Mural visual media to enhance environmental caring character of elementary school students

Mídia visual mural para aprimorar o caráter de cuidado ambiental dos alunos do ensino fundamental

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ABSTRACT
This study aims to describe the use of visual media of mural art in Education to improve the character of environmental care for grade IV elementary school students. The approach used in this study is a qualitative approach or Qualitative Research. The type used in this study is Classroom Action Research to improve the environmental care character of grade IV elementary school students using mural art visual media, carried out in two cycles, each consisting of two meetings with stages of activities including planning, implementation, observation, and reflection, focusing on the use of mural art visual media and character education caring for the environment of students. The study subjects were grade IV B students of Makassar City State Elementary School, totaling 26 students. Data collection techniques are used through educator and learner observation sheets, documentation, tests, and non-tests. The research instruments used are observation sheets and questionnaires used to measure students’ character. The data analysis techniques used are qualitative and quantitative data analysis techniques. The research results on character education caring for the environment of students in Cycle I are in the
Sufficient category, and Cycle II has increased, namely in the Good category. Based on the study's results, using visual media of mural art can improve character education care for the school environment and the environment around grade IV B students of Makassar City State Elementary School.

**Keywords:** mural, character, care for the school environment, environmental education, elementary school.

**RESUMO**
Este estudo tem como objetivo descrever o uso da mídia visual da arte mural na educação para melhorar o caráter de cuidado ambiental dos alunos da quarta série do ensino fundamental. A abordagem utilizada neste estudo é a abordagem qualitativa ou Pesquisa Qualitativa. O tipo utilizado neste estudo é a pesquisa-ação em sala de aula para melhorar o caráter de cuidado com o meio ambiente dos alunos da 4ª série do ensino fundamental usando a mídia visual de arte mural, realizada em dois ciclos, cada um consistindo em duas reuniões com etapas de atividades que incluem planejamento, implementação, observação e reflexão, com foco no uso da mídia visual de arte mural e na educação do caráter de cuidado com o meio ambiente dos alunos. Os sujeitos do estudo foram alunos da 4ª série B da Escola Estadual de Ensino Fundamental da cidade de Makassar, totalizando 26 alunos. As técnicas de coleta de dados são usadas por meio de planilhas de observação do educador e do aluno, documentação, testes e não-testes. Os instrumentos de pesquisa utilizados são fichas de observação e questionários usados para medir o caráter dos alunos. As técnicas de análise de dados utilizadas são qualitativas e quantitativas. Os resultados da pesquisa sobre a educação do caráter e o cuidado com o meio ambiente dos alunos no Ciclo I estão na categoria Suficiente, e no Ciclo II houve um aumento, ou seja, na categoria Bom. Com base nos resultados do estudo, o uso da mídia visual da arte mural pode melhorar a educação do caráter no cuidado com o ambiente escolar e com o ambiente ao redor dos alunos da 4ª série B da Escola Estadual de Ensino Fundamental da cidade de Makassar.

**Palavras-chave:** mural, caráter, cuidado com o ambiente escolar, educação ambiental, escola de ensino fundamental.

**1 INTRODUCTION**

Education assists a person in changing their attitude, both in terms of a child's growth from puberty to maturity and the pursuit of education to ensure that it is successful and advantageous in social life. Since the beginning of human history, education has been practiced to prepare the younger generation to survive in the larger society. Therefore, education is more about imparting wisdom, information, moral principles, and survival skills to the next generation. Education intends to help students to be able to develop their human potential. One can tell whether a person has received an education by how they live their life and by their manners, language, and conduct (Allison et al., 2022; Damopolii et al., 2020; Haqiqi, 2018).
The germ of the possibility of being human is human potential. If an educator uses and comprehends the idea of setting a good example based on excellent ethics and morals, instruction will proceed smoothly and effectively (Baul et al., 2022). Clear and focused planning and strategies are necessary to attain worthy objectives for the future generation so that they may be achieved as efficiently as possible (Aksan & Çelikler, 2019; Naveen Venkatesh et al., 2022; Vidergor, 2021). Students must actively participate in their education according to the 2013 curriculum and behave appropriately and with discipline. K13 lessons are delivered using a thematic approach to learning. To provide students with hands-on experience and prepare them to explore the diversity of information they are learning independently, thematic learning emphasizes student engagement throughout the learning process.

