

## IMPLEMENTATION OF COMMUNITY-BASED ENVIRONMENTAL CARE CHARACTER IN ELEMENTARY SCHOOL STUDENTS

Ika Nur Indriyani<sup>1</sup>, \*Lisa Retnasari<sup>2</sup>, Beti Indah Sari<sup>3</sup>

Ahmad Dahlan University, Yogyakarta, Indonesia

E-mail: ([1ika1900005323@webmail.uad.ac.id](mailto:ika1900005323@webmail.uad.ac.id), [2lisa.retnasari@pgsd.uad.ac.id](mailto:lisa.retnasari@pgsd.uad.ac.id),  
[3betiindah@upi.edu](mailto:betiindah@upi.edu))

Corresponding author: [lisa.retnasari@pgsd.uad.ac.id](mailto:lisa.retnasari@pgsd.uad.ac.id)

Article Information:

Dikirim: (15 Sep 2023); Direvisi: (12 Jan 2024); Diterima: (7 Feb 2024)

Publish (30 Apr 2024)

**Abstract:** Keseimbangan lingkungan saat ini memerlukan solusi global dan nasional. Penelitian ini bertujuan untuk mengevaluasi implementasi karakter peduli lingkungan berbasis masyarakat di SD Negeri Umbulharjo 2, serta faktor-faktor pendukung dan penghambatnya. Penelitian ini menggunakan jenis penelitian deskriptif pendekatan kualitatif. Subjek penelitian ini terdiri dari kepala sekolah, orang tua, pendamping CFP, guru, dan peserta didik kelas VI A di SD Negeri Umbulharjo 2. Pengumpulan data pada penelitian dilakukan melalui observasi, wawancara, dan dokumentasi. Keabsahan data dalam penelitian ini menggunakan triangulasi sumber dan triangulasi teknik. Data kemudian dianalisis menggunakan model analisis data menurut Miles and Huberman yang meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi. Hasil penelitian ini menunjukkan bahwa implementasi karakter peduli lingkungan berbasis masyarakat pada peserta didik di SD Negeri Umbulharjo 2 diwujudkan melalui kolaborasi orang tua dan OISCA. Kolaborasi dilaksanakan melalui langkah-langkah implementasi penguatan pendidikan karakter berbasis masyarakat yang meliputi: 1) Identifikasi dan analisis kebutuhan sekolah; 2) Identifikasi partisipasi masyarakat; 3) membangun jejaring dan kolaborasi; 4) mendesain kegiatan penguatan pendidikan karakter; 5) Implementasi program; 6) Evaluasi program; dan 7) Menjaga keberlanjutan kolaborasi. Adapun faktor pendukung kegiatan kolaborasi yaitu tersedianya lahan yang luas, antusiasme warga sekolah, dan adanya dukungan dari pihak mitra kerja sama. Faktor penghambat meliputi inkonsistensi peserta didik dalam melaksanakan kepedulian lingkungan, tenaga untuk mengelola lahan, kesibukan orang tua, dan biaya tambahan. Implementasi karakter peduli lingkungan berbasis masyarakat di SD Negeri Umbulharjo 2 melalui kolaborasi antara orang tua, OISCA, dan sekolah, menyoroti pentingnya partisipasi aktif masyarakat dalam mengatasi kesenjangan lingkungan di tingkat lokal.

**Kata Kunci:** Karakter Peduli Lingkungan, Berbasis Masyarakat, Peserta Didik

**Abstract:** The current environmental equilibrium requires global and national solutions. This study aims to evaluate the implementation of community-based environmental character care in Umbulharjo State SD 2, as well as its supportive and inhibitory factors. This research uses a type of descriptive research qualitative approach. The research subjects consisted of the head of the school, parents, CFP accompanying, teachers, and students of class VI A at the Umbulharjo State SD 2. Data collection on the study was done through observations, interviews, and documentation. The validity of the data in this study uses source triangulation and triangulation techniques. The data is then analyzed using a data analysis model according to Miles and Huberman that includes data collection, data reduction, data presentation, and conclusion and verification. The results of this study show that the implementation of community-based environmental caring character in pupils in Umbulharjo State SD 2 was realized through the collaboration of parents and OISCA. Collaboration is carried out through community-based character-enhancing education implementation measures that include: 1) Identification and analysis of school needs; 2) Identifying

community participation; 3) building networks and collaboration; 4) designing character enhancement educational activities; 5) Program implementation; 6) Program evaluation; and 7) Maintaining the sustainability of collaboration. Factors supporting the collaboration include the availability of extensive land, the enthusiasm of school citizens, and the presence of support from partners. Implementation of community-based environmental caring character in Umbulharjo State SD 2 through collaboration between parents, OISCA, and schools, highlights the importance of active participation of the community in addressing environmental gaps at the local level.

