

The Implementation of Principal Policies and the Role of Teachers in Fostering Students' Environmental Awareness through the Kurasaki Habit at Cibadak 05 Public Elementary School

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Abstract	Article Info
This study explores the implementation of school principal policies and the role of teachers in fostering students' environmental awareness through the KURASAKI (Clean Friday Movement) program at SDN Cibadak 05, Tangerang Regency. Employing a qualitative approach, data were collected through observations, interviews, and document analysis. The results indicate that the principal plays a strategic role in initiating policy, establishing an implementation team, and overseeing program execution. Meanwhile, teachers serve as facilitators and role models, actively guiding students in cultivating environmentally responsible behavior through daily routines and practical involvement. The study identifies key challenges, including limited student awareness and inadequate waste management infrastructure. In response, the school has enhanced socialization efforts and improved supporting facilities. The KURASAKI program has been effective in increasing students' environmental awareness and has significantly contributed to creating a cleaner, healthier school environment. As a result, students demonstrate a deeper understanding of environmental stewardship and are able to practice the KURASAKI habits more consistently and effectively. This study contributes to the field of environmental education by illustrating a practical school-based model that integrates leadership policy and teacher engagement to instill sustainable habits in students. It offers valuable insights for other schools aiming to implement similar environmental programs, emphasizing the importance of collaborative efforts, structured routines, and ongoing support to foster lasting behavioral change among learners.	Article History Received : February 02, 2025 Revised : April 09, 2025 Accepted : April 23, 2024 Keywords: Kurasaki, Environmental Awareness, School Principal Policy, Teacher role
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INTRODUCTION

The environmental crisis is a major challenge in this century, where technological advances often make humans forget that survival depends on the condition of natural resources. Environmental and sustainable development issues are not just the responsibility of one country, but have become an urgent global concern. The problem of resources and the environment has become a global environmental crisis that will have a serious impact on the continuation of human life and development (Satmaidi, 2017: 2) Arna Naes (1989) in Keraf (2006: 14) explained that the current environmental crisis can only be overcome by making changes in the perspective and behavior of humans towards nature fundamentally and radically

The problem of waste still occurs in the State of Indonesia which is still not well resolved, where every year there is a surge in these problems so that this implies that Indonesia is not able to manage waste, which is very important for environmental sustainability (Eriawandi & Firdaus, 2025: 894). Climate change, pollution, and declining quality of natural resources underscore the importance of collaboration between countries to find effective solutions. Although awareness of the impact of human activities on the environment is increasing, concrete actions taken are still inadequate. In this context, humans have a great moral responsibility because this is all caused by human behavior that is always related to nature and other living things so that this can determine the quality of the environment (Keraf, 2010).

To deal with increasingly dire environmental conditions, local officials need to take proactive steps in addressing environmental issues in their regions. Water, soil, air, and climate-related crises are real problems that can be felt in everyday life. Therefore, there is a need for appropriate policies and strategies to overcome this challenge. Community involvement in efforts to protect the environment is also very important, so that synergy is created between the government and residents in caring for the earth. Only with collective action and common awareness can we overcome the environmental crisis that increasingly threatens the sustainability of life on the planet.

The principal is a functional teacher who is tasked with leading a school institution where the teaching and learning process is held. Principals play a very important role in the management of education at the micro level, which is directly related to the learning process in the classroom. A person who is chosen as a school principal means having the ability to lead all the resources in the school so that they can be used optimally in achieving common goals (Suparman, 2019: 17). The responsibility for managing the school lies not only with the principal and teachers, but also requires the active participation of parents and students. According to Wahyusumidjo in Priansa (2014: 33) stated that a success of a school is the success of the principal as well

The success of school management is greatly influenced by the support and involvement of all parties. Cooperation between principals, teachers, parents, and learners together contributes to creating an effective and productive learning environment. Thus, synergy among all stakeholders is essential to achieve the expected educational goals. In this case, good communication and strong collaboration between all parties will help create a learning atmosphere that supports the optimal development of students. The active involvement of the entire school community is expected to make the educational process more effective and provide the best results for each student.

Based on Law Number 20 of 2003, education is an effort that is carried out consciously and planned in the process of learning and mentoring to ensure that each individual develops into an independent, responsible, creative, knowledgeable, healthy, and noble person. Education was also born as a response to various problems that develop in society, such as declining tolerance, reduced practice of Pancasila values, ethical changes in the life of the nation and state, weakening awareness of the nation's culture, and reduced national independence. The Ministry of National Education formulated 18 character values that need to be instilled in individuals, including religious, fair, tolerant, hard work, creative, independent, democratic, curious, nationalism, love of the homeland, respect for achievements, communicative, love of peace, love of reading, caring for the environment, caring for social, and having a sense of responsibility.

