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Development Strategy of Cadres Students On School Based Environmental And Disaster Awareness

E Kurniawan^{1*}, Sriyanto¹, S N Sari²

¹Universitas Negeri Semarang, Sekaran Campus C7 Building Gunungpati Semarang
Central Java Indonesia

²IKIP Veteran Jawa Tengah, Bendan Duwur, Gajahmungkur, Semarang, Central Java
Indonesia

*Email: edikurniawan@mail.unnes.ac.id

Abstract. Universitas Negeri Semarang as a conservation university is trying to shape the character of students who are based on the eight main characters of UNNES, one of whom is a caring character. In the effort of character building, various programs and coaching have been carried out, one of which is the formation of a cadre of school leaders with environmental and disaster awareness. The purpose of this study was to: (1) knowing the constraints of implementing environmental and disaster-oriented school regeneration for geography education students. (2) analyzing the strategy of implementing regeneration for students of effective geography education. Research uses exploration and qualitative methods. The results of research conducted show that the policy in the field of student affairs at FIS Unnes provides the widest opportunity for students to develop school programs with environmental and disaster awareness. In the implementation aspect, the main obstacle faced by the time environmentally oriented school in carrying out regeneration is the lack of awareness of students in practicing sustainably the programs that have been planned. Whereas in the aspect of strategy, actual development has been carried out in stages and is sustainable both for steering committees and cadres.

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere 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 themselves, society, nation and country. For this reason, education must be directed at developing basic learning skills [1].

In line with the previous elaborations, learning as a form of implementation of formal education must function as a vehicle for the development of potential students, both the potential associated with intellectual integration, spiritual intelligence, emotional intelligence, and social intelligence. When associated with the understanding of learning, then hope is a necessity. Learning is the interaction between students and educators and learning resources in a particular learning environment (Article 1 of Law Number 20 Year 2003). Interaction between students and educators and learning resources is a medium that allows potential students to develop optimally in accordance with their goals and expectations.

The Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System (National Education System Law) formulates the functions and objectives of national education that must be used in developing educational efforts in Indonesia. Article 3 of the National Education System Law states, "National education functions to develop and shape dignified national character and civilization in order to educate the nation's life, aiming at developing potential students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen". National education is the basis for the development of cultural education and character of the Indonesian people.

Referring to the national education goals above, character education is deemed necessary. The purpose of national education is also implicitly and explicitly stated that the core of the goals to be achieved in education in Indonesia is the formation of the character of the younger generation. With the implementation of character education it is hoped that the formation of the character of the



younger generation will be more quickly achieved, so that the goals of education can be realized which in turn will develop the nation.

As part of the formation of the character of the younger generation in the development of environmentally sound and disaster models in several schools in the city of Semarang, which is led by the Geography Department of UNNES. The schools that have been developed include 41 Junior High Schools in Semarang City, Semarang City Middle School 22, and Primary School 1 Sekaran Gunungpati City of Semarang. The existence of this school is fostered and guided continuously by a team formed by the Geography Department of UNNES. Therefore, in this article we will review a lot about how UNNES cadres its students to become environmental school advisers and disaster management.

The Environmental and Disaster-Based School or often referred to as SWALIBA is an educational concept that seeks a culture of clean, comfortable and healthy life and does not damage the surrounding environment and how to create a balance of life between the school community and the surrounding environment based on high awareness and concern [2].

The SWALIBA concept is based on the need for environmental sustainability and builds awareness among the school community in developing a safe and comfortable school environment, therefore in an effort to build awareness and maintain the sustainability of the developed self-service program, the role of cadres and assistants is very necessary.

The regeneration process in an effort to cultivate SWALIBA characters is actually conceptually explained by [3], strategies in character education can be carried out through the following attitudes:

1.1. Exemplification

Exemplification has a very large contribution in educating characters. Exemplification emphasizes behavioral aspects in the form of real actions rather than just talking without action. An important factor in educating is the "example". Examples that are multidimensional, namely exemplification in various aspects of life. Exemplification is not just an example of doing something, but also about various things that can be studied. Including good habits is an example of a form of exemplification, at least there are 3 elements, namely that someone can be imitated or become an example, namely: readiness to be assessed and evaluated; have minimal competence, and have moral integrity.

