

Research Article

Improving students' environmental care character through Positive Character Camp (PCC) program

Ease Arent^{1*}, Sumarmi², Dwiyono Hari Utomo³, I Nyoman Ruja⁴

Department of Geography Education, State University of Malang, Indonesia

Article Info

Received: 04 April 2020
Revised: 09 September 2020
Accepted: 28 Sept 2020
Available online: 15 Dec 2020

Keywords:

Environmental care character
Positive Character Camp (PCC)
Social care

2149-360X/ © 2020 The Authors.
Published by Young Wise Pub. Ltd.
This is an open access article under
the CC BY-NC-ND license



Abstract

The background of the study is the increasing damage to the environment and the importance of the education role to develop environmental care characters for high school students. The research purpose was to explain the Positive Character Camp (PCC) program to improve the environmental care character for high school students. The program was an alternative activity to develop students' character. The research used qualitative studies to investigate students' experiences in the program. The data was collected through direct observation, interviews and field documentation and analysed with descriptive approach. The result found that the PCC program as a school project had goals, plans and management in improving student character. The process of developing students' characters is very diverse. Strengthening the environmental care character was achieved very effectively through activities to build positive characters in students. This research provided practical insights into developing environmental care characters through the school programs.

To cite this article:

Arent, E., Sumarmi, Utomo, D.H., & Ruja, I.N. (2020). Improving students' environmental care character through Positive Character Camp (PCC) program. *Journal for the Education of Gifted Young Scientists*, 8(4), 1329-1343. DOI: <http://dx.doi.org/10.17478/jegys.771681>

Introduction

Environmental damage is one of the crucial global issues nowadays. It causes a quality decrease in the environment, which also caused by human error (Vonny, 2017; Zulfa et al. 2015). The anthropocentric paradigm is one of the paradigms that plays a significant role in environmental damage (Grey, 1993; Gunawan et al. 2015; Koprina et al. 2018; Muda, 2016; Yuono, 2019). It exploited the environment as much as possible without considering sustainability (Dharmika, 2014). The way to change that paradigm is through education which can teach humans to have a concern for the environment.

Education can be defined as a process of human empowerment based on the potential that exists in them to contribute to the environment (Sagala, 2013; Tanyid, 2014). Therefore, education must be directed to develop the potential and positive character of the learner (Amir, 2013; Prihartono et al. 2019; Suhaida & Syarifah, 2019; Susilawati et al. 2020). Education can form a society to be the moralistic, excellent, civilized, dignified and modern (Amir, 2013). Education is a process to adjust human life and aims to develop the affective, cognitive and psychomotor abilities (Amir, 2013; Sari, 2019). Education can teach someone to have responsibility for what they do and willing to sacrifice

¹*Corresponding Author: Doctoral Program Student of Geography Education in State University of Malang, Indonesia. E-mail: easearent1@gmail.com Orcid No: 0000-0001-5408-2898

² Professor, Department of Geography Education, Faculty of Social Sciences, Universitas Negeri Malang, Indonesia. E-mail: sumarmi.fis@um.ac.id Orcid no: 0000-0002-3102-0376

³ Assoc Prof, Lecturer, Geography Education Department, State University of Malang, Indonesia. E-mail: dwiyono.hari.fis@um.ac.id Orcid no: 0000-0002-4205-1063

⁴ Assoc Prof, Lecturer, Geography Education Department, State University of Malang, Indonesia. E-mail: nyoman.ruja.fis@um.ac.id Orcid no: 0000-0002-9308-8229

for others (Rofi'e, 2017; Suyanto, 2015; Warsito & Anisa, 2018). It is the nature of someone in responding to something through good action, honest, responsible, respectful of others and others values (Nurdin, 2015).

In general, a character is the inner nature of a person who differentiates from others (Timpe, 2007). Character consists of inner qualities that direct a person to do the right thing in a good, moral manner, and have qualities such as honesty and integrity (Berkowitz, 2002; Sari, 2019; Suyanto, 2015; Warsito & Anisa, 2018). The character was formed through empowerment that reveals human potentials to improve personality, soul, and body to be in harmony with nature and society (Afrizon & Dwiridal, 2017; Khamalah, 2017; Suwartini, 2017)

The character education teaches students to know things that are good for themselves and respect others, also to appreciate the environment. There are six character traits, i.e. (1) evaluative orientation, (2) obligation to collective social standards, (3) responsible to caring for others, (4) consider for other people's rights, (5) commit to being honest between individuals, and (6) think and has moral reasoning (Vessels, 2005). Students that have moral ethics can understand right and wrong actions. The characters that students need to learn are (1) to love God and all of the creation, (2) independence and responsible (3) honest, trustworthy, and wise, (4) respect and courtesy, (5) generous and cooperative, (6) self-confidence, creative and hard-working, (7) leadership and justice, (8) gentle and humble, and (9) tolerance, peace and unity (10) discipline, 11) democratic, (12) curious, (13) nationalist, (14) patriotism, (15) achiever, (16) friendly, communicative, (17) love for peace, (18) love to read, (19) care for the environment, (20) care for social (Kesuma, 2011; Umami, 2019).

The study examined the character of environmental care and social care. Forming the environmental care character on an early age becomes the main solution that needs to do to the young generation in order to have an understanding of the environment correctly and adequately (Sumarmi, 2008; Sumarmi et al. 2020). The environmental care character is one of the pillars on education recommended by UNESCO in continuous learning and needs to get special attention (Lelatobur et al. 2018; Pramana & Lasmawan, 2014)

The environmental care characters should be a habit for students to do in every environmental activity. Through habituation on student character development, coaching, learning, and school management can be implemented (Kemdikbud, 2015). Culture or habits can be seen in human behaviour. The behaviour must be obtained by studying formally and informally through following the rules.

Previous research stated that the teacher role as manager and facilitator could develop student character (Ajmain & Marzuki, 2019; Faizah, 2018; Margerison & Ravenscroft, 2020; Tafonao, 2019; Triyulianti, 2019). Parents were expected teachers in schools to be able to develop moral values and value systems in their children (Rahman, 2018). There are two forms of character building: particularly learning in the classroom and learning outside the classroom (Idris & Usman, 2019). The implementation of character building in schools can be integrated into subjects, self-development activities, and school rules (Dalimunthe, 2016; Darmanto, 2019; Judiani, 2010; Junaidi & Prasetyo, 2016). There are differences between male and female students based on three components, namely moral knowledge, moral feeling and moral action (Izzati et al. 2019). Also, pesantren (Islamic boarding school) are educational institutions that are effective to develop character in students (Anam et al. 2019; Nafisah, 2019; Setiawan, 2019).