The teacher's role includes developing students' moral character. However, given the circumstances they are in right now, teachers are having an adamant time. Teachers must confront societal changes in values as a result of societal developments. The identity of teachers as instructors of character must be maintained. Teachers serve a critical role in society as instructors of values. They help mold the character of pupils to become whole, mature humans via their professional job and commitment to education (Foster et al., 2022; Sharma & Buxton, 2018; Vidergor, 2021). Teachers help the next generation prepare for difficulties and the speed at which society changes. There are numerous intricate facets and qualities to education. Some educational professionals attempt to define the purpose of education using various orientations, fundamental ideas, constraints, and philosophies (Heppt et al., 2022; Neumann & Waight, 2020; Safitri et al., 2021). However, the definition of education that has been put out needs to cover all its ramifications. Education is an endeavor to "humanize" or "elevate" young people to the level of humanity (Sharma & Buxton, 2018; Slavin, 2018). The act of educating and being educated is the manifestation of this endeavor. These two behaviors are crucial ones. In other words, education is a process that affects and shapes people's lives, both for teachers and pupils. For pupils, education is a tool that enables them to grow as individuals. Meanwhile, for educators, education is choosing a mindset and a way of living that they feel can represent the human principles and values that underpin their whole life (Hatton-Bowers et al., 2020; Lailatul et al., 2020; van de Wetering et al., 2022).

The difficulties are growing harder in the face of tightening global competitiveness, and one factor that grabs attention is the caliber of education. The difficulties mentioned here include money, infrastructure, and culture (Allison et al.,
This last barrier concerns the way people think and the moral standards that society has accepted. Where numerous facts demonstrate how damaged and collapsed the morals and mentality of the current generation are, where there are numerous deviations from moral values, and where an educator's primary focus must be on mentality and moral values in order to develop his students so that they can compete in this era of globalization. What occurred is a problem that has to be solved by a teacher (Ardoin et al., 2020; Damopolii et al., 2020; Lailatul et al., 2020).

The area of education has surmounted many obstacles and societal shifts since it was founded. Today's reality is that individuals need new information and abilities to handle their everyday lives since the world is continually changing. With the help of parents, teachers, and society, character education aims to instill religious, moral, and ethical values in pupils via science (Rosenthal, 1989; Sharma & Buxton, 2018). This is crucial for the character development and formation of students. Every kid has excellent potential from birth, but this potential has to be developed throughout time and appropriately socialized to ensure that each child's character is established and grows to its full potential (Aksan & Çelikler, 2019; Hasanah et al., 2019; Rao et al., 2021).

Children can utilize digital media simply in this day and age. A task for educators, parents, and adult society in the digital age is to guide and monitor what our children do with their digital media so that children can make the best use of their digital media and get good benefits for themselves and their lives (Flannero et al., 2022; Naveen Venkatesh et al., 2022; Setiyaningsih & Syamsudin, 2019). The digital age has both positive and negative effects. Recent reforms in education strongly emphasize the need to enhance instruction that helps students develop their character, attitudes, problem-solving strategies, communication, and knowledge skills.

Law number 20 of 2003's Chapter 1 Article 1 regarding the national education system states that character education is the goal of national education and that education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by oneself, society, and nation (Indonesia, 2003).

People, including adults and children, can efficiently utilize present technology in the current age of globalization. Technology is now employed in education because it dramatically facilitates learning and knowledge development. Technology may also be
utilized to facilitate communication between teachers and students. Technology, however, affects education in both good and harmful ways (Iqbal & Sami, 2017; Mattsson & Laike, 2022). The prevalence of cyberbullying, on-campus fights, and violence against children is a sign of national character weakness. In order to lower the crime rate in the situations above, the excellent national character must be established and educated as early as possible so individuals can implant positive attributes and conduct from an early age.

Other names for character education include moral, value, emotional world, and moral education. According to Dini (Fatmah, 2018), character education strives to develop students' morals and character so they can lead a fair, secure, and prosperous national life as the country's future leaders. This is related to Law 20 of 2003, which is about national education. Fathers teach their sons moral lessons such as the need for prayer, abstaining from harmful activities, and practicing patience. Because character development expresses the government's attempts to mold the next generation of young people with character, we must go over it again. All stakeholders, including an educational institution, need support to attain this. One of the best ways to mold and develop pupils' personalities is via education. However, for this to be accomplished, educators must put in more effort. Character education may be developed via direct or indirect learning and used consistently to help students comprehend and practice it daily. There are 18 character education ideals that teachers must implant in their children in order to educate them with character. The 18 character messages are religious, honest, tolerance, discipline, hard work, democratic, creative, independent, curious, national spirit, love of the motherland, respect for achievement, friendly/communicative, love of peace, love of reading, care for the environment, social care, responsibility (Cahyanto et al., 2020).

A mural is a kind of spatial art that takes the shape of a big painting that covers a whole wall, ceiling, or other flat surface. If murals include moral messages and educational values, they may be employed as educational media. Murals may also serve as marks or indications of a location's identity. This demonstrates how murals may be utilized as teaching tools to promote character education in classrooms and to enhance the area around Sapentri School (Nurdin et al., 2021). Additionally, images and vibrant colors enhance a place's personality. Murals, which up until now have only been seen as flashes of youth ingenuity, have another unique aspect that may be developed to the fullest extent possible to give them significance and aesthetically pleasing. Many students still
need more concern to care for and pay attention to the cleanliness of the classroom and school environment, which shows how poor the attitude toward caring for the environment is. The park, which they should use to play in during breaks, have lunch, and relax with their pals, needs to be better maintained and littered with garbage.

