

Implementation of Adiwiyata Program Management in Shaping Students' Environmental Awareness

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Abstract: *The character of environmental awareness will continue to grow alongside the students' learning process at school. Therefore, it is important for schools to implement the Adiwiyata program as one of their efforts. This study aims to analyze the implementation of Adiwiyata program management in shaping students' environmental awareness at MAN Purworejo. A descriptive qualitative research method was used, with data validity tested through triangulation. The results of this study show that the implementation of management in the Adiwiyata program at MAN Purworejo follows the goals of the program. In terms of organization, all school members are involved, although several parties hold key responsibilities for ensuring its implementation. The execution of the program has generally been good, but certain obstacles have limited its effectiveness. At the final stage, evaluation is carried out along with follow-up actions to improve the Adiwiyata program at MAN Purworejo. The study suggests that regular monitoring should be conducted to ensure that the planned program can run effectively.*

Keywords: *Management, Adiwiyata, Environmental Care Character*

Introduction

Global analysis shows that Indonesia has ten major environmental problems. These include 40% from waste, 20% from flooding, 11% from polluted river water, 10% from global warming, 6% from air pollution, 4% from damage to marine ecosystems, 3% from difficulty in accessing clean water, 2% from forest destruction, 2% from abrasion, and 2% from soil pollution (Indonesia Environment and Energy Center (IEC)). The above data shows that waste is an issue that requires significant attention from the Indonesian government.¹

Environmental damage is largely caused by human activity, and human dependence on the environment is a major factor in environmental

¹ Dwi Fitri Wiyono and Dian Mohammad Hakim, "Karakter Ekologis Berbasis Nilai Islam : Implementasi Program Adiwiyata di SMPN 13 Malang Laili Farikha Mam' Luah," 2025, 837-48, <https://doi.org/10.30868/im.v8i02.8563>

degradation.² The goal of environmental awareness character education is to encourage students to develop habits of managing the environment, avoiding behaviors that damage the environment, cultivating sensitivity to the environment, instilling a spirit of care and responsibility for the environment, and enabling students to become examples of environmental stewards wherever they are in life.³

Human awareness of the importance of protecting the environment is still low. Many children, teenagers, and even adults are still accustomed to littering.⁴ One of the internal causes of students' lack of awareness in caring for the environment is their habit of not caring about the environment and their own cleanliness, as well as not caring about nature and their surroundings. Students' lack of knowledge about environmental cleanliness. This behavior is evidenced by the fact that many students still do not pick up litter scattered around the school environment. Another issue is that students also pay little attention to the signs on trash bins indicating the separation of organic and inorganic waste.⁵

While we understand that character is not solely an innate talent, but rather the result of human influence and the environment in which an individual lives and is raised, academically speaking, there is only one answer to the question of how to shape character: education. Education enables us to shape character as we would like it to be.⁶

Environmental education in Indonesia has been pursued by various parties since the early 1970s. Today, it is recognized that all stakeholders need to carefully consider the various efforts that have been, are being, and will be undertaken in environmental education so that the development of environmental education becomes more planned, consistent, and structured.⁷

² Badrudin Badrudin, "The Role and Responsibility of Pesantren in Facing Moral Degradation," *Qalamuna: Jurnal Pendidikan, Sosial, Dan Agama* 14, no. 2 (December 2022): 525–36, <https://doi.org/10.37680/qalamuna.v14i2.3429>.

³ Dwi Purwanti, "Pendidikan Karakter Peduli Lingkungan Dan Implementasinya," *Dwija Cendekia: Jurnal Riset Pedagogik* 1, no. 2 (2017): 19, <https://doi.org/10.20961/jdc.v1i2.17622>.

⁴ Nofriza Efendi, Refli Surya Barkara, and Yanti Fitria, "Implementasi Karakter Peduli Lingkungan Di Sekolah Dasar Lolong Belanti Padang (Implementation of Character Cares About The Environment in Elementary School Lolong Belanti Padang)," *Jurnal Komunikasi Pendidikan* 4, no. 2 (2020): 2.

