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School Culture to Build Environmental Awareness in SD N Kretbet before and during the Pandemic Season

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Abstract

Caring for the environment is one of the visions of SD N Kretbet Pajangan Kulon Progo. In the pandemic season, the school culture has experienced very significant changes in the learning process and other school activities. This study aims to describe how to build environmental awareness of Pre and during the Pandemic Season in SD N Kretbet. This study uses an approach qualitative which is included in the intrinsic case research class with descriptive analysis. The data collection technique is carried out, namely observation to determine conditions updates, documentation, and interviews with informants to get data about learning and Culture school conditions before and during the pandemic season. Based on the study results, it can be concluded that implementing a school culture that supports the realization of a vision of environmental awareness is very different in its management both pre and during a pandemic. School culture management is seen from program planning, implementation, and evaluation. When pre-pandemic management to build environmental awareness is more varied, whereas, during a pandemic, school culture management tends to emphasize knowledge and advice only. Still, some life skills are taught, namely making masks and using used items as soap containers to wash hands.

Keywords: environmental awareness, pandemic season, school culture

Budaya Sekolah untuk Membangun Kesadaran Lingkungan di SD N Kretbet Sebelum dan Selama Musim Pandemi

Abstract

Merawat lingkungan merupakan salah satu visi SD N Kretbet Pajangan Kulon Progo. Di musim pandemi, budaya sekolah telah mengalami perubahan yang sangat signifikan dalam proses pembelajaran dan kegiatan sekolah lainnya. Tujuan dari penelitian ini adalah untuk menggambarkan bagaimana membangun kesadaran lingkungan pra dan selama Musim Pandemi di SD N Kretbet. Penelitian ini menggunakan pendekatan kualitatif yang termasuk dalam kelas penelitian kasus intrik dengan analisis deskriptif. Teknik pengumpulan data yang dilakukan yaitu observasi untuk mengetahui update kondisi, dokumentasi, dan wawancara dengan informan. Untuk mendapatkan data tentang kondisi sekolah belajar dan budaya sebelum dan selama musim pandemi. Berdasarkan hasil penelitian, dapat disimpulkan bahwa implementasi budaya sekolah yang mendukung terwujudnya visi kesadaran lingkungan sangat berbeda dalam pengelolaannya baik pra maupun selama pandemi. Pengelolaan budaya sekolah dilihat dari aspek perencanaan program, implementasi dan evaluasi. Ketika pengelolaan pra-pandemik untuk membangun kesadaran lingkungan dilakukan lebih bervariasi, sedangkan selama pandemi, pengelolaan budaya sekolah cenderung menekankan pengetahuan dan saran saja, namun ada beberapa keterampilan hidup yang diajarkan, yaitu membuat masker dan menggunakan barang bekas sebagai wadah sabun untuk mencuci tangan.

Keywords: kesadaran lingkungan, musim pandemi, budaya sekolah

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INTRODUCTION

In essence, education forms human beings who are intelligent and have good character (Sudrajat, 2011). Character is higher than morals because morals can only judge excellent and wrong, but someone who has character will understand the value of goodness and consciously apply these good values in everyday life (Harun, 2013; Purwanti, 2017). So that character-building needs to be designed systematically and comprehensively through the education system so that goodness in every field is realized from good character.

Education in Indonesia has been designed to have 18 characters, one of which concerns the environment. The policy on character building that cares for the environment is very appropriate because environmental problems are very worrying. In recent years, several cases in Indonesia, such as forest fires, floods, accumulation of waste, and damage to marine habitats, have become evident that the environment around us is in trouble. Environmental problems that occur due to humans are artificial (Yeşilyurt et al., 2020). One of the efforts to improve the environment is to form the character of the nation's generation who cares about the background to make a positive contribution to the environment.

Environmental care is an attitude and action that seeks to prevent ecological damage and develop efforts to fix it through consistent habituation (Purwanti, 2017). Concern for the environment is part of the individual elements of the belief in values which is part of social awareness (Ham et al., 2016).

Schools are very relevant institutions in imparting environmental knowledge. Because good knowledge about the environment will be directly proportional to pro-environmental action (Murniningsih & Norah, 2019). In addition to the education that cares about the environment, the curriculum is ensured to effectively awaken school members to practice environmentally friendly actions based on the planning that has been made (Mohamad et al., 2020). Educational institutions have contributed to further environmental awareness (Susongko & Afrizal, 2018).

