

The Role of the Adiwiyata Program in Fostering Environmental Awareness at MI Muhammadiyah Ajibarang Kulon

Tri Utami Suliyana Faizal^{1*}, Donny Khoirul Azis^{2*}

UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto, Indonesia

* Corresponding Author: trutamisuliyanaifaizal@gmail.com

ARTICLE INFO

Article history

Received : August 30, 2025

Accepted : September 19, 2025

Published : October 10, 2025

Keywords

Adiwiyata Program;

Environmentally conscious attitude;

Madrasah Ibtidaiya;

ABSTRACT

The Adiwiyata Program is an environmental education strategy that aims to foster a culture of environmental awareness in schools through habit formation, school community participation, and the integration of ecological values into learning. This study explores the role of the Adiwiyata Program at MI Muhammadiyah Ajibarang Kulon using a descriptive qualitative approach through interviews, observations, and documentation. The results show that the program is implemented through Clean Friday activities, tree planting, waste management, healthy eating habits, plastic reduction, and the integration of environmental education into learning. Students' environmental awareness is evident in their habits of maintaining cleanliness, sorting waste, caring for plants, and conserving energy. This program is supported by the principal, teachers, committee, and parents, but there are still obstacles in the form of limited facilities and inconsistent student behavior. This study provides an overview of the role of the Adiwiyata Program in shaping environmentally conscious character and its contribution to the development of environment-based character education.

This is an open-access article under the [CC-BY-SA](#) license.



1. Introduction

The environment is an important asset for the survival of all living things on earth. As a place of residence and provider of natural resources, the environment has an irreplaceable role (Purnomo et al., 2025; Rizal et al., 2020). Among all living creatures, humans have the greatest responsibility in protecting and managing the environment, because humans have the ability to think, innovate, and make decisions that have a direct impact on nature (Hanif, Muna, et al., 2025). Unfortunately, in practice, there are still many human activities that actually destroy the balance of nature, such as pollution, deforestation, excessive exploitation of resources, and a consumptive lifestyle that produces large amounts of waste. These conditions have triggered various serious problems, ranging from global climate change and global warming to a decline in air and water quality (Hanif, 2025). The 2025 National Environmental Quality Index (IKLH) data shows a decline in the quality of air, water, and land cover (Hanif, Qudsiyyah, et al., 2025a).

According to the Ministry of Environment and Forestry (KLHK), air pollution in

urban areas has reached levels that are hazardous to health, while damage to aquatic ecosystems and deforestation continue to increase year on year. This phenomenon reflects that public awareness and concern for the environment is still relatively low (Hanif, Muna, et al., 2025). Therefore, fostering an attitude of caring for the environment is an urgent need, especially starting from an early age, in order to create a generation that is aware of and responsible for environmental sustainability (Purnomo et al., 2025).

In this case, education plays a strategic role in shaping environmentally conscious character (Desti & Zulfadewina, 2023). Schools are not only tasked with producing students who excel academically, but also with instilling character values, including concern for the environment (Baiah & Fadiana, 2024). One concrete manifestation of these efforts is the Adiwiyata School Program, a program launched by the Ministry of Environment and Forestry with the aim of creating schools that care about and are environmentally conscious (Subur, 2022). The Adiwiyata Program encourages the integration of environmental awareness values into the curriculum, the habit of environmentally friendly behavior, and the management of clean and green school facilities.

Through activities such as waste management, reforestation, water conservation, and reducing plastic use, students are encouraged to internalize environmental values in concrete ways. According to Firman, environmental awareness is a form of individual consciousness and responsibility in preventing environmental damage and striving to repair damage that has already occurred. This attitude is not just knowledge, but habits and daily behaviors that are consistently instilled (Narut & Nardi, 2019). In the context of Islamic education, Madrasah Ibtidaiyah (MI) has a strategic role in instilling environmental awareness values in students. Islam itself emphasizes the importance of maintaining cleanliness and preserving nature (Hanif & Masngud, 2025; Ridhwan & Wardhana, 2019). The concept of khalifah fil ardh (leader on earth) emphasizes that humans have a responsibility to care for the earth as a trust from Allah SWT (Izadi & Hanif, 2025).