⁵ Sofiana Haul, dkk, "Implementasi Pendidikan Karakter Peduli Lingkungan Di Sekolah Dasar," *Literasi Pendidikan Dasar* 2, no. 1 (2021): 70.

⁶ Agus Zaenul Fitri, "Pendidikan Karakter Berbasis Nilai Dan Etika Di Sekolah," *Yogyakarta: Ar-Ruzz Media* XIX, no. 02 (2012): 227–52.

⁷ Ellen Landriany, "Implementasi Kebijakan Adiwiyata Dalam Upaya Mewujudkan Pendidikan Lingkungan Hidup Di SMA Kota Malang," *Jurnal Kebijakan Dan Pengembangan Pendidikan* 2 (2014): 82–88.

The efficient implementation of the Adiwiyata program will foster an environmentally conscious character in students. Environmental education can be used to promote and improve the environmental health of students.⁸

The Adiwiyata Program aims to create favorable conditions for schools to become places of learning and awareness for the school community to care for and cultivate the environment.⁹ This program is a form of synergy between the Ministry of Environment and Forestry and the Ministry of Education, Culture, Research, and Technology.¹⁰ Adiwiyata is implemented in the world of education because it is easier to learn and apply all knowledge and various norms and ethics in the world of education to achieve the goal of sustainable development.¹¹

In response to legislation and environmental needs, MAN Purworejo has become an Adiwiyata school. In implementing the Adiwiyata program at MAN Purworejo, students are always involved and Adiwiyata practices are applied. In addition, Adiwiyata also involves the community and parents so that the success of Adiwiyata can be supported from various directions. The management carried out by MAN Purworejo not only benefits the school but also the community. Furthermore, the main objective is to foster a generation of students who are aware of and love the environment. The management implemented by MAN Purworejo can be a reference and example of the success of the Adiwiyata program in other schools.

Based on the environmental issues described above, the implementation of the Adiwiyata Program at MAN Purworejo has had a positive impact on the environmental awareness of its students. Therefore, this study examines how the implementation of the Adiwiyata program management shapes students' environmentally conscious character. This study aims to reveal the management functions implemented by MAN Purworejo in the Adiwiyata program. These management functions include three processes: planning, organizing, implementing, and controlling.

⁸ Farzda Dwi Prahandani and Hendra Pratama, "Penanaman Pendidikan Karakter Peduli Lingkungan Melalui Program Adiwiyata Pada Siswa IPS Kelas IX Di SMPN 2 Kauman Tulungagung," *Cendekia: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan* 4, no. 2 (2024): 82–100, <https://doi.org/10.55606/cendekia.v4i2.2873>.

⁹ Sujud Jurnal Agama et al., "Pengaruh Penerapan Program Adiwiyata Terhadap Mata" 1, no. 3 (2025): 467–80.

¹⁰ Azmillulloh Askarul Jabar and Sania Aqil Salsabila, "The Influence of Local Culture on Islamic Education in Indonesia," *Socrates : Journal of Education, Philosophy and Psychology* 1, no. 2 (February 2025): 41–44, <https://doi.org/10.63217/socrates.v1i2.108>.

¹¹ A L Mikraj, "Al Mikraj" 4, no. 2 (2024).

Methods

The purpose of this study is to reveal the implementation of the Adiwiyata Program management in shaping students' environmental awareness. The research method used is a qualitative research approach. Qualitative research emphasizes analysis on deductive and inductive reasoning as well as analysis of the dynamics of relationships between observed phenomena, using logic.¹²

The research location was MAN Purworejo. The data collection techniques used were observation, interviews, and documentation. The research subjects were the principal, the Adiwiyata coordinator, Adiwiyata team members, and students as Adiwiyata cadres. The data analysis technique used the Miles and Huberman concept, which includes data reduction, data presentation, and conclusion drawing. The data validity technique used was source triangulation. Source triangulation is a technique used to test the reliability of data by finding out and verifying the truth of the data from the same source using different techniques.¹³

Results and Discussion

1. Planning the Adiwiyata Program to Shape Students' Environmental Awareness

Planning is the determination of various actions to be taken from among the available alternatives, formulated in the form of decisions that will be implemented in the future to achieve the desired objectives.¹⁴

The planning of the Adiwiyata program to shape students' environmental awareness at MAN Purworejo was carried out in two stages, namely determining the objectives and then developing environmentally-friendly policies. From this, a policy plan was created to be implemented, namely: implementing an environment-based curriculum, participation-based environmental activities, environmentally-friendly management of supporting facilities, and fostering an environmentally-friendly culture.

