

# Analysis of the Establishment Environmental Care Values Character in the Curriculum of Sd Alam Tahfidz Quran

Firas Alamanda<sup>1</sup>, Dadang Kurnia<sup>2</sup>, Ani Nur Aeni<sup>3</sup>

<sup>1</sup>(PSTE Program, Sumedang Campus Of Indonesia University of Education)

<sup>2</sup>(PSTE Program, Sumedang Campus Of Indonesia University of Education)

<sup>3</sup>(PSTE Program, Sumedang Campus Of Indonesia University of Education)

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## Abstract:

**Background:** This research is motivated by moral degradation and the challenges of education in overcoming environmental problems against the threat of damage and extinction that affect the survival of generations through education. SD Alam Tahfidz Quran integrates the character of environmental care values into the curriculum and is committed to caring for the environment as a *rahmatan lil 'alamin* (blessing for all nature). This study aims to determine how the character formation of environment care values contained the SD Alam Tahfidz Quran curriculum includes policy, formation, and evaluation. Character education can be packaged into habituation programs and integrated into learning, either of these activities can certainly be designed well through the curriculum as a reference for the implementation of education, instilling character values from elementary school age will be embedded and last until they grow up.

**Materials and Methods:** This research is a qualitative descriptive study using document analysis and interviews as data collection techniques. The source of this research data is the SD Alam Tahfidz Quran curriculum which approves the crucial documents or notes that can support the research as well as the results of interviews with the principal and the curriculum team.

**Results:** The results of this study are: 1) The policy of SD Alam Tahfidz Quran in establishing an independent curriculum is based on Law no. 20 of 2003 and based on the school's commitment to caring for the environment as part of the realization of *Islam rahmatan lil 'alamin*. 2) The formation of environmental care characters in the curriculum is contained in the components of a practical and flexible curriculum structure. 3) Evaluation that can be done on the character formation of environmental care values in the curriculum through strengthening the curriculum.

**Conclusion:** Research on character building in the curriculum of SD Alam Tahfidz Quran may be beneficial for curriculum development, management, policymakers, and future researchers

**Key Word:** Curriculum, Character Education, Environmental Care Values.

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## I. Introduction

Education is an effort to instill values that cover various aspects of learning so that children have broad insights, care, intelligence, and use their potential to do their best and have a life understanding. Caring for the environment becomes the value of personal development in students (Law of the Republic of Indonesia Number 17 of 2007, nd). Students are expected to have the ability or effort to prevent and improve repairs and extinctions in the environment and create a clean, safe, and well-maintained home environment. According to Widyaningrum (2016), schools that have a basis and purpose in the environment have the potential to process resources more efficiently and avoid negative impacts arising from a lack of environmental management.

SD Alam Tahfidz Quran represents environmental values that support survival into sustainable habits and learning that arrange in the curriculum of SD Alam Tahfidz Quran. According to conditions stated by the Director-General of Environmental Pollution Control on World Environment Day 2020, he emphasized that the condition of Indonesia, which is a mega diversity country, has threats and challenges to the destruction and extinction of biodiversity, as well as optimizing the role of the community in managing the environment. It's referred to the challenges facing social sciences/civics education today that focus on being able to answer global issues in its implementation, especially in environmental problems that must be innovative and study so that they can occur effectively (Fatmawati & Yusrizal, 2020). The curriculum takes an important role that it becomes a guideline or direction in the process of teaching and learning activities (Julaeha, 2019), this is showing how the curriculum occupies a crucial position in all activities carried out by students both aimed at improving

academically and non-academically so that it needs to be served into something meaningful, complex, flexible, and have a clear purpose.

Previous research conducted by Fauzi (2018) stated that nature has benefits as a real source and place of learning that can be used to instill core values for students. In addition, the implementation of programs that aim to develop self-potential, assimilated into subjects at school, planned programs, and process development activities each have a role in the formation of these characters. Then in its implementation, the teacher has an important role as a role model for students in instilling character values (Intishar, et al., 2020). According to Aeni (2017), Character values from elementary school age with good habits will be embedded and last until they grow up. Another study states that the curriculum is a determinant in supporting children's character, if done well it will develop the child to be a good character.

Based on the background described by the researcher above, the researcher is interested in knowing more about the formation of environmental knowledge contained in the curriculum of SD Alam Tahfidz Quran by taking the title "Analysis of the Formation of Environmental Character Values in the Curriculum of SD Alam Tahfidz". The formulation of the problem, namely: knowing how to characterize the value of caring for the environment in the curriculum of SD Alam Tahfidz Quran, including policies, formation, and evaluation.

