



Implementation of the Adiwiyata Program in Formation of Student Creativity and Concern for the Environment at UPT SPF SD Inpres Lanraki 1 Makassar City

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Abstrak

Penelitian ini bertujuan untuk mengetahui strategi dalam implementasi program Adiwiyata dalam membentuk kreativitas dan sikap peduli siswa terhadap lingkungan sekolah serta faktor pendukung dan faktor penghambat implementasi program Adiwiyata di sekolah. Penelitian ini menggunakan deskriptif kualitatif. Data dikumpul melalui wawancara, observasi dan dokumentasi. Penelitian ini menggunakan tehnik analisa data dengan tahap pengumpulan data, reduksi data, sajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan implementasi program Adiwiyata dalam membentuk kreativitas dilaksanakan dengan menyelaraskan antara visi misi sekolah dan indikator program Adiwiyata terwujud dalam pembiasaan membawa makanan/minuman dari rumah, memilah sampah sesuai dengan jenis sampah, serta mengolah greenhouse. Sikap peduli siswa terhadap lingkungan dibentuk melalui implementasi program Adiwiyata dengan kegiatan pembiasaan yang berbasis lingkungan seperti menjaga kebersihan kelas dan lingkungan sekolah, kegiatan sabtu bersih, membuang sampah pada tempatnya, melaksanakan program LISA (lihat sampah ambil), dan program 1 pot tanaman 1 siswa. Adapun faktor pendukung dalam implementasi program Adiwiyata antarlain: terintegrasi dengan visi misi sekolah, letak sekolah yang strategis, fasilitas sarana dan pra sarana yang cukup mendukung, serta kerjasama dengan semua guru dan tim Adiwiyata. Sedangkan faktor penghambatnya adalah lingkungan sekolah yang sering tergenang banjir pada musim hujan, kurangnya komunikasi dengan pihak luar, serta terbatasnya pengalokasian dana untuk kegiatan Adwiiyata.

Kata kunci: Implementasi, Adiwiyata, Kreativitas, sikap peduli

Abstract

This study aimed to determine the strategy in implementing the Adiwiyata program in shaping students' creativity and caring attitude towards the school environment as well as supporting factors and inhibiting factors during the implementation of this program in the school. This research employed a descriptive qualitative design. Data were collected through interviews, observation, and documentation. This study used data analysis techniques with the stages of data collection, data reduction, data presentation, and conclusion. The result showed that the implementation of the Adiwiyata program in shaping students' creativity was carried out by aligning the school's vision and mission with Adiwiyata program indicators which were manifested in the habit of bringing food/drinks from home, sorting wastes according to the type of waste and green hose processing. Students' caring attitude towards the environment was formed through the implementation of the Adiwiyata program with environment-based habituation activities such as maintaining the cleanliness of the classroom and school environment, Saturday clean activities, garbage disposal in its place, implementing the LISA program (Lihat Sampah Ambil) and one pot plant one student program. The supporting factors in implementing the Adiwiyata program included the integration with the school's vision and mission, strategic school location, adequate supporting facilities and infrastructure, and collaboration with all teachers and the Adiwiyata team. While the inhibiting factors of the Adiwiyata program were the school environment which often flooded during the rainy season, lack of communication with outsiders, and the limited allocation of funds for Adiwiyata activities.

Keywords: *Implementation, Adiwiyata, Creativity, Caring Attitude*

Introduction

A. Backgrounds

Education in Indonesia as a whole aim to educate the nation's life so that it can participate in carrying out world order; it is not an easy thing to achieve. The purpose of education in the 1945 Constitution is stated in the 2013 curriculum covering three domains: cognitive, affective, and psychomotor. The government requires various strategies and efforts in school activities to achieve this goal, both directly and indirectly.

Schools as educational institutions face two demands, namely the demands of the community and the demands of the business world. What is being demanded is the problem of the low quality of education, especially in the affective and psychomotor domains, and the problem of relevance to the development of community needs in the era of industrialization and globalization, which is increasingly open.