Problem of Study

Most of the research in character building is about the moral development of students. However, this study examined the management, internalization process and effectiveness of the Positive Character Camp (PCC) program to develop environmental and social care characters in high school students. Therefore, this study investigated the following problems:

- How is the management of the Positive Character Camp (PCC) program in high school students?
- How is the development of environmental and social care character of high school students?
- How is the effectiveness of the Positive Character Camp (PCC) program?

Method

Research Method

This study aimed to explain the Positive Character Camp (PCC) program to develop environmental and social care characters of high school students. The study was conducted using qualitative methods (Obeng, 2016; Creswell, 2012; Lodico, 2010; Zuriah, 2009; Moleong, 2005). The research process provided complex details about a phenomenon or situation which is carried out systematically and intensively through direct observation to gain knowledge about the phenomenon as it is (naturally) (Setyosari, 2016).

Participants

Participants who take part in the PCC program are first-year and second-year students, specifically from the social, science and language study programs. Furthermore, the research informants were selected using a purposive technique, which selecting people who are considered to know the information needed following the focus of the study and can be trusted to be a source of data (Moleong, 2005). The subject of this study included 10 key informants and 31 additional informants. The list of informants can be seen in table 1.

Table 1.

The List of Informants

Position	Number	Detail
The chairperson of PCC	1	Key informant
The teachers as mentors from disciplinary team	4	Key informant
Mata Hati team	5	Key informant
Students of the small committee team	10	Key informant
The first-year students of science class	4	Additional informant
The first-year students of social class	4	Additional informant
The first-year students of language class	4	Additional informant
The second-year students of science class	4	Additional informant
The second-year students of social class	4	Additional informant
The second-year students of language class	4	Additional informant
The foster parents/hosts (the villagers)	7	Additional informant

Source: Observation results, 2019

Data Collection

The data was collected through observation, interviews and documentation the research informants. It collected based on events, activities, or behaviour of participants in the PCC program. The process was carried out for 4 days started on Friday, 18 October 2019 (pre-event). The 2-4 day was the process of character development. The documentation in the study was archived files and photos of PPC activities. The list of documentation data can be seen in table 2.

Table 2.

The List of Documentation Data

No	Document name	Provided by	Detail
1	School profile	School	Copied file
2	The PCC timeline	Mata Hati team	Copied file
3	Students' worksheet during activities	Mata Hati team	Copied file
4	Assessment sheet	Mata Hati team	Copied file

Source: Research analysis, 2019

Research Location

This research was conducted at school that implements the PCC program, which is SMAN 4 Malang, East Java Province, Indonesia as an annual program. This program was carried out in Bantur village, Bantur District, Malang Regency, Indonesia. Bantur village is located in the middle of the Bantur subdistrict area. It is an area of 2,243 hectares divided into five sub-areas of Krajan, Tunjungsari, Bantur Timur, Jubel and Durmo. Bantur village is bordered by Priggondani village and Rejosari village in the north, Wonorejo village and Srigonco village in the south, Sumber Maging village in the west and Tumpakerjo village in the east. The research location can be seen on the following map.

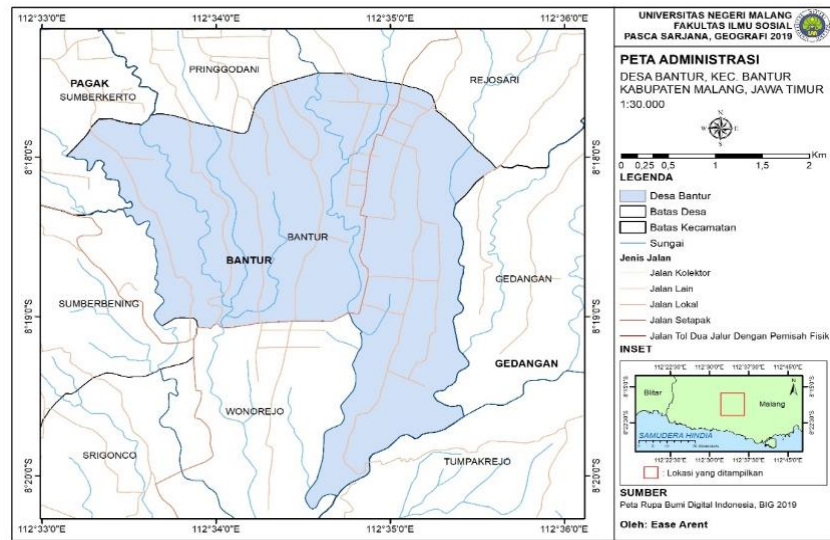


Figure 1.
Administration Map of Bantur Village

Data Analysis

The data was collected through direct observation, interview, and documentation, then analysed using the descriptive qualitative technique in 3 steps that are data reduction, data presentation and conclusion verification (Miles & Huberman, 1994). Furthermore, the information is checked for credibility.

Results

The PCC Program Management in Developing Students' Character

It has been proved that running learning activities, especially outside the school, needed a favorably management system. It included proper planning and organizing to develop students environmental care character. Based on Indonesian National Education objectives according to Law No.20 of 2003 chapter 2 article 3 said that the school activities must be developed based on students character (Kemendibud, 2003). The PCC program is a manifestation of school vision and mission and as mandatory from the National Education system. The PCC program was focused on developing students' positive character by implementing ten values. The values are religious, polite (to parents), environmental care, social care, nationalism, cooperation, confident, creative, hard-working, discipline, democratic and responsible and entrepreneurship. As the flagship program of the school, the PPC chairperson stated the stages for preparing the implementation of the program on the following table 3.

Table 3.*The Interview Results Related to the Program Objectives and Plans*

Informant	Interview result
(W/1.1/KP/16-9-2019)	Adding character building in school activities begins with our concern about the attitudes and behaviour of youngsters nowadays, especially high school teenagers who always like to be accepted as cool kids, but they are not. So, it is the reason for us to make a school activity such as PCC. We hope that through this program, our students will not experience moral degradation in themselves. Also, this program is a realization of the school vision and mission to increase students' potential in science and technology and IMTAQ (religious) which is developed in the Positive Character Camp (PCC) program.
(W/1.1/KT MH/18-10-2019)	The objectives of the Positive Character Camp (PCC) Program include (1) creating faithful and religious people, (2) developing cooperation among students of SMAN 4 Malang, (3) caring for nature and human beings, (4) Training students to understand attitudes and responsibilities, (5) Developing sympathy and empathy for the environment and others, (6) Strengthening responsibility towards society and nationality, (7) Avoiding conflicts between teacher and student, (8) Strengthening the relationship between one student and another, (9) Strengthening social life for students of SMAN 4 Malang, (10) Developing students talents.
(W/1.1/KP/16-09-2019)	The PCC program was different from last year, as we collaborate with NGO Mata Hati (Heart's Eye) this year. Last year all activities in the PPC program were arranged by the teacher. We used to work together, but for several years we did not work together until now we work together again. The first steps that we take to carry out PCC activities were referred to the school vision and mission. Next, we formed the disciplinary team to have a meeting and planned to re-establish cooperation with the Mata Hati team to develop the students' character. Furthermore, preparations were made. It includes planning on departure, transportation, permits for conducting the activities, list of foster parents which homes will be the student's residence and searching for residences of teachers and Mata Hari team. The Mata Hati Team arranged the character development activities, while school only helped with a few activities. Then we have another meeting to decide whether it could be carried out in Bantur village or not. If all requirements are fulfilled, then the PCC will be implemented based on the agreement.

