

# Application of Conservation Value for Character Developing of Universitas Negeri Semarang Students

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**Abstract.** Semarang State University's vision applied the conservative views in academic. The research objective was analyzing the application of conservation values in shaping the character of UNNES students. The study used qualitative approach and gained the informants from students in eight faculties. Data analysis was carried out about the conservation values, efforts to implement, and factors of obstacles. Conservation principles divided into protection, preservation and sustainable use of natural resources, environment, art and culture. UNNES develops eight conservation values, namely inspiring, humanistic, caring, innovative, sportsmanship, creative, honesty, justice. The conservation values are implemented for all academics, especially students. It can shape the personality of UNNES students. The data obtained from lectures, self-development activities, and relationships with peers. The personality of students is reflected in their daily-life. The character of student conservation is divided into four categories, namely: 100% becoming habit, 80% developed, 60% appeared, and 40% not yet seen.

**Keywords:** conservation value, character, student personality

## 1. Introduction

The world of education, essentially implanting values and attitudes that are built into a personality that is intact in nation and state. School and tertiary education institutions are one place to instill values and attitudes, which are directed based on common goals. A worrying phenomenon has occurred lately among some of the younger generation of students. The younger generation has not fully had the spirit of nationality, national personality, concern for the environment, and character values. Said that on campus life, students seem to ignore the characteristics of national identity in the campus environment[1].

Universitas Negeri Semarang (UNNES) is a university that has a vision of conservation and international reputation. The UNNES Conservation Development Agency said that in addition to ecological conservation, strengthening of aspects of attitudes and behavior of university citizens is needed which reflects conservation values[2]. With regard to the process of integrating conservation values in the world of higher education, it is hoped that scientists and professionals will be sensitive and care about environmental problems. Say conservation as a complex and continuous process that involves determining what is seen as inheritance, how to maintain it, how it is used, by whom, and for whom. The conservation legacy is not only about physical matters but also concerning culture[3].

The conservation program in UNNES has been going on for five years since it was declared by the Former Minister of Education Prof. Muhammad Nuh on March 12, 2010. Conservation

has been realized in UNNES' vision. "Conservation University" is defined as a university where the implementation of Tri Dharma Perguruan Tinggi is based on conservation principles, including actions to protect, preserve, and utilize natural resources, ethics, art and culture[3]and[4]. Conservation values are values applied in the UNNES environment, related to moral and social values[5]. Conservation values for students, lecturers and education staff of UNNES can be done by habituation which is supported by the implementation of continuous conservation programs in the campus environment. Habituation is habituation for the purpose of forming character with character, as a form of conservation university. Conservation character values are not only understood in a physical context, but also understood from non-physical aspects in the form of conservation values[6].

The personality of UNNES students is closely related to the character of conservation they have. Every action taken is an integrate of the conservation values of the UNNES (Ridlo and Irsadi, 2012). The problem arose after the launching of conservation as a UNNES brand and the conservation program implemented at UNNES. Conservation values developed on campus are still on the conceptual framework. The integration of conservation values in campus habituation is still in discourse and planning, so that it has not become a habit, attitude and response of campus academics. The application of conservation values is still in the direction of responses and attitudes, not yet thoroughly distributed, especially students. The obstacles that arise are that students do not understand the concept of conservation values in the habituation of the UNNES campus and the conservation values that shape the personality of students.

To support the pillar and conservation value, it is expected to be able to develop and develop UNNES citizens with conservation personality. UNNES itself has the main character direction that is sought to be owned by all campus residents. These characters are contained in eleven Character Conservation UNNES students namely; religious, honest, smart, fair, responsible, caring, tolerant, democratic, loving homeland, tough, polite, wise, and simple[7].

Character education at UNNES is integrated between the values developed[8]. Eleven conservation characters are urgent values for UNNES residents. The value and character of conservation is to form and build the personality of campus residents, especially students to have a conservation personality both in the campus and society. This becomes a reference for leaders, lecturers, and educational staff in realizing a conservative environment both as a value and also as a conservation in the form of physical environment.

The research objective was to analyze the application of conservation values in shaping the character of UNNES students, including aspects integration of conservation values, and forming student characters through conservation values. This Research is particularly useful in evaluating the sustainability of the application of conservation values at UNNES and the success in shaping the character of UNNES students

## **2. Methods**

This study uses qualitative methods. This research is conducted to reveal problems applying conservation values in shaping the character of UNNES students. The study was conducted in Universitas Negeri Semarang Campus. The object of research is the form of conservation, conservation value and character of UNNES students.

Research informants were chosen with certain considerations using purposive sampling technique. Informant is someone who knows and understands and is involved in managing the conservation of UNNES. Informants are expected to be able to explain and provide information

about conservation. Sources of information come from research informants, namely: head of the UPT Conservation Development, 3 lecturers who are in charge of conservation groups, 8 faculty lecturers and 31 UNNES students who have taken conservation education courses.

