



Evaluating The Impact of Classroom Cleanliness Competitions on Primary Students' Environmental Awareness

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ABSTRACT

This study aims to determine the effect of classroom cleanliness competitions on students' environmental awareness at SDN 1 Karanganyar. This study uses a quantitative approach with a survey method. The population consists of 332 students, with a sample of 33 students selected using cluster random sampling. The research instruments are environmental awareness questionnaires and observation sheets, which have undergone validity and reliability tests. Data analysis was conducted using simple linear regression. The results indicate that classroom cleanliness competitions do not significantly influence students' environmental awareness, with a t-test significance value of $0.348 > 0.05$ and an F-test value of $0.348 > 0.05$. The coefficient of determination (R^2) value of 0.291 indicates that the classroom cleanliness competition contributes 29.1% to the variation in students' environmental awareness levels, while the remaining 70.9% is influenced by factors outside the scope of this study. The conclusion of this study indicates that although classroom cleanliness competitions can serve as a medium for character education, their implementation has not yet been able to significantly influence the improvement of students' environmental awareness.

Keywords: Cleanliness competition, environmental awareness, primary education, character development, student behavior

INTRODUCTION

National education in Indonesia is organized based on a strong legal foundation and moral values, as stipulated in the 1945 Constitution of the Republic of Indonesia and Law No. 20 of 2003 on the National Education System. Article 31 of the 1945 Constitution guarantees the right of every citizen to obtain an education and obliges the state to provide quality basic education. This legal foundation serves as the basis for various educational programs, including those focused on character development and environmental awareness. In addition to legal aspects, spiritual and ethical values also form the foundation of education, as reflected in Islamic teachings that emphasize the importance of knowledge and its responsible application (QS. Az-Zumar/39:9; Hadith of Prophet Muhammad SAW).

Character development, such as discipline, responsibility, and concern for the environment, is an integral part of educational objectives, both through the role of the family environment [1]) and school institutions [2]In this context, the cleanliness of the school environment plays an important role in supporting health, comfort, and shaping the behavior and attitudes of students towards the environment [3] [4] Research indicates that a clean learning environment can enhance students' motivation and academic discipline [5] [6]). One practical approach widely implemented in elementary schools is a classroom cleanliness competition, which has proven effective in fostering environmental awareness, cooperation, and collective responsibility among students [7] [8]This activity

also serves as a strategy for strengthening environmentally friendly character when accompanied by a structured assessment and reward system ([9] [6] [10]).

However, despite the popularity of classroom cleanliness competitions, there remains a research gap regarding quantitative evidence demonstrating their effectiveness in enhancing students' environmental awareness. Most previous studies have focused on qualitative approaches or general concepts of environmental education such as eco-pedagogy and green schools, without providing measurable empirical data [11] [12] [13]. [14] revealed in his research that elementary school students' cleanliness habits are often carried out as formal routines without truly understanding their intrinsic value. A similar finding was reported in a study by Bestlink College of the Philippines (n.d.), which stated that daily cleanliness monitoring competitions can indeed improve cleanliness behavior in the classroom, but they still require sustained reinforcement to maintain their effectiveness. [15] emphasize that effective environmental programs must be integrated into students' daily routines, not just rely on temporary rewards or prizes.

In line with this, [16] highlighted that social attitudes among students are strongly shaped by their daily interactions and habituation at school, which also applies to environmental awareness. Similarly, [17] emphasized through Social Cognitive Career Theory that behavior is formed by reciprocal interactions between personal, environmental, and behavioral factors. These perspectives suggest that classroom cleanliness competitions will only be effective when embedded into consistent daily practices supported by teachers, peers, and family involvement, rather than treated as a one-time activity.

Initial findings at SDN 1 Karanganyar show similar results. Based on observations in February 2025, the classroom cleanliness competition has indeed been conducted routinely every year, complete with socialization, evaluation criteria, and award distribution. However, only around 60% of students consistently maintained cleanliness during the competition period, and this enthusiasm tended to decline sharply after the competition ended. Interviews with teachers revealed that most students viewed the competition as merely a formality and had not yet understood the importance of cleanliness for health and the environment. Trash is still found scattered inside and around classrooms, and the awarding of certificates, medals, or gifts has not been fully effective in fostering deep environmental awareness.

