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The Effect of Geographical Education in Improving The Character of Educational Insights Students: A Study of Geographical Education

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Abstrak

Penelitian ini bermaksud mengkaji tiga unsur: pertama, bagaimana siswa peduli terhadap lingkungan; kedua, fungsi pendidikan geografi dalam menciptakan kepedulian lingkungan pada siswa; dan ketiga, bagaimana faktor sosiokultural, psikologis, dan demografis mempengaruhi kecerdasan spiritual siswa. Sampel sebanyak 79 siswa dari SMP YPI "45" Bekasi berpartisipasi dalam survei ini. Melalui penggunaan kuesioner, prosedur pengumpulan data digunakan, dan perangkat lunak SPSS digunakan untuk menganalisis hasilnya. Penilaian siswa terhadap kemampuan instruktur geografi untuk mengintegrasikan masalah lingkungan saat ini ke dalam pelajaran mereka, serta asal-usul sosio-ekonomi siswa dan keterlibatan dalam kelompok lingkungan, semuanya berdampak pada karakter peduli lingkungan siswa. Bidang studi yang menarik adalah bagaimana fitur sosial ekonomi dan budaya dan demografi mempengaruhi ekoliterasi siswa dan bagaimana pendidikan geografi berkontribusi pada pengembangan ekoliterasi mereka sebagai hasilnya..

Kata Kunci: Pendidikan Geografi; Karakter Peduli Lingkungan.

Abstract

This study intends to examine three elements: first, how students care about the environment; second, the function of geography education in creating environmental awareness in students; and third, how sociocultural, psychological, and demographic factors affect students' spiritual intelligence. A sample of 79 students from SMP YPI "45" Bekasi participated in this survey. Through the use of questionnaires, data collection procedures were used, and SPSS software was used to analyze the results. Students' assessment of the geography instructor's ability to integrate current environmental issues into their lessons, as well as the student's socio-economic origins and involvement in environmental groups, all have an impact on the student's environmental caring character. An area of interest of study is how socio-economic and cultural features and Demographics affect the eco-literacy of students and how geography education contributes to the development of their eco-literacy as a result.

Keywords: Geography Education; Character of Environmental Care.

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INTRODUCTION

Anthropogenic (caused by humans) environmental problems such as ecological disruption, extinction of natural species, pollution of the air and water supplies and soils, rock mass instability, deterioration of the landscape, desertification, and global warming are mostly the result of human activity. Therefore, these issues must be addressed comprehensively Hasbiah, (2015); Rosali, (2020), not only through technological developments but also by modifying individual attitudes and actions. Changing this anthropocentric view to an ecocentric one (Fjällingsdal & Klöckner, 2019). Humans have defied nature's laws and taken control of the natural world, thus their actions must help the environment, particularly through the adoption of environmentally friendly behaviors Manolas, (2015); Waddington & Fennewald, (2018)

Education has a very significant function, which is to alter people's attitudes and behaviors toward the environment Chen, (2016); Yu, Lin, Lo, Tseng, & Hsu, (2021). Identified educational and social variables strongly impact environmental care Akomaning, (2019); Rifai, (2018). Education equips an individual with the physical, mental, and social confidence to handle a variety of societal challenges, including environmental issues.

Students learn to care about the environment when they receive character education. Several nations throughout the globe have developed character education programs, such as the American Character Education Programs in the United States, the Moral and Character Education Improvement Programs in Taiwan, and the Swedish Character Education Programs. There is a "hidden curriculum" for character education in Turkey's conventional coursework, which includes life sciences, social studies, and the study of human nature Marsh, (2015); Mustika & Sahudra, (2018). There is a strong emphasis on character education in Indonesia with the introduction of a competency-based curriculum in 2004, and Presidential Regulation 87 in 2017 seeks to expand the role of character education even further in Indonesia.

Developing pupils' comprehension of desirable character traits is the goal of character education Almerico, (2014); Subhani & Agustina, (2018). Any effort made by educators, parents, and communities to help children and adolescents develop focus, values, and responsibility is considered character education. Education and production in schools should be improved in order to foster the development of heroic characters and heroic character as a whole, in line with appropriate competency criteria, as a result of character education Nurhasanah & Nida, (2016); Jayanti & Jamil, (2019).