Observing the nature school as an alternative school that has a unique and universal concept, as well as a natural learning environment with a school building in the form of a stage or hut gives the view that a natural school is a universe-based school by using the natural resources that exist in the school environment. The utilization of nature in natural schools that usually used as a place of learning, media, and student learning objects. Freedom in learning so that it can support exploration abilities and increase motivation to learn from various things that are sustainable (Ningrum & Purnama, 2018).

The curriculum has a function as a way to achieve educational goals. Have parts or components that have interrelationships between their components (Nasbi, 2017), including objectives, program content and structure/materials, media/infrastructure, strategies, teaching, and learning processes, evaluation. The curriculum in educational development has an important role in encouraging students to learn more effectively (Aeni, 2019) so that, in its formation, a strong foundation is needed in its formation and development. The foundation in the curriculum can be formed by a philosophical, sociological, psychological basis as well as science and technology (Azis, 2018). Curriculum development has several models that can be selected according to conditions (Dakir, 2004).

Nature School includes alternative formal education with a curriculum that is created, developed, and adapted to the needs of the school. The nature school is also environment-based, helping students to grow into individuals with character and able to use the environment wisely (Ningrum & Purnama, 2018). Natural schools can be said to be schools that use nature as a medium of learning. The value of caring for the environment has the aim of bringing up attitudes and actions of individuals/groups/communities who are part of preventing damage to the natural environment and its surroundings and making repairs or reforestation of the impact of nature damage that has occurred (Ministry of National Education, 2011).

The integration of environmental care in the curriculum can be seen through learning both through the methods used, as well as the media used to support learning, while school policies influence the implementation of policies such as special policies owned by schools that have an environment that can be applied through extracurricular activities or in line with the school's vision and mission. Facilities and infrastructure that support environmental conservation are adequate and suitable for use as well as comfortable use can also support the development of character education for environmental care values (Syarif et al., 2019).

The character describes as a person's behavior, habits, strengths, and value abilities possessed by each individual (Priyatna, 2017). Character education in Indonesia is based on (Law Number 20 of 2003 concerning the National Education System., n.d.) that states national education has a function in instilling or forming a character for the creation of a dignified nation. The character education process aims to develop individual values, attitudes, and behavior to have good character. The values instilled in schools include eighteen values, one of them is the value of caring for the environment that aims to bring up the attitudes and actions of individuals/groups/communities which are part of preventing damage to nature and the surrounding environment. and carry out repairs or reforestation of the impact of natural damage that has occurred. Relationship with each other, each individual can try, understand, practice and practice, so that it is beneficial for life and generations (Ministry of National Education, 2011).

The example shown by teachers in schools in character education is a method that influences character formation (Aeni, 2014). Families and educators in schools have a role in providing examples of good behavior that follow the value of caring for the environment to students (Aeni & Kurnia, 2014; Idrus & Novia, 2018). The strategy in implementing character education in schools can be implemented through self-development programs, school culture, and the learning process, an active learning process approach in the classroom, school, and outside of school can be used to instill environmental character care values for students (Depdiknas, 2011).

In applying the character values of caring for the environment through the school curriculum, you can design routine activities, whether packaged in the form of habituation or integrated into subjects, and spontaneous activities.

## II. Material And Methods

The type of research chosen in this study is qualitative research that the researcher takes an approach to explore to achieve an understanding of a general indication (Raco, 2010). In addition, the approach used is a qualitative approach with descriptive research where the researcher describes the data in words or sentences. The events that occurred or the object of this study focused by the researcher are described according to the facts of the incident, seeking accurate and focused data and in-depth so that the ability and the objective relationship between data sources, informants, and techniques master by a researcher. Researchers must understand the characteristics of qualitative research. This research was conducted directly with data sources so that the readiness and insight of the researcher, as well as research ethics, must be the main thing because it has the potential to affect research.

**Study Design:** Qualitative Descriptive Research

**Study Location:** This research was conducted at SD Alam Tahfidz Quran which is located on Jl. Taneuh Bereum, Rea Fruit Block, Kulur, Kec. Majalengka, Majalengka Regency, West Java, 45411. The selection of this research location was because the research location was suitable, namely, it had a quality learning and habituation program that the researcher wanted to study.

