

IMPLEMENTATION OF CHARACTER EDUCATION AT PAUD SEKOLAH ALAM AR RIDHO SEMARANG

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ABSTRACT:

The purpose of this study is to describe the implementation of environmentally caring character education in PAUD Sekolah Alam Ar Ridho Semarang, describe parental support for the implementation of environmentally caring character education, and describe the supporting factors and inhibitions of the implementation of environmentally caring character education in PAUD Sekolah Alam Ar Ridho Semarang. The method used in this study is a qualitative approach. Data collection techniques used interview techniques, observations, and documentation. The validity of data using source triangulation and methods. The results of the study on the implementation of character education in PAUD Sekolah Alam Ar Ridho are carried out through development activities and learning

activities. The support provided by parents to children is to provide the facilities that children need in supporting the process of implementing caring character educational (Purwanti, 2017) in the environment in school, parents set an example by inviting and familiarizing their children to dispose of waste in their place, care for plants, and maintain environmental cleanliness. There are supporting factors and internal and external inhibitors.

Keywords: Character Education, Environmental Care, Nature School.

INTRODUCTION:

Human life is closely related to the environment because the environment is an environment that affects the development and behaviour of living beings. According to Law No.32 of 2009 on Environmental Management,

it says that: the environment is the unity of space with all objects, power, circumstances, and living things, including humans and their behaviours that affect nature itself, the survival of the fairy life, and the welfare of humans and other living beings. Based on this, it is very closely related to living beings and the environment on earth. Living things that can meet the needs of life all come from the environment such as natural resources used by humans as a source of need, but it has not been balanced with knowledge and a sense of responsibility to nature so that the problem of environmental damage arises.

Environmental problems can be triggered by a lack of community concern for the environment that ultimately leaves problems arising from the community that does not care about the environment resulting in various damage to the environment (Purwanti, 2017) Environmental damage is one of the dangerous threats to human survival. Nowadays the quality of the natural environment is getting worse. The function of the natural environment that continues to be degraded because of prolonged and continuous damage adversely affects the survival of living things including humans. Human exploitation of the natural environment results in a gap in the relationship between man himself and his environment (Niman, 2019)

Regarding this, there are often many environmental problems caused from the smallest to large things such as littering, illegal felling of trees, disposal of factory waste, and using explosives in the sea to obtain abundant seafood. It can result in floods, landslides, forest fires, and water pollution in the sea that can disrupt ecosystems in the sea. As stated by Hardati (2015) environmental issues are environmental issues that cause widespread and serious impacts on the world as a whole. Damage to the natural environment does not merely appear without cause, because many

factors that cause damage to the natural environment including human actions that are still not aware of the importance of protecting and preserving the environment. This indirectly also comes from the morals that each individual or someone has because morals themselves are teachings about good deeds and behaviours and morals that everyone has, so if one can also be said to be morally good if one has awareness and willing to do the applicable rules then concerning this one will have an awareness of the importance of maintaining and preserving the environment so as not to cause various environmental problems that result in damage to nature by doing small useful things.

To be able to deal with various environmental problems, education is needed and various kinds of information to the public about it (Hazizah & Ismaniar, 2020). According to Romadoni et al. (2018), the solution in tackling waste is to improve community development, especially the importance of the application to children from an early age to introduce the environment and maintain and protect the environment including garbage, because the garbage can cause flooding and pollute the environment. One of the things that can be done by the government and the community in maintaining environmental sustainability from damage and pollution can be implemented through environmental care character education which also contains about environmental education as the key to prepare individuals or communities to be better and bring up environmental care attitudes and participate in solving environmental problems. Environmental Education according to UNESCO (1997) in (Desfandi, 2015) is a process that aims to create a world society that has concern for the environment and cares about the problems related to it and has the knowledge, motivation, commitment, and skills to work, both individually and collectively in finding alternatives or providing solutions to existing

environmental problems and to avoid the emergence of new environmental problems.

