

A NEW PARADIGM OF CHARACTER EDUCATION: HOW THE ROLE OF SCHOOLS IN INCREASING ENVIRONMENTAL AWARENESS

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Abstract: School as a place for someone to receive knowledge, skills, and attitudes must be able to instill character in students. One of the important characteristics to be instilled and fostered in students is the character of caring for the environment. This shows that schools have a role to increase students' environmental awareness. This study examines the role of schools in increasing students' environmental awareness by using a new paradigm of character education. The literature review was conducted on 25 articles from 2017 to 2022 and focused on research progress on the role of schools in increasing environmental awareness. A critical review was carried out to re-examine the character education and environmental awareness, the role of schools in increasing environmental awareness, and the positive impact of strengthening the character of caring for the environment. The results of the analysis show that character education of faith in God, independence, and cooperation can increase environmental awareness. The school's role in increasing environmental awareness is by internalizing the value of caring for the environment in the curriculum, extracurricular activities, school culture, and exemplary. The positive impact of strengthening the character of caring for the environment is the progress of learning motivation, creativity and productivity, and the improved character of students. The conclusion of this study is to provide an appropriate reference for future researchers by identifying the role of the community and government in strengthening the environmental awareness of the Indonesian people.

Keywords: character education; school role; environmental concern.

A. INTRODUCTION

The environment and nature are an inseparable part of human life. Therefore, joint efforts are needed to maintain and preserve the environment and use it wisely so that it continues to grow in a healthy and well-maintained environment. When looking at the development of people's lives today, environmental problems are becoming increasingly complex and require more attention. Various environmental problems such as air pollution, clean water quality, waste management, and illegal logging are problems that must be immediately found solution. This can be solved by joint efforts of all elements of society, in particular by building knowledge, understanding, and attitudes of people who are aware of the importance of the environment.

In Indonesia, regulations regarding the environment and its management are contained in Law Number 32 of 2009 concerning Environmental Protection and Management. Environmental pollution is a condition where nature and the environment experience a decline in function and cause unfavorable conditions caused by human actions. The natural environment is damaged because humans are wrong and wrong in utilizing and acting, both in utilizing nature, and building relationships with nature (Keraf, 2010, p. 123).. Therefore, nature and the environment become unbalanced and cause a threat to life in it, including human life.

It takes a joint effort from all elements of society to overcome and prevent environmental damage that is getting worse, one of which is education in the school environment. A school is a

place for students to gain and develop knowledge, skills, and attitudes, including knowledge and attitudes to care for the environment. This is done to increase awareness and build public knowledge regarding the importance of protecting the environment (Hapsari 2018; Rahmadani 2020). Schools have a role to improve the knowledge, abilities, and attitudes of students toward the environment. The knowledge and skills acquired in school will be implemented in everyday life.

The government's attention and focus on dealing with environmental problems is shown by the Adiwiyata school program through the Minister of Environment Regulation No. 5 of 2013. The adiwiyata program focuses on the ways and contributions of all school members to pay attention to and maintain school cleanliness and comfort with the concept of green school and green curriculum. This emphasizes the importance of cooperation between all elements of the school in maintaining the cleanliness and beauty of the school environment, with the concept of green school and green curriculum. With this program, it is hoped that it will be able to shape the attitudes and skills of school residents towards a culture of loving the environment.

The purpose of the Adiwiyata school program according to the Adiwiyata Team (2012) is to form school citizens who are responsible and concerned for the environment. With the implementation of the Adiwiyata school program, it is expected to be able to form a caring character for the environment, which is carried out by taking into account four aspects, namely environmentally friendly policies, school curriculum, participatory activities, and management of environmentally friendly facilities (Bahrudin, 2017, p. 30). Environmental care attitudes and characters can be instilled by implementing environmental care character education. The character of caring for the environment through the adiwiyata program emphasizes patterns of habituation, for example, integration of subjects, and school culture (Wardani 2020). Environmental care character education is an educational effort to build students' attitudes to improve and manage the environment properly and wisely to maintain the sustainability and sustainability of life.

