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Concept Understanding, Environmental Care Character, and Student Responses in Elementary School Thematic Subjects

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ABSTRAK

Pemahaman siswa dan karakter peduli lingkungan siswa masih perlu dikembangkan. Penelitian ini bertujuan untuk menganalisis perbedaan dan hubungan variabel pemahaman konsep, karakter peduli lingkungan, dan respon siswa di sekolah dasar pada mata pelajaran tematik. Penelitian ini menggunakan metode penelitian campuran yang dirancang dengan desain explanatory. Explanatory design dilakukan dalam beberapa tahapan penelitian, pertama dengan mengumpulkan data, kedua dengan menganalisis data dan ketiga dengan merumuskan hasil analisis secara kuantitatif, kemudian dilanjutkan dengan pengumpulan data, menganalisis dan merumuskan data kualitatif, dan diakhiri dengan menafsirkan hasil riset. Pengumpulan data dalam penelitian ini menggunakan instrumen berupa lembar observasi dan kuesioner. Analisis data dilakukan secara kualitatif dan kuantitatif. Hasil uji-t dan uji korelasi pada variabel pemahaman konsep, karakter lingkungan, dan respon siswa di sekolah dasar pada mata pelajaran tematik dapat dikatakan baik namun perlu ditingkatkan secara optimal agar variabel tersebut bermanfaat bagi siswa. Kesimpulan dari penelitian ini adalah terdapat perbandingan pemahaman konsep, karakter peduli lingkungan, dan respon di dua SD pada mata pelajaran tematik dan ada hubungan antara pemahaman konsep, karakter peduli lingkungan, dan respon siswa di dua SD pada mata pelajaran tematik.

ABSTRACT

Students' understanding and the character of students' environmental care still need to be developed. This study aims to analyze the differences and relationships of the variables of concept understanding, environmental care character, and student responses in elementary schools on thematic subjects. This study uses mixed research methods designed with an explanatory design. Explanatory design is carried out in several stages of research, first by collecting data, second by analyzing the data and third by formulating the results of the analysis quantitatively, then proceeding with data collection, analyzing and formulating qualitative data, and ending with interpreting the research results. Data collection in this study used instruments in the form of observation sheets and questionnaires. Data analysis was carried out qualitatively and quantitatively. The results of the t-test and correlation test on the variables of conceptual understanding, environmental character, and student responses in elementary schools on thematic subjects can be said to be good but need to be improved optimally so that these variables are beneficial for students. The conclusion of this study is that there is a comparison of concept understanding, environmental care character, and response in two elementary schools on thematic subjects and there is a relationship between concept understanding, environmental care character, and student responses in two elementary schools on thematic subjects.

1. INTRODUCTION

Thematic learning is a learning approach that combines some content in several themes into a single unit and packs it in the form of topics (Ananda et al., 2021; Kurniawan et al., 2020; Setiawan, 2019). Thematic learning is a form of mixed learning model that combines concepts from various sources, lessons, or research disciplines on certain topics or discussion topics, resulting in the integration of knowledge, skills, and values that are active in students (Chumdari et al., 2018; Ernawati et al., 2021; Rachmadtullah et al., 2019). concepts and principles of holistic and meaningful real subject learning emphasize more on the application of practical learning concepts (Kamid, Rohati, et al., 2021; Oktapiani & Hamdu, 2020; Tri et al.,

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2018). Therefore, teachers need to package or design learning experiences that affect the meaning of a student's learning. Learning experiences that show the interrelation of conceptual elements make the learning process more effective. Conceptual relationships between the subjects studied form a schema for students to gain the integrity and unanimity of knowledge. One of the thematic learnings is learning about inviting students to love the environment.