Based on the interview in table 1 showed that the PPC program management was a collaboration of the school disciplinary team with NGO Mata Hati. Regarding the characterbuilding activities, the tasks were distributed to Mata Hati team, some teachers as the assistant program, and a small committee of senior students and alumni. The distribution of task for PCC activities was done within two weeks before departure. The biggest consideration in assigning tasks to the small committee was to adjust to the students' ability and willingness (W/1.1/G/19-10-2019). The small committee was responsible for monitoring the PCC participants and reporting if there were PCC participants who violated rules such as drinking, smoking and others (W/1.1/PK/19-10-2019). In addition to motivating the small committee to carry out their duties, the Mata Hati NGO team coordinates with them every day during the PCC in Bantur Village (D/1.1/19-10-2019). In this activity involved the PCC Chairperson, disciplinary teachers, the small committee, Mata Hati NGO, Bantur community and PCC participants. Besides that, the people of Bantur Village are already familiar with students from Malang City (W/3/WB/20-10-2019).

Table 4.*Interview Results on Organizing PCC*

Informant	Interview results
(W/1.1/KS/19-10-2019).	We plan PCC activities based on students mental development. Students are divided into groups to play and place on residence in foster parents' houses. The school also collaborates with LSM Mata Hati to build student character. We also collaborate with Bantur villagers to show the situation of village life, as well as provide experiences for students to understand their character. The PCC co-teachers who were also part of the discipline team were given the task to see, arrange and provide food for the PCC committee and the Mata Hati NGO for three days in Bantur Village. Also, PCC team recruits some students as a small PCC committee.
(W/1.1/G/19-10-2019)	The task divided in two weeks before departure on 19 October 2019. We have divided the tasks for the teachers who can participate in implementing the PCC program. The selection of a small committee is made by interviewing, looking at their physical condition and character values or their disciplinary points. The committee was then asked questions whether they were able and willing to be part of the small committee? If it is not capable, it means that the person concerned is not a small committee but instead a PCC participant.
(W/1.2 G/19-10-2019)	In PCC activities, we involve all school members from students, teachers, Mata Hati team and also Bantur villager. All must know and become partners in the implementation of PCC as a character-based school activity. If a teacher cannot participate in the activity, she/he needs to ask permission for reasonable excuses and must come at other times, but for the teachers in the disciplinary team must take part in the activity from the first day to end. Also, we work with the village community. We request that the community must provide a real life in the village. Therefore, we need to have good cooperation with the people of Bantur village. Schools cannot do this activity on their own, need support from various parties. However, we still have to fix if things are found that are not following the specified program.
(W/3.3/WB/21-10-2019).	I feel pleased with the PCC activity because I feel I can help the school. Also, I already consider them like my children. Every morning I provide them with food the same as what I eat.

The Development of Students' Environmental and Social Care Character

The environmental and social care character of SMAN 4 Malang students was developed through the PPC program in four days. The pre-event also as the first day started on Friday 18 October 2019. The aim was to select participants to get a golden ticket and being a part of the small committee. The activities in Bantur village were carried out for 3 days-2 nights, from Saturday to Monday at 19-21 October 2019. The activity began at 08.30 am as participant departure from the school to Bantur village (O/4.3/19-10-2019). There are penalties for participants who do not take part in this activity without the permission of the school principal or teacher, so that student must return the PCC program next year. It also applies to students who did not pass for this year (W/4.1/G/21-10-2019).

The character development program for students in the PCC activities at SMAN 4 Malang is carried out by including values in each activity event. Program activities are generally carried out following the rundown of the event. Usually, some activities cannot be carried out due to weather changes or unplanned incidents (O/4.3/19-10-2019) (W/4.3/TMH/20-10-2019).

Structured actions according to the schedule of activities carried out by the Mata Hati team to develop the positive character of discipline and obey the rules. The time was starting at 3:00 am to develop a religious character. At 07.00 am, the activities were carried out with a play but still focused on the development of student characters. At 09.00 pm, the activities were carried out at foster parent's house and then continued to rest. This pattern is believed to develop positive characters in students. The activities provided lessons to students to deal with problems contextually. Therefore, the development of student experience in PCC activities is influenced by the Mata Hati team by guiding and directing students sincerely.

Then, participants are given tasks and responsibilities. Several forms must be carried out by PCC participants, that called 'the kindness project'. They must write down the kindness been done from morning to evening on a paper given. Next, the paper was handed over to the small committee team to be assessed by the other team called 'spy'. The example of the kindness project paper showed in the following figure2 (W/4.3/S/10-19-2019).

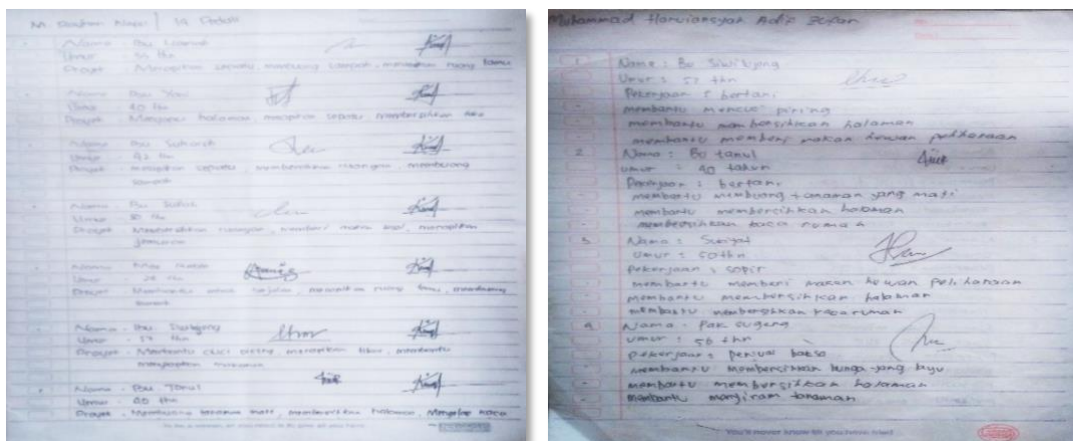


Figure 2.
The Kindness Project Paper by Students

In figure 2, students build the habits by repeatedly doing from morning to evening about the kindness project. This kindness project is mandatory for all PCC participants. When it is finished, students must ask for autographs of people who have been helped. The form was proof as participant completing the challenges given. The challenges consist of eight activities. The first challenge was called 'pasukan semut (ant forces)'. The name come from the ant colony means collaborative and follow the good leader. (W/4.3/TMH/10-19-2019).