**Key Words:** Environment Care Character, Community-Based, Student

## INTRODUCTION

Awareness of global environmental challenges, such as climate change and biodiversity loss, increasingly emphasizes the importance of environmentally caring character education from an early age, especially in Indonesia. A megadiverse country with an extraordinary diversity of ecosystems. Indonesia, with its geographical position at the confluence of continental tectonic plates such as the Eurasian, Australian, and Pacific plates, forms a Ring of Fire route which increases the potential for disaster in this region.(Paramita & Rahmadi, 2020). In DI Yogyakarta, Mount Merapi on the north side and the Indian Ocean on the south side add to the complexity of disaster threats. PODES 2021 data shows that landslides are the disaster that most frequently strikes villages/sub-districts in DI Yogyakarta, with Kulon Progo as the biggest affected area, followed by Bantul and Gunungkidul. Floods also occur frequently, especially in Kulon Progo and Gunungkidul. Apart from that, earthquakes and drought are also a threat, with Bantul being the district with the largest number of villages affected by earthquakes, followed by Gunungkidul and Kulon Progo.



Sumber: BPS Provinsi D.I. Yogyakarta, 2022

**Figure 1.** Data on Natural Disasters in DIY 2022 (Source BPS DIY)

Data collected by the Yogyakarta Special Region Central Statistics Agency shows that this environmental challenge requires active participation from all elements of society, including government, the private sector, civil society organizations, academics, and the general public, to achieve sustainable development and create prosperity for all.

The fact that the Piyungan Final Disposal Site (TPA) is closed, which causes people to throw rubbish carelessly on the side of the main roads in Yogyakarta, emphasizes the moral crisis related to environmental concerns. (Ami, 2023). This is a concern because it not only affects adults but also reaches students in schools who are affected by the surrounding environment.(Pertiwi et al., 2021). In this context, elementary school has an important role in forming positive attitudes and values towards the environment in children, because this period is the initial milestone in character formation.(Sutrisno et al., 2021).

This research will not only increase understanding of environmental education at the primary level but also provide a basis for improving educational policies and practices in the future to support environmental sustainability. The integration of the environmental pillar with the social pillar, especially in the context of quality education goals, is important to ensure that education in schools does not only emphasize academic aspects but also the development of individual character as a key element in determining the quality of human resources.(Mahardani & Basalamah, 2018).

Schools can play an active role in achieving sustainable development targets through character education, which is currently supported by the global citizenship education strategy(Isin & Turner, 2002). This strategy aims to build a foundation of societal moral values to handle various social problems or conflicts, including environmental issues that are currently of global concern.(Halimah & Fauziah Nurul, 2020). Thus, global citizenship education has a crucial role in providing a moral foundation for solving contemporary problems, especially in the context of environmental concerns.

Most students are unable to connect the theory of environmental awareness with practice, as many still throw rubbish carelessly. Challenges such as low awareness, lack of resources, and minimal active involvement are obstacles to environmental education in elementary schools(Hidayatussholihah, 2018). Children at the conventional moral stage tend to start thinking about many things and applying what they see and know in everyday life (M. Fajri, 2019). Positive habits are needed to instill environmental care values, and active support from the community is very important in

implementing this (Febriantina et al., 2021) (Malik et al., 2022).

Several previous studies have shown that collaboration in strengthening community-based character education has a positive impact on fostering values such as honesty, responsibility, and love of truth in students. Community involvement also helps in increasing awareness of students' social care attitudes through the religious, national defense, and aesthetic activities(Retnasari & Sumaryati, 2022) (Hutabarat & Sumantri, 2019). However, there is still little research that focuses on environmentally caring character in this context.

