

CHARACTER EDUCATION MANAGEMENT IN FOSTERING CHILDREN'S CONCERN FOR THE ENVIRONMENT AT RAUDHATUL ATHFAL UKHTANI

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ABSTRAK

Pendidikan karakter perlu mendapatkan perhatian khusus dari berbagai pihak sekolah maupun pemerintah, mengingat banyak tragedi yang terjadi misalnya kekerasan dikalangan remaja, penggunaan bahasa dan kata-kata yang buruk, maraknya tauran, rendahnya rasa tanggung jawab terhadap diri dan lingkungan sekitar, maka dari itu sangatlah penting adanya pendidikan karakter yang dimulai dari usia dini. Raudhatul Athfal Ukhtani merupakan salah satu Sekolah yang menerapkan pendidikan karakter berbasis alam yang mengajarkan anak-anak untuk belajar dengan alam, dimana menggunakan bahan-bahan alam untuk alat pembelajaran, mengajarkan anak-anak untuk melindungi alam supaya kedepannya tidak ada lagi kerusakan-kerusakan alam yang dilakukan oleh manusia. Tujuan penelitian ini yaitu untuk mengetahui manajemen pendidikan karakter dalam menumbuhkan kepedulian anak terhadap lingkungan di Raudhatul Athfal Ukhtani. Metode penelitian menggunakan metode kualitatif deskriptif. Teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa: Pertama, Pendidikan karakter yang menggunakan lingkungan di RA Ukhtani adalah sebagai sarana pembelajaran mampu menumbuhkan kesadaran dan kepedulian anak terhadap lingkungan. Anak-anak menjadi lebih peka terhadap pentingnya menjaga alam dan terlibat aktif dalam upaya pelestarian lingkungan. Pendekatan Pembelajaran, Kegiatan Ekstrakurikuler, dan Pembiasaan. Kedua, Manajemen pendidikan karakter di RA Ukhtani dilakukan melalui tiga pendekatan utama, yaitu melalui pembelajaran di kelas, kegiatan ekstrakurikuler yang melibatkan interaksi dengan alam, serta pembiasaan perilaku peduli lingkungan dalam kegiatan sehari-hari. Ketiga pendekatan ini saling mendukung dalam menciptakan suasana belajar yang menyeluruh dan berkesinambungan. Dukungan dari Guru, Orang Tua, dan Lingkungan Sekolah: Peran guru sebagai fasilitator sangat penting dalam mengimplementasikan pendidikan karakter peduli lingkungan di RA Ukhtani.

Kata Kunci: Pendidikan Karakter, Kepedulian Lingkungan, Manajemen Pendidikan.

ABSTRACT

Character education needs to get special attention from various school and government parties, considering the many tragedies that occur such as violence among teenagers, the use of bad language and words, the rampant tauran, the low sense of responsibility for themselves and the environment, therefore it is very important to have character education starting from an early age. Raudhatul Athfal Ukhtani is one of the schools that applies nature-based character education which teaches children to learn with nature, which uses natural materials for learning tools, teaches children to protect nature so that in the future there will be no more damage to nature by humans. The purpose of this study was to determine the management of character education in fostering children's concern for the environment at Raudhatul Athfal Ukhtani. The research method uses descriptive qualitative method. Data collection techniques through observation, interviews and documentation. The results showed that: First, character education that uses the environment in RA Ukhtani as a learning tool is able to foster children's awareness and concern for the environment. Children become more sensitive to the importance of protecting nature and are actively involved in environmental conservation efforts. Learning Approaches, Extracurricular Activities, and Habituation. Second, the management of character education in RA Ukhtani is carried out through three main approaches, namely through classroom learning, extracurricular activities that involve interaction with nature, and habituation of environmental care behavior in daily activities. These

three approaches support each other in creating a comprehensive and sustainable learning atmosphere. Support from Teachers, Parents and School Environment: The role of teachers as facilitators is very important in implementing environmental awareness character education at RA Ukhtani.