Adiwiyata as a school program aims to create favorable conditions for schools to become places of learning and awareness for the school community, including educators, educational staff, students, and the

¹² Zuchri Abdussamad, "Metode Penelitian Kualitatif," in *Syagir Media Press*, 2021, 29.

¹³ Wiyanda Vera Nurfajriani et al., "Triangulasi Data Dalam Analisis Data Kualitatif," *Jurnal Ilmiah Wahana Pendidikan* 10, no. 17 (2024): 829, <https://doi.org/10.36733/pemantik.v4i2.9412>.

¹⁴ Silmi Nizamuddin, Bambang Kurniawan, and Muhammad SUBhan, "Bambang Kurniawan Universitas Islam Negeri Sultan Thaha Syaifudin Jambi," *Journal of Student Research (JSR)* 2, no. 1 (2024): 106–20.

community surrounding the school, in an effort to promote environmental conservation and sustainable development, which will ultimately create schools that care about and have an environmental culture (Yusnidar et al., 2015).

The Adiwiyata program at MAN Purworejo has clear objectives. First, to create a school that cares about and promotes environmental culture. The school is also expected to instill good character values related to environmental awareness. Second, to increase the awareness of the school community towards the environment. This awareness will encourage good behavior among all members of the school community. Third, to reduce negative impacts on the environment. The expected future output of MAN Purworejo in realizing Adiwiyata is to create students who apply environmentally conscious character wherever they are, so that negative impacts on the environment can be reduced.

Once Adiwiyata's objectives were clear, the next step was to develop environmentally-friendly policies. In formulating these policies, MAN Purworejo began by drafting school regulations on cleanliness, energy conservation, and waste management. This was followed by the creation of environmental programs that form part of the school's vision and mission. The policies implemented by MAN Purworejo have resulted in several work programs planned for the next year.

First, the implementation of an environment-based curriculum. The curriculum that serves as the basis for lessons is also environment-based. The material presented in classes every day is integrated with environmental material. This is considered necessary so that students are not biased in the application of learning in the environment. The material in the lessons is certainly not enough if it is only delivered verbally and in writing. Therefore, MAN Purworejo often conducts learning activities outside the classroom by observing the surrounding nature and environmentally friendly facilities such as waste banks.

Second, implementing participation-based environmental activities. Schools have various activities outside of class hours. MAN Purworejo itself implements environmental activities that involve the school community as participants so that an environmentally conscious character can be formed in each student. During each PHBN, environmental-based activities and competitions are often held, such as regular community service, reforestation, and inter-class cleanliness competitions. To maintain the sustainability of Adiwiyata programs, MAN Purworejo has formed an environmental team or eco school team consisting of teachers, students, and school members. MAN Purworejo also collaborates with external parties such as the Environmental Agency or green communities.

Third, environmentally friendly management of supporting facilities. These supporting facilities are provided by MAN Purworejo to ensure the success of the Adiwiyata Program. With adequate facilities, students can directly apply their concern for the environment. In this way, students with environmental awareness can be developed. These facilities include: providing separate trash bins (organic, inorganic, hazardous waste) and managing gardens, school gardens, and green areas.

Fourth, fostering an environmentally friendly culture. Instilling simple habits such as bringing your own water bottle, reducing single-use plastics, and disposing of trash properly. This is something that teachers constantly encourage their students to do. At certain events, students who have contributed to the school's Adiwiyata programs will receive awards, thereby motivating other students to contribute even more.

