Self-Awareness and Its Relation to the Implementation of Environmentally Caring Character Building

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ARTICLE DETAIL	ABSTRACT
	This writing discusses the importance of self-awareness in applying the culture of smiling, greeting, saluting, being polite, and being courteous in various contexts, whether in the workplace, education, or everyday life. The method used in this article is a literature study with a qualitative approach. Self-awareness in individuals is the ability to recognize, understand, and control their own emotions and behaviors in social interactions. By enhancing self-awareness, individuals are able to apply the principles of the culture of smiling, greeting, saluting, being polite, and being courteous, which in turn improves communication, strengthens interpersonal relationships, and creates a more positive atmosphere. When almost all educational and learning implementation units carry out their vision and mission, several phenomena are found in the field indicating that the next generation or students lack character. The learning experiences in schools that are clearly designed to develop cognitive, affective, and psychomotor aspects are felt to be less 'touching' for the students. This is related to attitude learning and, more specifically, starts from something simple yet difficult to implement, which is having good awareness. The attitude learning referred to is a learning experience related to the field of attitudes, which includes self-awareness training, multicultural understanding, and mastery of life skills. **ABSTRAK** *Tulisan ini membahas pentingnya kesadaran diri dalam menerapkan budaya senyum, sapa, salam, sopan dan santun di berbagai konteks, baik di tempat kerja, pendidikan, maupun dalam kehidupan sehari-hari. Metode yang digunakan dalam artikel ini adalah studi kepustakaan dengan pendekatan kualitatif. Kesadaran diri pada individu merupakan kemampuan untuk mengenali, memahami, dan mengendalikan emosi serta perilaku mereka sendiri dalam interaksi sosial. Dengan meningkatkan kesadaran diri, individu mampu menerapkan prinsip-prinsip budaya senyum, sapa, salam, sopan dan santun yang pada gilirannya memperbaiki komunikasi, memperkuat hubungan antarpribadi, dan menciptakan suasana yang lebih positif. Ketika hampir semua unit pelaksanaan pendidikan dan pembelajaran menjalankan visi dan misi mereka, beberapa fenomena ditemukan di lapangan yang menunjukkan bahwa generasi berikutnya atau peserta didik kurang memiliki karakter. Pengalaman belajar di*

sekolah yang jelas dirancang untuk mengembangkan aspek kognitif, afektif, dan psikomotor dirasakan kurang 'menyentuh' bagi para peserta didik. Hal ini terkait dengan pembelajaran sikap dan, lebih khusus lagi, dimulai dari sesuatu yang sederhana namun sulit untuk diterapkan, yaitu memiliki kesadaran yang baik. Pembelajaran sikap yang dimaksud adalah pengalaman belajar yang terkait dengan bidang sikap, yang mencakup pelatihan kesadaran diri, pemahaman multikultural, dan penguasaan keterampilan hidup.

A. INTRODUCTION

Education is one of the efforts to shape the personality of students, both in and outside of school. Therefore, every individual should pursue education. A high-quality learning process is one that involves educators who are experienced and professional in their fields. Learning is one of the processes of education; individuals will change through self-study at home or with the help of educators at school, using books or electronic media.

Students' awareness of the importance of environmental care is still low, as seen in their habit of littering indiscriminately. This awareness must be instilled from an early age. With the implementation of character education policies in schools, such awareness can be realized (Rahman, 2013). Environmental care character education has long been part of the school curriculum. This can be seen from the green and lush layout of school environments.

Since 2010, the Indonesian Ministry of National Education has promoted character development through education, as stated in the National Action Plan for Character Education, which outlines 18 values or characters derived from religion, Pancasila, culture, and national educational goals. These values include religiousness, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, patriotism, appreciation of achievement, friendliness and communication, love of peace, fondness for reading, environmental care, social care, and responsibility. However, the character education outlined by the government often seems to be merely a slogan, not implemented in detail one by one. Environmental care character tends to be treated as an accessory in the teacher's lesson plans, even though this character is essential for preserving the environment.

Environmental care character education is poorly managed, even though it offers significant benefits.