The environment is a combination of physical conditions, including the state of natural resources such as soil, water, solar energy, minerals, and animals and plants that grow on land and sea, and institutions that include human creations such as physical determination. environment. use. People and the environment have a strong bond (Effendi et al., 2018; Finstad et al., 2019; Mishenin et al., 2020). When the environment gets worse, it also has a negative impact on people's quality of life. This clean environment can be interpreted as a condition of a clean area so that the area is free from various diseases and comfortable to live in (Khan & Naseer, 2020; Sihombing & Ernah, 2018; Xu et al., 2021). In order for the environment around you to be clean, it is necessary to make a concerted effort to make it happen. One effort that can be done is to carry out community service activities on a regular basis. Also clean the drains so they are not clogged so that the environment around your residence can be free from flooding which can trigger the emergence of various diseases. Also provide a trash can for each house so that the cleanliness of the environment is maintained. The conclusion of love for the environment can be achieved with the attitude and personality of loving the environment (James et al., 2018; Kamid, Sofnidar, et al., 2021; Sobari, 2017). Building an environmentally friendly personality also needs to be built consistently. The attitude of a character who loves the environment needs to be instilled from an early age. This character requires an internalization process to have a caring attitude towards the surrounding environment, in this case waste, when growing up.

Conservation is preservation or protection. Conservation literally comes from English. It means conservation or protection (Akhmaddhian, 2017; Discard, 2018; Prihanto, 2018). In general, preservation is the process of managing a place so that the cultural meanings contained in the place are maintained properly. Another definition of preservation is the maintenance and protection of what is done regularly to prevent damage and destruction due to preservation (Lumunon et al., 2021; Prihanto, 2018). Sanitation is a type of community monitoring that focuses on monitoring various environmental factors that can affect public health (Misrah & Mulyadi, 2020; Sa'ban et al., 2020; Singapurwa et al., 2021). On the other hand, according to Hopkins, cleanliness is a way to monitor environmental factors that affect the environment. The scope of hygiene varies from (1) ensuring a clean and good work environment and workplace, (2) protecting everyone from environmental factors that can cause physical and mental health problems, and (3) including preventing the emergence of various types of infections. disease. Diseases, (4) Prevention of accidents, (5) Ensure work safety. What are the benefits of cleanliness for life? Namely, preventing infectious diseases, preventing accidents, preventing bad odors, preventing environmental pollution, reducing disease rates, and making the environment clean, healthy and comfortable.

This research is also in line with previous research which examines the character of caring for the environment (Widayat & Hindarto, 2017). In research about the Formation of Critical Thinking Skills and Character Care for the Environment Assisted by Scaffolding is very important for students at the elementary school level. However, this study did not perform some of the tests carried out by this study, namely the assumption test. One of the assumption tests is the homogeneity test, where the homogeneity test is important to do to find out whether the data we are going to test is homogeneous or not. In our research, we tested two assumption tests, namely normality and homogeneity tests. So that our research is precise and accurate (Widayat & Hindarto, 2017). The position of this research is very important, namely by knowing the comparisonunderstanding of concepts, environmental care character, and student responseson thematic subjects in elementary school and by knowing the relationshipunderstanding of concepts, environmental care character, and student responsesin thematic subjects in elementary schools so that they can be used as sources of good research in the future.

In this study, the variable used is the variable understanding of concepts, environmental care character, and student responses. However, this study has a weakness, namely only conducting tests at the level not at the gender level to find out more specifically understanding of concepts, environmental care character, and student responsesbased on gender, namely female students and male students. This study aims to answer the research question, namely how the results of student descriptive statistics on the variableunderstanding of concepts, environmental care character, and student responsesin elementary school on thematic subjects. Are there any differences and relationships between understanding of concepts, environmental care character, and student responsesin elementary school on thematic subjects. The solution that can be suggested in this research is that teachers can assist students in improving the caring character of students in elementary schools so that students can improve student responses well and

schools can provide facilities and infrastructure to provide students' interests and talents in elementary schools.

