

Recipient School Environment Care Character Adiwiyata Grace in Pemalang District

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Abstract

Environmental damage is a troubling problem for humans. The purpose of this research is to find out the application of the character of caring for school environment, implications of education caring for school sustainability, and impact of a clean and green environment. The method used was qualitative. The results of this study indicate that the application of character of caring for the environment at schools receiving the Adiwiyata award in Pemalang Regency, namely greening, agriculture, greenhouses, planting plants for family medicine, school health businesses, composting, recycling, waste banks, canteens, bulletin boards, school cleanliness, enforcement discipline, facilities and infrastructure, documentation. Implications of implementing school care: school curriculum based on the environment, extracurricular activities, and participatory activities, according to the school's vision and mission. The impact of a clean environment: the character of students who are religious, disciplined, responsible, and caring for others, students and teachers comply with school rules, and instil a caring attitude towards the school environment. With an understanding of the Adiwiyata program, it is hoped that it can provide information for schools to improve the quality of education with the methods used in learning activities related to the application of the character of caring for the school environment.

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INTRODUCTION

A troubling problem for the community is when the surrounding environment is damaged without a sense of responsibility and human enthusiasm. Several causative factors are anthropogenic by individuals without regard to future effects (Waskitoningtyas & Prasetya, 2018). Anthropogenic itself is pollution that occurs as a result of human activities. The existence of human behaviour that does not care about the environment and natural resources is the main factor. Therefore, the way to overcome it is to change this behaviour to overcome the environmental crisis. The behaviour of individuals who do not have a sense of empathy for natural conditions will be the main focus for overcoming the crisis of caring for the environment (Gunawan, 2015).

The common sense of concern for individuals for the natural surroundings is caused by community activities that need a sense of responsibility without considering the future impact of these actions. For example, Illegal cutting down of forests and no replanting of trees. This can lead to landslides and flooding. Garbage is disposed of carelessly, and the environmental impact becomes polluted. This environmental problem means there still needs to be a higher character of caring for the environment owned by individuals (Sari, 2015).

There are many problems at school, such as not maximally implementing the character of caring for the environment and students needing to make maximum use of the available trash bins so that the condition of the school area looks dirty (Sari & Nofriya, 2018). Teachers do not smoke in the room provided. The walls of the school still have graffiti. Student participation in using the environment and class cleanliness has yet to be implemented optimally (Makhsyari et al., 2018). Not implemented cooperation with traders in the school environment, so the school environment still needs to be cleaned because there is some garbage. Water utilisation could be more efficient, resulting in the wastage of unused water. Lack of strict sanctions if someone does

not comply with school hygiene rules (Khanafiyah, 2015).

In order to motivate in protecting and managing the environment so that it remains healthy in schools, the Ministry of Environment is working with the Ministry of Education and Culture to develop a program for managing the environment, which is called the Adiwiyata program (Chan *et al.*, 2019).

Adiwiyata is a program from the government that aims to motivate the realization of insight and a sense of community awareness to preserve the school environment so that it remains beautiful. SMP Negeri 5 Pernalang is a school that has won the Adiwiyata program because many students throw garbage out of place. MTs Nurul Huda Mereng is a school that won the Adiwiyata program in Central Java Province. The problem is that the land around the school needs to be used properly for planting productive trees.

The existence of this program is only sometimes guaranteed that it will increase the sense of caring for the environment in schools. According to Landriany (2015), there are various causes for the unsuccessful success of the Adiwiyata program, namely: students do not understand the concept of the Adiwiyata insight school, a sense of indifference to environmental conditions still exists in the minds of students, the community has less role in maintaining environmental cleanliness, enthusiasm regarding environmental education is still minimally implemented by the school.

According to Hafida & Wahid (2018), this failure was caused by the community's low support for the Adiwiyata program. Parents of students have yet to maximally realize a sense of caring and getting used to a culture of a clean environment. The progress of changing times has enabled people to meet their needs with the help of machines.

