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Building an Environmentally Caring Character Through the Environmentally Friendly School Program at SDN Karang Tengah 14

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Abstract

Increasing environmental damage due to irresponsible human behavior encourages the importance of instilling environmental awareness from an early age, especially at the elementary school level. This study aims to describe the implementation of the Environmentally Friendly School Program in building environmental awareness in elementary school students. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation studies. The data obtained are analyzed through the stages of data reduction, data presentation, and conclusion. The study was conducted at SDN Karang Tengah 14, Tangerang City, with data sources including the principal, teachers of grades II, IV, and 5, environmental expert teachers, and students of grades II, IV, and V. The results of the study indicate that the Environmentally Friendly School Program has been implemented in a structured manner through six main indicators, namely maintaining environmental cleanliness, waste management, reducing plastic use, wise use of resources, awareness and attitudes, and activity participation. Based on the results of observations of 9 students, the average score of environmental awareness behavior reached 92.5% with a predicate of Very Good. This study concludes that the implementation of the Environmentally Friendly School Program through consistent habits and support from all school residents has proven to contribute positively to building environmental awareness in elementary school students. These findings imply that consistent habituation and collaborative support from the entire school community can be used as an contribute positively model for strengthening environmentally conscious character education in other elementary schools. This study has limitations because it was only conducted in one school, the relatively limited number of student informants, and the use of quantitative data that only serves as supporting data. Therefore, the results cannot be generalized to other schools. It is recommended that future research involve several schools, employ random sampling techniques, conduct observations on several different occasions, and consider the influence of the family environment to obtain a more comprehensive picture of the program's effectiveness.

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Keywords: Environmentally Caring Character; Environmentally Friendly School Program; Elementary School.

Abstrak

Meningkatnya kerusakan lingkungan akibat perilaku manusia yang tidak bertanggung jawab mendorong pentingnya menanamkan kesadaran lingkungan sejak usia dini, terutama di tingkat sekolah dasar. Penelitian ini bertujuan untuk mendeskripsikan implementasi program Sekolah Ramah Lingkungan dalam membangun kesadaran lingkungan pada siswa sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan studi dokumentasi. Data yang diperoleh dianalisis melalui tahapan reduksi data, penyajian data, dan kesimpulan. Penelitian ini dilakukan di SDN Karang Tengah 14, Kota Tangerang, dengan sumber data termasuk kepala sekolah, guru kelas II, IV, dan 5, guru ahli lingkungan, dan siswa kelas II, IV, dan V. Hasil penelitian menunjukkan bahwa program Sekolah Ramah Lingkungan telah diimplementasikan secara terstruktur melalui enam indikator utama, yaitu menjaga kebersihan lingkungan, pengelolaan sampah, mengurangi penggunaan plastik, penggunaan sumber daya secara bijak, kesadaran dan sikap, serta partisipasi aktivitas. Berdasarkan hasil observasi terhadap 9 siswa, rata-rata skor perilaku kesadaran lingkungan mencapai 92,5% dengan predikat Sangat Baik. Studi ini menyimpulkan bahwa implementasi program Sekolah Ramah Lingkungan melalui kebiasaan yang konsisten dan dukungan dari seluruh warga sekolah telah terbukti efektif dalam membangun kesadaran lingkungan pada siswa sekolah dasar. Temuan ini menyiratkan bahwa pembiasaan yang konsisten dan dukungan kolaboratif dari seluruh komunitas sekolah dapat digunakan sebagai model yang efektif untuk memperkuat pendidikan karakter yang sadar lingkungan di sekolah dasar lainnya. Studi ini memiliki keterbatasan karena hanya dilakukan di satu sekolah, jumlah informan siswa yang relatif terbatas, dan penggunaan data kuantitatif yang hanya berfungsi sebagai data pendukung. Oleh karena itu, hasilnya tidak dapat digeneralisasikan ke sekolah lain. Disarankan agar penelitian selanjutnya melibatkan beberapa sekolah, menggunakan teknik pengambilan sampel acak, melakukan observasi pada beberapa kesempatan yang berbeda, dan mempertimbangkan pengaruh lingkungan keluarga untuk mendapatkan gambaran yang lebih komprehensif tentang efektivitas program tersebut.