Arif Rohman in (Trahati, 2015) stated that the relationship of education with the educational environment is like living things in ecological sciences are stated to always live in their habitat. Education has a noble purpose for human life and the environment, but now more and more environmental damage is happening around humans. Limited carrying capacity in the environment, causes people to pay more attention and take care of their surrounding environment with the aim that environmental functions can always be maintained for the future. As revealed, "*Behavioral belief reflects how important a person considers the outcome of a behaviour*" (North, 2015) Education is needed because human education can overcome the problem well because it has known and considered how to manage and maintain the environment well.

Education is an effort to build a child's personality intelligence at the same time for the better. This education aims to build human resources that develop not only in the academic field, but also the mental guidance of students (Setyaningrum, 2017) While according to the Government of the Republic of Indonesia (2003), education is a conscious and planned effort to realize the atmosphere of learning and learning process so that learners actively develop their potential to have religious-spiritual power, self-control, personality, intelligence, noble morals, as well as the necessary skills themselves, society, nation and country. According to Raharjo et al (2015) "education needs to be realized in a learning process that is predominantly oriented towards the development of intelligent character conditions with a new learning paradigm." This is the importance of character education in school institutions intensively with transparency, wisdom, and togetherness, both in intra-curricular and extra-curricular

programs as a solid foundation that benefits the future of students.

The purpose of national education is the basis in the development of cultural education and the character of the nation. Character is a mental, moral, or ethical trait that distinguishes one from another. According to Rahmat et al. (2015) By forming and building the mindset, attitudes and behaviours of children to be a positive person, moral karimah, noble spirit, and responsible. Aristotle in Likona (2013) a good character as life by doing the right actions concerning oneself and others. Character is also referred to as the values of human behaviour related to God Almighty, oneself, fellow human beings, and the environment manifested in thoughts, attitudes, feelings, and deeds based on religious norms, laws, manners, culture, and customs (Asmani, 2013) National character education in general includes (1) religious characters, (2) honest characters, (3) tolerance characters, (4) disciplined characters, (5) hardworking characters, (6) creative characters, (7) independent character, (8) democratic character, (9) curiosity character, (10) national spirit character, (11) homeland love character, (12) character appreciates achievement, (13) friendly character, (14) peace-loving character, (15) character likes to read, (16) character cares about the environment, (17) social care, (18) character responsibility.

According to Iswari & Utomo (2017), environmental education is one of the efforts to provide environmental knowledge among school students. This is intended to assume that if knowledge about the environment increases, environmental care behaviour also increases and will reduce environmental damage in the future. Purwanti (2017) Character cares about the environment is a character that must be implemented for schools at every level of education. All school residents must have an attitude of caring for the environment by

improving the quality of the environment, raising awareness of the importance of environmental care, and having initiatives to prevent environmental damage. Environmental care and love have become a necessity to be instilled in children as the next generation of the nation. Given the current environmental crisis is already a serious and real threat to human life (Asymanidar, 2016) One way is to cultivate the character of environmental love to children because the existence of the child is as an autonomous subject, which has the seed of character since the beginning of his life.

"The development of one's character is the basis for achieving a better life in the future is considered very important because in education it is also related to character building. Character education in the education level does not stand alone in the form of subjects but must be integrated with the curriculum that has been used or applied, or in other words as an amplifier of the existing curriculum, and then applied or implemented through the theme of learning, subjects, and also the daily activities of learners. This is similar to Judiani (2010) that character education applied in schools is not taught in special subjects.

One of the solutions that can be done to grow and develop character including environmentally caring character can effectively be through environmental education starting from education in early childhood. Character education in early childhood is an important thing because at this time the child is undergoing a remarkable process of growth and development so that to be able to apply something good then it must be done as early as possible, here the role of parents and schools is very influential in developing the character education of early childhood is the period of development and growth. One of the importance of education that has a big influence on human development in early childhood education, because early childhood is the

beginning of the formation of attitudes and patterns of behaviour of children throughout life(Prasetyo, 2014) Maria Montessori (Elizabeth, 1978: 13) argues that the age of 3-6 years is a sensitive period or sensitive period in a child, which is a period in which a particular function needs to be stimulated, directed so that it is not inhibited development. According to Novrinda et al (2017) early childhood is a child aged 0-6 years. Early age is the most important age in the stage of human development because it is a period of the foundation of personality structure built for the whole of his life, therefore it needs proper education and service (Rahman, 2002)

