

## INCULCATING CARING AND ENVIRONMENTALLY CULTURED CHARACTERS AMONG MADRASAH IBTIDAIYAH STUDENTS THROUGH THE ADIWIYATA PROGRAM

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### ABSTRACT

The character of caring for the environment needs to be instilled in students from an early age to increase their awareness. This caring is an attitude and action that tries to prevent damage to the surroundings. Therefore, this study aims to describe the formation of caring and environmentally cultured characters in students through the Adiwiyata program at Madrasah Ibtidaiyah Negeri (MIN) 1 Kendal, Central Java, Indonesia. The descriptive qualitative approach was used and the informants were the principal, teachers, and students. Data collection was carried out through observation, interviews, and documentation. Furthermore, data analysis was carried out by reduction, presentation, and verification using source and technique triangulation. The results showed the Adiwiyata program at MIN 1 Kendal generated some character building for students and madrasah residents, such as discipline, cooperation and responsibility, as well as sincerity in charity. The formation of a caring and environmentally cultured character in students through the program is implemented with four essential elements, namely Adiwiyata Madrasah Policies, Curriculum, Participatory-Based Activities, and Support Facilities.

**Keywords:** cooperation and responsibility; discipline; environmentally cultured characters; madrasah ibtidaiyah students; sincerity in charity; the adiwiyata program

### INTRODUCTION

Currently, environmental concern is an issue that is often discussed because the impact of ecological damage is increasingly challenging. This damage has touched a fundamental aspect due to mistakes in viewing the relationship between humans and the environment.<sup>1</sup> Various human views have made the environment an object that needs to be exploited, regardless of the impact.<sup>2</sup> Therefore, human behavior is the factor that often causes ecological damage globally.

One of the efforts made by the Indonesian government to improve caring behavior is through the implementation of Environmental Education to provide ecological

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<sup>1</sup> Ummi Nur Rokhmah, "Pelaksanaan Program Adiwiyata Sebagai Upaya Pembentukan Karakter Peduli Lingkungan Siswa Di Madrasah Ibtidaiyah," *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 13, no. 1 (2019): 67–88, <https://doi.org/10.35931/aq.v0i0.133>.

<sup>2</sup> Martha Setyaningati, Sa'dun Akbar, and Putri Mahanani, "Pembelajaran Pendidikan Karakter Peduli Lingkungan Melalui Program Adiwiyata Di SDN Bunulrejo 2 Kota Malang," *Jurnal Pendidikan Dasar Nusantara* 6, no. 1 (2020): 84–102, <https://doi.org/doi.org/10.29407/jpdpn.v6i1.14286>.



knowledge among students.<sup>3</sup> This is indicated by the assumption that when environmental learning increases, the caring behavior will also improve, leading to a reduction in future damage.<sup>4</sup> However, it is difficult to mitigate environmental problems that are only mere rhetoric.

Learning improvements on environmental care character has not been optimally applied to primary education in Indonesia. This is due to the lack of awareness of students and madrasah residents about the environment. The waste problem is an indicator of environmental concern that needs special attention. One challenge that arises from waste is the decline in aesthetics in the community. As reported by Sciencemag.org, Indonesia is one of the world's top 5 most significant waste contributors.<sup>5</sup> This is not a proud achievement because the data showed inefficient waste management. Due to this phenomenon, the government adopted the initiative to organize and develop Environmental Education through the Adiwiyata program, especially at the basic education level. This program aims to educate the young generation of Indonesia to learn how to care and preserve the environment from an early age.<sup>6</sup> In this case, the role of madrasah is needed as a vehicle to shape students' character, especially the nature of caring for the environment.<sup>7</sup> Also, the education is channeled through the 2013 Curriculum, which emphasizes ecological care character education, also called Adiwiyata character education. The purpose of this program is to create madrasah that care and are environmentally cultured. Additionally, the implementation is based on three principles, namely educative, participatory, and sustainable.<sup>8</sup>

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<sup>3</sup> Sri Nuzulia, Sukamto, and Agus Purnomo, "Implementasi Program Adiwiyata Mandiri Dalam Menanamkan Karakter Peduli Lingkungan," *SOSIO DIDAKTIKA: Social Science Education Journal* 6, no. 2 (2019): 155–64, <https://doi.org/10.15408/sd.v6i2.11334>.