MI Muhammadiyah Ajibarang Kulon is one of the Islamic-based elementary schools that has implemented the Adiwiyata Program. This program has been running for approximately two years and has had a positive impact on the mindset and behavior of the school community in protecting the environment. The implementation of the program is manifested in various activities, such as waste management, reforestation, energy conservation, healthy eating habits, reducing plastic use, and integrating environmental values into learning. Based on interviews conducted in March 2025 with the principal, teachers, students, and parents, it was found that the program has received full support from all members of the school community. The principal actively facilitates environmental programs, teachers integrate environmental values into their teaching, students are directly involved in conservation activities, and parents provide both moral and material support. The active participation of the entire school community is also reflected in the application of the 5R principle (Reduce, Reuse, Recycle, Replace, and Replant) at the school, which is able to instill an environmentally conscious character through the

active involvement of the entire school community. This habit becomes a contextual environmental education medium because it involves students' direct experience in maintaining the cleanliness and sustainability of the school environment (Meiwinda et al., 2024).

Student involvement in environmental protection is not limited to physical activities, but also includes a growing awareness of the importance of maintaining environmental cleanliness and sustainability as part of moral and religious values. Teachers' exemplary behavior, parental support, and consistent school policies further strengthen the formation of an environmentally conscious culture. Thanks to these efforts, MI Muhammadiyah Ajibarang Kulon won the Adiwiyata School award at the Banyumas Regency level. This achievement is clear evidence that the school has been able to build a sustainable environmental culture. However, despite this, the implementation of the Adiwiyata Program at this school still faces several obstacles, such as limited land for greening, some students who are not yet consistent, and the lack of energy-saving behavior among students.

Based on this description, this study was conducted to examine the role of the Adiwiyata Program in fostering environmental awareness among students at MI Muhammadiyah Ajibarang Kulon. This study used a descriptive qualitative approach to explore in depth how this program is implemented, the roles it plays, and its impact on character building among students. This study is expected to contribute to the strengthening of environmental education and character education based on Islamic values, as well as serve as a reference for other schools in optimizing the implementation of the Adiwiyata Program.

2. Method

This study uses a descriptive qualitative approach to gain an in-depth understanding of the role of the Adiwiyata Program in fostering environmental awareness among students at MI Muhammadiyah Ajibarang Kulon (Hanif, Qudsiyyah, et al., 2025b). This approach was chosen because it is able to describe phenomena realistically based on field conditions without manipulation, focusing on words, narratives, and observed behavior (Arlini & Hanif, 2025). The research subjects included the principal, classroom teachers, the school committee, students, and parents, while the research object was the implementation of the Adiwiyata Program at the school (Suparyo & Hanif, 2025). Data was collected through interviews, observations, and documentation, providing a comprehensive picture of the program's implementation, the support of the school community, and the obstacles encountered (Wiharti & Hanif, 2025).

Data analysis was conducted using Miles and Huberman's interactive model, which consists of three stages: data reduction, data presentation, and conclusion drawing (Miles et al., 2014). Reduction was carried out by selecting and focusing on relevant data, which was then presented in the form of descriptive narratives to facilitate understanding. Finally, conclusions were drawn by linking the findings in the field with theory and previous research (Sugiyono, 2020). Data validity is maintained through triangulation of sources and methods so that the research

results are credible and accountable (Utari et al., 2024).

3. Literature Review

The exercise of one's rights and obligations according to their social status. According to Ulfatun, quoting Soerjono Soekanto, role is a dynamic aspect of status, which means that when a person carries out their obligations according to their social position, they are playing a role in the social system (Ulfatun U., 2022). In the context of education, the role of students is not merely to receive knowledge, but also to become agents of change, including in shaping a caring character through active involvement in school activities. Thus, understanding the role of students is the basis for seeing their real contribution to environmental education programs.

