

# Long-Term Implementation of Strategic Management and Increasing The Function of School Committees to Promote Environmental Education

Ainur Rifqi<sup>1\*</sup>, Ibrahim Bafadal<sup>2</sup>, Imron Arifin<sup>3</sup>, Achmad Supriyanto<sup>4</sup>

Educational Management Department, Universitas Negeri Malang, Malang, East Java, Indonesia

Email : ainur.rifqi.1601329@students.um.ac.id<sup>1</sup>, ibrahim.bafadal.fip@um.ac.id<sup>2</sup>,

imron.arifin.fip@um.ac.id<sup>3</sup>, achmad.supriyanto.fip@um.ac.id<sup>4</sup>

DOI: <http://doi.org/10.33650/al-tanzim.v8i2.7548>

Received: 25 August 2023

Revised: 13 January 2024

Accepted: 21 February 2024

## Abstract:

Environmental education is one of the keys to people, especially students, having an awareness of protecting the environment. This qualitative study aims to investigate the best ways for school committees to play a role and how to adopt strategic management for environmental education to be sustained over the long term. The research subjects comprised one principal, five teachers, five students, and three school committee members. Data were collected through interviews, observations, and literature studies related to the strategic planning process and the role of school committees. The findings demonstrated that schools had to adopt a strategic management approach to accomplish environmental education goals, including formulation, implementation, assessment, and control. The first four years of school focused on implementing environmental education in school. For the next four years, the focus shifts to civilizing the environment within the school's internal environment. In the third four years, the school concentrates on acculturating the external environment. The school committee plays a vital role in implementing environmental education by considering school regulations, supervising, supporting schools financially, and actively participating in the process. This research implies that this research can be a basis for further research, especially in strategic planning and school committees.

**Keywords:** *Environmental Education, Strategic Management, School Committees*

## Abstrak:

Pendidikan lingkungan hidup merupakan salah satu kunci agar masyarakat khususnya peserta didik memiliki kesadaran dalam menjaga lingkungan. Tujuan penelitian kualitatif ini adalah untuk mengetahui bagaimana sekolah menerapkan manajemen strategik dan mengoptimalkan peran komite sekolah sehingga mampu mempertahankan pendidikan lingkungan dalam jangka waktu yang panjang. Subjek penelitian terdiri dari 1 kepala sekolah, 5 guru, 5 siswa, dan 3 anggota komite sekolah. Data dikumpulkan melalui wawancara, observasi, dan studi literatur yang berhubungan dengan proses perencanaan strategik dan peran komite sekolah. Hasil penelitian menunjukkan bahwa sekolah melaksanakan pendidikan lingkungan dengan menerapkan proses manajemen strategik, yaitu analisis lingkungan dan penentuan target, perumusan strategi, implementasi strategi, dan evaluasi dan pengendalian. Pada 4 tahun pertama sekolah fokus pada pelaksanaan pendidikan lingkungan di sekolah, pada 4 tahun kedua fokus sekolah beralih pada pembudayaan lingkungan di internal sekolah, dan pada 4 tahun ketiga sekolah fokus kepada pembudayaan di lingkungan eksternal sekolah. Komite sekolah memiliki peran yang signifikan dalam pelaksanaan pendidikan lingkungan,

yaitu pemberian pertimbangan kebijakan sekolah, pengawasan, penggalangan dana untuk sekolah, dan ikut berpartisipasi secara aktif pada pelaksanaan pendidikan lingkungan. Implikasi dalam penelitian ini adalah bahwa penelitian ini dapat menjadi dasar dalam penelitian selanjutnya khususnya di bidang perencanaan strategik dan komite sekolah.

**Kata Kunci:** *Pendidikan Lingkungan Hidup, Manajemen Strategik, Komite Sekolah*

*Please cite this article in APA style as:*

Rifqi, A., Bafadal, I., Arifin, I., Supriyanto, A. (2024). Long-Term Implementation of Strategic Management and Increasing The Function of School Committees to Promote Environmental Education. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(2), 408-423.

## INTRODUCTION

In this decade, environmental education is a very urgent need following a large number of severe natural damage due to human negligence in protecting and preserving the environment. Unresponsible people have severely harmed nature, which has resulted in awful and unfavorable environmental conditions, frequent natural disasters, unpredictable climate change, and a shorter lifespan for humans on Earth (Khoirunnisa, 2023). This lack of accountability arises because environmental education is not implemented and appropriately managed (Siregar, 2021; Verlie et al., 2021). Environmental problems cannot be separated purely technically, but solutions to overcome the environmental problems could change people's mentality and awareness towards environmental management (Lestar & Böhm, 2020). To overcome the impact of environmental damage, it is necessary to change attitudes and behavior in society and improve morale through education (Chen, 2020; Moore & Yang, 2020; Bøhlerengen & Wium, 2022). Thus, implementing environmental education is necessary, as it is a significant milestone in solving environmental problems (Alò et al., 2020).

