



ENVIRONMENTALLY CARING CHARACTER EDUCATION STRATEGY AT MIN 1 MALANG CITY

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Abstract

The environment is an important element of human life, not only as a place to live but also plays a role as a supporter of various activities carried out. As stated by Gustavo in one of his writings, the environment is the sum total of all conditions that affect the existence, growth and well-being of an organism on earth. Every life is part of the environment, including the air we breathe, the condition of the body and the goods we consume. This study aims to describe the implementation of environmental character education strategies at MIN 1 Malang City and describe the supporting and inhibiting factors of environmental character education strategies at MIN 1 Malang City. As an educational institution committed to environmental issues, MIN 1 Malang City has developed various programs and activities designed to shape school citizens who have awareness, concern and real action in protecting the environment. This study uses a qualitative approach with a case study method, data collected through observation, interviews, documentation and triangulation techniques. The results of this study can be concluded that MIN 1 Malang City has successfully implemented various effective strategies in instilling environmental character education in school citizens, the programs implemented have had a positive impact on increasing students' awareness, concern and real action in protecting the environment. Even though there were several challenges faced, MIN 1 Malang City was able to overcome them well.

Keywords: Strategy, Character Education, Environmental Care, MIN 1 Malang City.

Abstrak

Lingkungan merupakan unsur penting kehidupan manusia, tidak hanya sebagai tempat tinggal tapi juga berperan sebagai pendukung berbagai aktivitas yang dilakukan. Seperti yang dikatakan oleh Gustavo dalam salah satu tulisannya, lingkungan adalah jumlah total dari semua kondisi yang mempengaruhi eksistensi, pertumbuhan dan kesejahteraan dari suatu organisme yang ada di bumi. Setiap kehidupan merupakan bagian dari lingkungan, termasuk udara yang di hirup, kondisi tubuh dan barang yang dikonsumsi. Penelitian ini bertujuan untuk mendeskripsikan implementasi strategi pendidikan karakter peduli lingkungan di MIN 1 Kota Malang dan mendeskripsikan faktor-faktor pendukung serta penghambat strategi pendidikan karakter peduli lingkungan di MIN 1 Kota Malang. Sebagai lembaga pendidikan yang memiliki komitmen terhadap isu lingkungan, MIN 1 Kota Malang telah mengembangkan berbagai program dan kegiatan yang dirancang untuk membentuk warga sekolah yang memiliki kesadaran, kepedulian dan tindakan nyata dalam menjaga lingkungan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus, data dikumpulkan melalui teknik observasi, wawancara, dokumentasi dan triangulasi. Hasil penelitian ini dapat disimpulkan bahwa MIN 1 Kota Malang telah berhasil menerapkan, berbagai strategi yang efektif dalam menanamkan pendidikan karakter peduli lingkungan pada warga sekolah, program-program yang dijalankan telah memberikan dampak positif terhadap peningkatan kesadaran, kepedulian dan tindakan nyata murid dalam menjaga lingkungan. Meski ada beberapa tantangan yang dihadapi MIN 1 Kota Malang mampu mengatasinya dengan baik.

Kata Kunci: Strategi, Pendidikan Karakter, Peduli Lingkungan, MIN 1 Kota Malang



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INTRODUCTION

The environment for humans is a very important element, not only as a place to live and carry out activities, it also plays a role in supporting various human activities.¹ Uno and Mohamah stated that making people aware of the meaning and quality of the environment is difficult to do.² It is known that human behavior is the main factor in environmental damage that occurs globally, including in Indonesia. Environmental damage occurs due to a lack of concern for the environment.³

In the Quran it is emphasized that the damage that exists on land and at sea occurs because of the actions of human hands, as Allah says in the Quran: "Corruption has appeared on land and at sea because of what the hands of men have earned. (Through this) Allah will make them taste the consequences of their deeds so that they may return to the right path" (QS Ar-Rum: 4). In fact, human life is closely related to the surrounding environment, every day humans are faced with and in direct contact with the conditions of the surrounding nature.⁴ Caring for the environment is an obligation that must be carried out by every human being because no cleanliness can be achieved without implementing environmental care in one's life, this sounds ordinary but has a big meaning for true environmental care.⁵

As stated in the Republic of Indonesia Law No. 32 of 2009, Article 1 paragraph (1) concerning environmental protection and management, "the environment is a spatial unity with all objects, power, conditions and living creatures, including humans and life, and the welfare of humans and other living creatures."⁶

The environmental care movement is included in the character values of nationalism, namely, how we behave, think, and act in a way that shows loyalty, respect, and concern for the environment, economy, social, culture, politics and nation above personal or group interests.⁷ Character education is an effort to create learning conditions and learning processes, so that students

¹ Hamzah, S., *Pendidikan Lingkungan: Sekelumit Wawasan Pengantar*, Bandung: PT Refrika Aditama, 2013.

² Salifulloh, M. et al., "Pengembangan Karakter Cinta Lingkungan Sekolah Melalui Eco-School Branding dan Peer Teamworking", *Sewagati*, 4(2), 2020, hal. 108, doi:10.12962/j26139960.v4i2.7184.

³ Santika, I.G.N., Sulastra, I.W. & Arnyana, I.B.P., "Membentuk Karakter Peduli Lingkungan Pada Siswa Sekolah Dasar Melalui Pembelajaran IPA", *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*, 10(1), 2022, hal. 207–212.

⁴ Siti Baro'ah & Qonita, S.M., 'Penanaman CiLi (Cinta Lingkungan) pada Siswa Melalui Program Lingkungan Sekolah Tanpa Sampah Plastik', *PALNCALR: Jurnal Pendidikan Anak Cerdas dan Pintar*, 4(1), 2020.

⁵ L. Hasibuan, "Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary," *ETHESES* [Preprint], 2024, available at: <https://etd.uinsyvalhaldal.ac.id/10632/>.