1.2. Discipline Planting

Discipline is essentially a genuine obedience that is supported by the awareness to fulfill the duty of duty and behave accordingly according to the rules or conduct that should apply in a particular environment. Realization must be seen (incarnate) in real actions or behavior, namely behavioral actions that are in accordance with the rules or proper conduct [3].

1.3. Habit

Character education is not enough to only be taught through subjects in class, but schools can also set it through habituation. Habitual activities can be done spontaneously for example greeting each other, both between friends, between teachers, and between teachers and students. Schools that have carried out character education are certain to carry out habituation activities. Habituation is directed at civilizing efforts in certain activities so that it becomes a patterned or systemic activity.

1.4. Creating a Conducive Atmosphere

The environment can be said to be a process of familiarizing children affected by conditions that are faced and experienced by children. Likewise creating a conducive atmosphere in schools is an effort to build a culture that makes it possible to build character, especially related to work culture and learning in school. Certainly not only the academic culture built but also other cultures, such as building a culture of behavior based on good morals. Schools that cultivate their citizens love to read, of course, will foster a conducive atmosphere for their students to love reading. Thus schools that familiarize their citizens to be disciplined, safe, and clean, of course, will also provide an atmosphere for the creation of such characters.

1.5. Integration and Internalization

Character education should be carried out in an integrated manner and internalized into all school life. Integrated, because character education cannot be separated from other aspects and is the foundation of all aspects including all subjects. Internalized, because character education must color all aspects of life.

2. Methods

The study was conducted with a qualitative approach, which was seen as effective, because this research was directed at the study of educational policies and student interactions in the educational process on campus. Thus this research is a phenomenon that must be known to what extent the implementation implemented by the campus in fostering self-help cadres. Furthermore, all circumstances are carried out in detail, clearly and objectively. The second reason is, research is not to test theories or concepts, but rather describe real conditions that occur related to student activities on campus in the formation of self-service cadres, so that the mindset used is inductive, namely that data search is not intended to prove the hypothesis was formulated before the research was carried out.

The research location is where research is carried out with location determined, it will be easier to know where the research will be conducted. The location of this research was conducted at the Geography Department of Faculty of Social Sciences, Universitas Negeri Semarang. The focus of this research is the implementation of regeneration of SWALIBA coaches for students of the Geography Department of Faculty of Social Sciences UNNES which includes policies and educational processes for students.

2.1. Research Data Sources

Primary data are words and actions of people who are observed or interviewed by primary data sources recorded through written records or through video recording or audiotapes, taking photos or films [4]. Kaelan (2005: 148) states that primary sources are books that are directly related to material research objects, primary data sources in this study are lecturers, department heads, and Geography students of Faculty of Social Sciences UNNES.

Secondary data sources are written sources divided into sources of scientific books and magazines, both print and electronic, sources from archives, personal documents and official documents [4]. Secondary data sources in this study include list of student names, list of lecturer names, activity reports.

2.2. Data Collection Techniques

Observation is the collection of data that uses observations on the object of research, the observation method in this study is used to observe children's activities in the implementation of education and regeneration processes in the Department of Geography Faculty of Social Sciences UNNES. The observation technique in this observation is observation without the role of the observer, that is, the observer only functions to make observations. Such a role still limits the subjects submitting and providing information that is primarily confidential [4].

Interviews are used as a method of collecting data directly from informants, by asking questions verbally to informants. Interviews are conversations with specific intentions. The conversation was carried out by two parties, namely the interviewer (interviewer) who asked the question and the interviewee (interviewee) who gave the answer to the question. [4]. Interviews used in this study are unstructured interviews, namely interviews that only contain the outline that will be asked (Arikunto, 2007: 231). Lecturer interviews, department heads, and UNNES Geography Physics Department students.

Documentation method is to look for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, meetings, agendas, etc. (Arikunto, 2006: 231). This documentation is used to strengthen data obtained from interviews. The documentation technique that is carried out is by searching, finding and collecting notes relating to the research problems.