2. METHOD

This study uses a mix method research designed with an explanatory design. Research with a mix method is a combination of two methods, namely quantitative and qualitative research methods. The explanatory design is carried out in several stages of research, first by collecting data, second by analyzing the data and third by formulating the results of the analysis quantitatively, then proceeding with data collection, analyzing and formulating qualitative data, and ending with interpreting the results of the research (Amin, Alimni, Kurniawan, et al., 2021). Instruments in this study used the type of instrument of observation sheets and questionnaires. Where the observation sheet in the form of conceptual understanding and the questionnaire used consisted of environmental care characters and student responses. There are 61 valid statement items on this instrument using a Likert scale. The scale consists of 4 points with a very appropriate value of 4 which is very not good, 3 is not good, 2 is good, 1 is very good. Each statement is representative of each indicator of concept understanding, environmental care character, and student responses. In understanding the concept, general indicators are used. There are 2 indicators of the character of caring for the environment, namely having an awareness of preserving the environment and being grateful and caring for the environment. There are 2 indicators of student response, namely beautifying classrooms and schools with plants and participating in maintaining a clean environment. The variables and indicators from the table below are the results of research conducted by this researcher. The grid of instruments for understanding concepts in thematic subjects is shown in Table 1.

Table 1. Grid instrument for Understanding Concepts, Caring for The Environment, and Student Response Sheets on Thematic Subjects

Variable	Indicator	No. Statement Items	No. Statement Items
Concept understanding	General	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,18,19,20,21,22,23,24,25,26, 27.28	28
Environmental care character	Have an awareness of protecting the environment and gratitude	1,2,3,4,5,6,7	14
	Environmental Care	8, 9,10, 11,12,13,14	
Student response	Beautify classrooms and schools with plants	1,2,3,4,5,6,7,8,9	19
	Participate in keeping the environment clean	10, 11,12,13,14,15,16,17,18,19	

(Rachma, 2018)

Due to the concept understanding observation sheet and environmental care character questionnaire, and student responses to thematic subjects using a Likert scale consisting of 4 categories, there are intervals in each category, and the intervals in each category can be seen in the Table 2.

Table 2. Categories of Concept Understanding, Environmental Care Character, and Student Responses to Thematic Subjects

Category	Variable/Indicator interval				
	Concept understanding	Environmental care character		Student response	
		Have an awareness of protecting the environment and gratitude	Environmental Care	Beautify classrooms and schools with plants	Participate in keeping the environment clean
Very not good	1.0-7.0	7.0-12.25	7.0-12.25	9.0-15.75	10.0-17.5
not good	8.0-14.0	12.35-17.5	12.35-17.5	15.85-22.5	17.6-25.0
good	15.0-21.0	17.6-22.75	17.6-22.75	22.6-29.25	25.1-32.5
very good	20.0-28.0	22.85-28.0	22.85-28.0	29.26-36.0	33.6-40.0

(Rachma, 2018)

Population The research sample is the subject of research that will be examined for characteristics and other things that will be needed in a study (Budiarti et al., 2022). The population of this study was 100 fourth grade students consisting of 50 students at SDN 120 Jambi City and 50 students at SDN 220 Jambi City. The sampling technique is random sampling. The reason for taking research subjects from SDN 120 Jambi City and SDN 220 Jambi City is because these schools have done a lot of learning so that it can be seen the variables of concept understanding, environmental care character, and student responses in the elementary school range.

The data analysis technique used is random sampling because the sample used is students who studythematic subjects according to the variables of concept understanding, environmental care character, and student responses. The use of random sampling in this research is to save time, cost and effort. It also makes it easier and more detailed to analyze all data from smaller survey subjects, enabling more accurate and comprehensive survey results. From these data, descriptive statistical tests and inverential tests were then carried out in the form of testing assumptions and hypotheses. In the assumption test, three tests were carried out, namely normality test, homogeneity test, and linearity test. The normality test is used to determine whether the data being tested is normally distributed (Kamid, Syaiful, et al., 2021). Homogeneous test serves to find out whether several groups of research data have the same variance or not (Amin, Kurniawan, Azzahra, et al., 2021). Linearity test serves to determine whether the data is linearly distributed. Then test the hypothesis in the form of t test and correlation test. The t test is used to determine the comparison of attitude variables and scientific literacy variables. correlation test to determine the relationship between the variables of concept understanding, environmental care character, and student responses (Kamid, Rohati, et al., 2021).