To be able to develop and support the development of early childhood, children can be included in paud level(Nisa' et al., 2016) For the child to develop his personality optimally, the child should be given an education and facilitated in a fairly wide or open environment and integrated with the natural environment. To be able to better understand the environment and nature early, children can be included in the Nature School. "

Nature school is an alternative form of education about the school system with the concept of universe-based education. Looking at nature schools is a unique look at schools. This environment generally feels natural with school buildings that are only stilt houses commonly referred to as saung surrounded by various orchards, vegetables, flowers and even farm areas. Just like in Sekolah Alam Ar Ridho Semarang which has a natural environment, a simple learning place, many parks and trees are quite shady around the learning environment.

From an early age, a child is introduced to real-life environments. Some parents choose to send their children to a nature school because their children can be more independent and understand the surrounding environment. Also, in PAUD Sekolah Alam Ar Ridho there are play facilities for children who are diverse in the

learning and playing park. The learning process in nature school is also more fun because it is in an open place so that children will not feel bored in the room or class. In early childhood education in natural schools can give more freedom to children to explore activities in the environment and can understand how to protect the surrounding environment by habituation and civility that has been taught during the learning process, children can also develop the character of caring for the environment well.

METHOD:

This study uses a qualitative research approach because it describes in detail and obtains in-depth data on the implementation of environmental care character education in PAUD Sekolah Alam Ar Ridho Semarang, parental support to children to character education cares about the environment and supporting factors and inhibitions in the implementation of environmentally caring character education. Lokasi at PAUD Sekolah Alam Ar Ridho Semarang. The location of Ar Ridho Nature School is at Bukit Kencana Jaya Blok AA, Jl. Kelapa Sawit I, Meteseh, Tembalang, Semarang City, Central Java. The research subjects were the head of PAUD, educators/teachers, and early childhood, as well as three parents/guardians of students as informants.

Data collection methods use interview, observation, and documentation techniques. The interview was conducted with the principal, teachers, and some parents of early childhood students. Observation objects include early childhood, program activities, environmental conditions, facilities, and infrastructure contained in PAUD Sekolah Alam Ar Ridho Semarang. While the documentation by looking at photos of activities.

The validity of data is commonly referred to as validity and reliability. According to

Sugiyono (2016), validity is a degree of accuracy between the data that occurs in research objects with power that can be reported by researchers. Reliability is compound/double, dynamic / always changing, so that nothing is consistent, and repeated as before (Sugiyono, 2013) This research to obtain the validity of data is done by source triangulation techniques and triangulation methods. Triangulation of sources is by comparing the results of research from research sources that include interviews, observations / direct observations related to environmental care activities, as well as documents related to environmental care activities at Ar Ridho Nature School Semarang. This study uses source triangulation and data collection methods as data checkers. Compare and recheck the degree of trust of information obtained through different times and tools. It can be achieved by (1) comparing observation data with interview data; (2) compare what people say in public with what they say in private; (3) compare what people say about the research situation with what is said all the time; (4) compare one's circumstances and perspectives with the opinions and views of ordinary people, middle or high educated people, people, government people; (5) comparing the results of the interview with the contents of a document (Moleong, 2010) "

Data analysis techniques in this study using the miles & Huberman model conducted until this research is completed with data collection steps, data reduction, data presentation and conclusion/verification withdrawal. The data analysis used in this study is an interactive analysis method. The selection of this method is because the data obtained is data in the form of words and not in the form of numbers so that in its analysis it uses words, which are usually arranged in the form of expanded text.

