

Analysis of Environmentally Conscious Characters in Class XI Science Students at MA Radhiatul Adawiyah Mangga Tiga, Makassar City

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ABSTRACT

This study aims to analyze the development of environmentally conscious character among Class XI Science students at MA Radhiatul Adawiyah Mangga Tiga, Makassar City. As environmental issues become increasingly urgent, shaping students' awareness and responsibility towards nature is critical. This research employs a qualitative descriptive method, using observation, interviews, and documentation as data collection techniques. The findings reveal that the environmentally conscious character in students is reflected through various behaviors, such as waste segregation, participation in school greening programs, and a sense of responsibility in maintaining cleanliness. The formation of these characters is supported by the integration of environmental education into Islamic learning, school policies, teacher modeling, and student engagement in extracurricular environmental activities. The study concludes that a holistic and consistent approach within the school environment significantly contributes to nurturing students' environmentally responsible behavior.

1. INTRODUCTION

Character building is now an important element in the national education system, considering that a strong character is the main foundation for creating a generation with integrity, morality, and a high sense of responsibility (Armini, 2024). One form of character that is highly relevant to current global challenges is an environmentally conscious character. This character reflects the attitudes and behavior of individuals who are aware and responsible for the sustainability of the environment around them (Karadona & Sari, 2025). Along with the increasing severity of environmental degradation caused by unwise human actions, the world of education has a great responsibility to instill an attitude of caring for the environment from an early age, through various approaches, both in classroom learning activities and through programs outside of school (Karadona et al., 2022). It has become a common awareness that education that takes place in the family and at school has the same goal, namely to shape the character of individuals so that they are able to live in harmony in society and maintain harmony with the natural environment (Sukiyat, 2020).

As an educational institution grounded in religious values, madrasahs bear the ethical responsibility of nurturing students to not only excel intellectually but also to possess noble character and virtuous morals. Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Kota Makassar, under the auspices of the Ministry of Religious Affairs, is one such educational institution striving to achieve this goal. Located in the BTN Mangga Tiga neighborhood, this madrasah has the potential to develop

student character through collaboration between the school, parents, and the community. However, based on initial observations made by researchers from November 21st to December 25th, 2023, as well as direct experience in Magang II (Real Teaching) activities, it was found that the environmental awareness character of class XI IPA students has not yet developed optimally. This is evident from the low awareness of disposing of waste in its place, the lack of active participation in class cleaning activities, and the minimal understanding of the importance of preserving the school environment. Education is expected to meet the challenges of the times by producing individuals who think critically, are sensitive to global issues, are skilled at working together, live with discipline, possess positive habits, and are able to make real contributions to social life (Sukiyat, 2020).

Character is the entirety of a person's traits, disposition, and personality as reflected in their way of thinking, behaving, and acting. Character can also be defined as the distinctive feature that differentiates one person from another (Syafuruddin et al., 2022). Character formation is influenced by various factors, including environment, experiences, and internalized values. Factors that contribute to a weak character of environmental awareness include a lack of internal motivation among students, minimal supervision and role modeling from the surrounding environment, and the suboptimal availability of supporting facilities and infrastructure for cleanliness in the madrasah (Islamic school) environment. Furthermore, the absence of firm sanctions against students who violate cleanliness rules also hinders the development of discipline and responsibility towards the environment. In fact, character education should not only take place in the classroom through learning materials but also through daily habits built continuously, such as class cleaning duties, communal work, and the direct involvement of students in environmental care programs (Amiruddin, 2021).

The environment encompasses all elements surrounding humans and impacting their lives, both directly and indirectly. The scope of the environment includes physical aspects such as soil, water, air, plants, and animals, as well as non-physical aspects encompassing social, cultural, and economic conditions that contribute to shaping the dynamics of human life (Sukiyat, 2020). A clean and healthy environment is a fundamental need for all school residents, and the development of an environmentally conscious character can begin with simple actions performed consistently, such as disposing of waste properly, caring for plants in the schoolyard, and maintaining public facilities to keep them clean and undamaged (Rahma et al., 2024). An environmentally conscious character is not formed instantly but is the result of an integrated educational process, continuous habituation, and the cultivation of values carried out jointly by teachers, parents, and the community. Meanwhile, according to Purwanti (2017), an environmentally conscious character is a form of attitude and behavior that reflects concern for the preservation of nature, by striving to prevent environmental damage and actively participating in improving the condition of nature that has been degraded.

Based on this understanding, the researcher is interested in further examining the environmental awareness character of class XI IPA students at MA Radhiatul Adawiyah Mangga Tiga, Makassar City. This research aims to explore the extent to which students are aware of environmental issues, as well as to identify the various factors that contribute to shaping this character. In addition, this research also focuses on strategies that can be implemented by the school to foster student concern for the environment. It is hoped that the findings of this research can make a real contribution to the development of character education in the madrasah environment. Furthermore, the results of this study are expected to serve as a reference for the school in developing learning programs that can instill environmental awareness values effectively and sustainably.