Several articles examining the role of religion and spirituality in overcoming environmental problems show that religion has an important role in instilling ethical and moral values to protect the environment. Various views of spiritualism from Hinduism, Buddhism, and Islam emphasize the importance of approaching God and increasing individual spirituality to overcome environmental problems(Yudha Pradheksa et al., 2023). Apart from that, the research also highlights resistance to environmental exploitation, such as the movement of indigenous women in opposing marble mining in East Nusa Tenggara(Parastasia, 2024), as well as ecological jihad efforts in managing natural resources in an environmentally friendly manner, emphasizing the need for green constitutionalization to provide natural rights and treat nature as a legal subject(Arifin et al., 2023).

Studies that examine the role of society in strengthening the environmentally caring character of elementary school children are still limited. Therefore, this article aims to complete the space in previous research. Community participation in supporting the

strengthening of character education is very important because schools cannot carry it out themselves (N. Fajri & Alfurqan, 2021). Umbulharjo 2 Public Elementary School in Sleman Regency, Yogyakarta, is in an area that is vulnerable to landslides and floods. Seeing these conditions, the Organization for Industrial, Spiritual and Cultural Advancement (OISCA) through the Children's Forest Program (CFP) collaborates with schools to increase children's environmental awareness from an early age. This school has won the Adiwiyata Award at the Sleman Regency level in 2022. The character of caring for the environment is implemented through the school's vision, mission, and goals as well as by utilizing supporting infrastructure. This research focuses on describing the implementation of community-based environmental care characters among students at SDN Umbulharjo 2 Sleman and the inhibiting and supporting factors.

## **METHOD**

This research uses a descriptive qualitative approach to describe the implementation of community-based environmental care character at Umbulharjo Public Elementary School (Moleong, 2021). This school was chosen because of its interest in exploring community-based environmental care character practices carried out at SDN Umbulharjo 2 Sleman. SDN Umbulharjo 2 Sleman is known for its CFP program involving parents and the NGO OISCA and has won the title of first place at Adiwiyata School at the Sleman Regency level in 2022. The sampling technique used purposive sampling (Sugiyono, 2021). Research subjects included the school principal, Mrs. Nunuk Kistyawati, M.Pd. as the person responsible for implementing the

environmental care character, class VI A teacher, Mrs. Sri Rahayu, S.Pd.SD, 5 parents, namely Mr. Sumari, Mrs. Sukirah, Mr. Hari, Mrs. Rukini, Mrs. Rahma Lestari, and 3 CFP companions from OISCA, namely Mrs. Nur Partiningsih, Mr. Egy, Mr. Adi, and 17 class VI A students at SDN Umbulharjo 2 Sleman for in-depth interviews. Data collection was carried out through observation, interviews, and documentation. Research instruments include the researcher himself, an interview grid, an observation grid, and a documentation grid. The validity of the data was tested through technical triangulation. Data analysis refers to the Miles and Huberman approach, including data reduction, data presentation, and conclusions.

## **RESULTS AND DISCUSSION**

Based on the objectives of the research carried out, the results and discussion regarding the implementation of community-based environmental care characteristics in elementary schools which were carried out at SD Negeri Umbulharjo 2 were obtained as follows.

### **Implementation of Community-Based Environmental Care Characters through Parental Collaboration**

Interview results from several respondents show that the environmentally caring character in schools is implemented in collaboration with parents through structured steps. According to first responders, it is important to adapt program measures to surrounding conditions, especially considering the environmental damage caused by illegal mining which can affect children's behavior. It is hoped that education will become a driving force in making character education a success so that all levels of society are aware of the

importance of soft skills that are built through character education.(Anggorowati et al., 2020). The stages carried out by this school are by opinions(Fernanda, 2018)that the mapping of school needs is based on the priority order of the problems faced. Therefore, collaboration with parents in strengthening a sense of environmental care in schools is considered crucial.

According to the second respondent, the next step is to involve the entire school community in determining cooperation partners. Deliberation becomes a habit in schools, with active participation from teachers, principals, and employees in determining partners' collective contributions(Pratiwi, 2018) (Jannah & Umam, 2021). Collaboration continues with active communication with partners, as described by several respondents. Group communication and socialization in schools are the main means, of involving all school members, especially through the group of guardians who are in charge of coordinating each class(Ferazona et al., 2022) (Kurniawan, 2017).