In data collection, the research activities carried out first were to select students and then were given a questionnaire and observation sheets about understanding concepts, caring for the environment, and student responses to thematic subjects in elementary school. Then the data from the completed questionnaire is processed using the SPSS 26 application. The SPSS 26 application serves to perform a descriptive test to see the percentage, category of students, min, max, mean, and median. The procedure for collecting research data is in accordance with the research conducted by (Ernawati et al., 2021; Psaradakis & Vávra, 2020) according to the diagram in Figure 1.

Figure 1. Research procedure.

3. RESULT AND DISCUSSION

Result

The following describes the results of the variable understanding of the concept, the character of caring for the environment, and student responses to thematic subjects. In understanding the concept, general indicators are used. On the environmental care character variable: mhave an awareness of preserving the environment and gratitudeand environmental care. On student response variables:beautify classrooms and schools with plants and participate in keeping the environment clean.Where the results obtained from the distribution of observation sheets and questionnaires as well as interviews at SDN 120 Jambi City and SDN 220 Jambi City.

Table 3. Description of the Variable Understanding of Students' Concepts on Thematic Subjects

School	Category	Interval	F	%	mean	Med	Min	Max
SDN 120 Jambi City	Very not good	1.0-7.0	5	10	2.8	2.5	1.0	4.0
	not good	8.0-14.0	10	20				
	good	15.0-21.0	20	40				
	very good	20.0-28.0	15	30				
SDN 220 Jambi City	Very not good	1.0-7.0	9	18	2.5	2.0	1.0	4.0
	not good	8.0-14.0	12	24				
	good	15.0-21.0	14	28				
	very good	20.0-28.0	15	30				

From the description of the Table 3, it can be seen that the comparison with the good category onSDN 120 Jambi CityHigher thanSDN 220 Jambi Cityso it can be said thatSDN 120 Jambi Citysuperior toSDN 220 Jambi City in variable understanding of students' concepts on thematic subjects.

Table 4. Description of the Environmental Care Character Variable on the Indicator Have an Awareness of Preserving the Environment And Gratitude

School	Category	interval	F	%	mean	Med	Min	Max
SDN 120 Jambi City	Very not good	7.0-12.25	4	8	3.0	3.0	1.0	4.0
	not good	12.35-17.5	6	12				
	good	17.6-22.75	15	30				
	very good	22.85-28.0	25	50				
SDN 220 Jambi City	Very not good	7.0-12.25	8	16	3.0	3.0	1.0	4.0
	not good	12.35-17.5	7	14				
	good	17.6-22.75	15	30				
	very good	22.85-28.0	20	40				

From the description of the Table 4, it can be seen that the comparison with the category is very good atSDN 120 Jambi City Higher than SDN 220 Jambi Cityso it can be said that SDN 120 Jambi City superior toSDN 220 Jambi City in environmental care character variable on indicatormhave an awareness of preserving the environment and a sense of gratitude.

Table 5. Description of the Environmental Care Character Variable on the Indicator Environmental Care

School	Category	interval	F	%	mean	Med	Min	Max
SDN 120 Jambi City	Very not good	7.0-12.25	3	6	3.2	3.0	1.0	4.0
	not good	12.35-17.5	5	10				
	good	17.6-22.75	22	44				
	very good	22.85-28.0	20	40				
SDN 220 Jambi City	Very not good	7.0-12.25	5	10	3.0	3.0	1.0	4.0
	not good	12.35-17.5	6	12				
	good	17.6-22.75	19	38				
	very good	22.85-28.0	20	40				

From the description of the Table 5, it can be seen that the comparison with the good category on SDN 120 Jambi City Higher than SDN 220 Jambi City so it can be said that SDN 120 Jambi City superior to SDN 220 Jambi City in environmental care character variable on the p. indicator environmental care.