Character education aims to form students who love the environment, by protecting the environment and trying to reduce and minimize environmental damage (Purwanti, 2017). It takes the cooperation and involvement of all school members to build and instill care for the environment. Teachers as educators can integrate environmental materials into subjects. School leaders can build a conducive atmosphere for caring for the environment and provide examples of caring for the environment through various programs and activities. A lot of research related to environmental awareness has been carried out, especially regarding the implementation of environmental care values into the subject program and focusing on the cognitive aspects of students (Miranto, 2017; Widianingsih, 2019).

This literature review research intends to look at the role of schools in increasing environmental awareness. Environmental care character education needs to be instilled in students and school residents to build environmental awareness. Concern for the environment has been widely studied and researched by researchers, in this study the focus is on how to character education and environmental care, the role of schools in increasing environmental awareness, and the positive impact of strengthening the character of caring for the environment. The goal to be achieved is to see how far research on character education and the role of schools in increasing environmental awareness has been carried out. More specifically, I want to evaluate, synthesize and present state-of-the-art character education about the role of schools in strengthening environmental awareness.

B. METHODS

1. Character building

The definition of character education is explained by Lickona (2019), namely value education because the character is a value that is embodied in one's actions or behavior. When discussing character, its implementation will be manifested in daily actions and behavior. It can be concluded that karate education is an attempt to instill, internalize, and develop values that are considered good for a person. Character development occurs gradually and along with the abilities possessed by a person. Brown, M., Blanchard, T., & McGrath (2020) state that character development in older adolescents has a stronger character when compared to younger adolescents. This shows that character development is also influenced by one's abilities.

Planting and efforts to grow character occur in every environment of a person's life, both in the family, school and community environment. According to Septiani, Wibawa, & Situmorang (2020) the important values that are important to be instilled in the family environment are religion, honesty, responsibility, environmental care, and discipline. Character values that are considered good must be instilled as early as possible so that children can grow in good character values. Character education is then implanted in the school environment, which has an important role in instilling and developing the morals and character of students. Althof, & Berkowitz (2006) revealed that one way to instill and develop the morale of students is through civic education lessons. For maximum character development, collaboration, cooperation, and cooperation are needed to improve the abilities of students. For this reason, Muttaqin, Raharjo, & Masturi (2018) said that collaboration between parents and the community around the school is needed in instilling character education.

In character education, the role model becomes important. Parents, teachers, or other idol figures in people's lives will influence the development of children's character. This is to research conducted by Croce, M., & Silvia (2017) that figures influence role models in character education. Exemplary figures in character education can help children to understand every process of character development and learning. Character education is a continuous process so its development can be seen that in general character education has a greater effect on children at the secondary school level than at the elementary school level (Jeynes 2019).

2. The Role of Schools in Increasing Environmental Awareness

The role that is present in people's lives is a consequence of a person's position or status in the implementation of their rights and obligations. Roles are obligations and rights related to the position. The role is a dynamic aspect of position or status (Soekanto 2002). A person can be said to have carried out his role if he has carried out his rights and obligations according to his position. Regarding the role of schools in increasing environmental awareness, it is how schools can carry out their obligations to provide knowledge, experience, and skills to students. One of the obligations of the school is to educate students to grow into individuals who are aware of and care about the environment.

Environmental education has a goal, namely a process to build a human population in the world who are aware of and care about the total (whole) environment and all the problems related to it, and a society that has the knowledge, skills, attitudes, and behaviors, motives and commitment to work together, both individually and collectively, to be able to solve current environmental problems and prevent new problems from arising. Environmental issues are systemic, complex, and have a very broad scope. Therefore, the material or issues raised in the implementation of environmental education activities are also very diverse. The importance of environmental education is integrated with subjects and activities in schools. School is a place to develop the knowledge, skills, and attitudes of students. Caring for the environment means that a person has the knowledge, skills, and attitudes that are sensitive to the environment and preserve the environment. Environmental care is instilled in someone as early as possible.

