



Profile of Environmental Awareness and Environmental Care Attitude of Students at Junior High School 2 Kaliori, Rembang Regency

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Abstract

The character of caring for the environment and environmental awareness in children occurs from school culture, cultivation and learning in the classroom. This study aims to describe the environmental awareness profile and environmental care attitude in State Junior High School 2 Kaliori. The research method used in this study uses a quantitative approach with questionnaire data collection techniques. The analysis techniques used are validity tests, reliability tests and descriptive statistics. The results of the study obtained information that the level of environmental awareness at State Junior High School 2 Kaliori received an average score of 78.03 including the category of high environmental awareness. Meanwhile, the profile of the level of environmental care attitude at State Junior High School 2 Kaliori received an average score of 62.84 including the high category. The level of environmental concern attitude in Junior High School 2 Kaliori in respondents with a high category of environmental concern attitude was 31 people or 68.9 percent and there were 14 respondents with a moderate level of environmental awareness or 31.1 percent. From the results of this research, there are several limitations of the research, namely only focusing on the profile of environmental care attitudes and environmental awareness of students of State Junior High School 2 Kaliori. As for the suggestions for the next researcher, it is hoped to add several other factors that affect environmental awareness and environmental awareness in schools. If there are other factors that affect environmental awareness and environmental awareness, of course, the results are also different, especially with different subjects.

How to Cite

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INTRODUCTION

Education at school is an important means of increasing environmental awareness in students. Awareness and concern for the environment can be increased through habituation and learning activities at the secondary school level (Jumirah et al., 2021). The adiwiyata program has been proven to create a comfortable, safe and harmonious school, especially for the learning needs of students. Self-taught, students slowly become a generation that cares about and has an environmental culture, as well as supporting and realizing resources around educated schools that are literate in their economic, social, and environmental development in achieving sustainable development (Ismail, 2021).

Adiwiyata School is a program launched by the Ministry of Environment and Forestry of the Republic of Indonesia, with the aim of forming a school that cares about and has an environmental culture (Ramadhani et al., 2019). his program aims to create good conditions for schools to become a place of learning and awareness for school residents, so that in the future they can be responsible for efforts to save the environment and sustainable development. Through this habituation and learning, Adiwiyata school aims to form a younger generation who are more concerned about the environment and are able to play an active role in preserving nature (Ninasari & Suleyman, 2024). Environmental awareness and environmental care attitudes instilled in students have a very significant contribution in creating a generation that is responsible for the environment. Awareness and attitude of caring for the environment in students not only provide benefits for the environment, but also contribute to the development of character and the welfare of individuals and society as a whole. This is a long-term investment to create a better and sustainable world (Yanti & Yusliani, 2020).

The need for students to maintain the preservation of plants and their habitats so that the ecosystem can continue to function properly. In learning, students are taught not to damage plants carelessly, but to understand the importance of maintaining the sustainability of plant reproduction (Yunansah & Herlambang, 2017). This has an impact on students to maintain the balance of nature and protect existing biodiversity. As learning material on the plant reproductive system encourages environmental care by providing an understanding of the importance of nature conservation (I. Rahayu et al., 2024). Students are aware of the importance of biodiversity and the

dependence of living things on each other. In addition, plant reproductive system materials also teach about the importance of maintaining the natural habitat of plants, such as forests or wetlands, which serve as habitats for various organisms and maintain the balance of the ecosystem. By understanding the plant reproductive system, students can better understand how plants play a role in protecting the environment of students (Genc, 2015).

State Junior High School 2 Kalirori Rembang Regency is one of the schools with an adiwiyata base. State Junior High School 2 Kalirori carries out the Strengthening Character Education movement There is the formation of character caring for the environment to students carried out through the adiwiyata program, where in this program students are required to love the environment, one of which is to throw garbage not carelessly, be able to distinguish between organic and inorganic waste, maintain the cleanliness of the school and the school environment, and not damage plants. However, from the results of initial observations, there are still attitudes that do not reflect the character of caring for the environment, such as the presence of dry leaves in the garden in front of the classroom. Organic and inorganic garbage cans provided by State Junior High School 2 Kalirori Rembang Regency are only placed in the school yard, not in each class. In addition, there are students who do not understand the importance of environmental awareness.