The second challenge is the data bank. The group leader must be able to gather group members quickly and know the conditions of their members. The data must be collected and submitted to the small committee or Mata Hati team (O/4.3/19-10-2019). The third challenge is about sensitivity. The activity challenged the participants to close their eyes and go to the placed directed by the group leaders. The leaders must not give wrong directions (O/4.3/19-10-2019). The fourth challenge is crafting. Students were given a task to craft from scraps, then presented to Mata Hati team about the benefit and the process of making the items (O/4.3/19-10-2019).

The fifth challenge is to get along with the mentor. In this challenge, each group must be able to communicate with mentors about the problems they meet during the activities. The mentor was part of the small committee team that has been trained to solve and provide motivation to participants (W / 4.3 / TMH / 19-10-2019). The sixth challenge is 'senam otak (brain exercise)'. The purpose of this challenge was that the participant could able to absorb information faster, to hone the skills and train the focus and memory of participants (W / 4.3 / TMH / 20-10-2019). The seventh challenge is doing a presentation. Students presented 'the kindness project' through mind mapping and participated in cooking challenges in front of the mentors (O/4.3/20-10-2019). The eighth challenge is exploring or also called hydrotherapy. In the final challenge, the participants were invited to walk along the riverside (W/4.3/TMH /21-10-2019). The PPC activities were shown in the following figures.

The First Day: Saturday, 19 October 2019



Figure 3a.
The Participants Live in the Foster Parent's House (Host)



Figure 3b.
The Reinforcement of Positive Character by the Participants



Figure 3c.
The Formation of Social Care Character



Figure 3d.
Collecting the Tasks

The first activity carried out by PCC participants when they arrive in Bantur Village showed in figure 3a. PCC participants are required to meet their foster parents (Host) during the PCC program. At this stage, students are taught self-management about the value of respect and courtesy to elders. In figure 3b, the participants were given positive reinforcement from alumni who had participated in the previous year. Figure 3c explained the importance of having self-confidence, creative, hard-working, leadership, justice, nationalism, patriotism, and friendly or communicative. In figure 3d, showed the participants taught about responsibility, honesty, trustworthy, and discipline.

The Second Day: Sunday, 20 October 2019



Figure 4a.
Mind Mapping Presentation



Figure 4b.
The Cooking Challenge Presentation

In figure 4a, the participants were required to make mind maps. The mind map topic was determined before leaving on the first day. The figure showed participants were given the presentation about like to read, self-confidence, creative and hard-working. Figure 4b showed cooking challenges activity, which participants are taught to care about the environment, saving and using food provided by foster parents (host).

The Third Day: Monday, 21 October 2019



Figure 5a.
Entrepreneurship Activity/The Cheap Market



Figure 5b.
Teaching at Elementary School



Figure 5c.
Graduation Announcemen



Figure 5d.
Students with the Lowest Points

Based on Figure 5a, the participants were trained to have entrepreneurship to sell second-hand clothes to Bantur villagers. Figure 5b explained that the participants are also trained to understand others feeling, especially teachers, by teaching at the elementary school with the basic material. As the end of the PCC program, participants will receive a graduation announcement based on the points collected when doing a challenge showed in figure 5c. In figure 5d, the participant who gets the lowest point was collected into one group then selected who will be saved. The students who have the lowest point in their attitudes and behaviour are required to take the PCC program at school. The flow of activities can be seen in the following figure.

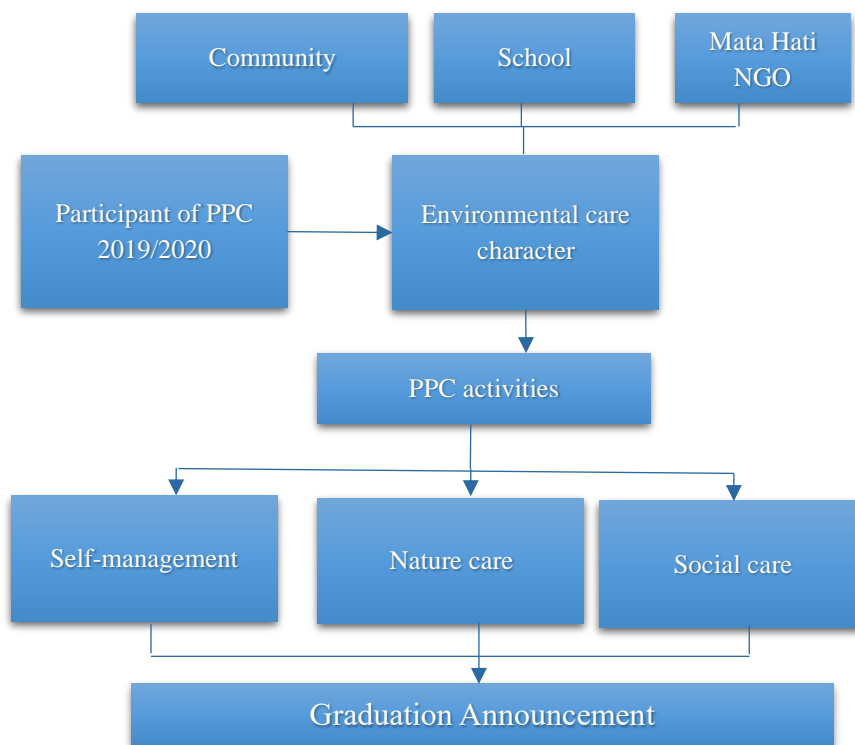


Figure 6.
The PPC Outline

The Effectiveness of the Positive Character Camp (PCC) program at SMAN 4 Malang

The program effectiveness was measured to determine the influence of the PCC program on students in developing the environmental and social care character. The influence of the PCC program showed in the following table

Table 5.
The Influence of the PCC program in SMAN 4 Malang

Informant	Interview results
(W/4.3/TMH/21-10-2019)	Through the PCC program, it is teaching me to survive to get points and to be more concerned with the people around. I also could felt the warmth of the villagers. I hope that the PCC program will always there to build good characters.
(W/3.3/S/21-10-2019)	My impression of participating in this PCC activity is that I could gain more positive characters. Besides, it made me have more grateful to the people who have a low economy and facilities. I also taught to be more sensitive to nature and people around.
(W/3.3/S/21-10-2019).	Compared to last year's PCC program, I would prefer this year. The positive character is obtained not only by the small committee but also by the participants. Through this program, I understand the meaning of "1 second" in life.
(W/4.3/S/21-10-2019).	The PCC activity warned me to be concerned about committing mistakes that had been agreed upon during the program. Participants were also always reminded not to break the rules told by the small committee team. When we make a mistake, we were asked to reflect on the mistakes we made.