2. METHODS

This research employs a qualitative descriptive approach with a phenomenological method. This approach was chosen based on the researcher's objective to explore and interpret the meaning of students' experiences and behaviors in cultivating a caring attitude towards the environment through various activities they undertake in the school environment. According to (Tahir et al., 2023), a qualitative approach is selected because it allows researchers to deeply explore various social realities from the perspective of the subjects involved. In this way, researchers can fully understand the process of forming an attitude of caring for the environment in students, while also examining the various aspects that influence it in the context of education in the madrasah environment. This research is descriptive qualitative in nature, aiming to describe and interpret a situation as it exists. Descriptive research allows researchers to explore the meaning of social events naturalistically, without manipulating the object of study. Thus, researchers can capture the entire process of character formation, both through interactions between students and teachers, and through the implementation of character education programs carried out by the madrasah (Maujud, 2017).

In analyzing the data, this study adopts an interactive analysis model that includes three main steps: data reduction, data presentation, and conclusion drawing and verification. Data reduction is carried out by selecting relevant information, organizing it into specific themes, and eliminating data that is not related to the research focus. The filtered data is then presented in the form of descriptive narratives according to predetermined themes, such as the formation of environmental care character, the obstacles faced, and character strengthening strategies. Conclusions are drawn through the process of searching for patterns of relationships between data, which are then retested through triangulation to ensure the validity and reliability of the findings (Wau et al., 2022). To ensure data validity, this study employs a triangulation approach, which is a method of testing data validity through comparisons across sources and techniques. Source triangulation is conducted by verifying information obtained from various parties, such as the principal, teachers, and students. Meanwhile, technique triangulation is applied by matching interview data with observation findings and collected

documents. As for time triangulation, data collection is carried out at different times to check the consistency of information. The application of these three forms of triangulation is expected to enhance the reliability and credibility of the research results.

3. RESULTS AND DISCUSSION

3.1. Perspectives of Teachers and Students on the Environmental Care Character of Class XI Science Students at MA Radhiatul Adawiyah Mangga Tiga, Makassar City

This research reveals that the cultivation of environmental awareness among eleventh-grade science students at MA Radhiatul Adawiyah Mangga Tiga, Makassar City, has become an integral element in the implementation of character education at the school. This process is not solely the responsibility of subject teachers but also involves the active contributions of the head of the madrasa, guidance counselors, homeroom teachers, and support from students' parents. Although there is no formal program explicitly aimed at instilling environmental awareness, these values have been integrated through various school activities, such as community service, greening initiatives, planting, and classroom cleaning duties. These activities serve as a means of internalizing environmental awareness values in contextual, real-world practice.

Based on interview results, guidance counselors play a strategic role in guiding students through a values-based approach rooted in religious and moral principles. One approach that is emphasized is instilling the value that "cleanliness is a part of faith," as a foundation for environmental awareness integrated with Islamic principles. This finding is consistent with the views of Nasution and Simanjuntak, who state that a spiritual approach is effective in internalizing character values, including in the dimension of caring for the environment. However, observational results indicate that students' awareness and discipline have not yet been fully and consistently formed. Instances of littering, failure to comply with cleaning schedules, and a lack of initiative in maintaining the school environment are still observed.

This challenge underscores the importance of strengthening character education programs that are more structured and sustainable. Researchers also note that teachers' role modeling in implementing clean living practices and environmental awareness serves as a concrete example that has a strong influence in shaping students' behavior. This view is reinforced by the theory of (Sukiyat, 2020), which states that character building must include three main aspects: moral knowing, moral feeling, and moral action. In this context, although students already know the importance of protecting the environment, strengthening the aspects of moral emotions and real action still needs to be improved through habituation and a continuous approach.

Legally, the formation of an environmentally caring character is reinforced by Minister of Education and Culture Regulation Number 20 of 2018 concerning Strengthening Character

Education, which mandates the integration of character values in all educational unit activities, including environmental awareness values. In addition, Islamic values also serve as an important normative basis in shaping environmental awareness. This refers to Allah's word in QS. Al-A'raf: 56 which prohibits humans from causing damage on earth after Allah has repaired it. Tafsir Ibnu Katsir explains that this prohibition includes moral, social and ecological damage. (Rohmah et al., 2021) Therefore, the formation of an environmentally caring character should be carried out comprehensively, by instilling religious and moral values, as well as concrete habits that are supported by exemplary behavior and continuous supervision from all elements of the school and family.

