

ENVIRONMENTAL EDUCATION MANAGEMENT BASED ON GREEN SCHOOL IN MADRASAHs ACROSS LAMPUNG PROVINCE

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ABSTRACT

Environmental education represents a human effort to build social paradigms and foster ecological awareness within the educational field. Madrasahs, as educational institutions rooted in religious values, play a strategic role in creating schools that emphasize humanism, social justice, and environmental sustainability. The implementation of the Adiwiyata program serves as a concrete effort to actualize environmental education in schools. This study aims to describe the management practices of environmental education based on the green school concept in madrasahs, employing a descriptive qualitative approach with a phenomenological research design. Data were collected through direct observation, in-depth interviews, and documentation involving all school stakeholders, including principals, teachers, students, and community members. The research was conducted at MAN 1 West Lampung and MTs Negeri 1 East Lampung, both of which have received the Adiwiyata award from the Lampung Provincial Government.

The findings indicate that these madrasahs have integrated environmental education values into the curriculum, both through subject content and student activities. This holistic approach enhances the development of environmentally friendly schools while cultivating students' spiritual and social awareness of environmental sustainability. The Adiwiyata program is implemented collaboratively, involving all elements of the school and community. Furthermore, technology is utilized to support innovative environmental learning in response to the challenges of the Industrial Revolution 5.0. This study underscores the importance of environmentally oriented education policies, participatory school management, and strategic partnerships with the community to realize sustainable madrasahs.

Keywords: Educational Management, Curriculum, Green School, Environmental Education, Adiwiyata School, Eco-Friendly School, Environmental Technology, Participatory Environmental Learning.

1. Background

Global issues related to the environment are largely the result of climate change, as highlighted in the 1992 Earth Summit, which produced documents addressing climate

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change conservation and biodiversity preservation (Hayati Henita Rahmayanti & Fery Ilyas, 2022). Addressing the issue of natural resources necessitates an educational process. Humanity tends to focus primarily on utility (profit), leading to prolonged exploitation of these resources. Consequently, the regulatory functions, policy processes, and production functions related to the availability of food resources, industrial raw materials, energy, and other essentials become critical. The informational function of ecosystems contributes significantly to human life, mental health, reflection, spiritual enlightenment, and cognitive development. The mandate of the 1945 Constitution emphasizes the realization of a happy and humane life, sustainability, and consideration for the needs of future generations (Hayati Henita Rahmayanti & Fery Ilyas, 2022). Environmental education (PLH) serves as a solution for nation-building and requires a management design concept as a fundamental reference. Educational management encompasses integrated functions between the management of learning processes and the administrative system. This research prepares a conceptual framework for managing the implementation of environmental education, including strategies for achieving objectives, content of learning programs, and other relevant aspects (Abdul Karim, 2018).

The competency-based education model is driven by convergence guidelines adopted in European education. Sustainability competencies and competencies within Education for Sustainable Development (ESD) are developed in the curriculum as an integrated set of knowledge, procedures, attitudes, and values that enable individuals to address various challenges from economic, social, and environmental perspectives (M. Teresa Fuertes-Camacho et al., 2019).

The United Nations, through UNESCO, has developed ESD (Education for Sustainable Development) with four main components: (1) teaching sustainable development, (2) encouraging research on sustainable development, (3) promoting green campuses and supporting local sustainability efforts, and (4) engaging and sharing information with international networks (Asep Priatna, 2020).

In life, environmental ethics are essential. Based on the concept of the unity of existence (Teosofi Transenden), this view critiques the modern anthropocentric paradigm, which posits that only humans possess intrinsic value, while nature's value is seen merely as instrumental for human benefit. In contrast, ecocentrism views nature as possessing its own value independent of human interests. The principle of the unity of being (wahdat al-wujūd) is an ontological argument put forth by Muslim philosophers, including Mulla Sadra—the founder of the school of Transcendent Theosophy—representing a relatively new perspective in Islamic philosophy based on a creative synthesis and harmonization of various philosophical schools (Muhammad Yasser, 2014).

This study aims to examine the management of environmental education based on green school principles in madrasahs across Lampung Province. Specifically, it seeks to: (1) assess environmentally friendly school policies based on green school principles, (2) evaluate the implementation of a green school-based curriculum, (3) analyze participatory school activities in implementing green school concepts, and (4) examine the management of facilities and infrastructure that support green school implementation.