According to Dendy & Bahrudin (2017), to overcome this problem, teachers must integrate environmental education into learning in every school lesson. For example, how to integrate mathematics into the environment, namely learning to measure the distance

between plants at school so that they are neatly arranged. In chemistry learning, the teacher informs students about hazardous materials or substances so that students do not throw them anywhere because they can damage the environment.

According to Ismail (2021), the character of caring for the environment is instilled as early as possible. This is one of the methods or efforts to deal with environmental problems, namely getting used to caring for children as early as possible. Habituation of this attitude can be taught through material taught in subjects related to understanding the environment or the natural surroundings. It is through teaching activities that a caring attitude towards the environment can exist in students. The hope is that students know empathy for the natural environment and its sustainability. Providing environmental care character education is very close to the habits of individuals who carry out daily activities. Effectively caring for nature character education can contain three factors, namely cognitive, affective, and psychomotor, in students so that students know what to do with actual environmental conditions.

The Adhiwiyata program, aiming to realize knowledge and awareness in preserving the environment in schools, has not been properly implemented. Therefore, applying education about the environment in subjects will form the habit of caring for the environment. Students play the main role in forming the character of caring for the environment and should make good use of the Adhiwiyata program.

This research aims to analyze the real condition of schools, the application of the character of caring for the school environment, the implications of education for caring for school sustainability and the impact of a clean and green environment.

RESEARCH METHODS

Qualitative descriptive research was used in this research. A qualitative descriptive method is used because it looks at the problem and describes systematically and accurately the

character of caring for the environment as the recipient of the Adhiwiyata award in Pemalang Regency.

To get an in-depth description of the problem, the researcher interviewed several informants: the school principal, teachers, the Adhiwiyata team and students. Researchers also obtained interview data with people around the subject and written data in the form of reports related to the research.

SMP Negeri 5 Pemalang and MTs Nurul Huda Mereng Warungpring became the objects of research. SMP Negeri 5 Pemalang is a state-status school in Pemalang with an excellent school category with A accreditation. Historically, SMP Negeri 5 Pemalang was established on November 20, 1984, based on RI MENDIKBUD Decree No.0558/0/1984, with a land area of 20,000 m².

SMP Negeri 5 Pemalang 2016 was awarded as an Adhiwiyata School at the district level. In 2017, SMP Negeri 5 Pemalang was nominated as the Pilot Adhiwiyata School at the Provincial level.

MTs Nurul Huda Mereng Pemalang Regency is a madrasa which is a general education unit with Islamic characteristics in carrying out its activities under the auspices of the Ministry of Religion. As an educational service provider institution, it is necessary to establish and create various opportunities that will encourage the organization to continue to exist. The steps taken by MTs Nurul Huda Mereng actively and proactively are to look for opportunities to improve themselves, both the quality and quantity of resources. Based on its development, MTs Nurul Huda Mereng, Pemalang Regency, won the Adhiwiyata Award in 2020.

The data collection techniques used amounted to 3 (three), namely direct interviews with 62 informants. However, in this study, the researchers only took informants from 2 school principals, 10 Adhiwiyata teams and 20 students, where the informants taken could represent and know about the Adhiwiyata program and caring attitudes towards the environment and could be asked for information about what the researchers

needed. Observation is carried out by observing and recording various events related to the Adiwiyata program and student activities related to developing an attitude of caring for the school environment.

Documentation, in the form of school policy documents regarding the Adiwiyata program towards the formation of the character of caring for the school environment, photos of the Adiwiyata program activities. The focus of this research is to analyze the application of the character of caring for the school environment, the application of environmental care education to environmental sustainability and the impact of a clean and green environment on the life of the school community.

RESULTS AND DISCUSSION

Application of Caring for the School Environments Character

SMP Negeri 5 Pematang started implementing the Adiwiyata Program in 2008. The problem of waste is very much an issue. The existence of this garbage problem needs special handling for the environment, as well as a sense of responsibility for every human being to keep the environment clean. Through the Adiwiyata program, it is expected to reduce, especially plastic waste, which takes a long time to decompose.