<sup>4</sup> Indah Kusuma Pradini, Bedjo Sujanto, and Nurjannah, "Implementasi Program Sekolah Adiwiyata Dalam Peningkatan Mutu Pendidikan Di SDN Tanah Tinggi 3 Kota Tangerang," *JGG- Jurnal Green Growth Dan Manajemen Lingkungan* 7, no. 2 (2018): 122–32, <https://doi.org/10.21009/jgg.072.03>.

<sup>5</sup> Jenna R. Jambeck et al., "Plastic Waste Inputs from Land into the Ocean," *Science* 347, no. 6223 (2015): 768–71, <https://doi.org/10.1126/science.1260352>.

<sup>6</sup> Yulia Indahri, "Environmental Education Development through Adiwiyata Program (Study in Surabaya City)," *Aspirasi: Jurnal Masalah-Masalah Sosial* 11, no. 2 (2020): 121–34, <https://doi.org/10.22212/aspirasi.v11i2.1742>.

<sup>7</sup> Noprida Ilhamiah, "Penerapan Pendidikan Karakter Melalui Program Adiwiyata," in *Prosiding Semnas Program Pascasarjana Universitas PGRI Palembang*, 2017, 130–35, <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/1353>.

<sup>8</sup> National Level Adiwiyata Team, *Adiwiyata Guide: Schools That Care and Cultured the Environment* (Jakarta: Ministry of Environment and Forestry; Ministry of Education and Culture, 2012).

The Adiwiyata program has a strategic role in increasing environmental awareness, which is currently experiencing a significant decline. With these goals and positions, the contribution to the formation of a caring character is possible.<sup>9</sup> The program has several essential elements in its implementation, including environmentally friendly policies, a participatory environment-based curriculum, and the management of support facilities.<sup>10</sup> These elements can create an atmosphere that accustoms caring behavior and environmental culture for students and other madrasah residents.

The role of madrasah in instilling environmental care for students is expected, and they need to develop policies that focus on cognitive aspects.<sup>11</sup> The existence of science and social studies has been unable to shape the attitudes and actions of students in preventing damage to the environment. Hence, madrasah should develop policies for cultivating characters, such as caring and environmental culture. They need to create an atmosphere that focus on aspects of love for nature, including the social, physical, and cultural environments. Therefore, quality characters should be fostered and developed from an early age in primary education, especially in caring for the environment. The existence of the Adiwiyata program in primary education in Indonesia is undoubtedly expected to make students aware of environmental care. This awareness will have an impact on the community, supposedly, it can continuously instill care behavior through habituation, such as maintaining neatness, separating organic and inorganic wastes, and inculcating a love for cleanliness. This students' awareness can create a healthy and comfortable environment.

One of the madrasah that implement the Adiwiyata program is Madrasah Ibtidaiyah Negeri (MIN) 1 Kendal, which instills a caring and cultured attitude toward the environment and the surrounding community. Interviews with the principal and teachers revealed that students tend to litter. However, when the students are caught and reprimanded, they will pick up the trash and throw it in the trash can, but the act will be

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<sup>9</sup> Yeni Afriyeni, "Pembentukan Karakter Anak Untuk Peduli Lingkungan Yang Ada Di Sekolah Adiwiyata Mandiri SDN 6 Pekanbaru," *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini* 1, no. 2 (2018): 123–33, <https://doi.org/10.31849/paudlectura.v1i2.1171>.

<sup>10</sup> Arbiana Putri, "Implementasi Program Adiwiyata Dalam Rangka Menciptakan Sekolah Peduli Dan Berbudaya Lingkungan," *Jurnal Tunas Bangsa* 6, no. 1 (2019): 37–47, <https://ejournal.bbg.ac.id/tunasbangsa/article/view/918>.