⁶ Indonesia, R., *Undang-Undang Republik Indonesia Nomor 32 Tahun 2009 Tentang Perlindungan dan Pengelolaan Lingkungan Hidup*, 19(19), 2009, hal. 19.

⁷ Ismail, M.J., "Pendidikan Karakter 'Furudul Aniyah Basis Penguatan Pendidikan Karakter di MTsN 2 Kota Malang' ter Peduli Lingkungan Dalam Menjaga Kebersihan Di Sekolah", *Guru Tua: Jurnal Pendidikan dan Pembelajaran*, 4(1), 2021, hal. 59–68, doi:10.31970/gurutua.v4i1.67.

actively develop their individual potential with the hope of having a noble personality, morals and character.⁸ Character education is defined as a systematic and planned education system to educate, empower and develop the potential of students to build their personal character, so that they can grow into individuals who provide benefits for themselves, their families and their surroundings.⁹

The Jokowi government initiated character education by implementing Pancasila values as the main content, including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the homeland, respect for achievement, communication, love of peace, love of reading, care for the environment, care for society and responsibility.¹⁰ However, the character education established by the government remains merely a slogan, not implemented in detail. Environmental character education is also merely a supplement to teachers' lesson plans. Yet, implementing environmental character education can prevent damage to the surrounding natural environment and attempt to repair any damage that has already occurred.¹¹

Environmentally conscious character education is needed to maintain the beauty of the surrounding environment and has many great benefits, as evidenced by the fact that many students still litter, damage trees or plants in the school environment, and outside the school environment.¹² This proves that environmental stewardship is still not progressing according to plan. Teachers, as educators in educational institutions, must have strategies that can be used to implement environmental stewardship. A strategy is a careful plan of efforts to achieve specific goals. In general, a strategy is understood as an outline of the course of action to achieve predetermined goals.¹³ According to Kemp, learning strategies are learning activities that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently.¹⁴

⁸ Faridi *Model Pendidikan Karakter Berbasis Nilai-Nilai Rabbani* (Malang: Baskara Media, 2020).

⁹ D. Masithoh and R. Anintyawati, "Penyuluhan Program Penghijauan untuk Menanamkan Pendidikan Karakter 'Cinta Lingkungan' di Sekolah Dasar," *Lamahu: Jurnal Pengabdian Masyarakat Terintegrasi*, vol. 1, no. 2, pp. 47–51, 2022, doi: [10.34312/ljpmt.v1i2.15529](<https://doi.org/10.34312/ljpmt.v1i2.15529>)

¹⁰ Faridi, F. & Yogawati M., 'Furudul ALiniyalh Basis Penguatan Pendidikan Karakter di MTsN 2 Kota Mallaln, *FIKROTUNAL: Jurnal Pendidikan dan Manajemen Islam*, 15(01), 2022, pp. 109–129. doi:10.32806/jf.v15i01.5864.

¹¹ Basit, AL. & Sundawa, D., 'Analisis Peneralpaln Karakter Peduli Lingkungan di Sekolah Hijalu', *Jurnal Moral Kemasyarakatan*, 7(2), 2022, pp. 109–119. doi:10.21067/jmk.v7i2.7569.

¹² Efendi, N., Barkara R.S. & Fitrial, Y., 'Implementasi Karalkter Peduli Lingkungan di Sekolah Dasar Lolong Belanti Padang', *Jurnal Komunikasi Pendidikan*, 4(2), 2020, pp. 1–10.

¹³ A.L. Saputra, "Strategi Evaluasi Pembelajaran Pendidikan Agama Islam pada SMP," *Gental Mulia: Jurnal Ilmiah Pendidikan vol. 13, no. 2, pp. 73–83, 2022. Available at: [https://ejournal.stkipbbm.ac.id/index.php/gm/article/view/861](<https://ejournal.stkipbbm.ac.id/index.php/gm/article/view/861>)

¹⁴ A.L. Majid, *Strategi Pembelajaran*, Bandung: PT Remaja Rosdakarya Offset, 2013.

Researchers Salifulloh et al.,¹⁵ The study concluded that developing a love for the school environment is not only about physical development, but also about love for God and the social environment. The character of love and concern for the environment is also a target for strengthening character education, including nationalism. Alzimal and Yumnal¹⁶ concludes that the importance of the government's role in integrating environmental education into the education curriculum and budget allocation for the realization of environmental education in elementary schools, then the role of education in the development, implementation and participation of school residents and the community who contribute according to their respective duties and obligations.

Study Chandrawati and Alisyah¹⁷ concluded that environmental education plays a crucial role in preserving and improving the global environment, in realizing sustainable living. The basic goal of environmental education is to enable individuals and communities to understand the complex nature of nature and how the environment is constructed from the interaction of biological, physical, social, economic, and cultural aspects. Syahri concludes that environmental education must be able to encourage the integration of wise attitudes and behavior in dealing with problems that arise due to the natural order, with damage or loss due to the behavior of living creatures, including humans. Researchers Fathurrahman et al.,¹⁸ concluded that creativity, discipline, and mutual cooperation among school residents are very necessary in implementing environmentally conscious character, and require support from the community and parents to support environmental activities carried out by schools in order to form an environmentally conscious character in students.

According to Anggraleni & Listyaningsih¹⁹ Teachers' strategies in forming environmentally conscious characters by integrating environmentally conscious characters into the school curriculum, through school activities and routine cleaning habits, so that the school community can become accustomed to protecting the environment, both at school and outside of school. Research Syahri and Wibowo²⁰ concluded that national character education is crucial for

¹⁵ M. Salifulloh et al., “*Pengembangan Karakter Cinta Lingkungan Sekolah Melalui Eco-School Branding dan Peer Teamworking*,” *Sewagati*, vol. 4, no. 2, p. 108, 2020. doi:10.12962/j26139960.v4i2.7184.