The results of initial observations related to the description of indifference and awareness of the environment by students of State Junior High School 2 Kalirori, Rembang Regency, include students stepping on plants several times in the school garden, there are students throwing garbage carelessly, students scribbling on school benches and walls and there are students who have a sense of reluctance to be involved in maintaining plants. Another problem that the researcher found was school facilities such as garbage cans, schools only provide one garbage can in each class but do not distinguish based on the type, so children enter garbage cans without knowing the type. Children's toilets are also only four of the six toilets that can be used.

Environmental awareness in children occurs from school culture, cultivation and learning in the classroom. This will make a positive habit in children or students. With the strengthening of the character of caring for the environment in students, it will make it a habit for children to become responsible human beings and care about

the environment. From the description of the background of the problem, the profile of awareness and attitude of students caring for the environment at State Junior High School 2 Kalirori, Rembang Regency has been studied.

In the research conducted by (Warni et al., 2022) upporting information was obtained, namely the overall environmental care attitude of each environmental care attitude indicator, it was found that the highest indicator was found in the first indicator, namely defecation and urination in the toilet, and the lowest indicator was found in the fourth indicator, namely not picking flowers in the school garden. The results of the research obtained are that the attitude of caring for the environment in grade III students of SDN 12 Singkawang is included in the caring category with an average score of 77.9%. In line with research conducted by Dasrita et al., (2015) that students' environmental knowledge, students' environmental attitudes and students' environmental behavior individually affect students' environmental awareness. Simultaneously, students' environmental attitudes and behaviors affect students' environmental awareness in schools that do not receive adiwiyata awards. Students who attend schools that receive adiwiyata awards have environmental awareness that is no different from students who attend schools that do not receive adiwiyata awards. To increase students' environmental awareness, effective and sustainable efforts are needed related to factors that affect environmental knowledge, environmental attitudes and students' environmental behavior (Genc, 2015).

Many factors can affect this, such as differences in the character of students in determining the benchmark of their belief in satisfaction. Some of the time to fill out the questionnaire also contributes to influencing the results of filling out the questionnaire (Hungerford & Volk, 2015). It is possible that filling out a questionnaire after a postes triggers students to rush to determine the answer to each statement in the questionnaire so that the results of filling out the questionnaire do not really describe the actual conditions (Asfuriyah & Nuswawati, 2015).

The difference in previous research is that previous research only focused on one variable. In addition, the subjects studied by previous research are different from current research. This research aims to describe the profile of environmental awareness and environmental care attitudes. From the description of the background of the problem and previous research, the researcher will examine the environmental awareness pro-

file and environmental care attitude of students at State Junior High School 2 Kalirori, Rembang Regency.

METHOD

The method used in this study is to use a quantitative analysis research method. The purpose of this study is to describe the environmental awareness profile and environmental care attitude of students at State Junior High School 2 Kalirori, Rembang Regency. The design of this study was used to analyze and describe environmental awareness and environmental care attitudes of students at State Junior High School 2 Kalirori, Rembang Regency. The quantitative approach is the approach used in this study. Meanwhile, the method used is the survey method.

The population in this study is all students and teachers who participate in the adiwiyata program of Junior High School Class IX which totals 45 people. The sampling technique used in this study is purposive sampling. The sample taken based on the criteria included (1) Active students participating in the adiwiyata program,

(2) Teachers who played an active role in assisting the adiwiyata program, (3) Willing to be a respondent and participate in the research until completion. The sample in this study is active students and teachers who participate in the Class IX Junior High School adiwiyata program totaling 45 people.

The instrument in this study uses a questionnaire technique, where the questionnaire in this study examines environmental awareness and environmental care. The indicators of environmental awareness as theorized by (Suaedi & Tantu, 2016) include values, information and attitudes or personal attitudes. Meanwhile, the indicators of environmental concern as theories (Al-Anwari, 2014) include cleaning toilets, cleaning garbage cans, cleaning schools, beautifying classrooms, participating in maintaining parks and participating in environmental cleanliness activities. Data collection was measured using the Likert scale.

The data obtained from the research is then re-examined, classified by group and then analyzed so that it will produce descriptive data for analysis, and re-examined. In data analysis, the researcher used the help of the SPSS version 26 application. The data analysis used in this research is a validity test, a reliability test, and a statistical descriptive analysis. A question in a scale is declared valid if the $r_{\text{calculate}}$ is greater than the value of the r_{table} ($r_{\text{cal}} > r_{\text{table}}$). The reliabili-

ty testing technique used is the Cronbach Alpha technique. Using the Cronbach Alpha technique is considered reliable if the alpha coefficient is > 0.6 . Quantitative descriptive analysis is an analysis technique used to process data obtained through questionnaires in the form of descriptive percentages. This method is used to find out the extent of students' environmental awareness and students' environmental care attitudes (Ghozali, 2013).

