



## **The Meaning of Environmental Care in Strengthening Pancasila Student Profile at SMPN 1 Slawi**

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### **Abstract**

This research was motivated by the low awareness and implementation of environmentally conscious practices in Tegal Regency, where 18.2 tons of waste are generated daily. This issue is further compounded by the prevalence of littering and a general lack of awareness and understanding of effective waste management practices. This study aims to explore the significance of environmental stewardship among students and its internalization through the Pancasila Student Profile Strengthening Project at SMP Negeri 1 Slawi. The research employed a qualitative case study approach that included observation, in-depth interviews, focus group discussions, and documentation. The findings indicate that despite receiving the Adiwiyata award, implementing environmentally friendly practices at SMP Negeri 1 Slawi remains inadequate. The observation of students littering and the lack of responsibility exhibited in sorting waste suggest that further improvements can be made. The Pancasila Student Profile Strengthening Project successfully optimized students' awareness and behaviour in maintaining cleanliness and waste management. This study suggests enhancing collaboration between schools, families, and communities, as well as government support through policies, infrastructure, and law enforcement to strengthen environmental care programs.

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## INTRODUCTION

Students show character through daily activities. The character is the result of habituation to moral values (Thomas Lickona, 2019). Schools have an important role in developing students' understanding of values, including the value of environmental care listed in Presidential Regulation No. 87/2017 on the inventory of 18 Pancasila-sourced characters. This value teaches students to prevent damage to the environment so that its sustainability and quality are maintained. (Rodríguez et al., 2022). Teaching these values from an early age helps students to build their awareness and initiative in protecting the environment. (Ramadhani et al., 2019). However, the habit of people who continue to litter and the lack of understanding of waste management shows that the community has not been optimal in applying the value of environmental care in Tegal Regency, which is reflected in the problem of waste management as evidenced by the Central Java Provincial Environmental Data of the Central Java Provincial Statistics Agency showing that Tegal Regency produces 18.2 tonnes of waste per day. From the data, if the breakdown is made there is a composition of organic waste reaching 40.5% and plastic waste 17.9%. As a result, the landfill is in critical condition because it exceeds the capacity of the waste load.

Based on the data previously described, it can be concluded that the habits of people who do not care about the environment, waste management, and understanding of the importance of protecting the environment are still not optimal. This results in the emergence of environmental pollution, and a decrease in the quality of health, comfort, and aesthetics of the environment. Understanding the value of caring for the environment through habitual practice must be instilled from an early age. This can be implemented by formal education institutions that develop the application of environmental care values (Silvia & Tirtoni, 2023). This approach is based on the argument that the school is the center of environmental education for the school community and the environment around the school. This strategy was chosen because of the importance of instilling and internalizing the value of environmental care in shaping students' character

through routine and spontaneous activities (Isnaeni & Ningsih, 2021). To implement this solution, researchers mapped schools that have implemented the environmental care movement through the Tegal Regency *adiwiyata* programme. The *adiwiyata* school programme is regulated in the Minister of Environment Regulation No. 5 of 2013 which contains the importance of schools as agents of environmental conservation and sustainable development. The programme aims to create a comfortable, conducive learning environment, as well as increase awareness of the values of environmental preservation and management among all school members.

*Adiwiyata* Schools are expected to contribute to achieving optimal school quality and quantity as well as minimizing negative impacts on the environment through pollution control, damage, and preservation (A, Mohamad Syahri, Mardi Widodo, 2021). One of the *adiwiyata* schools in Tegal Regency is SMP Negeri 1 Slawi, which has received the *adiwiyata* school award twice since 2013 and has an independent title in 2019. The school adopts a vision that is oriented towards realizing the value of environmental care, namely becoming an independent *adiwiyata* school to create BERSINAR CLING (Berprestasi Unggul, Sehat, Inovatif, Nasionalis, Religius, dan Cinta Lingkungan).

Based on the previous description, the researcher chose SMP Negeri 1 Slawi as the research location. However, in practice, the implementation of the *adiwiyata* school at SMP Negeri 1 Slawi has degraded the value of environmental care. The results of observations carried out in September 2023 indicate that there is still a habit of students littering plastic waste in the field and school canteen, not disposing of waste according to the type of waste, negligence in carrying out picket obligations in class, janitors are not responsible for sorting waste, and canteen sellers still use plastic packaging.

