Internalization characters of environmental care and disaster response through care partner schools

A Sadat¹, Hastuti¹, L M A Sa’ban¹, L O A Suherman¹, S Bahari¹, T Ibrahim² and M Zainal³

¹Universitas Muhammadiyah Buton, Baubau, Indonesia
²Universitas Hasanuddin, Makassar, Indonesia
³Department of Agricultural Extension, Faculty of Health Agriculture and Marine Science, Universitas Muhammadiyah Palopo, Indonesia

Email: anwarsadat685@gmail.com

Abstract. In developing the character of environmental awareness and disaster response, the School of Care Partners (CPS) was launched which targeted teachers and students as partners. This is an effort to internalize the character of environmental care and disaster response to students and find out the teacher response from CPS and also helps CPS follow-up plans as commitments with students. This type of research is qualitative descriptive research. Data collection is done by Focus Group Discussion, questionnaires, and documentation. The sampling technique used was a sample and a population of 16 teachers at Baubau High School 2. Data analysis using qualitative analysis. From the results of data analysis, conclusions are obtained the efforts of teachers and students to internalize the character of environmental care and disaster response to students, namely through school learning activities and the application of daily activities in schools such as environmental cleanliness and disaster anticipation simulations and 100% school teachers respond positively and agree with the CPS program and participate in implementing it. The follow-up plan for the CPS program includes forming a branch coordinator in each target school in Baubau City as a node for the CPS implementing teacher, socialization to each school regarding the CPS program and pioneered the establishment of CPS extracurricular activities in each school as partakers in CPS implementation.

1. Introduction

Almost every day we hear the news even witnessing various environmental problems around us. Of course, we recognize natural damage naturally. But that is not the main trigger for damage and environmental imbalances on this earth, but rather damage caused by human actions as the inhabitants of the earth itself. This phenomenon raises ongoing and prolonged environmental problems. Of course, this is inseparable from the old way of the view of humans towards nature which considers nature and its contents only as satisfying the needs or interests of human beings without care for their ecological sustainability. This is then called the anthropocentrism theory in environmental ethics theory [1]. Not only that, but various other natural disaster threats also continue to threaten such as landslides, flash floods, tornadoes, and volcanic eruptions that are very likely to occur suddenly without predictability. The threat of various types of disasters is exacerbated by the weak knowledge of the community about disasters, causing them difficulties in dealing with disasters that occur. This then triggers the increasing number of casualties and property in the event of a disaster. The community certainly needs
to understand the characteristics of disasters in their region, so they can avoid or at least reduce their risks so that they become resilient communities of disasters [2].

The two phenomena above, namely the low awareness of some people about the environment and the little ability to deal with disasters are valuable lessons for us. Then it is necessary to form a community character that is responsive to disasters by breaking the chain of ignorance and not being sensitive to the community. The community must be made aware of its background, regardless of age, indiscriminately. All must care about their environment so that all must be responsive to the threat of disasters that sometimes threaten lives and property. Thus, environmental conditions can be maintained and can be a suppressor of loss of life and property.

One way to teach care for the environment and to treat disaster is through the world of education. School students are a representation of society, especially people who live in the future. Therefore, planting the character of caring for the environment and responding to the plans that begin with school students becomes very important, given their long future. They certainly have the potential to become a forum to instill the character of environmental awareness and disaster response actively. So the Program for Internalizing Character Care for the Environmental Care Partner School (CPS) is a way to develop the character of Environmental awareness and emergency response for school students. CPS is a commitment to empowering school teachers, Baubau 2 high school students, who in this case, act as partners. One form of program that will be implemented in the School of Environmental Insights and Disaster Mitigation. These teachers are expected to be able to teach as a substitute for education for their students. The Understanding and skills to face disasters of teachers towards the nature of care and program response to students that can be improved through the CPS program.

Lickona [3] emphasizes that the rationale for the character education movement is that deviant behaviors that bombard us daily with violence, greed, corruption, immorality, poor work ethics have the same core: lack of characters well. Susanti [4] also states that character education is value education, character education, moral education, character education, which aims to develop the ability of students to make good and bad decisions, maintain what is good, manifest and spread goodness in daily life with all the heart. Thus, character education is very important to be applied to students as a provision for them to live their lives later on. This is in line with what was expressed by Zamroni (in Suranto, [5]) that the principle of character education is to create a concern for the school community that is embodied how to care for and maintain everything in the community and schools so that students can understand and implement the values the value of noble characters, such as order of friendliness and courtesy, openness and justice, empathy and social solidarity and diversity and equality.