The Adiwiyata Program is an initiative of the Ministry of Environment and Forestry that aims to create schools that care about and are environmentally conscious. This program emphasizes two main principles, namely participation and sustainability. Participation means that the entire school community is actively involved, from planning to evaluation, while sustainability means that the program is carried out consistently. According to Subur (2022), the implementation of the Adiwiyata Mandiri Program in schools is not merely a symbol or label, but is realized through concrete activities coordinated by environmental cadres. These activities include planting greenery, processing organic and inorganic waste, conserving water and electricity, and strengthening faith and piety integrated with environmental awareness values. The role of this program contributes directly to shaping students' environmental awareness through contextual learning experiences.

The Adiwiyata Program is designed to bring about social transformation in the school environment, making schools effective educational spaces for instilling values of sustainability while fostering a sense of ecological responsibility among students. The program's approach emphasizes the active participation of all stakeholders, harmonious collaboration, and consistency in implementation, thereby building a strong and sustainable environmental culture (Desy Utari, Muhammad Win Afgani, 2025).

The success of the Adiwiyata Program is influenced by several supporting factors, including visionary leadership from school principals, teachers' enthusiasm for integrating environmental values into learning, and active student participation through various environmental activities. A collaborative work culture among madrasah members and the support of the school's physical environment in the form of open land for greening are also important strengths. However, this program still faces obstacles in the form of the absence of formal written policies, limited teacher training, minimal budgets, low involvement of parents and the community, and weak internal monitoring and evaluation (Setyanti et al., 2025).

Environmental awareness is understood as awareness, emotional concern, and concrete behavior in preserving nature (Hanif & Barokah, 2025). Environmental awareness consists of cognitive (knowledge and awareness), affective (emotional concern), and conative (concrete behavior) aspects. In the context of madrasah

ibtidaiyah, this attitude can be manifested through simple behaviors such as disposing of trash in its place, caring for plants, conserving water and electricity, and actively participating in school environmental activities. This attitude reflects individual responsibility as well as the habit of character values from an early age (Wiharti & Hanif, 2025). Environmental awareness consists of three main components, namely cognition (awareness and knowledge), affect (feelings and emotional concern), and conation (the tendency to act or actual behavior in protecting the environment) (Qodriyanti et al., 2022).

Research also shows that integrating ecological values into learning through the Adiwiyata program can increase students' awareness and concern holistically, covering cognitive, affective, and conative aspects. Fun environmental activities that are relevant to everyday life are effective in shaping a sustainable attitude of caring for the environment from an early age.

This is in line with the research conducted by Widianingrum in her thesis "Environmental Awareness Attitudes of Students in Adiwiyata and Non-Adiwiyata Schools in South Tangerang City" using a descriptive survey method to compare students' environmental awareness attitudes quantitatively. The relevance of this research lies in its similar focus, namely the environmental awareness attitudes of students. However, this study differs in that it uses a qualitative approach to explore in depth the role of the Adiwiyata Program at MI Muhammadiyah Ajibarang Kulon, including the internalization of religious values that are characteristic of Madrasah Ibtidaiyah (Widianingrum, 2021).

Meanwhile, research by Siti Nur Jayanti and Mar'atus Sholihah in the journal "Adiwiyata Program as Character Development for Environmental Care for Madrasah Ibtidaiyah Students" shows that the implementation of Adiwiyata at MI Assunniyyah 45 Paseban is able to shape a character that cares for the environment through the habit of loving the environment, cleanliness activities, greening, and waste management. These findings emphasize the importance of the involvement of the entire school community in shaping environmentally conscious character. The difference is that Jayanti and Sholihah's research emphasizes the process of implementing the program, while this research focuses more on the role of Adiwiyata in fostering a comprehensive attitude of environmental awareness among students (Jayanti, 2024).