Based on research findings, the implementation of environmental awareness values among eleventh-grade science students at MA Radhiatul Adawiyah Mangga Tiga, Makassar City, has been quite effective. This is evident from the well-organized, clean, and well-maintained classroom environment, which is the result of consistent collaborative activities carried out by the students, both inside the classroom and in the surrounding school area. These activities not only represent a concrete manifestation of environmental concern but also reflect the success of the character value internalization process instilled by the school through a habituation approach. This finding is consistent with the research results of (Hafida & Wahid, 2018), which state that the involvement of students in continuous cleanliness activities is able to shape an environmentally conscious character naturally.

Nevertheless, the implementation of this character still faces several obstacles, particularly concerning the availability of facilities and infrastructure that support the comfort and cleanliness of the learning environment. Inadequate facilities can impact students' low motivation to care for the school environment. As stated by (Habibi, 2019), the availability of good supporting facilities such as trash cans, cleaning equipment, and green open spaces is an important factor in strengthening environmental care character because it encourages the creation of positive habits in students' daily behavior. In addition, psychological aspects also play a central role. A clean and beautiful learning environment fosters a sense of pride and responsibility in students, so they are encouraged to take care of it. (Wulandari et al., 2024) also emphasized that students' intrinsic motivation increases when they feel actively involved in protecting the environment and receive support through decent facilities.

The implementation of environmental awareness values in schools is not only practical but also includes ethical and spiritual aspects. From a legal perspective, this is supported by Law Number 32 of 2009 Article 65 Paragraph (2), which affirms that every citizen is responsible for preserving the environment and preventing damage or pollution. In a religious context, this value is in line with

Islamic teachings, as explained in QS. Ar-Rum Verse 41, which states that damage on earth is a result of human actions, and Allah wants humans to reflect on their mistakes and return to the truth.

Thematic interpretation of the verse shows that awareness of the importance of protecting the environment is not only a social responsibility, but also part of a spiritual obligation. Maintaining the preservation of nature is seen as a form of devotion to Allah SWT. Therefore, activities such as cleaning classrooms, planting trees, sorting waste, and maintaining the cleanliness of the school environment should be understood as a process of forming moral and religious values within students. With this approach, the development of an environmentally conscious character needs to be supported by real support from the school, both through the provision of adequate facilities and the habituation of activities that instill positive values. The hope is that students will not only become accustomed to maintaining cleanliness in their daily practices, but will also develop a deep awareness that caring for the environment is part of their moral and spiritual identity as individuals who are faithful and responsible

3.2. Analysis of Environmental Care Character in 11th Grade Science Students at MA Radhiatul Adawiyah Mangga Tiga, Makassar City

The formation of environmental care character in students is an integral part of comprehensive character education. Based on the research findings at MA Radhiatul Adawiyah Mangga Tiga, Makassar City, it was found that efforts to internalize environmental care values have been carried out through a participatory approach involving all school components, such as teachers, the principal, Guidance and Counseling (BK) teachers, and students' parents. Although there is no specific formal program on environmentally conscious character education yet, these values have been integrated into various contextual school activities, such as tree planting, gardening, community service, and classroom duty. This finding indicates that habituation and role modeling strategies are key instruments in instilling environmental character in students. The role of the guidance counselor is seen as very important in this process, where spiritual and religious approaches are used to strengthen students' sense of caring for the environment. Expressions like "cleanliness is part of faith" became the basis for moral awareness linked to Islamic teachings. This aligns with research (Mustajadah et al., 2022) which states that the internalization of student character becomes more effective when a religious approach is used as a value foundation. Thus, the dimension of spirituality makes an important contribution to shaping students' ecological responsibility.

However, the challenges faced in implementing the formation of environmentally conscious character are still quite significant, especially regarding the consistency of students' behavior in maintaining the environment. Some students are known to still litter and not follow the cleaning schedule. This indicates that character internalization is not yet fully optimal. As explained by (Zaenab, 2018), the formation of an environmentally conscious character cannot be done partially,

but must be part of an educational ecosystem supported holistically by family and the school environment.

The teacher's role modeling is also an important element in shaping an environmentally conscious character. As stated by Setyowati & Nurdahlia (2018), teachers who demonstrate positive behavior towards the environment can serve as role models that indirectly influence students' behavior. This aligns with Armini's (2024) theory of character education, which states that character formation encompasses three main aspects: moral knowing, moral feeling, and moral action. The three complement each other and are important to implement in the context of school learning, so that students not only know moral values, but also feel them and apply them in real actions. The formation of an environmentally conscious character is also strengthened by legal and religious foundations. Normatively, Permendikbud No. 20 of 2018 concerning Strengthening Character Education mandates that character values be integrated into learning activities, self-development, and school culture, including the value of caring for the environment. On the other hand, the religious approach based on QS. Al-A'raf: 56 and its interpretation in Andini, (2022) emphasizes the prohibition of causing damage on earth, both physically and morally.

