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## Evaluation of the Adiwiyata School Program in Enhancing Environmental Care Character at SDN Made I No. 475 Surabaya

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### ABSTRACT

This study aims to describe the Context, Input, Process, Product, and Outcome of the Adiwiyata School Program in developing students' environmental care character at SDN Made I No. 475 Surabaya. This research employed a qualitative evaluation approach using the CIPPO model (Context, Input, Process, Product, Outcome). Data were collected through observation, interviews, and documentation involving the principal, Adiwiyata coordinator, teachers, parents, and students. The data were analyzed using the Miles and Huberman model, consisting of data collection, condensation, display, and conclusion drawing.

The results show that the program is implemented based on government policy and the school's initiative to create a clean and comfortable learning environment. Adequate human resources, funding, and facilities support the program. The process integrates environmental education and active participation from the school community and parents. The program has successfully shaped students' environmentally caring behavior, such as cleanliness, waste sorting, and plant maintenance, and has built a clean, disciplined, and eco-friendly school culture extending to their homes and communities. This study was limited to one elementary school, so the findings may not represent all Adiwiyata schools. Future studies could conduct comparative or quantitative research to strengthen generalization.

The results highlight the importance of collaboration between schools, parents, and communities in sustaining environmental awareness. This study provides a comprehensive evaluation of the Adiwiyata Program through the CIPPO model, showing its role in fostering students' environmental character in a sustainable way.

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## 1. INTRODUCTION

The character crisis among the young generation has become one of the main challenges in Indonesia's education sector. Phenomena such as the rise in bullying cases at schools, lack of environmental awareness, and declining sense of cooperation reflect the weak internalization of moral values among students. This condition indicates that the implementation of character education based on social and environmental values has not been evenly distributed across schools. Meanwhile, according to the latest data released by the Ministry of Environment and Forestry (KLHK) in 2023, there are 28,990 Adiwiyata Schools across various levels and regions in Indonesia (Admin Kanal KLHK, 2024). This number shows that although the Adiwiyata School Program continues to grow, many schools have not yet implemented it optimally as a medium for environment-based character education.

Education plays a fundamental role in driving a nation's progress. The quality of education serves as an indicator for classifying a country as underdeveloped, developing, or developed (Yati, n.d.). The issue of character education is closely related to education itself, as it involves the moral values of students. As stated by several experts, education and character formation cannot be separated from the cultural context of learners. According to (Fajri Annur et al., 2021), the current moral decline among Indonesian youth is not only caused by external factors but also by the weakness of the education system, which has not been able to instill character values comprehensively. They emphasize that character education must be grounded in the moral and cultural context of the nation and should be nurtured from an early age through educational institutions.

Strengthening national character can be achieved through the development of individual character. However, since humans live within specific social and cultural settings, the character-building process will only be effective when it takes place within such contexts. Therefore, character and cultural education must be implemented in an integrated manner with social environments, community cultures, and national values (Omeri, 2015). To address this challenge, character education has become a top priority in the national education system.

Character education encompasses moral and ethical values as well as personality development. Its purpose is to help students develop the ability to determine and choose the right actions and apply them consistently in daily life (Farida, 2016). Character education also guides human behavior according to accepted moral standards while appreciating personal values instilled at school. The core of character education is the cultivation of ethical values, yet in practice, it also involves the development of students' social skills (Rohendi, n.d.). The success of character education largely depends on its implementation strategies, including integration within the curriculum and school culture.

Character education involves the process of forming values through understanding, willingness, and application of those values in everyday behavior. The goal is to shape moral individuals who are capable of making responsible decisions and maintaining healthy social relationships with others and their environment (Sajadi, n.d.). The internalization of character values can be carried out through both formal and hidden curricula, which are designed in alignment with the vision, mission, and goals of educational institutions focused on character enhancement (Kulsum & Muhid, 2022). Hence, schools are responsible not only for academic excellence but also for nurturing students who are responsible, environmentally conscious, and morally upright. The government supports the strengthening of environment-based character education through a strategic initiative known as the Adiwiyata School Program.