Table 6. Description of Student Response Variables on Indicators Have Beautify Classrooms and Schools With Plants

School	Category	interval	F	%	Mean	Med	Min	Max
SDN 120 Jambi City	Very not good	9.0-15.75	4	8	3.7	3.0	1.0	4.0
	not good	15.85-22.5	7	14				
	good	22.6-29.25	18	36				
	very good	29.26-36.0	21	42				
SDN 220 Jambi City	Very not good	9.0-15.75	7	14	2.5	3.0	1.0	4.0
	not good	15.85-22.5	7	14				
	good	22.6-29.25	19	38				
	very good	29.26-36.0	17	34				

From the description of the Table 6, it can be seen that the comparison with the good category on SDN 120 Jambi City Higher thanSDN 220 Jambi Cityso it can be said that SDN 120 Jambi City superior to SDN 220 Jambi City in student response variables on indicators Beautify classrooms and schools with plants.

From the description of the Table 7, it can be seen that the comparison with the category is very good at SDN 120 Jambi City Higher than SDN 220 Jambi Cityso it can be said that SDN 120 Jambi City superior to SDN 220 Jambi Cityinstudent response variables on indicatorsparticipate in keeping the environment clean.

Table 7. Description of Student Response Variables on Indicators Participate in Keeping the Environment Clean

School	Category	interval	F	%	mean	Med	Min	Max
SDN 120 Jambi City	Very not good	10.0-17.5	5	10	3.3	3.0	1.0	4.0
	not good	17.6-25.0	8	16				
	good	25.1-32.5	17	34				
	very good	33.6-40.0	20	40				
SDN 220 Jambi City	Very not good	10.0-17.5	7	14	3.0	3.0	1.0	4.0
	not good	17.6-25.0	9	18				
	good	25.1-32.5	16	32				
	very good	33.6-40.0	18	38				

Table 8. Normality Test Understanding of Concepts, Environmental Care Character, and Student Responsesat SDN 120 Jambi City and SDN 220 Jambi City

Variable	School	Kolmogorov-Smirnov		
		Statistics	df	Sig.
Student concept understanding	SDN 120 Jambi City	.084	50	.200*
	SDN 220 Jambi City	.087	50	.200
Environmental care character	SDN 120 Jambi City	.084	50	.200
	SDN 220 Jambi City	.098	50	.200*
Student response	SDN 120 Jambi City	.095	50	.200
	SDN 220 Jambi City	.092	50	.200*

Based on the results of the Table 8, it can be concluded that the data is normally distributed. The normality test was obtained by the Kolmogorov-Smoirnov test, the significance value was > from 0.05.

Table 9. Homogeneity test understanding of concepts, environmental care character, and student responsesat SDN 120 Jambi City and SDN 220 Jambi City

School	Variable	N	Sig. (2-tailed)
SDN 120 Jambi City	Student concept understanding	50	0.636
	Environmental care character	50	0.637
	Student response	50	0.638
SDN 220 Jambi City	Student concept understanding	50	0.533
	Environmental care character	50	0.532
	Student response	50	0.531

Based on the Table 9, it can be concluded that the homogeneity test has a homogeneous pattern inSDN 120 Jambi City and SDN 220 Jambi City. It is proven that the result of sig (2-tailed) is more than 0.05.

Table 10. Linearity Test Understanding of Concepts, Environmental Care Character, and Student Responsesat SDN 120 Jambi City and SDN 220 Jambi City

School	Variable	N	Sig. (2-tailed)
SDN 120 Jambi City	Student concept understanding	50	0.044
	Environmental care character	50	0.045
	Student response	50	0.046
SDN 220 Jambi City	Student concept understanding	50	0.037
	Environmental care character	50	0.038
	Student response	50	0.039

Based on the Table 10, it can be concluded that the linearity test test has a linear distribution in SDN 120 Jambi City and SDN 220 Jambi City. It is evident that the sig (2-tailed) result is smaller than 0.05. Based on the Table 11, it can be concluded that there is a comparison betweenunderstanding of concepts, environmental care character, and student responsesin SDN 120 Jambi City and SDN 220 Jambi City. It is proven from the results of sig. (2-tailed) is less than 0.05.