Similarly, the state of the classroom, which should be kept tidy and clean by the instructor and students, only becomes a burden on the teacher when pupils lack the sensibility to care about the surroundings of the classroom. Mural painting is an excellent medium for teaching children to care more about their environment. Therefore, maintaining a clean school and classroom environment is the responsibility of the instructors and the whole school community, particularly the kids. Teachers are required to be able to implement and enhance learning utilizing murals as a learning medium for developing the attitude and a love of the environment in this study. Additionally, educators must be creative in designing learning procedures that use the environment as a venue for student learning.

2 METHOD

This type of research uses Classroom Action Research (CAR) because it is relevant to efforts to solve learning problems, implementation, observation, and reflection. This classroom action research was conducted to improve the quality of learning and to help empower teachers in solving problems in classroom learning. In a study, it is necessary to have a design or research design to facilitate researchers when conducting research. Research design is a strategy developed to achieve predetermined research objectives and becomes a guide for researchers throughout the research process. As for design or research, design action class is something from the study of reflective and collective action carried out by the participants in a social situation. To increase reasoning and justice practice, education, and practice social them, as well as understanding they to practice. The research instruments are in the form of (1) learning implementation plans, (2) teacher observation sheets; (3) student observation sheets; (4) student character assessment sheets (questionnaire); (5) student and teacher observation sheets, and student questionnaires. The data analysis technique used is qualitative and quantitative data analysis techniques. Qualitative data obtained from results observation use guidelines observation activity students and teachers on learning education character care environment using the Visual Media of Mural Art. Observation results in activity students and teachers are described qualitatively. Based on the range scale with existing
calculations. So, given predicate from percentage amount whole aspect activity participant educate. As for the collection of quantitative data techniques in the form of data presented based on numbers, the analysis used is a percentage.

3 RESULTS AND DISCUSSION

3.1 RESULTS

Measuring tool used for know improvement or change character participant educate in this research is questionnaires and sheets of observation. In study action, this class will serve enhancement through the questionnaires and sheet observation from the beginning of Cycle I to the end of Cycle II. The summary enhancement results study can see in the following table:

3.2 OBSERVATION CHARACTER EDUCATION IMPROVEMENT CARE ENVIRONMENT

![Figure 1. Student Observations](source: By the author)

From the graphic table above, the changes that occurred in the students’ character before and after the application of the mural art visual media can be seen. The collaborator teacher acts as an observer to observe the changes that occur in the character or behavior of students towards their environmental care character education process. The graph table of observations of students shows quite significant changes, where the character of caring for the environment observed by the teacher collaborator as the observer shows a 48% number in the Less category in the initial character of caring for their environment before
the action in cycle I after the research activity is carried out to shape attitudes or character students to care more about the environment around them, the results of observations made by the observer showed a much-increased number from the results of the first observation, which was at 89% in the Good category. From the results of this observation, it is more apparent that the process or action taken impacts changes in student character.

3.3 STAGE OF INCREASING QUESTIONNAIRE VALUE CYCLE I TO CYCLE II

The graphic table above illustrates the character changes in the students before and after the mural art visual media were implemented. The graphic diagram shows that, on average, students in Cycle I filled out questionnaires that fell into the Enough category, representing 53% of the total answers. In contrast, in Cycle II, the Good category represented 84% of the responses. This data shows that there has been a considerable improvement in pupils' environmental care character education.

4 DISCUSSION

In this study, the discussion focused on (1) the description of character-beginning students in matters concerning the environment before the existence of mural art visual media, (2) the implementation of action classes and upgrades or changes in character care environment students through the use of mural art visual media, and (3) improvement or change character care environment student through the use of visual media mural art.
Based on the results of interviews and conducting observations directly, can is known that students tend not enough care about the environment around them. That constrains students in the formation of character. For care, the environment is a tedious learning process Where teacher-focused and less active students do stimulate an activity attitude active them. In this is concern they to environment Still low Because lack of role active possible from the teacher himself student For give attention more to the environment. See condition the need felt activity improvements study often they do. With existing activity Studies using this mural, quality learning to increase attitude care environment can improve.