¹⁶ N. F. Alzimal and Yumnal, “*Pendidikan Lingkungan Hidup untuk Siswa Sekolah Dasar*,” *Jurnal Ilmiah Pendidikan Lingkungan dan Pembangunan* vol. 22, no. 02, pp. 1–11, 2022. doi:10.21009/plpb.222.01.

¹⁷ T. Chandrawati and S. Alisyah, “*Penanaman Cinta Lingkungan Pada Masyarakat PAUD*,” *Aksara: Jurnal Ilmu Pendidikan Nonformal*, vol. 8, no. 1, p. 131, 2022. doi:10.37905/aksara.8.1.131-136.2022.

¹⁸ Fathurrahman et al., “*Implementasi Pembentukan Karakter Peduli Lingkungan Melalui Program Adiwiyata*,” *Jurnal Pendidikan dan Konseling*, vol. 4, no. 6, pp. 13038–13044, 2022.

¹⁹ V.S. Anggraleni & L. Listyaningsih, “*Strategi Guru dalam Membentuk Karakter Peduli Lingkungan pada Siswa di SMP Negeri 8 Surabaya*,” *Jurnal Pendidikan Tambusai*, vol. 7, no. 2, pp. 5940–5949, 2023.

²⁰ M. Syahri and A. P. Wibowo, “*Internalisasi Nilai-Nilai Agama Dalam Pendidikan Karakter Cinta Lingkungan Hidup pada Siswa (Studi Kasus pada MTs Negeri 5 Blitar)*,” *Jurnal Kewarganegaraan*, vol. 8, no. 1, pp. 1274–1289, 2024. Available at:

developing citizens who understand their rights and responsibilities. One way to achieve this is by strengthening environmental character education. Incorporating environmental education into character development programs is crucial for fostering knowledge and a deep love for the environment.

Schools as a forum in creating environmental care is not easy, MIN 1 Malang City as one of the schools that provides environmental care programs such as the Adiwiyata program, greening programs and others, this is also included in one of the visions and missions of MIN 1 Malang City. Efforts to achieve these programs MIN 1 Malang City held an environmental care action by planting trees around the school, several beaches in Malang and several points in Malang City. MIN 1 Malang City also held a clean-up action by collecting garbage in collaboration with the Malang Center APSAI. Based on previous studies, researchers found a gap to continue deeper research on environmental care character education strategies, this is an important reason in this study to find out the strategies used by educators to build a sense of concern for students, towards the environment and the infrastructure provided by the school to support environmental care activities at Min 1 Malang City.

According to data obtained from the website of MIN 1 Malang City, to perfect the strategy of environmental care character education, the school carries out many activities such as, Based Learning to several tourist attractions, holding seminars or workshops on sorting waste to each student every year. They are taught how to plant and care for plants, from here the researcher has several related questions, namely, how is the implementation of the environmental care character education strategy in MIN 1 Malang City, what are the supporting and inhibiting factors in implementing environmental care character education in MIN 1 Malang City. The purpose of this study is to describe the implementation of the environmental care character education strategy in MIN 1 Malang City, as well as to describe the supporting and inhibiting factors in environmental care character education for students in MIN 1 Malang City.

1. Boxing Library(Literature Review)

a. Character Building

Character education in the view of a number of experts is everything that educators do, so that they are able to influence the character of students, including exemplary behavior of educators, how educators speak or deliver material, how educators are tolerant and educators help students' characters. According to Lickona, it is a person's natural nature to respond to situations morally. This natural nature is manifested in real actions through good

<http://journal.upy.ac.id/index.php/pkn/article/view/6569> and <https://journal.upy.ac.id/index.php/pkn/article/download/6569/3944>.

behavior, honesty, responsibility, respect for others and other noble characters. Meanwhile, character education according to Hill, character education is a way of teaching habits, ways of thinking and behavior that help individuals to live and work together as families, communities and citizens. According to Al-Ghazali, character is a picture of a state in the soul that is firmly embedded (internalized), where the actor relies on it easily and easily without the need for further thought and consideration, from this statement it is known that the essence of character according to Al-Ghazali includes two conditions, namely, 1) the action must be constantly carried out repeatedly in the same form so that it becomes a habit. 2) the act must grow easily without consideration and thought, meaning there is no pressure or coercion from other people, influences, persuasion and so on.²¹

b. Environmentally Conscious Character

Environmental awareness is an attitude and action that seeks to prevent damage to the natural environment and repair damage that has already occurred. In one of his writings, Gustavo states that the environment is the sum total of all conditions that influence the existence, growth, and well-being of organisms on Earth. Every element of our lives is part of the environment, including the air we breathe, the condition of our bodies, and every product we consume.

According to Shingh in his book, *Environmental Science*, the environment is the interaction of physical, biological, and cultural systems that are interconnected in various ways, both individually and collectively. Physical elements include space, water sources, climate, coral reefs, and minerals. Biological elements include plants, animals, and humans. Cultural elements include economic, social, and political elements that shape human interaction within various cultural environments.

In conclusion, the environment is a source of human needs to support life and serves as a breeding ground for all living creatures, especially humans. Therefore, humans cannot separate themselves from the environment.²²

RESEARCH METHODS

In this research, the approach applied is a qualitative case study approach, in which the researcher explores a particular phenomenon within a specific time and activity and collects detailed

²¹ Falridi, *Model Pendidikan Karakter Berbasis Nilai-Nilai Rabbani* (Malang: Baskara Media, 2020).