The Adiwiyata School Program represents the integration of character education with environmental conservation within schools. It positions the environment as a learning resource and learning space that encourages the creation of a green, clean, orderly, and beautiful school ecosystem (Riyanti et al., 2019). The Ministry of Environment developed this program as a strategic step in shaping students who are aware of and committed to environmental sustainability (Wardani et al., 2023). Based on the Minister of Environment Regulation No. 05 of 2013, this program consists of four core components: (a) policies emphasizing environmental aspects, (b) curriculum implementation oriented toward environmental issues, (c) participatory

environmental activities, and (d) environmentally sustainable management of supporting facilities (Chasti Pelita & Widodo, 2020). These four components serve as the main guidelines for establishing Adiwiyata Schools, and each school is expected to adapt its aspects accordingly to meet these criteria.

The implementation of the Adiwiyata School Program involves multiple stakeholders, aiming for school communities not only to study environmental issues but also to actively participate in environmental preservation within and beyond school grounds (Wahyuningtyas et al., 2013). This program is particularly relevant for elementary education, as this stage is crucial for shaping habits and behaviors. Early education is more effective in developing students' norms and ethics (Hotma Ida Marsauli Simanjuntak et al., 2021).

In the assessment of Adiwiyata Schools, the main focus is on the attitudes and behaviors of school members toward environmental preservation. Examples include maintaining cleanliness and sorting waste by type, such as plastic, cardboard, leaves, organic waste, and hazardous materials (Suryani & Dafit, 2022). Elementary schools are expected to serve as agents in instilling environmental awareness among the younger generation (Widodo, 2017). Beyond environmental preservation, the Adiwiyata School Program also contributes significantly to the development of character traits such as responsibility, environmental care, discipline, and cooperation.

One example of this program's implementation is at SDN Made I No. 475 Surabaya, which has developed various initiatives such as building a greenhouse, hydroponic gardens, catfish ponds, herbal gardens, and waste management facilities. Besides physical activities, SDN Made I No. 475 Surabaya also instills character values through daily routines. For instance, students regularly clean their classrooms and school areas and participate in the "Clean Friday" program. These activities cultivate responsibility, independence, and social awareness from an early age.

However, the implementation of the Adiwiyata School Program in several elementary schools, including SDN Made I No. 475 Surabaya, has not yet shown optimal results in fostering sustainable environmental care character. There are indications that Adiwiyata activities are still symbolic or ceremonial in nature and often become active only before evaluation periods. The quality of implementation also faces various challenges, including the sustainability of activities, participation of the entire school community, and integration of environmental care values into the learning process. This raises concerns that the character values intended to be instilled through the Adiwiyata Program have not been fully internalized among students, thus necessitating a deeper evaluation of the program's effectiveness.

Although the Adiwiyata School Program has been implemented through various positive initiatives at SDN Made I No. 475 Surabaya, no comprehensive and systematic evaluative study has been conducted. A thorough evaluation is needed to ensure the program's effectiveness as a medium for character development. This study applies the CIPPO model to assess the extent to which the program influences students' character development. The choice of the CIPPO model (Context, Input, Process, Product, and Outcome) is based on its ability to provide a comprehensive analysis of program implementation, covering potential challenges, and its impact on character enhancement. The objective of this research is to evaluate the implementation of the Adiwiyata School Program at SDN Made I No. 475 Surabaya using the CIPPO model and formulate recommendations to optimize environment-based character development.

## 2. METHODS

This study employed a qualitative descriptive approach aimed at providing an in-depth description of the implementation of the Adiwiyata School Program at SDN Made I No. 475 Surabaya. Data were collected through interviews, observations, and documentation conducted directly in the field. The research was carried out at SDN Made I No. 475 Surabaya, located at Jalan Raya Made I No. 31–33, Lakarsantri District, Surabaya City. The informants of this study included the principal, the Adiwiyata coordinator, teachers, students, and parents.

Data analysis was conducted using the model proposed by (Miles & Huberman, 2014), consisting of three stages: data condensation, data display, and conclusion drawing or verification. The validity of the data was tested through source and technique triangulation, emphasizing the criteria of credibility, transferability, and confirmability to ensure the trustworthiness of the research findings.