Based on the results of an interview with the Principal of SMP Negeri 5 Pematang (July 2022), the Adiwiyata program is highly supported by students, teachers, parents and also residents around the school. The fields of work carried out in implementing the Adiwiyata program include: 1) Reforestation: Planting new plants, watering, fertilizing, removing disturbing plants and harvesting or making usability. 2) Agriculture: Planting vegetables, making usability and developing hydroponics. 3) Greenhouse: Cleaning, planting, fertilizing, watering and utilizing the greenhouse results. 4) Family medicinal plants: Planting family medicinal plants, watering, fertilizing, creating efficiency, and making drinks or medicinal preparations. 5) School health efforts: 3M

program (cleaning mosquito larvae), monitoring cleaning of restrooms, and gutters, working with PMR. 6) Kosposting: Collection and grinding of organic waste, packaging of finished organic waste, and other uses. 7) Recycling: Looking for recyclable materials, selecting and arranging materials for certain products. 8) Waste bank: Collecting waste in class, selecting waste according to its type, and depositing it in the waste bank. 9) Canteen: Making healthy canteen agreements, controlling the food sold, cleaning the canteen environment, and placing canteen equipment properly. 10) Magazines: Looking for, collecting materials or articles, collecting appropriate titles and sticking magazines. 11) Cleanliness of the school: Making a class cleaning schedule and school environment, controlling school cleanliness, and holding rotating class cleaning competitions. 12) Enforcing discipline: Enforcing school rules, carrying out the vision, mission and goals of the school, increasing awareness of juvenile delinquency, and other activities. 13) Facilities and infrastructure: Collect data on equipment for Adiwiyata activities, procure and classify equipment according to the work program and repair damaged equipment. 14) Documentation: Implement, archive and report documentation of each activity. These activities are carried out to realize the character of caring for the environment.

The results of an interview with the Head of MTs Nurul Huda Mereng Warungpring (July 2022) conditions were still during the implementation of the Adiwiyata program during the Covid-19 pandemic. Preserving the function of the environment so that it is healthy and beautiful. The areas of work carried out include: 1) Preserving the environmental functions of the school: Planting trees and procuring bio pores. 2) Efforts to control pollution: Overcoming climate change, controlling water and air pollution. 3) Activities to manage and protect the environment outside the school: Carry out partnership activities with parties outside the school. 4) Promotion of compost processing and clean water treatment: Inviting the community around the madrasa to

manage clean water and waste as part of the water conversion program.

Purwanti (2017) interprets the character of caring for the environment as an attitude that needs to be applied to schools or every educational path. Suppose character education cares for the environment and is given at an early age to students. In that case, it is hoped that they can process the natural resources around the school well and empathetically.

The implementation of the Adiwiyata program is also supported and well-received by parties outside the school in collaboration with traders around the scope of the school, government and private agencies. There is cooperation with external parties such as controlling the food sold and cleanliness around the canteen.

Shinta (2019) defines Adiwiyata as a program that aims to create a school culture and care for the school environment. With the Adiwiyata program, SMP Negeri 5 and MTs Nurul Huda Mereng Warungpring Pemalang are expected to create school citizens like students through education on the environment and provide knowledge and skills to preserve and care for ecosystems in the long term.

Unjunan (2020) explains several applications of caring for the environment for students, including 1) Honest character values must be given during storytelling activities, acknowledging what has been done. 2) Religious character is accustomed to the discipline of praying on time, reciting the Koran and giving thanks. 3) Give students independence when doing activities and solving problems. 4) Instill an attitude of responsibility.

Implications of Caring Education for School Sustainability

Planting environmental care character education carried out by schools must be adjusted to the level of education. The implications of implementing environmental care education at SMP Negeri 5 Pemalang, based on the results of an interview with the Principal (July 2022), namely the application of environmental care education to the

preservation of the school environment, we implement an environment-based school curriculum. This curriculum aims to complement students' appreciation of the surrounding environment intellectually. Another goal is to find the basis for preserving it and overcoming problems in the surrounding area. The subjects taught are IPS (Social Science). The material taught is environmental sustainability, damage and efforts to repair and shape environmental insight. The expected character of students in social studies learning includes Discipline, respect and attention, responsibility and thoroughness.