SD N Krebet has been accredited B with a vision: "The realization of human beings who are faithful, pious, superior in achievement, skilled, have character, care for the environment, have a culture, and have a global perspective. This vision has been reduced to a mission, one of which is concerned with the environment, namely "Integrating learning about caring for the environment in subjects and extracurricular activities." Various school lessons and activities have carried this vision and mission of caring for the environment.

Based on observations at SD N Krebet, the implementation of learning and school culture experienced a significant difference between before and during the pandemic. The various activities before the pandemic season are very varied and involve school residents in almost every activity; however, all activities are limited during the pandemic season, and more are carried out online. If there are activities involving school residents during the pandemic season, it must use strict health protocols. Therefore, researchers are interested in researching the school culture at SD N Krebet to maintain its vision, especially in building environmental awareness before and during the pandemic season.

METHOD

This study uses a qualitative approach with descriptive analysis. This research will describe a condition that occurs (Yuliana et al., 2020), namely the learning and school culture conditions that occurred both before and during the pandemic season. This research was conducted at SD N Krebet which is addressed in the village of Pedukuhan III Gotakan, Panjatan, Kulon Progo, Yogyakarta Special Region.

The data collection technique was carried out by the researcher, namely the researcher observing the current conditions, looking at documents of school activities that had been carried out, and interviewing informants, both school principals, vice-principals, teachers, and extracurricular teachers so that data were obtained about learning conditions and school culture before and when pandemic season. Collecting data with various techniques uses

the principle of triangulation of data sources, which is collecting and analyzing qualitative data with multi-methods (Hadi, 2017) so that the data is more reliable. This research belongs to the intrinsic case research class with some instances with a complete understanding of environmental concerns at SD N Kreet in different situations before and during the pandemic season.

RESULTS AND DISCUSSION

The implementation of SD N Kreet before the pandemic season is very varied. In realizing an intelligent nation generation as mandated in the preamble to the constitution, it is a right that all citizens must obtain. Especially in the current era, education cannot be ruled out in realizing a quality generation in facing global challenges and various advances in technology and science since the COVID-19 (Corona Virus Disease 2019) pandemic was first discovered at the end of 2019 and then to be precise in Wuhan, China. Learning carried out in person or face-to-face switches through online education, which is carried out in individual homes.

The following illustrates the learning activities undertaken by SD N Kreet in the realization of the vision and mission related to environmental concerns.

1. Implementation of learning

The implementation of learning at SD N Kreet during the pre-pandemic was well. The teacher is the essential element and cannot be ignored in a school's teaching and learning process as a system. The quality of the teacher also affects both the ability of students and school performance. Teachers in teaching and learning activities at this school must refer to the 2013 curriculum because the curriculum in this school is not the KTSP curriculum but the 2013 curriculum. In its implementation, the 2013 curriculum must be developed in accordance with the context of School-Based Management (MBS).

One of the critical things that teachers in this school must do is how the teacher prepares to teach as much as possible, and the objectives of learning can be conveyed. Character education in the learning process is carried out starting from the planning,

implementation, and evaluation stages of learning in all subjects. Among the preparations is compiling a Learning Implementation Plan (RPP). Every teacher in this school must prepare a complete and systematic Learning Implementation Plan (RPP). This lesson planning is the most crucial part of implementing education in schools. Learning planning is one part of the learning program that contains a discussion to be presented in several meetings, which are used to compile lesson plans to serve as a reference for teachers to carry out teaching and learning activities to be more directed and run efficiently and effectively. Through a lesson plan that has been prepared, the teacher will find it easier to carry out learning, and students will be more assisted and easier to remember.

Learning planning is prepared and developed by teachers at SD N Kreet according to the needs and characteristics of students, schools, subjects, and so on. According to Isman, the primary purpose of learning planning is to demonstrate the planning, development, assessment, and management of the learning process (Anggraeni & Akbar, 2018).

In carrying out teaching and learning activities, teachers and the school must refer to the curriculum document that the committee has approved and the department head. During the implementation of curriculum activities, there are monitoring learning tools in supervision and monitoring. This is usually done every three months. Every teacher in implementing learning also needs to pay attention to the Learning Implementation Plan (RPP) prepared so that the learning process is more focused. In carrying out the learning process, every teacher in this school must create learning that takes place interactively, is inspirational, fun, challenging, and motivates students to participate actively, and refers to the vision and mission that has been set: class teachers, the school.