The Center for Curriculum Redesign (CCR) [6] provides strict limits on the character of human beings in welcoming education in the 21st century. In addition, a comprehensive framework is also arranged to develop the potential of each individual, including strengthening aspects of a character. Overall there are four aspects that must be strengthened in 21st-century education, namely Knowledge, Skills, Character, and Metacognition. The knowledge that is owned should be balanced between traditional subjects (basic science) with modern subjects (applied science). Skills are related and function as a tool to use knowledge as well as feedback using reason with knowledge. The character explains how to use behavior. Meanwhile, Metacognition (Metacognition) helps the process of self-reflection and learns how to learn. This is as shown in figure 1.
Figure 1. Four Educational Components of the 21st Century

Based on figure 1, it can be seen how character occupies an important position and needs to be strengthened in the face of this 21st-century education. Six important domains in the realm of character that need to be emphasized are mindfulness, curiosity, courage, resilience, ethics, and leadership. The six aspects of the character certainly will not have meaning if there are no clear positive goals. The formation of the character of environmental care and disaster response to students is a positive goal for the six aspects. The character of environmental care in students plays an important role. This is of course based on our environmental conditions which are getting worse and worse. So that humans are needed to care about this environmental problem. One important part of realizing environmental concern for students is through strengthening the attitude or character of caring for the environment. Triwardani and Sarmini [7] explained that environmental care is a positive attitude in maintaining and maintaining environmental quality and sustainability. In addition to attitudes, aspects of student behavior are also an important part in shaping positive student character.

Meanwhile, the character of disaster response in students is also important. The challenge of the existence of our country that has the potential of natural and social disasters requires that future generations be responsive and able to cope with disasters that occur. Good before, at the time, until after the disaster. This character of disaster response will be reflected in the ability of disaster mitigation, which can prevent and reduce the impact of disasters. As expressed by Ayriza (in Hasanah [8]), one of the actions that can be taken to reduce the number of casualties is providing knowledge about disaster mitigation and disaster preparedness.

As the first step to mapping what internalization of the character of environmental care and disaster response to students, this study is aimed at 1) knowing the teacher's efforts to internalize the character of environmental care and disaster response to students, 2) knowing the teacher's response to the CPS program plan in an effort to internalize the character environmental care and disaster response to students, 3) knowing the planned follow-up of the CPS program as a collective agreement. Through this preliminary research, it is expected to provide an overview of efforts to internalize the character of students' concern for the environment and their responsiveness to disasters and can describe the teacher's response to the CPS program along with its follow-up plans. Thus, it can be used as a reference for developing the CPS program on a sustainable basis. Not only limited to building the character of students but all school members, starting from the principal, teachers and employees. Also, in the future, it is hoped that the CPS program in each school will be used as an educational node for the surrounding community so that the benefits of the program will be broader in the benefits. Thus the goal of creating an environment-based school and disaster mitigation can be carried out well as expected.
2. Methods
This research is a type of qualitative descriptive research. The main subjects in this study were the teachers who launched the CPS program. The research data were collected by using the following techniques: 1) Focus Group Discussion (FGD), where the main issue that was the center of attention of the FGD in this study was the teacher's efforts to internalize the character of environmental care and disaster response to students and what the future follow-up plan would look like regarding the implementation of the CPS program. The FGD itself can be simply defined as a discussion conducted systematically and directed at a particular issue or problem [9]; 2) Questionnaire, this technique is used to collect data related to the teacher's response to the CPS program; 3) Documentation, this technique is done by documenting FGD activities through recording images and videos which are then transcribed into text, so that they can be used to describe developing opinions and facts. Meanwhile, the sampling technique used was a population sample with a total sample of 16 teachers. Data analysis using qualitative analysis of interactive models of Milles & Huberman. The important components in this stage of analysis include data collection (data collecting), data reduction (data reduction), presenting data (data displays), and drawing conclusions/verification. Visually the stages of data analysis can be described in the flow diagram in figure 2 as follows.