<sup>11</sup> Alfarobi Brilliant Fikri, Peni Susapti, and Makhasin Ariffi Setya, "The Teacher's Ability in Making HOTS Questions in The Thematic Learning Content of Social Studies," *AULADUNA: Jurnal Pendidikan Dasar Islam* 8, no. 2 (2021): 129–37, <https://doi.org/10.24252/auladuna.v8i2a1.2021>.

repeated the next day. Furthermore, paper waste and used food wrappers are often found in student desk drawers. Even though they have been repeatedly sanctioned, it still does not have a significant effect. The installation of posters containing recommendations for maintaining cleanliness and not littering does not have a considerable impact on students and does not seem to attract their interest. The results of interviews with students revealed that they littered because the trash can was far away. The results of previous research confirmed that the problem of character education success is the lack of optimal management, policy support, as well as vision and mission that inspires all residents, especially students. Therefore, madrasah realize that providing knowledge about environmental management is why MIN 1 Kendal implements the Adiwiyata program.

The program has been launched, beginning with tree-planting activities, waste management, water, and energy conservation. MIN 1 Kendal also involves students becoming Adiwiyata cadres. The students are trained on how to manage and preserve the environment. Moreover, considering the increasing level of damage and low awareness, the program becomes vital to form a generation that loves and cares for its surroundings.

Environmentally minded madrasah have educational programs and activities that create awareness about the environment.<sup>12</sup> In addition, learning achievement is influenced by how active students learn and understand lessons. A comfortable and clean environment can support optimal student growth and development. For this reason, implementing the Adiwiyata program is said to have several challenges. The gap between the ideal concept and practice is often a problem, where what happened in the field was not entirely following what was planned.<sup>13</sup> Environmental policies that are made often falter at a less than optimal implementation stage. Therefore, this study is exciting and important because it aims to describe the reality of implementing Adiwiyata program policies, especially in primary education. It also discusses the extent to which the implications of the program have been successful.

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<sup>12</sup> Bambang Subianto and Zaka Hadikusuma Ramadan, "Analisis Implementasi Program Adiwiyata Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 4 (2021): 1683–89, <https://doi.org/10.31004/basicedu.v5i4.900>.

<sup>13</sup> Yudi Yanuar et al., "Elementary School Teachers' Readiness to Engage in Distance Learning and Training during the COVID-19 Pandemic," *Al Ibtida: Jurnal Pendidikan Guru MI* 8, no. 2 (2021): 191–204, <https://doi.org/10.24235/al.ibtida.snj.v8i2.8994>.

## **RESEARCH METHODS**

### **General Background**

This is a field study with a descriptive qualitative approach. Furthermore, it is the basis for revealing the actual problems and providing an overview of the Adiwiyata program in supporting the creation of a caring and environmentally cultured character. This study described how character building and being environmentally sophisticated through the Adiwiyata program leads to a detailed description of the natural condition portrait of what happens in the field.<sup>14</sup> The location is MIN 1 Kendal, Central Java, Indonesia, which was selected because it has launched the Adiwiyata program to instill the attitude of care for the environment and the surrounding community.

### **Participant**

The participants include the principal, six teachers, and six students, and were selected because they have several parts of coordination to run the Adiwiyata program. The head of the madrasah has the role of being in charge of the Adiwiyata program. The teachers have a supervising role, while six students act as the head of cadre. However, the sample used in the qualitative study method is small, is not representative, purposive, and develops during the process.

### **Instrument and Procedures**

The research team is a vital instrument in the study by performing several data collection techniques, such as observation, interviews, and documentation.<sup>15</sup> The observation technique was carried out to obtain an accurate picture of phenomena in the field and understand informants' habits using field notes. The interview technique was conducted to obtain the informants' experience in implementing the Adiwiyata program. Additionally, the documentation technique was carried out to examine several documents regarding the program's performance in the form of photo archives used to prove previously obtained information.