2. Organizing the Adiwiyata Program to build environmental awareness among students at MAN Purworejo

According to Malayu, organization is the process of determining the grouping and arrangement of various activities necessary to achieve objectives, assigning people to each activity, establishing relative authority, and delegating to each individual who will carry out the activity.¹⁵ The persons responsible for each program are educators, school committee staff, and students who are members of the Adiwiyata cadre as stated in the Decree. In accordance with the principles of the Adiwiyata Program, the Adiwiyata program is based on the following two principles: first, participatory, all school components must be involved in the entire process, including planning, implementation, and evaluation, in accordance with their respective responsibilities and roles. Second, sustainable, all activities must be carried out in a planned and continuous manner in a comprehensive manner.¹⁶

The persons responsible for implementing the Adiwiyata program at MAN Purworejo include the principal, vice principal (Adiwiyata coordinator), subject teachers, Adiwiyata student cadres, cleaning staff, school committee, and parents. Each party has its own job description (duties and authorities) in implementing Adiwiyata programs.

¹⁵ Pipit Muliyah et Al., "Manajemen Program," *Journal GEEJ* 7, no. 2 (2020): 11–32.

¹⁶ Ika Maryani, "Evaluasi Pelaksanaan Program Sekolah Adiwiyata Ditinjau Dari Aspek Kegiatan Partisipatif Di Sdn Ungaran I Yogyakarta," *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)* 1, no. 3 (2016): 170, <https://doi.org/10.22219/jp2sd.v1i3.2723>.

As the leader of the school, the principal is responsible for all school programs.¹⁷ Similarly, in the implementation of the Adiwiyata Program, the principal acts as the person who sets school policies with an environmental perspective. In each policy, the budget and supporting facilities will also be provided by the principal. Furthermore, the principal will supervise and evaluate the implementation of Adiwiyata programs. These observations are also carried out on students' daily activities as a benchmark to measure whether students' environmental awareness has been formed or not.

The Deputy Principal becomes the Adiwiyata Program Coordinator. This coordinator acts as the Principal's right-hand person in implementing Adiwiyata programs. In carrying out these duties, the coordinator will develop an annual work plan and timeline for the Adiwiyata program. The coordinator will also coordinate the Adiwiyata team (teachers, students, educational staff). In addition, it is also the coordinator's duty to liaise between the school and external parties (the Environmental Agency, the community).

Materials related to Adiwiyata certainly need to be conveyed, and these theories are conveyed by subject teachers who integrate them with learning materials. As teachers who interact directly with students, teachers have the task of guiding students in environmental activities such as reforestation, waste banks, or environmental research. It is imperative that teachers set an example for their students. Therefore, students' environmental awareness begins with teachers who set an example of how to be environmentally conscious.

In addition to teachers, there are also Adiwiyata cadres consisting of students. This allows students to participate in the implementation of the Adiwiyata program. Students who become Adiwiyata cadres also have an important role. These Adiwiyata cadres will set an example of discipline in maintaining the cleanliness and sustainability of the school environment. They will carry out environmental activities such as planting, maintaining gardens, and sorting waste. They will also campaign for environmentally conscious behavior among their peers.

From the educational staff, there is a special section that contributes greatly to the Adiwiyata Program, namely the cleaning staff. These officers are responsible for ensuring the cleanliness of the school environment. They ensure that sanitation facilities (trash bins, drains, toilets) are well maintained. They assist in waste management and the maintenance of

¹⁷ Anna Ma'ratuz Zahro, Ahmad Yusuf Sobri, and Ahmad Nurabadi, "Kepemimpinan Perubahan Kepala Sekolah Dalam Peningkatan Mutu Pendidikan," *Jurnal Administrasi Dan Manajemen Pendidikan* 1, no. 3 (2018): 358-63, <https://doi.org/10.17977/um027v1i32018p358>.

gardens or green areas. Sanitation officers provide regular maintenance of the available sanitation facilities.