![Flow diagram of data analysis](image)

Figure 2. Interaction analysis of miles & Huberman models

Based on the visual description of the stages of the analysis above, it can be explained that 1) data collection activities were carried out during the CPS program launching event which was attended by Baubau and Alumni two high school students. Data collected and then analyzed with interaction models are data related to the efforts of teachers to internalize the character of environmental care and disaster response to their students. Also, the interaction analysis model analyzes plans regarding the implementation of the CPS program. 2) The collected data is then presented descriptively so that it can be explored further. 3) However, if the data obtained is considered too much and has not focused on the issue under study, the data reduction process is carried out, namely the process of focusing attention on the issues or problems studied by disposing of unnecessary data and collecting important data related to the issue or the problem under study. 4) the final stage of this analysis is the stage of drawing conclusions or verification. After conducting an in-depth review of the data that has been presented, a conclusion can be drawn. But if the data presented is still incomplete and not strong enough to be used as the basis for drawing conclusions, it is better to go back to the field to add and strengthen data that is still lacking until the data obtained is complete and can be used as a reference to conclude. Meanwhile, data analysis related to teacher responses to the CPS program was analyzed through questionnaire data filled in by the teachers present. The questionnaire then calculated the percentage of teacher responses to the CPS program. The data from this questionnaire are then reinforced by further questions regarding the reasons for the teachers in refusing or supporting the Care Partner Schools program.
3. Results and discussion

3.1. Program care partner schools (CPS)

Care Partner Schools which are then abbreviated as CPS are programs that are shared with Buton Muhammadiyah University lecturers. The CPS program is motivated by the awareness of the responsibilities of the lecturers of Muhammadiyah Buton University in carrying out the Tri Dharma of Higher Education such as researching, educating, and doing community service. Through the CPS program, it is also sought as a forum to develop and improve the competence of lecturers, especially lecturers of Buton Muhammadiyah University. Another reason that is not less important is that the concept of SWALIBA (School with Environmental Insight and Disaster Mitigation) has been developed, but in its actual manifestation, it has not been carried out by schools, especially in the Southeast Sulawesi region in particular, Baubau City and Indonesia in general. The vision of SWALIBA is "The realization of innovative schools that can have insight into the environment and be resilient to disaster mitigation in Indonesia."

The main objectives of implementing the CPS program are: 1) as a partner in organizing schools for environmental care and disaster mitigation, 2) as partners of students and teachers in educating the public about environmental care and disaster response. Meanwhile, the main target of the CPS program is students and teachers. The basic concept of design in the CPS program consists of two activity centers, namely: 1) activities in schools, the form of activities in the CPS program in schools manifested in intracurric and extracurricular activities. In the intracurric field, integration of environmental education and disaster mitigation is carried out in the material and learning process. While in the context of extracurricular groups will be formed extracurricular activities such as scouts, PMR and the like under the name CPS (Care Partner Schools) where each year the CPS extracurricular activities will carry out jamboree with various kinds of competitions coupled with the anniversary of Buton University of Muhammadiyah. 2) activities outside of school, namely the introduction of landscapes and cultural landscape to students, especially related to the phenomenon of environmental quality degradation and disaster-prone. Carrying out environmental services, such as cleaning beaches, rivers, planting trees, and so on. In addition there will also be a CPS jamboree for students as well as survey and mapping training for teachers.

The indicator that can be used as a measure of success in implementing the CPS program is the formation of a SWALIBA school and the implementation of assistance to the school. Some indicators of the running of the CPS program can be seen in Table 1, as follows.

Table 1. Indicators of successful implementation of school care partners

| Environmental indicators                                      | Disaster indicators                                      |
|---------------------------------------------------------------|--------------------------------------------------------|
| 1. There are signs in maintaining air quality                 | 1. The realization of earthquake-resistant buildings    |
| 2. Maintain vegetation in the school environment              | 2. There is a fire extinguisher                         |
| 3. There are signs to maintain cleanliness and the formation of waste banks as a source of funding. Waste banks can also be formed outside the school environment | 3. There are a school plan and evacuation route         |
| 4. There are water-saving warning signs and biopori making    | 4. There is a disaster risk map                         |
| 5. Energy-saving signs/symbols                                | 5. There are signs and disaster warning systems (alarms, bells, etc.) |
| 6. The appeal signs are healthy, avoid drugs, and defecate in their place | 6. There are rescue tools                               |
| 7. There are symbols/signs dressed politely, and please be calm, respect the teacher and maintain unity. | 7. There is disaster mitigation (simulation) training    |
|                                                               | 8. Establishment of a Coordinator Structure. A field in handling disasters. |