Environmental stewardship is a virtue that has to be taught in schools at all levels. A caring attitude toward the environment is required of all school members. This includes enhancing the school's environment, educating students about the need for environmental stewardship, and taking concrete steps to prevent environmental harm from occurring. Environmental stewardship A strong sense of self-responsibility for future generations is instilled in students from an early age through character education. Concern for the environment can impact a person's daily behaviors when it has matured into a significant mental state.

There are two ways in which character education is implemented, according to Zulela, Neolaka, Iasha, & Setiawan, (2022): (a) active learning; and (b) the development of a school culture that includes activities such as routines, spontaneity, and modeling; co-curricular and additional educational programs; daily activities at home; and community service.

Though character education is necessary for students, it shouldn't be a separate part of the curriculum. Character education may be implemented in a variety of ways, one of which is through the inclusion of environmental stewardship in curriculum, personal growth, and culture. It's important to integrate character education into every learning strategy, including geography. Environmental education relies heavily on geography and other scientific disciplines, such as biology, chemistry, and physics, to achieve its goals (Pangaribuan et al., 2022). When we talk about geography, we're talking about the planet's surface as well as its various subsystems and interconnections. Geography is taught alongside social studies in elementary and

junior high schools as part of the Integrated Program in the Social Sciences (IPS). As a result, social studies students will have a better understanding of the world around them while simultaneously learning about geography as a distinct branch of science that can stand on its own in the realm of earth sciences.

This century's challenges necessitate critical thinking and problem-solving skills in relation to environmental damage and preservation efforts, as well as how geosphere processes in space and on the Earth's surface can have an impact on the distribution and use of natural resources in national and global contexts. A fascinating area of study is how socioeconomic and cultural features and demographics affect students' eco-literacy and how geography education contributes to their development of eco-literacy as a result.

METHOD

YPI "45" Junior High School Bekasi was the location of this survey. A total of 79 students from YPI "45" Junior High School in Bekasi's Social Sciences Department in grades 7, 8, and 9 participated in this study. Samples were taken using the Slovin formula ($n = \frac{N \cdot d^2}{1 + d^2}$, where n is the sample size and N is the population size, with precision being the percent of the population's data that was inaccurate due to tolerable sampling errors = 0.05) to get a final sample size of 236 (Singh et al., 2014)

The variables under consideration include the degree to which pupils care about their immediate surroundings and the factors that influence that caring. 11 questions were used to measure environmental care, and four questions were used to measure the role of geography education on the environmental care character of the students (strongly disagree). To better understand how the environment affects children's anxiety, we asked six different experts.

For this data analysis, we employed valid test and corrected item-total correlation approaches, reliability test, T-test independent test, and structural equation modeling (SEM) (Ringle et al., 2020). Using a combination of quantitative data and qualitative causal reasoning, SEM is a common statistical approach for analyzing and estimating causal relationships and may also be used to produce latent variables Collier, (2020); Purba, Fadhilaturrahmi, Purba, & Siahaan, (2021).

RESULT AND DISCUSSION

Description of Respondents

Students' involvement in environmental groups or communities, their views on geographic concerns, the educational background of their parents, and their economic status were all criteria included in the study's classifications of respondents. In order to better understand students' environmental concerns, the characteristics of the respondents have been provided.

Respondents were found to have the following characteristics based on data analysis: To begin, there are 43 men and 36 women, or 54.4% and 45.6%, respectively, in the population. Thirdly, Respondents' views on geography play an essential role in the subjectivity of the geography instructor in teaching, as indicated by the survey's high like rate of 57%, like rate of 29%, and abstention rate of 14%, which demonstrates the importance of the respondent's views on geography. 30.4% have a high school diploma, 49.4% have a bachelor's degree, and 16.4% have a master's degree (20.3 percent). Those parents' work history is divided into 16 jobs related to the environment (20%) and 63 jobs not related to the environment (79.7%) in fifth place; the income of 7 people is less than \$2.50 per month for 8.9%, an income of 2.5-3.5 million dollars per month for 22 people is 27.8%, and income of 3.51-4.5 million dollars for 43 people is 3.51-4.5 million dollars per month for (3.51 percent - 4.5 percent).

