



# Literature Review on the Implementation of a Guidance Curriculum Program in Building Environmental Caring Character in Students

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## Abstract

Students have a responsibility to preserve the environment. This responsibility is realized through environmental care behavior, which is the task of education, including guidance and counseling teachers. Therefore, it is important to examine more deeply the urgency of implementing the guidance curriculum to build environmentally caring behavior in students. The research method uses a literature review to review logically based on a comprehensive understanding of the conceptual framework for implementing the curriculum guidance program in building environmentally conscious character in students. Research goes through six stages, namely (1) selecting and determining the topic; (2) develop argumentation tools and conclusions from various concepts; (3) literature search with the help of Mendeley Reference Manager to create a catalogue; (4) a literature survey was conducted to collect, organize, and analyze data; (5) criticizing the literature, as a conclusion to form research objectives; and (6) writing a review, the review produces a document. This article aims to review guidance curriculum programs in guidance and counseling through large class/cross-class guidance service strategies, classical guidance, and group guidance, which are implemented into a service framework for building environmentally caring character in students. The findings of this literature review highlight the importance of implementing guidance curriculum programs to build environmentally caring character in students.

**Keywords:** Environmental care behavior, Guidance curriculum, Literature review

## 1. INTRODUCTION

Humans are always in contact with the environment, including showing concern for it. Global environmental conditions worsen due to climate change, pollution, ocean acidification, land degradation, and biodiversity loss [1]. In the era of globalization and Revolution 4.0, environmental problems in Indonesia are getting worse. Population growth every year increases human needs and causes overexploitation of natural resources [2]. The indicator of environmental indifference

in Indo-nesia reached 0.51 in 2017, approaching the number 1 which indicates high environmental indifference [3].

Caring for the environment means behaving to prevent damage to the nature around us and trying to repair damage that has already occurred. Environmental care behavior in In-donesia can be seen from four main dimensions, namely the dimensions of water man-agement, private transportation (reducing air pollution), energy management, and waste management [3]. The natural environment as a place where life takes place requires the role of humans to grow sustainably. Nature and the environment are ultimately beneficial for the benefit of human life and its generations, including stu-dents as humans who live in the natural surroundings.

In education, students have an important role in protecting the environment as a generation that lives longer than adults, so students must have behavioral characteristics that care about the environment. Caring for the environment needs to be developed in students with their abilities, such as naturalist intelligence, and there is a positive and significant relation-ship between naturalist intelligence and students' environmental caring attitudes [4]. Apart from that, schools have a role in developing students' character through for-mal education which helps students to able to think critically about their behavior and its future impact on the environment. Various methods can be imple-mented to develop students' environmental care behavior, such as through learning in the form of Problem-Based Learning (PBL), Project Based Learning (PjBL), Contextual Teaching and Learning (CTL), and Outdoor Learning methods [5], utiliz-ing thematic and local teaching materials [6][7], adiwiyata programs [8], and even seminars [9].

Part of the school is guidance and counseling services which aim to develop various competencies in students ranging from personal, social, learning, and career [10]. Personal com-petence is self-development competence, including the character of caring for the envi-ronment, which can be developed through guidance and counseling service programs pro-vided by guidance and counseling teachers at schools.

## 2. METHODS

The research method uses a literature review [11][12] to logically examine based on a comprehensive understanding of the conceptual framework for implementing the curriculum guidance program in building environmentally conscious character in students. The research process is carried out through six stages [12] which cannot be separated from each other, starting from: (1) selection and determination of the topic, namely the implementation of the curriculum guidance program in building environmentally conscious character in students; (2) development of argumentation devices, namely the findings of the concept of implementing the curricu-lum guidance program, environmentally conscious character in students, and conclusions from various concepts; (3) literature search, namely with the help of Google Search to search for handbooks, scientific research articles in international

journals, and sources relevant to the topic that has been set with the help of Mendeley Reference Manager to catalog and document information; (4) a literature survey was conducted to collect, organize, and analyze data on the implementation of the curriculum guidance program in building environmentally conscious character in students that had been collected and documented in Mendeley Reference Manager; (5) critiquing the literature (analysis-synthesis process), producing responses to the conceptual framework research topic as a conclusion to formulate research objectives; and (6) writing a review, the review produces a document on the literature review on the implementation of the curriculum guidance program in building environmentally conscious character in students.