The purpose of education in the domain of attitudes (affective) and skills (psychomotor) is the output of the goals of cognitive education. The knowledge obtained by students in the formal and non-formal learning process will be more meaningful if it is reflected in the attitudes and skills of students. Therefore, a habit is needed so that the attitudes and skills of students are following the expectations of society.

One of the humanistic learning theory experts, Carl Ransom Roger, stated that the learning process is successful if it has understood the environment and itself. The main goal of educators in this theory is to bring students to develop themselves, namely to bring each individual to know themselves as unique human beings and help in realize the potentials that exist in them. In the theory of humanistic learning, Arthur Combs (1912-1999) argues that human self-perception is based on the image in mind. From human interaction with others and the environment, the perception develops into a larger image that is a picture of the real world. This theory assumes that every student has potential before entering class, so students must be recognized as human beings who have potential in the learning process.

Rita Maryam et al. in Management of the Learning Environment stated that the

formation of attitudes (affective) as one of the learning objectives must be done by providing direct learning experiences to children so that they better understand what they have to do for themselves and their environment.

In meeting the demands of society for education, the Indonesian government is currently incessantly improving the quality of Indonesian education so that the nation's generation becomes a generation that is intelligent and broad-minded as well as skilled and loves the environment. Various efforts have been made to support physical and non-physical educational activities to achieve these educational goals.

Achieving this educational goal is not only limited to the duties and responsibilities of teachers in the classroom. The achievement of educational goals in shaping students' attitudes and skills is also determined by environmental factors and habituation in everyday life. A comfortable, clean and healthy school environment will significantly impact the achievement of educational goals. Habituation applied to students in everyday life at school will greatly affect students' attitudes and concern for their environment.

Various research results show that students' behavior towards the surrounding environment shows that there has been no change in students' creativity and caring behavior towards the environment. Even though it has been implemented in classroom learning through integrated thematic subject matter, most students still think that the surrounding environment is only the janitor's responsibility, so they do not comply with the agreed rules at school. This shows that achieving a learning goal is not just the delivery of material and giving examples, but it takes participatory and continuous habituation involving students directly. With the habituation that is carried out every day, every student will get used to it. Over time, it will make students feel like an important part of their environment so that it will create a sense of responsibility and care for their environment.

Through this Adiwiyata program, the government and society expect students' skills in work and students' concern for the environment will be better. Activities and programs in Adiwiyata will directly or indirectly have a habituation effect that will be embedded as an obligation for students. Thus, it is hoped that it will foster a caring attitude towards the environment.

Relevant and continuous efforts must support students' creativity and

caring attitude in schools. This can be done by teachers, principals, and all components of the school, as well as parents of students, by motivating and supporting the school's Adiwiyata program.

Creativity and an attitude of caring for the environment are two things that influence each other. With the attitude of creativity, students will certainly find new things in utilizing and maintaining the environment. And with an attitude of caring for the environment that students have, they will be able to use their environment as a source of work and creativity so that educational goals in the cognitive, affective, and psychomotor domains will be achieved.

In realizing the goals of education, especially in the realm of attitudes and skills, the government has formed a partnership between educational institutions and environmental institutions in the form of the Adiwiyata program. It is hoped that this collaboration will have a major impact on the world of education and the preservation of the surrounding environment. The Adiwiyata program in schools will support directly or indirectly in achieving learning objectives. Furthermore, the Adiwiyata program provides an opportunity to achieve maximum educational goals because, in the Adiwiyata program, several components contain the realm of creativity (psychomotor) and caring (affective) attitudes.

Implementing the Adiwiyata program will assist teachers and educators in shaping children's caring attitudes and creativity as the output of the knowledge (cognitive) that has been taught. The activities in the Adiwiyata program will create positive habits in students' daily lives. Habits that are carried out every day will trigger the emergence of a desire to work as a form of concern for the environment.

In the 2013 Adiwiyata guidebook, it is stated that the basic implementations of Adiwiyata are:

1. Joint decree between the State Minister of the Environment and the Minister of National Education No.Kep.07/MENLH/06/2005 and No.

