

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

THE ADIWIYATA PROGRAM IN FORMING ENVIRONMENTAL CHARACTER IN ELEMENTARY SCHOOL STUDENTS

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Abstract

Environmental issues have become one of the most pressing global challenges, requiring serious attention from various sectors, including the field of education. Instilling environmental awareness and fostering a love for the environment from an early age is a strategic step toward developing a generation that is both environmentally conscious and responsible for environmental sustainability. In this context, the Adiwiyata Program serves as an initiative aimed at creating environmentally friendly and cultured schools. The background of this study is rooted in the importance of early environmental education in shaping sustainable awareness and environmentally conscious behavior. This study aims to explore: 1) How the Adiwiyata Program contributes to the development of students' environmental character at SD Muhammadiyah 4 Malang; and 2) How the status of a nationally recognized Adiwiyata school impacts students' environmental mindset and character development. This research employs a qualitative method with a descriptive approach. Data were collected through semi-structured interviews, field observations, and documentation. The informants consisted of the school principal, teachers, students, and parents. The findings reveal that the Adiwiyata Program at SD Muhammadiyah 4 Kota Malang has successfully fostered environmental character among students through various activities organized by several working groups (Pokja). These activities include routine waste management practices, plant maintenance, energy conservation, and regular cleaning efforts, all of which are integrated into the learning process. Environmental conservation values have been instilled independently, as evidenced by students' sense of responsibility, care, and active participation in maintaining cleanliness and the natural aesthetics of both their school and home environments.

Keywords: Adiwiyata program, character, love of the environment, basic education.

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INTRODUCTION

Adiwiyata has the meaning or meaning as a good and ideal place where all knowledge can be obtained and various norms and ethics that can be the basis for humans towards the creation of the welfare of our lives and towards the ideals of sustainable development (Ministry of Environment and Forestry, 2012) . Adiwiyata also aims to encourage schools to integrate education about nature conservation, the environment, and sustainability into their lessons and daily activities (Saputri & Rochmiyati, 2024) . The Environmental Care and Culture Movement in Schools, hereinafter referred to as the

PBLHS Movement, is a conscious, voluntary, networked, and sustainable collective action carried out by schools in implementing environmentally friendly behavior.

The Ministry of Environment and Forestry of the Republic of Indonesia has developed the Adiwiyata program since 2006 (Indahri, 2020) . Adiwiyata is expected to make school members understand more about environmental conservation. In learning activities at school, environmental conservation activities are a very basic thing to instill as early as possible to students (Abhari, 2022) . This is certainly not only at the level of understanding the concept of environmental conservation but must also be accompanied by awareness of the importance of protecting the environment. because each individual is responsible for protecting the surrounding environment.

Environmental damage that occurs due to global warming has been felt in real terms and has become a special concern of many countries (Verplanken et al., 2020) . Global warming is also known as the greenhouse effect, a gradual increase in the average temperature in the Earth's atmosphere, oceans and land is caused by an increase in the concentration of greenhouse gases such as carbon dioxide (CO₂), methane (CH₄) and nitrous oxide (N₂O) in the atmosphere. The impacts of global warming are extreme climate change, sea level rise, and health problems. Global warming causes more frequent extreme weather events such as heat waves, storms and heavy rains, leading to more severe floods and droughts.

The continuous deterioration of the environment, causing pollution of water, air, soil, occurring in many places, has become a common problem. Environmental restoration measures are needed to overcome these problems. The importance of providing an understanding of the dangers of environmental damage for students will be a useful provision in the future. Elementary schools are expected to be able to actively participate in instilling an understanding of the importance of environmental protection. Elementary schools are also the foundation to form the basis of knowledge, attitudes, and behavior of students. Because every human activity will have an impact on the quality of the environment around it. (Ikhtiar, 2017) .

Law Number 32 of 2009 concerning Environmental Protection and Management is a government policy that encourages community participation including educational institutions in environmental conservation efforts. In fact, the lack of knowledge information about the environment is one of the causes of the low environmental awareness of students and the absence of desire in students about the importance of protecting the environment (Istiana et al., 2020) . Through the Adiwiyata program, it is hoped that students can better understand how to protect the environment. Students are expected to be able and accustomed to distinguishing the types of organic and non-organic waste that can be recycled and also waste that can be used for compost (Jayantri & Ridlo, 2022) .