The implementation of the collaboration program produced a positive impact, as stated by one respondent. Children are involved in activities to bring plastic-free lunches, carry out community service work to care for the school environment, and plant plants.



**Figure 2.**Documentation of the Program for Bringing Provisions Without Single-Use Plastic Packaging

This image shows the implementation of the character of caring for the environment with a program to bring provisions without single-use plastic packaging. This program is implemented every day by bringing provisions to students using their drinking containers and bottles from home. To maximize this program, the school provides drinking water from refillable gallons which can be used by students. The school is also working on a zero-waste program by minimizing the use of plastic packaging in the school canteen by replacing it with banana leaves or oiled paper. Through the synergy of school residents and parents, the value of environmental concern in reducing plastic waste can be taught. This program has succeeded in generating positive attitudes towards the environment, such as saving electricity, disposing of waste according to its type, and planting plants(Ministry of the Environment, 2013).

Apart from raising environmentally caring attitudes, the collaboration program also shows a personal agreement orientation and an orientation towards consequences and order, as expressed by several respondents. This shows that collaboration with parents not only influences students' attitudes toward the environment but also leads to the formation of better character(Ramdan & Fauziah, 2019) (Muttaqin & Hariyadi, 2020). Kohlberg's theory of moral development(Purba, 2022)explains that upper-class students are at the level of conventional moral development stage IV, namely the consequence and order orientation stage.

The collaboration program is then evaluated periodically to ensure its effectiveness, as stated by one respondent. Broad community involvement can be used to identify and obtain support regarding the values to be taught (Lickona, 2016: 581).

Evaluations are carried out regularly by teachers and parents, taking into account the condition of the school and the surrounding situation (Hendarman et al., 2017). Strengthening the role of parents is very important, especially in forming character (Apriliyanti et al., 2021). The role of parents includes being educators, facilitators, supervisors, companions, motivators, and good role models (Prabowo, Fakhruddin, and Rohman, 2020).

The final stage of this process is the formal preparation of collaboration through cooperation agreements with NGOs and parents, which is realized through committee meetings, guardian meetings, and special meetings. Schools need to have a comprehensive understanding of the needs and conditions of the surrounding environment and collaborate with parents as partners in this effort. Apart from that, it is also important to build strong networks and collaborations, design activities on the results of socialization, implement programs in a structured manner, and regularly evaluate and explain collaborations officially. (Andhika, 2021). This partnership must be built continuously through intensive communication between both parties (Astiti, 2021). Thus, it is hoped that character education can become a driving force in maintaining environmental sustainability, by involving all levels of society in joint efforts.

### **Implementation of Community-Based Environmental Care Character through OISCA Collaboration**

The first stage in planning collaboration with OISCA begins with an analysis of school needs, including school land use and environmental concerns. This stage is carried out by mapping the school's needs and concerns regarding damage to the surrounding environment due to illegal

mining. Furthermore, schools seek participation from partners who are in line with their vision and mission to work together. Based on these findings, the school opened itself to external parties to realize its vision and mission. The main person responsible for PPK programs and activities in the school environment is the school principal (Hendarman et al., 2017).

In the next stage, OISCA explains itself and its program to schools, which is then followed up by the school by selecting an appropriate program as a basis for initial thinking. Schools ask OISCA to accompany environmental awareness activities with their vision and mission. The OISCA program is the Children Forest Program (CFP). This activity includes planting environmentally friendly trees and financing from OISCA. Collaboration between schools and OISCA is built through collaboration with related parties by their respective vision and mission. Two-way communication is established to ensure compatibility between the programs offered by OISCA and school needs. Establishing communication and collaboration between parties is the key to success in the process of cultivating character education (Kurniawati et al., 2022).





**Figure 3.** Tree Planting Documentation via CFP

After that, program implementation was carried out, including tree planting, fertilization, and plant care activities in the school environment.



**Figure 4.** Plant Care in School Gardens

These programs help students practice environmental awareness daily. The school environment or social environment is a place where students learn more realistically, so they get more meaningful direct experience(Choiri, 2017).