Keywords: *Character Education, Environmental Awareness, Education Management.*

INTRODUCTION

Character education needs to get special attention from various school parties and the government, considering the many tragedies that occur such as violence among teenagers, the use of bad language and words, the rampant tauran, the low sense of responsibility for themselves and the environment, therefore it is very important to have character education starting from an early age (Khamalah, 2017). With character education, individuals are able to develop a set of values that are internalized in themselves. These values become the basis that distinguishes them from others and become a strong foundation for the attitudes and behaviors they show in social life. Character education focuses not only on academic aspects, but also on developing good morals, ethics and personality (Wiranata, 2019). By strengthening values such as patience, honesty, sense of responsibility, cooperation, discipline, environmental care and empathy, character education encourages individuals to grow into good human beings and contribute positively in society. Thus, character education has an important function in shaping individual character and creating a better environment for people (Suryawati, 2016).

The character of caring for the environment is the attitude and actions that must be possessed in seeking to improve and process the environment properly for the continuation of life on earth so that the preservation process can be maintained and can benefit the living things that live in it (Sudrajat, 2011). Environmental care character education can be implemented through the school curriculum and programs that have been planned by the school. Every school is expected to be able to instill the character of environmental care. There are various indicators of problems that must be considered where the school still needs support in order to instill environmental care character education. Attention needs to be paid to the habituation of maintaining cleanliness and sustainability of the school environment, the lack of available landfills and hand washing stations, providing bathrooms and clean water, building sewage drains properly, not maximizing the separation of organic and inorganic types of waste, which has not been running effectively that must be achieved by schools, where all school residents must participate in the implementation of character cultivation (Elihami dan Ekawati, 2020). The parties who play a very important role in the environmental education program are the principal, teachers and other school staff. The program that has been decided must be able to be realized through programs that have been compiled and implemented by class teachers to be introduced to students.

Education for early childhood related to saving the natural environment will raise children's awareness to protect the natural environment from damage and irresponsible exploitation (Suwahyu, 2018). The destruction of nature is mostly due to excessive exploitation and without maintaining the balance of nature carried out by humans including the exploitation of natural resources such as water, air, forests, lakes, seas, mineral mining materials of various types (Seefeldt dan Wasik, 2008).

The environmental problems that occur are inseparable from the actions of humans themselves. Humans often exploit the environment for their interests without regard to environmental sustainability. The neglect of the community towards environmental awareness ultimately causes many environmental problems that result in human welfare itself. We can see this through the habits of the people around us, one of which is the difficulty of instilling the habit of throwing garbage in its place, even though a trash can has

been provided. Another problem that often occurs is the community's indifference to the preservation of green land around it, causing floods, landslides and others to occur easily. Environmental problems that have been ongoing so far require immediate countermeasures. One of the efforts to overcome environmental problems is through the formation of environmental care character from an early age.

Between 2016 and early 2017, Indonesia experienced many natural disasters caused by human mistreatment of the environment. Floods and landslides occur everywhere, floods and landslides are caused by several factors, among others, the factor that causes the disaster is environmental damage. Environmental damage is a problem that continues to be experienced in Indonesia. The Ministry of Forestry published data that every year there is an increase in the number of environmental damage has increased in various regions. This is due to the increasing number of forest lands that are converted from their natural function to something that allows someone to gain profit. Awareness of the safety of the natural environment is best started at an early age. It is like the Malay proverb "to bend the bamboo from the bamboo shoot" which means to educate children from their childhood. Among the forms of responsibility that we can teach students at an early age to protect the natural environment is by introducing responsibility in early childhood through various activities related to maintaining sustainability and cleanliness in the school environment (Hakim, Hidayat, dan Sifa, 2022). One of them is not littering, not burning garbage, getting children used to saving energy using recycled products, planting trees, reducing waste. Therefore, early childhood education requires all school leadership tools which are school parties who support and have insights that can educate and guide students to have awareness and skills to maintain the safety and sustainability of the natural environment around them (Kamaruddin, 2012).

Raudhatul Athfal Ukhtani is one of the schools that applies nature-based character education that teaches children to learn with nature, which uses natural materials for learning tools, teaching children to protect nature so that in the future there will be no more damage to nature by humans. In addition, the natural environment will provide direct learning experiences and real learning for early childhood, because early childhood is easier to do learning with real tools. Based on the background of the problems described above, the authors are interested in conducting research and studying in detail the Management of Character Education in Fostering Children's Concern for the Environment at Raudhatul Athfal Ukhtani.