2.3. Data Analysis Techniques

The method of data analysis in this study was carried out by qualitative analysis by carrying out data interactions. According to Miles and Huberman (1994: 15-19) the data obtained from the report is in the form of qualitative data and from the data if it is processed with an interactive model. The steps of the interactive model include four activities, including:

2.3.1. Data collection

In this case the researcher records all of the data objectively and according to the results of observations and interviews in the field. Recording data needed for various types of data and various forms of data that are on the field and recording in the field.

2.3.2. Data reduction (i.e. reduction),

Which is the process of selecting focus on simplifying, abstracting and transforming crude data that appears from written records in the field. Data reduction is a form of analysis that sharpens, classifies, directs, and disposes unnecessary and organizes secondary data in such a way that it can be drawn and verified.

2.3.3. Presentation of data (data display)

Namely a set of information arranged gives the possibility of drawing conclusions and taking action. Data presentation is an analysis of designing rows and columns in a matrix for qualitative data and determining the types and forms of data intended in matrix boxes.

2.3.4. Data verification (conclusin drawing)

Is drawing conclusions by an act of repeating notes in the field or conclusions is a re-action on the notes in the field or conclusions can be reviewed as arising from data that must be tested for its validity, robustness and compatibility which is its validity (Miles and Huberman, 1994: 15-19).

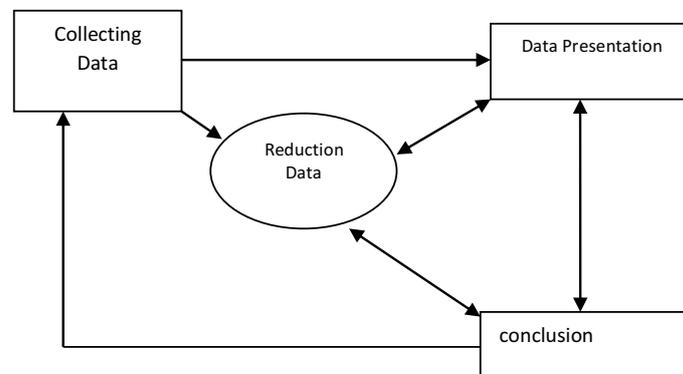


Figure 1. Chart of Data Analysis
Sources: Milles and Huberman 1994.

The stages of data analysis in this study believe that researchers first conduct research in the field by conducting observations and interviews called the data collection stage. Therefore, the amount of data collected, then the reduction of data is held after being reduced then used as data presentation. When all three stages are completed, conclusions or verification are taken.

3. Results and Discussion

3.1. Respondents Profile

The Geography Department of the Faculty of Social Sciences of UNNES has a program in developing student care by forming an activist group of School based on Environmental and Disaster (SWALIBA). The existence of SWALIBA is shaded by the UNNES disaster study center with the

main mission is to build awareness and concern for students in developing and disseminating information about schools based on environment and disaster.

The research conducted in 2018 was conducted with a focus on the study of how the cadre of SWALIBA activists in UNNES with the number of respondents was 38 students with distribution of gender consist of 20 male and 18 female. In terms of age, the range of respondents's age who were used as research subjects ranged between 18-21 years old with the main job as a student. While in terms of educational background it varies greatly from high schools, vocational schools, and Islamic schools, but this does not become an influence because all of them have become geography students and consist of geography education, geography, and area mapping surveys study program. The number of respondents can be seen from the following table.

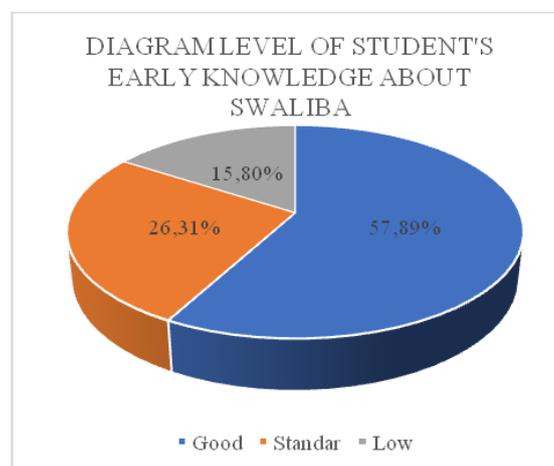
Table 1. The Composition of Respondents

Responden	Gender
Male	20
Female	18
Total	38

Source: Primaru Data (2018)