### 3. RESULTS AND DISCUSSION

#### 3.1. Results

##### **Context Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

- 1) SDN Made I No. 475 Surabaya is a public elementary school located at Jalan Raya Made I No. 31–33, Lakarsantri District, Surabaya City. The school has been designated as an Adiwiyata Mandiri School, the highest level in the environmentally oriented school program organized by the Ministry of Environment and Forestry of the Republic of Indonesia.
- 2) The Adiwiyata Program at SDN Made I No. 475 Surabaya aims to foster environmental awareness and caring character among all school members, including teachers, students, and educational staff. This goal aligns with the school's vision: *"To create a school community that is virtuous, high-achieving, cultured, and environmentally conscious."*
- 3) The school environment strongly supports the program through the availability of various facilities, such as green gardens, herbal plant areas (toga), hydroponic installations, a waste bank, and composting sites.
- 4) The main targets of the program are all school members, particularly students, to cultivate habits of maintaining cleanliness, conserving energy, and loving nature. In addition, the surrounding community is also part of the behavioral change targets through various collaborative environmental activities.

##### **Input Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

- 1) The Adiwiyata Program is supported by a well-structured organizational system. The school has established an Adiwiyata team consisting of a coordinator, teachers, student environmental cadres, and educational staff, each with specific responsibilities in their respective areas.
- 2) Human resource support is considered adequate. Teachers have received training related to environmental education and actively participate in various green school activities.
- 3) The program's funding sources come from the School Operational Assistance (BOS), support from the Surabaya City Environmental Agency, and contributions from the school committee. These funds are utilized for greening activities, cleanliness competitions, and the procurement of waste management facilities.
- 4) The school's infrastructure also supports the success of the program, including the presence of gardens, biopores, recycling tools, and open green spaces used for outdoor learning activities.

##### **Process Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

- 1) The implementation of the Adiwiyata Program is carried out regularly and integrated into the learning process. Every Friday, the school organizes a "Clean Friday" activity involving all school members in maintaining environmental cleanliness.
- 2) Thematic learning in classrooms incorporates environmental awareness values into every subject. Teachers guide students to practice eco-friendly behaviors such as planting trees, sorting waste, and conserving energy.
- 3) Collaboration is established with various external partners, including the Environmental Agency, universities, and partner schools, through training, mentoring, and joint greening activities.

- 4) The main supporting factors of the program include the enthusiasm of school members, strong teamwork, and the visionary leadership of the principal. Meanwhile, the challenges faced include limited funds for infrastructure renewal and the need to improve the participation of a small number of students.

### **Product Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

- 1) The Adiwiyata Program has produced tangible changes in the behavior of the school community. Students have developed habits such as disposing of waste properly, conserving water and electricity, and actively maintaining the cleanliness of classrooms and the school environment.
- 2) The school environment has become cleaner, greener, and more comfortable. Every corner of the school is adorned with green plants and recycled pots, along with creative recycling works made by students.
- 3) Through the waste bank activities, the school has successfully reduced the volume of inorganic waste while generating economic value from the sale of sorted waste.
- 4) The Adiwiyata Program has also produced various innovations, such as compost processing, hydroponic cultivation, catfish-based food production, and handicrafts made from recycled materials.
- 5) SDN Made I No. 475 Surabaya has received numerous awards at both the city and national levels, recognizing its success in implementing an environmentally friendly school program.

### **Outcome Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

- 1) The Adiwiyata Program has successfully fostered an environmentally conscious school culture. All members of the school community share a collective awareness of maintaining cleanliness and preserving the environment voluntarily, without external enforcement.
- 2) An environmentally caring character has been formed in a sustainable manner. Students carry these positive habits into their homes, even influencing their families to sort waste and plant greenery in their yards.
- 3) Teachers and parents actively contribute to strengthening environmental values through consistent practices both at school and at home.
- 4) This culture of environmental care has evolved into the school's identity and has inspired other partner schools such as MI Nurul Hidayah, SDN Lontar 2, and SDN Jeruk 1 to implement similar programs.
- 5) The long-term impact of this program can be seen in the transformation of the school community's character, the increasingly green and clean school environment, and the rising awareness among the surrounding community about the importance of maintaining cleanliness and environmental sustainability.

## **3.2 Discussion**

### **Context Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

Based on the research findings, the background of SDN Made I No. 475 Surabaya's participation in the Adiwiyata Program is driven by the school's intention to instill an environmentally caring character in students while supporting government policies to realize environmentally conscious schools. This aligns with the main objective of the Adiwiyata Program initiated by the Ministry of Environment, namely to create schools that care about and cultivate environmental awareness through conscious, directed, and planned efforts.