Therefore, this research is important to provide empirical evidence based on quantitative data regarding the extent to which classroom cleanliness competitions can influence students' environmental awareness. This study aims to fill this gap by systematically examining the influence of cleanliness competitions on students' cognitive, affective, and behavioral (conative) dimensions toward the environment. The results of this study are expected to contribute to the development of more contextual, data-driven, and sustainable character education programs, as well as serve as a practical reference for elementary schools in building an environmentally conscious culture through enjoyable and structured activities.

MATERIAL AND METHODS

Methods

This study employed a quantitative survey approach to determine the effect of classroom cleanliness competitions on students' environmental awareness. The survey method was chosen for its efficacy in measuring attitudes, perceptions, and behaviors within a

representative sample. The research was conducted at SDN 1 Karanganyar, involving 33 student respondents. Data were primarily collected using questionnaires, complemented by observation sheets and structured interviews

Instrument

Primary data were collected through observations, questionnaires, and interviews. Research instruments were developed based on established theoretical indicators. For the independent variable, Classroom Cleanliness Competition (X), indicators like active participation, adherence to instructions, and responsibility were derived from Saputri et al. [18] theory, which views such competitions as fostering environmental care and discipline. For the dependent variable, Environmental Awareness (Y), indicators including knowledge, attitude, and pro-environmental behavior were based on Shancez and Lafuente [19] theory, emphasizing understanding environmental impacts and conservation. This approach allowed for measuring both physical and cognitive-affective aspects of student behavior.

1. Observation

Observation was conducted to directly assess student behaviors and classroom conditions. The observation sheet was designed based on five key aspects: social values, motivation, awareness (for variable X), and cognitive, affective, action, and responsibility (for variable Y). This structured approach allowed for systematic recording and interpretation of relevant phenomena.

Table 1. Observation Sheet

No.	Indicator	Statement	Number of Items
1	Aspect: Social Values		
1.1	Cooperation	I like to help friends who have difficulty cleaning the classroom.	1 item
1.2	Responsibility	I complete my classroom cleaning tasks well and quickly.	1 item
1.3	Sportsmanship	I encourage and praise other friends who diligently clean the classroom.	1 item
2	Aspect: Motivation		
2.1	Instructions	I follow all the rules and teacher's instructions during the cleanliness competition.	1 item
2.2	Awards	I am enthusiastic about showing my work when evaluated by teachers or judges.	1 item
2.3	Needs	I feel comfortable and can learn better in a clean classroom.	1 item
3	Aspect: Awareness		
3.1	Knowledge	I know that littering harms the environment.	1 item
3.2	Attitude	I feel uncomfortable seeing a dirty classroom when the competition is about to start.	1 item
3.3	Behavior	I like to pick up trash myself without being told during the cleanliness competition.	1 item
4	Aspect: Cognitive and Affective		
4.1	Knowledge about the Environment	I know that a clean classroom keeps everyone at school healthy and comfortable.	1 item
4.2	Attitude towards the Environment	I am happy and actively maintain classroom cleanliness during the competition.	1 item
5	Aspect: Action and Responsibility		
5.1	Environmentally Friendly Behavior	I bring my own water bottle and lunchbox to reduce waste.	1 item

No.	Indicator	Statement	Number of Items
5.2	Involvement in Environmental Activities	I participate in decorating the classroom with plants or green decorations for the competition.	1 item
5.3	Understanding of Behavioral Impact	I always throw garbage in the proper place so that the environment remains clean.	1 item

2. Questionnaire

A questionnaire, utilizing a Likert scale (e.g., 5-point scale from 'Strongly Disagree' to 'Strongly Agree'), was the primary instrument for data collection. It comprised 15 statements designed to measure the influence of classroom cleanliness competitions (Variable X) on students' environmental awareness (Variable Y). The questionnaire blueprint detailing indicators and corresponding items is presented below:

Table 2. Questionnaire Blueprint

1. Variable: Class Cleanliness Competition (X)

No.	Indicator	Explanation	Questionnaire Item
1	Cooperation	Students' ability to work together with classmates to achieve classroom cleanliness goals.	I enjoy working with my friends to clean the classroom.
2	Responsibility	Students' awareness to carry out cleaning tasks properly and on time.	I always try to complete my cleaning tasks properly.
3	Sportsmanship	Students' attitude of respecting others' efforts and results, and competing fairly.	I compliment my classmates who keep their classroom clean.
4	Instructions	Students' obedience to directions given by teachers or competition organizers.	I always follow the cleanliness competition rules given by my teacher.
5	Awards	Motivation triggered by prizes or recognition for efforts to maintain cleanliness.	Cleanliness competition prizes make me more enthusiastic to work.
6	Needs	Students' awareness that a clean and comfortable class supports learning activities.	I feel more comfortable learning in a clean classroom.
7	Knowledge	Understanding of the environmental impact on health and well-being.	I know that littering can cause illness.
8	Attitude	Students' positive or negative feelings toward cleanliness.	I don't like seeing a dirty classroom during the competition.
9	Behavior	Actual actions taken by students to maintain classroom cleanliness.	I always throw trash in the trash bin inside the classroom.