The human resources that are the main drivers of the CPS program consist of lecturers from the University of Muhammadiyah Buton, teachers and students of Baubau 2 High School. In this case, the
lecturer team agreed to give trust to Mr. Muh. Radi SPd, M.Pd as CPS program coordinator. With hope in the future, after the management has been formed in each branch, it will facilitate the formation of SWALIBA and CPS extracurricular activities in each target school. The stages of implementing the CPS program consist of launching activities, Training of Trainers (ToT), and mentoring. The launching of activities began to be carried out for students and alumni of SMA 2 Baubau, then continued with conducting CPS program socialization activities to target schools. Training of Trainers is intended to deepen the knowledge and skills of teachers as CPS extracurricular coaches in each school as well as the implementing node for CPS programs in each target school. The last point of the implementation phase of the CPS program is assistance to target schools, whose main partners are teachers and students of the school concerned. However, as a role model, assistance will be given to one school, as a model for future mentoring activities for other schools. The funding for the implementation of this program is sourced from the School Waste Bank, Social Responsibility Corporation (CSR), donors, and other non-binding funding sources.

3.2. Internalization of character care for the environment and disaster response to students in schools.

The FGD activities were attended by 16 teachers, followed by filling out questionnaires in which the discussion activities focused on exploring data and information about 1) What efforts were made by school teachers to internalize the character of environmental care and disaster response to school students, 2) Teacher response to CPS program as an effort to internalize the character of environmental care and disaster response to school students, and 3) plan for follow-up of the CPS program as a commitment with the teacher. For more details, the results of this study will be explained as follows.

3.3. Internalization of character care for the environment

The process of internalizing the character of environmental care is intended to strengthen the character of the environmental care that already exists in school students and to include it in every school student who does not have it. Through the FGD activities, the teachers were invited to reveal the facts to what extent they had internalized the character of environmental care to their students. But before that, the teachers were invited to identify together the environmental problems that occurred in their respective schools. Three teachers explained how the conditions of their respective school environments then explained how they had done so far to internalize the character of environmental care for their students. This strategy explains that environmental problems in the school where he teaches are more emphasized in the attitudes and awareness of students who are still very lacking in maintaining environmental cleanliness. These conditions, many students who throw litter, they do not want to listen and often refuse or orders from the teacher to clean the school environment and throw garbage in its place. Even though garbage bins have been provided, students are still littering. While the efforts made are still limited to reprimand and appeal to students to clean up the school environment without any strict rules related to this. Almost similar to the conditions of the school environment, Dian Permatasari also explained that environmental problems in his school were inseparable from the still low awareness of students about the cleanliness of the school environment. Even though there is a cleaning schedule, it is still rather difficult to carry out properly. Slightly different from the previous two cases, Ms. Ade Irawati, S.Pd, a geography education teacher at Baubau 2 High School said that the condition of the school where she taught was in densely populated settlements and was located in the city of Baubau. It is not uncommon for students there to throw garbage directly in its place and often get a reprimand from the community, considering that it is very dirty and smelly, so it looks dirty. Mr. Sunarto Arifin, S.Pd himself was confused about how to make students aware of environmental problems in his school so that he asked for advice from the discussion forum.

In addition to the three cases above, in capturing data and initial information about the process of internalizing the character of environmental care in school students was also obtained through a
questionnaire. There are five main questions in the questionnaire to illustrate the teacher's efforts to internalize the character of the environment. The main indicators are more emphasized on the cleanliness aspects of the school environment by mapping the extent of students' awareness of the cleanliness of the school environment. For example, the efforts to cultivate the character of environmental care in students are not all carried out by the teachers of Baubau High School 2, only 68.75% of all respondents always instill values or character of environmental care during classroom learning activities. This proves that not all respondents are aware of the importance of efforts to strengthen or incorporate character values of environmental care in students. For more details, the intensity of learning integration with internal character care environment can be seen in Table 2 below.

