

## IMPLEMENTATION OF ENVIRONMENTAL CARE CHARACTER EDUCATION BASED ON COMMUNITY SERVICE

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### Abstract

This study aims to analyze the implementation of environmental character education based on community service through the SULAPAT Mengabdi program at Sultan Agung 4 Islamic Elementary School, Semarang City. The background of this study is based on the urgency of strengthening environmental character since the elementary school level as a response to various increasingly complex ecological problems. The study uses a qualitative approach with a phenomenological method to deeply explore the experiences, perceptions, and real practices of education actors in implementing the program. The research subjects included the principal, teachers, students, parents, and the surrounding community, who were actively involved in the activities. Data were collected through participatory observation, in-depth interviews, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data presentation, and continuous conclusion drawing. The results of the study indicate that the SULAPAT Mengabdi program is implemented systematically, organized, and collaboratively through real activities such as community service, mosque cleaning, environmental cleanup, and community social actions. The direct involvement of students in these activities has been proven to be able to gradually foster responsibility, social empathy, cooperation, religiosity, and ecological awareness. A monitoring system using control cards and classroom reflections strengthens the process of internalizing values and changing student behavior. This research confirms that environmental character education will be more effective when designed contextually, based on direct experience, and involving ongoing synergy between schools, families, and the community.

### Keywords

Character Education, Community Service; Elementary School, Environmental Care, Experiential Learning.



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## INTRODUCTION

Implementation of education character care environment based devotion community at SDI Sultan Agung 4 Semarang was implemented through the flagship SULAPAT Mengabdikan program, which integrates activity Work devotion environment, mosque cleanliness, and action social community with values of Islamic education. In general normative, this program is in line with the objective of national education national which emphasizes the formation of faithful, moral, noble, and responsible individuals in response to the social and natural environment (Naziyah & Hartatik, 2021). However, the results observation begins to show that implementation values are not yet fully internalized in the daily life participant educate. This is looks from still found behavior, throw away rubbish, careless, low initiative guard cleanliness class, and dependence on students on teacher's instructions in guard facility school, which shows an existence gap between objective normative Islamic education and reality field practice (Suwahyu, 2018).

From the perspective of environmental character education principles, the community service program at SDI Sultan Agung 4 Semarang has fulfilled the aspects of direct experience (experiential learning) and contextual learning. However, the alignment between program design and the achievement of students' attitudinal development has not yet been fully optimal. Data from the 2023 Education Report indicate that the Student Character indicator falls within the "good" category; nevertheless, this has not been consistently reflected in environmentally responsible behavior in students' daily school life. In addition, the Literacy Skills and Learning Quality indicators have shown a declining trend, which may affect students' ability to understand and internalize the meaning of environmental care values in a reflective and sustainable manner (Wurdianto *et al.*, 2022). This condition suggests that community service activities are still largely perceived as incidental programs rather than being systematically integrated into classroom learning processes (Fransyaigu & Astuti, 2020).

Environmental character education based on community service at SDI Sultan Agung 4 Semarang has significant potential to cultivate students' habitual sense of responsibility in accordance with educational and Islamic values, such as *amanah* (trustworthiness), discipline, and social care. However, interview findings with teachers indicate that these habits have not yet fully transformed into deeply internalized and enduring character traits, as the mechanisms for reflection, value reinforcement, and behavioral evaluation remain limited.

The role of teachers as role models and character mentors is therefore a key factor in bridging Islamic values with students' real-life practices (Purwanti, 2017). Accordingly, an in-depth study is needed to analyze how environmental character education based on community service is implemented, to what extent it is effective in shaping students' attitudes and behaviors, and how it can be sustainably integrated with Islamic educational values and the broader goals of national education (UNESCO, 2019).

Various study in five years show that education character at the school base has been implemented through diverse approaches and focus value. Research by Ladiva *et al* (2024) confirm that the education character can be implemented in a way integrated through classroom learning, teacher role models, class agreements, and activity support like Scouts and Projects Strengthening Pancasila Student Profile. This shows that the character of education has become separate from the practice of school every day. However, focus on the Still nature common and not yet in a way specific study of character care environment, especially again with an approach devotion public as a vehicle formation character based experience social real.