Characters Care about the Environment of Students

According to the results of SPSS, students are concerned about the environment at a level of 37.66 percent. (11 through 55). This signifies that they are rated as either average or adequate in terms of quality (11-

25 are categorized as low, 26-40 are categorized as moderate or good enough, and 41-55 are categorized as good or high). Grades 1 through 5 is used to get the average score for each instrument. Cleaning habits at home (3.85); bathing water treatment (3.66); leaving a room to eat in darkness (1,90); waste management (4.04); environmental decisions at work (2.32); responses to others in light of environmental concerns (2.29); turning off lights when not in use (3.99); reusing previously used goods (4.04); purchasing environmentally friendly products (4.01); (2.29). (4.05). It is clear from these figures that the average inclination to turn off the lights while leaving a room is very low, as indicated by the low score of 1.90 for this question. People are more likely to care about the environment if they see others doing the same. The low score (2.29) given to the question of whether or not individuals will care about the environment if others care is evidence of this.

According to the findings of this study and others, several factors influence environmental care behavior, including environmental knowledge, which raises attitudes and thus enhances environmental behavior. In reality, however, this paradigm is typically ineffectual based on the concept of planned conduct. According to Ajzen's theory of planned behavior, when presented with the necessity to decide on a course of action, individuals examine the necessary resources and potential impediments. Attitudes based on action are the result of these ideas or beliefs. Rather than being a factor in real behavior, attitudes toward specific activities, subjective norms, and beliefs of behavioral control have little bearing on actual behavior. Besides these, environmental behavior is influenced by social factors, information resources, environmental management facilities, and people's own views, attitudes, and knowledge. Some characteristics that may influence environmental awareness, attitudes, and behavior include gender, age, and education level; family structure; income; nationality; political leanings; and environmental knowledge/consciousness. Taking good care of the environment was made possible in large part by 44 percent of environmental care behavior being influenced by factors other than just environmental knowledge.

The role of Geography Learning in Fostering Environmental Care Characters in Students

Learning about environmental issues, environmental conservation, and promoting environmentally friendly behavior can all be seen as ways in which geography can inspire students to care about the environment.

Based on the output of SPSS, it can be seen that with a score of 15.90, characteristics of the importance of geography study in encouraging environmental stewardship are classified as high (range of scores 4-20). It is clear that geography may contribute to environmental education. This is due to the fact that environmental education is linked with all courses taught in school or performed interdisciplinarily. The objective of environmental education in schools is to instill children with environmental knowledge, which subsequently gives rise to environmentally conscious activities. In practice, however, it is extremely difficult to achieve these objectives due to the presence of several impediments, such as teacher quality, general school preparation, parental support, and the availability of buildings and infrastructure.

Factors that contribute to the character of caring students towards the environment

Gender

Many studies have found that sex is linked to environmental stewardship, despite diverse outcomes. Males scored 37.8372, but women scored 37.4444, for an average environmental concern score of 37.4444 for men and 37.8372 for women, respectively. This was found statistically insignificant. As a result, pupils' level of care for the environment is unaffected by their gender. Please refer to the following table for further information:

Table 1
The results of descriptive analysis of gender variables
Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Character cares about the environment	Male 43	37.8372	3.05451	.46581
	female 36	37.4444	2.81267	.46878

Independent Samples Test				
		Character cares about the environment		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.266		
	Sig.	.608		
t-test for Equality of Means	t	.590	.594	
	df	77	76.272	
95% Confidence Interval of the Difference	Sig. (2-tailed)	.557	.554	
	Mean Difference	.39276	.39276	
	Std. Error Difference	.66575	.66086	
	Lower	-.93292	-.92337	
	Upper	1.71845	1.70890	

Source: Output SPSS, July 2019

Previous studies have tried to diminish the impact of gender on environmental awareness by indicating that no clear conclusions can be drawn about their impacts on environmental care, and these findings are relevant to those earlier studies. Because women "do not care more about the environment than males," gender has minimal bearing on environmental consciousness. According to other research, males are more physically active than females, more informed about the environment than females, and more concerned about the environment than males.