This environmental problem often stems from low public awareness about understanding the dangers caused by damage (Simarmata et al., 2021) . Environmental Management Law Number 32 of 2009 on Environmental Protection and Management (PPLH) regulates the protection and management of the environment to ensure the right of every citizen to a good and healthy environment.

One of the obstacles faced by schools is the challenge of being able to form the character of love for the environment, due to low awareness of the environment and student behavior in the use of plastic as food wrappers, drinks. Environmental damage will have a direct impact on each individual. By providing education about the importance of protecting the environment is expected to be a solution to environmental sustainability.

The large number of elementary school students who do not understand the importance of protecting the environment is a challenge in itself. The large amount of plastic waste in schools has caused problems in the school environment. The use of plastic in almost everything as *snack* wrappers, drink bottles and domestic waste in the school

environment in the form of leaves, garbage wrappers from student food supplies is also a special concern for schools. While the use of water and electricity that is often excessive also needs to be addressed immediately because this habit is a fact of students' low understanding of environmental awareness. A lifestyle that does not care about environmental sustainability will have an impact on environmental damage, public health. (Masrurroh, 2018) .

The formation of the character of environmental love can be made into a learning project. Through ecoliteracy learning, schools can foster students' understanding, awareness, and skills in protecting and interacting with the environment. This learning has similarities with the Adiwiyata program (Wisnu Budi Wijaya, 2019) . By implementing environmental education, it is expected to increase students' ecological awareness and form the character of environmental love. By forming an independent character of environmental love, it will be able to provide good provisions for students in the future (Silvia & Tirtoni, 2023) . The independent character of environmental love in students will be able to prevent environmental damage and become a solution to environmental problems. Departing from the guidelines of one of the independent character values and that there is still low student concern for the environment. Where reflected in many students who are often indifferent to the environment with the use of many plastic materials, throwing garbage out of place, not being able to sort and choose organic and non-organic waste, wasteful use of water and electricity, as well as problems about the importance of shaping the character of environmental love is a problem that needs to be followed up immediately. In this study, researchers made two problem formulations, namely: 1) How is the Adiwiyata program in shaping the environmental love character of Muhammadiyah 4 Elementary School students in Malang City? 2) How is the impact of educational institutions with the national Adiwiyata title on the mindset of students' environmental love character?

RESEARCH METHOD

This research is a qualitative research. Qualitative research is the process of exploring and understanding the meaning of individual and group behavior, describing social problems and humanitarian research problems that exist (Creswell, 2017) . The approach used in this research is descriptive qualitative because to explain and answer research questions that demand a more detailed description of the research. In addition, by using a descriptive qualitative approach, researchers can narrate research findings that are more in-depth and easy to understand. In line with the theory above, the purpose of this research is that researchers want to describe the character of environmental love in Muhammadiyah 4 Malang City elementary school students. By choosing the type of qualitative research, researchers can explore more deeply and can describe the character of environmental love in the Adiwiyata program activities at Muhammadiyah 4 elementary school in Malang city.

The location of this research is Muhammadiyah 4 Elementary School campus 2 which is located at Jl. Simpang Kyai H. Yusuf, Tasikmadu, Lowokwaru sub-district, Malang City, East Java 65143.

In this research, the researcher is the main instrument in planning, collecting, and analyzing data from reports that have been conducted in the field. The research instruments include: interview sheets, observation, and documentation conducted on the principal, Adiwiyata coordinator, teachers, students, and parents of students who are directly involved in the implementation of the Adiwiyata program.

Primary data in this study was collected through semi-structured interview techniques involving a number of key informants, namely the Principal, Adiwiyata

program coordinator, teachers, students, and parents of students at SD Muhammadiyah 4 Malang City. The selection of informants was based on their strategic role in Adiwiyata program activities, with the aim of obtaining an in-depth understanding of the dynamics of program implementation, the perceptions of the parties, and their respective contributions in shaping the character of environmental care in the school environment. Secondary data were obtained through documentation studies of relevant institutional documents, such as the Adiwiyata guidebook, teaching modules, Adiwiyata program activities and documentation of Adiwiyata activities.