Further study specific to the character care environment was conducted by Naufal *et al* (2023) who researched implementation management, education, character care, and environment-based Islamic education. Research shows that a mark care environment can be implemented through program planning, integration of learning, culture in schools, and work. The same applies to parents. Even though the approach used is still oriented towards internal school management and not yet put devotion public as the main strategy in the form of habituation, attitude, and care environment through direct involvement of students in a more social way.

Other research by Permatasari *et al* (2023) and Putra & Fathoni (2022) strengthen findings that character, good religious and discipline can be formed in an effective way through habituation, management classes, and routine activities at school. Although a number of indicator behaviors like guard cleanliness and compliance to rule has reflect mark care environment, the second study does not yet explicitly make character care environment as the main focus, and has not yet linked it with approach devotion to a society that is contextual and based on social interaction.

Temporary, research phenomenological by Agustina *et al* (2024) shows that student school base has own attitude towards the care environment through behavior, guard cleanliness, saving energy, and caring for the school environment. However, research this also found existence inconsistency behavior student as well as limitations the role of teachers in build awareness

environment in a way sustainable. Focus on the study of the environment school, and not yet study how experience directs students in activity devotion. The public can strengthen internalization of the mark care environment in a deeper and more sustainable way.

Based on relatedness findings, a previous study said, it can be concluded that part big study. Still put education character, including the character care environment, in the context of a learning and culture school. Not much research that is special study education, character care environment based devotion integrated society with values, Islamic education, and directed at habituation attitude, not quite enough answer students through experience directly in the community (Siskayanti & Chastanti, 2022). Therefore, the novelty of this study lies in the implementation of the analysis of the education character care environment through devotion to the community at SDI Sultan Agung 4 Semarang, which not only emphasizes managerial and learning aspects, but also experiences social real as a means of internalization mark Islam and its goals of national education in a sustainable way.

Character building, in a conceptual sense, is understood as a systematic process that implants moral values, attitudes, and behavior through meaningful learning experiences (Handayani & Yudha, 2021). Thomas Lickona emphasized that education character covers three main dimensions, namely *moral knowing*, *moral feeling*, and *moral action*, which must be developed in an integrated way so that the value character does not stop at the level cognitive, but comes true in real behavior (Darwanti *et al.*, 2025). According to Farhurahman *et al* (2024) Perspective This emphasizes that formation effective character demands an active participant to be educated in a real situation that is possible, where they experience, reflect, and practice moral values directly.

In the context of Islamic education, character care environment rooted in values, trustworthy, responsible responsibility (*mas'uliyah*), and balance (*mizan*) between humans and nature (Mu'jizah, 2025). According to Ki Hajar Dewantara (1962) Education is guidance within the growth of children, that is, with education, one can guide all the strengths of children, so that they as humans and as member public can reach the highest safety and happiness. Principle This is in line with the objective of national which emphasizes the formation of men faithful, moral, noble, and responsible answers to the environment, social, and natural (Hidayat & Sundari, 2014). Thus, the education character care environment is not only nature ethical environment, but also a spiritual and social environment.

Approach devotion to the public in education character can be understood through the theory of *experiential learning*. According to Akbar (2025), learning effective happen through a cycle

of concrete experience, reflection, conceptualization, and application. In the context of an education character care environment, involvement participant educate in educational activities provides a concrete experience that allows internalization mark through practice direct (Sitorus *et al.*, 2021). Approach This strengthens habituation attitude, not quite enough responsible, caring, social, and awareness ecological in a way sustainable, at the same time bridge gap between mark normative education character and reality behavior participant educate in life daily (Ilham *et al.*, 2023).

Based on the condition said, research aims to analyze in a deep way the implementation of education character care environment based on devotion community at Sultan Agung 4 Islamic Elementary School, Semarang, with the use of a qualitative phenomenology approach to explore experience, perception, and practice of real inhabitants in the implementation of the program. This research becomes relevant and urgent as part of the effort school in carry out Planning Data Based (PBD) with utilise results of the Education Report as base repair learning and reinforcement, character participant educate in a sustainable way. In theoretical research, this expectation can enrich the study of education character, especially related to the development of a character care environment based on devotion society at the level of the school, from an Islamic education perspective. In general, the pragmatic results of the study. This is expected to give a contribution practical for schools in designing and optimizing educational models with contextual, collaborative, and sustainable characteristics, as well as become references for other units of education in developing habituation attitudes and behavior care environment that is not only knowledge oriented, but also practice oriented, relevant in life participant educate.