Besides the participants, the small committee team also felt a positive impact, specifically for themselves. During my time at the PCC, I learned to be grateful, independent, discipline and well-manner. In my opinion, this activity needs to continue (W/4.3/PK/10-21-2019). The PCC also taught that there are times when people get low (W/3.3/S/21-10-2019). The PCC could provide positive suggestions through the motivation from the instructors by saying "you are ... great children". The suggestion succeeded in motivating me to be confident, feel great in positive things and understand the circumstances (W/3.3/S/21-10-2019). During the PCC activities, there have been changes in the behaviour of PCC participants to break the law.

Discussion and Conclusion

First, PCC management in developing the character of high school students has planning, organizing, managing and supervising resources in an effective and efficient manner. As quality education will produce quality human resources, the quality of education must be carried out with quality management (Sonhadji, 2014; Dalimunthe, 2016; Darmanto, 2019; Prihartono et al. 2019; Rosyida et al. 2020). Management must always be carried out systematically and consistently through steps called management functions (Salim, 2015). Mature planning is the process of setting goals and choosing actions effectively, efficiently and optimally (Sonhadji, 2014). Teachers and schools have a substantial contribution to provide learning and encouragement in developing environmental care characters (Ajmain & Marzuki, 2019; Sumarmi, 2008; Sumarmi et al. 2020). The implementation of character programs requires broad support from all parties such as teachers, communities, youth service groups, businesses and charitable groups (Pala, 2011). The PCC management is more structured and has clear objectives. It can be seen from the setting of goals, planning, organizing and cooperation with Mata Hati team and Bantur villager.

Second, during the PCC activities, the students' character development process was carried out in a very diverse manner. The first character development activity is carried out by giving self-management to students. Based on the results that students who are given self-management services have a positive impact on learning about discipline (Asim, 2016). Self-management is a process of planning, organizing, leadership and self-control to achieve life goals (Marsidin, 2003). Character building can be done with a holistic education, able to stimulate and direct students to the indicators of character values (Maunah, 2016; Sudarsana, 2016; Yuliana et al. 2020). Also, there is a close and significant relationship between character education with emotional students (Adhim, 2012). The learning that involved students directly in the field can increase awareness of the environment (Abimantara et al. 2019; Adriansyah et al. 2019; Afrizon & Dwiridal, 2017; Sumarmi, 2008; Sumarmi et al. 2020). There is also the influence of responsibility on environmental change concerns. Concerns about climate change will be positively related to personal feelings of responsibility to reduce climate change (Bouman et al. 2020). The process of developing good character must begin with self-management. Diverse activities can internalize the character of caring for the natural and social environment for students.

Third, based on the data presented above showed that the character building in SMAN 4 Malang through the PCC program is very effective, especially in the environmental and social care character. However, another study stated that the effectiveness of the PCC program character values to students was only 80% (Abbas et al. 2017). The PCC program can provide a new perspective to all people and good and right parenting practices for students by strengthening the positive character (Genjor, 2014). The PCC management process will be excellent if it has more activities and gives positive influences on students.

Recommendations

It was considering the important role of the development of environmental care character of students to overcome many environmental problems that occur nowadays. The environmental character-building program is carried out with management which includes planning, organizing and managing activities. The school also cooperates with NGOs to engage students character development. The suggestion was given to high school leaders to implement the PCC program because it is proven effective to develop the character of environmental care, family care, social care, and to keep learning.

Limitations of the Study

The limitations of the study must also be considered for further research. This study is only an investigation of the influence of PCC in developing the character of students at the high school level in Bantur Village. There is no guarantee that the results will be similar to other levels. Also, it needed to be considered the background and the number of informants at the time of data collection selected were different for further research. Furthermore, because this study is not a longitudinal study, the character of high school students is likely to change. Quantitative studies can be carried out to ensure the effectiveness of the PCC program at other levels of education with a higher number of participants.

Acknowledgement

This research was supported by leaders, teachers, students and the Mata Hati team at SMAN 4 Malang who provided the opportunity to take part in the PCC program for three days. The research has no potential conflict in the process and its results.

Biodata of Authors



Ease Arent is studying a doctoral program in Department of Geography Education, State University of Malang, Indonesia. Her research interests are in learning geography, environmental education, and education technology. **Affiliation:** State University of Malang, Jalan Semarang No.5, Malang, Jawa Timur, Indonesia. **E-mail:** easearent1@gmail.com, easearent2@gmail.com **Phone:** +6281264809983 **Orcid ID:** 0000-0001-8331-394X **Scopus ID:** - **WoS ID:** -



Sumarmi is a professor in the Geography department, Faculty of social science, State University of Malang. Areas of expertise are in environmental geography, geography learning, and educational environments based on local wisdom. **Affiliation:** State University of Malang, Jalan Semarang No.5, Malang, Jawa Timur, Indonesia, **E-mail:** sumarmi.fis@um.ac.id **Phone:** +628123107453 **Orcid number:** 0000-0002-3102-0376, **ID Scopus:** 57210109291 **WoS ID:** -



Dwiyono Hari Utomo is a senior lecturer at the Geography Education Program, Faculty of Social Science, State University of Malang. **Affiliation:** Jl. Semarang No. 5, Malang, Jawa Timur, Indonesia. **Affiliation:** Geography Education Department, Faculty of Social Science, State University of Malang. **E-mail:** dwiyono.hari.fis@um.ac.id **Scopus ID:** - **WoS ID:** -



I Nyoman Ruja is a senior lecturer at the Geography Education Program, Faculty of Social Science, State University of Malang. **Affiliation:** Jl. Semarang No. 5, Malang, Jawa Timur, Indonesia. **Affiliation:** Social Science Education Department, Faculty of Social Science, State University of Malang, Indonesia **E-mail:** nyoman.ruja.fis@um.ac.id **Scopus ID:** - **WoS ID:** -