Data collection in this study was carried out through the application of several techniques, including: 1) semi-structured interviews addressed to the main informants, namely the Principal, teachers, students, and parents of students, to obtain in-depth information related to the implementation of the Adiwiyata program; 2) direct observation in the environment of SD Muhammadiyah 4 Malang City to observe the real physical conditions and activities that reflect the character of environmental love; and 3) documentation study of various relevant written sources, such as Adiwiyata program guidebooks, teaching modules used in learning activities, and visual documentation in the form of photographs of activities carried out by the Adiwiyata working group (Pokja).

The first instrument is an interview, to explore in-depth information about the implementation of the program, the form of activities carried out in the Pokja-Pokja, and actions that reflect the character of environmental love such as throwing garbage in its place, caring for plants, saving energy, and participation in school environmental cleanliness activities of school community involvement, as well as the impact on the influence of the Adiwiyata program on the formation of environmental love character in students. The second instrument is an observation sheet, which is used to directly observe student behavior in the school environment and the condition of the school environment that reflects the character of environmental love. The third instrument in this research is documentation, which serves to complement and validate the data obtained from interviews and observations. Researchers collected the required data in the form of: adiwiyata guidebook, Learning Implementation Plan (RPP) documents as well as documentation of the school environment and several facilities used in adiwiyata program activities at Muhammadiyah 4 Elementary School in Malang city to obtain relevant data from the research objectives. Researchers also took notes, recordings and photographs as concrete evidence that supported the research findings.

The researcher used the interview guideline as a reference in exploring in-depth information related to the experiences, views, and perceptions of the principal, teachers, students, and parents in the implementation of the Adiwiyata program. Interviews are semi-structured, so they require guidance but remain flexible.

Table 1. Interview Grid

Sub Indicator	Descriptors	Data Source
Implementation of the Adiwiyata Program	The process of implementing the Adiwiyata Program	School principal
	Planning	Teacher
	Implementation	Students
Character building through the Adiwiyata Program	Implementation activities of the adiwiyata program working group	Parents
	Student activities in the habit	School principal
	Student activities in Pokja	Teacher
The impact of Adiwiyata National on students' mindset	Behavior that reflects the character of environmental love	Adiwiyata
	At school	Coordinator
	At home	School principal

To complete the implementation of research in the field, researchers need data collection techniques. Data collection techniques are the most strategic step in research, because the main purpose of research is to get data (Sugiyono, 2007) . In this study, the data collection techniques used by researchers are: Data analysis technique is a systematic process in reviewing, coding and interpreting non-numeric data (such as text, images, or videos) to understand the patterns, themes, and meanings contained therein (Creswell, 2017)). In this case, researchers used data collection through methods: interviews, observation and documentation. Researchers collect data through the above methods using three main streams of activities that are simultaneous: 1). data collection 2). data reduction, 3). data presentation, and 4) conclusion drawing/verification.

Data collection, researchers conducted, interviews, observations and documentation to get the data needed. Data reduction, researchers take steps by collecting interview data, transcribing interview data and reorganizing interview results and selecting appropriate data and simplifying data to focus on important information that is in accordance with the objectives in the study. Data Presentation, the step of presenting the data is by compiling a narrative by writing a narrative description that summarizes the findings of the data that has been organized. Drawing conclusions, researchers analyzed the data obtained from interview data, observation data, and documentation data then researchers made conclusions related to the analysis of the adiwiyata program in creating the character of environmental love at Muhammadiyah 4 Elementary School in Malang city.

The data validity test aims to ensure that the data and results obtained are accurate and reliable. In this study, researchers used triangulation techniques. this technique was used to test the validity of the data in this study. The data triangulation technique used in this research is source triangulation, and method triangulation. Source triangulation is done by collecting data from different sources, such as interviews with various participants (principals, teachers, students, and parents). This is done with the aim of verifying information from various perspectives and increasing the credibility of the data. Meanwhile, method triangulation uses more than one data collection method, such as interviews, documentation, and document analysis with the aim of testing the consistency of information obtained through various methods.