National policies emphasize that the development of the nation's character is a crucial aspect in the life of the nation and state. Since the beginning of independence, Indonesia has affirmed its commitment to make character development an integral part of national development. This is in line with the mandate of Law Number 20 of 2003 concerning the National Education System, especially Article 3, which states that national education aims to develop the potential of students to become individuals who believe and fear God Almighty,

have noble character, are healthy, capable, creative, independent, and become democratic and responsible citizens (Shinta, Pearl, 2021 : 4046)

Schools are complex and unique institutions, where this complex element occurs because of the many dimensions that are interrelated, and unique because of the many characters that are intertwined in the teaching and learning process (Minsih et al., 2019: 30). Elementary schools play an important role in providing the basis for education as well as developing students' skills and character. One of the main focuses of education in elementary school is to build the character of students to love the surrounding environment. This is done through education on environmental issues, encouraging environmentally friendly practices, and carrying out extracurricular activities involving students. With this approach, primary schools contribute to creating a generation that cares and is sensitive to the environment.

Hamzah (2013: 43) emphasized that Environmental Concern is a manifestation of the individual's mentality that he or she does in daily behavior. As a person's character can be defined as a person's Character, Character, and behavior which are used as the basis of a point of view in thinking, attitudes, and actions (Sulistyowati, 2012: 21). Hamzah (2013: 37) stated that environmental education is an inseparable need if we want to create the civil society that we aspire to. And it should also be noted that this environmental education has a mission to create human character related to the environment for the benefit of humanity (Mukminin, 2014: 229)

According to (Muslim et al., 2021: 100), character education "caring for the environment" can be applied in daily life by utilizing the school environment as a means of learning. The success of instilling this value in school is influenced by supporting and inhibiting factors. Supporting factors include the availability of adequate facilities and infrastructure as well as the active role of the school environment. Caring for the Environment is an action that is always to prevent destruction of the surrounding natural environment, and make efforts to repair natural damage that has occurred in the past (Vindriyana, 2017) However, there are also obstacles such as implementation time that is not optimal and lack of appreciation for school residents who show concern for the environment. Primary schools, as a place of early education, play an important role in shaping the character of environmental care in children (Akhwani, 2019; Akhwani & Nurizka, 2021 : 447).

Based on the results of observations at SDN Cibadak 05 Tangerang Regency, researchers found that there are still many students who throw garbage carelessly and lack awareness of the importance of loving the environment, which results in the accumulation of garbage in the school area. If garbage is allowed to accumulate, this could lead to global problems such as climate damage and potential flooding. Therefore, the school, especially the principal, began to implement the Kurasaki habituation policy to help students instill a sense of love for the environment.

Environmental awareness encompasses two main aspects. First, building sustainable behavior habits in the community, such as through education and encouragement to sort and dispose of waste according to its type. This step helps create a more environmentally friendly lifestyle. Second, providing strategic and easily accessible garbage cans. Bins that are evenly distributed, equipped with clear information, and designed to be comfortable to use can support the implementation of sustainable behaviors more effectively (Nugraha et al., 2023: 69-70).

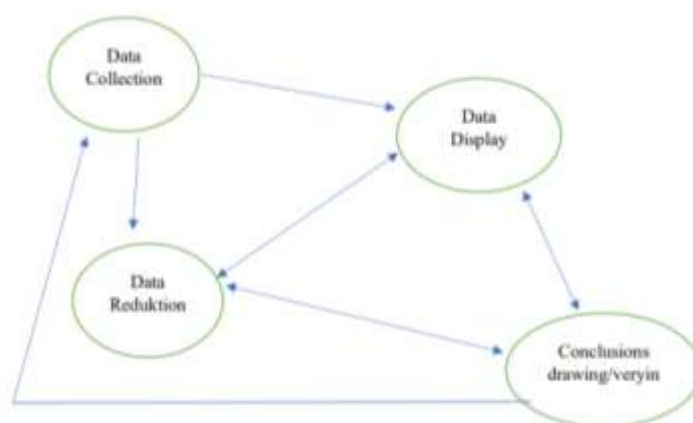
By carrying out the kurasaki habituation policy carried out by SD Negeri Cibadak 05 Tangerang Regency, the school was selected to become one of the candidates for Adiwiyata schools in Cikupa District, Tangerang Regency. However, the school rejected the proposal due to the lack of costs for the operation of the Adiwiyata school. Based on this presentation and phenomenon, the researcher is interested in conducting a research entitled "Implementation of School Principal Policies and the Role of Teachers in Developing Students' Awareness of Environmental Love through Kurasaki Habituation". This research also aims to analyze the condition of the school environment, as well as how attitudes and actions are taken by the school to be able to habitualize Kurasaki as a form of love for the school environment.