**Study Duration:** March 2021 to July 2021.

**Research Subjects:** The source of this research data is the curriculum of SD Alam Tahfidz Quran then supported by important documents or notes that can support the research as well as the results of interviews from participants, namely the principal and the curriculum team of SD Alam Tahfidz Quran.

**Data Collection Techniques/Research Instruments;** Data collection techniques in this study use documentation, and interviews. The instruments used in this research are curriculum document analysis guidelines and interview guidelines

**Data Processing and Analysis Techniques:** The data that has been collected and analyzed are in the form of documents from the Alam Tahfidz Quran Elementary School, other notes found and related to the problem to be studied, and the results of interviews in the form of recordings or writings that are processed and then presented in the form of qualitative descriptions with several themes. Miles and Huberman's model data analysis used in this study divides the data for analysis into three stages (Anjani, 2017), namely: The selected data focuses on simplification, abstracting, and transforming data from notes obtained by researchers during research at SD Alam Tahfidz Quran, then the data is changed to be simpler, and explained about the data obtained, after that the data is displayed to be simple but comprehensive, the last step is to conclude.

## III. Research & Result

The analysis of the character components of environmental care values in the curriculum structure through document analysis and interviews is described as follows:

**Table no 1 :** Analysis of Character Components of Environmental Care Values in Curriculum Structure

|                          |  |
|--------------------------|--|
| School Type              | Non-Formal   |
| Curriculum used          | Independent  |
| Curriculum Foundation    | <ol style="list-style-type: none"> <li>1) Philosophy</li> <li>2) In accordance with the Constitution of the Republic of Indonesia and Pancasila, prevention of environmental damage, and moral degradation and development of Islamic religious values.</li> <li>3) Psychological<br/>The curriculum is a place to develop students' potential.</li> <li>4) Science &amp; Technology<br/>The curriculum is based on developing science and technology.</li> <li>5) Islamic Aqeedah &amp; Human Fitrah<br/>The curriculum is made as a reference for subject teachers to combine learning with Islamic aqidah and human nature..</li> </ol> |
| Main Focus of Curriculum | <ol style="list-style-type: none"> <li>1) Nature School<br/>Introduction, understanding, processing, utilization, and prevention of the environment are integrated into the facilities/infrastructure, and contextual learning learning resources,</li> <li>2) Tahfidz Quran<br/>The generation of the Koran memorizer..</li> </ol>  |
| Subjects                 | <ol style="list-style-type: none"> <li>1) Tahfidz</li> <li>2) Tahsin</li> </ol>  |

|                     |  |
|---------------------|--|
|                     | <ul style="list-style-type: none"> <li>3) Islamic Tsaqofah</li> <li>4) Shiroh</li> <li>5) Arabic</li> <li>6) Indonesian</li> <li>7) Math</li> <li>8) Science</li> <li>9) Geography</li> </ul>  |
| Habituation Program | <ul style="list-style-type: none"> <li>1) Al Quran                             <ul style="list-style-type: none"> <li>a) Tahfidz : Every day, target 1 line/day, Juz / Year</li> <li>b) Tahsin : Every day, Target 2 Volumes/year</li> </ul> </li> <li>2) Arabic                             <ul style="list-style-type: none"> <li>a) Al mufrodat al yaumiyyah: every day</li> <li>b) b) Arabic Lessons: 2 Meetings/week</li> </ul> </li> <li>3) Islamic Aqidah &amp; Tsaqofah                             <ul style="list-style-type: none"> <li>a) Connect all lessons with Islamic Aqidah and Tsaqofah</li> <li>b) Morning meditation: every day</li> <li>c) Memorizing Hadith: / two weeks</li> <li>d) Tsaqofah &amp; Siroh lessons</li> <li>e) Mabit (grade 4-5) / Mondok (grade 6)</li> </ul> </li> <li>4) Self Potential Development                             <ul style="list-style-type: none"> <li>a) Project Activities</li> <li>b) Backpackers</li> <li>c) Intern</li> <li>d) Annual activities</li> <li>e) Extracurricular (Broadcast, Archery)</li> </ul> </li> </ul> |
| Graduate Standard   | <ul style="list-style-type: none"> <li>1) Memorize at least 4 juz al quran</li> <li>2) Able to read the Qur'an properly &amp; correctly</li> <li>3) Mastering Arabic vocabulary &amp; basic knowledge</li> <li>4) Able to read bare books (basic)</li> <li>5) Carry out His commands and prohibitions only because of Allah SWT</li> <li>6) Knowing the laws of fiqh according to age and talent</li> <li>7) Have a talent portfolio</li> <li>8) Have a travel log (backpacker)</li> <li>9) Have a business portfolio or business idea</li> </ul>  |

The results of interviews with the principal and the SD Alam Tahfidz Quran curriculum team stated that the applicable curriculum was an independent curriculum which was adjusted to the vision, mission and goals of the school's establishment and its development using a goal-oriented development model.