RESEARCH RESULTS AND DISCUSSION

Adiwiyata Program in shaping the character of environmental love at SD Muhammadiyah 4 Malang city

Based on the research results, the Adiwiyata program at SD Muhammadiyah 4 Malang city. Researchers conducted interviews with teacher resource persons related to student behavior in handling waste to create a clean and beautiful environment. The following is an excerpt from the interview of one of the sources from the Muhammadiyah 4 Elementary School teacher with the initials YT

" ... for example, if you find garbage, the children immediately pick it up, if maybe the garbage is a bit much, the children immediately respond to bring a broom, then bring the scraper, then when the morning comes, if the environment is dirty, for example, the terrace or yard, the children are already responsive, let's picket time today, who? We happen to have a picket schedule. The picket schedule for the bathroom and our class is different, if the bathroom schedule is shared, for example, if the class next door is used by classes D and C, then it will be divided for classes C and D on Monday who and who so not only class C, not only class D, we combine the children, Monday, Tuesday, Wednesday, like that, it's related to cleanliness."

The interview information is also supported by documentation on the waste working group where students have carried out waste selection activities together in the Adiwiyata program. The activities carried out in the waste working group can be seen in the documentation of the activities in Figure 1.



Figure 1. Documentation of white paper waste sorting activities and duplex in the Waste Working Group

Source: Documentation of Adiwiyata Program at SD Muhammadiyah 4

Waste sorting activities carried out by students in the Waste Working Group provide their own knowledge and experience for students to be responsible for managing waste properly. This activity is also supported by the SD Muhammadiyah 4 zero waste program by requiring each student to have a personal garbage bag. Personal garbage bags as one of the solutions to teach responsibility for student waste during learning at school. As in picture 2.



Documentation of students' independent waste

Researchers also obtained information from one of the parents of students at SD Muhammadiyah 4 who explained that students' habits at home related to understanding and caring behavior towards cleanliness were seen. Students are able to maintain cleanliness in the home environment from garbage independently. Students are accustomed to collecting garbage according to its type. Students also make independent bins to accommodate certain types of waste. in the excerpt of the interview, the parents of the students explained:

"... what is seen when at home the children are automatically able to throw garbage in its place without having to be told. When they have garbage, be it cardboard boxes or drink bottles, they recycle the garbage several times or hand it over to the garbage bank in our neighborhood. In addition, every Friday the school also has a rice jimpitan program where each student brings rice that is put into a used beverage bottle then later after the rice is collected, the used bottle is put into the waste bank".

Students are not only taught to sort waste, but also to recycle it into more useful items. Through various practical activities, such as making crafts from plastic waste, paper and making compost from organic waste, students learn to turn waste into new products that have use value. Students are taught to make paper files into reusable envelopes. This effort is also part of instilling the character of love for the environment, by teaching students to care more about the environment and reduce the negative impact of waste on nature. The activity of utilizing waste into new items that can be *reused* is shown in Figure 4.3.



Documentation of waste utilization (*reuse*)

Source: Documentation of Adiwiyata Program at SD Muhammadiyah 4

In other activities, students are also invited to care for plants with a variety of activities carried out to preserve the environment, including through composting, school

garden maintenance, and making biopore holes. The composting process utilizes organic waste, such as food waste and leaves in the school environment as basic materials. Garden maintenance includes planting ornamental plants, shade plants, medicinal plants, fruit plants as well as regular watering, and fertilizing, which aims to beautify the school environment while fostering awareness of the importance of biodiversity. Meanwhile, making biopores serves to support water conservation efforts and organic waste management. All of these activities aim to build the character of environmentalism in students. The documentation of these activities is shown in the following figure:



Composting and plant care documentation

Source: Documentation of Adiwiyata Program at SD Muhammadiyah 4

The habit of caring for plants by utilizing compost fertilizer and routine plant planting activities has formed the character of environmental care in students. This habit is not only applied at school, but also carried over to daily life at home, where students are accustomed to taking care of plants, utilizing organic waste, and actively contributing to environmental conservation. This is corroborated by the results of interviews with parents of students with the initials MY:

"my child who is in grade 6 when I ask him to help cook rice when he washes the rice, he does not throw it away but keeps it in a separate container which is then used to water the plants around the house."