Based on the interview with the Environmental Culture Coordinator of the *Adiwiyata* school, he also revealed that one of the main causes of this problem is the lack of participation and awareness of all school members in managing and overcoming school environmental problems related to waste accumulation. This shows

that although there are formal policies and efforts to promote a culture of environmental care in schools, their implementation has not been optimal. Although the school has adopted a vision that reflects a commitment to the environment, there are still barriers to improving the implementation and participation of all school members in maintaining and managing the environment more optimally.

Educating and involving the entire school community is key to achieving the goals of the Adiwiyata programme in a maximum and sustainable manner (Handoko et al., 2019). One of them is the implementation of a project to strengthen the Pancasila Learner Profile in the Merdeka Curriculum directed at developing student character in accordance with the Pancasila Learner Profile, focusing on skill development through a project-based learning approach. This is also related to the Adiwiyata School environmental culture program, which aims to internalize the values of environmental care through concrete actions taken by students (Kholidin et al., 2020). Project implementation is able to provide meaningful learning experiences for students in understanding and facing the challenges of the current environmental crisis (Piesesa & Mey, 2023). Project activities to strengthen the Pancasila Learner Profile in the Merdeka Curriculum are part of project-based co-curricular activities designed to develop competencies and characters by the Pancasila Learner Profile based on the Graduate Competency Standards (Efendi, 2020). Its implementation is flexible and designed separately from intracurricular activities, using a school project-based learning approach using theme analysis to develop student character by solving problems and making relevant decisions (Maulida & Binamadani, 2022).

This concept reflects Bourdieu's Habitus thinking that character internalization requires consistent action to form habits reflecting moral values. The implementation of the school-organized Pancasila Learner Profile strengthening project can provide an opportunity to educate and apply the environmental culture of Adiwiyata schools, integrating materials, practices, and student products to support school goals. The implementation of the Pancasila Learner Profile

strengthening project not only aims to develop student's knowledge of environmental conservation through waste management but also to increase awareness of the importance of environmental care behaviour in students' daily lives (Masrukhi et al., 2018). This activity can support the school's Adiwiyata programme and address environmental problems that exist in Tegal Regency.

This research provides a new approach to overcoming the degradation of environmental care values in the scope of adiwiyata schools. Although there have been many studies on the cultivation of environmental values, most of them focus on school practices. This research makes an innovative contribution by exploring students' understanding of environmental care values and adopting the principle of independent learning through the integration of the Pancasila Student Profile strengthening project and the adiwiyata school program in providing environmental care awareness and behaviour among students.

The purpose of this research is to explore the meaning of environmental care values among students and find its internalization through the Pancasila Student Profile strengthening project of adiwiyata schools in optimizing environmental care values. The focus of the research explores seventh-grade students who apply environmental care behaviour and do not reflect environmental care behaviour and the internalization process through the activities of the Pancasila Student Profile strengthening project themed Sustainable Lifestyle in the topic "Our waste, our responsibility" to become one of the school culture programme through an independent curriculum. The school culture programme that has been carried out by the school is supported by the environmental management programme and the cooperation of health service agencies and local governments that embody environmental care movements and sympathetic healthy canteens, one man one tree, Ju'mat bersih activities, class hygiene competitions and pro-compassion movements as well as a series of implementation of the Pancasila Student Profile strengthening project that regenerates the value of environmental care among students.

## METHOD

This research uses a qualitative case study approach from Robert K. Yin with the steps of data collection, data validity, and data analysis. Data were collected through observation, in-depth interviews, focus group discussions, and documentation of strengthening Pancasila Student Profile Projects activities with the theme "Our waste, our responsibility" at SMP Negeri 1 Slawi, Tegal Regency. This school was chosen because it has been actively implementing adiwiyata activities for 12 years and focuses on the habituation of environmental care, which provides an opportunity to explore the meaning of environmental care values among students.