Data collection methods were observations, documentation, and interviews. The observation methods is done by observing the shape and activities of conservation and observing student conservation behavior. Interviews were conducted by in-depth interviews, and Focus Group Discussion (FGD). Interviews were conducted on 31 UNNES students, consisting of: three students from the Faculty of Education, 5 students from the Faculty of Social Sciences, 3 students from the Faculty of Economics, 5 students from the Faculty of Engineering, 3 students from the Faculty of Law, 3 students from the Faculty of Sport Sciences, 4 students from the Language & Arts Faculty, and 4 students from the Faculty of Mathematics and Natural Sciences. The researchers collected information from documents, namely articles related values, character, and conservation.

The validity of the data was checked by triangulation techniques in which the data from interview were cross checked with the written documents. Qualitative data analysis is used to analyze data obtained from the field, data obtained from interviews and document data collection. This study uses technical data analysis from Miles and Huberman through the stages of data collection, data reduction, data presentation, data verification[9].

### **3. Results and Discussion**

#### **3.1 Integration of Conservation Values**

Conservation policy at UNNES is closely related to campus-based conservation management, contained in UNNES Rector Regulation Number 27 of 2012 concerning Campus-Based Conservation Management. The direction of the UNNES conservation policy is based on the foundation of the seven pillars of conservation. The manifestation of the UNNES conservation policy can be seen from the existence of special units as conservation implementers namely Conservation Development UPT, conservation areas, educational tourism gardens, cultural laboratories, character hermitage. The most fundamental is the existence of a foundation for UNNES citizens to act and behave in conservation, namely seven pillars of conservation, eleven character conservation of students, and eight conservation values of UNNES.

UNNES is committed to implementing internal governance based on values and conservation actions for UNNES residents. UPT Conservation is the driver and technical implementer of conservation development activities. Regarding the development of character conservation values, UNNES has developed the principle of value conservation. The principle of value conservation becomes values that are developed and embedded in each line of UNNES activities especially for students.

Conservation values are developed based on values that are in accordance with the scientific field in each faculty. The development is focused on making a blend of eight UNNES conservation values. Application or integration of conservation values for all students at UNNES. The description of each conservation value is described as follows.

- a. Inspirational Value, means to bring up ideas, bring inspiration or messages in an activity, event, and what happens so as to be able to touch emotions and cause attitudes and awareness

that previously occurred[10]. The inspiring personality of UNNES students has become a habit.

- b. Human values, have an attitude of awareness and understanding as human beings both from the elements of more and less, and better relations based on the principle of humanity. Humanist values have become a habit for the personality of UNNES students.
- c. The value of care, has an attitude of heed, ignore, and pay attention to both physical and non-physical. FIS UNNES focuses on four main values, namely selfcare, caring for others, caring for the institution, and caring for the environment. The four caring values that were developed were the common ground in the FIS UNNES. The caring personality of UNNES students in the campus environment began to develop.
- d. Innovative values, will form behaviors that lead or directed to produce, introduce, and produce new things that have new benefits. The innovative character of UNNES students has become a habit in the campus environment.
- e. Sportive value, forming behavior that leads to honesty, manly, tough, not cheating and dare to admit right or wrong. The sportsmanship character of UNNES students began to develop in the campus environment.
- f. Creative Value, the ability to develop something to get added value from functions, benefits, and uses. The creative character of students has become a habit in the campus environment.
- g. Honesty Value, will form behavior to admit, say or give information that is in accordance with reality (as it is). The character of student honesty has become a habit in the campus environment.
- h. Value of Justice, including the behavior of equality, impartiality, impartiality, and adhering to the truth. The personality of UNNES students has become a habit in the campus environment.

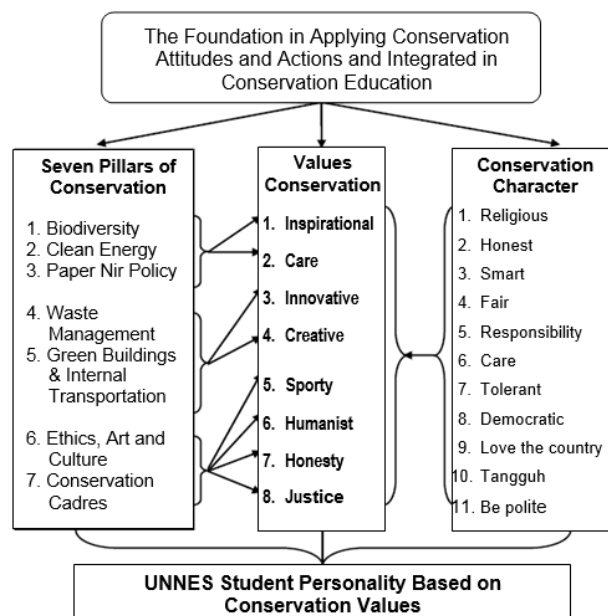
Conservation values can shape the personality of students, with indicators of lecture activities, self-development activities, and relationships with peers. These indicators refer to the three main activities of students in everyday life on campus, where there is continuous interaction among fellow campus residents. The three main activities included lecture activities, other extracurricular activities for self-development, and associations with colleagues in the campus environment that showed the personality of students or campus residents. In reality the students aside from being implanted conservation values through curricular and extracurricular activities. Students are in a campus environment that directly accustoms students to act conservation, such conservation actions both physically and internalized values.