In addition to school members, support and participation from committees and parents must also be present. Instilling environmental awareness in families is a foundation that must be strengthened. If environmental awareness is only instilled at school, then it will not be embedded in the students. The school committee can contribute by funding school environmental programs. Meanwhile, parents can educate their children about environmental awareness at home.

3. Implementation of the Adiwiyata Program to shape the environmental awareness of students at MAN Purworejo

Actuating is the role of managers to direct workers in accordance with organizational goals. Actuating is the implementation of plans, which is different from planning and organizing. Actuating turns plans into actions within the organization. Without concrete actions, plans will remain mere imaginations or dreams that never become reality.¹⁸ The following is the Adiwiyata Program at MAN Purworejo and its objectives:

Table 1.1. Adiwiyata Work Program at MAN Purworejo

No	Program Name	Objective
1	School Greening	1. Planting trees
		2. Creating a garden
		3. Maintaining the school garden
2	Waste Bank	1. Collecting recyclable waste
		2. Managing recyclable waste
3	Energy Conservation	Saving electricity (lights, fans, etc.)
4	School Clean-up Day	Community service to clean the school
5	Environmental Education	Linking lessons to environmental issues
6	Plastic-Free Movement	Reducing single-use plastics

According to Lubis Puspa, environmental awareness is also defined as a psychological state of mind, such as concern, awareness, and responsibility for the management of the environment, including the physical, biological, and social environments. Environmental awareness indicates a person's ability to recognize environmental problems, support efforts to solve them, and demonstrate a willingness to contribute

¹⁸ Yohannes Dakhi, "Implementasi POAC Terhadap Kegiatan Organisasi Dalam Mencapai Tujuan Tertentu," *Jurnal Warta* 53, no. 9 (2016): 2, <https://media.neliti.com/media/publications/290701-implementasi-poac-terhadap-kegiatan-orga-bdca8ea0.pdf>.

personally to finding solutions.¹⁹ In general, the implementation of Adiwiyata programs has been good, as evidenced by several things:

- a. Those responsible for implementing the program are very supportive and actively play their respective roles.
- b. Students have developed environmentally conscious habits, as evidenced by their sorting of waste, conservation of water and electricity, use of reusable tableware, and other sustainable environmentally conscious behaviors.
- c. Students understand the meaning of adiwiyata. It is evident that the habits instilled at school are being practiced well.
- d. Active waste banks, as well as nurseries and reforestation programs are included in the scouting extracurricular program.

Although it is running well, the implementation of the Adiwiyata program at MAN Purworejo has also encountered several obstacles. The obstacles encountered by Adiwiyata at MAN Purworejo are as follows:

- a. Lack of awareness among school residents
Some teachers, students, and educational staff do not yet have a high level of environmental awareness. In addition, littering and energy-wasteful behavior still occur.
- b. Limited funds and resources
Not all schools have sufficient budgets for greening, separate waste bins, or waste management facilities. Supporting facilities such as composters, waste banks, or energy-saving facilities are often unavailable.
- c. Lack of training and mentoring
Schools located in urban areas often lack land for parks, gardens, or green spaces.
- d. Lack of support from the community and parents
Teachers and students sometimes lack a technical understanding of environmental management. The lack of training from relevant agencies makes the program less than optimal.
- e. Program continuity
The program only runs during competitions or assessments, then stops when they are over. Changes in school principals or supervising teachers sometimes cause the program to be discontinued.

From these descriptions, it can be concluded that the implementation of the Adiwiyata Program at MAN Purworejo has succeeded in

¹⁹ Sinta Ramadhania Putri Maresi and Agastyo Djanardono Basoeki, "Upaya Meningkatkan Kepedulian Peserta Didik Terhadap Keberlangsungan Lingkungan," *Journal of Character and Environment* 1, no. 2 (2024): 113-25, <https://doi.org/10.61511/jocae.v1i1.2024.474>.

instilling environmental awareness in most students. On the other hand, there are still obstacles that need to be evaluated.