METHOD

The research method used in this study is a descriptive qualitative research approach. Qualitative research aims to be able to understand in depth the phenomenon or problem being researched. According to Sugiyono (2011) in (Anggito & Setiawan, 2018: 8) explains that qualitative research is based on the philosophy of postpositivism, used to research the condition of objects naturally. In this method, the researcher plays the role of the main instrument, data sampling is carried out purposively and snowball. Data collection is carried out through triangulation (a combination of methods), data analysis is inductive, and the results of the research emphasize meaning rather than generalization.

Some of the qualitative steps carried out during the research are *Planning, Beginning Data Collection, Basic data collection, closing data collection, & Completion (Solution)*. The data collection techniques used in this study are Interview, Observation and Documentation Techniques. Meanwhile, the data analysis technique used uses the data analysis method according to Miles & Huberman (Sugiyono, 2021). The stages of data analysis for this research are described in figure 1.

Figure 1 Data Analysis According to Miles & Huberman



According to Miles & Huberman in Sugiyono (Sugiyono, 2011) this data analysis technique involves reducing large data so that it can be selected according to the required data, then presenting data more often using the form of descriptions, bagam, flowcharts and others. And the last is Verification or drawing of conclusions, where conclusions are made on the basis of strong ideas and the strength of valid evidence of research so that research can be considered credible. The sources of data obtained in this study are Primary Data obtained from informant sources such as school principals, teachers' councils, and students. Meanwhile, this Secondary Data was obtained from School Profiles, Kurasaki Policy References, Facilities and Infrastructure at SDN Cibadak 05 Tangerang Regency.

In obtaining a research data, it is necessary to check the validity of the data obtained. Data validity is an important concept that has been adjusted from the validity and reliability of the research to the demands of knowledge and the subject matter in the research. According to Moleong (Moleong, 2006) in qualitative research, testing the validity of this data includes tests of credibility, transferability, dependability, and confirmability. Then Moleong also emphasized that in checking the validity of the data, we must pay attention to the criteria, namely first, extension of participation, second, diligence in observation, third, data triangulation, fourth, peer examination, fifth, analysis of negative cases, sixth, checking members, and finally detailed description

RESULT AND DISCUSSION

Clean and healthy living behavior at school is an action that reflects individual awareness in implementing cleanliness and health in the school environment, which aims to maintain and create a healthy school atmosphere independently (Nurhidayah et al., 2021). The clean lifestyle implemented in schools is a learning for every student to maintain the sustainability of the surrounding environment. In order to. PHBS can be realized in the school environment, serious efforts are needed, especially in fostering students' self-awareness. This effort will be more effective if supported by the availability of adequate facilities and infrastructure.

Students are the main target in changing behavior, knowledge, and healthy living habits, because they are at an age stage that is vulnerable to various health problems. Less than optimal health conditions can have a direct impact on their growth and development process and the achievement of their learning achievements (Abidah & Huda, 2018: 87). At this school age, Sadulloh (2018: 141) emphasized that at this age children are very active in learning what is around them, there is a lot of self-motivation to know and act on their environment, so that it is necessary to cultivate a caring attitude of students towards the environment, especially in disposing of garbage correctly.

SDN Cibadak 05 in this case has mostly understood the importance of maintaining a clean environment and preserving nature such as caring for plants, saving water, doing community service work at school. The researcher measured that around 40% of the students of SDN Cibadak 05 already understood the importance of protecting the environment around the school, but it turned out that there were still a lot of about 60% of the students, including still not being able to maintain the cleanliness of the environment around the school, there were still many students who threw garbage carelessly, not used to miscuing between organic and non-organic waste. According to Hasnidar (2019), schools as educational institutions have a very strategic and effective role in introducing and developing knowledge about the environment to students from an early age (Eriawandi & Firdaus, 2025). So that students should be treated to be given more in-depth knowledge and actively participate in carrying out behavioral habits that better preserve the environment at school. Every school needs to play an active role in educating and introducing students to environmental conditions and problems that are occurring. One of the simple efforts that can be made to foster environmental awareness in early childhood is to set an example, such as throwing garbage in its place (Chandrawati & Aisyah, 2022: 132).