The significance of this study lies in promoting the widespread implementation of the Green School movement in Adiwiyata-awarded madrasahs throughout Lampung Province, as represented by various districts. The researcher aims to encourage school communities, governments, and the broader society to participate in developing a comprehensive design guideline for green schools, particularly within Lampung, Indonesia, and beyond.

2. Research Method

This study employs a qualitative approach with a phenomenological research type. According to Creswell (2013), phenomenological research describes the experiences or phenomena experienced by individuals. This approach is chosen to deeply explore the experiences, meanings, and practices of environmental education management based on the green school concept in madrasahs, particularly in the context of implementing the Adiwiyata Program. The research locations were selected purposively, namely MAN 1 Lampung Barat located at Jl. Kampus, Gunung Sugih, Kec. Balik Bukit, and MTs Negeri 1 Lampung Timur at Jl. Ki Hajar Dewantara, Banjar Rejo, Kec. Batanghari. These two madrasahs were chosen because they have received the Adiwiyata award from the Lampung Provincial Government, making them suitable models for the implementation of environmental education at the madrasah level.

Data collection was conducted through three main techniques: observation, interviews, and documentation. Observations were carried out directly to see the implementation of environmental activities in the schools, including physical conditions, behaviors of school members, and supporting facilities and infrastructure. In-depth interviews were conducted with the school principal, the deputy principal for curriculum and infrastructure, teachers, students, OSIS (student organization) administrators, and local community members to obtain richer and more holistic information. Documentation involved collecting various supporting data such as curriculum documents, reports on Adiwiyata activities, photographs of environmental activities, and school policy documents related to the green school program.

Before field implementation, the researcher first prepared and validated the research proposal with the supervising lecturer, obtained research permission letters, and prepared interview and observation instruments. Subsequently, the collected data were analyzed using the qualitative descriptive analysis technique of Miles and Huberman (2014), which consists of three stages: data reduction, data presentation, and conclusion drawing. Through these stages, the researcher aims to identify managerial patterns, curriculum integration, and forms of participation from the madrasah community in systematically and sustainably supporting the realization of environmentally aware schools.

3. Research Finding and Discussion

The Ksetani document and the declaration submitted to the UN General Assembly in 1994 clearly indicate that the potential for permanent environmental damage imposes a special responsibility to prevent destruction. This is because environmental degradation is closely related to violations of human rights (M. Ridha Saleh, 2005). Environmental ethics based on the unity of existence in Transcendent Theosophy critiques the modern anthropocentric paradigm. This perspective holds that only humans possess intrinsic value, while the value of nature is seen merely as instrumental in relation to human interests. On the other hand, it also critiques the ecocentric view, which sees nature as having its own value independent of human interests. The principle of the unity of being (oneness of being, *wahdat al-wujūd*) is an ontological argument put forth by Muslim philosophers, including Mulla Sadra, the founder of the school of Transcendent Theosophy, which represents a relatively new perspective in Islamic philosophy based on a creative synthesis and harmonization of all philosophical schools (Muhammad Yasser, 2014).

Environmental education can also be viewed from the perspective of the legal foundations of international commitments related to Environmental Education. In Indonesia, through the Ministry of Research, Technology, and Higher Education, the

Ministry of Religion, and the Ministry of Home Affairs, there are initiatives for environmental development. Subsequently, a memorandum of understanding is elaborated in a cooperation agreement regarding the Movement for Environmental Care and Culture in educational units. The Adiwiyata Program aims to create responsible school citizens in efforts to protect and manage the environment through good school governance to support sustainable development (BP2SDM-Ministry of Environment and Forestry, 2021).

There are three aspects of green school management that can be implemented: a. Planning for the management of cleanliness, health, greenery, comfort, safety, and order in the school environment. b. Preparing human resources in schools to foster environmentally conscious behavior in all activities. c. Developing the curriculum by integrating environmental education material into relevant subjects. Environmental education management has functions including planning, organizing, mobilizing, fostering, and evaluating (Abdul Karim, 2018).

Therefore, in this study, the management of environmental education based on the green school concept requires the implementation of four Green School principles:

a. Green School Policy

The policies and actions implemented by school leaders in the execution and development of the Green School Program are entirely based on the indicators and criteria set by the Ministry of Environment. The development of the Green School Program focuses on four areas: 1) the development of caring and cultured school policies, 2) the development of an environmentally-based curriculum, 3) the development of participatory activities, and 4) the development or management of supporting facilities in schools. Overall, the implementation/development/management of the school environment has been carried out well and has met the established criteria.