In connection with the education carried out, it becomes important to instill the value of caring for the environment. Concern for the environment can be instilled in students at every level of education. The value of caring for the environment is instilled in students to develop knowledge, skills, awareness, and attitudes of students about the value of environmental care. Pitt and Fox (2015) say that environmental education is very important to be given to students in the school environment. The value of caring for the environment is instilled in students, with the hope that in addition to gaining knowledge, students are also able to have an attitude of caring for the environment. Ecological communities can know, can develop attitudes and skills to then be able to identify values and goals related to the environment, and can take action and consider any consequences of these actions (Berkowitz, Ford, and Brewer 2005).

3. Methods

This research uses the content analysis method. This method was used to analyze 25 reference journal articles about research on the role of schools in increasing environmental awareness and character education published from 2017 to 2022. According to McMillan (2012) in social science and humanities research, content analysis methods can be used as research methods.

School is a very suitable place to instill character education and strengthen the environmental awareness of students and school residents. Increasing environmental awareness is very important to do, this is shown by the many studies on strengthening citizens' environmental concerns. According to Creswell (2015), the content analysis method is used as a way to understand and try to analyze the content of written texts, artifacts, images, and recordings. In the process of research and analysis, the themes found can be developed into models. After the analysis process is carried out, data analysis is then carried out, by linking several interrelated findings and analyzing themes, to make it easier for the findings to be read, understood, and used as reference material for further research (Bauer 2000).

C. RESULT & DISCUSSION

This section describes important findings that are relevant to the research objectives. Researchers used a new approach to analyze and identify the most frequently used keywords in 30 articles with the theme of the role of schools in increasing environmental awareness and character education.

1. Character Education and Environmental Concerns

Concern for the environment is built as early as possible, one of which is through education. Education is a conscious effort to build the ability of students. Education is carried out to form the next generation of the nation who are ready to face the challenges of life and can carry out and continue the life of the nation and state. Education is carried out by the three education centers, namely the family, school, and state. A person's abilities are honed and built through a series of educational processes. In addition to increasing academic potential, education is also expected to be able to grow and develop one's abilities in terms of the wisdom and character of students. Education builds a person to grow into someone wise, capable of being responsible, creative, independent, and has good character. This is to the goals of national education as stated in Law Number 20 of 2003 concerning the National Education System, which states that "National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

Education functions as a life guide for a person, guiding all the natural forces possessed so that in living a safe and happy life, both as individuals and as members of society (Dewantara, 2013, p. 20). The function of education is very important for a person, in addition to gaining knowledge, it also serves as a compass for someone to be able to live a good life. Hamzah (2013, p.13) says that education must be taken by a person to acquire knowledge, attitudes, and concerns in people's lives. The description of the function and importance of education proves that a person must take education, as a forum and demands in living life, to achieve safety and happiness in life.

In connection with the education carried out, it becomes important to instill the value of caring for the environment. Concern for the environment can be instilled in students at every level of education. The value of caring for the environment is instilled in students to develop knowledge, skills, awareness, and attitudes of students about the value of environmental care. Pitt and Fox (2015, p. 455) say that environmental education is very important to be given to students in the school environment. The value of caring for the environment is instilled in students, with the hope that in addition to gaining knowledge, students are also able to have an attitude of caring for the environment.

Humans have intellectual and physical advantages which are the most dominant components in the use of nature. Even humans are the only part of nature, namely biotic elements that can utilize natural resources to shape their civilization. Since the presence of humans on earth, nature has become an inseparable part of supporting human life. Humans need to be aware that they are part of nature and their survival is largely determined by nature's ability to carry out its functions, such as the production function, the regulatory function, the pure function, and the balance function. Without all these, human life will indirectly end (Soeriaatmadja, 2000).