RESULTS AND DISCUSSION:

Implementation of Environmentally Caring Character Education:

Care is one of the characters that must be owned by every individual, both care about the social environment and the natural environment because, with care, an individual will be able to take care, care, and protect what is around him. PAUD Alam Ar Ridho has a program of habituation activities that instil the value of environmental care character in early childhood. In this study, the application of character education focused on the value of the environmentally caring character is implemented through habituation programs in early childhood.

1. Self-Development Program:

- a. Routine activities are carried out continuously. Routine activities carried out can be in various forms. The process of implementing character education in PAUD Alam Ar Ridho is carried out through habituation activities and also routine activities applied to early childhood. Care is one of the characters that must be owned by every individual, both care about the social environment and the natural environment because, with care, an individual will be able to take care, care, and protect what is around him. PAUD Alam Ar Ridho has a program of habituation activities that instil the value of environmental care character in early childhood.

Caring or caring is a behaviour that is based on efforts to maintain, care for, and protect something around it to be awake and not damaged. This can be realized in action, both against ourselves and those around us. Caring is a behaviour that is based on efforts to maintain, care for, and protect something both for ourselves and those around us.

Aspects related to the value of environmental care character include the child's

ability to understand the surrounding environment, the attitude and response of the child to their surroundings, and the existence of environmental activities involving early childhood. Here are the results of research with subjects and informants about the implementation of character values of environmental care there is early childhood.

Routine activities conducted by PAUD Sekolah Alam Ar Ridho related to the implementation of environmental care character education, namely through garbage sporting activities, gardening, clean Fridays, and clean Fridays. This clean Friday activity is a work activity or clean-up of the environment on Friday as scheduled. Another routine activity that is done is hand washing, children are used to always wash their hands whenever they finish carrying out environmental activities. This is in agreement with Daryanto & Darmiatun (2013) which states that the routine activities of the school are an activity conducted by students continuously and consistently at all times (Elpiana et al., 2013). Spontaneous activities carried out by the head of PAUD and teachers to early childhood learners who behave poorly towards paud facilities and the environment is to give reprimand, advice, and give understanding to early childhood using subtle language so that the child can understand what is said by the teacher. This is following Daryanto & Darmiatun (2013) which mentions that spontaneous activities are activities that are carried out spontaneously at the same time. Spontaneous activities are carried out by educators if there are students who behave poorly towards the environment or school facilities through reprimand or advice with the aim of not repeating their mistakes in the future.

- b. Conscientiousness is the behaviour and attitude of paud heads and teachers in setting an example of good actions so that it is expected to be a role model for students, especially early childhood. The existence of

paud heads and teachers is one of the keys to success in the implementation of environmentally caring character education. Paud head and teacher as educators always provide examples of positive behaviours and attitudes for their students. This is following Daryanto & Darmiatun (2013) which mentions that civility is behaviour and ready principals, teachers, and other educational personnel to set a good example to students.

Concerning what has been described above in Puspita & Budiartati (2013) that "The actions of PAUD educators are a tangible form of educators' actions on something, such as walking, eating, drinking, and so on. This appearance, attitude, actions, and speech reflect the communication style of educators who are one of the models for children when in school. Therefore, PAUD educators are expected to have good appearance, attitude, action, and speech, so that children get a good model and enviable". Based on that, the transparency given by the head of PAUD and teachers to early childhood is shown in daily life while in the PAUD environment by getting used to disposing of waste in the provided places, caring for plants in parks and gardens, and actively involved in activities in PAUD.

c. The implementation of environmentally caring character education is inseparable from the conditioning carried out by paud to be able to support every program of activities. This is following Daryanto & Darmiatun (2013) which mentions that to support the implementation of cultural education and the character of the nation, schools must be conditioned as supporters of it.

Bentuk conditioning conducted by the PAUD natural school that is through the provision of facilities or infrastructure facilities and maintain the cleanliness of the facilities that have been provided and maintain the

surrounding environment. Trash cans are distinguished into 2 types of different colours. The trash can is red for inorganic waste such as milk boxes, plastic bags, used tissues, plastic mica, oil paper, plastic cups, and plastic boto. While the green trash can is used for organic waste such as leaves, banana skin, grass, and so on. In implementing environmental care character education, PAUD conducts conditioning of trash cans. Trash cans have been placed in a strategic place that is in front of the class and other strategic angles and has been distinguished into two types, namely for organic and organic waste bins.