METHODS

The research method in this writing is using descriptive qualitative research methods (Novita et al. 2022). The data obtained came from the results of field studies (field research) and literature review (library research). The author will review various literature such as books, journal articles, print and online media and other sources that have a correlation with the themes discussed. This method serves to see the managerial form to the madrasa in improving the quality of discipline of educators / teachers. In this study there are informants, namely the head and teachers of MIN 52 Bireun. To produce valid data, there are 2 (two) types of data, namely primary data and secondary data (Sugiarto, 2015), efforts to collect data using observation, interview and documentation methods (Sugiyono, 2017). The techniques used in analyzing data are: 1) collecting data, 2) reducing data, 3) presenting data, and 4) drawing conclusions (Raco, 2010).

RESULTS AND DISCUSSION

Uktani Raudhatul Athfal (RA) School always helps lay the foundation towards the

development of behavioral attitudes, knowledge, skills and creativity treated by students to become Muslims who introduce religion and become Muslims who can adjust to the environment. Giving birth to a generation of quran who understand the basics of Islam from an early age. Early childhood education is the basis for the formation of humans with character in the future (Tarmizi dan Sulastri, 2017). Therefore, the curriculum must be compiled as a true curriculum by paying attention to the aspects that must be fulfilled in the early childhood learning process, namely:

- a. Gross Motor Development: The body's ability to coordinate its limbs, such as walking, running, and playing.
- b. Fine Motor Development: The body's ability to perform fine movements, such as grasping, writing, and playing with small objects.
- c. Cognitive Development: The ability to think quickly, remember, analyze, and solve problems.
- d. Development of Religious and Moral Values: Instilling basic values, appropriate norms, and religious awareness. This includes the ability to recognize religion, practice worship, and behave with honesty, courtesy, and respect.
- e. Social-Emotional Development: The child's ability to understand and control their own emotions, as well as the ability to identify the feelings of others, cooperate, and show empathy.
- f. Art Development: Creative and imaginative abilities, such as playing with objects, coloring, and making art.

Character Education Management in Fostering Children's Concern for the Environment at Raudhatul Athfal (RA) Ukhtani

Raudhatul Athfal (RA) Ukhtani has successfully implemented innovative nature-based education management, creating a learning environment that combines academic learning with nature exploration. The school utilizes the beauty of its natural surroundings, including green courtyards, small fish ponds, and colorful rocks, as educational tools. Teachers at Raudhatul Athfal (RA) Uktani facilitate outdoor activities such as gardening, nature observation and environmental conservation projects, all of which are designed to develop students' character traits such as responsibility, cooperation, discipline, patience and love for nature.

The research findings obtained at the research location related to the implementation of nature-based character education management are as follows:

"...At RA Ukhtani, planning for environmental education is done at the beginning of each new school year. We conduct a working meeting to discuss our program for the next year, which will then be developed again into learning tools by the teachers and here I prioritize character education as an integral part of the curriculum. I plan character education through three main aspects: classroom learning, acculturation or habituation in daily life, and extracurricular programs. There are also character classes for discipline, patience, responsibility and cooperation. In classroom learning, teachers integrate character values into every learning activity, whether it is inside or outside the classroom. Acculturation or habituation is done through daily routine activities such as gymnastics, prayer together, and cleaning activities. For extracurricular activities, we also organize swimming activities here...". (Interview with the principal).

Based on the interview with the principal, the researcher found that Raudhatul Athfal Ukhtani conducts character education planning at the beginning of the new school year by conducting an annual work meeting with the board of teachers which then the teacher develops into the curriculum, and into character education in Raudhatul Athfal (RA) Uktani is carried out comprehensively and continuously. Character values are instilled through

various activities and programs. Teachers and parents work together to achieve the goals of character education. Related to this, Ustazah Leni as the vice principal of curriculum also said that:

"...The planning of our environmental care character education curriculum program at Raudhatul Athfal Ukhtani includes formulating learning objectives that emphasize discipline, responsibility, cooperation and patience. We integrate these values into each lesson theme, such as in the plant theme where students not only learn theory but also practice environmental habits through simple projects such as gardening or recycling. In addition, our teaching methods encourage students to interact and cooperate, so they learn to appreciate differences and work as a team. We also select relevant learning experiences, determine appropriate teaching and learning activities, involve people who play a role in the learning process, determine the necessary tools and materials, pay attention to the availability of existing facilities, and plan a continuous development evaluation process...". (Interview with Uatazah Leni)

Furthermore, Ustazah Hayathul Izzah, A.Md.A.B. the teacher in the patient class added about character education planning, namely:

"...Here, I implement character education by integrating values such as responsibility, cooperation and caring into every activity. For example, this week we have a plant theme so I will take the children to walk around the school yard to introduce plants to the children, children not only learn theory but also practice the habit of protecting the environment through simple projects such as gardening or using natural materials for daily needs In addition, here I also use teaching methods that encourage students to interact and be patient, so they can learn to appreciate differences and work as a team...". (Interview with Ustazah Izza)

Based on the information above, it is true that character education in fostering children's concern for the environment in Raudhatul Athfal Ukhtani is carried out in a planned manner made at the beginning of the new school year by formulating the values to be achieved by involving all school members.

Raudhatul Athfal (RA) Uktani does some planning in implementing character education in fostering children's concern for the environment, namely:

1) Character education planning in learning

Every program that will be implemented requires careful planning, and character education is no exception. Based on field observations, researchers found that the character education planning process carried out at Raudhatul Athfal Ukhtani school is based on the objectives formulated in the school's vision and mission as well as the Ministry of Religious Affairs curriculum, local curriculum, academic regulations, rules of conduct, and the ethics of each school component in this case, students, teachers and staff in the school environment.

Planning for nature-based character education at Raudhatul Athfal Ukhtani is achieved through the implementation of a meeting at the beginning of the year conducted with all school members, both teachers and school staff, which will then be held a meeting with student guardians to convey the objectives of character learning at school so that student guardians can support the implementation of activities not only at school but at home as well, with the continuity between character lessons at school and education at home can facilitate the formation of children's character quickly.

Some activities or programs that become a forum or space for the development of student character in Raudhatul Athfal Ukhtani, are included in the school's annual work program which is usually compiled at the beginning of each new school year and then reduced in the form of a semester program and then compiled teaching modules which

contain environmental care character education, namely through good values, such as patience, discipline, responsibility and cooperation through habituation and extracurricular activities involving religious and moral aspects, physical motor, cognitive, language, social emotional and art.

2) Character education planning in extracurricular activities

In planning extracurricular activities, it must be tailored to the needs and potential of the school. Based on field observations, it was found that the planning of extracurricular activities includes analyzing needs, planning funds and facilities and benefits for students and schools. Based on the observations made by the researchers, it can be concluded that at Raudhatul Athfal Ukhtani school, the extracurricular activities are swimming activities carried out at school twice a year which take place at the school itself and are accompanied by teachers at school.

3) Character education planning in acculturation or habituation

Character education is not only applied in the lesson plan but also in the acculturation or habituation carried out at school. Based on field observations, it is found that the planning of nature-based character education at Raudhatul Athfal Ukhtani is in acculturation or habituation.

Organizing Character Education at Raudhatul Athfal Ukhtani

Organizing is a dynamic process that must be carried out by grouping tasks and dividing work to each division of labor personnel in each organization which is a breakdown of job duties so that each individual in the organization is responsible for carrying out a set of activities (Juhji et al. 2020). What is meant by organizing here is the division of tasks of educators and teaching staff. Based on observations made by researchers, it was found that the division of tasks of educators and education personnel in Raudhatul Athfal Ukhtani school is the division of tasks at the meeting at the beginning of the new school year which is held with all teachers and employees, what is discussed at the meeting at the beginning of the year is the division of teacher duties in learning, determining the types of activities to be carried out, the person in charge of each activity and the budget plan. During the meeting, all teachers are given the opportunity to express ideas and ideas related to character education. After consensus, the results of the meeting are made into a decision, and at the beginning of the school year will be implemented according to their respective duties.