Administrative requirements and collective agreements are regulated through an MOU. The school proposes OISCA and agrees to the conditions proposed by OISCA to implement an environmental education program. An agreement through an MOU is very necessary as a written cooperation agreement between the school and the cooperation partner so that there are no misunderstandings and mutual benefits between both parties.(Karindasari & Roesminingsih, 2021). Partner support is realized through an MOU which includes physical support such as personnel, infrastructure costs, and other related needs. Apart from that, non-physical support is realized through program support related to ideas and input.

Program evaluations are carried out periodically by schools and OISCA, by monitoring target achievement according to predetermined indicators. This ensures that the program runs as planned and provides the expected benefits for students and the

surrounding environment(Retnasari & Sumaryati, 2022). External evaluation by OISCA is carried out by analyzing target achievement based on predetermined indicators. One indicator of the achievement of the Children Forest Program (CFP) is the ability of students to apply environmental care values in everyday life, which is at least done in the school environment. Apart from that, the evaluation also includes the number of programs that have been implemented according to the agreement with the school. OISCA also carries out monitoring and evaluation (money) from the center for partner schools. The implementation of monitoring and evaluation is carried out through a coordination group which is then conveyed by the teacher in charge of the program to the school by making a visit appointment.

Next, the final stage in collaboration is maintaining the sustainability of the program by providing appreciation and publicizing activities.



**Figure 5.** CFP Program on School Instagram

Documentation of CFP activities involving students is recorded via photos or videos and uploaded to the school's official Instagram account or CFP companion Instagram. Publications can also be made on the OISCA International website based

on the theme of the activity. The use of social media as a tool to publish documentation of activities not only shows school accountability but also functions as school promotion (Jummilus & Ningrum, 2022). To maintain the sustainability of collaboration, schools, and collaboration partners need to give each other appreciation for the achievements that have been realized. Apart from that, establishing communication between both parties and complying with OISCA regulations is also important to maintain understanding and support new ideas that emerge.

Apart from implementation, this research also identified factors that were obstacles and supporters in implementing community-based environmental care characters among students at SD Negeri Umbulharjo 2.

### **Inhibiting and Supporting Factors for Implementing Community-Based Environmental Care Characters among Students**

There were several inhibiting factors described by respondents. One of them is the lack of consistency of students in implementing environmental awareness, which is reflected in the statement that students sometimes comply with regulations related to environmental awareness, but sometimes they do not. In some cases, there are still students who forget to dispose of rubbish properly and care for the environment according to the specified schedule, so they need reminders from teachers or classmates. This is consistent with research by (Saraswati et al., 2023) which states that some students still lack awareness of the importance of caring for the environment and tend to throw rubbish carelessly. Apart from that, limited manpower to manage the school's large land area is also a significant obstacle.

Respondents stated that such large areas of land require sufficient manpower to maintain them, but this is not always available. Community participation is important for the success and sustainability of the program (Wastiti et al., 2021). Another inhibiting factor is that parents are busy, even though they support environmental awareness programs at school. Parents' involvement in school activities is limited by their busy lives outside, so their contribution cannot reach 100% (Yanti & Munawar, 2022). Lastly, the additional costs required when the collaboration program faces obstacles, such as during the dry season which requires extra care for plants, is also an inhibiting factor. This is consistent with the fact that inhibiting factors include the lack of budget funds or costs needed to improve the program (Fauziah & Hidayah, 2020).

The supporting factors include the availability of large land. This is in line with (Afriatmei et al., 2023) that empty land can be used to carry out character education projects. The school's use of land is for planting coffee trees, fruit, vegetables, and TOGA, as well as for practicing caring for plants. The enthusiasm of the school community is realized by working together to implement collaborative programs. This is in line with (Sukmawati et al., 2023) that the cooperation of school principals, teachers, and students can be a supporting factor in implementing environmentally caring character education. Apart from that, collaborative partners can also become friends for consultation who support schools in developing new ideas. Support provided through collaboration must follow the main principles of education where the activities designed and implemented must be by educational needs and objectives (Efendi & Hernawan, 2023). This is in line with the fact that good relations



between schools and the community are supporting factors for environmental awareness (Sukmawati et al., 2023). Through collaboration, all school members can also learn together and be involved in managing environmental concerns.