This finding is supported by the research of (Malinda et al., 2019) at SDN Model Banyuwangi, which shows that the role of school leadership and policies are key factors in the successful implementation of the Adiwiyata Program. Similarly, at SDN Made I No. 475 Surabaya, environmental awareness is embedded in the school's vision, mission, and code of conduct. This finding also aligns with (Hatami & Ratnawati, 2024) in SDN 13 and SDN 21

Pontianak, which emphasized that school policies in preserving the environment can enhance students' environmental awareness. However, unlike (Azizah, 2024) at SMPN 207 Jakarta, which focused more on the quantitative influence of the program on students' attitudes, this study highlights the policy and goal aspects as the foundation for program implementation.

Thus, it can be concluded that the implementation of the Adiwiyata Program at SDN Made I No. 475 Surabaya aligns with national policies and is consistent with previous research. The uniqueness of this study lies in the application of the CIPPO evaluation model, which provides a comprehensive contextual analysis by integrating the background, goals, and policies of the school.

### **Input Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

Based on the research, the input aspect of the Adiwiyata Program at SDN Made I No. 475 Surabaya includes human resources, school budgeting, and supporting facilities. In terms of human resources, the principal, teachers, staff, students, and parents play an essential role in program implementation. The principal acts as the main initiator, teachers serve as facilitators who integrate environmental values into learning, and students actively participate in activities such as class cleaning duties and waste bank management.

From the funding perspective, the school has allocated a special budget for Adiwiyata activities sourced from School Operational Assistance (BOS) funds and supported by the school committee. This reflects the school's commitment to ensuring the program's sustainability. The availability of facilities and infrastructure is also adequate, including green gardens, waste separation bins, infiltration wells, and a school garden used as a learning medium.

These findings are in line with (Purwanti, 2017), who emphasized that the success of the Adiwiyata Program depends on input readiness, particularly teacher and student participation in environmental activities. This is also consistent with (Rakhmawati et al., 2016), which showed that resource management and facilities significantly influence program implementation. Furthermore, (Beanal et al., n.d.) highlighted the importance of environmentally friendly facilities as key supporting factors.

Therefore, it can be concluded that the inputs for the Adiwiyata Program at SDN Made I No. 475 Surabaya meet the success criteria in terms of human resources, budgeting, and infrastructure. However, improvements are still needed in maintaining facilities and ensuring that students' awareness is evenly distributed across all grades.

### **Process Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

The implementation process of the Adiwiyata Program at SDN Made I No. 475 Surabaya has been carried out systematically through the stages of planning, implementation, and evaluation. Activities such as Clean Friday, class cleaning schedules, and environmental competitions have become integral in cultivating environmentally friendly behavior among students. The principal and teachers act as supervisors and facilitators, while students take the main role in maintaining cleanliness and contributing to the school's greening.

Environmental education is also integrated into classroom activities, particularly in IPAS and PPKn subjects, through contextual learning that includes field observations and project-based environmental learning. This approach strengthens character formation through experiential learning.

These findings are consistent with (Widodo & Nurhayati, 2022), who found that the success of the Adiwiyata Program depends on active teacher-student involvement and the integration of environmental themes into classroom learning. Similarly, (Hatami & Ratnawati, 2024) emphasized that sustainable environmental habits can only be achieved through continuous and participatory processes.

Moreover, SDN Made I No. 475 Surabaya conducts regular internal monitoring and evaluation by the Adiwiyata Team and periodic supervision by the Surabaya City Environmental Agency (DLH). The evaluations focus on achievements, challenges, and improvement strategies, ensuring that the implementation remains consistent and goal-

oriented. Despite some challenges, such as inconsistent student behavior outside formal activities, the overall process is considered effective and structured.

#### **Product Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

The outcomes of the Adiwiyata Program implementation at SDN Made I No. 475 Surabaya can be categorized into physical and non-physical products. The physical outcomes include a clean, green, and organized school environment, complete with gardens, composting areas, and greenhouses. The non-physical outcomes include behavioral changes in students, teachers, and staff, such as improved awareness of environmental protection and a stronger school culture emphasizing sustainability.

These findings correspond with (Sunarto, 2023), who stated that the success of Adiwiyata is not only seen through the school's physical transformation but also through the long-term development of students' environmental character. Similarly, (Malinda et al., 2019) highlighted that collective participation among school members is a key indicator of program success.