The implementation of environmentally friendly and caring behavior has become a self-control mechanism conditioned by all these aspects for all school members. This habituation then forms autonomous behavior through the habit of preserving the environment (Abdul Basit, Dadang Sundawa, 2022). A Green School is an institution that is committed to systematically developing programs to internalize environmental values into all school activities. The Green School program is a government initiative expected to foster understanding, awareness, and the integration of environmental values among all school members to shape behavior and management patterns that are environmentally friendly to maintain environmental sustainability (Ary Windawati, 2015).

The socio-cultural aspects and energy literacy serve as a foundational framework for student learning, building awareness of sustainable and systemic global climate issues. Education plays a crucial role in the process of societal change. UNESCO has established sustainable development goals to promote solidarity education that can foster a sense of responsibility and commitment, preparing citizens to make informed decisions aimed at achieving culturally pluralistic, socially just, and environmentally sustainable development (humanistic education). According to Robottom (2000), this model requires instruments to change attitudes, lifestyles, social participation patterns, and concepts of how politics should be conducted effectively. The challenges of environmental education and educational research aim for progress and to evaluate outcomes in the short, medium, and long term (María del Carmen Conde & J. Samuel Sánchez, 2010).

The Adiwiyata school policy is an effort that requires actions and management, including: 1. Identifying environmental potential and issues (IPMLH) at the school level, both local, regional, and global; 2. A medium-term work plan (RKJM), which is a document containing the school's development program plan for four years, considering the available resources; 3. The PBHLS Movement Plan, which includes school activity

plans and budgets (RKAS) for one year; 4. The PBHLS Movement Plan includes school activity plans integrated with management and learning processes; 5. The curriculum document at the educational unit level, referred to as KTSP, developed by the school based on the green school concept; 6. The self-development program provides opportunities for students to develop and express themselves according to their talents and interests; 7. Adiwiyata is an award given by local government to schools that successfully implement PBLHS; 8. The prospective Adiwiyata school (CSA) is a school proposed to receive the Adiwiyata award; 9. Adiwiyata cadres are students designated by the school principal to actively engage and mobilize school members and the surrounding community in implementing PRLH (Dinas Lingkungan Hidup Kabupaten Lampung Barat, 2021).

The roles of the school principal, curriculum deputy, facilities management, and the Adiwiyata committee require a concept of environmental education for school members, which must integrate the application of environmental management into the KTSP document, involving the school committee and the Adiwiyata working group. There is a need for management standards to review/integrate the application of PRLH (waste management, drainage functions, water conservation, greening, etc.). The findings of the author's research conclude that the school policy based on the Green School concept at MAN 1 Lampung Barat and MTs Negeri Lampung Timur is as follows:

Table 1. EDS Report on Environmental Aspects

Management Standards	MAN 1 LAMPUNG BARAT	MTSN 1 LAMPUNG TIMUR
There are the vision and mission, the School Development Plan (RKS), the Annual Work Plan (RKT), and the main KTSP document, which includes provisions on Environmental Education (PRLH), as well as preparations for environmental learning activities at school.	Available	Available
There is a school development team and an Adiwiyata team.	Available	Available
Work distribution is established (prior to involving all components).	Available	Available
Collaboration with partners/communities to address issues such as water crises, electricity shortages, flooding, and waste management, among others.	Available	Available
Teacher training is provided for integrating 3R (Reduce, Reuse, Recycle) materials into subjects, among other topics.	Available	Available

Source: Processed by the Researcher (2025)

b. Green School Curriculum

The interaction of the curriculum encompasses many aspects, including the aspects of environmental education, economics, politics, social issues, religion, culture, and nature, which can be illustrated as follows:



Picture 1 The Interaction of the Curriculum Cncompasses

Source: Processed by the Researcher (2025)

The curriculum holds a central position in the entire educational process. It directs all forms of educational activities towards achieving educational goals. According to Mauritz Johnson, the curriculum “prescribes (or at least anticipates) the result of instruction” (John D. Neil, 1980). The curriculum is an educational plan that provides guidelines and frameworks regarding the types, scope, and sequence of content, as well as the educational process. The issues surrounding the curriculum are a focus for curriculum experts.