RESULT AND DISCUSSION

This research was carried out at State Junior High School 2 Kaliori located on Waru – Grawan street, Kaliori District, Rembang Regency, Central Java. This study aims to describe the environmental awareness and environmental care profile of students and teachers at State Junior High School 2 Kaliori, Rembang Regency. Data collection in the study was through a questionnaire questionnaire that had been distributed to respondents. The questionnaire that is distributed is prepared by paying attention to the variable indicators or applicable theories. 45 people who filled out the environmental awareness and environmental care questionnaire, consisting of 41 people as 7th grade students, 2 people as 8th grade students, and 2 people as science maple teachers.

Table 1. Validity Test

Variable	Indicator	Item Questionare	
		Valid	Not Valid
Environmental Awareness	General Belief	10	1
	Information	8	1
	Personal attitude	7	2
Caring for the Environment	Toilets are cleaned	3	1
	Garbage cans are cleaned	4	1
	Classrooms and schools are beautified	6	0
	Parks are maintained at school	5	0
	Environmental cleanliness is maintained	3	0

Information was obtained that the environmental awareness questionnaire statement items at numbers 8, 13, 24 and 27 were said to be invalid, in addition to the questionnaire statement items were said to be valid. Meanwhile, the environmental care attitude questionnaire statement items in numbers 2 and 5 are said to be invalid, in addition to the questionnaire statement items are said to be valid. This is proven from all the values of the r calculation (pearson correlation) above the specified value (r table = 0.294) and the significance value is less than 0.05, then the statement item of the environmental care attitude questionnaire is said to be valid. On the other hand, if the value of the r count (pearson correlation) is below the specified value (r table = 0.294) and the significance value is more than 0.05, then the statement item of the environmental care attitude questionnaire is said to be invalid.

Table 2. Realibility Test

Questionare	Cronchbach Alpha	Conclusion
Environmental Awareness	0.783	Reliabel
Caring for the	0.728	Reliabel

Information was obtained on the two items of environmental awareness questionnaire statements and environmental care attitudes declared reliable or reliable. The significance value of 0.783 is more than the norm reference value of 0.60 and the significance value of 0.728 is more than the norm reference value of 0.60. Therefore, the statement of the questionnaire on environmental care attitudes at Kaliori State Junior High School from the results of the reliability test analysis is said to be reliable.

Table 3. Statistic Environmental Awareness

Data	Score
Mean	84.07
Median	87.00
Mode	92
Std. Deviation	7.967
Minimum	65
Maximum	92
N	75
Sum	6305

The table obtained quantitative description information on the total score results from the environmental awareness questionnaire at Kaliori

State Junior High School. The average score was 84.27, the middle score was 87, the mode value was 92, the standard deviation value was 7.892, the lowest score was 65, the highest score was 92, the number of respondent samples was 45 people and the total overall score was 3792.

Table 4. Statistic Caring for the Environment

Data	Score
Mean	67.87
Median	71.00
Mode	74
Std. Deviation	6.920
Minimum	52
Maximum	76
N	45
Sum	3054

The table obtained quantitative description information on the total score results from the environmental care attitude questionnaire at Kaliori State Junior High School. The average score was 67.87, the middle score was 71, the mode value was 74, the standard deviation value was 6.920, the lowest score was 52, the highest score was 76, the number of respondent samples was 45 people and the total score was 3054.

Table 5. Descriptive Percentage Environmental Awareness

Category	Freq.	Percen (%)	Mean
Very High	58	77,3	84,07
High	17	22,7	Very High
Moderate	0	0,0	
Low	0	0,0	
Very Low	0	0,0	

The table shows information that environmental awareness in State Junior High School 2 Kaliori which is in the very high group is 22 people or 48.9 percent and respondents with a high level of environmental awareness are 22 people or 48.9 percent, and there is one respondent with a moderate level of environmental awareness or 2.2 percent. In addition, from the data, it can also be seen that overall, environmental awareness at State Junior High School 2 Kaliori received an average score of 78.03 including the category of high environmental awareness level.