05/VI/KB/2005 updated February 1, 2010 regarding the guidance and development of Environmental Education (PLH)

2. As a follow up, the year 2006 was declared Adiwiyata (School program that cares and has an environmental culture)

Letter of the Deputy Minister of State for the Environment in Environmental Communications and Community Empowerment dated October 30, 2009, number B8126/Dep.VI/LH/10/2009 regarding the 2010 Adiwiyata program.

From the background of the problems that have been described, the focus of the research in this study is:

1. Strategy for implementing the Adiwiyata program at UPT SPF SD Inpres Lanraki 1 school in shaping student creativity;
2. Strategy for implementing the Adiwiyata program at UPT SPF SD Inpres Lanraki 1 in forming students' caring attitudes towards the environment;

Factors that support and hinder the implementation of the Adiwiyata program in shaping students' creativity and caring attitude towards the environment at UPT SPF SD Inpres Lanraki 1 Makassar City.

Methods

A. Research Types and Approach

This study uses a descriptive qualitative research method on the implementation of the Adiwiyata program to develop students' creativity and caring attitude. Sugiyono (2018) suggests that qualitative research is research based on the philosophy of postpositivism, which is used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument. The data collection technique is carried out by triangulation (combined), Inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. Qualitative research based on the philosophy of postpositivism is also called the interpretive and constructive paradigm

because it views social reality as something holistic/whole, complex, dynamic, full of meaning, and the relationship of symptoms is interactive (reciprocal). Research objects are natural things, as they are and are not manipulated by the researcher, the presence of the researcher does not affect the dynamics of the object. As the key instrument, the researcher must have the provision of theory and broad insight to be able to ask, analyze, and construct the social situation of the object under study to make it more meaningful. This research was conducted to describe everything related to the implementation of the Adiwiyata program in the formation of creativity and caring student environment at UPT SPF SD Inpres Lanraki 1 of Makassar city.

B. Research Location and Time

This study will be conducted at the UPT SPF SD Inpres Lanraki 1, located in the Tamalanrea district, Makassar city, South Sulawesi province. The researcher chose this location because students at UPT SPF SD Inpres Lanraki 1 had students from various ethnicities, religions, and educational and economic backgrounds of the students' families. So researchers want to know the strategies adopted by schools to implement the Adiwiyata program in shaping students' creativity and environmental care attitudes, as well as the obstacles experienced in implementing it. This study will be conducted from March to April 2022 as a research permit from the competent authority is issued.

C. Determination of Informants

The samples and data sources in this study were selected purposively, namely the technique of sampling data sources with certain considerations, and snowball sampling, namely the technique of taking data sources that initially only grew a little bit later (Sugiono, 2018). Data collection was done by purposive sampling to get more accurate data from people considered to know and understand the subject and object to be studied. The sources of data in this study consist of 2 parts, namely:

1. Primary data sources are in the forms of words and actions that are heard and observed directly through in-depth interviews recorded through writing,

video or audio recordings, photo, and so on:

- 1) Principal of UT SPF SD Inpres Lankari 1

The researcher chooses the principal as an informant because as a leader in the school organization, should already know and master the conditions of the school he leads so that the information will be more accurate:

- 2) Teachers of UPT SPF SD Inpres Lankari 1

The teachers at Inpres Lankari 1 we used as informants were teachers of grades 4- because they knew in detail about the development of students' attitudes and creativity and the factors that influenced the development of children in the class. In addition, teachers also experience factors that support and hinder the implementation of activities forming creativity and caring attitudes of students through the Adiwiyata program.

- 3) Adiwiyata team work group UPT SPF SD Inpres Lankari 1

At the UPT SPF SD Inpres Lankari 1, the Adiwiyata team has been formed as consisting of several teachers appointed and working together to develop Adiwiyata work programs. We use the Adiwiyata team members as informants because they know information about Adiwiyata, the work program, and the goals of Adiwiyata.

- 4) The students of UPT SPF SD Inpres Lankari

The researchers took students from UPT SPF SD Inpres Lankari 1 from grades 4-, as many as six people consisting of 2 students in grade 4, 2 students in grade 5, and 2 students in grade. These students were taken as informants by interviewing and observing their attitudes in daily activities at school.