### **Data Analysis**

The data were analyzed using an interactive model and were collected, processed, and analyzed using qualitative techniques, namely reduction, presentation, and

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<sup>14</sup> Sugiyono, *Metode Penelitian Kualitatif Dan R&D* (Bandung: Alfabeta, 2018), 213.

<sup>15</sup> Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya Offset, 2017), 187–219.

verification.<sup>16</sup> The reduction involves selecting, focusing attention, simplifying, abstracting, and transforming the rough data in the interview notes and observations obtained in the field. Meanwhile, presentation includes a collection of information that has been arranged and gives a meaning that can be drawn as a conclusion. The verification was carried out after the data were presented, described, and given meaning with a logical interpretation. The information was validated by diligent observation, while triangulation of sources and techniques was carried out.

## **RESULTS AND DISCUSSION**

### **RESULTS**

#### **Adiwiyata Madrasah Policy**

Implementing the Adiwiyata program requires good management and the participation of all residents. The Madrasah are necessary for developing innovative policies related to environmental management. This MIN 1 Kendal, along with 3 others at the Kendal Regency level, were selected to be projected as Adiwiyata madrasah. The results through observations and interviews with the Head of Madrasah revealed that in the program's success, the madrasah formed a team of all teachers as Adiwiyata coaches. Furthermore, tasks were assigned according to their respective fields of expertise. The programs in preparing Adiwiyata madrasah include implementing environmentally friendly behavior, waste management, planting and maintaining plants, water and energy conservation, and others.

MIN 1 Kendal also involved students in becoming Adiwiyata cadres, where they are trained on how to manage and preserve the environment. A total of 171 students were appointed to become the cadres as agents who will participate in the success of the Adiwiyata program. They were appointed directly by the Head of Madrasah, and their main task is to campaign for cleanliness among other students. The inauguration process is led directly by the Head of Madrasah, as shown in Figure 1 below:

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<sup>16</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (America: SAGE Publications, 2014), 12–14.



Figure 1  
Adiwiyata Cadre Inauguration

### **Adiwiyata Madrasah Curriculum**

The Adiwiyata curriculum is a necessity for madrasah that want to implement the program. This policy is also adopted by MIN 1 Kendal, which uses the curriculum in an integrative way with the 2013 curriculum to integrate environmental care learning. This is incorporated in every lesson and raises the value of love for the environment. All subjects have learning scenarios related to the environment, both from methods, approaches, models, and learning media.

Additionally, students are always enthusiastic when learning is carried out with the surrounding media. It can increase the love and concern for the environment because they immediately feel the benefits. Environmental integration in the form of inculcating care characters in students is carried out in theory and practice. In terms of view, students are provided with materials related to the environment and given tasks to improve their literacy. Students are given habituation activities in the course about caring for the environment. Therefore, before starting the lesson, the teacher evaluates the cleanliness of the classroom and makes it a habit for students to constantly water the plants in front of the class every morning, as shown in Figure 2 below:



Figure 2  
Plant Watering Habituation

### **Participatory-Based Madrasah Activities**

The implementation of the Adiwiyata program cannot be separated from the existence of participatory-based madrasah activities to build the character of students' concern for the environment. Those who are experiencing the development of a mindset should be invited and accustomed to realizing the value of caring for the environment from an early age. The observation and documentation results showed the cadres were divided into several working groups, namely cleanliness and drainage, waste management, planting and maintaining plants, water conservation, and energy conservation. After the inauguration, they were immediately trained to become cadres, such as in the plant maintenance and waste management working groups. The cadres were given instructions on sorting out the wastes and recycling them to be used as fertilizer that is beneficial to plants. Many other activities were held to produce cadres who love and care about the environment.