2. Variable: Environmental Awareness (Y)

No.	Indicator	Explanation	Questionnaire Item
1	Knowledge about the Environment	Students' ability to relate classroom cleanliness to broader environmental and sustainability impacts.	I believe a clean classroom keeps everyone at school healthy.
2	Attitude towards the Environment	Students' emotional responses and evaluation of environmental issues and sustainability practices.	I am proud to actively help maintain classroom cleanliness during the competition.
3	Environmentally Friendly Behavior	Students' actions that support environmental preservation within the classroom.	I always use my own water bottle to reduce plastic waste.
4	Involvement in Environmental Activities	Students' participation in environmental awareness and conservation efforts at school.	I always participate in cleaning the school environment.
5	Understanding of Behavioral Impact	Students' awareness of how their daily actions impact the environment.	I know that littering makes the classroom dirty and unhealthy.

3. Interview

Structured interviews were conducted with representatives from SDN 1 Karanganyar (e.g., teachers or school staff) to gather in-depth contextual information, including the school's profile and insights related to the research topic. These interviews served as supporting qualitative data. The interview guidelines included questions such as:

Table 3. Interview Guidelines

No.	Interview Question	Summary of Answer
1	What do you think about the class cleanliness competition?	Identifies students' views on the cleanliness competition.
2	After this competition, are you more enthusiastic about keeping the class clean? Why?	Determines the competition's effect on student motivation.
3	What do you do to keep the classroom clean during the competition?	Identifies students' actions to maintain cleanliness.
4	After the competition, do you still maintain classroom cleanliness? Why?	Determines sustainability of environmentally friendly behavior.
5	What is the most fun part of the cleanliness competition in your opinion?	Identifies the most engaging aspects for students.
6	What actions did you take during the competition that showed you care about the environment?	Measures the competition's impact on raising awareness.
7	How did you and your friends cooperate during the cleanliness competition?	Identifies collaboration and teamwork.
8	Do you feel happy or proud when your class is clean? Why?	Identifies emotional impact of the competition.
9	Do you have any suggestions to make the cleanliness competition more exciting and useful?	Gathers student feedback for improvement.
10	Did you face any difficulties participating in the competition? What were they?	Identifies obstacles students encountered.

Procedures

The research followed a systematic procedure for data collection and analysis:

1. Preliminary Study: Initial observations at SDN 1 Karanganyar identified existing problems related to student environmental awareness. A literature review was then conducted to inform the research proposal and instrument development.
2. Permission and Instrument Development: After proposal approval, research instruments (questionnaires, interview guides, and observation sheets) were finalized. Permission to conduct the study was obtained from the Head of SDN 1 Karanganyar.
3. Data Collection: Data were collected through questionnaire distribution to students (pre- and post-competition to measure environmental awareness), structured interviews with teachers regarding competition implementation, and direct observations of competition activities.
4. Data Analysis and Reporting: Post-competition, all collected data were analyzed. Quantitative data from questionnaires underwent descriptive and inferential analysis, while qualitative data from observations and interviews were analyzed thematically. The findings were then compiled into a report, compared with existing theories, and used to draw conclusions on the influence of classroom cleanliness competitions on students' environmental awareness at SDN 1 Karanganyar.

Data Analysis

The data analysis in this study was conducted using quantitative techniques to test the hypothesis regarding the influence of the Classroom Cleanliness Competition on students' Environmental Awareness. The analysis included descriptive statistics, classical assumption tests, and simple linear regression analysis, processed using SPSS version 25.

Before conducting the regression analysis, classical assumption tests were carried out to ensure the data met the requirements for parametric statistical testing:

1. Normality Test

The normality of the data was tested using the Kolmogorov-Smirnov method and by examining the P-P Plot. The test results showed a significance value greater than 0.05

and a data distribution close to the diagonal line, indicating that the residuals were normally distributed.