The literature review above shows that many previous studies have confirmed the effectiveness of the Adiwiyata Program in shaping students' environmental awareness, both in public schools and madrasahs. Widianingrum emphasizes the difference in environmental awareness between Adiwiyata and non-Adiwiyata schools, while Luthfia Rahma's research shows a significant difference in environmental awareness based on school type. Kiki Amelia Istiqomah's research focuses on the implementation stages of the program in public elementary schools, while Musyaffa emphasizes the need to integrate Islamic values into the Adiwiyata program in junior high schools. On the other hand, a study conducted by Jayanti and Sholihah shows that environmental awareness in madrasah ibtidaiyah students can be shaped through the Adiwiyata program.

However, most previous studies still emphasize quantitative comparisons between schools or general descriptions of program implementation. Only a few studies have examined in depth (qualitatively) how students interpret and internalize their roles in the Adiwiyata Program, particularly in Islamic-based Madrasah Ibtidaiyah environments. This is where the research gap lies, which this study aims to fill.

Thus, it can be concluded that previous studies have proven the effectiveness of the Adiwiyata Program in shaping students' environmental awareness, but most of them still emphasize the general implementation of the program or quantitative comparisons between schools. This study is different because it focuses on the role of the Adiwiyata Program in fostering environmental awareness at MI Muhammadiyah Ajibarang Kulon using a qualitative approach. This is important in order to explore students' understanding of the program, the process of internalizing environmental awareness values, and the integration of Islamic values into their daily lives. Thus, this study is expected to contribute new insights into the development of character-based environmental education and religious values in madrasah ibtidaiyah.

4. Results

Data on and Discussion environmental awareness at MI Muhammadiyah Ajibarang Kulon was obtained through interviews with the principal, teachers, students, parents, and school committee, as well as observation of activities and documentation. The results of the study show that this program not only has an impact on the physical cleanliness of the school, but also instills a culture of environmental awareness in students on an ongoing basis.

The Adiwiyata program is implemented through various routine activities and habits. Morning assemblies, Clean Fridays, class duty, and greening activities are the main means of instilling environmental discipline (Wiharti & Hanif, 2025). During assemblies, teachers and principals convey messages about maintaining cleanliness and discipline, while educational posters on the walls reinforce the visual message (Arlini & Hanif, 2025). Through routine activities such as Clean Friday, Healthy Friday, and Sharing Friday, students are trained to work together, be responsible, and care for the cleanliness of the school (Saifullah & Hanif, 2024). Teachers also play an important role as role models in guiding students so that the habit of maintaining cleanliness is not just an obligation, but becomes a school culture (Christanti & Hanif, 2024). The results of this study reinforce the relevance that environmental programs, including Adiwiyata, are effective in fostering an attitude of caring for the environment from an early age (Jelita & Adri, 2024).

In addition, the school promotes healthy eating habits without plastic and environmentally friendly canteen management. Students are encouraged to bring their own food containers and tumblers to reduce single-use plastic waste. The school cafeteria provides nutritious food without harmful packaging. This not only has an impact on the environment but also shapes students' healthy lifestyles. This simple habit proves that environmental education can be carried out through daily

activities (Warni et al., 2022; Wiharti & Hanif, 2025).

Greenhouse melon cultivation is one of the flagship activities. Students are directly involved in plant care, from watering to monitoring growth. This experience-based activity teaches them discipline, cooperation, and responsibility. The students' enthusiasm shows that practical environmental education is more effective in shaping an environmentally conscious character than mere theory (Gampu et al., 2022).

Students' concern for the environment is clearly evident in their daily lives. They are accustomed to keeping their classrooms clean, bringing tumblers, sorting organic and inorganic waste, and conserving water. Although there are still obstacles to conserving electricity, teachers and principals continue to remind students to form these habits. Students have also begun to internalize these habits outside of school, such as washing their own dishes, reminding their families to conserve water, and caring for plants at home. This is in line with the opinion that environmental education will be more effective if it is integrated into routine school activities, so that students learn through real habits that are practiced every day (Noverita et al., 2022).