3.2. Early Student Knowledge

The Understanding of the meaning of school based on environmental and disaster is in accordance with what was revealed [2]. The Understanding of this basic concept becomes an important point in measuring the regeneration of SWALIBA coaches, because it will affect the perspective of students in carrying out activities. Based on the results of the questionnaire conducted from 38 respondents, 57.89% of students have a good early understanding of the SWALIBA concept, while 26.31% of students are in a standard early understanding and the rest have a low early understanding about SWALIBA and still need deepening understanding and purpose of SWALIBA goals.



Graph 1. Level of Student's Early Knowledge about SWALIBA

Based on graph 1, it shows that the initial understanding of students who took part in SWALIBA activists cadreization was enough to become the initial capital in developing and assisting target schools. The understanding in this study contains conceptual understanding (cognitive domain) so that understanding of practice in the field is still unanswered in this study.

3.3. Coaching Patterns and Advanced Understanding Transfers

Coaching is one of the works in an effort to form a militant cadre and fully understand the concepts and knowledge of SWALIBA, therefore the guidance that carried out is not only on the institutional

aspects of the organization but also material guidance. Based on interviews that conducted with the SWALIBA steering committee chairman, information was obtained that guidance and advanced transfer of understanding were carried out through sharing within the organization and routine training. SWALIBA cadre coaching was developed in three activities, namely coaching through regular discussions (developing knowledge), practical coaching with direct involvement in partner schools, and institutional fostering with a structural approach within the organization.



Figure 2. Internal Coaching Pattern

Based on the results of the studies that have been conducted, the pattern of internal coaching has actually been thorough in aspects of values and knowledge, skills, and institutions, but it is necessary to evaluate the effectiveness of the activities, because based on the interviews there is still no way to evaluate the evaluation. Transfer of knowledge as a major part of SWALIBA activities has proceeded in a gradual manner, this can be seen from the process that has been carried out. The results of observations conducted in the training conducted on March 17, 2018 show that the process of knowledge transfer is done formally and informally. Formal through training and informal activities through group observation activities to schools around the campus. The composition of formal and informal coaching compared to 40% formal and 60% informal.

3.4. Levels in the Cadreation of SWALIBA Coaches

The regeneration program of SWALIBA coach that has been carried out is held in stages or tiered. This ranking is in accordance with the expertise, skills, competencies, and experience of each SWALIBA cadre. Achieving this level must be done in stages and sequentially with three main levels including the Pioneer level, the Functional level, and the Steering Committee level. The increase in SWALIBA cadre level is achieved through contributions and participation in SWALIBA education and training. Every SWALIBA cadre has different duties and roles according to their respective levels.

The first or basic level of SWALIBA coaches is the pioneer level. To become a pioneer level of SWALIBA cadre, students must first take pioneer education and training. This Pioneer Training is the first gate for students to enter SWALIBA's coaches cadre. In this training, students get material in the form of basic knowledge about SWALIBA. In the pioneer level, students have just officially become SWALIBA's coaches cadres and have not yet played a role in going to school. In this stage, the main activity for cadres is to increase competency regarding SWALIBA and the process of further internalization of values that care about the environment and disaster.

The second level of SWALIBA coach cadres is the functional level. To become a SWALIBA cadre at the functional level, cadres must first take part in Functional Training. Functional Education and Training contains further material regarding SWALIBA and at this stage, cadres are required to internalize all of SWALIBA coaches competencies in both theoretical and practical competencies.

Becoming a SWALIBA cadre at the functional level is at the core of the regeneration process undertaken by students. This relates to the roles, duties and functions of functional cadres who are the main actors who play an active role in school based on the environment and disasters. At this level, SWALIBA cadres are tasked with going to schools to foster the organization of school based on the environment and disasters. At the functional level, SWALIBA cadres are required to implement all knowledge acquired in the SWALIBA cadreation that has been undertaken at school.