2. Heteroscedasticity Test

The heteroscedasticity test was performed using a scatterplot and Glejser test. The scatterplot did not display any specific pattern, and the significance values for the independent variable were greater than 0.05, suggesting the absence of heteroscedasticity.

3. Autocorrelation Test

The Durbin-Watson (DW) test was used to detect autocorrelation. The DW value obtained was between 1.5 and 2.5, indicating that the regression model was free from autocorrelation.

After all assumptions were met, simple linear regression analysis was applied. The analysis aimed to determine the direction and significance of the influence of the Classroom Cleanliness Competition (X) on Environmental Awareness (Y).

Table 4. Regression Model Summary: The Influence of Class Cleanliness Competition on Environmental Awareness

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.539 ^a	.291	.055	4.315	1.510
a. Predictors: (Constant), Class Cleanliness Competition					
b. Dependent Variable: Environmental Awareness					

Source: SPSS output, processed by the researcher (2025)

Tabel 4. displays the results of a simple linear regression model used to determine the influence of the Class Cleanliness Competition on students' Environmental Awareness. The correlation coefficient (R) is 0.539, indicating a moderate positive relationship. The R Square value of 0.291 shows that 29.1% of the variance in environmental awareness can be explained by the independent variable.

The Adjusted R Square of 0.055 accounts for the number of predictors and sample size. The Standard Error of the Estimate is 4.315, indicating the average deviation of actual observations from predicted values. The Durbin-Watson value of 1.510 suggests that there is no autocorrelation in the residuals, fulfilling one of the assumptions of regression analysis.

RESULTS AND DISCUSSION

Research Results

This study involved 33 students from SDN 1 Karanganyar to determine the effect of the Classroom Cleanliness Competition on environmental awareness. Data were collected using a Likert scale questionnaire and analyzed using descriptive and inferential statistics with the help of SPSS 25.

Descriptive Statistics

The descriptive analysis results show that the average score for the Classroom Cleanliness Competition is 20.88 and the average score for Environmental Awareness is 21.67. Both are in the high category. This indicates that students have good participation in the classroom cleanliness competition and a relatively high level of concern for the environment.

Regression Analysis

Before the regression test was conducted, several classical assumption tests were performed: The Kolmogorov-Smirnov normality test showed that the data was normally distributed (Sig. > 0.05). The autocorrelation test shows a Durbin-Watson value of 1.510 (no autocorrelation). The heteroscedasticity test using a scatterplot and the Glejser test shows no specific pattern (the data is homoscedastic). With the assumptions met, the simple linear regression analysis can be performed.

Table 5. F-test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.934	1	22.934	1.232	.348 ^b
	Residual	55.866	3	18.622		
	Total	78.800	4			

a. Dependent Variable: Environmental Awareness

b. Predictors: (Constant), Class Cleanliness Competition

Source: SPSS output, processed by the researcher (2025)

Table 5. The Sig. value is 0.348 > 0.05, so H_0 is accepted and H_1 is rejected. This means that the Class Cleanliness Competition does not have a significant effect on Environmental Awareness.

Table 6. Hypothesis Test or t-test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	91.998	41.317		2.227	.112
	Lomba Kebersihan Kelas	.331	.299	.539	1.110	.348

a. Dependent Variable: Kesadaran Lingkungan

Source: SPSS output, processed by the researcher (2025)

Table 6. The regression equation obtained:

$$Y=91.998+0.331X$$

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The constant of 91.998 means that if $X = 0$, then $Y = 91.998$. The regression coefficient of 0.331 indicates that each one-unit increase in the Classroom Cleanliness Competition score will increase Environmental Awareness by 0.331 points, although this increase is not statistically significant.

Table 7. Coefficient of Determination Test

Model Summary ^b						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	.539 ^a	.291	.055	4.315	1.510	

a. Predictors: (Constant), Class Cleanliness Competition

b. Dependent Variable: Environmental Awareness

Source: SPSS output, processed by the researcher (2025)

Table 7. The R value of 0.539 indicates a moderate positive relationship between the two variables. R^2 of 0.291 indicates that the Classroom Cleanliness Competition explains 29.1%

of the variation in Environmental Awareness, while 70.9% is influenced by other factors outside the scope of this study.

Discussion of Findings

Based on the analysis results, the Classroom Cleanliness Competition did not have a significant effect on students' environmental awareness. Although there was a moderate positive correlation ($R = 0.539$), the relationship was not strong enough to be considered a significant direct effect ($\text{Sig.} = 0.348 > 0.05$).