Table 6. Descriptive Percentage Caring for the Environment

Category	Freq.	Percen (%)	Mean
Very High	2	2,7	67,47
High	50	66,7	High
Moderate	23	30,7	
Low	0	0,0	
Very Low	0	0,0	

The table above shows information that the attitude of caring for the environment in State Junior High School 2 Kaliori in respondents with a high category of environmental concern attitude is 31 people or 68.9 percent and there are 14 respondents with a moderate level of environmental awareness or 31.1 percent. In addition, from the data, it can also be seen that overall, the attitude of caring for the environment at State Junior High School 2 Kaliori got an average score of 62.84, including the category of the level of caring attitude towards the environment.

From the results of data analysis and research results, the level of environmental awareness at State Junior High School 2 Kaliori received an average score of 78.03, including the category of high environmental awareness. Environmental awareness at State Junior High School 2 Kaliori which is a very high group is 22 people or 48.9 percent and respondents with a high level of environmental awareness are 22 people or 48.9 percent, and there is one respondent with a moderate level of environmental awareness or 2.2 percent.

The level of environmental awareness in schools refers to the understanding and knowledge of students, teachers, and staff regarding environmental issues, the impact of human activities on the environment, and the importance of preserving nature. Schools that have a high level of environmental awareness generally have a curriculum that integrates environmental materials, holds educational activities and campaigns related to the environment, and implements environmentally friendly practices in the school environment (Widyaningsih et al., 2014).

The concept of school environmental awareness includes several aspects that aim to create an environmentally friendly school environment as well as increase students' understanding and involvement in environmental conservation. Here are some of the main concepts including environmental education, environmental friend-

ly infrastructure, waste management, through extracurricular activities and student participation, green school policies, collaboration and partnerships, evaluation and sustainable development. By adopting these concepts, schools can create a more sustainable learning environment, increase students' awareness of the importance of environmental conservation, and equip them with the knowledge and skills necessary to face future environmental challenges (Widowati et al., 2021).

The implementation of Adiwiyata School in the school environment of State Junior High School 2 Kaliori, Rembang Regency has a crucial role in increasing environmental awareness for students. Through programs and activities that are integrated into the curriculum and extracurricular activities, students are invited to understand the importance of preserving the environment. The environmental awareness of students in schools that implement Adiwiyata Schools is generally shown through a deep understanding of environmental issues such as climate change, pollution, and natural resource conservation. School residents can explain the negative impact of human activities on the environment and be able to identify practical solutions to reduce these impacts.

Integration of school programs through curriculum and extracurricular activities in shaping students' environmental awareness and environmental care attitudes. The integration of school programs through curriculum and extracurricular activities plays an important role in shaping environmental awareness and students' attitudes to care for the environment. For example, in science subjects, students can be invited to learn about the impact of environmental pollution and how to overcome it, while in social studies subjects, students can discuss the role of humans in preserving the environment. The project-based curriculum also allows students to get hands-on in real action, such as conducting simple research related to the environment around the school or conducting energy-saving campaigns. This integration helps students understand the importance of taking care of the environment in theory and practice (Tresnani, 2020).

Meanwhile, through extracurricular activities, schools can provide space for students to actively participate in activities that support environmental awareness. Examples of extracurricular activities such as nature lovers' clubs, recycling clubs, and greening activities provide students with hands-on experience to take care of the environment. For example, tree planting activities in the school environment or around the residential

environment can foster a sense of ownership and responsibility for nature. In addition, the school's waste bank program allows students to manage waste wisely by sorting organic and non-organic waste, which is then recycled or sold. The "Clean Friday" program is also an example of a routine practice where all school residents work together to clean the school environment. Through this integration, environmental awareness and environmental care attitudes become part of students' habits, both at school and in daily life.

Students' environmental awareness is also reflected in their daily behavior. Students actively participate in greening activities, waste management, water and energy conservation, and the use of environmentally friendly transportation. Students also tend to be wiser in consuming items and oriented towards the values of recycling and waste reduction. The participation of students in these activities demonstrates their commitment to being agents of change and environmental conservationists (Erhabor & Don, 2016).

Based on the results of the research analysis, information was obtained that the attitude of caring for the environment at State Junior High School 2 Kaliori got an average score of 62.84, including the category of the level of caring attitude towards the environment. The attitude of caring for the environment at State Junior High School 2 Kaliori in respondents with a high category of environmental awareness was 31 people or 68.9 percent and there were 14 respondents with a moderate level of environmental awareness or 31.1 percent.