The third level of SWALIBA coaches is the steering committee level. To become a SWALIBA cadre at the steering commite level, cadres must pass the steering committee training. This training is the highest training in the regeneration of SWALIBA coaches. After passing the steering committee training, SWALIBA cadres will become directors and evaluators. Steering committee cadres have not entered school anymore, but have only become directors and advisors and evaluators of the SWALIBA program that have been implemented. Steering committees are the highest level in SWALIBA cadres and will be included in the organizational structure of the SWALIBA institution.

3.5. *Campus Institutional Support (Department)*

The regeneration of SWALIBA coaches policy in the Geography Department of Faculty of Social Sciences UNNES is based on the strong desire of the campus residents, where each campus member has their respective roles in building a campus based on the main conservation character. The geography department helped develop and strengthen the institution's vision through the regeneration of self-service programs.

Based on the data that has been obtained, it can be seen that the implementation of the regeneration of SWALIBA coaches in the Geography Department of the Faculty of Social Sciences, Universitas Negeri Semarang is carried out with a strategy of moral development through character education. This is because through character education strategies, the regeneration process will run more effectively. Character education is not just a teaching process of theories about character, but rather emphasizes how character values can be internalized by students so that they become the principle of everyday life. Likewise in the regeneration process of SWALIBA coaches are carried out with a character education strategy, with the aim that the cadres not only understand theories about schools based on the environment and disasters, but also are able to internalize the values of environmental care and disaster mitigation so that the values will entered into cadres's soul and reflected in everyday behavior.

This condition is in accordance with the character education theory revealed by Lickona. Lickona revealed that with a moral development approach, character education focuses on education to encourage an action or behavior that is in accordance with moral rules that are determined by dialectic awareness between feeling moral, moral knowing, and moral action (Lickona, 1991). The real manifestation of moral knowing in the regeneration of SWALIBA coaches is for example the awareness of the importance of maintaining and realizing a beautiful, natural, and comfortable school environment, knowing the principles of environmental preservation, and knowing ways to create a school based on environment and disaster. Meanwhile, which includes examples of moral feeling is conscience, empathy for the environment and disasters, love for truth, and humility. Then, the example of moral action is the habit of preserving the environment, arranging the school to be friendly to the environment and disasters, and other good intentions. The Lickona dialectic is as follows.

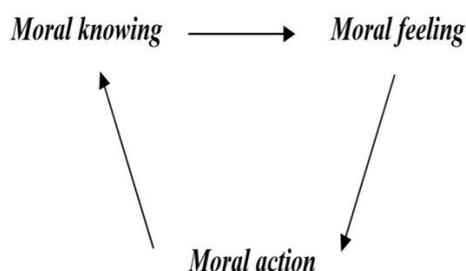


Figure 3. Lickona dialectic

Source: Lickona (1991)

The character education strategy in the regeneration of SWALIBA coaches in the Geography Department of the Faculty of Social Sciences UNNES refers to the theory of Hidayatullah (2010). The strategy of planting characters can be done by exemplification, planting discipline, habituation, creating a conducive atmosphere, as well as integration and internalization. Hidayatullah's theory was later modified by the Geography Department and produced a new policy or strategy.

The departmental policy in the regeneration of SWALIBA coaches to support conservation-minded campuses in UNNES can basically be grouped into four policies in the form of activity programs, environmental management policies, members and supporting facilities, in detail the policies are included in the departmental work program. The policy of the Geography Department in the regeneration of SWALIBA coaches can be seen in the following table.

The character education strategy in the regeneration of SWALIBA coaches in the Geography Department of the Faculty of Social Sciences UNNES refers to the theory of Hidayatullah (2010). The strategy of planting characters can be done by exemplification, planting discipline, habituation, creating a conducive atmosphere, as well as integration and internalization. Hidayatullah's theory was later modified by the Geography Department and produced a new policy or strategy. The departmental policy to support the regeneration of SWALIBA coaches program basically be grouped into four policies in the form of activity programs, environmental management policies, financial policies, and supporting regulation, in detail the policies are included in the departmental work program.