## CONCLUSION

Applying community-based environmental care characters to elementary school students, especially at SD Negeri Umbulharjo 2, shows a real and positive impact. Steps involving the identification of school needs, community participation, and collaboration with OISCA have succeeded in building a strong network between schools, parents, and the surrounding community. Through the design of activities that involve the community as a learning resource, character education that cares about the environment has been strengthened and environmental values have been successfully internalized. Students can also learn directly from real experience in protecting the environment, which forms a strong and sustainable caring attitude. This innovative approach not only creates a relevant learning environment for students but also demonstrates success in leveraging local resources to create positive change in education. However, the limitations of this research are local with a limited population. This research shows the importance of further research involving a wider population to generalize the findings and evaluate the sustainability of the positive impact of implementing community-based environmental care characteristics in various school contexts.

## REFERENCES

- Afriatmei, F., Makki, M., & Jiwandono, I. S. (2023). Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila Pada Tema Kearifan Lokal di Sekolah Dasar. *Jurnal Educatio*, 9(3), 1286–1292.
- Ami, D. (2023, August 4). *Jogja Darurat Sampah! Pemandangan Sampah Berserakan Menghiasi Sudut Jalan Kota*.
- Andhika, M. R. (2021). Peran Orang Tua Sebagai Sumber Pendidikan Karakter Bagi Anak Usia Dini. *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 73. <https://doi.org/10.47498/tadib.v13i01.466>
- Anggorowati, E. L., Shinta, A. A. M., Nafi'ah, E. R., & Lathif, S. (2020). Peran Pendidikan Karakter Sebagai Wujud Pendidikan Berkualitas Sesuai Dengan Tujuan Sustainable Development Goals (SDGs). *Prosiding Seminar Nasional Pendidikan Biologi V 2019*, 354–361.
- Apriliyanti, F., Hanurawan, F., & Sobri, A. Y. (2021). Keterlibatan Orang Tua dalam Penerapan Nilai-nilai Luhur Pendidikan Karakter Ki Hadjar Dewantara. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(1), 1–8. <https://doi.org/10.31004/obsesi.v6i1.595>
- Arifin, S., Kholish, Moh. A., Ma'Ali, A., & Mushoffa, I. (2023). Jihad Ekologis Kaum Bersarung Melawan Eksploitasi Tambang Emas di Banyuwangi sebagai Penguatan Green Constitution. *Peradaban Journal of Religion and Society*, 2(1), 105–121.
- Astiti, N. M. (2021). Meningkatkan Prestasi Sekolah Melalui. *Indonesian Journal of Education Development*, 1(2), 674–682. <https://doi.org/10.5281/zenodo.4562018>
- Choiri, Moh. M. (2017). Upaya Pemanfaatan Lingkungan Sekitar Sebagai Sumber Belajar Anak. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 8(1). <https://doi.org/10.24176/re.v8i1.1793>
- Efendi, P. M., & Hernawan, A. H. (2023). Mengoptimalkan Peran Pihak Eksternal melalui Jalanan Kemitraan di