Table 11. T Self Testunderstanding of Concepts, Environmental Care Character, and Student Responsesat SDN 120 Jambi City and SDN 220 Jambi City

School	Variable	N	Sig. (2-tailed)
SDN 120 Jambi City	Student concept understanding	50	0.029
	Environmental care character	50	0.028
	Student response	50	0.027
SDN 220 Jambi City	Student concept understanding	50	0.016
	Environmental care character	50	0.015
	Student response	50	0.014

Table 12. Correlation Test Understanding of Concepts, Environmental Care Character, and Student Responsesat SDN 120 Jambi City and SDN 220 Jambi City

School	Variable	N	Sig. (2-tailed)
SDN 120 Jambi City	Student concept understanding	50	0.034
	Environmental care character	50	0.036
	Student response	50	0.038
SDN 220 Jambi City	Student concept understanding	50	0.023
	Environmental care character	50	0.025
	Student response	50	0.027

Based on the Table 12, it can be concluded that there is a relationship betweenunderstanding of concepts, environmental care character, and student responsesat SDN 120 Jambi City and SDN 220 Jambi City. It is proven from the results of sig. (2-tailed) is less than 0.05. In interviews with fourth grade students at SDN 120 Jambi City and 220 Jambi City about their opinion on the importance of caring for the environment in schools and applied in everyday life. Students think that caring for the environment is very important because for a healthy body there is a clean environment. Then they argue that several things have been done to keep the environment clean, namely throwing garbage in its place, sweeping the school yard, and cleaning the gutters. Then they were asked questions about their opinion about the tribe of inner children who live in the middle of the forest. The students said that they had heard that in the forest it was rare to find garbage, only fallen leaves and in the forest there was also a clean river.

Discussion

The resulting data were processed using three types of tests, namely descriptive statistical tests, assumption tests, and hypothesis tests. Descriptive statistical test to see the results of the percentage, median, mean, minimum, and maximum by analyzing the result data based on the five existing categories (Maison et al., 2018; Amin, Alimni, et al., 2021). The average number of students chose the good category with a percentage for SDN 120 Jambi City 40% good and SDN 220 Jambi City 28% good. It can be concluded that SDN 120 Jambi City is superior to SDN 220 Jambi City in terms ofvariable understanding of students' concepts on thematic subjects. The average number of students chose the very good category with a percentage for SDN 120 Jambi City 50% very good and SDN 220 Jambi City 40% is very good. It can be concluded that SDN 120 Jambi City is superior to SDN 220 Jambi City in terms of environmental care character variable on indicator have an awareness of preserving the environment and a sense of gratitude. The average number of students chose the good category with a percentage for SDN 120 Jambi City 44% is enoughand SDN 220 Jambi City 38% is enough. It can be concluded that SDN 120 Jambi City is superior to SDN 220 Jambi City in terms of environmental care character on p . indicator environmental care.Based on table 6, the average number of students chose the very good category with a percentage forSDN 120 Jambi City 42% very good and SDN 220 Jambi City34% very good. It can be concludedthat SDN 120 Jambi City is superior to SDN 220 Jambi City in terms ofstudent responses to indicator have Beautify classrooms and schools with plants. The average number of students chose the very good category with a percentage forSDN 120 Jambi City 34% very good and SDN 220 Jambi City32% is very good. It can be concludedthat SDN 120 Jambi City is superior to SDN 220 Jambi City in terms ofstudent response variables on indicatorsparticipate in keeping the environment clean.