Raudhatul Athfal Ukhtani organizes character education in learning, extracurricular, acculturation or habituation. As the statement expressed by the principal, Mrs. Cut Rachmawati, S.Pd.I., M.Pd. regarding the organization of character education is as follows:

"...The organizing I do here for character education is done through a meeting at the beginning of the new school year involving all teachers and staff. In this meeting, we discuss the division of teacher duties in learning, determine the types of activities to be carried out, assign the person in charge of each activity, and plan the budget. All teachers are given the opportunity to express ideas and ideas related to character education. After reaching consensus, the results of the meeting are made into decisions which are then implemented throughout the school year according to their respective duties...". (Interview with the principal)

Furthermore, researchers did not only conduct interviews with the principal, but also conducted interviews with the vice principal for curriculum to obtain further information about organizing nature-based character education. In this interview, researchers were able to obtain more specific data on how the Vice Principal for Curriculum understands and implements nature-based character education in the curriculum and school activities. The statement from the vice principal of the curriculum obtained by the researcher is:

"...As Vice Principal for Curriculum, I am responsible for ensuring that all aspects of

character education are well integrated in learning, extracurricular activities, and acculturation. I work closely with teachers to select relevant learning experiences, determine teaching and learning activities, and ensure the availability of necessary tools and materials. In addition, I also coordinate the development evaluation process to ensure the character education program is effective and sustainable...". (Interview with the vice principal)

Based on the interviews with the principal and vice principal for curriculum, it can be concluded that the organization of character education in Raudhatul Athfal Ukhtani is done through a meeting at the beginning of the new school year involving all teachers and staff. In the meeting, the division of teacher duties in learning, determining the type of activity, the person in charge of the activity, and budget planning are discussed in depth. All teachers are given the opportunity to contribute with ideas related to character education. The results of this meeting are then made into decisions that are carried out throughout the school year in accordance with their respective duties.

The Vice Principal for Curriculum is responsible for ensuring that all aspects of character education are well integrated into learning, extracurricular activities and acculturation (Suradi, 2018). The vice principal for curriculum works closely with teachers to select relevant learning experiences, determine teaching and learning activities and ensure the availability of necessary tools and materials, as well as coordinating the development evaluation process to ensure the character education program is effective and sustainable, building a positive school culture and creating an inclusive learning environment.

The organization of activities at school includes a routine Wednesday clean-up program, where all students and teachers together clean the school environment, tidy up the garden, and plant new plants, to foster a sense of responsibility and care for the environment. Students not only learn theory but also apply these values through practical activities such as environmental projects with gotong royong and gardening activities or recycling waste, and through extracurricular swimming activities designed to strengthen their character in keeping the water and environment clean. Thus, in conclusion, the process of organizing character education at Raudhatul Athfal Ukhtani involves the active participation of all staff and teachers, as well as good coordination between the vice principal for curriculum and teachers and parents to ensure effective and sustainable implementation.

Implementation of Environmental Care Character Education at Raudhatul Athfal Ukhtani

Implementation of mobilization is an effort to mobilize or direct human resources and utilize existing facilities to carry out work together. The implementation of character education in schools can be achieved through at least four alternative strategies in an integrated manner (Juhji, 2016). First, integrating the character education content that has been formulated into all subject themes. Second, integrating character education into daily activities at school. Third, integrating character education in programmed or planned activities, and fourth, building communication and cooperation between schools and parents of students (Hariandi dan Irawan, 2016).

Based on field observations, it is found that the implementation of character education at Raudhatul Athfal Ukhtani is implemented through the division of four character classes, namely responsibility, discipline, patience and cooperation. Each class focuses on specific values to help students develop their character as a whole. In addition, every Wednesday, Raudhatul Athfal Ukhtani organizes mutual cooperation activities, including watering the garden and cleaning the school environment. This activity is routinely carried out to train children to always maintain the cleanliness and sustainability of the school environment, so that they grow into individuals who care about the surrounding environment.