## **METHOD**

This study is a qualitative study with a phenomenological approach that examines the implementation of environmental care character education based on community service at Sultan Agung 4 Islamic Elementary School, Semarang. The phenomenological approach was chosen to explore deeply the meanings, experiences, and perceptions of research subjects related to the practice of environmental care character education implemented through community service programs (Maryono *et al.*, 2021). According to Creswell (2018), phenomenological research focuses on understanding the essence of individual or group experiences related to a particular phenomenon. Therefore, this approach is relevant for examining contextual character education practices based on real experiences.

The research data consist of information regarding the planning, implementation, habituation, and impact of environmental care character education obtained from the school principal, teachers, students, parents, and the surrounding community. Data collection techniques were carried out through interviews, observations, and documentation. Interviews were conducted with the school principal, teachers implementing the program, actively involved students, as well as parents and community leaders to obtain data about their experiences and perspectives regarding the implementation of the program. Observations were conducted to directly observe community service activities, students' environmentally caring behavior, and the school culture that supports character formation. The observation activities were conducted gradually from 1 December 2025 to 31 January 2026. Documentation was used to collect data from school program documents, activity reports, photographs, and other supporting archives. The research data sources consist of primary and secondary data.

Data analysis was conducted using the interactive analysis model of Miles, Huberman, and Saldaña through the stages of data reduction, data display, and conclusion drawing (Suyitno, 2020). Data analysis was carried out interactively from the beginning of data collection by following the stages of reduction, display, and conclusion drawing. At the data reduction stage, the researcher selected and categorized data obtained from interviews, observations, and documentation that were directly related to the planning, implementation, and supervision of the SULAPAT Mengabdi program, as well as its impact on the formation of students' environmental care character. The data were then presented in thematic tables and descriptive narratives to show the relationship between program stages and the character values formed. Finally, conclusions were drawn through a source triangulation process by comparing interview findings, observation results from activities, and official school documents. These findings were then critically analyzed by relating them to theories of character education, Islamic education, and experiential learning to ensure that the conclusions drawn are consistent with the factual conditions in the field.

## **FINDINGS AND DISCUSSION**

### **Findings**

The research findings are presented in table form to systematically describe the implementation of environmental care character education based on community service through the stages of program organization, implementation, and supervision.

**Table 1.** Implementation of Environmentally Conscious Character Education-Based Community Service at SDI Sultan Agung 4, Semarang

No	Program Stages	Aspects Studied	Findings Main Research	Formed Character Values
1.	Organize	Planning & distribution task	This program is planned in a systematic way through the determination of objectives, preparation activities, publication decisions, and appointment of class teachers as coordinators.	Not quite enough responsible, disciplined, work the same
		Coordination between parents and society	School the organize outreach programs and establish partnerships with parents and community leaders	Service, social, communication, and collaboration
		Involvement student	Students understand the structure, activities, and distribution role in program implementation.	Not quite enough answers, participation is active
2.	Implementation	Forms activity devotion public	Activities include covering the devotion community, social service, and engagement in mosque activities	Concern to work environment, reciprocal, and religious
		Participation and enthusiasm of students	The students show involvement, active and enthusiastic, although the activities are of a physical nature and challenging.	Caring and perseverance work the same.
		Implementation constraints	Existing constraints covering limitations of time, various motivation students, and factors such as weather	Resilience, adaptation
3.	Supervision	Monitoring activity	Monitoring is done through card teacher control and assistance	Discipline, honesty
		Evaluation activity	Evaluation done through reflection,	Reflective, responsible answer

	students' reports, teacher reports, and coordination with the leadership of the school.
Indicator success	Happen change Concern to behavior students at environment, school, in the independence community, and at home

Source: interviews, observations, and studies documentation

Based on Table 1, the organizational stage shows that the implementation of environmental care character education based on community service at Sultan Agung 4 Islamic Elementary School, Semarang, was designed systematically. The school established an organizational structure and a clear division of tasks through an official decree (SK), as well as appointed activity coordinators. In addition, coordination with parents and the community was carried out through socialization and partnerships, so that the program did not only become the responsibility of the school but was also supported by the external environment. Student involvement from the planning stage strengthens the learning of responsibility values and active participation.