### **3. RESULTS AND DISCUSSION**

#### **3.1 Environmentally Caring Character in Students**

Caring for the environment is an attitude and action to prevent and repair damage to the surrounding nature [13]. This shows that the character of caring for the environment is an attitude that is formed and forged in such a way, the character of caring for the environment is an attitude and behavior regarding self-awareness in contributing to being part of integrated environmental sustainability, starting with protecting, loving and conserving nature and the environment. that is maintained supports the availability of resources and food sources, concern for the environment reflects an attitude that fully supports conservation and improvement, as well as keeping the quality of available natural resources so that they can be enjoyed in the long term, without damaging their condition [14][15][16].

The indicators of environmental care character that can be developed in students are [17]: (a) environmental care; (b) reducing plastic use; (c) waste management according to type; (d) reduction of carbon emissions; (e) energy savings; (f) planting trees; and (g) utilization of used goods. Each indicator can be developed through knowledge, attitudes, and behavior, starting from awareness of loving the environment, the importance of caring for and preserving the environment, and protecting the natural resources available in the environment.

#### **3.2 Implementation Guidance Curriculum Program to Build Students' Environmentally Caring Character**

The guidance curriculum program provides assistance to all students through classically structured or group experience preparation activities presented systematically to develop long-term behavior in accordance with the developmental stages and tasks outlined in the independence competency standards required in developing the ability to choose. and make decisions in living life [10]. In guidance curriculum programs, there are several service strategies, namely classical, large/cross-class classes, groups, and using certain media [18] which can be used to build environmentally caring character in students.

The guidance curriculum program also known as the guidance curriculum is designed to facilitate the systematic implementation of various activities for all students. This systematic design is oriented towards building knowledge, attitudes, and skills through classical and group strategies [19], which aims to provide basic

services to students so that they have a sense of responsibility and a productive attitude in improving the welfare of society, in this case, the character of caring for the environment in student self.

To build an environmentally caring character in oneself, basic service programs through classical and group guidance strategies can be designed, implemented, and evaluated according to environmentally caring needs and character. The selection and use of appropriate service methods will help carry out service activities effectively and efficiently, in the form of achieving predetermined service goals, namely achieving changes in student attitudes and behavior [6].

**Table 1.** Alternative Implementation of the Guidance Curriculum Program to Build Environmentally Caring Character in Students

| No | Strategy                                  | Indicator                    | Objective                                                                                                  | Methods/<br>Techniques                                                  | Evaluation                                                                                                                                                                                                                                            |
|----|-------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Cross<br>Class/Large<br>Class<br>Guidance | Environmental<br>care        | So that<br>students can<br>care for<br>school plants                                                       | Collaborative<br>project and<br>presenting<br>environmental<br>services | <p>Process evaluation:</p> <p>Seeing students' direct activities when receiving environmental care materials.</p> <p>Evaluation of results:<br/>Students have long-term awareness and behavior to care for the environment.</p>                       |
| 2  | Classical<br>Guidance                     | Plant Trees                  | So that<br>students can<br>plant trees<br>and care for<br>the<br>sustainability<br>of natural<br>resources | Assignment                                                              | <p>Process evaluation:</p> <p>Seeing students' direct activities when planting trees.</p> <p>Evaluation of results:<br/>students' activities in caring for trees (watering and fertilizing) that were planted while they were students at school.</p> |
| 2  | Group<br>counseling                       | Utilization of<br>used goods | So that<br>students<br>have the<br>skills to use<br>used goods                                             | Creative<br>project                                                     | <p>Process evaluation:</p> <p>Seeing students' direct activities when using used goods into creative art</p> <p>Evaluation of results:<br/>Students have creative products using used goods</p>                                                       |

The guidance curriculum program will be effective in building caring character in students if it is supported by guidance and counseling teachers, school principal policies, participation of teachers, parents of students, and all school stakeholders.