Conditioning conducted by PAUD in carrying out character education cares for the environment by providing and fulfilling facilities as children's needs related to environmental activities. The conditioning carried out by PAUD is strongly supported by adequate facilities and infrastructure. Adequate facilities and infrastructure will be very helpful in the implementation of environmental care character education in PAUD Sekolah Alam Ar Ridho if they can use it wisely.

The activities formed must have a clear concept as a reference for seniors in conducting mentoring. The activity is divided into 4 categories, namely routine activities, spontaneous activities, conscientiousness, and conditioning. The above as conveyed in the curriculum centre of the Ministry of National Education (Trahati, 2015) is that four things can be implemented in developing the character of learners, namely: Routine Activities, which are activities carried out continuously; Spontaneous activities, which are activities that are carried out spontaneously, at the time of certain events and civility, namely the attitude of teachers and educational personnel that can be exemplified and emulated by students and Conditioning, namely creating supportive conditions.

2. Learning Activities:

Character education cares about the environment is also integrated through learning activities carried out. The implementation of environmentally caring character education is also integrated through learning activities. Integration in learning activities conducted by teachers related to the methods and materials provided by teachers to be associated with the education of environmentally caring characters. Integration in learning activities through themes or subjects taught is expected to achieve the expected learning objectives.

The implementation of environmentally caring character education is carried out by teachers by integrating into learning activities through the themes used. Teachers conduct environmental-based learning, invite early childhood learners to be active in learning, and invite early childhood to interact with the environment around PAUD. Integration in the theme of learning conducted by teachers is also related to the methods and materials provided and the media used in character education cares about the environment. According to Fitriakristiani et al. (2016), character education is integrated with learning in each subject. Learning materials related to norms or values in each subject need to be developed, expanded, and associated with the context of daily life. The most important element in building character is the mind because the mind in which there is an entire program formed from his life experience is the pioneer of everything. This program then formed a belief system that can finally form a mindset that can influence his behaviour (Fahrudi, E. Z., & Wiratmoko, 2016) Therefore, character value learning is not only given to cognitive direction but touches on internalization and real practice in children's daily lives in school and society.

The results are under the Environment Agency (2009) which explains that the development of cultural education values and

the character of the nation is carried out in integrating with subjects, no exception character education cares about the environment. Environmental care values are delivered in an integrated manner in the subjects. The values of environmental caring character are adjusted to the Standard of Competency (SK) and Basic Competency (KD). The values of environmental care are also reflected in the syllabus and the Learning Implementation Plan (RPP).

"PAUD Alam Ar Ridho is an institution focused on early childhood education. The role of PAUD is to educate early childhood to become individuals who have good character values. Character education is an effort to design and implemented systems to help learners understand the values of human behaviour related to God Almighty, himself, fellow human beings, the environment, and nationality (Asmani, 2013) The purpose of character education is to shape each person into a human being who has the main values, especially judged by his behaviour in daily life, not on his understanding. As has been said by Azahra & Ilyas (2019) that education today, especially the school system emphasizes the development of academic intellectual ability and pays less attention to a very fundamental aspect, namely character development (character). While character is a very important aspect in the assessment of the quality of human resources. A person with high intellectual ability may become a useless person or may even harm society if his or her disability is low. Therefore, character education should be placed as an important part of the education system.

Based on the explanation above, it can be concluded that the activity that instils the value of environmental care character in PAUD Alam Ar Ridho Semarang is to carry out habituation activities such as sorting garbage and gardening. The existence of these activities will slowly understand the impact caused by waste

on their surrounding environment and will also know the benefits of gardening, thus giving rise to or giving rise to attitudes that always strive to protect their natural environment and not damage it. It is following the description of environmental care character values listed in the 18 values of character education according to the Ministry of National Education of Indonesia that, caring for the environment is an attitude and action that always seeks to prevent damage to the surrounding natural environment, and develop efforts to repair the natural damage that has occurred. Therefore, in the application of character education that is focused on the implementation of the value of environmentally caring character in addition to carrying out habituation activities, both teachers and parents give good understanding and example about their concern for the environment at an early age so that they can also emulate the good thing.