²² Hamzah, S., *Pendidikan Lingkungan: Sekelumit Wawasan Pengantar*, Bandung: PT Refrika Aditama, 2013.

and in-depth information, using various data collection procedures over a specific period.²³ Qualitative research, according to Erickson in Susan Stainback, is conducted intensively. The researcher participates in the field, analyzes various documents found in the field, and prepares a detailed research report.²⁴

The data collection techniques used were direct observation at MIN 1 Malang City, interviews with related respondents, namely PJ Adiwiyata and Secretary of Adiwiyata MIN 1 Malang City, documentation as an additional source of information through the website, information boards, and viewing supporting facilities at MIN 1 Malang City, data triangulation against the information that has been collected to obtain data validity. This research took place at MIN 1 Malang City, Jl. Bandung No. 7C, Penanggungan, Klojen District, Malang City, East Java (65113). Qualitative research data analysis according to Noeng Muhadjir is an effort to systematically search and organize notes from observations, interviews, and others to increase the researcher's understanding of the case being studied, and present them as findings for others.

RESULTS AND DISCUSSION

Research result

Based on interviews with the Head of the Adiwiyata School and the Secretary of the Adiwiyata School, developing an environmentally conscious character among students, teachers, and staff at MIN 1 Malang City is both complex and easy to implement. The school employs numerous strategies to instill and foster environmental awareness among its members. These strategies include: integrating the environment into the curriculum, coverage of environmental activities in school extracurricular activities, pimplementation of environmentally friendly school culture, pdevelopment of teachers and education personnel, pparental and community involvement, putilization of technology.

This was reinforced by the chairman of PJ Adiwiyata who said that this strategy is expected to help educators in fostering a sense of concern for the environment in schools and outside of schools, so that they will eventually have an environmentally friendly character that includes 6 aspects.

²³ D. Assyakurrohim et al., 'Metode Studi Kasus dalam Penelitian Kualitatif', *Jurnal Pendidikan Sains dan Komputer* 3, no. 01 (2023): 1–9.

²⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* 2nd ed. Bandung: Alfabeta, 2022.

Table 1
Environmentally Concerned Character Education Strategy at MIN 1 Malang City

No	Aspect	Focus	Criteria
1	Cleanliness, sanitation and drainage functions	The school community is able to maintain the madrasa environment both outside and inside so that it is always clean, and ensure that all water channels function properly.	4
2	Waste management	The school community, including students, teachers, principals and staff, are guaranteed not to bring plastic waste into the madrasa.	4
3	Caring for and planting trees	The entire school community is required to plant trees and must look after the plants in and around the madrasah.	4
4	Water conservation	The school community must ensure that the water in the madrasah is used as efficiently as possible by recycling the water that has been used, whether water comes from the ground, PDAM, or rainwater.	4
5	Energy conservation	The entire school community is expected to be able to regulate the use of electricity in the madrasa and be able to create alternative power generators other than PLN.	4
6	Innovation	Teachers create new alternatives to manage all matters related to the environment in madrasahs.	4

(Source: Academic archives of MIN 1 Malang City)

Criteria:

Not enough

Enough

Good

Very good

Based on the documentation data obtained by the researcher and the results of interviews with the head of PJ Adiwiyata, several findings were found with indicators of environmental concern, including: First, the cleanliness of sanitation and drainage functions. All school residents are required to maintain the environment properly, ensuring there is no plastic waste or dry leaves scattered around. All school residents who are Adiwiyata cadres must ensure that the water channels within MIN 1 Kota Malang are functioning properly (none are clogged), so that water does not pool or is wasted unnecessarily.

Second, waste management. School residents are not permitted to bring plastic waste from outside the school into the school, no matter how small. Therefore, every school resident, whether students, teachers, school staff, or others, is required to bring their own tumbler or lunch container

from home. This policy is expected to help reduce the amount of plastic waste on earth. The school also provides facilities in the form of teaching the use of recycled waste, be it plastic waste, dry leaves, or tree branches. Thus, any waste at MIN 1 Malang City can still be useful and not wasted. For example, dry leaves or twigs are processed into compost for plants, plastic waste is recycled into tablecloths, plant pots, trash cans, and so on. Meanwhile, non-recyclable waste will be destroyed and then handed over to the TPS.

Third, caring for and planting trees. All school residents are required to plant trees and care for them, both inside and outside the school. This is done to address global warming, oxygen shortages, and natural disasters. MIN 1 Malang City also often collaborates with other schools and the Malang City government in holding tree planting and care activities. Trees that have been planted must not be damaged, neither the leaves nor the branches. For school residents who damage plants, vegetation, or trees will be reprimanded. If they continue to violate, they will be given a SP (Warning Letter). With this program, it is hoped that it can help overcome existing environmental problems.

Fourth, water conservation. In this case, it is ensured that the water in MIN 1 Malang City, both from the ground and PDAM, is used as efficiently as possible. Leaks are avoided so that water is not wasted. The school also provides adequate facilities to recycle water in MIN 1 Malang City, such as leftover ablution water, the use of sink water collected in a reservoir (tandon), then equipped with biopores and infiltration wells to collect rainwater so that it does not cause puddles and the water remains useful. This recycled water is used to water plants, vegetation, and trees in MIN 1 Malang City.

Fifth, energy conservation. Electricity usage at MIN 1 Malang City is limited, including for lighting, air conditioning, fans, projectors, and other energy-related equipment. This ensures electricity is used as efficiently as possible. Furthermore, MIN 1 Malang City also provides an alternative source of electricity, a solar power plant (PLTS), as one of the school's electricity sources.