The selection of informants used purposive sampling to ensure representative data on the integration of strengthening Pancasila Student Profile Projects and adiwiyata activities. The main informants consisted of 7 strengthening Pancasila Student Profile Projects Team teachers and 25 students' grade VII students, while supporting informants included the principal, 9 students' grade VII homeroom teachers, and 2 parents. The research documentation used as data consisted of school profiles, modules, and project reports that included topics, activity flows, learning objectives, project report cards, evaluation tools and methods, and the adiwiyata school environmental culture programme. The data obtained were verified through triangulation of techniques and sources. Furthermore, the data were analyzed with the context interpretation model of the case situation through the stages of data condensation, data presentation, and conclusion drawing.

## RESULT AND DISCUSSION

### **The Meaning of Environmental Care Value through the Strengthening of Pancasila Student Profile Projects**

The meaning of value of caring for the environment among students is reflected in the behaviour of maintaining cleanliness as a shared and personal responsibility. This value must be owned, internalised, and manifested in real action by students. Students who care about the environment feel confident in overcoming environmental problems so that they can conserve the environment

well. In contrast, students who do not care about the environment tend to think that this responsibility belongs to the janitor or other parties. This is due to a lack of understanding about the importance of protecting the environment, low self-confidence, and a lack of support from the surrounding environment. Students who care about the environment see themselves as part of the solution and are motivated by the values of responsibility, care, and the desire to contribute to creating an optimal environment. In contrast, students who do not care about the environment often lack awareness and support from family or friends. The previous description is evidenced by the findings of the focus group discussion that students who have control over the habits of the home environment, must be disciplined to maintain tidiness and cleanliness and the relationship between students in the classroom has been sportive to collaborate in caring for the school environment gives meaning to the importance of applying the value of environmental care. Whereas students who do not have a disciplined habit of maintaining cleanliness and students, do not have a healthy classroom community and are motivated to take care of the school environment.

The difference in the meaning of the value of environmental care between students who have reflected environmentally friendly behaviour and students who do not care about the environment is due to several factors including the realm of the student environment, student habitus, capital owned by students, and real action practices in everyday life. Students' environmental domain factors consist of the family and school environment. The realm of the family environment that has positive relationships and fulfills affection needs such as routine habits of maintaining cleanliness and the existence of punishments and rewards as a discipline to obey the rules of home hygiene. This can build logical thinking about the importance of realizing the value of caring for the environment in everyday life. (Birhan et al., 2021).

The realm of the school environment requires the discipline of all parties in implementing the routine habits of the adiwiyata school environmental culture. One of the closest student relations is the homeroom teacher. Homeroom

teachers who have a personal approach to provide direction, input, and reprimand all students in the class regarding environmental care behaviour that must be obeyed according to the rules and active participation in the *adiwiyata* school program. In addition, relationships between students can provide motivation to accumulate awareness of maintaining and caring for classroom and school cleanliness.

Students' environmental domain factors have an important role in providing awareness of the meaning of environmental care values in students' habits. The challenges of a family environment that does not have a harmonious relationship and the relationship between homeroom teachers and peers that do not provide support for each other are the causes of not building empathy and an attitude of responsibility for maintaining the school environment. In addition, the negligence of canteen sellers and cleaning staff reflects behaviours that are not by the environmental culture program such as mixing all types of waste and still using plastic packaging. This shows that school routine habits must be practiced consistently by all school parties and families which are crucial in providing an understanding of the importance of applying the value of environmental care (Nurwahdah & Ikhsani, 2023).

Student *habitus* that has been implemented through routine and incidental activities at school can lead students to interpret the value of environmental care as an obligation. *Habitus* refers to habits and behaviour patterns formed from the environment and daily experiences. Routine school activities include Friday clean, waste bank, pro compassion (bring a glass programme to a clean canteen), and waste sorting while incidental activities are carried out twice a year, namely, one man one tree, and class hygiene competitions. *Habitus* activities provide an understanding of waste management such as Clean Friday, waste bank, and sorting of inorganic organic waste. This fosters the habit of collecting plastic packaging and cartons that have been cleaned first separately from inorganic and organic waste to be collected on Fridays in waste bank activities and being responsible for the cleanliness of class lots. Meanwhile, the habit of pro-compassion (bringing a glass to the clean

canteen) can reduce plastic waste in the school environment.