Kata kunci: *Karakter Peduli Lingkungan; Program Sekolah Ramah Lingkungan; Sekolah Dasar.*

INTRODUCTION

In life, we are frequently confronted with information about environmental conditions. This occurs due to the extensive environmental damage caused by irresponsible human behavior. The decline in environmental quality is caused by one of the negative effects of rapid

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technological progress, Nasution (2016), in (Siskayanti and Chastanti 2022). However, behind this, human life cannot be separated from the environment. The environment can influence humans positively or negatively (Hasbulloh 2018)

The definition of the environment is stated in Law Number 32 of 2009, which states that the environment is a unity of space with all objects, power, conditions, and living creatures, including humans and their behavior, which affect nature itself, the continuity of life, and the welfare of humans and other living creatures. According to Muhtadi (2011), in (Putri, Wulandari, and Sari 2020). The environment is something that surrounds us, where we live and carry out our lives, and fulfill all our needs.

The educational process is inextricably linked to the environment. The educational process and the environment are closely intertwined and inseparable (Naziyah and Hartatik 2021). The relationship between education and the environment is one of biological adaptation. The environment is a crucial asset in life. It is the habitat of various organisms. Humans play a significant role in environmental management. Humans need to preserve and protect the environment because they possess the ability to improve it. One effort to improve the quality of human resources is the emergence of the concept of character education in Indonesian education.

Character education is established by the Ministry of Education and comprises 18 values or character traits derived from religion, Pancasila, culture, and the National Education Goals. One such character trait is environmental awareness, which is equally important to instill in students from an early age. (Anastya Zalfa, Shobihah, and Fadhil 2022). According to Daryanto and Suryatri (2013), as cited by Putri, Wulandari, and Sari (2020), environmental awareness is an attitude and action that seeks to prevent environmental damage and develop efforts to repair existing environmental damage. This character trait not only impacts environmental sustainability but also shapes individuals who are responsible for the well-being of future generations (Afriana and Hidayat 2022)

Schools, as formal educational institutions, play a strategic role in optimizing the learning environment to instill character values of environmental concern (Fauzan, 2023). This character formation does not occur instantly, but rather through a structured and ongoing process of habituation within the school environment. Global developments in Environmental Education (EE) and Education for Sustainable Development (ESD) have also emphasized that the formation of environmentally conscious character in students will be much more effective if schools implement ongoing habituation fully supported by a

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conducive learning environment and clear role models from teachers (Ardoin, Bowers, and Gaillard 2020). Furthermore, character strengthening and the implementation of environmental education in schools will run optimally if supported by consistent habituation, clear enforcement of school rules, and active involvement of the entire school community (Demirtaş 2025). One program designed to achieve this is the Environmentally Friendly School Program, better known as the Adiwiyata program. This program covers six main aspects: maintaining environmental cleanliness, waste management, reducing plastic use, wise use of resources, awareness and attitudes, and participation in environmental activities (Efendi, Barkara, and Fitria 2020).

Similar programs can build environmental character, according to several previous studies. In their study at Cimahi Mandiri 3 Elementary School, (Ahyar et al. 2025) showed that the SERALIKOCI program fostered students' environmental awareness through regular habits, integrated waste management through the Waste Bank Unit (BSU), and the active role of the Environmental Teacher Team (Tiguling). According to research, implementing environmentally conscious character education in elementary schools can only be successful if supported by consistent school policies and the participation of all students. Conversely, research has found that schools must achieve seven metrics to foster environmental awareness: cleanliness, availability of sanitation facilities, energy savings, and waste sorting.

However, these studies have not specifically examined how environmentally friendly school programs are implemented in schools with the Adiwiyata program, but rather examined the differences between the program design and how students behave in the field. For example, the study by (Ahyar et al. 2025) Focused only on schools that were already operating with a structured system. Therefore, the study cannot provide an accurate picture of the difficulties associated with implementation in schools still in the process of strengthening environmental culture. This study aims to complement and support these findings and provide a more contextual picture of how environmentally friendly school programs are implemented in the field.

The novelty of this research lies in its focus on the implementation of the Environmentally Friendly School Program in schools that already have a strong culture of environmental awareness. Unlike previous studies, which generally only describe the implementation of environmental programs or assess their overall success, this study examines the gap between program implementation and students' actual behavior in their daily lives. Furthermore, this study analyzes the program's contribution to the development

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of environmentally conscious character based on six indicators: maintaining environmental cleanliness, waste management, reducing plastic use, wise use of resources, environmental awareness and attitudes, and participation in environmental activities.