2. Secondary data sources, namely data obtained by researchers from other parties in the form of books, documentation, etc. In this study, the secondary data sources were obtained by researchers through several references about

Adiwiyata program, documentation of the results of creativity and environmental care, a decree (SK) of the Adiwiyata team, and the Adiwiyata charter.

D. Data Collection Techniques

This study uses a triangulation data collection technique, which is a data collection technique that combines various data collection techniques and existing data sources (Sugiono, 2018:225). In the triangulation technique, researchers use different data collection techniques to obtain data from the same source. Researchers use participatory observation, interviews, and documentation studies.

1. Participant observation (PO) is a technique or method of collecting data in which the researcher is directly involved in the daily activities of the person being observed or used as a source of research data. According to Susan stain back (1998) in Sugiyono, 2018, in *Qualitative Research Methods and R&D*, in participatory observation, researchers observe what people do, hear what they say and participate in their activities. The researcher is directly involved in the daily activities of teachers and students in the school environment because the researcher is also one of the active teachers in the place where the research is carried out.

Participant observation in the research was carried out independently to observe and know the creativity of students and students' attitudes towards the environment related to the implementation of Adiwiyata.

2. In-depth interviews are meetings between two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. Esterberg(2002) in Sugiono (2018:231). There are three types of interviews, namely structured interviews, semi-structured interviews, and unstructured interviews. Interview techniques that will be researchers are structured interviews and unstructured interviews. Structured interviews were conducted by giving questions designed by the researcher to several teachers and students. Meanwhile, unstructured interviews were conducted

more openly without specific questions but sought information through conversations in a more relaxed situation regarding the research object.(esterberg 2002 in Sugiono 2018:233) stated that:

Unstructured interviews were conducted to determine how the Adiwiyata program was implemented and the obstacles school principals, teachers, and students faced in implementing the Adiwiyata program. Interviews would be conducted at any time during the research period. The questions in the interview were compiled in a list of researcher questions about the implementation of adiwiyata and its impact, as well as obstacles in the implementation of the Adiwiyata program.

3. Documentation is a technique used to search for data through writing, pictures, or monumental works of someone (Sugiono, 2018: 240). Documentation studies are complementary to observation and interview methods in qualitative research. Researchers carried out this documentation study by collecting some of the work of students and teachers in the form of photos, reports, books, and so on to obtain the information needed in this study. In this study, the researchers took documentation in the form of an adiwiyata certificate, photos of student activities at school and in the classroom, a decision letter from the school's Adiwiyata team, and Adiwiyata guidebook as a source for collecting data.

E. Data Analysis Techniques

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing the data into categories, describing them into units and synthesizing them, arranging them into patterns, and choosing what is important and what is important that will be studied, and make conclusions so that they are easily understood by themselves and others (Sugiono, 2018: 244). Activities in data analysis include:

1. Data reduction

Data reduction is summarizing, choosing the main things, focusing on important things,

looking for themes and patterns so that they can provide a clearer picture and make it easier for researchers to collect further data (Sugiono, 2018:247).

The data that researchers have obtained through interviews, observations and documentation are collected in one note and then reduced by summarizing and sorting out the information that is considered important and main.

2. Data display

The next step after reducing the data is to present the data in the form of tables, graphs, and the like so that the information is organized, arranged in a pattern of relationships, making it easier to understand (Sugiono, 2018:249).

The presentation of the data in this study is limited to the form of a brief description of a collection of information obtained and is expected to provide conclusions and solutions in implementing the Adiwiyata program in shaping students' creativity and caring attitude.

3. Verification

The next step after presenting the data is drawing conclusions or verification. Initial conclusions are still temporary and will change if no strong evidence is found to support the next stage of data collection and will become credible conclusions if supported by valid and consistent evidence when researchers return to the field to collect data (Sugiono, 2018:252).

F. Validity of Results

To increase the credibility of the data, the researchers used the triangulation method. The triangulation method is a method of checking the validity of the data by utilizing something other than the data that has been collected. This is done to check and make a comparison of the data. To test the validity of the data, the researcher used the technique of triangulation of the data by technique, source, and time.