The teachers educate the plant maintenance group by explaining the benefits of the activities. This education is also a communication medium to raise problems usually encountered when students dislike plant activities. The teachers make efforts to increase motivation in maintaining plants by giving each cadre a different type of plant to hold. This activity was carried out by demonstrating how to plant and care to foster their responsibility in caring for these plants. The students were divided into small groups of five individuals who were guided by a mentor teacher, as shown in Figure 3 below:





Figure 3  
Plant Maintenance Training

Subsequently, the teacher provided education to the waste management working group by explaining the types of waste and how to manage them by recycling into works of art. The teacher made efforts to increase their motivation in waste management by providing simulations for direct experience and raising the awareness of keeping the environment clean. This activity aims to develop students' creativity in processing waste into beautiful and valuable works of art, as shown in Figure 4 below:



Figure 4  
Waste Management Training

### **Adiwiyata Support Facilities**

The dominant factor in creating a conducive madrasah atmosphere in character education is the availability of facilities and infrastructure to support the activities through fostering cleanliness, order, and beauty. Some of the supporting facilities can create a conducive atmosphere, such as the availability of 3-color trash cans, hand washing stations, gardens, a summer house used for outdoor learning, and others. The management

of environmentally friendly facilities is being improved at MIN 1 Kendal by utilizing and maintaining the madrasah environment.

## **DISCUSSION**

There are lots of environmental handling problems that are only a figment in the current era, and they are difficult to solve or overcome. In connection with environmental issues that are increasingly worrying, it is essential to have a policy related to management to reduce the number of damages. One alternative solution is implementing the Adiwiyata program in madrasah, which can be an initial solution.<sup>17</sup> The program is a strategy issued by the government to encourage the achievement of green madrasah that are clean and aware of environmental sustainability to promote residents to become individuals who have the character of caring for their surroundings.<sup>18</sup>

The program has several essential elements, including the Adiwiyata madrasah policy, curriculum, participatory-based activities, and support facilities.<sup>19</sup> These elements can create an atmosphere that implements caring and environmentally cultured behavior for students and others.<sup>20</sup> Madrasah realize that they have an essential role in providing knowledge and learning to students about the environment and its management. This is why MIN 1 Kendal seeks to implement the program by launching various policies.

The program is also in an environment-based curriculum closely related to teachers and students.<sup>21</sup> The environment-based curriculum was implemented by delivering material through various curricula to provide an understanding of students'

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<sup>17</sup> Juraid et al., "Implementation and Development of Adiwiyata Schools to Realize Character of Students Care for Environment," *International Journal of Scientific & Technology Research* 8, no. 10 (2019): 1226–29, <http://www.ijstr.org/final-print/oct2019/Implementation-And-Development-Of-Adiwiyata-Schools-To-Realize-Character-Of-Students-Care-For-Environment>.

<sup>18</sup> Wibowo Heru Prasetyo et al., "Caring for the Environment in an Inclusive School: The Adiwiyata Green School Program in Indonesia," *Issues in Educational Research* 30, no. 3 (2020): 1040–57, <https://www.iier.org.au/iier30/prasetyo>.

<sup>19</sup> Eni Purwati and Udik Budi Wibowo, "The Principal Leadership of the Implementation of Adiwiyata Program in Elementary School in Yogyakarta City," *KnE Social Sciences: International Conference on Meaningful Education (ICMEd)*, 2019, 342–349, <https://doi.org/10.18502/kss.v3i17.4656>.

<sup>20</sup> Putri, "Implementasi Program Adiwiyata Dalam Rangka Menciptakan Sekolah Peduli Dan Berbudaya Lingkungan."

<sup>21</sup> Rabiatal Adawiah, "Instilling the Environmental Care Characters to the Elementary Schools Located on the River Banks," *Journal of Wetlands Environmental Management* 6, no. 1 (2018): 84–92, <https://doi.org/10.20527/jwem.v6i2.177>.

daily lives.<sup>22</sup> As is known in the 2013 Curriculum, which addresses love for the environment, the task of a teacher is to convey and constantly remind students of love for the environment through every learning.<sup>23</sup> This is in line with a statement supporting the Head of Madrasah that before entering a class, students should jointly carry out literacy and habituation activities every morning, such as instilling a caring attitude towards plants through watering. The results of this study are relevant to previous research, which showed that there is an attitude of discipline and responsibility through the habit of caring for plants by watering them every morning to foster an environmentally cultured character.<sup>24</sup>