**Table no 2 :** Analysis of Character Components of Environmental Care Values in Curriculum Structure

| Num<br>ber | Aspect                          | Aims to Build Character Values Caring for the Environment |    | Description  |
|------------|---------------------------------|---|----|--|
|            |                                 | Yes   | No |  |
| 1.         | Goal                            | √   |    | Students can recognize, understand, manage, prevent, and protect the environment in accordance with their obligations as a form of gratitude and obligation to Allah SWT. The character of the value of caring for the environment is adjusted to the material contained in the source book.   |
| 2.         | Contents and Programs/Materials | √   |    | The character of the value of caring for the environment is adjusted to the material in the source book, not specifically inserted. The character of environmental care values is included in habituation and extracurricular programs as well as annual activities such as gardening or actively participating in environmental activities. |
| 3.         | Media/Infrastructure            | √   |    | The media used are adapted to learning and obtained from nature, the facilities used are semi-class buildings and maintain the natural environment as a place for learning.  |
| 4.         | Teaching and Learning Strategy  | √   |    | The teaching and learning strategy used is contextual learning where adjusting the material into something practical, not just theoretical.  |
| 5.         | Teaching and learning process   | √   |    | The teaching and learning process is carried out interactively and the teacher as a class producer, is creative and innovative and is oriented to the condition of the child.  |
| 6.         | Evaluation/ Assessment          |   | √  | Not specifically focused on the value of caring for the environment, the assessment is seen from interests, personality, cognitive values and memorizing the Qur'an.   |
| 7.         | Habituation Program             | √   |    | The character of the value of caring for the environment   |

|                   |                         |   |   |   |
|-------------------|-------------------------|---|---|---|
|                   |                         |   |   | is seen through the backpacker program, which is a travel activity carried out by students to get to know the environment.  |
| 8.                | Extracurricular Program |   | √ | Broadcasting, in this extracurricular, the character of environmental care values can be integrated, where students can develop public speaking with several environmental nuanced agendas. |
| Researcher's Note |                         | The school's relationship with parents in improving the character of the value of caring for the environment is found in the activities of the mother's school and the father's school in adjusted annual activities such as waste and waste management. Mother's school and father's school are activities carried out by educators with parents in equalizing perceptions and adding insight. |   |   |

Training on curriculum development is carried out according to the schedule and budget, such as attending seminars or holding comparative studies or Forum Group Discussions (FGD) with other schools.

### 1. Tahfidz Quran Elementary School Curriculum Policy

The policy of SD Alam Tahfidz Quran in forming an independent curriculum refers to the policy of implementing nature-based formal education within the applicable curriculum and development are made and adapted to school needs (Balitbang Puskur, 2008). The philosophical basis for the school establishment emerged as an effort to prevent environmental damage and moral degradation along with the development of religious values for Muslim children. The psychological foundation of schools establishment is to explore the potential of students as different and unique individuals to be recognized, developed, and added some mandatory knowledge through the curriculum as well as counseling and career guidance as a follow-up effort to help children take roles and be responsible to entering society. Then for the Foundation of Science and Technology from the formation of the curriculum, namely by continuing to make adjustments to the latest material and gradually updating the technology used during learning. The characteristics of the SD Alam Tahfidz Quran curriculum based on Islamic Aqeedah & Human Fitrah, human existence as individuals created to have rules in life, everything related to educational services based on Islamic religious rules and concern for the environment starting from introduction, understanding, management, and prevention of rahmatan lil 'alamin as the embodiment of Islam. It's similar to the existence of a natural school that emerged from the results of transforming core values that can determine the success of an institution in making individuals more productive.

The curriculum development used by SD Alam Tahfidz Quran is a goal-oriented model, this curriculum development flow has an administrative development model with policies that come from top to bottom, starting from the principal as an outline designer and then discussing it with curriculum developers. Appointed by the principal after the formation of a new policy or improvement using a combination of Rogers' interpersonal relationship development model, namely policies that will be implemented and discussed periodically every year, there are discussions to exchange experiences between teachers at the annual meeting (Dakir, 2004). The commitment of SD Alam Tahfidz Quran is to caring the environment is interpreted as part of the embodiment of Islam Rahmatan lil 'alamin, school policies according to Syarief, et al., (2019) to influence the implementation of character education carried out by schools, principals who have a relationship with environmental conservation through activities that along with vision and mission of schools.