Teaching the value of environmental care character applied to early childhood is still limited to habituation activities of waste and gardening. Through habituation activities in early childhood is one of the right steps, this is because character education is not instant and easy to do. This is according to inhere journal *"Character education is a long term educational project because it is appropriate to the meaning of his origin, character is the process to carve the values that are considered to be well into the hearts of students. Therefore it will take a long time to be able to change it. The character has similarities with the morals, morals, norms or character because it is directly driven by the brain."*

Then the approach taken by teachers to implement environmental care character education based on information obtained is through a personal approach to parents and early childhood, teachers give direction to parents about early childhood activities in schools that are on average activities related to

the environment. The school including the teacher also informed about the use of plastic items for the child is not good, so that parents can also understand and understand the zero-waste program. With this approach, it is expected that parents can also instil character values to the child well and appropriately so that the child can be a useful individual for himself and the surrounding environment.

Parental support:

Education is one of the efforts that can be made to develop the potential that early childhood must be useful or useful for themselves, their parents or family, the community, and the surrounding environment. The educational environment consists of the family environment, school environment, and community environment. Parents are the first educational environment before the child enters and gets to know the school environment. Parents are the first educational environment that encourages children to form a good character or personality so that they can later form a good character. Since the child was born, the family is the first place for a child to learn, because the family has a very important role in a child's life before stepping on education in school.

Character building in individuals will be easily formed when the individual is still at an early age because at that age the child will learn and imitate what is seen. Character education is the first time given by parents because parents are the first place in early childhood education. Parents are the closest people to the child so the habits and behaviours formed in the family will be an example and will be emulated by the child. Therefore, parents should be serious in giving attention to the child. Examples and parenting patterns are indispensable in the cultivation of character values.

Planting environmental care behaviour instilled by parents in early childhood in the

form of pilots or transparency provided by parents by starting from small habits so that the child can also imitate these good habits and not only done when at home but also can be applied when in the outdoor environment.

Parents are the closest people to the child so the habits and behaviours formed in the family will be an example and will be emulated by the child. Therefore, parents should be serious in giving attention to the child. Examples and parenting patterns are indispensable in the cultivation of character values. According to Ningsih (1970), all parental behaviour and parenting patterns applied in the family must affect the formation of the personality or character of a child.

According to Amriawan in Widodo (2012: 105), when viewed from the quantity of time, education in schools contributes only 30 per cent to the educational results of students. While the remaining 70 per cent, the family and community environment contributed to the success of the education of students. Parents can apply character values according to the child's developmental phase. Besides, the example of parents and parenting patterns also influence the planting of early childhood character values. "Although education in the family has a high percentage compared to school because the family, especially the parents it is the first educational forum in the child, parents also always provide support to their children when they study at school. According to Agustin, et al (2015: 46-47) the development of the child's character is influenced by the treatment of parents. A person's character is formed early on, in which case the role of the family is very important. Various forms of support provided by parents to their children to the process of character building that the school applies. According to Azzel (2014), character education applied in families and schools has the same goal of developing abilities and shaping individual characters.

Based on the results of research on the support of parents to the implementation of character education, especially the character of environmental care in early childhood in PAUD Alam Ar Ridho, namely as parents provide support to environmental activities carried out by children in the form of motivational encouragement, provide facilities to children who can support environmental care activities in early childhood, and also parents participate or engage when the school holds certain activities.