The Adiwiyata program is through classroom learning and participatory-based activities that provide initiatives for students to carry out various environmental-based activities.<sup>25</sup> Their participation in environmental education is not only about accepting the theory but also carrying out direct practice according to the policies set by the madrasah.<sup>26</sup> The teacher directs and invites students to maintain plants of various types. Furthermore, they are required to dispose of waste in the trash can based on the type. The cadres are also invited together to process waste into valuable items and always remind their friends of the importance of loving the environment. The results of this study are relevant to previous research, which showed there is an attitude of discipline, responsibility, and

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<sup>22</sup> Adi Suryani et al., "Education for Environmental Sustainability: A Green School Development," *IPTEK Journal of Proceedings Series*, no. 6 (2019): 65–72, <https://doi.org/10.12962/j23546026.y2019i6.6347>.

<sup>23</sup> Mohammad Holis, "Gerakan Madrasah Adiwiyata Di Madura; Telaah Konsep Peduli Lingkungan Dalam Islam," *Nuansa: Jurnal Penelitian Ilmu Sosial Dan Keagamaan Islam* 16, no. 1 (2019): 31–39, <https://doi.org/10.19105/nuansa.v16i1.2394>; Prima Fauzani and Tien Aminatun, "Adiwiyata Program Implementation in Inculcating Environmental Care Characters: A Literature Review," *Advances in Social Science, Education and Humanities Research* 541 (2021): 150–54, <https://doi.org/10.2991/assehr.k.210326.021>.

<sup>24</sup> Limawati, "Implementasi Program Sekolah Adiwiyata Di Sekolah Dasar," *Wiyata Dharma Jurnal Penelitian Dan Evaluasi Pendidikan* 6, no. 1 (2018): 20–24, <https://doi.org/10.30738/wd.v6i1.3355>; Rizki Nur Aprilianto and Ardian Arief, "Sekolah Adiwiyata Dalam Dimensi Karakter Dan Mutu Pendidikan," *Trihayu: Jurnal Pendidikan Ke-SD-An* 6, no. 1 (2019): 776–83, <https://jurnal.ustjogja.ac.id/index.php/trihayu/article/view/7879>; Endah Riyanti and Ika Maryani, "Implementasi Program Adiwiyata Dalam Pembentukan Karakter Peduli Lingkungan Di SD Muhammadiyah Bodon Kotagede," *Fundamental Pendidikan Dasar* 2, no. 3 (2019): 109–16, <https://doi.org/10.12928/fundadikdas.v2i3.1256>.

<sup>25</sup> Lasno, Ahmad Suriansyah, and Muhammad Saleh, "School Principal's Role in The Implementation of School-Based Management for Adiwiyata Program," *European Journal of Education Studies* 5, no. 11 (2019): 105–22, <https://doi.org/10.46827/ejes.v0i0.2307>.

<sup>26</sup> Aynur Pala, "The Need for Character Education," *International Journal of Social Sciences and Humanity Studies* 3, no. 2 (2011): 23–32, [https://www.sobiad.org/eJOURNALS/journal\\_IJSS/arhieves/2011\\_2/aynur\\_pala](https://www.sobiad.org/eJOURNALS/journal_IJSS/arhieves/2011_2/aynur_pala).

cooperation through participatory activities and reminding each other of the importance of keeping the environment clean to foster a caring and cultured character.<sup>27</sup>

The success of implementing the Adiwiyata program cannot be separated from the existence of environmentally friendly supporting facilities.<sup>28</sup> The facilities at the school are adequate, such as the availability of 3-color trash cans, hand washing facilities, gardens, a summer house used for outdoor learning, etc. The Head of Madrasah and teachers also constantly monitor these facilities and infrastructure to maintain and remain environmentally friendly. The results of this study are relevant to previous research, which showed that the completeness of facilities and infrastructure can create a conducive atmosphere to foster a caring and cultured character.<sup>29</sup>

In the Adiwiyata program at MIN 1 Kendal, several character formations were found, namely discipline, cooperation, responsibility, and sincerity in charity. The program teaches students to be disciplined in maintaining cleanliness, disposing garbage appropriately, and caring for plants. This will not run smoothly without the cooperation and high responsibility of all parties in the madrasah. The teacher is the builder, while the students are the spearhead of implementing this program. It also teaches sincerity in charity, which means being sincere and not expecting any praise or gifts from others. This attitude should not only be possessed by students, but all elements in the madrasah need to develop this character. In preserving the environment, one should always apply sincere character in charity.