Sixth, innovation. In this case, schools are trying to find new solutions and technologies that support the sustainability of the five previous aspects. The Secretary of PJ Adiwiyata stated that the implementation of environmental care character education certainly has inhibiting and supporting factors. Inhibiting factors include a lack of awareness of the importance of protecting the environment, bad habits that damage the environment from each individual. As for supporting factors. Internal factors: Commitment of school leaders. Strong leadership from the principal and all teaching staff is the key to the success of environmental education, an integrative curriculum. By integrating environmental education into various subjects, students more easily understand environmental concepts and relate them to everyday life, extracurricular activities with

environmental themes, such as Adiwiyata cadres, tree planting activities, and recycling that provide opportunities for students to practice environmental care values directly, evaluation. Through evaluation, schools can identify the success of environmental care programs as well as things that need to be improved, adequate infrastructure to support environmental activities, a sufficient budget to support environmental activities in schools. External factors: Parental support. The role of parents is very important in instilling environmental care values in children. If parents support the school program, students will be more motivated to participate, collaborate with related agencies, such as the Environmental Service and other Adiwiyata schools that can provide support in the form of resources, experts, or special programs, supportive government policies, for example through facilities or relevant regulations that provide significant encouragement for schools.

Based on the results of interviews connected with observations that have been carried out, then strengthened by existing documentation, researchers found that the environmental character education strategy at MIN 1 Malang City has six interrelated elements in supporting environmental character education. Educators and education personnel have a very important role in this regard. They must have high creativity and be active in delivering learning, information, and be able to communicate well. Thus, environmental character education in schools can be channeled well to students, parents, and the community. Schools also play a role by providing adequate facilities to support students so they can play an active role in protecting the environment.

Documentation results from the official website of MIN 1 Malang City prove that in its seriousness in supporting environmentally friendly schools, the school routinely holds socialization, workshops, counseling, and monitoring every year for educators, education staff, and students.²⁵ In early 2024, MIN 1 Malang City held monitoring, evaluation, and coaching of Adiwiyata schools, then implemented the 3R Gemilang campaign with the title "Malang City Adiwiyata Cadre Competition".²⁶

In mid-2024, a concrete action was carried out by Adiwiyata cadres of MIN 1 Malang City with the theme "Clean Environment Campaign", which was followed by an Eco Green Park learning project for grades 1, 2, and 3 with the theme "Shaping Children's Character in Loving and Protecting the Environment so that the Earth is Sustainable".²⁷ This activity took the form of a beach cleanup and environmental campaign, attended by all educators, staff, committee members, and students.

²⁵ MIN 1, *Gerakan Peduli dan Berbudaya Lingkungan Hidup di Sekolah (2022)*, tersedia di: <https://min1kotalmallang.sch.id/haldirkaln-ketual-alpsali-pusalt-mallalng-min-1-kotal-mallalng-sialp-menuju-aldiwiwatal/>.

²⁶ MIN 1, *Lomba Kalender Adiwiyata Kota Malang (2024a)*, tersedia di: <https://min1kotalmallang.sch.id/kalder-aldiwiwatal-min-1-kotal-mallalng-mewalrnali-calr-free-daly-dengaln-kalmpalnye-3r-yalng-gemilalng/>.

²⁷ MIN 1, *Membentuk Karakter Anak dalam Mencintai dan Melindungi Alam Sekitar agar Bumi Lestari (2024b)*.

Toward the end of 2024, the school held an Environmental Sustainability Workshop, attended by educators from MIN 1 Malang City. The series of activities concluded with the implementation of the Environmental Care and Culture Movement in Schools (GPBLHS), involving students, educators, and school committee representatives, with the theme "Plant Trees, Preserve the Environment."²⁸

Based on interviews and observations, researchers found that implementing environmentally conscious character education involves several inhibiting and supporting factors, both internal and external. These factors relate to the actions of schools, educators, education staff, and students' attitudes in daily activities. These factors significantly influence the success of environmentally conscious character education at MIN 1 Malang City.

Discussion

Environmentally Concerned Character Education Strategy at MIN 1 Malang City

MIN 1 Malang City has several environmental character education strategies, which are explained in the following discussion:

First, the integration of environmental education into the school curriculum. This integration process is found in local content, thematic learning, and environmental projects. Educators can develop local content that focuses more on the environment, for example through local environmental studies. These studies aim to help students understand their surroundings, both natural and man-made, and learn how to manage waste by recycling it into useful products.

In addition, students are taught to recognize the biodiversity found in nature and the impact of human activities on the environment. The goal of this local environmental study is to enable students to recognize environmental potential and problems, and to find appropriate solutions for environmental management and preservation. This will also increase awareness in the surrounding community about the importance of environmental sustainability. Environmental education is also incorporated into compulsory subjects, for example, by integrating environmental awareness into science, social studies, and other subjects. Each topic taught is always linked to environmental awareness, so students become accustomed to and constantly remember the importance of environmental protection.

Educators can also implement environmental projects, for example by assigning students to find solutions to environmental problems in their surroundings, such as recycling bottles found at school or at home into beautiful and functional works. This is supported by previous research

²⁸ MIN 1, *Tanam Pohon Lestarian Lingkungan* (2024c), tersedia di: <https://min1kotalmallang.sch.id/min-1-kotal-mallang-gelahr-alksi-talnalm-pohon-untuk-peringalti-halri-menalnalm-pohon-indonesia/>.

which states that integrating environmental awareness into the curriculum can help school residents get used to protecting the environment, both inside and outside of school. Thus, integrating environmental education into the curriculum can strengthen the achievement of environmental education goals in schools. This integration is flexible and comprehensive, so it can be implemented sustainably.

Each topic taught is always linked to environmental awareness, so students are constantly reminded of the importance of preserving nature. Educators can implement environmental projects, such as assigning students to find solutions to environmental problems. For example, recycling waste bottles, both at school and at home, into beautiful and functional pieces.

This is also supported by previous research which shows that integrating environmental education into the school curriculum can help school residents become accustomed to protecting the environment, both inside and outside of school.²⁹ Thus, integrating environmental education into the curriculum can improve the achievement of environmental education goals in schools. This integration process is flexible and comprehensive.³⁰

Second, the scope of environmental activities in school extracurricular activities. Extracurricular activities aim to deepen and broaden students' knowledge, develop character values, and channel their talents and interests.³¹ Integrating environmental activities into extracurricular activities, such as environmental camps that focus on ecosystems and nature conservation, has proven effective in raising students' awareness of the importance of environmental protection.