In addition to Social Studies subjects in the application of environmental care education to environmental sustainability, namely Natural Sciences, students' learning objectives can explain solutions to prevent and deal with natural damage in the school environment. Agama Islam education aims to be able to communicate or discuss with each other problems, handling and maintaining the scope of nature and others. BK (Counseling Guidance) learning objectives for students to know what cleanliness is and to implement keeping the school environment clean from garbage so it doesn't flood. PPKn, the material taught, explains the function of harmony between the natural and school environments. Crafts The purpose of learning is to make crafts by utilizing existing materials in the surrounding environment as a concern for the environment. Cultural Arts (Fine Arts), the purpose of learning is to strengthen character and culture as a source of literacy and recreational and physical activities such as waste management and tree care. PJOK (Physical Education, Sports and Health), the lesson aims to apply the concept of the role of physical activity in disease prevention during the Covid-19 pandemic.

The results of an interview with one of the teachers of SMP Negeri 5 Pemalang for extracurricular activities for environmental learning, such as planting and caring for plants. In addition, there is a music art extracurricular which aims to make students creative and able to create works of art that are enthusiastic about

the universe, socially and individually. In forming the character of caring for the environment, are 3 strategies applied: replanting socialization, emphasis on preserving, and assessing environmental cleanliness.

The results of an interview with one of the teachers of SMP Negeri 5 Pemalang (July 2022), activities for implementing school environmental education, we carried out several activities, including: 1) Water conversion with activities: Utilizing drainage for watering and harvesting fish, infiltration ponds in front of the school. 2) Innovation: Production of porous paving blocks, fruit planting and maintenance, and medicinal plants. 3) Purification of infiltration pond water for ablution water. 4) Seeding, planting and care: Maintenance of pocky harvest. 5) Conventional water purification uses sand and palm fibre filters from palm trees and charcoal. 6) Semi-modern water purification uses a cartridge system. 7) Organic fertilizer activity (composting). 8) Decorative greenhouse ponds. 9) Socialization of hydroponics, Garbage Bank (separation and processing of waste, organic and inorganic), utilization of used goods such as Bottles and paper (turned into useful products for school environmental education). 10) Energy conservation: Use of LED lights in schools. 11) PBLHS campaign through newspapers and school websites. 12) Collaborate with the Health Service, parents or guardians of students, and school residents. 13) Cleanliness of the class and around the environment outside the class. 14) Socialization of Ecobrick Making at SMP Negeri 1, 4 and 8 Pemalang.

The implications of implementing environmental care education at MTs Nurul Huda Warungpring Pemalang Regency, based on the results of interviews with the Madrasah Head (July 2022), namely conducting it in a participatory manner and involving the participation of all school members and partner agencies related to environmental management with components namely: 1) Development of insightful policies environment. 2) Implementation of an environmentally sound curriculum. 3) Participatory-based

environmental activities. 4) Management of environmentally friendly supporting facilities. Efforts made by the madrasa are: 1) Planting and caring for trees. 2) Procurement of bio pores to increase the humidity of the school's soil. 3) Utilization of madrasah land for planting productive plants. 4) Control of air and water pollution. 5) Waste management from organic and non-organic waste. 6) Comply with health protocols.

According to Kurniawan (2016), character is the value of human behaviour related to God Almighty, oneself, fellow human beings, the environment, and nationality, which is embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

Several subjects to strengthen regarding school environmental education, namely IPS (Social Science). IPA (Natural Science), Religious Education and Noble Morals, PPKn, and Science and Technology. With this learning, it is hoped that it will encourage students to behave in a manner that cares for the environment, such as checking the cleanliness of classrooms and implicitly providing material about the environment in the subjects being taught. One example of Science and Technology subjects. In this subject, students can process cereals, tubers and legumes around the school environment into food.