At the implementation stage, the program is realized through various forms of contextual and sustainable community service activities, such as environmental clean-up activities, social service programs, and religious activities within the community. The findings show that students participated actively and demonstrated high enthusiasm, although they faced challenges such as physical fatigue and time limitations. These implementation constraints were addressed through teacher mentoring, flexible scheduling, and communication with parents and the community. The implementation contributes to the development of students' environmental awareness, cooperation, and religiosity.

The supervision stage was carried out through a continuous monitoring and evaluation system. The school used control cards as monitoring instruments for student participation, which were complemented by classroom reflections and teacher reports submitted to the school leadership. Indicators of the program's success were shown by consistent behavioral changes among students, not only within the school environment but also within their families and the wider community. This indicates that program supervision was not merely administrative but was oriented toward the internalization of values and long-term behavioral change.

The research results show that the implementation of environmental care character education based on community service through the SULAPAT Mengabdikan program at Sultan Agung 4 Islamic Elementary School, Semarang, was carried out systematically and in a well-planned manner, involving various internal and external elements of the school. This program is not positioned as an additional or incidental activity but is integrated into the school management system as part of the institutional culture and policy. This integration is reflected in the existence of a clear organizational structure, proportional task distribution, and ongoing coordination mechanisms among the principal, teachers, students, parents, and the community. The following section presents documentation of community-based environmental care activities through the SULAPAT Mengabdikan program.



**Figure 1.** Activities Work devotion student in the SULAPAT program Serving the Community

At the organizational stage, the school's organizational structure serves as the main foundation for ensuring the sustainability of the program. The school establishes a clear distribution of roles and responsibilities, starting from the principal as the policy guarantor, teachers as coordinators and facilitators of activities, and students as the main implementers of the program. The appointment of coordinating teachers, particularly homeroom teachers, strengthens cross-sector

coordination and ensures program continuity from the planning stage to the evaluation stage. In addition, the organization of the program is supported by formal school policies so that the implementation of activities does not depend on certain individuals but operates collectively and in a structured manner.

Coordination with parents and the community is carried out through educational and participatory approaches. The school builds communication and collaboration with parents, community leaders, and local neighborhood administrators as partners in program implementation. Community involvement not only functions as technical support but also serves as a social learning space for students to practice character values in real-life contexts. Through this mechanism, students are trained to communicate ethically, demonstrate polite attitudes, and develop social sensitivity toward their surrounding environment.

From the students' perspective, the organization of activities is well understood due to the clear distribution of tasks and structured guidance from teachers. Role clarity encourages the development of individual responsibility while strengthening group collaboration. Interaction among students during the implementation of activities demonstrates the development of values such as togetherness, social solidarity, and concern for others as part of the character education process.

At the implementation stage, the program is realized through various concrete and contextual community service activities, such as environmental clean-up initiatives, participation in social activities, and involvement in religious activities within the community. These activities are adjusted to the abilities and conditions of students so that every participant has an equal opportunity to contribute. This approach reflects the principles of inclusivity and humanism in character education while gradually building students' self-confidence, responsibility, and environmental awareness.

Program implementation is also strengthened through the integration of character values into formal classroom learning. Teachers do not separate character education from the learning process but connect it with instructional materials so that students receive reinforcement of values both conceptually and practically. Direct experiences in community service activities provide emotional and reflective impacts on students, which are reflected in increased social empathy, collective awareness, and concern for both the social and physical environment.

At the supervision stage, the school implements a continuous monitoring and evaluation system. Monitoring is carried out through the recording of student activities using control instruments that are periodically summarized by teachers. Evaluation does not only focus on administrative aspects but is also directed toward changes in students' attitudes and behaviors. In addition, the school facilitates post-program reflection activities through classroom discussions so that students are able to understand the meanings and values obtained from each community service activity.

The success of the program is supported by strong synergy between the school, parents, and the community. Parental support and the involvement of community leaders strengthen the consistency of character value habituation in the school, home, and community environments. Indicators of program success are visible through changes in students' behavior, including greater concern for environmental cleanliness, increased participation in social and religious activities, and greater sensitivity toward the needs of their surrounding environment. These findings confirm that environmental care character education based on community service not only succeeds administratively but also provides a substantive and sustainable impact on the formation of students' attitudes and behaviors.