3.5.1. Through a program or activity

3.5.1.1. Character Education Integration in learning

Although character education is not included in the course curriculum in the classroom, this does not rule out the possibility for lecturers to continue to provide character education in the effort to regenerate SWALIBA coaches in lecture learning activities. Character education in the regeneration effort of SWALIBA coaches can be embedded in lecture learning by combining, incorporating, or inserting environmental and disaster character values in each lecture material. This can be done on all courses and all lecture material. This step must be done by designing learning in the Semester Learning Plan (RPS) through the provision of basic competencies and achievement indicators related to achieving environmental character values and disaster.

This is in accordance with the character principle that character is not only a matter of theory, but is a value that must be internalized by all students. Likewise with character education in the cadre of SWALIBA coaches, it is not only a matter of theory about the techniques and urgency of schools based on environment and disaster, but also contains the substance of character values for environmental care and disaster that must be internalized by each student. The character values of caring for the environment and disasters are manifested in concrete or real behavior, not just knowledge and theories about the environment and disaster. This will help in forming a militant SWALIBA cadre.

3.5.1.2. Organizing Seminars

This step is taken by organizing seminars to improve the insight and character of students about the environment and disaster education as well as the ins and outs of schools based on the environment and disaster. This seminar was initiated by the Department of Geography and was attended by all Geography students. The seminar was held by bringing in speakers from various agencies that have authority in terms of environment, disaster, and natural resources. The speakers also came from domestic and foreign lecturers who were experts in the fields of education, environment, and disaster.

3.5.1.3. Organizing competitions to instill the character of environmental care and disaster

In order to instill the character of environmental care and disaster to form SWALIBA cadres, a competition program related to the environment was also carried out. Several competitions were conducted, namely cleaning competitions and healthy garden making competitions. By organizing this competition, cadres will be encouraged to compete to be the cleanest and the best. This indirectly

becomes a learning media related to schools based on environment and disaster so that it will shape the character of environmental care and disaster in the souls of cadres.

3.5.1.4. Making environmental-friendly and disaster nuanced bulletins

Bulletins are reading media that are in great demand by students because they have several advantages, namely simple, good design, and easy to obtain. Making a bulletin with nuances of environmental care and disasters is carried out as a strategy to disseminate and instill the character of environmental care and disaster to all students widely. Bulletin content that is easy to understand and contains persuasive invitations will be effective in shaping the insights and character of students regarding school based on environment and disaster. The bulletins that have been compiled and printed are then disseminated in wall magazines and gathering places for students so that they can be accessed by all students. The bulletin content will form the mindset of the readers and become an effective medium in the SWALIBA coach regeneration program.

3.5.1.5. Cultivation or Habituation on Campus

This effort is a very good step to form the character of environmental care and disaster in cadres. Habituation is directed at civilizing efforts in certain activities so that it becomes a patterned or systemic activity. Habituation is carried out for example by cultivating the behavior of putting garbage in its place by distinguishing between organic and inorganic waste, saving electricity by using electronic infrastructure efficiently, turning off tap water if not used, reducing motorized vehicle use on campus, maintaining cleanliness of the classroom environment, toilets, and the campus environment as a whole.

3.5.1.6. Developing SWALIBA Support Organization

The efforts to regenerate SWALIBA coaches are also carried out through the establishment of a special organization that is engaged in the development, dissemination and regeneration of SWALIBA coaches. This organization is directly under the auspices of the UNNES disaster study center. This organization has a role in forming SWALIBA coaching cadres and becoming a pioneer in initiating schools based on environment and disasters in the regions. In addition to forming a special organization, the Geography Department also collaborates with other organizations namely the Indonesian Geography Student Association (IMAHAGI). IMAHAGI collaborated with the Geography Department play an active role in order to succeed of the regeneration of SWALIBA coaches.

3.5.2. Through the Environment and Facilities

3.5.2.1. Decorate classrooms and campus environments with nuances of conservation and disaster-friendliness

In addition to programs and activities, the SWALIBA formation cadre program in the Geography Department of the Faculty of Social Sciences of UNNES is also carried out through environmental support and facilities. This is realized through, first by decorating classrooms and campus environments that are nuanced with conservation and disaster-friendly. The concrete forms include the creation of a green campus environment by planting various shady trees, planting flowers, fruit trees, and beautiful gardens in front of the building and making good sanitation and irrigation systems. In the classroom, the concrete form is the construction of classroom design equipped with good ventilation. Then, making windows using clear and wide glass to maximize the incoming sunlight so as to reduce the use of electric lights. In addition, also by designing a door that opens out to make it easier for students to run out when a disaster occurs.