A similar statement was also conveyed by a parent with the initials PN explaining where the character of environmental love has been seen in his son at home. This is the impact of the enforcement carried out at school in the Adiwiyata program. PN shared this experience in the interview excerpt below:

" ... one day we were on vacation at Jatim Park 2 when we crossed the exit lane where there were many plant sellers, he immediately asked to buy seeds to plant at home. When he got home, he immediately planted the seeds, including chilies, bay flowers and peppers, and thank God they all grew."

Other important activities in the Adiwiyata program include education and practice on the importance of clean sanitation and energy saving in the school environment. Sanitation education focuses on the implementation of clean and healthy living behavior (PHBS), such as washing hands with soap, maintaining toilet cleanliness, and waste management. Meanwhile, energy saving efforts are carried out through the wise use of electricity and water, such as turning off lights when not in use and closing water taps properly. The implementation of these activities not only creates a clean and healthy school

environment, but also shapes the character of environmental love and responsibility in students in a sustainable manner. This can be seen in figure 5



Documentation of sanitation and energy savings
Source: Documentation of Adiwiyata Program at SD Muhammadiyah 4

Energy and water saving is one of the main focuses in the Adiwiyata program as an effort to create an environmentally friendly school. The habituation of activities carried out at SD Muhammadiyah 4 aims to foster students' awareness and responsibility for the importance of protecting limited natural resources. Through simple practices such as turning off lights and water taps after use, students become accustomed to saving energy and water, thus forming the character of environmental love. The habit of saving energy and water implemented at SD Muhammadiyah 4 is not only a routine, but also an important part of character learning. Through teacher supervision and collaboration between students, the values of environmental care are strengthened, encouraging students to understand the impact of energy and water use on the preservation of nature.

Energy- and water-saving habits implemented in the Adiwiyata program at SD Muhammadiyah 4 are strategically integrated into the learning process, so that students not only gain theoretical knowledge, but are also able to apply the values of environmental love in everyday life. The learning process is designed to be activity-based, such as making energy-saving poster projects, group discussions on the importance of saving natural resources, and field observations related to the use of water and electricity at school. In addition, waste management is also an important part of learning, with the practice of sorting and processing organic waste into compost and utilizing inorganic waste into handicrafts. Through this integration, students learn to understand concepts, hone critical thinking skills, and develop an attitude of environmental care in real actions, both at school and at home. This is evidenced by the teaching module integrated with the Adiwiyata program in Figure 6.



2. Guru meminta salah satu peserta didik untuk memimpin berdoa untuk mengawali pembelajaran.
3. Guru menyampaikan kabar dan mengecek kehadiran peserta didik. (<i>keterampilan diri</i>)
4. Guru dan peserta didik menyanyikan lagu Garuda Pancasila. (<i>menegulasi emosi dan fokus</i>)
5. Esoknya hari ini (peserta didik menggambar emosi perasaan yang pada kertas, setelah itu beberapa peserta didik berbagi penjelasan tentang gambar emosi yang dirasakan)
6. Guru memberikan motivasi kepada peserta didik dengan memberi ice breaking agar peserta didik bersemangat memulai pembelajaran. (<i>menegulasi emosi dan fokus</i>)
7. Guru memberikan apresiasi dengan memberikan pertanyaan penuntik mengenai materi pengetahuan sebelumnya dengan materi yang akan diajarkan.
8. Guru menyampaikan informasi tentang materi yang akan diajarkan hari ini.
9. Guru menyampaikan tujuan pembelajaran hari ini.
Kegiatan Inti (50 Menit)
a. Sifatak 1 : Mengidentifikasi Peserta Didik Pada Masalah
1. Guru menampilkan https://www.youtube.com/search?query=kamau+banu+kk+menanam+panah
2. Peserta didik memperhatikan video https://www.youtube.com/search?query=kamau+banu+kk+menanam+panah yang ada di layar.
3. Guru bertanya jawab dengan peserta didik mengenai video yang ditamati
4. Peserta didik diberi pertanyaan yang berbasis masalah terkait tumpukan sampah.
b. Sifatak 2 : Mengorganisasikan Peserta Didik Pada Masalah
1. Peserta didik dikelompokkan ke beberapa kelompok yang berjumlah 5 – 6 orang. (<i>keterampilan berkolaborasi</i>).