Another novelty is the involvement of environmental teacher experts as the main subjects of the study. While previous studies have primarily involved principals, classroom teachers, or students, this study highlights the role of environmental teacher experts as drivers, facilitators, and mentors in building an environmentally conscious culture through school policies, habituation, environmental education, and collaboration among all school members. This perspective provides a more comprehensive understanding of the factors influencing the successful implementation of the Environmentally Friendly School Program. This study also provides theoretical insight into the implementation of environmentally conscious character education by demonstrating that the success of character formation is not solely influenced by the existence of environmental programs. It also provides recommendations for principals, teachers, and educational policymakers in optimizing the implementation of the Environmentally Friendly School Program by strengthening school culture, increasing the role of environmental teacher experts, and sustaining habituation. The results of this study can also serve as a reference for other schools developing or strengthening environmental programs, such as the Adiwiyata Program, to more effectively build students' environmentally conscious character.

Based on the results of initial observations conducted by researchers at SDN Karang Tengah 14, the school has actually implemented an Environmentally Friendly School Program through various habits, such as disposing of trash in the right place, bringing drinking bottles and equipment from home, and prohibiting eating snacks in random places. However, there are still student behaviors that do not reflect environmental concern, such as littering, a lack of awareness to save water and energy, and a lack of involvement in school greening activities. This condition indicates a gap between the expected ideal conditions, namely the formation of sustainable environmentally conscious characters, and the reality that occurs in the field.

METHOD RESEARCH

A. Research Approach

Research is a scientific study conducted by someone to prove the truth of what they are studying. This research uses a descriptive qualitative approach. According to

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Sugiyono (2023), a qualitative approach focuses on an in-depth understanding of a phenomenon by considering the context and experiences of research participants. Descriptive research is characterized by an approach that aims to systematically, factually, and accurately describe social reality as it exists without manipulating variables. The main goal is to map the phenomena that occur in detail so that readers or other researchers can understand the objective situation of the field conditions being studied. Thus, a descriptive qualitative approach means that this research seeks to explore and describe social phenomena in depth through verbal or narrative data obtained directly from the natural context of the research object (not numbers or statistics) (Rusli, 2020).

B. Data Description

This study used qualitative data as the primary data and quantitative data as supporting data. Qualitative data were obtained through interviews, observations, and documentation studies regarding the implementation of the Environmentally Friendly School Program in developing students' environmental character. These data cover school policies, program implementation, the instillation of environmentally conscious behavior, and the roles of the principal, teachers, and students. Quantitative data consisted of scores from observations of students' environmentally conscious behavior using a rating scale of 1–4. Quantitative data served as supporting instruments to strengthen the qualitative research findings through triangulation, not for inferential statistical analysis.

The study was conducted at SDN Karang Tengah 14, Tangerang City. Data sources consisted of primary and secondary data. Primary data were obtained from the principal, second-, fourth-, and fifth-grade teachers, an environmental expert teacher, and nine students purposively selected based on their involvement in the program and their ability to provide relevant information. Secondary data were obtained from Environmentally Friendly School Program documents, activity documentation, photographs, duty schedules, school regulations, and other supporting documents. Data collection techniques included observation, interviews, and documentation studies, using observation grids and interview guidelines for all informants. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing or verification. Data validity was tested using source and technique triangulation.

The limitations of this study lie in its implementation at a single school, meaning the results cannot be generalized to other schools. Furthermore, the limited number of

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student informants and the use of quantitative data solely for supporting purposes mean that the research findings focus more on an in-depth understanding of the implementation of the Environmentally Friendly School Program than on statistical measurements.

RESULTS AND DISCUSSION

After conducting the research, the researcher will describe the implementation of the Environmentally Friendly School Program in building environmental care character in students at SDN Karang Tengah 14. This research uses a descriptive qualitative approach through observation, interview, and documentation techniques with data triangulation.

Implementation of the Environmentally Friendly School Program in Building Environmentally Conscious Character in Students

Based on research results, the implementation of the Environmentally Friendly School Program at SDN Karang Tengah 14 has been carried out in a structured manner through daily practices involving the principal, teachers, and students. This program focuses on six main indicators: (1) maintaining environmental cleanliness, (2) waste management, (3) reducing plastic use, (4) wise use of resources, (5) awareness and attitudes, and (6) participation in activities.