The government later issued Presidential Regulation No. 87 of 2017 concerning the strengthening of character education, aiming to achieve the national educational goals, namely the development of students' potential to become individuals who are faithful and devoted to God Almighty, noble in character, healthy, knowledgeable, capable, creative, independent, and responsible democratic citizens. Based on this need, this study will discuss the concept of environmental care character education and its implementation in schools. The focus of this study includes: (1) The Definition of Environmental Care Character Education; (2) The Goals of Environmental Care Character Education; and (3) The Implementation of Environmental Care Character Education in Schools.

Schools function as the second institution of education after the family, as they are able to conduct education in a regular and structured manner. From this, students receive education from both their peers and teachers. When students are at school, they tend to be more focused on the education provided there. Schools play a significant role in shaping students' personalities and moral behavior by instilling religious values to create pious individuals. Therefore, character education for students must begin early so they may grow into future generations with noble character (akhlaqul karimah). Thus, there must be an educational process that integrates school education, family education, and the surrounding environment.

B. METHOD

The writing method used in this article is a literature study with a qualitative

approach. Qualitative research is a study conducted on natural objects, where the researcher acts as the main instrument. Data collection is carried out using various techniques, data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. This method was chosen because the objects studied are related to literature, where the author uses books and scientific journals as data sources. The analysis is carried out using an analytical descriptive method which is divided into two stages. The first stage is to critically examine data relevant to the subject and material discussed (critical analysis). The next stage is to interpret the data that has been critically collected (critical interpretation) to provide a clear answer to the formulated problem.

C. HASIL DAN PEMBAHASAN
1. Dasar-Dasar Kesadaran Diri

Every individual certainly has awareness of themselves, but sometimes they do not know whether that awareness is positive or negative. Self-awareness as a self-concept is very important; each individual can view themselves and their world, and this not only affects their behavior but also the level of satisfaction they gain in life. Individuals with positive self-awareness will have better independent drive and be able to know and understand themselves in order to behave effectively in various situations. In this case, individuals can accept themselves as they are and are able to do self-introspection as well as understand themselves more deeply. If individuals do not have the self-awareness to know themselves, then they certainly do not have the responsibility to carry out their decisions.

There are several definitions of self-awareness according to experts. Solso stated that self-awareness is a physical and psychological process that has a reciprocal relationship with mental life related to life goals, emotions, and the cognitive processes that follow. The characteristics of someone who knows themselves are the ability to innovate, think healthily, take responsibility for their actions, and be able to take risks. The main aspects of self-awareness include attention, wakefulness, architecture, recall of knowledge, and emotive. Santrock stated that self-

awareness is a state of alert consciousness or knowledge of events that occur both outside and within oneself, including being aware of their personality and thinking about their experiences. A person will be aware of what they do and what they say, as well as what they should do in their life. Self-awareness is knowing what one feels within oneself. Furthermore, Goleman explains that self-awareness is the ability to feel, articulate, and reflect on one's emotional state. Every emotion felt can be controlled by first reflecting on the events (Dariyo, 2016).

Self-awareness is not only about having an understanding of oneself, but also involves the ability to apply that understanding in various aspects of life such as decision-making, social interaction, and personal growth. With strong self-awareness, individuals can use insight and knowledge about themselves to make appropriate decisions in accordance with the values and life goals they aim for. Meanwhile, according to Santrock (2003), self-awareness is the knowledge of events that occur outside and within the individual, including being aware of their personality and thoughts about their experiences. A person will be aware of what they do and what they say, as well as what they should do in their life. Therefore, through self-awareness individuals can interact with others more effectively, understand how their actions and words can affect others, and build healthy and meaningful relationships. In addition, self-awareness is also very important in personal growth, where individuals can recognize the areas in which they need to grow, learn from experience, and develop their potential more effectively.

2. Aspects, Functions, and Indicators of Self-Awareness

According to Solso, the general characteristics of self-awareness are attention, wakefulness, architecture, recall of knowledge, and emotive.

1) Attention refers to the concentration of mental resources either on external or internal matters. Self-awareness can be directed from external or internal events. External events refer to events in the student's environment such as the school or classroom setting, while internal events refer to events within

the student during the learning process (Elda, 2019).

2) Wakefulness is a condition experienced by someone every day. When a person sleeps and wakes up the next day, they become alert (as they should). The consciousness of students will be maintained if they have enough rest. This can help maintain the student's awareness.