Teaching module integrated with Adiwiyata program

In integrating the Adiwiyata program into daily learning, the document image above is the cover of the teaching module from IPAS learning in the class that directly contributes to the smooth implementation of the Adiwiyata program. Students increasingly understand and explore the importance of environmental awareness because learning is more contextualized and brings students closer to environmental problems faced daily. Another source from the teacher of SD Muhammadiyah 4 also stated that when the Adiwiyata program first began, Adiwiyata material was included in learning activities. In the interview excerpt YT said:

"If it is included in learning, yes, with the note that the teacher must remind them every day. If not reminded, every day the name of the child who says forgetting is bound to exist. In the learning process when children are exercising or resting, it must also be seen, we eat lunch with the children so at the same time we also monitor how the children are in the environment, in the school."

By incorporating the Adiwiyata program into learning activities is the right strategy to provide a deeper understanding and knowledge related to the theory related to certain materials. This synergy makes students better understand and understand between concepts and practices that will be carried out.

The impact of educational institutions with the national Adiwiyata title on students' environmental character mindset

Student habituation activities in the Adiwiyata program that have been carried out continuously starting from Adiyata city to Adiwiyata national have had a positive impact on student behavior in the family and community environment. So that a mindset of environmental love character is formed that is embedded in students not only in the school environment but also in the home environment. The formation of independent character in students towards environmental behavior such as turning off electrical appliances when not in use, saving water use when washing, and using resources wisely and responsibly is illustrated as explained by the parents of PN students in the interview session:

" ... for water, the children are very accustomed to turning off the water when finished using it. when at home, the one who cleans the bathroom is me because I also do other things when the water in the bathroom tub looks almost full, they always shout and say ma, I turned off the water."

" ... The most common use of electricity is air conditioning. The children are accustomed to using the AC at a moderate temperature and using a timer. When they fall asleep the AC will automatically turn off at a predetermined time. The average timer time used for air conditioning is 3-4 hours."

The implementation of the Adiwiyata program, which has been running from the city Adiwiyata level to the national Adiwiyata, has had a major impact on the mindset of

students at SD Muhammadiyah 4. A significant impact on the mindset of students can be seen in understanding and internalizing the values of environmental care. Through various activities that have been carried out in a structured manner, such as waste management, green land utilization, and energy saving campaigns, students have been able to develop critical awareness of the importance of protecting the environment. This process not only increases ecological knowledge, but also forms environmentally friendly attitudes, characters and behaviors that eventually lead to students independently realizing the importance of loving the environment. Parents of students from SD Muhammadiyah 4 who have two children at SD Muhammadiyah 4 also explained when interviewed by researchers that:

"Alhamdulillah, my 5th grade son often reprimands me when I forget to turn off the fan. I am often reminded to save energy by turning off the fan when it is not in use. My child is also very accustomed to using enough water when doing ablution so he will reduce the volume of tap water. He is also the one who always turns off the lights in the house before going to bed, starting from the living room lights, family room, bathroom, leaving only the kitchen lights for lighting at night. And related to waste, my child also understands how to distinguish between organic, non-organic and chemical waste such as watch batteries. My child also often recycles waste from collected ice cream sticks which are then made into tissue boxes and pencil cases."

From several sources of teachers and parents of students that researchers have researched. Information about students' environmental behavior as a reflection of the internalization of the values of caring for nature both at school and at home, researchers have also matched the data by interviewing SD Muhammadiyah 4 students directly. The character of loving the environment independently has indeed been formed and reflected in simple actions, such as throwing garbage in its place, reusing used goods, using electronic devices as needed and greening activities that have been carried out in the environment where students live. This is illustrated by an excerpt from an interview with a grade 4 student with the initials AN:

"I once came home from school with the lights still on and then I turned it off. Then my mom asked why it was turned off. Then I answered to save electricity. When taking a bath, usually when I finish bathing, there is little water left and then my mother tells me to fill the bathtub, then after one minute I turn it off because the water is full."