References

- Abbas, R. A., Mansur, M., & Budiono, B. (2017). Pembentukan Karakter Siswa Melalui Kegiatan Positive Character Camp (PCC) [*Student Character Building through Positive Character Camp (PCC) Activities*]. *Jurnal Civic Hukum*, 2(1), 20. <https://doi.org/10.22219/jch.v2i1.9900>
- Abimantara, A. Y., Erika, E., & Murniati, M. (2019). Identifikasi Sikap Peduli Lingkungan di SMP Negeri 8 Kota Jambi [*Identification of Environmental Care Attitudes at SMP Negeri 8 Jambi City*]. *Briliant: Jurnal Riset Dan Konseptual*, 4(3), 260–260. <https://doi.org/10.28926/briliant.v4i3.323>
- Adhim, F. (2012). Hubungan Pendidikan Karakter Terhadap Kecerdasan Emosional Pada Mahasiswa Fakultas Ekonomi Universitas Kanjuruhan Malang [*The Relationship between Character Education and Emotional Intelligence in Students of the Faculty of Economics, University of Kanjuruhan Malang*]. *Jurnal Inspirasi Pendidikan*, Vol. 1 No. 1 (2012): Januari 2012, 10. <https://doi.org/10.21067/jip.v1i1.474>
- Adriansyah, M. A., Sofia, L., & Rifayanti, R. (2019). Pengaruh Pelatihan Pendidikan Lingkungan Hidup Terhadap Sikap Peduli Anak Akan Kelestarian Lingkungan [*The Effect of Environmental Education Training on Children's Care Attitudes for Environmental Sustainability*]. *Psikostudia : Jurnal Psikologi*, 5(2), 86–86. <https://doi.org/10.30872/psikostudia.v5i2.2281>
- Afrizon, R., & Dwiridal, L. (2017). Upaya Menumbuhkan Karakter Peduli Lingkungan Melalui Kajian Konsep Fisika Pada Arsitektur Kearifan Lokal Budaya Sumatera Barat [*Efforts to Foster a Character Caring for the Environment through Study of Physics Concepts in the Architecture of Local Wisdom and Culture of West Sumatra*]. *Jurnal Eksakta Pendidikan (JEP)*, 1(2), 9–9. <https://doi.org/10.24036/jep.v1i2.60>
- Ajmain, A., & Marzuki, M. (2019). Peran guru dan kepala sekolah dalam pendidikan karakter siswa di SMA Negeri 3 Yogyakarta [*The Role of Teachers and Principals in Character Education for Students at SMA Negeri 3 Yogyakarta*]. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 16(1), 109–123. <https://doi.org/10.21831/socia.v16i1.27655>
- Amir, S. (2013). Pancasila as Integration Philosophy of Education and National Character. *International Journal of Scientific and Technology Research*, 2(1), 1–3. Retrieved from www.ijstr.org
- Anam, S., Degeng, I.N.S., Murtadho, N., & Kuswandi, D. (2019). The Moral Education and Internalization of Humanitarian Values in Pesantren: A Case Study from Indonesia. *Journal for the Education of Gifted Young Scientists*, 7(4), 815-834. DOI: <http://dx.doi.org/10.17478/jegys.629726>
- Asim, T. M. (2016). Pengaruh Bimbingan Manajemen Diri Dalam Meningkatkan Kedisiplinan Belajar Siswa [*The Effect of Self-Management Guidance in Improving Student Learning Discipline*]. *Journal of Educational Science and Technology (EST)*, 2(2), 105. <https://doi.org/10.26858/est.v2i2.2563>
- Berkowitz, M. W. (2002). *The science of character education*. Hoover Press : Damon.