## **Discussion**

The findings of this study show that environmental care character education at Sultan Agung 4 Islamic Elementary School, Semarang, is not implemented sporadically but is integrated into the school management system through the stages of organizing, implementing, and supervising. This pattern aligns with Thomas Lickona's theory of character education, which emphasizes that effective character education must encompass three main dimensions: *moral knowing*, *moral feeling*, and *moral action* (Hafizallah, 2024).

In this study, the dimension of moral knowing is reflected in program planning and in the integration of character values into formal learning. *Moral feeling* develops through students' emotional involvement in community service activities, while *moral action* is manifested in their actual behavior when participating in community service, social, and religious activities. This indicates that character education does not stop at the level of knowledge but develops into concrete, repetitive, and monitored actions (Rahman, 2019).

The implementation of the SULAPAT Mengabdi program, which places students directly within community life, strengthens the finding that character education becomes more effective

through an experience-based approach. These findings are relevant to the theory of experiential learning proposed by David A. Kolb, who stated that meaningful learning occurs through a cycle consisting of concrete experience, reflection, conceptualization, and application (Sakhi, 2025).

In this study, concrete experience was obtained by students through direct involvement in community activities. Reflection was facilitated through classroom discussions and evaluations, conceptualization occurred through the reinforcement of values by teachers, and application was reflected in behavioral changes among students at school, at home, and within the community. Thus, community service functions as an authentic learning medium that bridges the gap between formal classroom learning and the social realities experienced by students (Azmy et al., 2023).

The findings of this study also strengthen the results of research conducted by Naufal et al. (2023), which state that environmental care character education becomes more effective when it is managed systematically and integrated into school culture. However, this study goes beyond previous research because it not only emphasizes internal school management but also positions community service as a contextual space for character habituation.

In addition, the results of this study are consistent with Ladiva et al. (2024), who confirm the importance of integrating character education into school activities. However, this study differs by showing that character formation becomes stronger when students interact directly with the community rather than only through classroom agreements and internal school habits. Research by Agustina and Febrina (2024), which found inconsistencies in students' environmental care behavior, can also be explained through the findings of this study, indicating that behavioral consistency is more likely to be formed when schools implement systems of supervision, reflection, and sustainable mentoring based on real social experiences.

Although the findings show that the SULAPAT Mengabdi program operates effectively, the author argues that the success of environmental care character education is not solely determined by the number of community service activities conducted. Without a structured reflection system and the integration of values into formal learning, community service activities have the potential to become merely symbolic actions that do not create long-term impacts (Gultom et al., 2025). Therefore, the main strength of this program lies in the combination of field experiences, teacher mentoring, and supervision that emphasizes guidance rather than mere control.

The author also argues that environmental care character education must be positioned as a long-term process that requires consistent collaboration across school, family, and community

environments. Without synergy among these three elements, the internalization of character values risks becoming fragmented. Thus, community service should not be understood as the final objective but rather as a pedagogical strategy that must be institutionalized within school culture and supported by sustainable policies (Rintoni et al., 2025).

Studies show that environmental care character education will not be effective if it is implemented partially (Lalinda et al., 2025). All elements of education—schools, families, and communities—must work in an integrated manner to create an environment that supports the continuous internalization of character values (Baiah & Fadiana, 2024).

Based on the dialogue between the research findings, character education theory, experiential learning theory, and previous studies, it can be concluded that the implementation of environmental care character education based on community service at Sultan Agung 4 Islamic Elementary School, Semarang, represents a contextual, humanistic, and sustainable character education practice. This program demonstrates that character education becomes more meaningful when implemented through direct experiences that are systematically managed, reflectively supervised, and reinforced through synergy among schools, families, and communities.

## CONCLUSION

The conclusion of this research shows that the implementation of environmental care character education based on community service through the SULAPAT Mengabdi program at Sultan Agung 4 Islamic Elementary School, Semarang, was carried out in a planned, systematic, and integrated manner within the school's management system and culture. The implementation of the program involves the principal, teachers, students, parents, and the community, and is able to foster the habituation of responsible attitudes, social awareness, cooperation, discipline, religiosity, and ecological awareness among students through direct experiences within the community environment. Clear organizational structures, contextual implementation, and supervision oriented toward mentoring and reflection make this program effective in internalizing character values in a sustainable manner. Thus, environmental care character education is proven to be more meaningful when implemented through an experience-based approach and collaboration across different environments as part of the effort to shape students' real behaviors at the elementary school level.

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