Raudhatul Athfal Ukhtani conducts the implementation of environmental care

character education in terms of learning which is packaged through play and acculturation or habituation and extracurricular activities. As stated by the principal, Mrs. Cut Rachmawati, S.Pd.I., M.Pd. regarding character education planning, namely as follows:

"...The implementation of environmental awareness character education is done here by incorporating strong character values such as responsibility, discipline, and care for the environment through six aspects of learning, namely religion, social, language, cognitive, physical motor. Our mission involves integrating environmental awareness character education into every aspect of school activities to form students with character and care for nature...". (Interview with the school principal)

In addition, the researcher also conducted an interview with the deputy head of curriculum to obtain further information about organizing nature-based character education. In this interview, researchers were able to obtain more specific data on how the Vice Principal of Curriculum understands and implements environmental care character education in the implementation of the curriculum and school activities. The statement from the vice principal of the curriculum obtained by the researcher is:

"...We integrate the character values of environmental care into the lesson themes by selecting relevant teaching materials and emphasizing values such as environmental care. For example, in the theme of the universe, the teacher tells about the universe and how to protect it and then gives moral messages about the importance of protecting nature...". (Interview with vice principal)

Ustazah Hayathul Izzah, A.Md.A.B. the teacher in the patient class added about character education planning, namely:

"...One of the activities I do is to invite students to water the mini garden in the school yard. Students are taught how to plant and care for plants, and understand the importance of plants for the environment. This activity is not only educational but also fun for students...". (Interview with teacher)

Furthermore, the results of interviews conducted by researchers with ustazah Nurmala Sari, S.Pd. who is a cooperative class teacher also added that:

"...I integrate the character values of caring for the environment by choosing appropriate teaching materials and holding discussions about the importance of protecting the environment by teaching children to throw garbage in its place, teaching children to be responsible for their belongings and teaching children cooperation in doing gotong-rojong...". (Interview with teacher)

Based on the results of the interview above, it can be concluded that the implementation of character education at Raudhatul Athfal Ukhtani has a holistic and integrated approach. By incorporating strong character values such as responsibility, discipline, and care for the environment through six aspects of development, namely religion, social, language, cognitive, and physical motor, the school tries to form students with character and care for nature.

The incorporation of character values is done through various lesson themes by selecting relevant teaching materials that emphasize values such as environmental stewardship. For example, students are given time to read stories that contain moral messages about the importance of protecting nature. In addition, practical activities such as inviting students to water the mini garden in the school yard are also carried out to strengthen their understanding of the importance of plants for the environment, students are invited to clean up toys taken after playing.

The implementation of character education in Raudhatul Athfa Ukhtani is carried out in learning, extracurricular activities and acculturation or habituation.

1) Implementation of Character Education in Learning

Character education is very important in the implementation of learning (Firdaus dan Septiady, 2023). The implementation of character education in learning at Raudhatul Athfal Ukhtani is carried out with various strategies. Teachers invite students to make direct observations to the surrounding environment, such as parks, forests, or rivers. In this activity, students can learn about ecosystems, types of flora and fauna, and the impact of human behavior on the environment. Teachers incorporate elements of character education in every activity. Literacy activities, such as reading and writing and playing, are integrated with moral and character values to develop awareness of moral values in children. In addition, teachers use exemplary and habituation methods to develop the character values of honesty, responsibility, discipline and cooperation. Thus, learning becomes a stimulus for the growth of awareness of moral values and character in children in acculturation or habituation. The implementation of learning that is carried out includes initial activities, namely welcoming activities carried out by the picket teacher, the picket teacher stands in front of the gate, then the children greet the picket teacher and queue in front of other teachers to learn numbers or letters, then the children store their bags in their classrooms and write their own names on paper, at 8 o'clock the children begin to line up in the front yard of the school according to their respective themes, for example Monday physical activities, Tuesday learning hadith, Wednesday Arabic and English, Thursday Acehnese language and Friday religion, then after finishing lining up the children start murajaah and talkin surah after completion then the children enter their class to write alphabet letters or numbers. After writing the children take qarimah and read qarimah, after reading qarimah, the children are given a meal or rest time. After the break the children perform dhuha prayer in the classroom and after prayer the children just enter the learning theme, after completing the learning the children are asked to repeat what has been learned and finally when going home the children read prayers and shalawat.

2) Implementation of character education in extracurricular activities

The implementation of extra-curricular activities at Raudhatul Athfal Ukhtani is carried out only twice a year, namely swimming activities which are carried out at the end of each semester before taking the report card, this activity is carried out in the foundation owner's pool in his private home and this swimming activity each class is guided by their respective ustazah.