In another statement SN, a 5th grade student of SD Muhammadiyah 4 also mentioned activities that have been carried out related to environmental awareness:

"... The thing is, when I see trash and dirty places, it's uncomfortable, so I innovatively pick up the trash and throw it away. I also used to make a bed lamp from used cardboard. My house also has two bins for organic and non-organic waste. The electronic device that I often use is the TV. When I don't watch it anymore, I turn it off."

From the findings in this study where researchers have taken data from various sources including: teachers, parents of students and students of SD Muhammaadiyah from grade 4 to grade 6 have provided identical information.

The Adiwiyata program at SD Muhammadiyah 4 Malang city has shown the formation of the character of environmental love in students. With student activities in various POKJA that have been made in the Adiwiyata program as well as their internalization in learning so far. This is in accordance with previous research conducted by (Anggraeni et al., 2021) namely Adiwiyata at SD Negeri 1 Purbalingga Kidul can form

the character of environmental care as evidenced by the active school community in protecting the environment and making efforts to preserve the environment.

In addition, the habit of keeping the environment clean by disposing of garbage according to its place and type and the sustainable use of waste in the school environment has formed the character of environmental love towards students of SD Muhammadiyah 4. This is also in accordance with previous research conducted by (Wardani, 2019).

The character of environmental love that is formed in students at SD Muhammadiyah 4 Malang city through detailed and structured stages can be seen from the mindset of students towards the habit of protecting the environment. By being carried out continuously and continuously, the character of environmental love seen in the school environment has also been proven by similar activities carried out by students in the environment where students live. Behavior that is repeated in different places and conditions can be concluded as a form of character. As explained by (Haladin, 2019) that the character of environmental love is a manifestation of an increased sense of concern, providing new perspectives, values, knowledge, skills and processes that can result in changes in behavior and habits that support environmental conservation in different places and conditions.

Good habits that have been carried out continuously and consistently in the Working Group in the Adiwiyata program of SD Muhammadiyah 4 Malang city have formed the character of love for the environment. Adiwiyata is not only centered on the beauty and cleanliness of the environment, but the place is packed into a majestic, beautiful, and noble place (Wardani et al., 2019) . As well as having an impact on the mindset of students in habituation to the environment. This is in accordance with the theory of Frederick J. Mc Donald that Education is a process or activity directed at changing human behavior. Another theory also explains that character is the result of habits, and habits are formed from actions that are carried out consistently.

So the formation of the character of environmental love formed through the Adiwiyata program is in line with the Minister of Education and Culture Regulation Number 20 of 2018 concerning Strengthening Character Education which emphasizes the importance of character education as part of the formal education system. From the data presented in this study, it can be seen that educational institutions with the national Adiwiyata title have had a very significant impact on the character of environmental love on students of SD Muhammadiyah 4 Malang city.

CONCLUSION

Based on the results of the research, it can be concluded that the Adiwiyata program at SD Muhammadiyah 4 Malang City: a) The entire series of Adiwiyata activities has formed the character of environmental love at Muhammadiyah 4 Elementary School in Malang city. b) The national Adiwiyata predicate also has a real impact on the mindset of students' environmental love character. Adiwiyata activities at SD Muhammadiyah 4 have also been implemented in an integrated manner in learning activities, school culture, and the involvement of parents in carrying out activities in each POKJA to manage waste, save water, electricity and maintain cleanliness to preserve the environment. This program contributes significantly in shaping the independent character of environmental love in students in the school environment and in the environment where students live.

SUGGESTIONS/RECOMMENDATIONS

The Adiwiyata program has shaped the character of environmental love at SD Muhammadiyah 4 Malang City, so it is recommended that the school: a) Continue to maintain and develop this program in a sustainable manner by strengthening the integration of environmental love values in all aspects of learning activities, school culture, and extracurricular activities so that these characters are increasingly embedded in students. b) Continue participation in the Adiwiyata program at the next level until it gets the Adiwiyata independent title so that it can continue to contribute and further strengthen the mindset of students to shape the character of environmental love. In addition, the active involvement of parents and the surrounding community needs to be increased to expand the positive impact of the program to the home environment. Local governments and the Education Office are also expected to provide support in the form of training, mentoring and supporting facilities so that other schools can replicate this good practice. Further research is recommended to evaluate the long-term impact of the Adiwiyata program on changes in students' environmental behavior both at school and outside school.

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