The implementation of learning activities at this school includes pre-learning, preliminary, core, and closing activities. Pre-learning activities are shown after the class entrance bell rings, students immediately

prepare to line up at the glass door. The teacher usually stands by the door in the classroom. Then the students entered one by one, shook hands, kissed the teacher's hand, headed to their respective seats in a standing position. Then the teacher stands in front of the class. One of the students led the Red and White Flag salute and led the singing of the Great Indonesia National Anthem.

Preliminary activities in the learning process at SD N Kreet can be seen through habits such as doing class pickets regularly, doing community service with school members, implementing efficient use of electricity and water, and so on. Besides that, this school has attempted to implement the existing school culture, such as the recommendation to maintain 5K (Cleanliness, Security, Order, Beauty, and Kinship). According to [Suwandayani and Isbadrianingtyas \(2017\)](#), culture is continuously carried out that develops in society. By implementing school culture through habituation patterns at SD N, Kreet can foster and increase students' caring attitudes towards the surrounding environment.

After the core activities are delivered, the closing activities are in the learning process. According to (Abimanyu in Sukirman and Kasmad states that the closing activity is intended to provide a comprehensive picture of what students have learned, knowing the level of achievement of students both knowledge, attitudes, and skills related to the learning material they have learned ([Anggraeni & Akbar, 2018](#)) The results of observations obtained by researchers on the school are that at the end of learning activities the teacher usually reviews with reflection activities related to understanding the learning that has been learned and provides motivation to stay diligent in learning. [Bayar and Karaduman \(2021\)](#) state that the students have stated that the school culture affects the achievement of students in terms of motivation. The explanation given by this teacher emphasized the students in this school to always be sensitive or care about their surroundings. Human life will certainly be disrupted because the surrounding environment is not noticed and even damaged. Then, the teacher invited the students to sit in their chairs and pray to end the activity and close with greetings. This is applied by teachers and students every day. Thus, overall the teaching and learning activities in SD N Kreet have been running and have been

in front of the classroom, and so on. This is a form of environmental concern that must be applied directly in everyday life.

According to Sukirman and Kasmad, core learning activities must create learning conditions that are interactive, inspirational, fun, challenging, motivate students, initiative, creativity, and foster student independence ([Anggraeni & Akbar, 2018](#)). The core activity in the learning process from the information obtained by researchers on the school begins with reflecting on the lessons delivered the previous day whether the children still remember the subject matter. For example, the material that has been previously presented regarding the surrounding environment, the teacher will review students by asking questions about living things in the background. Then, it is continued with the delivery of the core material that the teacher will deliver. To deepen the material that had been previously delivered, the teacher conveyed the essence of the material for the day about environmental awareness. The teacher explains that protecting the environment is the most crucial thing for life. Then, the teacher delivered the material through direct implementation by disposing of garbage in its place, saving electricity, saving water, doing community service in the garden

in front of the classroom, and so on. This is a form of environmental concern that must be applied directly in everyday life.

carried out well. Because character building in children must be done through good habits, must be knowledgeable and understand good things, do acts of experience of kindness which can form strong positive characters, and set an example for the surrounding environment. Therefore, in the process of teaching and learning activities in the classroom, the development of value/character can be carried out by the teacher by optimizing an integrated approach in the subject.

After implementing the learning process, the evaluation system at SD N Kreet is carried out once a year. This school's evaluation/assessment system emphasizes assessment/testing, non-testing, or performance during the learning process. Evaluation is carried out both qualitatively and quantitatively during the one-year learning process.

The quantitative evaluation stage is obtained from the accumulated results during the learning process, such as daily assessments, midterm assessments, assignments or homework, final semester assessments, and class advancement. Meanwhile, qualitative evaluation plays a role in making descriptive explanations and using analysis. For example, students violate the rules of littering that have been set at SD N Kreet, then these students will be subject to sanctions in the form of recorded error points. What students do about these violations is one of the attitudes of not having a sense of concern for the surrounding environment. Then to describe the letters on the value of a student's personality qualitatively can be like the following criteria: A (Excellent); B (Good); C (Enough), D (Less), and E (Very Poor). Thus, the student gets a personality score of C (Enough), because these students do not fully understand the importance of caring for the surrounding environment. In this case, the classroom teachers and various school parties are involved.

The learning outcomes obtained by students measure the teacher's success in carrying out learning activities. If the learning outcomes produced by students are high, the teacher is considered to have succeeded in carrying out the learning activity process.