1. Technical triangulation is checking data obtained from the same source with different techniques (Sugiyono, 2013). Researchers carry out the triangulation technique by asking the same thing to respondents with different

techniques through observational interviews and documentation. Data that has been obtained through observation will be tested in interviews and vice versa.

2. Source triangulation is a way of checking the data obtained by asking the same thing of several sources or informants. Informants, in this case, are the principal of UPT SPF SD Inpres Lanraki 1, teachers for grades 4-6, team leader Adiwiyata and students

3. Time triangulation is a way to check the validity of the data by assuming that the time factor sometimes affects the credibility of the data. Data collection from informants can be done at any time, either in the morning, afternoon, or evening.

In carrying out checking the validity of the data starting from the results of interviews and documentation and questionnaires. Then it is matched with the results of observations made during the research period to find out how the Adiwiyata program is implemented in shaping students' creativity and caring attitude towards the environment at UPT SPF SD Inpres Lanraki 1 and the obstacles faced in its implementation.

Then the data obtained is collected and grouped in notes, then the same and different opinions are checked to be further described, and analyzed to produce a conclusion. The conclusions that have been obtained are then submitted to the informants to be asked for agreement on the conclusions drawn from some of these resource persons.

RESULTS AND DISCUSSION

Based on the research results above, the researcher can describe the findings obtained through the collected data and the analysis results carried out in the discussion.

Adiwiyata School is a term for schools that have implemented the Adiwiyata program and received an Adiwiyata certificate from the Environmental Service. Adiwiyata schools must also be able to show the totality of activities that reflect attitudes and behaviors in accordance with the indicators of the Adiwiyata schools.

The implementation of the Adiwiyata, in shaping children's creativity can be seen in the

school's efforts to familiarize and empower students and teachers in using used goods and habituation in developing skills in processing family medicinal plants (TOGA), greenhouses, and school waste banks.

The findings of data and information obtained from interviews about implementation of the Adiwiyata program in the formation of student creativity are supported by the opinion of Carl Jung, one of the leaders of psychoanalytic theory, who stated that the unconscious plays a very important role in high-level creativity. The unconscious mind is shaped by the personal past. With the collective unconscious new inventions, theories, art, and other works will emerge. It is this process that causes the continuation of human existence.

Students' caring attitude towards the environment can grow through participatory activities based on the environment, and this can be seen when children apply the habit of throwing garbage in its place, reducing the use of plastic by bringing supplies from home, and utilizing inorganic waste as craft materials.

The teacher guides students to make a craft using used mineral water bottles into mini fences for the boundaries of reading corners in the classroom and make decorations from bottles. In addition, a caring attitude towards the environment is also seen in the activities of students and teachers who manage and care for the family medicinal plant garden (Toga) around the school environment.

The implementation of the Adiwiyata program in forming students' caring attitudes towards the school environment is supported by environmental-based and participatory activities carried out by students in learning activities in and outside the classroom. Activities that interact directly with the surrounding environment will provide a stronger stimulus. Activities are carried out to reinforce habituation to provide a stronger response.

The findings of this data and observations of habituation activities respond to the behavioristic learning theory by Thobroni (2015, p. 56), which states that if positive reinforcement is added, the response will be stronger as well. Vice versa, if the response is reduced or lost (negative

reinforcement), the response will not get stronger.

The existence of support from the surrounding environment, administration, and participation from all parties allows the

activities that can shape students' creativity and caring attitude toward the surrounding environment. In addition to supporting factors, the implementation of the Adiwiyata program in the formation of students' creativity and caring attitude toward the school environment is also influenced by inhibiting factors, including environmental conditions that are prone to flooding during the rainy season and lack of environmental sensitivity and knowledge from school residents, inadequate facilities and inadequate infrastructure and the lack of allocation of funds for the implementation of the Adiwiyata program.