At SDN Made I No. 475 Surabaya, the program also produced several achievements, including the Adiwiyata Mandiri award and innovations such as compost fertilizer, hydroponic plants, and kelor-based products. These products demonstrate that the program has had a significant positive impact on both environmental development and student creativity.

#### **Outcome Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

The outcomes of the Adiwiyata Program at SDN Made I No. 475 Surabaya are evident in the growing environmental awareness among students, teachers, and the school community. Students have developed sustainable habits such as sorting waste, planting trees, and conserving resources habits that extend beyond school life into their homes and communities. Teachers and parents play an active role in reinforcing these values through consistent guidance and modeling.

These results align with (Evangelyne & Hardini, 2024), who found that environmental activities such as Clean Friday, eco-brick making, and reforestation contribute to the long-term habituation of environmentally conscious behavior. This is also consistent with (Hatami & Ratnawati, 2024), who concluded that early environmental education has lasting effects on character formation.

As an Adiwiyata Mandiri school, SDN Made I No. 475 Surabaya not only focuses on internal achievements but also contributes to mentoring other schools such as MI Nurul Hidayah, SDN Lontar 2, and SDN Jeruk 1. This demonstrates the school's commitment to spreading environmental values to the wider community.

Overall, the outcomes of the Adiwiyata Program show high effectiveness in building a sustainable school culture. Environmental awareness has become a collective identity among school members, and the program's impact has extended to the surrounding community. Thus, the implementation of the Adiwiyata Program at SDN Made I No. 475 Surabaya can be deemed successful and sustainable, fulfilling the objectives of the CIPPO model in assessing the results, impact, and continuity of environmental education programs.

## **4. CONCLUSION**

Based on the results and discussion, several conclusions can be drawn as follows:

### **a. Context Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

The context evaluation shows that SDN Made I No. 475 Surabaya implemented the Adiwiyata Program based on the school's awareness of the importance of environmental education and its alignment with the national Adiwiyata policy by the Ministry of Environment and Forestry. The program aims to instill environmental awareness and responsibility in students through continuous habits and integrated learning. This initiative is also in line with the school's vision and mission to create a generation that is intelligent, disciplined, and environmentally conscious.

### **b. Input Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

The input evaluation indicates that the success of the Adiwiyata Program at SDN Made I No. 475 Surabaya is supported by adequate human resources, funding, and facilities. The principal acts as the main leader, teachers as facilitators, and students as active participants in environmental activities. The funding comes from BOS (School Operational Assistance), community support, and the school committee. Facilities such as waste sorting bins, greenhouses, fish ponds, and composting areas are available to support program implementation, although some require improvement and regular maintenance.

**c. Process Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

The process evaluation reveals that the Adiwiyata Program has been implemented systematically and routinely through integrated learning and environmental activities such as Clean Friday, waste management, and greening programs. Teachers incorporate environmental values into thematic learning, and cooperation is established with external stakeholders, including the Department of Environment and local universities. Monitoring and evaluation are carried out regularly by the Adiwiyata team and the principal to ensure consistency and sustainability. However, a few students still show inconsistent participation, and limited resources sometimes hinder outdoor activities.

**d. Product Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

The product evaluation shows that the Adiwiyata Program has produced tangible outcomes, both physical and behavioral. The school environment has become cleaner, greener, and more comfortable, while students' awareness and responsibility toward the environment have significantly increased. Students actively practice waste management, energy saving, and plant care. The school also produces eco-based innovations such as compost fertilizer, hydroponic plants, catfish farming, and recycled crafts. These outcomes demonstrate the effectiveness and efficiency of the program in fostering environmental character among students.

**e. Outcome Evaluation of the Adiwiyata Program at SDN Made I No. 475 Surabaya**

The outcome evaluation indicates that SDN Made I No. 475 Surabaya, as an Adiwiyata Mandiri School, has succeeded in developing a sustainable environmental culture that extends beyond the school community. The program not only shapes students' environmentally friendly behavior but also influences parents and the surrounding community to adopt similar habits. The school has become a model for other schools through mentoring and sharing best practices. The long-term impact of the program is seen in the formation of disciplined, responsible, and environmentally conscious students who bring these positive values into their homes and society.

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## **6. AUTHORS' NOTE**

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.



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