It is expected that the education system can address sustainability issues and encourage pro-environmental behavior and attitudes. Guidance and counseling services in schools, which provide a psycho-pedagogical nuance, including guidance curriculum programs, are part of this education system. Many countries have developed environmentally conscious schools, with varying results; some are successful, while others still need strengthening in various aspects.

Studies in Sweden and France have shown that teachers and students have ecocentric attitudes, as opposed to anthropocentric attitudes, which may reflect a positive approach to the environment and environmental education [20]. In contrast, ecological education and students' environmental awareness in Bangladesh are still inadequate. Some teachers in Bangladesh believe that environmental education is suboptimal due to a lack of practical learning, motivation, and action, institutional weaknesses, inadequate policies, poor implementation, and cultural and traditional beliefs. This is not enough to change students' attitudes towards the environment, making it difficult for the country to ensure sustainable development [21].

In the United States, there was a collaboration between a counselor and environmental educator with high school students in the southeastern part of the country. Students identified their relationship with the outdoor environment through photographs depicting their daily lives and the natural environment during the COVID-19 pandemic. Analysis of the photographs yielded four main themes: (a) health, (b) environment, and education, (c) relationships and connections, and (d) conscious reflection [22]. In Greece, teachers had moderate levels of environmental knowledge and pro-environmental behaviors as identified through the Environmental Identity Scale. This supports the government's program to implement environmentally friendly schools [23].

Environmental education that instills environmental care in students is essential for sustainable education. This education not only transfers knowledge, but also instills values, attitudes, and skills for a sustainable future. The goal is for students to understand and address global challenges such as climate change and environmental degradation. The practice of Education for Sustainable Development (ESD) in three schools in Surabaya shows environmental activities and indicators of sustainable development in the field of education [24].

Schools that implement sustainable education are the right strategy to renovate the educational process and achieve better quality [25]. This educational transformation aims to improve environmental behavior and sustainability among students (Olsson et al., 2019). Schools with environmental education programs or green schools have been shown to have a positive impact on students' environmental behavior. In contrast, students who spend their free time watching TV or interacting with other electronic media show lower environmental awareness [26].

Environmentally conscious character is not only formed through school programs but also good examples from the entire school community [27]. Students' aware-ness of plastic pollution can be increased through structured education, mass media, poli-cy enforcement, and the use of environmentally friendly plastic alternatives [28]. Implementing an appropriate guidance curriculum can be done by taking stu-dents outdoors and conducting field trips to connect them with the environment [29]. Direct experiences in nature increase students' knowledge of the surrounding environment [30]. Integrating environmental topics into writing about non-environmental issues also increases awareness of climate change [31]. This can be done in both classical and group guidance.

Guidance and counseling services that focus on psycho-pedagogy can overcome students' environmental anxiety, also through the implementation of natural services such as adven-ture-based counseling because they are related to nature [32]. Environmental anxiety can be a motivation for pro-environmental behavior, but it also hurts sustainable eating behavior and health [33]. Student involvement in activities that support personal health and environmental sustainability can reduce environmental anxie-ty (tension or worry about ecological collapse due to climate change) [34][35]. The level of awareness of climate change contributes 5% to environmental anxiety [36].

Socio-demographic impacts and psychological factors can determine changes in environ-mental life. Interpersonal and motivational factors are less common in shaping environ-mentally friendly behavior. To overcome this, providing guidance and counseling services can be taken [37]

Reviewing teacher activities in developing students' caring character, the shift from teach-ing environmental issues in a traditional style to an experiential style has a significant im-pact on teachers. If environmental guidance curriculum is given to stu-dents during school, in the future students who know the environment will have an impact on environmental justice when working as social workers [38].

#### 4. CONCLUSION

Implementation of the guidance curriculum program provided in a structured and systematic pattern to build environmentally caring character in students through classical and group guidance strategies, strengthened by appropriate implementation methods, so that schools not only contribute to environmental protection but also help create individuals who are aware of their responsibilities. responsibility as humans to preserve the environment.

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