Environmental damage caused by human actions, such as pollution or deforestation, not only impacts the sustainability of ecosystems but also reflects a decline in Islamic spiritual and ethical values (Munawarah et al., 2025). Thus, the formation of an environmentally conscious character must be designed systematically through the strengthening of school culture, the involvement of all parties, and the integration of moral, ethical, and religious values into the daily lives of students. Consistent guidance and the provision of supportive facilities are needed so that students not only become accustomed to protecting the environment, but also internalize these values as part of their identity. The application of environmental care character in 11th-grade science students at MA Radhiatul Adawiyah Mangga Tiga Makassar shows significant progress in creating an environmentally friendly school culture. This is demonstrated through various forms of positive behavior exhibited by the students, such as participating in mutual aid activities, maintaining classroom cleanliness, and caring for the plants around the school. This finding indicates that the process of internalizing environmental care character values has been successful, although there are still aspects that need to be strengthened to achieve optimal sustainability.

Mutual aid activities, as one form of social learning practice, are an effective instrument for fostering students' sense of responsibility towards their surrounding environment. This collective habit strengthens the values of togetherness, caring, and active participation in environmental protection. This finding aligns with the results of research (Yakin et al., 2024) which states that environmental care character can develop naturally through the habituation of cleanliness activities and cooperation in schools. Thus, character formation strategies through real-world practice are more effective than theoretical approaches alone. However, the successful implementation of environmental care character is not only determined by students' behavior, but is also heavily

influenced by supporting factors such as facilities and infrastructure. The availability of adequate facilities, such as sufficient trash bins, cleaning supplies, and a clean and well-maintained physical environment, is an essential element in forming positive habits. Research (Juaini et al., 2024) shows that a conducive learning environment can increase students' motivation to maintain cleanliness, as students feel valued and involved in creating a comfortable learning space.

Therefore, the school needs to conduct regular evaluations and improvements to the available facilities so that the character-building process runs optimally. Besides the physical aspect, the psychological and emotional dimensions of students also influence the successful implementation of character values. A clean and orderly environment can create psychological comfort that fosters a sense of belonging towards the learning space. In this context, the formation of an environmentally conscious character becomes part of the process of shaping students' identities, who are not only aware of their obligations but also proud to be part of a community responsible for environmental sustainability. This is supported by the findings of Yulaichah et al. (2024), which emphasize the importance of students' intrinsic motivation, which can be built through a sense of engagement and empowerment in the school environment.

Normatively, the implementation of environmental care character is also supported by the national legal framework. Law Number 32 of 2009 concerning Environmental Protection and Management states that every citizen has an obligation to maintain the sustainability of environmental functions and prevent pollution and damage. Thus, environmental care character education efforts are a direct implementation of the constitutional mandate that must be realized in formal educational practice, including at the madrasah aliyah level.

Spiritual grounding also reinforces the urgency of implementing environmental care character. In Surah Ar-Rum, verse 41, Allah SWT emphasizes that damage on land and at sea is a consequence of human actions and serves as a warning for humanity to return to the right path. Thematic (maudhu'i) interpretation of this verse shows that environmentally destructive behavior is not only a social issue, but also a moral and spiritual violation. Therefore, activities such as maintaining cleanliness, planting trees, and managing waste are not merely physical activities, but acts of worship that reflect obedience to God's commands. From all the findings and studies that have been outlined, it can be concluded that the implementation of environmental care character at MA Radhiatul Adawiyah has shown positive results. However, the sustainability of this program requires strengthening from the system, facilities, habituation, and role model perspectives. There needs to be a strengthening strategy that includes integrating character values into the curriculum, training teachers as agents of change, and actively involving students in every stage of the program. With a holistic and sustainable approach, the value of environmental care can be internalized as part of students' character, not only within the school environment but also in their daily lives.

4. CONCLUSION

Based on the research findings and discussion, the following conclusions can be drawn: Based on the research findings regarding the application of environmental care character in 11th-grade science students at MA Radhiatul Adawiyah Mangga Tiga Makassar City, it can be concluded that the process of forming environmental care character has been quite effective. This is demonstrated by the positive behavior of students in maintaining classroom and school environment cleanliness, such as through mutual cooperation activities, class duty, and involvement in caring for plants and the physical school environment. The implementation of these values takes place systematically through a habituation approach and the active participation of students in routine activities that foster ecological awareness. Nevertheless, there are still obstacles encountered in its implementation, particularly regarding the availability of supporting facilities and infrastructure, such as adequate sanitation facilities and open spaces. This factor influences students' motivation and involvement in maintaining the school environment. Besides physical aspects, the successful implementation of environmental care character is also determined by psychological and spiritual factors, where a comfortable and beautiful environment can foster a sense of responsibility and pride in students towards their learning space. These values are in line with Islamic teachings and are reinforced by national legal frameworks, which emphasize the obligation to preserve environmental sustainability as a form of social and spiritual responsibility.

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