Setyowati (2015) explained that through learning the Science module, students indirectly obtain material and can develop a caring character for the environment, both at school and in community life. According to Dendy & Bahrudin (2017), education about the environment is generally the best alternative for implementing an environmentally sound curriculum. From the explanation above, it is hoped that other schools or madrasas will implement education based on caring for the environment.

This is in line with Ismail (2021), which states that with character education, students can be independent in increasing their knowledge and applying empathetic and noble moral values to manifest their daily behaviour.

This is done to create the character of caring for the environment. Of course, students must carry out many activities, for example: making compost by collecting organic waste from several classes, utilizing various used plastic bottles to make pots and planting productive plant seeds. After they thrive, they can be moved to a bigger pot and the activity of caring for the plants in front of the class by watering.

Alamsyah's research (2020) states that the implementation of the Adiwiyata program is by the standard components used by schools, namely school policies, linking to the school's vision and mission and goals. Implementing an environment-based curriculum through subject matter related to the environment. Application of school participation and cooperation to the community through training or seminars on the Adiwiyata program. The success of the Adiwiyata program has made students have a caring attitude towards the environment at school, for example, caring for plants, making composters, saving energy and water, cleaning classrooms and getting used to healthy living.

The results of research by Nuzulia et al., (2020) state that the application of environmental care education towards the preservation of the school environment can be achieved due to the success in instilling an attitude of caring for the environment. Teachers conducted Adnya outreach to students and citizens schools in fostering the Adiwiyata program using theory and practice. Because within the scope of school cleanliness, insights related to caring for the environment must be taught to students as early as possible so they can understand more deeply the importance of nature for individuals. From this, it will manifest the country's colour with responsible behaviour towards the environment and a sense of awareness to protect the environment.

Clean and Green Environmental Impact

The impact of a clean and green environment, based on the results of an interview with the Principal of SMP Negeri 5 Pematang (July 2022), the formation of a religious character, discipline, responsibility,

caring for the environment and empathy for others is created because of the habits carried out by students. Students understand religious activities such as prayer, places of worship, and places of ablution must be clean. Students carry out discipline by dressing neatly and arriving on time. Care for the environment, always keep the glass clean, dispose of trash in the available places, and take care of plants in the greenhouse. An empathetic attitude towards fellow students, for example, wall magazine activities with the theme of environmental insight and warnings to keep clean. Remind and reprimand if students are littering. There is motivation from prospective students to be able to study at SMP Negeri 5 Pematang, which is one of the public schools in Pematang Regency and has been a recipient of the Adiwiyata program, a school with a clean and well-organized environment that makes students comfortable in the learning process.

The results of an interview with the Head of Madrasah (July 2022) show there is a positive influence from a clean and green environment, namely students and teachers can comply with school rules and regulations, instill a caring attitude towards the school environment as an Adiwiyata school through various activities held by MTs Nurul Huda Warungpring, Pematang Regency. This is done so that the sustainability of the school environment is maintained and clean.

The results of Hakim's research (2020) stated that the impact of a clean environment, namely the realization of an attitude of caring for the environment and having a school culture, is proof of the implementation of Adiwiyata. There is an assessment of in-depth monitoring of school activities and supervision from the environment minister once every 3 years to implement a caring and cultured attitude properly. The results of Saputra's research (2017) prove the impact of having a beautiful environment, namely school residents, including teachers and students, can increase awareness and skills regarding environmental values and their problems. Play an active role in preserving

the environment for present and future generations.

According to Habibi (2018), the impact of a clean environment creates two activities; the first impact is school participation through administration carried out by the school, covering all planning, implementation and assessment based on the roles and responsibilities of school members in maintaining and preserving a clean school environment.

The second impact is the attitude of continuity; all activities are carried out according to plan and are sustainable.

CONCLUSION

Adiwiyata is simply a government program to encourage the realization of insight and awareness of school members to preserve the environment to remain beautiful. The results of the implementation and implications of Adiwiyata positively impact students' knowledge and their daily character. Programs include planting new plants, waste banks, cleaning schools, and managing and protecting the environment outside the school. This research hopes to provide information to improve the quality of education regarding the application of character education to care for the school environment.

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