Environmental issues are systemic; protection in environmental management is a systematic and integrated effort aimed at preserving the functions of the environment and preventing pollution and/or environmental damage, which includes planning, utilization, control, maintenance, supervision, and law enforcement (Law No. 32 of 2009). Education is one aspect of environmental management that is expected to serve as a controlling factor in preventing environmental degradation. This Social Reconstruction Curriculum emphasizes the problems faced by students in community life. This curriculum conception posits that education is not an isolated effort but rather a collective activity involving interaction and cooperation. Interaction or cooperation can occur between students and teachers. According to this social reconstruction curriculum conception, education has the power to influence, change, and provide a new character to society and culture (Sukmadanata dan Syaodih, 2021).

The technology-based environmental curriculum emphasizes the use of technological tools to support the efficiency and effectiveness of education through systematic planning in the use of various tools and media, as well as teaching models that heavily involve the use of technology. This aims to provide technological knowledge to students and the community regarding the utilization of environmental technology.

The findings of the research on the Green School-based curriculum at MAN 1 Lampung Barat and MTs Negeri Lampung Timur are as follows:

Table 2 Green School Curriculum

Management Procces	MAN 1 LAMPUNG BARAT	MTSN 1 LAMPUNG TIMUR
There are lesson plans (RPP) and extracurricular activities related to the environment, integrating the implementation of Environmental Education (PRLH).	Available	Available
Students understand issues related to the implementation of environmental education	Available	Available

(PRLH).		
Students understand issues related to the implementation of environmental education (PRLH).	Available	Available
Behavioral practices include waste sorting and management (reduce, reuse, recycle).	Available	Available
Learning about the function of drainage systems.	Available	Available
Learning about water conservation.	Available	Available
Learning about greening/reforestation activities, and others.	Available	Available
Integration of all subjects with Qur'anic verses related to the environment, and other related teachings.	Available	Available

Source: Processed by the Researcher (2025)

c. Participatory *Green School* Activities

The implementation of the green school concept in the learning process includes activities such as: a) reminding students to dispose of waste in the appropriate bins and according to its type, b) turning off water and electricity when not in use, c) bringing food from home, including a drink bottle (tumbler), and d) caring for and watering plants according to a predetermined schedule.

Thirdly, the facilities available at both schools support the implementation of the green school concept, including a waste bank to apply the 3R (Reduce, Reuse, Recycle) concept and the sorting of waste according to different bins that are provided. Fourthly, both schools implement extracurricular policies led by the green school community of students. The schools also establish partnerships with several universities, the education and culture office, the environmental office, and the health office. This aims to evaluate the application of an environmentally caring character, with the expectation that both schools will consistently, effectively, independently, and continuously implement environmentally friendly practices.

In the context of environmental education, technology not only enables broader access to information but also provides various tools that can be used to enhance community awareness and involvement in forest conservation efforts. The use of technology in environmental education helps convey messages about the importance of forest preservation in a more engaging, interactive, and effective manner. This opens new opportunities to educate the younger generation and the general public about the importance of maintaining forest sustainability in more innovative ways.

An example of using environmental technology in education is the use of digital devices for monitoring forest conditions. Applications like Google Earth allow students and the community to access forest maps, observe changes over the years, and understand the impacts of deforestation and human activities on forest ecosystems. Climate change and human activities affect forest conditions, from land clearing to habitat destruction. This can foster a deeper awareness of the fragility of forest ecosystems and the need for conservation efforts.

Technology can also be used to create simulations and educational games that teach concepts of environmental science and forest preservation. For instance, there are several applications and online games that allow players to manage forests virtually, learn how their actions can impact ecosystems, and make decisions to manage forests sustainably.

There are many examples of technology utilization among school members and the community.

The findings of the research on Participatory Green School Activities at MAN 1 Lampung Barat and MTs Negeri Lampung Timur are as follows:

Table 3 Participatory Green School Activities

Activities	MAN 1 LAMPUNG BARAT	MTSN 1 LAMPUNG TIMUR
Tree planting activities in collaboration with the community	Available	Available
Greenhouse training	Not Available	Not Available
Greenhouse training on the utilization of organic and non-organic waste with the community	Not Available	Not Available
Greenhouse training on how to cultivate family medicinal plants	Not Available	Not Available
Greenhouse training on ecobrick production	Not Available	Not Available
Conducting environmental campaigns by placing posters or stickers on residents' homes to promote eco-friendly households, and other initiatives.	Not Available	Not Available

Source: Processed by the Researcher (2025)

d. Environmentally Friendly School Facilities and Infrastructure

Environmental indicators such as air quality and light in the school environment are very pleasant, complemented by various plants that serve both as shade and to beautify the school environment. Waste production is managed very well by implementing the 3R program and separating waste based on its type, which greatly aids in efforts to reduce pollutants in the school. Water usage has been regulated by the school to be as effective and efficient as possible. Additionally, to restore the hydrological function of water itself, the school implements a biopore program to create water absorption, thereby minimizing the occurrence of surface water pooling in the school environment. The use of environmentally friendly energy, such as electricity and water, is carried out as effectively and efficiently as possible. This mechanism is clarified through technical guidelines for energy use and management, which are posted in almost every room in the school.