Incidental school activities such as One Man One Tree aim to provide education on environmental conservation by caring for and selecting tree species according to environmental conditions. Class hygiene competitions encourage classes to implement the habit of maintaining the cleanliness of lots and classrooms. The implementation of *adiwiyata* school habits can create student self-development in environmental maintenance and management (Masturoh & Ridlo, 2020).

The capital that students have obtained from the family and school environment, includes economic, symbolic and cultural capital. Capital refers to various resources that support the learning process and student character development. Economic capital includes facilities and infrastructure that facilitate the *adiwiyata* school programme, such as open green spaces, waste bank bins, bio pores, and green houses. These facilities support the school *habitus* in raising awareness of the importance of environmental care values (Pratiwi et al., 2020). However, there are challenges in routine activities such as Friday clean-up, where students must bring cleaning tools and trash bags in a coordinated manner. This shows that student's needs in the school *habitus* have not been fully met, so the school needs to improve facilities and infrastructure to support the environmental culture programme.

Symbolic capital in the form of praise from homeroom teachers and school community members, which is consistently given every morning, can fulfill students' self-recognition needs. This recognition encourages students to comply with school rules and participate in routine *adiwiyata* activities, such as Clean Friday and sorting organic and inorganic waste. In addition, cultural capital in the school helps sustain the *adiwiyata* habit by creating written hygiene rules in each class, as agreed by all class members. These rules include the cleanliness of the lot every day, responsibility for replacing cleaning tools, no eating and drinking packaging in class except water, and cleaning and tidying up cleaning tools after use. These class rules provide logical consequences

according to the value of environmental care and discipline students not to violate environmental habits around them, both in the family and school (Sari et al., 2022).

Students' real action practices, initiated by homeroom teachers and integrating environmental care character education in daily learning, are concrete examples. For example, the homeroom teachers of classes VII.2 and VII.6, who also teach crafts, provide waste management practices into economically valuable recycled products, which are exhibited in exhibitions or environmental awareness campaigns around the school. This waste management practice, which is integrated with the workshop subject, encourages students to know the education of organic and inorganic soft waste processing so that they apply waste sorting according to type to facilitate the recycling process. Students' involvement in meaningful activities that are relevant to their daily lives can instill the value of caring for the environment (Husen et al., 2022). Students' real action practices, demonstrated through the role of homeroom teachers and emphasizing discipline, provide opportunities for students to be actively involved in making class rules and created an environment conducive to maintaining school cleanliness.

#### **Internalization of Environmental Care Value through the Strengthening of Pancasila Student Profile Projects.**

The internalization of environmental care values in schools through the Pancasila Student Profile strengthening project aims to foster motivation and environmental care behaviour as well as an understanding of shared responsibility in environmental management according to the rules of *adiwiyata* schools. This project, which is part of the independent curriculum policy, also aims to instill moral values according to the Pancasila Learner Profile (Kemendikbudristek, 2022). One important value is environmental care, which must be instilled in students for the sake of preserving life for future generations.

The Pancasila Learner Profile strengthening project implemented by the P5 team and schools uses a three-week block system. This activity is designed to integrate the school's environmental culture programme with the cultivation of

environmental character habits (Suradi, 2017). Each week, students are invited to participate in various activities that directly connect them with environmental management practices. The process of internalizing the value of environmental care through this project consists of several stages:

#### **Introduction Activity**

This waste management introduction activity is a praxis designed to produce habituation of environmental care values in students. The agents involved in this activity are very diverse, ranging from the facilitator team who acts as a guide, the coordinator who organizes the activities, the accompanying teacher who provides academic support, to the homeroom teacher who acts as the students' closest companion. This activity takes place in the school arena, where students are directly involved in the learning process. The capital invested in this activity includes social capital (involvement of various parties), cultural capital (values to be instilled), and economic capital (school facilities). The main objective of this activity is to develop students' understanding of the negative impacts of waste, both in the short and long term, as well as to equip them with knowledge about optimal waste management.

The praxis carried out, such as in-depth discussions on the dangers of waste and the recycling process, has motivated students to reflect on environmental care behaviours, such as collecting, sorting, and making recycled waste products. Introductory activities create a meaningful learning experience so that students not only gain knowledge but develop an attitude of environmental care and build collective awareness of all school parties.

