guides by providing input to students who, when their business subjects sell, still use disposable plastic, the teacher provides advice and solutions to replace disposable plastic with organic materials, such as using banana leaves.

e. Role as a role model

As an example, the teacher gives examples and good examples to his students. The PAI teacher at SMP Alam Lampung School is a good role model for his students by setting an example of participating in becoming a customer and participating in saving at the garbage bank, then setting an example of picking up trash when working together on Fridays, and also setting an example by actively participating in environmental related events. From the presentation above, it can be seen that PAI teachers at SMP Alam Lampung have a duty and role in educating environmentally caring characters at SMP Alam Lampung as teachers, educators, training students, mentors, and also as role models in educating environmental care characters participants. studied at SMP Alam Lampung School.

3.11 Supporting Factors for the Role of PAI Teachers in Educating Environmental Care Character for Students at SMP Alam Lampung

The supporting factors for the role of PAI teachers in educating environmental care characters in Lampung Nature Middle School are that the Lampung Nature School has implemented environmental care character education as evidenced by the Adiwiyata award in 2009. Then in educating the character of caring for the environment, PAI teachers are supported by environmental conditions that are owned by SMP Alam Lampung School which is clean, cool, and beautiful, has lots of shady trees, and Nature Lampung School is based on nature and Islam.

Then PAI teachers are also supported by the vision of a school that cares about the environment, Lampung Nature School has various programs or activities related to environmental care then supported by banners calling for care for the environment, availability of waste banks and composting sites, availability of trash cans with 4 colors for different types of waste, and also the natural Lampung school has a special policy and budget for activities that care for the environment.

From the explanation above, the researcher can conclude that in educating the character of caring for the environment, PAI teachers get a lot of support provided by schools such as implementing good environmental care character education, there is already a school vision related to caring for the environment, there are various kinds of activities, appeals, policies, special budget funds related to environmental care.

3.12 Factors Inhibiting the Role of PAI Teachers in Educating Environmental Care Character in Students at SMP Alam Lampung

In addition to the supporting factors, some things hinder PAI teachers in educating the character of caring for the environment in students at SMP Alam Lampung School. The first inhibiting factor for PAI teachers is the incompatibility of what the teacher teaches at school with what parents teach at home, such as when the PAI teacher teaches the manners of eating and drinking while sitting, but parents at home unknowingly exemplify their children eating and drinking with how to stand. the second inhibiting factor for PAI teachers is the age of junior high school children who are teenagers and like to be disobedient, such as when the teacher teaches to care for the environment, sometimes students disobey by not caring about their environment, such as throwing garbage out of place.

The third inhibiting factor is that PAI teachers experience difficulties in integrating the competence of the education office with the competence of natural schools and also PAI teachers have difficulties because when teaching they have to be based on a lesson plan or lesson plan as when they should be discussing new material at this meeting but some students do not understand the material at the previous meeting. The fourth inhibiting factor is that when teaching PAI teachers always use monotonous methods such as lectures so that there are students who don't like being lectured and prefer practice, PAI teachers should when teaching vary their methods as much as possible so that students don't get bored.

From the analysis above, it can be concluded that there are still several factors that hinder PAI teachers in educating the character of caring for the environment in students at SMP Alam Lampung School. And what becomes the obstacle is the misalignment of what is taught by teachers at school and parents at home, then comes from students who are entering their teens. The next obstacle is teachers who have difficulty integrating the competence of the education service with the competence of the Natural School and the methods used. by the PAI teacher is monotonous so it makes students bored.

4 Conclusion

From the description above, it can be said that the role of the PAI teacher in educating the character of caring for the environment in students at SMP Alam Lampung includes being a teacher, educator, training students, and mentors, and also as a role model. In addition, this role is also supported by the implementation of good environmental care character education, the existence of a school vision related to environmental care, there are various kinds of activities, appeals, policies, and special budget funds related to environmental care. Even so, there are also several obstacles, including the misalignment of what is taught by teachers at school and parents at home, students who are entering their teens, teachers who experience difficulties in integrating the competence of the education service with school competencies and monotonous methods so that students become bored. So the hope is that to maximize the role of the teacher, there must be coordination and support from parents and the school, and as a teacher, you must also be creative in providing learning methods so that students will be interested. and recommendations for further research so that they can conduct research in other places they can compare whether there are similarities or differences in the role of PAI teachers on student character, especially those related to the character of caring for the environment.

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