These activities are not only fun but also provide valuable learning experiences. Students can interact directly with nature, learn about flora and fauna, and understand the ecosystem. During the camp, students are also educated on the importance of environmental protection, such as picking up litter and planting trees on bare land, among other environmental education activities.

In addition, schools also conduct educational visits to various environmental sites, such as: Botanical gardens, which serve as conservation areas with diverse collections of plants. Recycling centers, which process waste into useful new products, reducing the volume of waste ending up in landfills and conserving natural resources. Wildlife sanctuaries, which are conservation areas designed to protect wildlife and their habitats. These areas contain unique biodiversity, and their preservation is essential for ecosystem balance.

²⁹ V.S. Anggraleni & L. Listyaningsih, "Strategi Guru dalam Membentuk Karakter Peduli Lingkungan pada Siswa di SMP Negeri 8 Surabaya," *Jurnal Pendidikan Tambusai*, vol. 7, no. 2, pp. 5940–5949, 2023.

³⁰ Sujiyo Miranto, 'Integrasi Konsep-Konsep Pendidikan Lingkungan Hidup dalam Pembelajaran di Sekolah', *Edusalins*, 4(1) (2017), pp. 1–23.

³¹ Suryanda, A., Miasyah, M. & Septiani, D., 'Pembentukan Perilaku Tanggung Jawab Lingkungan melalui Keikutsertaan Siswa SMA dalam Kegiatan Ekstrakurikuler Kelompok Pecinta Alam', *Qualgga: Jurnal Pendidikan dan Biologi*, 12(2) (2020), p. 94. doi:10.25134/qualgga.v12i2.2764.

Overall, the school consistently incorporates environmental education into all extracurricular activities. The goal is to ensure students are aware of the importance of environmental protection, not only in the classroom but also outside of it. This ensures students continue to receive comprehensive environmental education.³²

Conducting educational visits to environmentally-related sites, such as botanical gardens, which serve as conservation areas for plants with diverse collections. Recycling centers, which are dedicated to processing waste into useful new products, can reduce the volume of waste ending up in landfills and help conserve natural resources. Wildlife sanctuaries, which are conservation areas specifically designed to protect wildlife and their habitats. These areas contain unique biodiversity, and their preservation is essential to maintain ecosystem balance and function properly.

Overall, the school consistently incorporates environmental education into every extracurricular activity. This aims to ensure students are constantly reminded of the importance of environmental protection, not only in the classroom but also outside of it. This ensures students are consistently and sustainably educated about environmental stewardship.

This is supported by previous research, which states that in shaping the character of citizens who are aware of their rights and obligations, implementing environmental character education and incorporating environmental education into character development programs can foster knowledge and a deep love for nature. Thus, this has a positive impact on students, broadening their insight into environmental sustainability and fostering a caring attitude and sense of responsibility for the environment. Ultimately, the goal is to shape students' character to be more disciplined and caring for others.³³

Third, the implementation of an environmentally friendly school culture. An environmentally friendly school culture is an effort by all school members to create a sustainable, healthy, and environmentally conscious learning environment. One form of implementation is through the Adiwiyata program, which aims to create a school community that is responsible for protecting and managing the environment, through good school governance to support sustainable development. This is in line with the Adiwiyata guidelines which explain that the program is an ideal forum for acquiring knowledge, as well as instilling norms and ethical values that can become the basis for humans to achieve prosperity in life towards the ideals of sustainable development. At

³² Sujiyo Miranto, *'Integrasi Konsep-Konsep Pendidikan Lingkungan Hidup dalam Pembelajaran di Sekolah'*, Edusalins, 4(1) (2017), pp. 1–23.

³³ M. Syahri & A.P. Wibowo, *'Internalisasi Nilai-Nilai Agama Dalam Pendidikan Karakter Cinta Lingkungan Hidup pada Siswa (Studi Kasus pada MTs Negeri 5 Blitar)'*, *Jurnal Kewarganegaraan*, 8(1) (2024), pp. 1274–1289, tersedia pada: <http://journal.upy.ac.id/index.php/pkn/article/view/6569> dan <https://journal.upy.ac.id/index.php/pkn/article/download/6569/3944>.

MIN 1 Malang City, the implementation of an environmentally friendly school culture is realized by involving many Adiwiyata cadres consisting of educators, education staff, and students, from grades 4 to 6.

Adiwiyata cadres are at the forefront of environmental protection at MIN 1 Malang City. In addition, MIN 1 Malang City also provides facilities in the form of seminars and workshops for students, educators, educational staff, and school staff. Activities include waste recycling management, tree planting and maintenance, energy conservation, and water conservation. These activities are routinely held every year. Educators and educational staff are given special training on environmental education and effective learning methods. After that, educators and educational staff form a discussion forum to share experiences and new ideas in the development of environmental education. MIN 1 Malang City also provides facilities such as segregated waste bins, solar power plants (PLTS), infiltration wells, and so on. This is very helpful in implementing an environmentally conscious school culture that aligns with the school's vision and mission.