3.5.2.2. Providing a Trash Box in Some Places that Are Easily Accessible

The behavior of littering among the community often occurs because of the lack of easily accessible trash bins so that people feel lazy to look for trash bins and prefer to dispose of garbage in random places. This condition is tried by the Geography Department of the Faculty of Social Sciences of UNNES in the context of the regeneration of SWALIBA coaches by providing trash cans in various places that are easily accessible by the campus community. This will make it easier for the campus community, especially students (SWALIBA cadres) to dispose of garbage in its place. This effort is

a form of support from habituation efforts that carried out on existing program strategies and activities so that they will be effective in shaping the character of environmental care and disaster among students.

3.5.2.3. *Providing Disaster Evacuation Trails*

The third strategy in planting character through the creation of the environment and facilities is through the provision of disaster evacuation routes in every room and building in the Geography Department of the Faculty of Social Sciences, UNNES. This evacuation route is needed in disaster emergency response when a sudden disaster occurs to help the evacuation process of disaster victims to survive. In addition to the evacuation route, fire extinguishers are also provided at several points to overcome if at any time there is a fire inside the building.

3.5.2.4. *Providing gathering facilities between students and lecturers as a venue for hospitality*

The Geography Department of the Faculty of Social Sciences of UNNES also provides a gathering facility for students and lecturers to improve their friendship. This effort is carried out to create closeness between students and lecturers so that they can cooperate in creating a conducive and safe campus environment. This effort was carried out to intensify the SWALIBA formation cadre program in the Geography Department.

The efforts that have been made through the creation of this environment and facilities will be very effective in the SWALIBA supervisors regeneration program. The environment can be said to be a process of civilizing students that is influenced by conditions that are faced and experienced by students. Likewise creating a conducive environment on campus is an effort to build a culture that makes it possible to build character, especially related to the values of environmental care and disaster. This will be embedded indirectly in the subconscious of the students so that it is a potential strategy in forming a militant SWALIBA cadre.

3.5.3. *Budget Policy*

In addition to the program activities and the creation of environment and supporting facilities, the SWALIBA formation cadre program in the Geography Department of the Faculty of Social Sciences UNNES is also carried out through adequate financial support through the creation of budget policies. The Geography Department has budgeted a number of funds to support the implementation of this SWALIBA supervisory program. This is because important programs such as SWALIBA regeneration will not work without sufficient financial support from stakeholders.

3.5.4. *Enforcement of Supporting Rules*

The last strategy carried out by the Geography Department of the UNNES Faculty of Social Sciences in the regeneration of SWALIBA cadre program was through the enactment of several supporting regulations. Some of the regulations include compiling campus rules that accommodate the needs of campus residents and in accordance with disaster risk reduction and environmental care, developing regulations that encourage students to be more disciplined and responsible, and develop regulations that foster awareness and attitudes towards campus community.

Table 2.Character Education Program

No	Policy	Program/Activity
1	Program / Activity	1. Integration of Character Education in Learning 2. Organizing seminars 3. Organizing competitions related to environmental awareness 4. Compilation of environmental and disaster nuanced bulletins 5. Cultivation / habiiasi on campus 6. Development of organizations supports self-help
2	Environment and Facilities	1. Decorating classrooms with conservation nuances 2. Placement of trash cans in several places 3. Providing disaster evacuation routes 4. Providing gathering facilities between students and lecturers as a venue for friendship
3	Budget	1. Allocate a budget for self-regeneration activities
4	Supporting	1. Arrange campus rules that accommodate the needs of campus

- | | |
|-------------|---|
| Regulations | residents and in accordance with disaster risk reduction and environmental care |
| | 2. Arrange regulations that encourage students to be more disciplined and responsible |
| | 3. Develop regulations that foster awareness and attitudes towards campus community |

Source: Primary Data 2018

The policy applied in character education for the regeneration of SWALIBA coaches is a form of an integrated model according to the study of Suparno, et.al (2002). This integrated model is the best model because character education is applied in all aspects of campus life. With this model, it is expected that the regeneration of SWALIBA coaches can run effectively and efficiently and achieve the set targets.