**Table 2. Character building environment in student learning**

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Always | 11        | 68.75      |
| Seldom | 5         | 31.25      |
| Never  | 0         | 0          |
| **Total** | **16** | **100** |

Students' awareness of the cleanliness of the school environment is also reflected in the activity of throwing garbage in its place or picking up garbage and then throwing it into the place provided. Based on the overall experience of the respondents, only 25% of teachers have found their students picking up trash and then throwing them into places that have been provided without being instructed by their teachers. This is as illustrated in Table 3 as follows.

**Table 3. Students pick up and throw trash on the place without the teacher's order**

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Always | 4         | 25         |
| Seldom | 11        | 68.75      |
| Never  | 1         | 6.25       |
| **Total** | **16** | **100** |

Informing the character of environmental care, it can also come from the teacher's firmness in giving punishment for students who do not care about the cleanliness of the school environment. For example, students who throw litter, not in their place. The teacher should be able to provide a deterrent effect on the students' actions. Because if it is jerked, the character of caring for the environment will be difficult to build. The students consider littering to be normal and not a problem. If most students view this way, it will be difficult to build character caring for their environment. Data from the questionnaire filling out were recorded at 18.75% of respondents who only advised students who littered without strict punishment. This is as can be seen in Table 4 below.

**Table 4. Actions of respondent teachers against students who dispose of trash**

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Ask students to pick it up again and place it in the space provided | 13 | 81.25 |
| Just advise | 3 | 18.75 |
| Let it be | 0 | 0 |
| **Total** | **16** | **100** |

From a series of FGD processes and filling out questionnaires by respondents it was known that the efforts of respondents as teachers of Baubau 2 High School in internalizing the character of
environmental care in general students already existed, but the implementation was not maximized so serious handling was needed, one of them through the CPS program in the future. First, there needs to be awareness in the scope of teachers about the importance of the character of environmental care in themselves which can then be transferred or developed to their students effectively, efficiently and sustainably. The synergy of school subjects in strengthening the character of environmental care becomes very important, as well as the firmness of the teacher in realizing environmentally responsible female students is very necessary. Not only in the intracurric realm, in every school there is ideally a kind of student activity group that specifically deals with the problem of deteriorating environmental quality, in this case, the CPS extracurricular formation program becomes very strategic as a node for activities at the student level in the future.

3.4. Internalization of disaster response characters
As well as internalizing the character of environmental care in students, the internalization of the character of disaster response also has an equally important role. Given, our country is a country with multipotential disasters, both natural disasters and social disasters. In the FGD activity, the discussion about the internalization of the character of disaster response was not too much and in discussion, considering that most of the time the FGD was drained much in the discussion of the internalization of the character of the environment. But the description of the teacher's efforts in internalizing the character of disaster response in students can be reflected in the results of filling out the questionnaire by the respondents. Especially in learning, there were 62.5% of respondents stated that they had integrated it with efforts to build the character of disaster response to students, the rest were balanced sparse and never as table 5. This proved that respondents' awareness of the importance of disaster response characteristics in students was not evenly distributed.

| Table 5. Planting environmental character in teacher learning |
| --- | --- | --- |
| Answer | Frequency | Percentage |
| Always | 10 | 62.5 |
| Rarely | 3 | 18.75 |
| Never | 3 | 18.75 |
| Total | 16 | 100 |

The internalization of the character of disaster response to students was also reflected in the disaster anticipation simulation activities that had been carried out at the school where the respondent taught. Of all respondents, only one respondent (6.25%) often carried out disaster simulations in their schools, the rest mostly said they were rare, and there were also those who never simulated disaster anticipation (table 6). This shows that the understanding of the disaster-free school community must be improved, not only students but also from the teachers and staff of other school staff. So that with this understanding and disaster response skills in the future it is hoped that it will be able to reduce the loss of life and property losses if a disaster occurs at any time. The simulation of anticipating disasters can not only be carried out independently but also needs to be done in collaboration with relevant agencies such as the Sanitation Office, National Basar, BPBD, PMI and others.