The next test is the assumption test which consists of a normality test, a homogeneity test, and a linearity test. The first assumption analysis test is about the normality test. The normality test was carried out to determine whether the data was normally distributed or not by looking at the Kolmogorov Smirnov results that were greater than 0.05 (Ernawati et al., 2021; Psaradakis & Vávra, 2020). Based on table 8, the results of the normality testunderstanding of concepts, environmental care character, and student responsesnamely at SDN 120 Jambi City which is 0.200 and at SDN 220 Jambi City which is 0.200 it can be

concluded that the results obtained are > 0.05 so it can be said that the data is normally distributed. The second assumption analysis test is about linearity test. Next is the homogeneity test is carried out to determine whether the data is homogeneous or not with the results of sig > 0.05 then the data has a homogeneous pattern. Based on table 9, the results of the homogeneity testunderstanding of concepts, environmental care character, and student responsesnamely at SDN 120 Jambi City, namely 0.636, 0.637, 0.638 and at SDN 220 Jambi City namely 0.533, 0.532, 0.5331 it can be concluded that the results obtained are > 0.05 so it can be said that the data is homogeneous. Based on table 10, the results of the linearity testunderstanding of concepts, environmental care character, and student responsesnamely at SDN 120 Jambi City, namely 0.044, 0.045, 0.046 and at SDN 220 Jambi City namely 0.037, 0.038 0.039 it can be concluded that the results obtained are > 0.05 so it can be said that the data is linearly distributed.

Then, the hypothesis test was conducted, namely t test and correlation test. The first hypothesis test, namely the t-test, was carried out with the aim of knowing the comparison between two schools by comparing three variables. The results of the t-test understanding of concepts, environmental care character, and student responses namely at SDN 120 Jambi City is 0.29, 0.028, 0.027 and at SDN 220 Jambi City is 0.16, 0.015, 0.014. so it can be concluded that there is a comparison between SDN 120 Jambi City and SMAN 10 Jambi City. It is proven from the results of sig. (2-tailed) is less than 0.05. In the second hypothesis test, which is about the correlation test, it is carried out with the aim of knowing the relationship between two schools and the relationship between three variables. Based on table 12, the results of the correlation testunderstanding of concepts, environmental care character, and student responsesnamely at SDN 120 Jambi City 0.035, 0.036 and at SDN 220 Jambi City 0.034, 0.033 so it can be concluded that there is a relationship between SDN 120 Jambi City and SDN 220 Jambi City. It is proven from the results of sig. smaller than 0.05.

This research is in line with previous research about the character of caring for the environment (Fathurahman, 2017; Yuliyani et al., 2017). The study said that caring for the environment is one of the most important characters possessed by students in increasing student awareness of the surrounding environment. However, previous research testing was not done by testing the variables and two schools. Where the testing of two variables and two schools is important to do to find out the comparison between one school and another school so that it is known that the character of caring for the environment is better between one school and another school as a research benchmark. Our research compares student attitudes in two schools with three variables and five indicators so that our research can be used as a benchmark for comparing environmental care characters in elementary schools. The short-term impact of this research is useful and can be used as a benchmark to improve the quality of self-efficacy and character of students' discipline, especially at the elementary school level. The long-term impact of this research is that it can be used as a benchmark to conduct further research on self-efficacy and student discipline character. The limitation of this study is that it only compares schools. However, there has not been a test with a gender comparison between female and male students in order to know the specific variablesunderstanding of concepts, environmental care character, and student responses. The researcher suggests conducting further research to compare the variablesunderstanding of concepts, environmental care character, and student responsesbased on gender and the researcher suggests conducting research at the elementary school level.

4. CONCLUSION

The conclusion that can be obtained is that students' understanding and caring character for the environment need to be developed to improve students' good character towards the environment. Teachers and schools can help improve students' environmental care character by providing student advice and infrastructure. And there is a comparison of concept understanding, environmental care character, and student responses at SDN 120 Jambi City and SDN 220 Jambi City on thematic subjects and there is a relationship between concept understanding, environmental care character, and student responses at SDN 120 City. Jambi and SDN 220 Jambi City on thematic subjects.

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