- SD Negeri Jalancagak. *Jurnal EDUPENA*, 4(1), 18–32.
- Fajri, M. (2019). *Pengembangan Moral Dan Karakter Di Sekolah Dasar*. Guepedia Publisher.
- Fajri, N., & Alfurqan, A. (2021). Pelaksanaan Penguatan Pendidikan Karakter Berbasis Masyarakat di Sekolah Dasar. *Edukais: Jurnal Pemikiran Keislaman*, 5(2), 84–92. <https://doi.org/10.36835/edukais.2021.5.2.84-92>
- Fauziah, K. T., & Hidayah, N. (2020). Implementasi Penanaman Nilai Karakter Peduli Lingkungan Pada Siswa Di SD Unggulan Aisyiyah Bantul Yogyakarta. *Fundamental Pendidikan Dasar*, 3(1), 22–32.
- Febriantina, S., Anggrayni, D. R., Aprilia, L., & Ukhfiya, S. (2021). Implementasi Pendidikan Karakter Pada Siswa Sekolah Dasar. *JPPD: Jurnal Pedagogik Pendidikan Dasar*, 8(1), 16–26.
- Ferazona, S., Suryanti, S., & Rosiyah, M. M. (2022). Sosialisasi Pentingnya Penghijauan Sekolah di SDN 004 Sekeladi Hilir Kecamatan Rokan Hilir. *DEDIKASI: Jurnal Pengabdian Masyarakat*, 4(2), 144. <https://doi.org/10.32332/d.v4i2.5637>
- Fernanda, N. (2018). *Buku Panduan Praktis Implementasi Penguatan Pendidikan Karakter (PPK) Berbasis Masyarakat*. Pusat Analisis dan Sinkronisasi Kebijakan (PASKA).
- Halimah, L., & Fauziah Nurul, S. (2020). Refleksi terhadap kewarganegaraan ekologis dan tanggung jawab warga negara melalui program ecovillage. *Jurnal Civics: Media Kajian Kewarganegaraan*, 17(2), 142–152. <https://doi.org/10.21831/jc>
- Hendarman, Saryono, D., Supriyono, & Kamdi, W. (2017). *Konsep dan Pedoman: Penguatan Pendidikan Karakter*. Kementerian Pendidikan dan Kebudayaan.
- Hidayatussholihah. (2018). Aplikasi Pendidikan Lingkungan Hidup Bagi Anak Tingkat Sekolah Dasar Dalam Membentuk Kepedulian Anak Terhadap Lingkungan. *Islamic Review: Jurnal Riset Dan Kajian Keislaman*, VII(2), 174–190.
- Hutabarat, P. K., & Sumantri, E. (2019). Implementasi Penguatan Pendidikan Karakter Masyarakat dalam Meningkatkan Kesadaran Sikap Peduli Sosial Peserta Didik (Studi Kasus di SMA Kartika XIX-12 Bandung). *Artikel Prosiding Seminar Nasional*, 157–170.
- Inin, E. F., & Turner, B. S. (2002). *Handbook Of Citizenship Studies*.
- Jannah, N., & Umam, K. (2021). Peran Orang Tua dalam Pendidikan Karakter Berbasis Keluarga di Masa Pandemi Covid-19. *FALASIFA: Jurnal Studi Keislaman*, 12(1), 95–115. <https://doi.org/10.36835/falasifa.v12i1.460>
- Jummilus, J., & Ningrum, D. S. (2022). Instagram Sebagai Media Sosialisasi Program Unggulan Dan Kegiatan Di Sman 1 Pulau Punjung. *Benchmarking: Jurnal Manajemen Pendidikan Islam*, 6(1), 55–66. <http://jurnal.uinsu.ac.id/index.php/benchmarking>
- Karindasari, D. N., & Roesminingsih, E. (2021). Strategi Kepala Sekolah Dalam Menjalin Kerjasama DU/DI Di SMK. *Jurnal Inspirasi Manajemen Pendidikan*, 9(1), 110–122.
- Kementerian Lingkungan Hidup. (2013). *Perilaku Masyarakat Peduli Lingkungan (Survei KLH 2012)*. Penerbit Kementerian Lingkungan Hidup Republik Indonesia.
- Kurniawan, S. (2017). *Pendidikan Karakter*. Ar-Ruzz Media.
- Kurniawati, R., Amalia, A. R., & Khaleda N, I. (2022). Implementasi Penguatan Pendidikan Karakter (PPK) melalui Budaya Kelas di Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8304–8313. <https://doi.org/10.31004/basicedu.v6i5.3719>
- Mahardani, A., & Basalamah, M. (2018). Membangun Sumber Daya Manusia Berkarakter Melalui Metode Pendidikan Karakter. *JU-Ke (Jurnal Ketahanan Pangan)*, 2(1), 106–116.