Support from teachers, principals, and committees is a key factor in the program's success. Principals serve as role models and leaders, teachers as mentors and guides, while school committees provide support through facilitating activities, training, and motivation to achieve Adiwiyata awards. The role of parents also contributes, although it is still limited. They acknowledge that this program has a positive impact on the character of children at home (Bayu Widiyanto & Nurfaizah, 2023).

However, the study also found obstacles. There are still some students who are inconsistent in maintaining cleanliness without supervision. School facilities such as trash bins are sometimes limited or damaged, and school greening has decreased due to construction. Nevertheless, these obstacles can be minimized through routine habits, reminders from teachers, and better facility support.

Overall, the results of the study show that the Adiwiyata Program plays a significant role in shaping an environmentally conscious culture at MI Muhammadiyah Ajibarang Kulon. Through habit formation, environment-based activities, support from teachers and principals, and the involvement of committees and parents, students have successfully demonstrated consistent environmental awareness. These values are not only evident at school, but also begin to carry over into the family environment. Thus, this program has proven to be a strategic means of fostering a generation that is aware, caring, and responsible for environmental sustainability.

5. Conclusion

This study shows that the Adiwiyata Program plays an important role in fostering environmental awareness at MI Muhammadiyah Ajibarang Kulon. The program is implemented through various routine activities and habits, such as morning assemblies, Clean Fridays, tree planting, waste management based on the 3R principle, healthy eating habits without single-use plastics, and greenhouse

maintenance. These activities have been proven to foster cognitive awareness, affective concern, and concrete behavior (conative) among students towards the environment.

Students' environmental awareness is reflected in their habits of keeping the school clean, sorting waste, caring for plants, conserving water and electricity, and bringing these habits home. Factors contributing to the success of the program include the exemplary behavior of the principal and teachers, the support of the school committee, and the active participation of students. However, there are still obstacles in the form of limited facilities, inconsistent student behavior, and limited parental involvement.

Thus, the Adiwiyata Program not only has an impact on the cleanliness and physical beauty of schools, but also contributes to shaping students' environmentally conscious character. This program can be used as a model for sustainable school-based environmental education, while also strengthening character education based on Islamic values.

References

- Arlini, R. R., & Hanif, M. (2025). Pembentukan Karakter Religius Siswa melalui Program Bina Pribadi Islam (BPI) di Sekolah Menengah Pertama Islam Terpadu (SMP IT): Perspektif Teori Thomas Lickona dan Ki Hadjar Dewantara. *Jurnal Penelitian Inovatif (JUPIN)*, 5(2), 2507–2518. <https://doi.org/https://doi.org/10.54082/jupin.1504>
- Baiah, M., & Fadiana, M. (2024). Pendidikan Karakter Peduli Lingkungan dengan Penerapan Budaya Sekolah Berwawasan Lingkungan. *Jurnal Basicedu*, 8(3), 1700–1710. <https://doi.org/10.31004/basicedu.v8i3.7455>
- Bayu Widiyanto, B., & Nurfaizah, N. (2023). Peran Orang Tua Terhadap Pendidikan Karakter Anak. *Jurnal Dinamika*, 4(1), 63–73. <https://doi.org/10.18326/dinamika.v4i1.63-73>
- Christanti, A. D., & Hanif, M. (2024). Apel Pagi sebagai Strategi Komunikasi Kepala Sekolah untuk Menumbuhkan Jiwa Kedisiplinan dan Motivasi Guru Karyawan SMP Muhammadiyah Rawalo. *LEARNING : Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*, 4(2), 314–324. <https://doi.org/10.51878/learning.v4i2.2929>
- Desti, R., & Zulfadewina. (2023). Implementasi Pendidikan Karakter terhadap sikap kepedulian lingkungan sekolah dasar. *Urnal Ilmiah Pendidikan Profesi Guru*, 6(Januari), 1–71.
- Desy Utari, Muhammad Win Afgani, A. (2025). Indonesian Research Journal on Education. *Evaluasi Pelaksanaan Program Sekolah Adiwiyata Di MI Ikhlasiyah Palembang*, 5(2), 1378.
- Gampu, G., Pinontoan, M., & Sumilat, J. M. (2022). Peran Lingkungan Sekolah Terhadap Pembentukan Karakter Disiplin dan Tanggung Jawab Siswa. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5124–5130. <https://doi.org/10.31004/edukatif.v4i4.3090>
- Hanif, M. (2025). Islamic Education Design for Generation Z. *Asian Journal of Natural Sciences*, 4(2), 77–92. <https://doi.org/10.55927/ajns.v4i2.31>