The main focus of the SD Alam Tahfidz Quran curriculum is the Natural School and Tahfidz Quran. SD Alam Tahfidz Quran focuses on schools that collaborate with nature as a learning tool and emphasizes that nature can be a source of children's learning. The main focus of schools on the environment is based on obligations as Muslims, namely by knowing nature and not doing activities that have the potential to damage or harm as a form of gratitude to Allah SWT, this awareness is instilled in children through the curriculum. Created and organized by the school. SD Alam Tahfidz Quran also focuses on producing graduates who memorize Al-Quran, especially in chapters 1,2, 29, and 30 that are included as special targets for the final achievement of each grade level.

The curriculum structure of SD Alam Tahfidz Quran is simple and flexible, including the goals of the institution, the principles of educational services with the five pillars of SATAQU, subjects, habituation programs, and graduate achievements. According to the learning process, the curriculum of SD Alam Tahfidz Quran does not have a special format in the curriculum document. The curriculum in educational development has an important role in encouraging students to learn more effectively (Aeni, 2019) so that, in its formation, it is necessary to build a curriculum foundation that functions to achieve educational goals and the interrelationships between its components (Aeni, 2019; Nasbi, 2017).

The natural school system is different from formal schools in general, natural schools come with the concept of natural education (Santoso, 2010). SD Alam Tahfidz Quran has nine graduation standards, the character of environmental care values does not become a special standard in graduation, but is integrated into

backpacker activities that have student travel records, including exploration, visits to get to know nature and the surrounding environment. Graduates of SD Alam Tahfidz Quran have a portfolio of travel, business ideas, talents, and hafidz with a minimum of four juz memorization. The school's policy to form environmental care character values in the SD Alam Tahfidz Quran curriculum is not carried out specifically but emphasizes that recognizing by children, utilizing wisely, and protecting the surrounding environment is an obligation as Muslims and is an obligation. A form of gratitude for God's creation and preparation for better survival.

## **2. Formation of Environmental Care Values in the Curriculum of SD Alam Tahfidz Quran**

The ability of students to recognize, understand, manage, prevent, and protect the environment following their obligations as a form of gratitude and obligation to Allah SWT is the goal in the SD Alam Tahfidz Quran curriculum. The goals established by the school are flexible and simple, there are no specific indicators that serve as a reference in carrying out learning. The character of the value of caring for the environment is adjusted to the material contained in the sourcebook. The curriculum of SD Alam Tahfidz Quran does not explicitly contain the overall domain goals to be achieved, such as cognitive, which leads to children's intellectual abilities, then psychomotor skills from acquiring new knowledge and skills and affective ones that are clear in the curriculum. The purpose used in learning is to emphasize the cultivation of core values that the school wants to build so that students can apply them in everyday life so that they become practical values, these practical values are the reference in forming goals as the commitment of the natural school in providing real learning (Ningrum & Purnama, 2018).

The material as a program in achieving goals is the school's desire to achieve through the field of study that is carried out according to the category, stage or level of study, and the path included in the structure of the school curriculum program (Nasbi, 2017). The character of environmental care values occurred to the material that contained in the sourcebook, not specifically into in the school curriculum, in line with the progressivism carried out in natural schools which has a basic belief that education must make children as objects, teachers do not take many roles and content in learning instead of as something that children learn (Fauzi, 2018). The character of environmental care values into habituation and extracurricular programs as well as annual activities such as participating or actively participating in activities.

This tool is used to help educators implement the content contained in the curriculum to be carried out by students within the scope of learning to make it easier to implement the curriculum content so that it can be carried out by children in learning. The media used are adapted to learning and obtained from nature, the facilities used are semi-class buildings and maintain the natural environment as a place for learning. Facilities and infrastructure that support the environmental conservation shown as adequate and appropriate for use, cleanliness, and comfort also support success in instilling character education for environmental care values (Syarif et al., 2019). The teaching and learning strategy used is contextual learning that adjusting the material into something practical, not just theoretical. Evaluation in the curriculum of SD Alam Tahfidz Quran is not focused specifically on the environment care values, the assessment is seen from interests, personality, cognitive values, and memorizing the Qur'an.