3) Implementation of character education in acculturation and habituation activities

Schools have an important role in developing character education because of the role of schools as centers of acculturation through acculturation and habituation approaches, such as: 1) Routine Activities, and 2) Incidental Activities (1 Muharram Parade, Teacher's Day, Art Performance, Hajj Manasik, and so on).

Evaluation of Character Education in Raudhatul Athfal Ukhtani

Evaluation is a very important management function in an organization (Nasrudin dan Maryadi, 2019). All previous functions will not be effective if they are not accompanied by an evaluation function. Evaluation is the process of observing and assessing the implementation of an organization's activities to collect data to find out what is encountered in that implementation. Based on the results of field observations, it is found that the evaluation of character education carried out at Raudhatul Athfal Ukhtani, the following are the results of the interview Evaluation of Character Education in Fostering Children's Concern for the Environment at Raudhatul Athfal Ukhtani, the expression of the principal, namely:

"...I conduct evaluations by observing, observing from every process of activities carried out at school both students and teachers, and every month we will evaluate the

progress of children's achievement in accordance with the program that has been planned at the beginning by conducting monthly meetings with the board of teachers, there I will ask each class teacher what obstacles are faced in the teaching and learning process at school and I will also evaluate also for teachers and TU staff about the discipline of attendance, clothing and diligence in taking care of children...". (Interview with the principal)

The vice principal of the Curriculum section revealed the Evaluation of Character Education in Fostering Children's Concern for the Environment at Raudhatul Athfal Ukhtani, namely:

"...What I do is observe, observe, give questions and answers, and inform, evaluate by asking the teaching and learning process whether it is in accordance with the initial objectives expected or the obstacles faced by the teacher, how the teacher assesses students who have character or not, and evaluate whether the teacher has reflected the attitude of character so that it becomes an example for children...". (Interview with vice principal)

The results of interviews with teachers as reinforcement of information from the principal and vice principal of the curriculum section are:

"...I conduct evaluation by assessing children, namely by dot notes, child development checklists and I always communicate with student guardians about whether the child's character education at school has begun to be carried out at home...". (Interview with teacher).

Based on the results of the interview above, I can conclude that the process of evaluating Character Education in Fostering Children's Concern for the Environment at Raudhatul Athfal Ukhtani is carried out by holding regular meetings every month to evaluate whether the initial planning has been carried out, it is seen from the record of children's daily development achievements through anek dot or check list as well as the obstacles faced by teachers in the character learning process.

1) Monitoring character education in learning

The supervision of character education in learning at Raudhatul Athfal Ukhtani is carried out directly by the class teacher during the learning process and during hours outside the classroom. Supervision of character education in learning is only carried out by the principal during direct supervision of the class.

2) Supervision of character education in extracurricular activities

Supervision of extracurricular education is directly carried out by teachers during extracurricular activities, supervision of extracurricular education by the principal which is carried out directly, namely the principal checks directly into the field, while indirect supervision of extracurricular education is carried out by the principal through the end-of-semester report received from the teacher.

3) Supervision of character education in acculturation and habituation activities.

Based on field observations, it is found that the supervision of character education in acculturation and habituation activities at Raudhatul Athfal Ukhtani is directly carried out by all members in the school environment, both teachers and staff. Teachers are fully responsible in terms of habituation and acculturation, when there are things or children's behavior that deviates or is not good, it will be reprimanded directly by the teacher at school.

CONCLUSION

Environmental Care Character Education Management: Character education that uses the environment at RA Ukhtani as a learning tool is able to foster children's awareness and concern for the environment. Children become more sensitive to the importance of protecting nature and are actively involved in environmental conservation efforts. Learning Approaches, Extracurricular Activities, and Habituation.

Character education management at RA Ukhtani is carried out through three main approaches, namely through classroom learning, extracurricular activities that involve interaction with nature, and habituation of environmental care behavior in daily activities. These three approaches support each other in creating a comprehensive and sustainable learning atmosphere. Support from Teachers, Parents and School Environment: The role of teachers as facilitators is very important in implementing environmental awareness character education at RA Ukhtani.

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