Based on the results of the interview obtained from the principal, it was explained that at the time there was still a lot of garbage scattered around the school and students who did not understand how important it was in maintaining the school environment, especially from plastic waste, one of the factors causing it was due to the lack of habituation carried out at home regarding love for the environment so that at the time of application at school there were still many pesereta Educate who litters carelessly. Meanwhile, the results of interviews from teachers in grades 1 to 6, as well as sports teachers and teachers in the field of religion obtained the results of interviews that the initial environment of the school was still dirty and the lack of awareness of students towards love for the environment and the lack of greening and the large number of weeds growing around the school.

The results of the interview conducted with the principal obtained the result that after seeing the state of the school before carrying out the habit of kurasaki there was a lot of garbage scattered, the principal issued the latest policy regarding the habituation of kurasaki. One of them is by making a rough program consisting of three stages, namely socialization or introduction to students about the habit of kurasaki, after that carrying out the stages of implementation or implementation that are emphasized by teachers and students about how important it is to protect the surrounding environment, and the last is to carry out evaluation stages that are carried out regularly with teachers to see whether the volume of waste in the school is reduced or not. It is hoped that with this habituation, students will be able to

understand how important it is to protect the surrounding environment, especially at school, it is also hoped that students can reduce the frequency of plastic waste. And the results of interviews conducted with teachers in grades 1 to 6 as well as teachers in the field of sports and teachers in the field of religion obtained the results of interviews that teachers support the policies implemented by the principal regarding the habituation of kurasaki, teachers will help in the process of planning the policy by explaining and practicing directly how the policy process is to students. Meanwhile, the results obtained from interviews from representatives of grades 1 to 6 obtained results that students can understand a little about the importance of protecting the surrounding environment, especially at school, students also began to reduce the use of plastic waste.

The results of interviews conducted with teachers in grades 1 to 6 as well as teachers in the field of sports and teachers in the field of PAI got the results of the interview, namely the teacher always reminds students about the cleanliness in the school environment and accompanies the students in holding daily class pickets, not forgetting that the teacher also conducts a classroom cleanliness evaluation every day. In addition to accompanying the students, the teacher also always reminds students to dispose of garbage in its place and not to bring garbage into the school environment. The results of interviews conducted with representatives of students in grades 1 to 6 obtained results that with measures in protecting the surrounding environment and the prohibition of littering, the volume of waste is reduced and the learning place becomes comfortable to use.

The results of the observations made by the researcher showed that the implementation steps taken by the school encouraged students to implement the kurasaki actions well even though they were still not 100% all running the kurasaki program, but the volume of waste in the school was reduced quite drastically. The results of the interview conducted with the principal showed that the role of teachers is very important in reminding students of love for the environment, teachers are tasked with reminding continuously so that students always take care of the environment and do not bring waste into the school environment. In supporting the role of teachers, the principal provides moral support for teachers, after which the principal will convey the statement during a routine teacher meeting to increase again how important it is to maintain the environment and the kurasaki program itself. In addition, the principal authorizes teachers to be able to clean around the classroom and school when the learning process takes place, and finally the principal wants to provide each cutlery for each teacher but this plan has not been implemented due to the constraints of funds in the school, the principal hopes that in the future this plan will be implemented.

The results of interviews with grade 1 to 6th grade teachers as well as religious teachers and sports teachers found that the role of teachers in implementing the kurasaki program is by providing encouragement for students in maintaining the environment and providing a good example to students so that students can follow it well. In addition, teachers always remind students of class pickets and accompany students in undergoing class picketing so that classroom cleanliness can be well controlled.

To foster a sense of care in students, especially at the elementary school level, it is necessary to habituate and instill character values from an early age. Introduction to the importance of caring for the environment from the beginning has become an important role for educators in shaping the character of the younger generation to have a good understanding of the environment (Fadillah et al., 2024: 90). Observing from SDN Cibadak 05's steps in creating an atmosphere of environmental sustainability in schools, they carried out one of the stages of initial habituation which can later become a good new habit for students. Where the Principal and the Teacher first identify problems and needs related to environmental cleanliness. Then from the core of this problem, one of the design of the school environment love policy program was born called "KURASAKI" (Reduce, Separate, and Recycle School Waste), where this policy pays attention to how the schedule of activities is carried out, the distribution of socialization

and providing knowledge and involvement of all school residents to be able to run the program properly .