The greening of the schoolyard is part of an international movement promoting the use and culture of school grounds, similar to initiatives in countries like Canada, Australia, the United Kingdom, the United States, Scandinavia, New Zealand, and South Africa. The goal is to enhance children's play quality and learning experiences. Schools around the world have offered the idea of greening school grounds, transforming hard, barren grass and asphalt areas into spaces that include a diversity of natural and built elements, such as shelters, stone amphitheaters, trees, shrubs, wildflower meadows, ponds, grassy embankments, and garden food. Critical considerations regarding the design of school grounds and the types of play and social interactions they support are essential. Research considers how green school grounds affect the quantity and quality of physical activity among elementary school children, from kindergarten to grade eight (J. E. Dymont, A. C. Bell, 2008).

The Canadian charity Evergreen, which promotes the greening of school grounds across the country, has identified candidate schools that meet the following criteria: (1) The greening area is sufficiently developed and defined to allow for comparisons with the

previous/non-green state, (2) Children have access to the greening site during their free time (before and after school, during breaks), (3) Diversity in the socioeconomic status of the schools (schools from various environments), (4) Diversity in grade levels (from kindergarten to grade eight), (5) Diversity in urban, suburban, small town, and rural schools across Canada.

The author proposes strategies to instill a mindset of environmental awareness among students, teachers, and the entire school community. The researcher has developed a model for a Zero Waste campaign. One of the actions to reduce waste involves converting organic waste into solid and liquid fertilizers, ultimately allowing students to run a waste bank (the recycling process can generate income from recycled materials) based on the principle of happiness, turning it into a hobby that also generates money. The school waste generates a certain amount of dry and wet waste, with only 20% of the waste being sent to the landfill. The Tatakura composting movement is also a very good concept to implement in schools or to build communal waste systems for school members to actively engage in waste management.

The findings of the research on facilities and infrastructure based on the Green School concept at MAN 1 Lampung Barat and MTs Negeri Lampung Timur are as follows:

Table 4 Facilities and Infrastructure based on the Green School

FACILITIES AND INFRASTRUCTURE	MAN 1 LAMPUNG BARAT	MTS 1 LAMPUNG TIMUR
Seedling and greening activities	Available	Available
Water reservoir/infiltration pond facilities needed	Available	Available
Flood, fire, and drought mitigation facilities	Not Available	Not Available
Drainage function	Available	Available
Water conservation	Available	Available
Environmental literacy room	Available	Not Available
Trash barrier system to prevent river waste overflow into the school	Available	Available
Waste segregation facilities	Available	Available
Cultivation of medicinal plants	Available	Available
Planting of vegetables and fruits	Available	Available
Green space	Available	Available
Green garden	Available	Available
Gazebo	Available	Not Available
Efforts to conserve electricity and water	Available	Available
Increase in the number of trees/plants	Available	Available
Utilization of ablution wastewater at the mosque	Not Available	Not Available

Healthy canteen	Not Available	Not Available
Comfortable school health unit (UKS)	Available	Available

Source: Processed by the Researcher (2025)



Figure 2 Rainwater Harvesting Facility at MAN 1 West Lampung
Source: Researcher's Documentation

After collecting rainwater, the water is stored by planting or embedding it in large drums as a water stock reserve.