Implementation learning through visual media in mural art education character care environment students who have applied in two cycles, focusing on form activities carried out by observing the mural Alone and understanding meaning that can be taken from a mural about the caring environment. Stage beginning in this research started with an activity interview with the guardian teacher class. Then next, a gift questionnaire to students was conducted by researchers. Interview with the guardian teacher class done To use know condition student to attitude concern environment them, as well dig information about constraints and provide description possible solution given through activity research to be done. Giving questionnaire done For know character beginning student That Alone before using mural art visual media in the learning process. The murals used in this study are as follows:

![Figures 1 : Examples of murals applied in schools](image)

Based on results activity that, can concluded that constraints faced by teachers and students in the process of forming character care environment student is as following.

a) Student not enough understand the meaning care to environment That Alone
b) Student not enough enthusiastic in the learning process that leads to formation character they

c) Student think that environment No become not quite enough answer they For guarded .

d) Teacher has control formation material _ character student , will but Not yet find suitable and capable methods and media awaken student interest For care to environment .

Based on the results evaluation of character, students who have not been subject to action still confessed that they need to care more about the environment around them alone. Besides that, students Still feel clumsy for being active in a manner independent Of being careful in the environment without being accompanied by their teacher. In Cycle I, the process is carried out from planning until reflection. Still waiting to get the expected result. Several students Still need help understanding the meaning of care environment. That alone. Part of them is Still clumsy. For behave more actively in concern with the environment around them. Based on the implementation results, The first cycle is known to Still need improvement in Cycle II. Related to the material care environment, the researcher does an activity Study to look at the mural media matter environment in a manner direct order for students capable of understanding the meaning of the care environment well. That Alone as well as Can apply in an activity every day.

In Cycle II, researchers explain the murals and the character's care environment based on examples of murals displayed by friends who class them. However, in this Cycle II, the researcher emphasizes the learning process outside direct class hit to the formation process character care environment. Students are invited To directly look at the mural about the caring environment and understand the mural's meaning. In Cycle II, the researcher tries to create an atmosphere to learn more _ free For students to behave actively and be close to the environment alone. Learning is fun and has an impression. Alone will make students Enjoy the learning process and make understanding what is being studied easier to form a character-concern environment.

Using mural art visual media can add experience and knowledge for students to grow attitudes and care for the environment. Influence positive after learning by applying murals as learning media, among others, give outlook addition for students that besides For give the impression of beauty to the environment around them, murals can also be used as learning media that has message and meaning separately in it, as well as change perception student For always active in a manner independent For guard environment
around them. The use of mural art visual media applied in two Cycles makes students look happy and enthusiastic in following the learning process. Students and teachers at school also find suitable media and fun to invite students For care to environment them.

Viewed In terms of process, using visual media as mural art can improve or change the character participants educate by not enough become more careful about the environment surrounding them. Moment implementation action, students are more active and enthusiastic, have a visible interest in learning, and know more about what murals mean about a caring environment. Besides that, students are also seen as more active in asking and doing activity learning with comfortable. Students can more actively disclose opinions and questions about murals and a caring environment during editing. That alone.

Process improvements are visible moment researchers currently teach students, where seen students are more enthusiastic in accepting material. Researchers feel that Using the visual media of mural art can improve the learning process and leave an impression on students so that their learning is meaningful and can imprint in the formation character-care environment. Based on the results study, mural art visual media can be used as pattern learning and alternative media for the learning process at Elementary School.

Evaluation education character care environment participant education done before and after implementation action. Character education participant students seen in Cycle II experience change towards more expected. This change can be seen in the participant's questionnaire to educate content in a manner independent.

5 CONCLUSIONS AND SUGGESTION

5.1 CONCLUSION

Based on the analysis and discussion of the results, then can conclude that the use of Visual Media for Mural Art can be improved Character Education Care Environment participants' education Class V students of Makassar City Public Elementary School. It can be proven from the evaluation of the result that the character begins student before getting action, then compared to with character end student after accepting action through sheet questionnaire that has been content in a manner independent has fulfilled criteria success Where enhancement is at 84 % ( good category ). Likewise, with observation on their learning process do with using the Visual Media of Mural Art as a learning medium, they experienced an increase, which in Cycle I was in the category sufficient, and in Cycle II were in a suitable category and had fulfilled the criteria success where is the result
observation Cycle 2 is at 89%. It is obtained from aspect observation in the learning process by students using the Visual Media of Mural Art on the subject discussion care environment. Already walk with should.

5.2 SUGGESTION

Concerning the conclusion research above, then suggested as following:

1. For participant students, using Visual Media Art Murals can increase their ability to understand and be concerned about the environment around them.
2. Teachers should teach participants to strive for participants educate can always involve active in the learning process as well as build shades of fun class to provide a good impression, so learning more meaning for participants educate.
3. Head schools should always give coaching and supervision to implementation task teaching, among others, using learning media.
4. To the researcher next, hopefully, increase the studies that will be done next. All good things please maintain and what is lacking please For repaired.
REFERENCES