The character of environmental care values in the SD Alam Tahfidz Quran curriculum is embedded within the curriculum components by providing direct learning and real experiences as well as learning places in the open. The value of caring for the environment is seen through learning and habituation programs. The backpacker program is a travel activity carried out by students to get to know the environment. Seeing the development of the nature school and its activities, this travel program is similar to the young explorer activity where children research, find, see, interpret travel to a place with the guidance of the teacher. Special event activities such as gardening and celebrating big holidays such as the environment are grouped into spontaneous or incidental activities (Ningrum & Purnama, 2018). Broadcasting, in this extracurricular, the character of environmental care values can be integrated, where students can develop public speaking with several environmental nuanced agendas.

The school's relationship with parents in improving the character of the value of caring for the environment is found in the activities of the mother's school and the father's school in adjusted annual activities such as waste and waste management. Character is formed from an early age with the influence of family, friends, school, and the environment (Aeni, 2014). This becomes important about how a child can have positive values that can characterize children to adulthood as an effort to maintain a harmonious life. Character is influenced by the environment in which a person lives, so people need to be able to adopt values so that they can become models for generations (Aeni & Kurnia, 2014).

### **3. Evaluation that able to be done on the Character Building of Environmental Care Values in the SD Alam Tahfidz Quran Curriculum**

The character of environmental care values at SD Alam Tahfidz Quran is not a special aspect assessed, the components in the final semester assessment include interests, personality, and cognitive values of the subjects. The character value of caring for the environment is studied by the teacher along with the character seen in students at school, this is recorded in the student's portfolio and becomes a reference in writing the final personality assessment. Also, this character can be shown in annual activities such as gardening, crafts that take advantage of the environment or this value appears by itself in students in other activities that are of concern to the teacher.

SD Alam Tahfidz Quran is incorporated into the Alam Nusantara School Network (JSAN) with the agenda of sharing and developing natural schools in Indonesia and commits to continue to renewed and developed both in terms of learning implementation, educational services, infrastructure, and relationships with parents who have the power to improve the quality of learning. Innovations that will be carried out in the future include the construction of laboratories and libraries as well as training for educators in developing the curriculum for natural schools and Islamic creeds and linking studies in adding insight and improving the skills of educators. SD Alam Tahfidz Quran is committed to reforming curriculum development, by conducting a linkage study, namely linking or unifying perceptions to see if there are programs that are appropriate and suitable for implementation.

The main focus as a natural school can be formed through the commitment of educators to use the natural environment as part of the learning process so that students' abilities in survival (Ningrum & Purnama, 2018), and creativity in managing the natural environment and minimizing excessive exploitation without reforestation can be realized. The existence of the natural environment as part of the curriculum structure is a priority for SD Alam Tahfidz Quran, especially through learning strategies with direct learning or real experience. Special events and habituation programs, as well as facilities that support nature school activities and character building of environmental care values, continue to be developed by adjusting the budget. Training on curriculum development is carried out according to the schedule and budget, such as attending seminars or holding a linkage study or Forum Group Discussion (FGD) with other schools (Idrus & Novia, 2018).

### **IV. Conclusion**

The policy of SD Alam Tahfidz Quran informing the curriculum based on Law no. 20 of 2003 concerning the implementation of education by Pancasila and the 1945 Constitution of the Republic of Indonesia, based on the school's commitment to caring for the environment as part of the realization of Islam rahmatan lil 'alamin contained in the vision, mission, and goals of the institution. The character building of environmental care values in the curriculum contained in the curriculum components, habituation programs, extracurriculars, and special events that not only involve interactions between students and teachers but also with parents. Evaluation in the character building of environmental care values in the curriculum can be done through strengthening the main focus of the curriculum, namely natural schools, teaching and learning strategies, budget adjustments for the provision of infrastructure, and training for educators through seminars and linkage studies. Non-formal school policies in creating the curriculum are based on future needs and aspirations, so the core values that the school wants to build must be planned and reviewed to be included in every element of the curriculum including the foundation, development management, budget, structure, and graduate standards so that there is a suitability of the plan with the results to be achieved.

This research is expected to contribute to the development, management, implementation, and evaluation of SD Alam Tahfidz Quran regarding the current curriculum. Also, This research is expected to be useful for education observers and policymakers to develop practical and flexible education administration so that it can help students develop their potential in the school environment and be able to use the environment wisely so that it is useful for humans survival. Research on character building in the curriculum of SD Alam Tahfidz Quran may be useful for further researches.

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