- Bouman, T., Verschoor, M., Albers, C. J., Böhm, G., Fisher, S. D., Poortinga, W., Whitmarsh, L., & Steg, L. (2020). When worry about climate change leads to climate action: How values, worry and personal responsibility relate to various climate actions. *Global Environmental Change*, 62, 102061. <https://doi.org/10.1016/j.gloenvcha.2020.102061>
- Dalimunthe, R. A. A. (2016). Strategi dan Implementasi Pelaksanaan Pendidikan Karakter di SMPN 9 Yogyakarta [Strategy and Implementation of Character Education at SMPN 9 Yogyakarta]. *Jurnal Pendidikan Karakter*, 1. <https://doi.org/10.21831/jpk.v0i1.8616>
- Darmanto, D. (2019). Implementasi Penanaman Karakter Sholeh, Ilmuwan, dan Pemimpin Sebagai Ciri Khas Karakter Lulusan [Implementation of Cultivating Sholeh, Scientists, and Leaders as Characteristics of Graduates' Character]. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, 4(2), 86–86. <https://doi.org/10.18860/jmpi.v4i2.7931>
- Dharmika, I. B. (2014). Paradigma Ekosentrisme vs Antroposentrisme dalam Pengelolaan Hutan [Ecosentrism and Anthropocentrism in Forest Management]. *Prosiding Seminar Nasional Prodi Biologi F. MIPA UNHI*, 9.
- Faizah, N. I. (2018). Pengembangan Bahan Ajar untuk Menumbuhkan Nilai Karakter Peduli Lingkungan Pada Siswa Kelas IV Sekolah Dasar [Teaching Materials Development to Foster Environmental Care Character Values in Class IV Elementary School Students]. *Profesi Pendidikan Dasar*, 1(1), 57–57. <https://doi.org/10.23917/ppd.v1i1.3956>
- Genjor, M. H. (2014). Mata Hati care centre program Positive character camp for santri in Diniyah MIftabul Huda Genjor, Sugihwaras. Bojonegoro. <http://miftahulhuda.genjor.blogspot.com/2014/08/mata-hati-care-centre-program-positive.html>
- Grey, W. (1993). Anthropocentrism and deep ecology. *Australasian Journal of Philosophy*, 71(4), 463–475. <https://doi.org/10.1080/00048409312345442>
- Gunawan, G., Priyanto, R., & Salundik, S. (2015). Analisis Lingkungan Sekitar Tambang Nikel Terhadap Kualitas Ternak Sapi Pedaging di Kabupaten Halamahera Timur [Environmental Analysis Around Nickel Mine on the Quality of Beef Cattle in Halamahera Timur Regency]. *Jurnal Ilmu Produksi Dan Teknologi Hasil Peternakan*, 3(1), 59–64. <https://doi.org/10.29244/3.1.59-64>
- Idris, D. M., & Usman. (2019). Peranan Pendidikan Akhlak dalam Mengembangkan Kepribadian Peserta Didik di Madrasah Aliyah Negeri 1 Parepare [The Role of Moral Education in Developing Student Personality at Madrasah Aliyah Negeri 1 Parepare]. <https://doi.org/10.5281/ZENODO.3545619>
- Izzati, U. A., Bachri, B. S., Sahid, M., & Indriani, D. E. (2019). Character Education: Gender differences in Moral Knowing, Moral Feeling, and Moral Action in Elementary Schools in Indonesia. *Journal for the Education of Gifted Young Scientists*, 7(3), 595–606. <https://doi.org/10.17478/jegys.597765>
- Judiani, S. (2010). Implementasi Pendidikan Karakter di Sekolah Dasar Melalui Penguatan Pelaksanaan Kurikulum [Character Education in Elementary Schools through Strengthening the Implementation of the Curriculum]. *Jurnal Pendidikan dan Kebudayaan*, 16(9), 280–289. <https://doi.org/10.24832/jpnk.v16i9.519>
- Junaidi, J., & Prasetyo, Z. K. (2016). Pengaruh Subject Specific Pedagogy Tematik terhadap Karakter Hormat dan Tanggung Jawab pada Siswa Kelas III Sekolah Dasar [The Effect of Thematic Subject Specific Pedagogy on Character of Respect and Responsibility in Grade III Elementary School Students]. *Jurnal Pendidikan Karakter*, 1. <https://doi.org/10.21831/jpk.v0i1.8610>
- Kemdikbud. (2015). Pedoman Gerakan Penumbuhan Budi Pekerti Sekolah Menengah Pertama [Guidelines for the Cultivation of Junior High School Characteristics]. Jakarta: Kemdikbud.
- Kemdiknas. (2011). Panduan Pelaksanaan Pendidikan Karakter [Guidelines for the Implementation of Character Education]. Jakarta: Kemdiknas.
- Kemendibud. (2003). Undang - undang No. 20 Tahun 2003. Tentang Sistem Pendidikan Nasional . Jakarta: Kementerian Pendidikan dan Kebudayaan, Republik Indonesia.
- Kesuma, D. E. (2011). *Pendidikan Karakter: [Character Building] Kajian Teori dan Praktik Sekolah Menengah Pertama*. Remaja Rosdakarya.
- Khamalah, N. (2017). Penguatan Pendidikan Karakter di Madrasah [Strengthening Character Education in Madrasah]. *Jurnal Kependidikan*, 5(2), 200–215. <https://doi.org/10.24090/jk.v5i2.2109>
- Kopnina, H., Washington, H., Taylor, B., & J Piccolo, J. (2018). Anthropocentrism: More than Just a Misunderstood Problem. *Journal of Agricultural and Environmental Ethics*, 31(1), 109–127. <https://doi.org/10.1007/s10806-018-9711-1>
- Lelatobur, L. E., Situmorang, R. P., & Krave, A. S. (2018). Karakter Peduli Lingkungan Siswa SMP ditinjau dari Tingkatan Kelas dan Gender [Junior High School Students' Environmental Care Character in terms of Class Level and Gender] . *JIPVA (Jurnal Pendidikan IPA Veteran)*, 2(1), 13–13. <https://doi.org/10.31331/jipva.v2i1.529>
- Lodico, M. G. (2010). *Methods in Educational Research from Theory to Practice (Second)*. San Francisco: Jossey Bass.
- Marsidin, S. (2003). *Kapita Selekta Manajemen Pendidikan*. Bandung: Alfabeta.
- Margerison, C. J., & Ravenscroft, M. D. (2020). Coordinating character and curriculum for learning and development. *Journal of Work-Applied Management*, 12(1), 97–104. <https://doi.org/10.1108/JWAM-11-2019-0034>
- Maunah, B. (2016). Implementasi Pendidikan Karakter dalam Pembentukan Kepribadian Holistik Siswa [Implementation of Character Education in Forming Student's Holistic Personality]. *Jurnal Pendidikan Karakter*, 1. <https://doi.org/10.21831/jpk.v0i1.8615>
- Miles, H., & Huberman, A. (1994). *Qualitative Data Analysis*. Beverly Hills: SAGE Publications, Inc.
- Moleong, L. J. (2005). *Metode Penelitian Kualitatif [Qualitative Research Methods]*. Bandung: PT. Remaja Rosdakarya.
- Muda, A. (2016). Analisis Mengenai Dampak Lingkungan Paket Pelebaran Jalan RTA Milono Palangkaraya [Regarding the Environmental Impact of the RTA Milono Palangkaraya Road Widening Package]. *Media Ilmiah Teknik Lingkungan*, 1(1), 1–5. <https://doi.org/10.33084/mitl.v1i1.133>
- Nafisah, D. (2019). Implementasi Pendidikan Karakter di Pondok Pesantren Modern (Studi Deskriptif Kualitatif Pendidikan Karakter di PPP Qomaruddin Gresik) [Implementation of Character Education in Modern Islamic Boarding Schools (Qualitative Descriptive Study of Character Education at PPP Qomaruddin Gresik)]. *Query date: 2020-09-11 13:04:17*. <https://doi.org/10.31227/osf.io/hcnfk>
- Nurdin, E. S. (2015). The Policies on Civic Education in Developing National Character in Indonesia. *International Education Studies*, 8(8), p199. <https://doi.org/10.5539/ies.v8n8p199>
- Obeng, R. (2016). *An Exploration of the Case Study Methodological Approach through Research and Development*. Canada: Northeastern University Publisher.