1. **Maintaining a Clean Environment**

   Research at SDN Karang Tengah 14 shows that the school has consistently implemented various policies and programs to build a culture of environmental cleanliness. These efforts are realized through the provision of trash bins in each classroom, the implementation of a cleaning duty, routine social service activities every Tuesday and Friday, and regular counseling by the principal and teachers on the importance of maintaining cleanliness and disposing of trash properly. In addition, class teachers actively get students into the habit of maintaining cleanliness by reminding them before class begins to leave trash around the classroom, as well as through the Clean Friday program and Operation Ant as routine activities to foster this habit. Environmental expert teachers emphasized that the involvement of the entire school community in maintaining environmental cleanliness makes this habit a sustainable school culture, with teachers playing a crucial role in guiding and supervising students to consistently maintain a clean school environment.

   These findings indicate that developing a habit of maintaining cleanliness is not merely a routine activity but also aims to instill discipline, responsibility,

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cooperation, and environmental awareness, thus becoming an ingrained culture within school life. This aligns with the findings of Harianti (2017) and Nardi (2021) that one indicator of environmental awareness is the habit of maintaining cleanliness and sustainability in the school environment.



Source, Research documentation (2026)

Figure 1. Student participating in routine school cleaning activities

2. Waste Management

Research at SDN Karang Tengah 14 shows that in waste management, the school provides separate bins for organic and inorganic waste and has a waste bank for recycling. Waste that still has usable value is collected and sold to collectors. Teachers introduce the types of waste through outreach and education about organic, inorganic, and hazardous waste, so that students can differentiate and dispose of waste according to type.



Source, Research documentation (2026)

Figure 2. Environmental expert teachers conduct outreach about types of waste

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In terms of waste sorting, students also demonstrated a fairly good level of understanding regarding the types of waste and how to manage them. Based on the research results, students were able to explain the differences between organic, inorganic, and B3 waste (Hazardous and Toxic Materials). Furthermore, students also understood that each type of waste requires different handling according to its characteristics. Organic waste is understood as waste derived from food scraps and can decompose naturally, while inorganic waste is waste that is difficult to decompose and can be recycled. B3 waste is recognized as waste that contains hazardous materials and therefore requires special treatment in its management.

These findings indicate that waste management implementation at SDN Karang Tengah 14 is supported not only by the provision of facilities but also by fostering students' knowledge and environmental habits, enabling them to understand the importance of properly sorting and managing waste. This aligns with research by Efendi, Barkara, and Fitria (2020), which states that waste management is a crucial component of environmental character education in elementary schools.

3. Reducing Plastic Use

The results of the study indicate that SDN Karang Tengah 14 has consistently implemented a policy of limiting the use of single-use plastics through the obligation to bring tumblers and personal food containers and a ban on the use of plastic and Styrofoam in the school cafeteria. This policy is supported by education from teachers regarding the negative impacts of plastic on the environment and the introduction of various environmentally friendly alternatives, such as paper bags, goodie bags, and banana leaves. Students' understanding of the importance of reducing plastic use is also relatively good, as seen from their habit of using reusable containers. In addition, the distribution of tumblers to students is a form of real support in building environmentally friendly habits and instilling a caring character from an early age.

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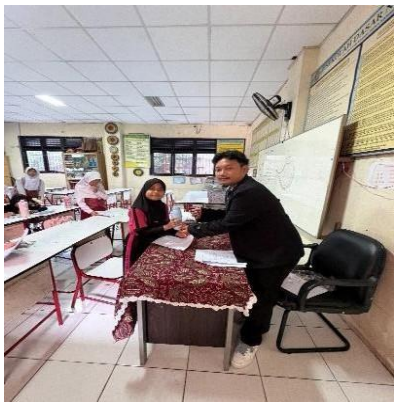

Source, Research documentation (2026)

Figure 3. Distribution of reusable tumblers as part of the school's strategy to reduce single-use plastic consumption.

These findings indicate that reducing single-use plastic use is not only achieved through the development of regulations but also through a continuous process of habituation, role modeling, and education. The combination of school policies, the role of teachers as educators, and active student participation creates a school culture that supports environmentally conscious behavior. Thus, efforts to reduce single-use plastic not only contribute to reducing plastic waste in the school environment but also serve as a means of developing environmentally conscious character traits that students can apply in their daily lives. This aligns with the theory (Zikriana, Indrawadi, and Montessori 2023), which explains that character development occurs through habits that are consistently applied in everyday life.