Environmental damage is caused by humans who in the use of the environment ignore the principles of environmental ethics. Environmental ethics is indispensable as human moral control to utilize natural resources and maintain interaction with the natural surroundings. Environmental

ethics already exists in various cultural customs of the community or what is more often called local wisdom (local genius). Environmental ethics can also be formalized into the positive law of a country. The main issue of environmental ethics is not whether the form of environmental ethics has become a legal law or not, but human awareness from within itself and with knowledge and skills trying to protect the environment (Susilo 2014).

2. The Role of Schools in Raising School Awareness

Schools have a role in developing a green constitution, namely by implementing Civics subjects and local content. Learning about the environment as a practice in carrying out and implementing laws and regulations on the environment must be realized by students about the interests and losses that will be received if these regulations are not implemented. In the realm of schools, discussions about the constitution and various other legal rules are contained in Pancasila and Citizenship Education learning. Pancasila and Citizenship Education (civic education) in Indonesia carries state education based on the 1945 Constitution of the Republic of Indonesia or the constitution which implicitly contains teaching about how citizens exercise their rights and obligations according to existing regulations. In the realm of Pancasila and Citizenship Education, various scientific studies such as law and education are part of the disciplines taught to shape students into intelligent, good, democratic, and religious citizens and have multidimensional characteristics.

Educational institutions have an important role in protecting the environment. In 1986, environmental and population education was incorporated into formal education with the establishment of Population and Environmental Education (PKLH) subjects. The Ministry of Education and Culture feels the need to start integrating PKLH into all subjects, this is because humans always interact with the environment from all forms of life, whether air, water, soil, and even sound. Humans need a conducive and healthy environment, free from viruses that can make conditions less conducive.

Environmental issues are systemic, complex, and have a very broad scope. Therefore, the material or issues raised in the implementation of environmental education activities are also very diverse. The importance of environmental education is integrated with subjects and activities in schools. Adiwiyata school itself has a goal to make school members responsible and concerned for the environment (Adiwiyata Team, 2012, p. 3). With the implementation of the Adiwiyata school program, it is expected to be able to form a caring character for the environment, which is carried out by taking into account four aspects, namely environmentally friendly policies, school curriculum, participatory activities, and management of environmentally friendly facilities (Bahrudin, 2017, p. 30).

Environmental care attitudes and characters can be instilled by implementing environmental care character education. The character of caring for the environment through the adiwiyata program emphasizes patterns of habituation, for example, integration of subjects, and school culture (Wardani 2020). Environmental care character education is an educational effort to build students' attitudes to improve and manage the environment properly and wisely to maintain the sustainability and sustainability of life. Character education aims to form students who love the environment, by protecting the environment and trying to reduce and minimize environmental damage (Purwanti, 2017).

Concern for the environment is the attitude and behavior shown by a person to prevent and minimize environmental damage by developing various efforts made to repair the damage. The attitude and character of caring for the environment need to be trained and taught on an ongoing basis, not suddenly appearing and becoming a person's attitude. One way to train and teach an attitude of caring for the environment is through an educational environment. Concern for the environment is built as early as possible and is mutually sustainable at all levels of schooling. Environmental care character education in schools is carried out by integrating learning, school culture, and example (Efendi, 2020; Arisona, 2018; Rezkita & Wardani, 2018; Sitorus & Lasso, 2021). Schools as places where students get education also need to instill and cultivate an attitude of caring for the environment so that they can grow into citizens who are sensitive and care about the environment. Environmental care characteristics can be developed in the school environment,

becoming a suitable place to instill and build students' environmental care characters (Arisona 2018; Efendi 2020; Hasnidar 2019; Sitorus and Lasso 2021; Wardani 2020).