- Pala, A. (2011). The Need for Character Education. *International Journal of Social Sciences And Humanity*, 3(2), 23-32. https://www.researchgate.net/publication/267824613_THE_NEED_FOR_CHARACTER_EDUCATION.
- Pramana, K. A. B., & Lasmawan, I. W. (2014). Pengaruh Penerapan Pembelajaran PQ4R Kontekstual terhadap Hasil Belajar IPS dan Sikap Peduli Lingkungan Siswa Kelas V SD Gugus I Gianyar [The Effect of The Implementation of Contextual PQ4R Learning on The Results of Ips Learning And Attitudes to Care The Environment Of Class V Students of SD Gugus I Gianyar]. *Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 4, 11. <http://ejournal.undiksha.ac.id/index.php/JJPGSD/article/view/3766>
- Prihartono, A. T., Azhar, A., Danhas, Y., Rusdinal, & Syah, N. (2019). Implementation strategy character building of care and environmental culture in school. *IOP Conference Series: Earth and Environmental Science*, 314(Query date: 2020-09-11 12:58:18), 12052–12052. <https://doi.org/10.1088/1755-1315/314/1/012052>
- Rahman, Y. (2018). Kurangnya Pemahaman Manajemen Pendidikan Karakter Dilingkungan Sekolah Dasar Negeri 63 Kota Gorontalo [Lack of Understanding Character Education Management in the 63 State Elementary Schools of Gorontalo City]. Prosiding Seminar Nasional Pendidikan FKIP Universitas Muhammadiyah Cirebon. <https://doi.org/10.31227/osf.io/q2wvr>
- Rof'ie, A. H. (2017). Pendidikan Karakter adalah sebuah Keharusan [Character Education is a Must]. *Waskita: Jurnal Pendidikan Nilai Dan Pembangunan Karakter*, 1(1), 113–128. <https://doi.org/10.21776/ub.waskita.2017.001.01.7>
- Rosyida, R. A. M., Juanda, A., & Syahri, M. (2020). Implementasi Kebijakan Pendidikan Karakter Dalam Rangka Mendukung Gerakan Penguatan Pendidikan Karakter (PPK) Di SD Muhammadiyah 9 Kota Malang [Implementation of Character Education Policy in Support of the Movement of Strengthening Character Education (PPK) at SD Muhammadiyah 9 Malang City]. *Jurnal Kebijakan Dan Pengembangan Pendidikan*, 7(1). <https://doi.org/10.22219/jkpp.v7i1.11694>
- Sagala, H. S. (2013). *Etika dan Moralitas Pendidikan: Peluang dan tantangan [Ethics and Morality of Education: Opportunities and challenges]*. Jakarta: Grup Prenadamedia.
- Salim, A. (2015). Manajemen Pendidikan Karakter Di Madrasah [Management of Character Education in Madrasah]. *Jurnal Keilmuan Manajemen Pendidikan*, 1(2), 1-16. <http://jurnal.uinbanten.ac.id/index.php/tarbawi/article/view/1999>.
- Sari, R. N. (2019). Menerapkan Mutu Pendidikan Karakter Di Sekolah [Implementing Quality Character Education in Schools]. Query date: 2020-09-11 13:04:17. <https://doi.org/10.31227/osf.io/aznv6>
- Setiawan, A. R. (2019). Pendidikan Karakter Berbasis Nilai Pesantren [Value-Based Character Education of Islamic Boarding Schools]. Query date: 2020-09-11 13:04:17. <https://doi.org/10.31227/osf.io/3wnys>
- Setyosari, P. (2016). *Metode Penelitian Pendidikan dan Pengembangan [Educational Research and Development Methods]*. Jakarta: Kencana.
- Sudarsana, I. K. (2016). Membentuk Karakter Siswa Sekolah Dasar Melalui Pendidikan Alama Terbuka. Transformasi Pendidikan Karakter Dalam Pembelajaran Karakter Dalam Pembelajaran Rangka Menyongsong Generasi Emas Indonesia [Shaping the Character of Elementary School Students through Outdoor Education. Transformation of Character Education in Learning Character in Learning in Order to Meet the Golden Generation of Indonesia] (pp. 159-166). Denpasar: Institut Hindu Dharma Negeri Denpasar.
- Suhaida, D., & Syarifah, F. (2019). Analisis model pembelajaran berbasis pendidikan karakter untuk membentuk karakter siswa [Character education based learning model analysis to shape student character]. *Jurnal Civics: Media Kajian Kewarganegaraan*, 16(2), 111–121. <https://doi.org/10.21831/jc.v16i2.21757>
- Sumarmi. (2008). Sekolah Hijau Sebagai Alternatif Pendidikan Lingkungan Hidup dengan Menggunakan Pendekatan Konstual [Green Schools as an Alternative to Environmental Education Using a Constual Approach]. *Jurnal Ilmu Pendidikan*, 19–77.
- Sumarmi, S., Bachri, S., Baidowi, A., & Aliman, M. (2020). Problem-Based Service Learning's Effect on Environmental Concern and Ability to Write Scientific Papers. *International Journal of Instruction*, 13.
- Susilawati, F., Gunarhadi, G., & Hartono, H. (2020). Pentingnya Pengembangan Bahan Ajar Tematik dalam Peningkatkan Karakter Peduli Lingkungan Siswa [The importance of the Development of Thematic Teaching Materials in Improving the Character Caring for the Student's Environment]. *EduHumaniora: Jurnal Pendidikan Dasar Kampus Cibiru*, 12(1), 62–68. <https://doi.org/10.17509/eh.v12i1.15068>
- Suwartini, S. (2017). Pendidikan Karakter dan Pembangunan Sumber Daya Manusia Keberlanjutan [Character Education and Human Resource Development Sustainability]. *Trihayu: Jurnal Pendidikan Ke-SD-an*, 4(1), 15. <http://dx.doi.org/10.30738/trihayu.v4i1.2119.g1162>.
- Suyanto. (2015). Peran Pendidikan Sebagai Model Utama Membangun Karakter Bangsa [The Role of Education as the Main Capital to Build the Character of the Nation]. Seresehan Nasional Pembangunan Pendidikan Budaya dan Karakter Bangsa.
- Tafonao, T. (2019). Peran Guru Agama Kristen dalam Membangun Karakter Siswa di Era Digital [The Role of Christian Religion Teachers in Building Student Character in the Digital Age]. Query date: 2020-09-11 13:04:17. <https://doi.org/10.31220/osf.io/4ms3g>
- Tanyid, M. (2014). Etika dalam Pendidikan: Kajian Etis Tentang Krisis Moral Berdampak pada Pendidikan [Ethics in Education: An Ethical Study of Moral Crisis Impacts on Education]. *JURNAL JAFFRAY*, 12(2), 16. <http://dx.doi.org/10.25278/jj71.v12i2.13>
- Timpe, K. (2007). Moral Character. In *Internet Encyclopedia of Philosophy*.
- Triyulianti, E. (2019). Peran Guru Bahasa Indonesia dan Pemerintah dalam Penanggulangan Bencana Kerusakan Akibat Kebakaran Hutan [The Role of Indonesian Language Teachers and the Government in Disaster Management of Damage due to Forest Fires]. Query date: 2020-09-13 14:14:51. <https://doi.org/10.31227/osf.io/rjk2n>
- Umami, I. (2019). Proposal of Character and Moral Education for Gifted Young Scientists in Indonesia. *Journal for the Education of Gifted Young Scientists*, 7(2), 377–387. <https://doi.org/10.17478/jegys.579560>
- Vonny, L. (2017). Penyebab Rusaknya Lingkungan Hidup [The Cause of Environmental Damage]. *Halaman all—Kompasiana.com*. <https://www.kompasiana.com/lidiaponii/5a16657005f1cd38f9278fe2/penyebab-rusaknya-lingkungan-hidup?page=all>
- Warsito, R., & Anisa, I. (2018). Pendidikan dan Pengembangan Karakter Bangsa [Education and National Character Development]. Query date: 2020-09-11 13:04:17. <https://doi.org/10.31227/osf.io/682hp>
- Yuliana, N., R, M. D., & Fahri, M. (2020). Model Pendidikan Holistik Berbasis Karakter di Sekolah Karakter Indonesia Heritage Foundation [Character-Based Holistic Education Model at the Indonesia Heritage Foundation Character School]. *EduHumaniora: Jurnal Pendidikan Dasar Kampus Cibiru*, 12(1), 15–24. <https://doi.org/10.17509/eh.v12i1.15872>
- Yuono, Y. R. (2019). Melawan Etika Lingkungan Antroposentris melalui Interpretasi Teologi Penciptaan sebagai Landasan Bagi Pengelolaan-Pelestarian Lingkungan [Against Anthropocentric Environmental Ethics through Interpretation of Creation Theology as a

Foundation for Environmental Conservation-Management]. *Fidei: Jurnal Teologi Sistematis dan Praktika*, 2(1), 186–206. <https://doi.org/10.34081/fidei.v2i1.40>

Zulfa, V., Max, M., Hukum, I., & Ilyas, I. (2015). Isu-isu Kritis Lingkungan dan Perspektif Global [*Critical Environmental Issues and Global Perspectives*]. *Jurnal Green Growth dan Manajemen Lingkungan*, 5(1), 29–40. <https://doi.org/10.21009/jgg.051.03>