- Malik, R., Misliya, & Rosmiati, E. (2022). Penguatan Pendidikan Karakter Peduli Lingkungan Kepada Peserta Didik Padasatuan Pendidikanman 3 Biringkanaya Makassar. *JSSA, Journal of Smart Society ADPERTIS*, 1(1), 44–54.
- Moleong, L. J. (2021). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Muttaqin, M. F., & Hariyadi, S. (2020). Implementasi Penguatan Pendidikan Karakter Berbasis Lingkungan Masyarakat Pada Sekolah Dasar. 03(April), 1–7.
- Paramita, S., & Rahmadi, A. (2020). *TROPICAL STUDIES* (S. Paramita & A. Rahmadi, Eds.; 1st ed.). IPB Press. [www.ipbpress.com](http://www.ipbpress.com)
- Parastasia, C. (2024). Ekofeminisme Spiritualis pada Gerakan Perempuan Adat dalam Menolak Tambang Marmer di Mollo, Nusa Tenggara Timur. *PERADABAN JOURNAL OF RELIGION AND SOCIETY*, 3(1). <https://doi.org/10.59001/pjrs>
- Pertiwi, A. D., Nurfatimah, S. A., Dewi, D. A., & Furnamasari, Y. F. (2021). Implementasi Nilai Pendidikan Karakter Dalam Mata Pelajaran PKn di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 4331–4340. <https://doi.org/10.31004/basicedu.v5i5.1565>
- Prabowo, S. H., Fakhruddin, A., & Rohman, M. (2020). Peran Orang Tua Dalam Pembentukan Karakter Anak Di Masa Pandemi Covid-19 Perspektif Pendidikan Islam *Pendidikan Islam*, 11(2), 191–207.
- Pratiwi, N. K. S. (2018). Pentingnya Peran Orang Tua Dalam Pendidikan Karakter Anak Usia Sekolah Dasar. *Adi Widya: Jurnal Pendidikan Dasar*, 3(1), 83–91.
- Purba, R. T. (2022). Perkembangan Moral Menurut Kohlberg Dan Implementasinya Dalam Perspektif Kristen Terhadap Pendidikan Moral Anak Di Sekolah Dasar. *Aletheia Christian Educators Journal*, 3(1), 11–20. <https://doi.org/10.9744/aletheia.3.1.11-20>
- Ramdan, A. Y., & Fauziah, P. Y. (2019). Peran orang tua dan guru dalam mengembangkan nilai-nilai karakter anak usia sekolah dasar. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 9(2), 100. <https://doi.org/10.25273/pe.v9i2.4501>
- Retnasari, L., & Sumaryati, S. (2022). Strategi Pendidikan Karakter Integritas Berbasis Masyarakat di Satuan Pendidikan Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 53–62. <https://doi.org/10.31004/edukatif.v4i1.1739>
- Saraswati, D., Reffiane, F., Subekti, E. E., & Handayani, N. S. (2023). Analisis Penanaman Karakter Peduli Lingkungan Pada Kegiatan Gotong Royong Peserta Didik Kelas IV SD Negeri Muktiharjo Kidul 03 Semarang. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 09, 4266–4278.
- Sugiyono. (2021). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D, dan Penelitian Pendidikan)* (3rd ed.). ALFABETA.
- Sukmawati, S., Arwansyah, A., Ahmar, D. S., Azzajjad, M. F., & Patmasari, A. (2023). Sosialisasi Pendidikan Karakter Melalui Penanaman Sikap Peduli Lingkungan Siswa di SMP Negeri 3 Sindue Tobata. *Panrannuangku Jurnal Pendabdian Masyarakat*, 3(2), 60–67.
- Sutrisno, S., Sapriya, S., komalasari, kokom, & Rahmat, R. (2021). Pendidikan Kewarganegaraan Global Sebagai Resolusi Konflik Sosial. *Jurnal Pancasila Dan Kewarganegaraan*, 6(2), 43–54. <https://doi.org/10.24269/jpk.v6.n2.2021.pp43-54>
- Wastiti, A., Purnaweni, H., & Rahman, A. Z. (2021). Faktor Pendorong dan Penghambat Partisipasi Masyarakat dalam Program Kota Tanpa Kumuh (KOTAKU) di Kelurahan Rejomulyo Kecamatan Semarang Timur Kota

- Semarang. *Journal Of Public Policy And Management Review*, 10(4).
- Yanti, E., & Munawar. (2022). Pelibatan Orang Tua dalam Implementasi Kurikulum Merdeka di Lembaga Taman Kanak-Kanak (Studi Kasus Memasak Bubur Asyura Di TKAshabul Yamin). *Prosiding Seminar Nasional Bangkitkan Pendidikan, Teknologi, Dan Kesehatan Lebih Cepat, Untuk Indonesia Lebih Kuat*, 50–66.
- Yudha Pradhaksa, P., Hazyimara, K., Haryadi, D., & Samsudin, A. (2023). Environmental Ethics in the Spiritual Perspective of Hinduism, Buddhism, and Islam: Aligning Roles and Finding Intersecting Paths. *PERADABAN JOURNAL OF RELIGION AND SOCIETY*, 2(2).  
<https://doi.org/10.59001/pjrs>