3.6. The SWALIBA regeneration pattern

Based on the description above, it can be formulated that the pattern of regeneration of SWALIBA coaches program in the Geography Department of UNNES is by maximizing the role of students as human resource inputs or cadres. The regeneration of SWALIBA coaches consists of three levels, namely pioneer level, functional level, and steering committee level. Cadreization is driven by the Department of Geography and IMAHAGI through formal and informal coaching which consists of affective and cognitive development, skills development, and institutional coaching. This Cadreization Program has been able to form a militant SWALIBA cadre.

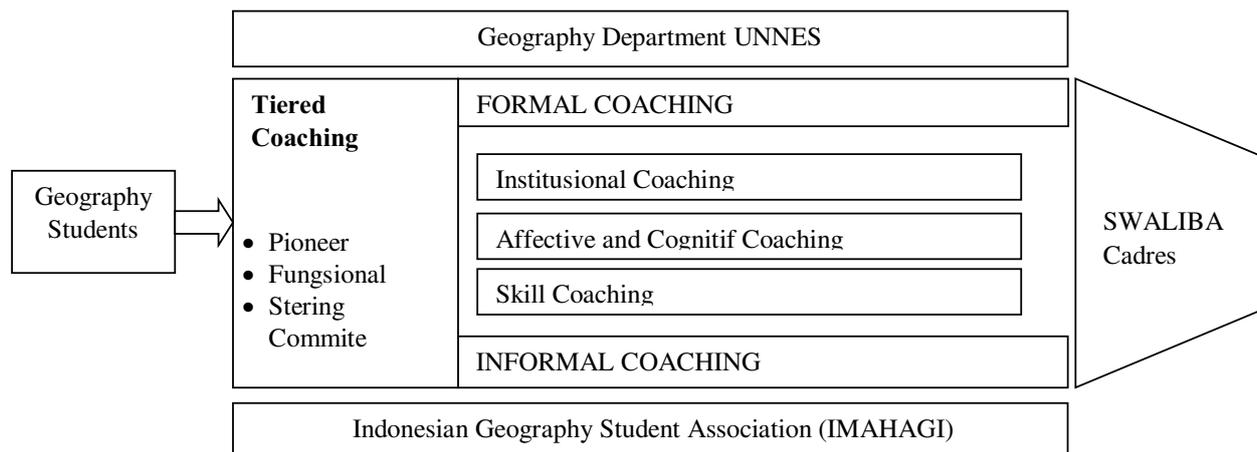


Figure 4. The SWALIBA Regeneration Pattern

4. Conclusions

Based on the results of research conducted at the Geography Department of Faculty of Social Sciences UNNES, it can be concluded that the SWALIBA cadre coaching was developed in three activities, namely coaching through regular discussions (developing knowledge), practical coaching with direct involvement in partner schools, and institutional fostering with a structural approach within the organization. Transfer of knowledge as a major part of SWALIBA activities is done formally and informally. Formal through training and informal activities through group observation activities to schools around the campus. The composition of formal and informal coaching compared to 40% formal and 60% informal.

The regeneration program of SWALIBA coach that has been carried out is held in stages or tiered that including the Pioneer level, the Functional level, and the Steering Committee level. This ranking is in accordance with the expertise, skills, competencies, and experience of each SWALIBA cadre. The implementation of the regeneration of SWALIBA coaches in the Geography Department of the Faculty of Social Sciences, Universitas Negeri Semarang is carried out with a strategy of moral

development through character education. The departmental policy to support the regeneration of SWALIBA coaches program basically be grouped into four policies in the form of activity programs, environmental and facilities management policies, financial policies, and supporting regulation where the four correlate with each other. Geography Department also collaborates with other organizations namely the Indonesian Geography Student Association (IMAHAGI) that play an active role in order to succeed of the regeneration of SWALIBA coaches. This Cadreation Program has been able to form a militant SWALIBA cadre.

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