(Anugraheni, 2018). This evaluation system can be used as a benchmark to determine whether the teaching method used at SD N Kreet is appropriate or not. The evaluation system acts as an activation process to observe the results of teaching and learning activities experienced by students during the learning process if the average marks obtained by students indicate that students do not have a caring attitude towards the environment.

However, during this pandemic, the implementation of learning carried out online has become a little different from the performance of direct education. For example, a series of activities were not as detailed as explicit learning. The subject matter may not be conveyed well; even in its implementation in everyday life, it has not been maximized. Students are not directly cared for by the teacher, so a sense of concern for the surrounding environment is more minor. The teacher's learning process is carried out only via virtual via google meet, zoom meeting, WhatsApp group, etc.

The role of teachers in the learning process during this pandemic is very limited in providing instruction to students. However, teachers in this school still strive for learning that is carried out online to create learning that takes place interactively, is inspiring, fun, challenging, and motivates students to participate actively. This can be shown during online learning. A virtual atmosphere can be created interactively. The teacher cannot monitor the students closely to shape the child's character. However, teachers can only optimally build their students' enthusiasm for online learning, directing students to keep learning, caring about the environment, reading books, praying before and after doing something, as well as other kindness.

This form of concern for the surrounding environment during this pandemic was always emphasized by teachers disposing of trash in its place, wearing masks, maintaining distance, and washing hands with soap. Thus, it can be seen from the SD N Kreet school that even though it is in the pandemic season, it always pays attention to its students in the learning process and is very concerned about the development of all its students.

2. Kokurikuler

In addition to the extracurricular activities carried out by teachers and students during lessons every day, to build the physical and social environment at school, students and other school members are accustomed to building daily activities through co-curricular activities to help create children's character formation. Co-curricular activities are activities carried out outside of class hours that aim to deepen students' competence in extracurricular activities. This co-curricular activity at SD N Krebet is carried out through co-curricular coaching. Every teacher in this school becomes a coach for co-curricular activities. To realize the goals of co-curricular activities in this school, the school and community must collaborate well.

Based on the information obtained by researchers from the school, co-curricular activities are usually carried out by visiting the Nagung garden, taking a walk around the village to introduce and be one with nature. In addition, students occasionally make visits to joint exhibitions for grade III-VI students to introduce Culture and excursions to museums such as the Merapi museum. The activity of visiting the Nagung garden and taking a walk around the village is an effort to care for the surrounding environment. By seeing nature directly, students will know the true beauty of nature and understand what must be maintained or cared for. In this case, the teacher must also explain if children have an attitude that does not care about the environment.

Visiting activities are one of the learning processes that can encourage extracurricular activities. Students can learn while playing to explore nature and better interpret nature. In co-curricular activities, the teacher can explain to students related to the natural conditions if the trees are cut down, then what happens in nature will inevitably be drought, and human life will be disturbed. Thus, teachers can invite students to care about the environment. The teacher asks students to plant trees and garden; this can be demonstrated by growing plants in SD N Krebet school and outside the surrounding environment.

The activity of visiting the nagung garden, a walk around the village is usually carried out every Friday but not every week it does a walk. Meanwhile, the implementation of excursion co-curricular activities is usually carried out every two years. This co-curricular activity is carried out by the school, teachers, and students.

After the co-curricular activities were carried out, then the teacher and SD N Krebet school conducted an evaluation system for the co-curricular activities that were carried out. The teacher evaluates students through the implementation of learning that has been adjusted to the subject matter. For example, for students in grades III-VI who have visited the exhibition together, the teacher evaluates the SBdP subject with differences in 2-dimensional and 3-dimensional painting forms. Then students are asked to make a craft using natural or used materials that can be used, such as used bottles, seeds, clay, and so on. This is a form of concern for the surrounding environment, aiming to reduce unused natural materials and utilize used materials to minimize waste. In this case, the teacher has indirectly introduced the 3R (Reduce, Reuse, and Recycle) to students with an actual implementation of protecting the environment.

Evaluation of co-curricular activities aims to obtain information about students' level of success. Assessment of co-curricular activities emphasizes assessments/tests, non-tests, and performance. For example, in evaluations using life skills performances, students have made through the resulting crafts. With the existence of co-curricular activities, students are considered capable of positively influencing both in terms of competence, creativity, and intellectuality.