Fourth, the involvement of parents and the community. Schools need to build strong partnerships with parents and the community. This is key to successfully implementing environmental programs in schools. By involving parents and the community, students not only expand the reach of environmental awareness programs but also become more motivated to develop a sense of shared responsibility for the environment while boosting their self-confidence. Epstein's argument reinforces this by stating that partnerships between schools, families, and communities are crucial for improving student learning outcomes and well-being.³⁴

MIN 1 Malang City regularly conducts outreach to parents and the community to disseminate information and knowledge about the importance of environmental protection. The goal is to change behavior and encourage active participation in preserving the environment. This is supported by previous research, which indicates that support from the community, parents, and various parties is essential to support the school's environmental character education program. This ensures that environmental character education activities can run smoothly and without obstacles.³⁵

Fifth, development of educators and education personnel. Continuous development for educators and education personnel is a crucial long-term investment. With proper development, educators will be competent enough to instill environmental values in students. MIN 1 Malang City's commitment to developing educators and education personnel is evident in the provision of various supporting facilities, such as technical training on learning methods, curriculum

³⁴ Hasani & Kurniawati, 'Membangun Lingkungan yang Mendukung Pertumbuhan dan Pembelajaran: Studi Kasus Sekolah Ramah Anak di SDIT Ar-Rahmaniyah Depok', *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora*, 4(3) (2024), pp. 257–274, doi:10.55606/khatulistiwa.v4i3.4007.

³⁵ Fathurrahman et al., 'Implementasi Pembentukan Karakter Peduli Lingkungan Melalui Program Adiwiyata', *Jurnal Pendidikan dan Konseling*, 4(6) (2022), pp. 13038–13044.

development, and environmental management. In addition, substantive training is provided, covering current environmental issues, climate change, waste management, and other topics. MIN 1 Malang City also organizes workshops on curriculum development, the creation of learning media, field visits to environmentally-related locations, and comparative studies with other schools, as well as partnerships with environmental institutions.

Sixth, utilization of technology. Technology plays a crucial role in environmental conservation efforts. Wise use of technology can address various environmental challenges while creating a sustainable future. In education, technology can be leveraged to create interactive and engaging learning media, such as video simulations and educational games. These media help students more quickly grasp the intent and objectives of learning. Expert opinion reinforces this by stating that learning media is anything, both physical and technical, used in the learning process to facilitate educators' delivery of material to students, thereby achieving the formulated learning objectives more effectively. In utilizing technology, MIN 1 Kota Malang can also utilize social media as a supporting tool to disseminate information and implement environmental campaigns. Social media, such as Instagram, Facebook, Twitter, YouTube, and others, not only serve as a means of social interaction but also serve as effective tools for disseminating information and mobilizing concrete actions, including in the environmental field.

Increasing environmental damage underscores the importance of education focused on developing environmentally conscious character. This education not only enhances knowledge but also changes behavior by implementing effective strategies, namely integrating environmental values into the curriculum, extracurricular activities, daily habits, and collaboration with external parties. This approach creates a learning environment that supports holistic character development. The success of this strategy requires the active participation of the entire school community, parents, and the community. Thus, an environmentally conscious character education strategy can lay the foundation for the emergence of a generation responsible for preserving the earth.

Inhibiting Factors of Environmentally Concerned Character Education Strategy at MIN 1 Malang City

The implementation of the environmental character education strategy at MIN 1 Malang City often faces various challenges that can hinder its achievement. Here are some inhibiting factors that need to be considered:

First, there's a lack of awareness of the importance of environmental protection. A lack of awareness among school residents about the importance of environmental protection is a major contributing factor to environmental damage. Although environmental issues are frequently discussed, many individuals still don't fully understand the impact of their actions on the

environment. These impacts can be devastating, such as the accumulation of plastic waste, deforestation, and other forms of pollution. Although the school has provided guidance and even publicized the importance of environmental protection, some individuals still violate regulations, such as littering, wasting water, or damaging plants. To address this, MIN 1 Kota Malang has implemented specific strategies: directly warning violators, providing special guidance with supervision, and imposing sanctions on individuals who repeatedly disobey the rules.

Second, bad habits damage the environment in every individual. Every day, people often engage in seemingly trivial activities, but if done consistently, they can have a significant impact on the environment. For example, littering can pollute soil and water, and excessive use of single-use plastics can cause serious problems. If these small habits are not immediately changed, they will continue to damage the earth. These bad habits are usually influenced by the student's environment, which doesn't properly care for the environment, such as parents or members of the community littering, damaging plants, wasting water, or wasting electricity. Children tend to imitate what they see in those around them. If not addressed promptly, these bad habits can carry over into school and even into adulthood.

The environment is a vital element in human life. This is in line with Gustavo's theory, which states that the environment is the sum total of all conditions that influence the existence, growth, and well-being of an organism on Earth. Therefore, every element of life is part of the environment, including the condition of the body, the air we breathe, and the food we consume.

To address the school community's negative environmental habits, MIN 1 Malang City has implemented strict rules, including a ban on bringing trash into the school. Students who do bring trash into the school must take it home and not leave it or throw it away on the school grounds. In addition, the school also reprimands parents by providing education so that they do not model behavior that damages the environment, while also guiding children to no longer engage in such habits.

Supporting Factors for Environmentally Caring Character Education Strategy at MIN 1 Malang City

In an environmental character education strategy, fostering awareness and concrete actions to protect the environment from an early age is crucial. There are two main factors supporting the implementation of this strategy: internal and external factors. The following is an explanation:

Internal Factors

Internal school factors can be explained through the following points:

First, the principal's commitment. The principal acts as the captain, steering the large ship toward its designated destination. In the context of environmentally conscious character education,

strong leadership and commitment from the principal and all teaching staff are key to the success of environmental education programs. If the principal provides full support, the programs at MIN 1 Kota Malang will be more effective. This commitment can be demonstrated by establishing a clear vision and mission, namely establishing the school as an environmentally conscious institution, while integrating environmental values into the school's vision and mission. With inspirational leadership, the principal also becomes a role model for students, educators, and education staff in behaving in an environmentally friendly manner.

The principal must be able to create a conducive atmosphere for working together to achieve goals, provide budget and supporting facilities for environmentally conscious character education activities, such as infrastructure, school gardens, and others. In addition, principals also need to ensure that environmental materials are integrated into all subjects, and encourage educators to implement project-based learning so that students can learn actively and creatively.