#### **Contextualization Activity**

The contextualization activity is the process of cultivating the habit of caring for the environment among students, involving accompanying teachers, homeroom teachers, and facilitators. The agents actively involved in this process are mentor teachers, homeroom teachers, and facilitators. They act as learning facilitators who guide students to understand the waste problem directly. Social, cultural, and physical capital become the foundation for fostering awareness of the importance of protecting the environment. Social capital in this activity is shown from the cooperation between

students, teachers, and all school members while the cultural capital of adiwiyata school encourages habituation of environmental care. In addition, the physical capital of the school environment becomes an object of observation analysis that can provide direct experience for students.

Praxis is implemented through direct observation of the waste problem at school. Students are invited to identify behaviours that do not support the Adiwiyata school culture such as littering. The analysis done by students can encourage them to self-reflect. The results of this reflection led to an awareness of the importance of keeping the environment clean and a desire to change behaviour. The result of this activity is to provide motivation and awareness that is internalized and manifested in the form of behaviour of throwing garbage in its place according to the type of garbage. This internalization process not only involves individuals but also encourages the formation of social capital between peers, thus creating an atmosphere of mutual support to maintain the cleanliness of the school environment.

#### **Real Action Activity**

The real action activity is a demonstration activity involving the accompanying teacher, facilitator, coordinator, homeroom teacher, and the plastic waste-free community of the Guyup Rumah Pelopor Kepedulian Nusantara (RuKun) foundation. The agents involved work together in creating a conducive learning arena, students can practice directly recycled waste processing skills such as making eco brick, eco enzyme and compost. The capital formed in this activity is social capital (network with the RuKun free plastic waste community), cultural capital (knowledge about waste management), to physical capital (materials for making ecobricks, eco enzyme, and compost).

The practice of waste management and making infographics or posters about waste management can convey the message of the importance of implementing environmental behaviour. This encourages students' contribution to overcome waste problems in the school environment. The internalization of values that occurs is reflected in changes in student behaviour, such as awareness to maintain class cleanliness, carry out pickets according to schedule, and maintain class lots. This success inspired other

classes to follow in their footsteps, demonstrating that this activity can spread positive values in a sustainable manner.

#### **Evaluation and Follow-up Activity**

Evaluation and follow-up activities are the final stages of the project involving all project teams, homerooms, mentor teachers, principals, and students. The social capital between the parties involved shows effective collaboration to design, implement, and evaluate activities so as to create a conducive learning arena in the school environment, both inside and outside the classroom. The praxis of evaluation and follow-up activities includes self- and group reflection by students. This makes it easier for homeroom teachers to directly monitor changes in environmental care behaviour among students. The assessments that students have done during project activities are important materials for schools to monitor students' habituation in routine activities of the adiwiyata school programme.

The main objective of this activity is to identify the success of the internalization of environmental care values and the obstacles faced by all parties involved in the project activities to strengthen the Pancasila Student Profile. The results of the internalization of this activity are able to encourage students to actively participate in following routine school culture activities. The results of the evaluation and follow-up are used to make a report card of project activities. The resulting project activity report card is tangible evidence of the success of the programme and is a consideration for the continued integration of the project with the adiwiyata school culture programme.

#### **CONCLUSION**

The study reveals that the implementation of environmental stewardship principles at SMP Negeri 1 Slawi is suboptimal, despite the school's adoption of the Adiwiyata vision and programme, which emphasizes environmental sustainability. Observations indicate a decline in students' environmental care, as seen in their littering of plastic waste in the field and canteen, failure to sort waste, and neglect of class picket duties. The Environmental Culture Coordinator highlights that a lack of participation and awareness among all school members, including janitors and canteen

sellers, significantly contributes to these issues, demonstrating the ineffectiveness of internalizing environmental values despite formal policies. However, the study also shows that integrating the Pancasila Learner Profile strengthening project into the independent curriculum effectively fosters environmental awareness and behavior among students by supporting the Adiwiyata programme and addressing school environmental issues. Future research should focus on enhancing collaboration between schools, families, and communities. Schools need to reinforce the Adiwiyata programme through a structured project-based learning approach that actively involves all stakeholders. The government should support this by providing policies, adequate facilities, and strict law enforcement against littering, as well as offering incentives for schools that successfully implement environmental care programmes, thereby contributing to a cleaner and healthier environment.

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