The attitude of caring for the environment in schools is shown through real behaviors and actions that aim to protect and preserve the environment. Examples of environmental care attitudes in schools include reducing energy and water use, managing waste responsibly, planting and caring for plants, carrying out conservation activities, and increasing environmental awareness. Environmental awareness and environmental care attitudes in schools make various positive contributions, including improving the quality of the school environment, fostering the values of care and responsibility, promoting a healthy and sustainable lifestyle, improving the school's image, and building the next generation who care about the environment (Nomura, 2014).

Pratiwi et al (2020) The concept of environmental awareness level and environmental care attitude in schools are interrelated and complementary. The level of environmental awareness is an important foundation to form an attitude of caring for the environment. With adequate know-

ledge of environmental issues, students will more easily understand the importance of preserving nature and behaving environmentally friendly (Sukmawati et al., 2023).

An attitude of caring for the environment, on the other hand, is a manifestation of the level of environmental awareness. Schools play an important role in shaping the level of environmental awareness and environmental care among students. Through various programs and activities, schools can provide education, build awareness, and encourage environmentally friendly behavior among all school residents (Sukmarani et al., 2017).

The contribution of teachers and schools has a significant role in the realization of the character of caring for the environment and environmental awareness of students. Teachers and schools have an important role in shaping the character of caring for the environment and increasing environmental awareness in students (Rokhmah, 2019). As educators, teachers can be role models by setting an example of caring for the environment through simple actions, such as throwing garbage in its place, saving energy in the classroom, and using environmentally friendly teaching materials. In addition, teachers can integrate the values of environmental care into the subjects, for example through thematic learning that addresses environmental issues or real-action-based project assignments, such as hygiene and recycling campaigns. On the other hand, schools as educational institutions can create a culture of caring for the environment through policies and programs such as "Sekolah Adiwiyata," the Clean Friday movement, greening, waste bank management, and the provision of good waste management facilities.

Through activities such as classroom cleanliness competitions, tree planting, or saving water and electricity at school, students are invited to feel firsthand the importance of protecting the environment (Ratih et al., 2020). Consistent implementation of rules and sanctions against environmentally indifferent behaviors, such as littering, also helps form positive habits. More than that, collaboration between schools, parents, and the community in environmental campaigns creates an ecosystem that supports sustainable environmental care. With these efforts, the school not only produces academically intelligent students, but also individuals who are aware and responsible for environmental sustainability in the present and future (Rickinson, 2001).

Zsóka et al., (2013) also opinions related to the use of environmental care attitudes and en-

vironmental awareness in schools and daily life. Environmental care and environmental awareness have an important role in preserving nature and creating a clean and healthy environment. In the school environment, this attitude can be applied through activities such as maintaining classroom cleanliness, sorting waste according to its type, and carrying out greening programs such as planting trees or plants in the school yard. Through programs like Adiwiyata, schools can integrate environmental education into the curriculum, so that students not only learn theory, but also practice real actions to take care of the environment. Additionally, getting into the habit of energy-saving behaviors, such as turning off lights when not in use, will build positive habits that can carry over into everyday life (Rahayu et al., 2024).

In everyday life, environmental awareness can be realized through simple but high-impact actions, such as reducing the use of single-use plastics, carrying eco-friendly shopping bags, and disposing of garbage in its place (Rarasandy et al., 2013). At home, an attitude of caring for the environment can be instilled by recycling used items, saving water when washing or bathing, and reusing organic food waste into compost. This awareness will form a mindset that a clean and healthy environment is a shared responsibility. By habituating environmentally conscious behavior from an early age, both at school and in daily life, students will grow into responsible individuals and contribute to environmental conservation efforts in the future (Rahayu et al., 2024).

CONCLUSION

Based on the results of data analysis and research results, it was concluded that the level of environmental awareness at State Junior High School 2 Kaliori received an average score of 78.03 including the category of high environmental awareness level. In addition, the level of environmental awareness at State Junior High School 2 Kaliori which is a very high group is 22 people or 48.9 percent and respondents with a high level of environmental awareness are 22 people or 48.9 percent, and there is one respondent with a moderate level of environmental awareness or 2.2 percent. The profile of the level of environmental care attitude at State Junior High School 2 Kaliori received an average score of 62.84 including the high category. The level of environmental concern attitude at State Junior High School 2 Kaliori in respondents with a high category of environmental concern attitude was 31 people or

68.9 percent and there were 14 respondents with a medium level of environmental awareness or 31.1 percent.

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