The Participation of Environmental Organizations

Increasing environmental awareness requires students to participate in environmental activities or groups. Students can get environmental knowledge from environmental groups. Data, information, and other types of information pertaining to environmental events, environmental protection, and environmental management comprise environmental information. Environmental data helps people develop the attitudes and behaviors necessary to protect the environment. Awareness of how human conduct affects the environment and developing attitudes and behaviors aimed at conserving it are both made possible by a thorough understanding of environmental issues.

Students who are involved in environmental organizations exhibit greater concern for the environment, as evidenced by the results of the SPSS output analysis. Those pupils who participate in environmental groups receive a score of 37.8571, while those who do not participate receive a score of 37, 6154. If both variations are equivalent, then statistically it is regarded inconsequential, because the probability (significance) with an equal variance assumed (assuming both variants are identical) is more than 0.782 greater than 0.05. (variants of groups of students who are active in environmental organizations and those who are not the same). As a result, students' degree of environmental awareness is unaffected by their involvement in environmental organizations. The following table provides further information:

Table 2
The results of the descriptive analysis of participants of environmental organization
Group Statistics

The participation of organizations/communities related to the environment	N	Mean	Std. Deviation	Std. Error Mean
Character carers participate in about the not participating environment	14	37.8571	2.76954	.74019
about the not participating environment	65	37.6154	2.98796	.37061

Independent Samples Test		Character cares about the environment		
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Levene's Test for	F	Equal variances	Equal variances not
		assumed	assumed
		.659	
	Sig.	.419	
Equality of Variances	t	.278	.292
	df	77	20.079
T-test for Equality	Sig. (2-tailed)	.782	.773
	Mean Difference	.24176	.24176
	Std. Error Difference	.86984	.82779
Means	95% Confidence Interval of the Difference	Lower	-1.49032
		Upper	1.97384
			1.96806

Source: Output SPSS, July 2019

Students' Perceptions of Geography Teachers

Perception is fundamentally a mental process that everyone goes through when attempting to make sense of the world around them, whether it is through sight, sound, touch, taste, or smell. It is important to remember that perception is not a precise recording of the current situation, but rather an interpretation that is specific to that situation. Everything an individual has, including their sentiments, experiences, cognitive abilities, context, and other factors unique to their particular group all play a role in their views.

Good or even very good are the grades given to geography teachers by pupils, according to the SPSS result (score 4.29 out of 5). This has a significant impact on people's environmental consciousness. A good sense will lead to a willingness to follow the subject teacher's advice so that it might inspire environmental actions. Students' impressions of geography instructors impact their level of environmental awareness, as shown by the ANOVA findings. Assuming both variants are identical in variance, the probability number (significance) with equal variance assumed is 0.001 less than 0.05. The following table provides further information:

Table 3
Student perception of geography teachers
ANOVA

	Character cares about the environment	
	Sum of Squares	Mean Square
Between Groups	110.578	55.289
Within Groups	561.194	7.384
Total	671.772	

Source: Output SPSS, July 2019

Parental Education Factors

The acquisition of new skills and information is made possible in large part through formal education. Education is a method through which a person learns to discover and develop his or her unique abilities, abilities, talents, and abilities to work with others in order to better himself or herself as well as the group as a whole. For parents, the degree of education they have is determined by the level of education they have received via formal education in tiered institutions, from elementary through high school, to undergraduate and postgraduate study.

There was no statistically significant difference in students' environmental awareness between those with and those without college degrees, as shown by the Sig value of 0.355, which was derived from a study of SPSS output data. ANSSP test results from SPSS are shown in the following SPSS table.