Environmental education is a process to build a human population in the world that is aware of and cares about the environment and all the problems related to it, and people who have the knowledge, skills, attitudes, and behavior to be able to solve various current environmental problems, and prevent the emergence of new problems in the neighborhood (Marpa, 2020; Syah et al., 2021). Environmental education is concerned with the biophysical environment and related issues; it is ultimately concerned with human beings, and the emphasis is not on the environment (Awayehu Gugssa & Aasetre, 2023; Clark et al., 2020; Braus et al., 2022). Humans must realize the importance of environmental awareness and sensitivity so all living things can coexist (Firdaus et al., 2020; Yeşilyurt et al., 2020).

Previous studies have discussed environmental education, strategic planning, and community involvement. One of the studies conducted by Anderson et al. In research by Anderson et al. (2023), student involvement in environmental education was not influenced by the student's race. However, even if it is not influenced by race, parental support plays a very high role in making students want to be involved in environmental education. Many black students are not involved in environmental education due to low parental support. Therefore, community support, especially parents, is essential in successfully implementing environmental education.

Other research conducted by Ellington and Prado (2024) shows that the community's implementation of environmental education has a vital role. This role is demonstrated by providing access to environmental education. Ellington and Prado found that the community could support the implementation of environmental education through financial support and program implementation support. In implementing environmental education, the community can provide a place or environment so that schools can explore learning well with students. This is important because students can understand more about environmental education through their environment.

In strategic planning, Cheng (2020), through his research on knowledge management in the development of school strategic planning, revealed that the process of predicting school strategic plans is influenced by the knowledge possessed by a school planner. Therefore, in preparing strategic plans, efforts are made to involve many people so that externalizing knowledge and culture can be more widespread.

Other research in strategic planning discusses leadership in preparing strategic planning. Krier (2022) found that sharing leadership facilitates strategic planning. Share leadership emphasizes that a leader can collaborate with all organization members. Through this collaboration, togetherness will be created for each member so that the process of preparing and implementing strategic planning can be done well.

Four fundamental elements of environmental education create individual competence: knowledge, attitude, skill, and consciousness (Nurwidodo et al., 2020). Environmental education can be obtained through environmental education focusing on pro-environmental attitudes. Since environmental issues have been incorporated into formal education, numerous studies have focused on the influence and interconnection of these elements to promote more pro-environmental behavior (Schönfelder et al., 2020).

Therefore, in developing environmental education programs, the most crucial aspect to consider is the aspect of human behavior and, most importantly, the direct human interaction with the biophysical environment and the human ability to solve environmental problems (Hedlund et al., 2021). So, environmental education educators need to understand the environment and have a basic understanding of human beings. Thus, the environmental education theory must be a fusion of these two things: the understanding of the environment and the human being (Mcphie & Clarke, 2020; Payne, 2022; Simanullang, 2022; Garzón-Díaz, 2021). In addition, environmental education researchers often use quantitative scales to measure attitudes toward environmental concerns. Historically, these attitudes have been viewed as a result of acquiring environmental knowledge. Therefore, this measurement is typically a step to evaluate educational interventions intended to change individuals' behavior to be more conscious (Vu et al., 2022; Stieger et al., 2020).

The character of caring for the environment is a character that must be implemented at every level of education (Hidayati et al., 2020; Masturoh, 2022; Pradana et al., 2020). All school members must have an attitude of caring for the environment by increasing the quality of awareness of school members about the

importance of caring for the environment and having initiatives to prevent environmental damage (Casmara et al., 2023; Tibola da Rocha et al., 2020). Environmental character education is instilled early in students so that they can wisely process the natural resources around them and foster a sense of responsibility for the interests of future generations (Asrial et al., 2021; Khasana et al., 2023). When the character of caring for the environment has grown to be strong, it will underlie a person's behavior in everyday life. Environmental care character education helps teachers cultivate students' character and concern for the environment. Environmental care character education can be a benchmark for students' concern and sensitivity to their environment (Muharlisiani et al., 2021).

Environmental education helps increase 1) awareness, sensitivity, and understanding of environmental problems; 2) concern for the importance of protecting the environment; 3) ability to recognize and solve environmental problems; 4) opportunities for community participation in ecological activities (Hoang et al., 2021; Aznam & Irwanto, 2021; Suryawati et al., 2020). In its development, the environmental education model can be carried out in several ways: (1) an integrative local and global-oriented study approach, (2) a focus on the world from an environmental perspective that absorbs perspectives comprehensively, (3) education as a foundation for developing behavior responsible for the environment, (4) focus on an interdisciplinary approach to increase understanding of the main issues in integrating environmental perspectives, and (5) implementation of cooperative learning to understand the pluralistic improvement in society (Hollstein & Smith, 2020). Environmental education programs in schools can include intracurricular, cocurricular, extracurricular, and programs at home (Karunakar, 2020; Idrissi, 2020; Ardoin et al., 2017; Rahayu & Dong, 2023).

Environmental education management involves deliberation from various aspects, such as managerial, pedagogical, organizational, and technological dimensions, that significantly develop educational management strategies to enhance the quality of educational organizations for implementing environmental awareness (Verhelst et al., 2023; Teo et al., 2020). Hence, a holistic approach to managing environmental education as an integrated system should efficiently address the obstacles. Thus, strategic analysis is needed in environmental education management.