- Hanif, M., & Barokah, N. I. (2025). Peran Faktor Emosional dan Kognitif dalam Membentuk Dinamika Kepribadian Religius. *Jurnal Studia Insania*, 13(1), 1–22. <https://doi.org/10.18592/jsi.v13i1.15532>
- Hanif, M., & Masngud, A. (2025). Tantangan dan Peluang dalam Implementasi Pendidikan Berbasis Teknologi di SMP Islam Andalusia Kebasen. *EduInovasi: Journal of Basic Educational Studies*, 5(1), 315–325. <https://journal-laaroiba.com/ojs/index.php/edu/article/view/6232/5071>
- Hanif, M., Muna, A., & Ausat, A. (2025). The Role of Humanistic Education Management in Improving the Quality of Social Intervention in Community Service Peran Manajemen Pendidikan Humanistik dalam Meningkatkan Kualitas Intervensi Sosial pada Pengabdian Masyarakat. *Jurnal Terobosan Peduli Masyarakat (TIRAKAT)*, 2(2), 291–300.
- Hanif, M., Qudsiyyah, M., & Hanifah, N. D. S. (2025a). Integrating Information Technology in Islamic Education: A Qualitative Study Using Richard Mayer's Multimedia Learning Theory. *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 17. <https://doi.org/10.35445/alishlah.v17i2.7192>
- Hanif, M., Qudsiyyah, M., & Hanifah, N. D. S. (2025b). Integrating Information Technology in Islamic Education: A Qualitative Study Using Richard Mayer's Multimedia Learning Theory. *AL-ISHLAH: Jurnal Pendidikan*, 17(2).
- Izadi, I. Z., & Hanif, M. (2025). Implementation of Islamic Character Education through Physical Education , Sports , and Health Learning at SDN Winduaji. *QuranicEdu: Journal of Islamic Education*, 5(2), 214–228.
- Jayanti, S. N. (2024). Program Adiwiyata sebagai Pengembangan Karakter Peduli Lingkungan Peserta Didik Madrasah Ibtidaiyah. *MODELING: Jurnal Program Studi PGMI*, 11(1).
- Jelita, J., & Adri, H. T. (2024). Upaya Meningkatkan Karakter Kepedulian Terhadap Kebersihan Lingkungan Sekolah Melalui Pendidikan Lingkungan Hidup Di Sd Negeri 4 Merapi Barat. *Didaktik Global*, 1(2), 28–41.
- Meiwinda, E. Ri., Fadhli, M., Hasibuan, R., & Zikri, A. (2024). Pengolahan Sampah Berbasis 5R (Reduce, Reuse, Recycle, Replace, Replant) Sebagai Implementasi Mata Kuliah Kewarganegaraan Di SD Negeri 137 Palembang. *Jurnal Dehasen Untuk Negeri*, 3(2), 241–246. <https://doi.org/10.37676/jdun.v3i2.6434>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis A Method Sourcebook*. Sage.
- Narut, Y. F., & Nardi, M. (2019). Analisis Sikap Peduli Lingkungan Pada Siswa Kelas VI Sekolah Dasar di Kota Ruteng. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 9(3), 259–266. <https://doi.org/10.24246/j.js.2019.v9.i3.p259-266>
- Noverita, A., Darliana, E., & Kisria Darsih, T. (2022). Pendidikan Lingkungan Hidup untuk Meningkatkan Ecoliteracy Siswa. *Jurnal Sintaksis*, 4(1), 52–60.
- Purnomo, S., Mulyani, N., Dyah, W., Fian, K., Khomsiyatun, U., Purnomo, S., Mulyani, N., Kusumawanti, W. D., Fian, K., & Khomsiyatun, U. (2025). Strengthening The Pedagogical Competence of Techers at Taman Pendidikan Al-Qur ' An (TPQ) (Qur ' Anic Educational Program) Through A Sustainable Development Programs in Southern Purwokerto. *Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 4(01), 594–599.