4. Wise Use of Resources

The results of the study indicate that SDN Karang Tengah 14 has implemented indicators of wise resource use through habituation of water and energy-saving behavior supported by conditioning the school environment. This implementation is carried out by installing slogans and appeals at various strategic points as reminders for all school residents, as well as through regular instructions from teachers so that students get used to turning off lights, fans, and closing water taps after use. This habituation, carried out continuously, forms students' habits to use water and energy more efficiently in daily activities in the school environment. In addition to habituation, the school also integrates environmental education into the learning process through various activities, such as making posters on the theme of Earth Day

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and the issue of global warming, so that students not only practice environmentally friendly behavior but also understand the importance of environmental conservation conceptually.



Source, Research documentation (2026)

Figure 4. Examples of electricity-saving slogans



Source, Research documentation (2026)

Figure 5. Examples of water-saving slogans

The findings of this study indicate that strengthening environmentally conscious character is not only achieved through providing students with knowledge, but also through consistent habituation and role models demonstrated by teachers in daily school life. Environmental conditioning using visual media, such as slogans and posters, serves as a reminder that encourages students to continue practicing environmentally friendly behavior. Furthermore, supervision, direction, and reinforcement provided by teachers also support the internalization of environmental values until they become part of the school culture. Thus, the behavior of using

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resources wisely is no longer seen simply as a form of compliance with school regulations but has developed into a habit that is consciously practiced by students. This finding aligns with the opinion of (Ardoin et al. 2020) who stated that the formation of environmentally conscious behavior in students will be more effective if supported by continuous habituation, a conducive learning environment, and role models provided by teachers.

5. Awareness and Attitude

Research results based on interviews with the principal, teachers, environmental expert teachers, and students indicate that SDN Karang Tengah 14 implements environmental character strengthening through a combination of habituation, role modeling, education, and rule enforcement accompanied by educational sanctions. Reprimands and consequences given to students who violate the rules, such as cleaning the environment or replacing damaged plants, aim to foster a sense of responsibility and awareness of the importance of maintaining the school environment. In addition, consistent habituation carried out by teachers and all school residents, accompanied by the provision of real examples, successfully encourages students to implement environmentally conscious behavior, including reminding and reprimanding friends who commit violations.



Source, Research documentation (2026)

Figure 6. The teacher's action of reprimanding students

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These findings indicate that the implementation of the Environmentally Friendly School Program contributes to the formation of an environmentally conscious character through a sustainable and participatory learning process. This finding aligns with the opinion of (Demirtaş 2025) who explained that the formation of environmentally conscious behavior in schools will be more effective if supported by consistent habituation, clear school rules, and the involvement of the entire school community.

6. Participation in Activities

Research at SDN Karang Tengah 14 shows that participation in environmental activities is one of the school's efforts to foster a caring attitude toward the environment. The school routinely carries out various activities related to environmental cleanliness and sustainability, such as community service, plant watering, weed removal, tree planting, and replacing dead or damaged plants. These activities are carried out continuously so that students not only understand the importance of environmental protection but also become directly involved in its implementation.



Source, Research documentation (2026)

Figure 7. Students bring trees from home

The teacher also explained that each student has a responsibility to care for the plants in the school environment. One form of this responsibility is watering the plants regularly every day. This activity is carried out to foster a sense of ownership

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for the plants they care for and to help students understand that plants require attention and care to grow well. With this responsibility, students become more aware of the condition of their surroundings and become accustomed to carrying out simple actions that benefit environmental sustainability.

Environmental expert teachers explained that environmental activities implemented by schools have proven effective in fostering environmentally conscious habits in students. Direct student involvement in cleaning and reforestation activities makes it easier for them to understand the importance of environmental protection compared to classroom explanations. Through direct experience, students can experience the benefits of a clean, green, and comfortable environment, thus fostering a natural awareness of environmental protection. Most students expressed enjoyment and enthusiasm in participating in cleaning and environmental preservation activities held at school. The findings show that the formation of environmentally conscious character at SDN Karang Tengah 14 is not only done through providing knowledge, but also through real experiences (experiential learning) that directly involve students. This finding is in line with the opinion (Hayati 2020) which states that environmental education based on experiential learning is an effective approach to increasing students' awareness, knowledge, attitudes, skills, and participation in protecting the environment.