CONCLUSIONS

1. The implementation of the Adiwiyata program in shaping student creativity at UPT SPF SD Inpres Lanraki 1 is carried out by aligning the school's vision and mission and the indicators of the Adiwiyata program. Caring and cultured school policies, environment-based curriculum, participatory-based activities, and management of environmentally friendly facilities and infrastructure facilitate the formation of student creativity. The impact of the implementation of the Adiwiyata program on the formation of student creativity, among others: the formation of creative student characters in processing waste, the formation of a habit of bringing supplies from home to reduce waste from plastic snacks and drinks, being able to sort and dispose of waste according to the type of waste making it easier waste processing and can manage greenhouses as containers for plant nurseries.
2. The implementation of the Adiwiyata program in forming students' caring attitudes towards the environment at UPT SPF SD Inpres Lanraki 1 is carried out with environmental-based activities following the indicators of the Adiwiyata program, including maintaining the cleanliness of the

classroom and the surrounding environment, carrying out clean Saturday activities, disposing of garbage in its place, the see garbage collection program (LISA) and the one student one plant pot program and the use of environmentally friendly school facilities and infrastructure. The impact of the implementation of the Adiwiyata program on the formation of students' caring attitude towards the environment is very large, namely, it can foster a sense of responsibility and concern for students towards the cleanliness and comfort of the school environment, as well as the habit of behaving frugally in everyday life.

3. Supporting factors in the implementation of the Adiwiyata program at UPT SPF SD Inpres Lanraki 1, especially in the formation of creativity and student care attitudes towards the environment, are integrated with the school's vision, mission and curriculum, strategic school location, adequate facilities and infrastructure, cooperation and work hard from all teachers and the Adiwiyata team, while the inhibiting factors in the implementation of the Adiwiyata program are the location of the school which is often flooded during the rainy season, lack of communication and cooperation with outside parties, and the limited allocation of funds for Adiwiyata program activities.

Furthermore, the researchers submits suggestions that are expected to be input as follows:

1. The implementation of the Adiwiyata program in the formation of students' creativity and caring attitude toward the environment can be carried out because of the cooperation and support from all parties within and outside the school. Therefore, it requires a more harmonious relationship with the relevant agencies, in this case, the education and environment offices. Schools need ongoing assistance so that the Adiwiyata program can be implemented optimally.

2. The formation of students' creativity and caring attitude toward the environment is one of the goals of character education that must be instilled in students through learning activities in and outside the classroom. Therefore it is recommended for educators to be more active in preparing environmental-based learning programs and integrated participatory learning activities in the classroom and outside the classroom.
3. Success in implementing the Adiwiyata program requires support in the form of motivation and funds. Therefore the researchers suggest that the allocation of funds for Adiwiyata program activities is maximized to motivate the implementation of the activities of the Adiwiyata program to the fullest.

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Profil Penulis

Harmiah Hb, lahir di Jeneponto, Sulawesi Selatan pada tanggal 31 Desember 1981, anak pertama dari 2 bersaudara pasangan bapak Habossa dan Ibu Siara. Penulis telah menikah dengan Jalil Anwar. Penulis mulai menempuh pendidikan Sekolah Dasar di SDN no.24 Bontang kabupaten Jeneponto (1989-1995), Sekolah Menengah Pertama di SLPT Negeri 1 Jeneponto, kabupaten Jeneponto (1995-1998), Sekolah Menengah Kejuruan di SMK Negeri 1 Jeneponto kabupaten Jeneponto (1998-2001). Tahun 2001 melanjutkan pendidikan jenjang Diploma 2 Pendidikan Guru Sekolah Dasar (D2 PGSD) pada Universitas Muhammadiyah Makassar dan selesai tahun 2003. Melanjutkan jenjang pendidikan S1 pada Universitas Veteran Republik Indonesia (UVRI) pada tahun 2008-2011. tahun 2018, penulis melanjutkan pendidikan di jenjang (S2) pada Universitas Muhammadiyah dengan memilih program studi Pendidikan Dasar. Penulis mengabdikan di UPT SPF SD Inpres Lanraki 1 kecamatan Tamalanrea kota Makassar sejak tahun 2007 untuk memperoleh gelar Magister Pendidikan (M.Pd) penulis menyusun tesis dengan judul Implementasi Program Adiwiyata Dalam Pembentukan Kreativitas dan Sikap peduli Siswa Terhadap Lingkungan Sekolah di UPT SPF SD Inpres Lanraki 1 Kota Makassar.