3) Architecture is a physiological aspect, where consciousness is not a single process carried out by a single neuron.

4) Recall of knowledge is the process of retrieving knowledge about oneself and the surrounding environment. Self-awareness can retrieve knowledge from within the student by recalling information or knowledge that exists within themselves and their surroundings. Students can recall mathematics material previously taught by the teacher in class and then use it when working on questions related to that material.

5) Emotive refers to affective components associated with awareness. Self-awareness can form feelings or emotions. The feelings or emotions students have can be expressed as a form of response to events around them during the learning process (Adinda, 2020).

There are several functions of self-awareness, including: (1) Context-setting function, which is the function of systems that work to define the context and knowledge students have regarding a stimulus that enters memory (Akbar, 2018); (2) Adaptation and learning function, which means that the awareness in students is necessary to handle new information or knowledge; (3) Prioritizing and access functions, where the awareness possessed by students is needed to access the vast amount of knowledge they have obtained; (4) Recruitment and control function, where awareness enters the student's motor system to perform conscious actions; (5) Decision-making and executive function, which plays a role in carrying information or knowledge to assist students in making decisions during class; and (6) Error detection and editing function, where awareness enters the normative system so students can recognize when they make mistakes, whether good or bad.

Furthermore, the indicators of self-awareness in this study are developed from the definitions, frameworks, benefits, and functions mentioned above. The indicators of self-awareness are as follows:

1) Recognizing one's own feelings and behaviors. Recognizing one's own feelings and behaviors means being aware of the emotions one feels and knowing the behaviors one exhibits during the learning process.

2) Being able to recognize one's strengths and weaknesses.

3) Having an independent attitude. Having an independent attitude means being able to do everything independently without asking for help from others.

4) Being able to make the right decisions, which means being able to consider and take appropriate steps.

5) Being skilled in expressing thoughts, feelings, opinions, and beliefs. This means being able to express opinions based on one's own thoughts, feelings, and beliefs.

6) Being able to self-evaluate, meaning being able to review and correct the work that has been done (Laila, 2016).

Through the habituation of self-awareness in the form of 5S (smile, greet, salute, polite, and courteous), it will bring a positive influence on individuals, because by practicing smiling, greeting, being polite and courteous, one will not only grow into an intelligent person but also one with character.

Through the continuity of cultivating the 5S culture (Smile, Salute, Greet, Polite, Courteous), it will gradually form an educational climate that is humanistic, high-quality, and cultured, as one of the strategic contributing instruments in realizing quality education. The following is a detailed analysis of the implementation of the 5S culture:

1) Implementation of the Smile Culture: Smiling has become a natural part of daily interaction and learning practices, both by teachers, students, and staff inside and outside the classroom, so with the implementation of the smile culture, the academic atmosphere becomes more humanistic and vibrant;

2) Implementation of the Salute and Greet Culture: Saluting and greeting are not just formalities but also a reflection of respect and acknowledgment of each

other's presence, whether from teacher to student, student to teacher, or among peers, such as exchanging greetings politely and kindly, creating a comfortable and familiar atmosphere, as well as harmonious relationships. This cultural practice will have a positive impact on the quality of interpersonal relationships in the school;

3) Implementation of the Polite Culture: The third aspect of the 5S school culture is politeness. Politeness includes good ethics and behavior in interaction and provides value boundaries and guidance on how to act according to established values;

4) Implementation of the Courteous Culture: Courteousness is the final element of the 5S school culture. Courteousness reflects sincere speech and behavior, the ability to respect and care for others' feelings.

From the explanation above, self-awareness can be developed in various ways, such as self-reflection, meditation, or receiving feedback from others. In this case, the process of developing self-awareness involves the exploration and understanding of one's thoughts, feelings, and behaviors. By increasing self-awareness, individuals can recognize patterns they may not have previously realized, as well as identify aspects that need to be improved or strengthened. In addition, self-awareness also enables individuals to recognize and better manage their emotions. With a deep understanding of themselves, individuals can identify emotional triggers, explore their root causes, and develop effective strategies to manage those emotions. This ability helps individuals remain calm and focused when facing life's pressures and challenges.