Student Observation Results

Observations were conducted on Monday, April 27, 2026, on 9 students in grades 2B, 4A, and 5B. The observation instrument consisted of 10 aspects assessed on a scale of 1–4 with a maximum score of 40. The following is a summary of the observation results for all students:

Table 1. Summary of Students' Environmental Care Behavior Observation Scores

No	Student Name	Class	Score	Percentage	Predicate
1	NBA	2B	39	97,5%	A (Very Good)
2	APR	2B	38	95%	A (Very Good)
3	AQ	2B	38	95%	A (Very Good)

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4	NAR	4A	34	85%	A (Very Good)
5	AS	4A	36	90%	A (Very Good)
6	KLA	4A	36	90%	A (Very Good)
7	ADH	5B	38	95%	A (Very Good)
8	ZAH	5B	36	90%	A (Very Good)
9	ALR	5B	38	95%	A (Very Good)
Overall Average			**35,7**	**92,5%**	**A (Very Good)**

Based on Table 1, all students who were observed received an A (Very Good) grade with percentages ranging from 85% to 97.5%. The highest score was achieved by NBA from Class 2B with a percentage of 97.5%, while the lowest score was obtained by NAR from Class 4A with a percentage of 85%, but still fell into the Very Good category. The overall average score was 92.5%, indicating that students' environmental behavior was in the Very Good category.

External Factors Affecting the Research Findings

In addition to the implementation of the Environmentally Friendly School Program, several external factors have the potential to influence the research findings on students' environmental behavior. First, the family environment plays a crucial role in shaping students' habits from an early age. Students who are accustomed to practicing environmentally friendly behaviors at home, such as properly disposing of and sorting waste, conserving water, and maintaining a clean environment, tend to demonstrate a high level of environmental awareness, regardless of the program implemented at school. Second, interactions with peers can also influence student behavior. In everyday life, children often imitate the habits of their peers, so both positive and negative behaviors related to environmental awareness can influence each other.

Furthermore, the research subjects were selected purposively, with three students from each class selected based on teacher recommendations because they were deemed to have demonstrated good environmental stewardship. This selection technique has the potential to introduce positive bias, given that the sample used does not fully reflect the

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behavioral variations of all students in each class. Another factor that needs to be considered is the possibility of the observer effect, which is the tendency for students to display better behavior when they know they are being observed. This condition can result in higher observation scores compared to students' behavior in everyday situations.

Furthermore, a single observation at a specific time may not be able to describe the consistency of student behavior over the long term. The observation results only represent the conditions at the time of data collection and are subject to variations influenced by other factors, such as weather conditions, school schedules, and individual student circumstances on the day of the observation. Therefore, the study results, which show an average of 92.5% environmentally conscious behavior, need to be interpreted by considering these various external factors. It is recommended that further research use random sampling techniques, conduct observations on several different occasions, and consider the influence of the family environment to obtain a more comprehensive picture of the effectiveness of the Environmentally Friendly School Program in shaping students' environmentally conscious character.

CONCLUSION

Based on research conducted at SDN Karang Tengah 14, it can be concluded that the implementation of the Environmentally Friendly School Program has been structured and contributes positively to developing environmentally conscious character in elementary school students. This program is implemented through six main indicators that serve as the foundation for daily habits: maintaining a clean environment, waste management, reducing plastic use, wise use of resources, awareness and attitudes, and participation in activities.

The implementation of these six indicators is carried out consistently through various concrete activities within the school environment, such as cleaning duty, regular community service, sorting organic and inorganic waste through a waste bank, requiring students to bring their own tumblers and lunchboxes, displaying energy and water-saving slogans, creating environmentally themed posters, and reforestation and plant care activities. All of these activities involve the active participation of the principal, teachers, and students, fostering a sustainable culture of environmental awareness within the school.

The results of observations on 9 students from grades II, IV, and V showed an average score of 92.5% for environmentally friendly behavior with a Very Good rating, proving that consistently applied habits can shape environmentally friendly attitudes and behaviors in

students. An environmentally friendly character is not formed instantly, but through a continuous process of habituation, teacher role models, and full support from the entire school community. Therefore, the Environmentally Friendly School Program is highly recommended to be continuously developed and adapted by other schools as a real effort to instill an environmentally friendly character in the nation's future generations from an early age.

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