Furthermore, school principals need to form a working team consisting of educators, education staff, and students to support the implementation of environmentally conscious character education. This team can also build partnerships with external parties, such as environmental agencies, the government, and the community, to obtain additional support and resources. Finally, the principal's commitment is also demonstrated through evaluation and development activities. The principal needs to conduct regular monitoring and evaluation to ensure the program is running effectively, while also being open to input from various parties.

Second, there are extracurricular activities with environmental themes, such as environmental clubs in collaboration with Adiwiyata, tree planting activities, waste recycling, and environmental development programs. Extracurricular activities play a crucial role in fostering environmental awareness in students. Through these activities, students have the opportunity to learn and interact directly with the environment, thereby developing a deeper understanding and appreciation for nature.

Alirmansyah & Wulandari (2023) support this by stating that extracurricular activities are an effective way to build student character. This way, the goals of character education can be achieved and positively impact student learning success.

Third, a sufficient budget. The availability of an adequate budget is a key factor in the success of an environmentally conscious character education program in schools. With a budget, schools can provide the resources needed to run the program effectively. In practice, the budget is used to finance various environmental activities, such as purchasing plant seeds, cleaning equipment, and other necessities. An adequate budget also helps equip schools with the necessary facilities to support environmental activities and improves human resources by recruiting experts who can provide training to educators, staff, and students.

Fourth, evaluation. Evaluation is a crucial step in the success of environmental character education. Its purpose is to measure the extent to which implemented activities have achieved their stated objectives. Through evaluation, schools can identify the success of environmental programs and identify areas for improvement. Expert opinion also strengthens this by stating that the evaluation was conducted to analyze supporting and inhibiting factors, as well as various obstacles during the process of implementing environmentally conscious character education.

External Supporting Factors

External supporting factors for schools can be explained through the following points:

First, parental support. Parents play a crucial role in shaping children's character, including environmental stewardship. Active parental support can strengthen schools' efforts to instill environmental values in children. Children tend to imitate their parents' behavior. If parents consistently dispose of trash properly, conserve energy, and plant plants, children will become accustomed to doing the same. Albert Bandura's argument reinforces this by stating that observing and imitating the behavior of others is a form of learning. Parents who frequently praise and reward their children will motivate them to continue doing good for the environment. Therefore, parents must be able to create an environmentally friendly home so that children become accustomed to sustainable behavior. Schools can also work with parents to implement environmental programs, for example through joint clean-up activities and providing information to children regarding the importance of protecting the environment and the impact of actions that damage it.

Second, collaboration with relevant agencies and government policy support. Collaboration with various agencies is key to successfully implementing an environmentally conscious character education program in schools. Through this collaboration, schools can gain support in the form of resources, expertise, and broader networks to achieve program goals. MIN 1 Malang City has collaborated with several related agencies, including environmental communities, non-governmental organizations (NGOs), Adiwiyata schools in Malang City, several universities, and the Malang City government. The government plays a crucial role in environmental conservation efforts, particularly by developing appropriate and consistent policies to create a better environment for future generations. Government policies play a crucial role in encouraging environmentally friendly behavior and supporting the creation of a sustainable environment.³⁶

Previous research supports the government's crucial role in integrating environmental education into the curriculum and managing the budget for its implementation. Furthermore, the role of educators in development and implementation, as well as the participation of school and

³⁶ Alirmansyah, A. & Wulandari, N., '*Peran Ekstrakurikuler Pramuka dalam Pembentukan Karakter Peduli Lingkungan Alam di Sekolah Dasar*', *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(10) (2023), pp. 7538–7542. doi:10.54371/jiip.v6i10.2976.

community members who contribute according to their respective duties and responsibilities, are also crucial to success. Through this collaboration, it is hoped that schools will gain broader support and have a greater impact on environmental conservation efforts.

Developing an environmentally conscious character is not easy. It requires support from various parties, both internal and external. This support will positively impact the sustainability of the environmental character education strategy. Collaboration with relevant agencies, parents, the community, the principal's commitment, and an adequate budget are supporting factors in implementing this strategy. Although there are several challenges in its implementation, these do not pose a significant obstacle to the success of environmental character education at MIN 1 Malang City. The school continues to strive for improvement through continuous evaluation.

CONCLUSION

The environmental character education strategy at MIN 1 Malang City is included in the very good category, as seen from the results of observations, interviews, and documentation conducted by researchers. MIN 1 Malang City has implemented various integrated strategies, including: integrating environmental issues into the curriculum, implementing environmental activities through extracurricular activities, implementing an environmentally friendly school culture, involving parents and the community, developing educators and education personnel, and utilizing technology.

These strategies support and reinforce each other, positively impacting school community awareness, concern, and concrete actions to protect the environment. This is reflected in changes in school community behavior, improved school environmental conditions, and active participation in environmental conservation activities.

Supporting factors for the implementation of environmental care character education strategies at MIN 1 Malang City are divided into two, namely internal factors and external factors. Internal factors include the principal's commitment, the existence of extracurricular activities with an environmental theme, budget availability, and ongoing evaluation. External factors include parental support, cooperation with relevant agencies, and government policies that support environmental conservation.

However, there are still inhibiting factors, such as a lack of awareness among some students and bad habits that damage the environment. Therefore, MIN 1 Kota Malang continues to strive to raise awareness among school residents about the importance of environmental protection and conducts regular and ongoing evaluations to improve the school's quality.

Overall, MIN 1 Kota Malang has demonstrated a strong commitment to instilling environmental stewardship in its school community. By continuously developing and enhancing

existing programs, it is hoped that MIN 1 Kota Malang can serve as an example for other schools in its efforts to cultivate a young generation that cares about and is responsible for the environment.

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