Supporting factors and inhibitors:

Supporting factors in the implementation of activities are factors that encourage the success and smoothness of a program or activity. In this study, the supporting factors in question are factors that help in the implementation of character education conducted at PAUD Alam Ar Ridho Semarang. Supporting factors in the implementation of character education here come from internal and external factors. Internal factors in question are factors that can help in the implementation of character education conducted at PAUD Alam Ar Ridho Semarang. Supporting factors in the implementation of character education here come from internal and external factors. Internal factors in question are motivation from educators as well as from within the PAUD environment to provide services, learning, knowledge to educate early childhood into a good person and can apply character values.

Supporting factors that help the smooth and successful process of implementation of environmental care character education in PAUD Alam Ar Ridho Semarang is caused by 2 factors, namely internal factors, and external factors. The internal factor is 1). Encouragement or intention from within the educator to educate and apply good character values in early childhood; 2). Behaviour from an early age.

Then external factors that support the implementation process of character education care about the environment in PAUD are 1). Adequate PAUD facilities; 2). The existence of organizations related to nature schools; 3). Parental support.

Inhibitory factors in an activity implementation are everything that becomes an obstacle that hinders the process of implementation of activities or programs. In this study, the inhibitory factors in question are disruptive factors and become obstacles to the implementation of environmental care character education in PAUD Alam Ar Ridho Semarang.

The inhibition factor of the implementation of environmental care character education in PAUD Alam Ar Ridho comes from internal and external factors. The internal factor that inhibits that is, 1). Understanding of teachers or educators; 2). Attitudes and behaviours of early childhood. While the external factors that inhibit that is, 1). Parents' attitude towards nature school programs; 2). School environment both natural and social environment.

INFERENCE:

Based on the results of research related to the implementation of environmental care character education in PAUD Sekolah Alam Ar Ridho Semarang conducted through self-development activities and learning activities. Self-development activities include through; routine activities with the implementation of habituation activities such as sorting garbage, gardening, clean Fridays, and washing hands after carrying out environmental activities. Spontaneous activities are done by the head of PAUD and teachers in the form of reprimand, advice, and explanation giving to early childhood when there is a bad behaviour towards PAUD facilities and environment. Keteladanan conducted by the head of PAUD

and teachers, namely by getting used to disposing of waste in its place, caring for plants, and maintaining the environment.

Condition conducted by PAUD is to provide facilities and meet the needs of early childhood related to environmental activities. Furthermore, learning activities; the implementation of environmentally caring character education is also integrated through learning activities. Integration in teacher learning activities related to the methods and materials provided by teachers to be associated with environmentally caring character education that has been designed in the syllabus. Parents' support for the implementation of environmentally caring character education applied by PAUD to early childhood cannot be separated from parental support. The form of support provided by parents to early childhood to the application of character values in the form of encouragement and provide and meet the needs or adequate facilities to support the running of activities both at home and at school. Besides, parents also instil the value of environmental character by setting an example and teaching their children to get used to dumping waste in their place, taking care of plants, and maintaining environmental cleanliness. Supporting factors for the implementation of character education in PAUD Sekolah Alam Ar Ridho Semarang there are internal factors that support: Encouragement or intention from within educators to educate and apply good character values in early childhood; Behavior from an early age. Then the external factors that support the implementation process of character education care about the environment in childhood education are: Adequate childhood education facilities, only organization related to nature schools, and supported parents. While the internal inhibitory factors that inhibit are: Understanding from teachers or educators and behaviour of early childhood. While the external

factors that hinder are: Parents' attitude towards natural school programs and school environment natural and social environment.

Advice:

For PAUD Sekolah Alam Ar Ridho Semarang to increase the effectiveness in the implementation of environmentally caring character education by holding additional activities such as hygiene competitions routinely to provoke and foster students' concern for the environment, habituation activities need to be carried out and applied consistently and sustainably. Facilities and infrastructure used for environmental activities are still not expected to be equipped again following the needs. PAUD Sekolah Alam Ar Ridho is still one scope with SD Alam Ar Ridho, so the existing facilities and infrastructure do not close the possibility of still being used simultaneously. As for early childhood, parents are expected to set a good example while at home by getting used to maintaining the home environment by disposing of waste or food waste in the place that has been provided and reduce the use of plastic.

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