Self-awareness is very important, especially in the context of education. A person with self-awareness tends to be better at managing their emotions and behaviors in academic environments. Someone with high self-awareness can monitor their thoughts and feelings, as well as control impulses and reactions to challenging situations, allowing them to act more consciously and responsibly. Through the habituation of self-awareness in the form of 5S (smile, greet, salute, polite, and courteous), it will bring a positive influence

on individuals, because by practicing smiling, greeting, being polite and courteous, one will not only grow into an intelligent person but also one with character.

Furthermore, students must have multicultural understanding, both on macro and micro levels. Diversity can be seen as a blessing that encourages creativity, intellectual enrichment, and the development of tolerant attitudes toward differences. Students are trained to be sensitive, empathetic, respectful of diversity and change, and able to understand themselves and their environment. It begins in the family, school, and society, from kindergarten to higher education levels. With multicultural understanding, students will be able to bridge the differences between themselves and their environment.

The learning of attitudes that includes self-awareness training, multicultural understanding, and mastery of life skills must be provided in comprehensive guidance and counseling programs by "touching" the students' inner self, building engagement and awareness in both academic and non-academic activities, conducted continuously, integrated into all learning experiences, modeled, and provided with feedback.

3. Supporting Factors in the Implementation of Environmental Care Character Values Among Students

Supporting and inhibiting factors in the implementation of students' environmental care character values:

1) Quality educational facilities and infrastructure can be produced through the transformation of an education system supported by quality input components. One of these input components is facilities and infrastructure. Facilities and infrastructure are important components in the implementation of education, so they need to be managed in such a way that the predetermined goals can be achieved effectively and efficiently. In shaping students' environmental care character, the existence of facilities is highly needed; without supporting facilities, the development of students' character will

not run optimally. Some of the supporting facilities referred to are the provision of trash bins in various places, handwashing stations, toilets and clean water, cleaning and environmental maintenance equipment, school gardens, as well as environmental care slogans or posters in various corners of the school.

2) The role of all school members. The success of character education in schools is highly determined by the principal in involving all school members. In this case, all school members must be involved in learning, discussion, and a sense of belonging in the effort to build environmental care character. For the environmental care character education of students to run well, it requires sufficient and consistent understanding by all school members, and each individual has their respective roles as follows: (a) The principal. In addition to educators and other educational personnel, the principal has a very important role in the successful implementation of character education in schools, especially in coordinating, mobilizing, and harmonizing all available educational resources. As a manager, the principal must have a strong commitment to environmental care character education. The principal must be able to cultivate excellent character in the school, as well as serve as a role model for students and possess an integral attitude and personality that can be emulated in all aspects of life. (b) Educators are important personnel in environmental care character education in schools. Most of the interactions that occur in schools are interactions between students and educators. Educators are figures expected to educate students with character. Educators serve as role models for students and play a very significant role in shaping students' environmental care character. Therefore, educators must always strive to choose and carry out positive activities.

3) Adequate funding. Financial management, especially the allocation or use of funds, should indeed be carried out by schools. This is also based on the reality that the school best understands its needs, so the decentralization of fund allocation and use is delegated to the school. Schools are given the opportunity to carry out income-generating activities so that financial resources are not solely dependent on the government.

4) Cooperation between the principal, educators, and students. In addition to educators and other educational personnel, the principal and other school members have a very important role in the successful implementation of character education in schools, especially in coordinating, mobilizing, and harmonizing all available educational resources.

D. CONCLUSION

The formation of strong character traits such as responsibility, empathy, and honesty can play a key role in promoting environmentally friendly behavior. Character is not merely a moral aspect within an individual, but also a factor that can determine their decisions and actions in protecting nature.

Learners who possess a high level of empathy tend to have better environmental awareness. They are more concerned about environmental conservation and more often participate in green activities, such as reforestation and movements to reduce plastic waste.

Building the character and personality of the nation through education is absolutely necessary and cannot be postponed, starting from the household, school, and community environments by emulating figures who are truly worthy of being role models. Parents provide examples and invite their children to learn about life at home. Teachers realize the fulfillment of graduate competency standards, the cultivation of strong character, mastery of hard skills and soft skills, through educational learning.

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