- Qodriyanti, A., Yarza, H. N., Irdalisa, I., Elvianasti, M., & Ritonga, R. F. (2022). Analisis Sikap Peduli Lingkungan Siswa di Salah Satu MAN pada Materi Pelestarian Lingkungan. *Jurnal Eksakta Pendidikan (JEP)*, 6(1), 111–116. <https://doi.org/10.24036/jep/vol6-iss1/643>
- Ridhwan, R., & Wardhana, W. (2019). Pendidikan Islam Berwawasan Lingkungan Hidup Pada Madrasah Ibtidaiyah Di Bone Sulawesi Selatan. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 9(1), 77–96. <https://doi.org/10.22373/jm.v9i1.4844>
- Rizal, S., Meidawaty, S., Palapa, S., Lombok, N., Ciamis, I., & Barat, J. (2020). Membangun Kepedulian Lingkungan Peserta Didik MI melalui Literasi Sains. In *Jurnal Pendidikan dan Dakwah* (Vol. 2).
- Saifullah, A., & Hanif, M. (2024). Metode Pembiasaan dan Keteladanan untuk Mendidik Karakter Siswa di SMP IT Mutiara Ilmu Sokaraja. *Jurnal Review Pendidikan Dan Pengajaran*, 7(1), 8361–8371.
- Setyanti, T. I., Roffi, M. A., Febryansyah, R., Maharani, Z., & Qoriah, N. (2025). Strategi Penanaman Kesadaran Lingkungan Melalui Program Adiwiyata di SMA Negeri 1 Klaten. 5(2), 5501–5513.
- Subur. (2022). Pendidikan Karakter Peduli Lingkungan Berbasis Adiwiyata Mandiri di Sekolah Menengah Atas. *Jurnal Kependidikan*, 10(1), 129–146. <https://doi.org/10.24090/jk.v10i1.6606>
- Sugiyono. (2020). *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*.
- Suparyo, S., & Hanif, M. (2025). Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanawiyah 5 Cilacap. *Asian Journal of Applied Education (AJAE)*, 4(3), 405–424. <https://doi.org/10.55927/ajae.v4i3.14807>
- Umami, U. (2022). Peran Orang Tua Dalam Memotivasi Belajar Membaca Dan Menulis Di Era Pandemi Covid-19 Pada Siswa Kelas 1 Mi Ma'Arif Nu 2 Sokawera Kecamatan Cilogok Kabupaten Banyumas. UIN Saizu Purwokerto.
- Utari, D., Afgani, M. W., & Afriantoni. (2024). Evaluasi Pelaksanaan Program Sekolah Adiwiyata di MI Ikhlasiah Palembang. *Jurnal Ilmiah Wahana Pendidikan*, 10(17), 826–833. <https://doi.org/https://doi.org/10.31004/irje.v5i2.2599>
- Warni, K., Wulandari, F., & Sumarli, S. (2022). Analisis Sikap Peduli Lingkungan Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(2), 1645–1651. <https://doi.org/10.31004/basicedu.v6i2.2197>
- Widianingrum. (2021). *Sikap peduli lingkungan peserta didik di sekolah Adiwiyata dan Non-Adiwiyata Kota Tangerang Selatan (Skripsi, UIN Syarif Hidayatullah Jakarta)*. <https://www.repository.uinjkt.ac.id/>.
- Wiharti, R. T., & Hanif, M. (2025). Pembiasaan Ibadah Dan Dampaknya Terhadap Karakter Disiplin Siswa: Studi Kasus di SMP Negeri 1 Banyumas. *Edupedia: Jurnal Studi Pendidikan Dan Pedagogi Islam*, 10(1), 59–68.