It takes the cooperation of all elements of the school to build and create schools with character and care for the environment. Teachers as educators can provide learning and materials while still integrating them into the environment. School leaders can build a conducive atmosphere for caring for the environment and provide examples of caring for the environment through various programs and activities. In schools, environmental awareness is carried out by building the knowledge of school residents. This is done by integrating environmental care into the curriculum, and internalizing the learning process (Efendi 2020; Miranto 2017; Purwanti 2017; Siskayanti and Chastanti 2022). School culture can be built in several ways, such as managing waste using the three R methods (i.e. reduce, reuse, and recycle), bringing tumblers for food and drinks, keeping plants at school, providing refill water stations, not buying food wrapped in plastic, or implementation of the *adiwiyata* program (Arisona 2018; Bahrudin 2017; Baroah and Qonita 2020; Hasnidar 2019; Ismail 2021). Most importantly, character education to build environmental awareness is by example and direct examples from school principals and teachers. Love for the environment is built on students by example, habituation, and school culture so that school residents have a sense of love and concern for the environment (Rezkiti and Wardani 2018; Sitorus and Lasso 2021; Wardani 2020).

3. Positive Impact of Strengthening Environmental Care Characters

Concern for the environment is an attitude of the community that maintains and uses the environment well and repairs the damage that occurs (Purwanti 2017). Concern for the environment is a manifestation of human attitudes towards the environment in the form of actions in everyday life which are an effort to prevent damage to the surrounding natural environment, as well as trying to repair all-natural damage that has occurred. Environmentally cultured education can have a positive impact on school residents. With character education and building concern for the environment, school residents can have the knowledge and behavioral sensitivity to the environment, and increase creativity and productivity (Siswanto et al., 2019)

The impact of character education in building environmental awareness is to increase environmental awareness, can be a preventive measure, and increase cooperation and concern for the environment throughout the community. Santika (2018) revealed that character education based on exemplary, character education for the community can increase cooperation and concern for the environment. The positive impact of strengthening the character of caring for the environment is the formation of an independent character and cooperation. This is because students feel a comfortable and clean environment supports the learning process. Students strive to jointly maintain the environment for mutual comfort (Sitorus and Lasso 2021). This shows that karate education cares for the environment and must continue to be improved. In addition, environmental care character education can increase the productivity and skills of students. As the results of research conducted by Siswanto et al. (2019) state that environmental care education can increase students' productivity and creativity, increase students' knowledge, and environmentally sensitive behavior.

Another research conducted by Hasnidar (2019) states that the positive impact of strengthening the character of caring for the environment is that students pay more attention to aesthetic and hygiene factors, so they pay more attention to the elements of beauty and comfort in learning and the surrounding environment. This makes environmental education very important because various positive impacts are felt by students. Bahrudin (2017) said that with environmental education, students can form, instill, and strengthen the character of caring for the environment. It is hoped that students will not only maintain a clean environment at school but also apply it in daily life both in the family environment and also in the community.

D. CONCLUSION

This study presents a systematic literature review to identify empirical studies in the field of character education and environmental awareness studies. School as a place for someone to receive knowledge, skills, and attitudes must be able to instill character in students. One of the important characteristics to be instilled and fostered in students is the character of caring for the

environment. Various kinds of research were conducted to investigate, evaluate and innovate or reform in realizing a society that cares about the environment. This study analyzes 25 literature reviews of research results from journals that discuss the role of schools in increasing environmental awareness. The results of the analysis show that character education of faith in God, independence, and cooperation can increase environmental awareness. The school's role in increasing environmental awareness is by internalizing the value of caring for the environment in the curriculum, extracurricular activities, school culture, and exemplary. The positive impact of strengthening the character of caring for the environment is the progress of learning motivation, creativity and productivity, and the improved character of students. The implications of this finding indicate that schools have a very important role in increasing environmental awareness.

Recommendations for future researchers to be more critical and pay attention to and identify the role of the community and government in strengthening environmental awareness of the Indonesian people. In addition, further researchers are also expected to be able to analyze in depth what methods and media are the most effective and efficient to use to increase environmental awareness. The last recommendation, further researchers are expected to be able to provide solutions so that efforts to increase environmental awareness do not only stop at the learning and schoolroom stages but can be practiced in everyday life.

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