4. Supervision (Control) of the Adiwiyata Program to shape the environmentally conscious character of students at MAN Purworejo

The controlling function is a form of supervision that ensures that plans that have been implemented are in accordance with what has been determined. Supervision can take place in two ways, namely positive and negative supervision. Positive supervision attempts to determine whether the organization's objectives can be achieved effectively and efficiently.²⁰ Follow-up evaluation of the Adiwiyata School program is important so that the results achieved can be maintained and improved. As a follow-up to the evaluation results, MAN Purworejo did the following: identified the evaluation results, prepared improvement plans, strengthened resources, updated work program policies, monitored and evaluated, and conducted monitoring and publication.

Identifying successes (programs that are already running well). This is important as a benchmark for success and can be developed to maximize results. In addition to successes, there are bound to be obstacles in any program. Therefore, MAN Purworejo also identifies shortcomings and obstacles that occur during program implementation. This is done in order to make improvements for future programs. After the identification process, MAN Purworejo takes concrete actions as a follow-up. Creating a list of corrective actions, such as: adding facilities (separate trash bins, composters, gardens), adding environmental education activities, and improving coordination between implementation teams. After that, MAN Purworejo will determine the priorities for improvement based on urgency and availability of resources.

Additional training was provided to teachers, students, and educational staff as a follow-up to the evaluation results. This was an effort to strengthen the environmental awareness of human resources in schools. To obtain external support, MAN Purworejo sought support from the school committee, parents, and external parties (DLH, corporate CSR).

Once this has been done, the updated programs can run more smoothly. These programs are complemented by the school's internal rules on the environment (e.g., ban on single-use plastics, waste bank program). Adjust the School Work Plan (RKS) to make the Adiwiyata program more sustainable.

With the new policy implemented by Man Purworejo, monitoring and evaluation must still be carried out regularly. To that end, a

²⁰ Galuh Ajeng Fildzah Amalia et al., "POAC Dalam Transformasi Manajemen Sekolah: Dari Teori Ke Praktik," *Harmoni Pendidikan : Jurnal Ilmu Pendidikan* 2, no. 1 (2024): 133–47, <https://doi.org/10.62383/hardik.v2i1.1024>.

monitoring schedule (monthly/semesterly) has been established to ensure follow-up actions are carried out. Regular Adiwiyata team meetings are always held to report on progress. As a form of motivation, the school's Adiwiyata activities are publicized. The results of evaluations and improvements are announced to the entire school community. Awards are given to classes or individuals who have contributed significantly to the improvements.

The sustainability of the Adiwiyata Program is highly dependent on the entire school community, so this publication provides an overview to the entire school community of the steps to be taken in the future. There will also be appreciation in the form of awards for students and classes who have contributed significantly and instilled a character of caring for the environment.

Conclusion

Based on the research results presented in the previous chapter, it can be concluded that MAN Purworejo implements the stages of Management, namely POAC (Planning, Organizing, Actuating, and Controlling). The stages carried out by MAN Purworejo begin with planning, which includes determining objectives, developing environmentally-friendly policies, implementing an environmentally-based curriculum, conducting participatory activities, managing environmentally-friendly support facilities, and fostering an environmentally-friendly culture. Next is organizing, where those responsible for each program are educators, school committee teaching staff, and students who are members of the Adiwiyata cadre as stated in the Decree. They are the Principal, Vice Principal/Adiwiyata Program Coordinator, subject teachers, students, cleaning staff, school committee, and parents.

In the next stage, namely implementation (actuating), it can be concluded that, in general, the implementation of Adiwiyata programs has been good. Students' environmental awareness has been instilled, as seen in their environmentally friendly culture, such as sorting waste, conserving water and electricity, using reusable tableware, and other sustainable environmental behaviors. Finally, there is supervision (controlling), where follow-up evaluation of the Adiwiyata School program is important so that the results achieved can be maintained and improved. The following are the follow-up steps taken by MAN Purworejo, namely analysis of evaluation results, preparation of improvement plans, strengthening of resources, renewal of policies and work programs, monitoring and evaluation, publication, and appreciation.

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