Based on evaluation level (percentage) categories. Evaluation level indicators refer to the ministries of education and culture[10]. 100% category means it has become a habit, 80% categories begin to develop, 60% begin to appear, and 40% have not been seen. Based on these categories, UNNES students have inspirational, creative, innovative, humanistic and inspirational conservation values that have become habits. While the conservation values of honesty, sportsman ship, and caring are starting to develop.

### **3.2 Establishment of Student Character Through Conservation Value**

The relationship between the seven pillars of conservation, eleven character conservation of students, and eight conservation values of UNNES, namely together become values that are integrated in the education process. The three conservation foundations of UNNES are believed to be true and become the basis of life both in the campus and the community. This value becomes a common foundation in implementing conservation attitudes and actions. These three foundations are the values applied by the UNNES people in their behavior. The relationship

between the seven pillars of conservation and conservation values is translated into realizing the pillars of conservation. The scheme of the relationship between the seven pillars of conservation with conservation values and characters is presented in Figure 2. The foundation for implementing conservation attitudes and actions is integrated in the learning of Conservation Education courses. The behavior of students applying conservation values will shape the personality and character of UNNES students.



**Figure 1.** Conservation Value and Character as the Foundation for the Personality of UNNES Students

The link between the seven conservation points with conservation values is described as follows. Implementation of the pillars of biodiversity, clean energy pillars, and the paperless pillar policy will form campus residents who have caring and inspirational characters. The implementation and implementation of the pillars of waste management, green buildings and internal transportation systems shape the personality of campus residents who have innovative, creative characters. The implementation of the pillars of cultural arts ethics and the pillars of conservation cadres will shape the personality of campus residents who are sporty, humanistic, honest and fair. Realizing student attitudes and actions related to the seven pillars of conservation needs to touch the inner nature that influences all thoughts, behavior, character, and character of students who have a conservation personality including seven pillars of conservation, eight conservation values, and eleven character conservation of students.

Creating student attitudes and actions related to seven conservation pillars needs to touch the inner that affects the students mind, behavior, sense, and their habit, at least they have a character value from the eight values at UNNES. Religious value is the highest that imbued another, which is also an inspiring, humanist, caring, innovative, sportsmanship, honesty, and fair. The other conservation values consisted of honest, fair, and caring attitudes. Intelligent, responsibility, tolerant, democratic, love of homeland, resilient, and polite are manifestation of humanist value.

Three common foundations in applying these conservation attitudes and actions become values that are integrated into the educational process. These values are believed to be the basis of life in the campus and community environment. They are common ground in implementing conservation attitudes and measures, not just for UNNES residents but also include values that are created in national and international association. These values are very acceptable value in all countries, and all nations, especially in international association or relation between countries. This is what the citizen of UNNES apply about the important values in the national and international sphere. The relationship between seven conservation pillars and conservation values are defined as the main value that must exist in realizing the pillars of conservation.

In addition to the eight conservation values that have been proclaimed by UNNES, there are other values that are implicitly also integrated in students, namely the values of wisdom, simplicity, determination, togetherness, divinity, and consensus. These other values are implicitly conserved by the academics of UNNES through attitudes and behavior in the campus environment. Character can be seen from whether or not this often appears in the daily life of students, as stated by [11] that the general characteristics inherent in a person when it is shown in various situations are called personality traits.

Character of discipline, responsibility and caring are characters that still need the attention of the lecturer to be emphasized[12]. Small things as found in laboratory space can be easily overcome, need to design actions to form characters[13]. As also written by [8] that character education activities at UNNES are carried out in the form of concrete, practical activities and learning experiences, and provide direct experience to students, through fun learning activities and student activities. Say that the development of values of conservation-based character education can be started from simple things that occur in the effective learning process[14]. Furthermore, the lecturer can draw things that are shown by cognitive, affective and student behavior both positive and negative into the construct according to the ten values of conservation character education.

#### **4. Conclusion**

The application of eight conservation values in a sustainable manner will be able to form a strong personality and character of UNNES students. In addition to the eight conservation values declared by UNNES, there are other values, namely wisdom, simplicity, determination, togetherness, divinity, and consensus. These other values are implicitly conserved by the academics of UNNES through attitudes and behavior in the campus environment.

Constraints in the application of conservation values in habituation of the UNNES campus include, the process of planting values takes a long time, habits that are not conservative, lack of example from policy makers on campus, and conservation facilities that are completely inadequate.

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