During the pandemic, co-curricular activities which could cause the risk of spreading the COVID-19 virus were eliminated. During this pandemic, there were co-curricular activities carried out by the school, namely by directing the socialization of how to wash hands using seven good and correct steps according to WHO (World Health Organization) and the implementation of the 3M movement (wearing masks, washing

hands, and keeping your distance). This is done as a form of concern for the surrounding environment with the deadly COVID-19 virus through habituation to maintain personal health from disease. There are dire conditions and situations currently. The school also assigns students to make a mask craft with their work to signify life skills.

3. Extracurricular

Extracurricular activities are carried out by students outside of learning hours for extracurricular and co-curricular activities through guidance and supervision at elementary school institutions. [Lestari \(2016: 17\)](#) explained that children in the family environment would obtain the first education, but as school resident's children have a position as students. Parents must educate children, but teachers have an essential role in the educational process in the school environment. Parents and teachers should develop children's potential in various types of activities. In the school environment, extracurricular activities are suitable for developing students.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62/2014, extracurricular activities aim to develop the potential, talents, interests, abilities, personality, cooperation, and independence of students. This goal will later support the achievement of national education goals. The extracurricular activities at SD N Kreet are divided into two options, namely compulsory and optional extracurricular activities. Every student at this school must take extracurricular activities once a week—mandatory extracurricular activities such as scouts and TPA (religious).

Meanwhile, selected extracurricular activities are dance, batik, and drumband. This type of extracurricular activity is based on active participation from students and is fun. Where each student is required to choose one extracurricular option starting from grade three. Extracurricular activities at this school have been coordinated and are running well. Students must participate in two extracurricular activities, namely TPA and

Pramuka, while dance, drum band, and batik are optional.

Extracurricular activities have been carried out every day according to a predetermined schedule. This extracurricular activity program is part of the schoolwork plan, which must be socialized to students and parents/guardians at the beginning of each academic year. Implementing this extracurricular activity has been established and has contributed to realizing the school's vision. Implementing extracurricular activities at this school has gone well. Students do not feel overwhelmed, and school curricular activities are not disadvantaged.

In coaching, extracurricular activities at this school, not every teacher becomes an extracurricular coach. Because to maximize students at SD N Kreet, the school is bringing in more tutors from outside. It aims to add more and more diverse knowledge and insights to students because SD N Kreet cares that providing quality and competence to students must be optimal. Extracurricular activities can take the form of individuals and groups. Individual activities aim to develop individual or unique student talents in schools and communities. Meanwhile, group extracurricular activities aim to accommodate collective, or group needs so that a culture of caring for others can be optimally realized in this school.

The extracurricular activity evaluation system in this school is intended to collect data or information about the level of success achieved by students. Assessment can be done at any time to determine the level of student success at certain stages and within a certain period concerning the process and results of the extracurricular activities shown. The determination of the success rate of the extracurricular program is individual and based on the minimum required mastery of abilities.

During the pandemic, extracurricular activities at this school were not implemented, except for the compulsory TPA extracurricular activities. This TPA compulsory extracurricular is one of the extracurricular activities that continue to run even though the system is online. One of the extracurricular activities

that can still be carried out during a pandemic is the TPA activity. This is a form of increasing concern for faith and piety. Because during difficult times, the existence of this pandemic became an obstacle for all humans, the compulsory TPA extracurricular implementation system is usually provided with an assignment via the WhatsApp group according to the specified time. Then, students work on it and collect it in photos, recordings, or videos to prove they have done the assignment.

The form of a program to build environmental awareness at SD N Kreet during the pandemic season is to make mask crafts as a life skill where wearing masks is essential during this pandemic to break the spreading chain COVID-19 virus. Furthermore, educating students regarding 3M (Wearing masks, Maintaining Distance, and Washing hands with soap). In this school, there is also a briefing on washing hands using seven good and correct steps according to WHO (World Health Organization), the application of healthy living, the 3M movement in daily life, and using used items as soap containers to wash hands.

Coaching students from home and school must go hand in hand, including the pandemic season. The teacher can make a diary from the parents of what students must do today, then report it to the teacher to be used as an assessment from the school. In this case, the teacher also strives for an online learning process that is interactive, inspirational, fun, challenging, and motivates students to participate actively so that the students do not get bored of doing online learning like today.

CONCLUSION

Based on the study results, it can be concluded that implementing a school culture that supports the realization of a vision of environmental awareness is very different in its management both pre and during the pandemic. School culture management is seen from program planning, implementation, and evaluation. When pre-pandemic management to build environmental awareness was more varied, whereas, during a pandemic, school culture management tended to emphasize

knowledge and advice only. Still, some life skills were taught, namely making masks and using used items as soap containers to wash hands.

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