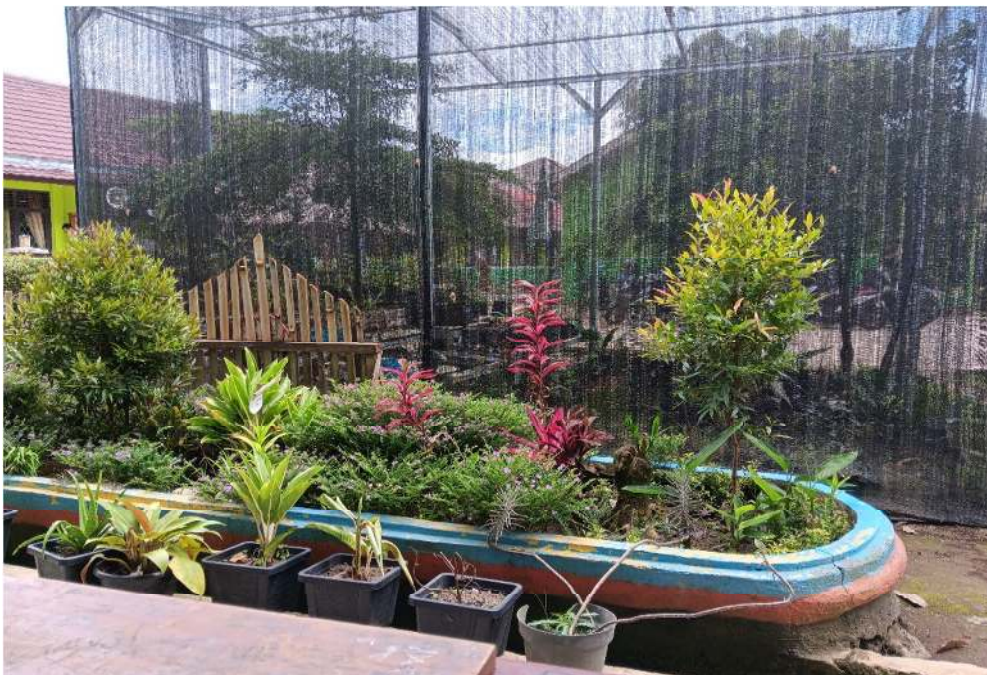
Figure 3 Rainwater Storage Container at MAN 1 West Lampung
Source: Researcher's Documentation

The availability of a comfortable literacy café is an effort to encourage students to learn, with the use of used tires as floor seating where students can relax while reading books from the library and enjoying the view of the surrounding trees. This setting allows students to feel comfortable, serene, and immersed in a healthy environment with fresh air.



Figure 4 Literasi Café at MAN 1 West Lampung
Source: Researcher's Documentation

The author observed the results of staff innovation as one of the staff's participatory efforts as members of the school community, through the creative and neatly arranged use of used car tires.



Gambar 5 Medicinal Plant Garden and Landscaping at MAN 1 West Lampung
Source: Researcher's Documentation



Figure 6 Water Spinach Vegetable Plants at MTs Negeri 1 East Lampung
Source: Documentation of MTs Negeri 1 East Lampung



Figure 7 Family Medicinal Plants at MTs Negeri 1 East Lampung
Source: Documentation of MTs Negeri 1 East Lampung



Figure 8 Student Innovation Work at MTs Negeri 1 East Lampung
Source: Documentation of MTs Negeri 1 East Lampung

4. Conclusion and Suggestion

Conclusion

Based on the findings of this study, it is recommended that madrasahs continue to strengthen their environmentally oriented internal policies consistently and sustainably, including through the preparation of medium-term work plans and routine evaluations of green school program implementation. Local governments and the Ministry of Religious Affairs are expected to provide strategic support in the form of teacher capacity-building training, the provision of eco-friendly infrastructure, and recognition or incentives for madrasahs that successfully integrate environmental education into their learning systems. Furthermore, it is essential to build synergistic partnerships between madrasahs, local communities, and the private sector to create an educational ecosystem that encourages active participation in environmental preservation—particularly through programs such as waste banks, water conservation, and environmental campaigns. Strengthening community involvement is crucial to ensure that environmentally friendly practices instilled in schools continue at home and within the wider community. For future research, it is suggested to focus on measuring the long-term impact of environmental education on student behavior and exploring further the use of digital technology in supporting innovative and adaptive environmental learning in response to changing times.

Suggestion

Based on the findings of this study, it is recommended that madrasahs continue to strengthen their environmentally oriented internal policies consistently and sustainably, including through the preparation of medium-term work plans and routine evaluations of green school program implementation. Local governments and the Ministry of Religious Affairs are expected to provide strategic support in the form of teacher capacity-building training, the provision of eco-friendly infrastructure, and recognition or incentives for madrasahs that successfully integrate environmental education into their learning systems. Furthermore, it is essential to build synergistic partnerships between madrasahs, local communities, and the private sector to create an educational ecosystem that encourages active participation in environmental preservation—particularly through programs such as waste banks, water conservation, and environmental campaigns. Strengthening community involvement is crucial to ensure that environmentally friendly practices instilled in schools

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