Table 4
Parental Education Factors
ANOVA

Character cares about the environment					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.070	2	9.035	1.050	.355
Within Groups	653.702	76	8.601		
Total	671.772	78			

Source: Output SPSS, July 2019

The findings of this study show that the educational process takes place not only in schools but also at home. Knowledge, ideas, attitudes, and awareness of the environment may be passed down across generations if their parents' education levels are high enough. An educated family will be able to increase a child's quality of life and educational outcomes, of course. It is easier for parents with a higher education level to guide and educate their children in the direction that is best for them, as these parents have access to formal education on a regular basis and have also seen or felt the difficulties or obstacles that learners face. According to earlier research, fathers' education has a good impact on students' environmental knowledge and attitudes. This is consistent with the findings (Meilinda et al., 2017). When it comes to environmental care, there is a good correlation between education level and awareness of the environment

Parents' Job

People must engage in work in order to meet their basic necessities. The amount of money that parents can earn depends on the sort of employment they conduct, which includes both official and non-formal occupations. For the sake of this study, parents' labor is divided into two categories: work that is directly connected to the environment, and work that is not. Respondents whose parents worked in the environment had an average environmental care score of 36,875 whereas those who worked in a non-environmental field had an average score of 37,857. As a result, respondents whose parents' occupations are unrelated to the environment have a little greater level of environmental concern than respondents whose fathers' occupations are. However, when studied statistically, the probability value (significance) with equal variance assumed (assumed both variants are equal) is 0.234 larger than 0.05. There are no statistical disparities in the characters' concern for pupils' environments depending on their parents' occupations. The following table provides further information:

Table 5
Parent Job
Group Statistics

	Parents' job	N	Mean	Std. Deviation	Std. Error Mean
Character cares	Work-related to the environment	16	36.8750	3.00832	.75208
About the environment	Work that is not related to the environment	63	37.8571	2.90637	.36617

Independent Samples Test				
		Character cares about the environment		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.014		
	Sig.	.906		
t-test for Equality	t	-1.199		-1.174
	df	77		22.646
	Sig. (2-tailed)	.234		.253
	Mean Difference	-.98214		-.98214
Means	Std. Error Difference	.81928		.83648

Parents' job	N	Mean	Std. Deviation	Std. Error Mean
95% Confidence Interval of the Difference	Lower		-2.61354	-2.71404
	Upper		.64926	.74975

Source: Output SPSS, July 2019

Students' environmental concerns are not impacted by their parents' occupations, according to the preceding statement. There are many ways in which parents' job is connected to the environment, but this does not always mean that parents adopt all of their professional activities at the office into their home life or vice versa.

Parental Income

The amount of money a person earns as a consequence of whatever they have done, done, or invested is sometimes referred to as income. For a period of time, the money earned is put to good use or spent on various necessities of life. Family members' educational demands can be satisfied to a greater extent when money is higher. The quality of a person, including his understanding of environmental sustainability, improves if educational needs are addressed. As seen in the accompanying table, there was a correlation between pupils' environmental sensitivity and their parents' income levels.

Table 6
Parental Income
ANOVA

Character cares about the environment					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	102.558	3	34.186	4.504	.006
Within Groups	569.214	75	7.590		
Total	671.772	78			

Source: Output SPSS, July 2019

To summarize, based on this SPSS result, it can be stated that the nature of caring for students' environments based on parents' wealth is considerably different. This study's findings are pertinent to earlier research that show that environmental care is influenced by family wealth. More than environmental concern, financial support may indicate a person's capacity to make donations and fees to environmental groups. High-income families are more likely than low-income families to support environmental issues, according to a new study.

CONCLUSION

All courses should give attention to the environmental care character of the learner. According to the findings of this study, students' environmental concern features have been nurtured through geography courses. However, the form of environmental care is influenced by a variety of factors, including the wealth of parents and the opinions of students' geography instructors. The family's culture is said to be influenced by the affluence of the parents. Individuals with sufficient wealth and education tend toward environmentally-friendly behaviors and practices. On the other hand, those who have a lot of money have little time to think about things that aren't necessary to their survival. However, further research is required to back up this claim.

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