Comparison with Previous Research

This result aligns with the study by [3] on the AHAT program (Clean and Healthy Fridays) at SDN Kebundadap Timur I. His findings revealed that routine cleaning activities could strengthen environmental responsibility and student discipline. Similarly, in this study, students at SDN 1 Karanganyar demonstrated increased environmental awareness during the competition period, actively maintaining the cleanliness of their classrooms.

Likewise, [4] found that environmental awareness among students at SMP Negeri 1 Tilongkabila increased through group guidance using discussion techniques. Although Odja used a dialogic approach rather than competition, both studies emphasize the importance of active student participation in fostering environmental consciousness. In the current study, students' participation was evident in their involvement in cleaning and decorating their classrooms – activities that fostered collective responsibility.

Another relevant study by [9] emphasized that classroom cleanliness competitions – when integrated with character education – can significantly shape students' environmental attitudes. Their research concluded that well-structured and repeated school programs foster good habits related to cleanliness. This is confirmed in the present study, where observations revealed that students independently cleaned and organized their classrooms, especially when the competition's evaluation process was underway.

Unique Contributions of This Study

This study uses a quantitative approach with standardized measurements, providing empirical data on the effectiveness of classroom cleanliness competitions. The average Environmental Awareness score of students is in the high category, although it is not statistically significant. Discussions revealed that the values of [20] Karana, which include harmonious relationships between humans, God, and the environment, not only increased students' awareness of the importance of protecting the environment but also encouraged collaboration in cleaning and greening activities. Although the not statistically significant showed progress, challenges remain, particularly in increasing the proportion of students in the "Good" category.

Point of Convergence and Distinction

Classroom cleanliness competitions remain relevant as an environmental education strategy, but should be combined with daily habits and the integration of environmental values into the curriculum to bring about sustainable behavioral change.

Implications for Educational Practice

In line with the opinion of [21], behavior formed due to external motivation such as rewards tends to decline after the stimulus is removed. This was also found at SDN 1 Karanganyar, where student enthusiasm declined after the competition ended. Therefore,

competitions should be used as an initial trigger followed by a continuous character building program.

Challenges of Behavior Sustainability

Despite the competition's success during its implementation, sustaining students' environmentally friendly behavior post-competition remains a challenge. [21]. noted that behavior driven primarily by external rewards tends to decline once the stimulus is removed. This was also observed in this study, particularly among Grade VI students, whose participation dropped significantly after the competition period ended. These findings are in line with the research by [22] which emphasizes that the behavior of elementary school students is influenced by internal factors such as fear and external factors such as the school and family environment. In the context of this study, the cleanliness competition serves as a structured external stimulus. Furthermore, their study notes that behavior tends to decline when supervision or stimuli are removed. This reflects a similar concern in the current study: students' environmental awareness may decrease after the competition ends, unless it is reinforced through ongoing school programs and character education. Ref [18] emphasized the importance of long-term programs and internalized values in promoting sustainable behavior. Therefore, competitions should be seen as initial triggers rather than final solutions. To address this, schools must integrate cleanliness values into the curriculum and daily routines, a strategy also supported by Chairunnisa et al. [19], who demonstrated that embedding environmental content into school policies enhances long-term student engagement.

CONCLUSION

Based on the research results presented in Chapter IV, it can be concluded that the Classroom Cleanliness Competition at SDN 1 Karanganyar does not have a significant effect on students' environmental awareness (Sig. = 0.348 > 0.05), although there is a moderate positive relationship ($R = 0.539$) between the two variables. The coefficient of determination (R^2) value of 0.291 indicates that the classroom cleanliness competition can only explain 29.1% of the variation in environmental awareness, while the remaining 70.9% is influenced by factors outside the scope of this study.

Although not statistically significant, observational results and descriptive data indicate that the cleanliness competition still encourages positive behaviors such as cooperation, a sense of responsibility, and active student involvement in maintaining classroom cleanliness, especially during the competition period. This activity serves as a character education tool that integrates environmental values into students' daily activities through an enjoyable and participatory approach.

However, the greatest challenge lies in sustaining environmentally friendly behavior after the competition ends. In line with external motivation theory, students' behavior tends to decline when stimuli or supervision are removed. Therefore, classroom cleanliness competitions should be viewed as an initial trigger that needs to be followed by daily habit-forming programs, strengthened environmental-based curricula, parental involvement, and consistent school policies to ensure that environmental awareness can be sustained in the long term.

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