| Table 6. Implementation of disaster anticipation simulation involves students |
| --- | --- | --- |
| Answer | Frequency | Percentage |
| Always | 1 | 6.25 |
| Rarely | 10 | 62.5 |
| Never | 5 | 31.25 |
| Total | 16 | 100 |
As a result of any disaster simulation mapping that was carried out at the school where the respondent taught, it was recorded that most (66.66%) of the simulation activities were carried out to anticipate the earthquake disaster. This is because an earthquake is a disaster that has the potential to occur at any time without recognizing certain geographical aspects. This is because Indonesia's position is on the subduction path which is a very active seismic route. As an illustration of the type of simulation mapping that respondents have ever done, it can be seen in Table 7 as follows.

| Types of disaster anticipation simulations that have been implemented | Total |
|---------------------------------------------------------------|-------|
| The anticipation of earthquake disasters                      | 6     |
| The anticipation of a tsunami disaster                        | 0     |
| The anticipation of a fire disaster                           | 1     |
| The anticipation of a landslide disaster                      | 0     |
| The anticipation of mountain disaster erupts                  | 0     |
| The anticipation of a flood disaster                         | 2     |
| Others                                                        | 2     |
| **Total**                                                     | 9     |

Based on the results of the FGD and filling out the questionnaire from respondents it was known that the teacher's efforts in internalizing the character of disaster response to students were reflected in teaching and learning activities in the classroom and simulation activities. Nevertheless, the internalization of the character of disaster response in students has not been done as a whole by respondents. This indicates that the respondent's awareness of the importance of the internalization of disaster response characters in their students as a provision in the future to deal with disasters can occur unpredictably at times.

3.5. **Teacher response to the CPS program and follow-up plan**

The socialization of the CPS program which was carried out during the launching of the program received a positive response from the participants. Referring to the results of the FGD, the participants expressed their positive opinions about the planned implementation of the CPS program in the future. Of course, after the problem identification process is carried out together, it is related to the condition of the school environment and the condition of the character of environmental awareness and disaster response to their respective students. All respondents (100%) stated that they strongly agreed with the implementation of the CPS program. They are also committed together to implement the program as well as possible in the future. As a form of their commitment, it can be seen from their efforts to disseminate information on the CPS program to their respective schools. Not only was there enough, but the real form of the CPS program implementation effort was also seen from the intense online discussion through the Whatsapp group and the official invitation to the CPS program center coordinator to disseminate the program to their respective schools. This discussion was especially intense after the CPS program was launched. On the evidence of the discussion regarding the planned socialization of the CPS program through the Whatsapp group and the official invitation letter.

As a mutual agreement, between the CPS program team and the Baubau 2 High School teachers who were present as participants, it was agreed that the CPS program follow-up plan would be as follows: 1) Forming branch coordinators in each target school as a continuity node for CPS program implementing teachers. In the launching program, four people were selected as branch coordinators in each School. 2) Dissemination to each school regarding the CPS program. This is reflected in the intense discussion of preparations for the socialization of the CPS program on the Whatsapp group and the official direct invitation from the school for the dissemination of the CPS program. 3) Pioneering the establishment of CPS extracurricular activities in each school as partakers in the implementation of the CPS Program.
4. Conclusion

Based on the final results of data analysis, both FGD and questionnaire data concluded that: 1) the efforts of school teachers to internalize the character of environmental care and disaster response to students are carried out through student learning activities and applied in daily activities in schools such as environmental cleanliness and anticipation simulations of disasters, but some of the teachers still do not have an awareness of the importance of the character of environmental care and disaster response to their students, 2) 100% of teachers respond positively and agree with the CPS program and have a commitment to implement it. This is evidenced by the intense discussion of preparations for the socialization of the CPS program to schools, as well as official direct socialization invitations to the CPS program coordinator, 3) Plans for follow-up of the CPS program include: a) forming branch coordinators in each school as a continuity node for program implementing teachers CPS, b) Dissemination to each school regarding the CPS program, and, c) pioneering the establishment of CPS extracurricular activities in each school as partakers in the implementation of the CPS Program.

Based on the conclusions above, recommendations can be given in the form of 1) school teachers should have full awareness of the importance of the character of environmental care and disaster response, especially for themselves who can then be internalized in their respective students, 2) the CPS program is a program strategic in strengthening the character of environmental care and disaster response for students, therefore all the driving elements of related programs such as teachers, and lecturers should coordinate and participate in all forms of activities to facilitate the implementation of the CPS program.

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