The planning of KURASAKI habituation at SDN Cibadak 05 Tangerang Regency is designed systematically involving the principal, teachers, and students. Teachers prepare Learning Implementation Plans (RPP) and other learning tools to ensure a more directed learning process. The habituation of KURASAKI is applied in teaching and learning activities through discussions, group work, and direct practice, which is strengthened by approaches in the form of direct examples, positive reinforcement, and periodic evaluation. The habituation of the KURASAKI Program encourages every student to no longer go for careless snacks and is required to bring provisions from home, both food and drinks (Eriawandi & Firdaus, 2025: 896). The program will also reduce the number of waste in schools such as snack packaging and others (Kamalia et al., 2023: 5417 - 5418)

Collaboration between schools and parents plays an important role in maintaining the continuity of this habit in the home environment. In addition, support for facilities and infrastructure, such as separate trash cans, school waste banks, and educational media in the form of posters and banners, also support the success of the program. Even though the planning has been well designed, continuous monitoring and evaluation are still needed so that the implementation of KURASAKI habituation can run effectively and have an optimal impact on students.

In the course of the KURASAKI program, the role of a teacher as a hero without merit is not spared. Teachers play a key role in instilling students' habits towards the KURASAKI (Reduce, Separate, and Recycle School Waste) program by providing education, guiding hands-on practice, and integrating environmental care values in the learning process. Through an interactive approach and application in the curriculum, teachers help students understand the importance of responsible waste management. In addition, the example of teachers in applying the KURASAKI principle is the main factor in building positive habits in the school environment. Teachers are also tasked with supervising and evaluating the sustainability of the program to ensure that there are changes in student behavior in maintaining the cleanliness and sustainability of the school environment.

The result of this research is the running of the kurasaki program which aims to help students in reducing waste in the surrounding environment, especially in schools. This kurasaki program is run by all school residents, both from students, teachers' councils, principals, and parents. At the beginning there were still 60% of students who still littered and did not understand about loving the surrounding environment, therefore the principal began to develop the habit of kurasaki so that students could start loving the surrounding environment. The initial stage was to form a school principal which was run and supervised by several teacher councils.

DISCUSSION

Based on the results of this study, theoretical and practical implications can be proposed, as The principal's policy and the teacher's participation in implementing kurasaki habituation have had considerable changes to the formation of an attitude of environmental care in students. Through the habituation program, there will be a school environment that encourages the growth of environmental awareness. The role of teachers as mentors and role models supports the achievement of these goals. Cooperation between school principals and teachers is an important factor in instilling the values of love for the environment in a sustainable manner. The kurasaki program can provide a very effective example in shaping the character of students, especially in fostering a sense of love for the environment, especially the environment in the school. With the kurasaki program that is carried out regularly, students are taught to care about cleanliness and environmental sustainability. This kurasaki program has proven to be successful in instilling a caring attitude of students in maintaining their environment through daily habits.

The kurasaki program can be the basis for developing character education that involves all parties in the school, not just teachers. Character education is not only the responsibility of teachers, but also involves the active role of principals, staff, and students. All of these parties are expected to work together to create an environment that supports the development of students' character, where every policy and action in the school contributes to forming positive values.

The results of this research are expected to be input for school principals, teachers, and prospective teachers to improve the management of education and teaching that has been carried out. By considering the right habituation method and providing appropriate motivation, it is hoped that it can strengthen the attitude of environmental care of students, especially through the implementation of the kurasaki program at school, so that it can increase their awareness and concern for the environment. The weakness of the kurasaki habituation method is the lack of attention from the parents of students regarding hygiene education so that students bring the habit so that when they go out, it is hoped that parents can bring the habit into the house. In addition, this habituation still needs a lot of evaluation in order to run and the need for help and cooperation from parents and the school.

CONCLUSION

The Kurasaki habituation program implemented at SDN Cibadak 05 Tangerang Regency has succeeded in forming the character of students who care about the environment. This success cannot be separated from the active role of the principal in formulating policies and forming an implementation team, as well as the role of teachers who consistently guide and set an example for students. Although at the beginning of the implementation a number of obstacles were found such as low student awareness and limited facilities, the school continues to try to overcome them through the provision of supporting facilities and increasing socialization activities. The habituation of KURASAKI, which includes activities of reducing, sorting, and recycling waste, gradually forms positive habits among students. Cooperation between all elements of the school, including parents, also strengthens the effectiveness of this program. By instilling the values of love for the environment from an early age, it is hoped that students will grow into individuals who are more responsible for the preservation of nature in the future.

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