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<sup>27</sup> Susi Dwi Susilastri and Nuryani Y Rustaman, "Students' environmental Literacy Profile in School Based Nature and in School That Implement the Adiwiyata Program," *KPSDA* 1, no. 1 (2015): 263–69, <https://jurnal.fkip.uns.ac.id/index.php/kpsda/article/view/5385/3801>.; Hephi Meilinda, Baskoro Adi Prayitno, and Puguh Karyanto, "Student's Environmental Literacy Profile of Adiwiyata Green School in Surakarta, Indonesia," *Journal of Education and Learning* 11, no. 3 (2017): 299–306, <https://doi.org/10.11591/edulearn.v11i3.6433>.; Nofriza Efendi, "Implementasi Karakter Peduli Lingkungan Di Sekolah Dasar Lolong Belanti Padang," *Jurnal Komunikasi Pendidikan* 4, no. 2 (2020): 1–10, <https://doi.org/10.32585/jkp.v4i2.460>.

<sup>28</sup> Metroyadi and Zain Ahmad Fauzi, "The Role of School Chief in the Implementation of Management Based on Environmental Education Programs (Adiwiyata Program)," *Advances in Social Science, Education and Humanities Research* 525 (2021): 76–88, <https://doi.org/10.2991/assehr.k.210222.011>.

<sup>29</sup> Ika Maryani, "Evaluasi Pelaksanaan Program Sekolah Adiwiyata Ditinjau Dari Aspek Kegiatan Partisipatif Di SDN Ungaran 1 Yogyakarta," *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar* 1, no. 3 (2014): 225–29, <https://doi.org/10.22219/jp2sd.v1i3.2723>.; Ratna Widyaningrum, "Pembentukan Karakter Peduli Lingkungan Siswa Sekolah Dasar Peduli Dan Berbudaya Lingkungan," *Widya Wacana: Jurnal Ilmiah* 11, no. 1 (2016): 105–8, <https://doi.org/10.33061/ww.v11i1.1334>.; Dwi Nurdiati and Dholina Inang Pambudi, "Implementasi Program Adiwiyata Di SD Negeri Bhayangkara Yogyakarta," *Jurnal Fundamental Pendidikan Dasar* 1, no. 1 (2018): 45–54, <https://doi.org/10.12928/fundadikdas.v1i1.69>.

MIN 1 Kendal aims to build commitment and inculcate cultural values and environmental conservation for all residents. The internalization of an ecologically friendly culture is significant to be instilled in students with the hope that they will implement community values and environmental conservation in the future. This value is significant considering that public awareness of the maintenance and preservation of the environment is still low, as evidenced by the environmental and forest damages, reduced variety of animal species, reduced soil fertility and productivity, and others. Therefore, the school has the strategic aim to create future individuals with a caring character and environmental culture.

## **CONCLUSION**

The formation of a caring and environmentally cultured character in students through the Adiwiyata program at MIN 1 Kendal is implemented with four essential elements, namely the Madrasah Policy, Curriculum, Participatory Based Activities, and Support Facilities. The results showed the program found some character building for students and residents, such as discipline, cooperation, responsibility, and sincerity in charity. It teaches students to be disciplined in maintaining cleanliness, appropriately disposing garbage, and caring for plants. However, the activities will not run smoothly without the cooperation and high responsibility of all parties. The teacher is the program builder, while the students are the spearhead of its implementation. Adiwiyata also teaches sincerity in charity, which implies being sincere and not expecting any praise or gifts from others. This attitude should not only be possessed by students, but by all elements in the madrasa. In preserving the environment, one should always apply a sincere character in charity.

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