Therefore, in collaboration with the Ministry of the Environment, the Ministry of Education and Culture issued an environmental education program that needs to be applied in schools. However, this program is only implemented as a formality to get a suitable remark (Adiwiyata Mandiri) without paying attention to its essence. Environmental education seeks to teach students how to use natural resources wisely and effectively while also raising awareness of the importance of protecting the environment (Çalış & Yıldırım 2020).

However, environmental education in Indonesia is not easy to implement for students because of several problems educational institutions face. These issues include 1) the number of programs being run, which makes monitoring less effective; 2) inadequate facilities; 3) community awareness or mindset, which has not yet shown a willingness to participate in environmental education; 4) teachers

who do not understand how to incorporate environmental values into learning; and 5) a lack of funding (Hollstein & Smith, 2020). The existence of program support in schools does not significantly impact increasing awareness and concern for the environment. This makes environmental education contractual, limited by time, and not sustainable.

Support from the school committee is needed to build public awareness and fulfilling facilities in implementing environmental education. The duties of the school committee include evaluating school policy, obtaining funding and educational resources, supervising educational services, and investigating complaints over academic performance. Research shows that school committees play a significant role in achieving outcomes, obtaining finances for the necessary school infrastructure, and enhancing the quality of education (Siswanto & Hidayati, 2020; Ephrahem & Bhoke-Africanus, 2021; Nindie, 2022; Komalasari et al., 2020; Shibuya, 2020). However, Komalasari (2020) further explains that the unsustainability of environmental education programs is due to the committee's need to play an intensive role in policy-making.

This study examines how the Madrasah Aliyah Negeri 2 Probolinggo (Islamic Senior High School 2 of Probolinggo) sustains environmental education implementation. On observation, this school used two strategies, namely implementing strategic management and optimizing the role of the school committee. Based on this explanation, this research aims to reveal how the implementation of strategic management and the function of school committees in supporting the sustainability of environmental education programs.

## RESEARCH METHODS

The qualitative research was conducted at Islamic Senior High School 2 of Probolinggo, which is still actively involved in environmental education programs after winning the Adiwiyata Mandiri Award in 2016. Adiwiyata Mandiri has the highest environmental education designation among schools in Indonesia. Figure 1 depicts the methodological progression of the study.

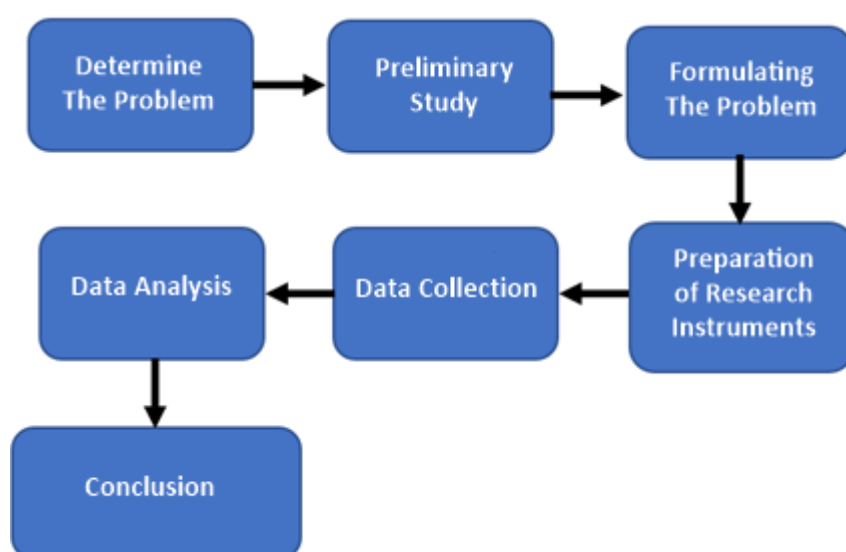


Figure 1. Research Flow



The problem analysis found that issues on the long-term viability of environmental education demand special consideration and should be handled by specialized organizations. The institution for the research subject was determined based on its achievements and consistency in implementing the environment. Additionally, preliminary research was done to ensure that environmental education is provided and to create the problems that will serve as the indicators for the research instruments.

Data was collected through interviews, observations, and literature studies. The informants were free to answer any questions raised throughout the open interviews. The questions were organized based on the problem formulation and predetermined indicators. Data collection began with determining the source of information through the intermediary of critical informants and compiling data collection instruments. There were 14 informants interviewed, consisting of a principal, five teachers, five students, and three communities involved in the school committee. In the interview, informants were asked about strategic management in schools, which included strategic planning (by looking at the annual achievement targets), its implementation and evaluation, and the role of school committees in the success of environmental education in schools.

Observations were made on the implementation, habituation, design, and evaluation related to environmental education. Meanwhile, the literature study was conducted by gathering and examining the syllabus, strategic plans, lesson plans, annual work plans, Adiwiyata division work plans, Adiwiyata extracurricular activity plans, school committee programs, and photos related to Adiwiyata activities that schools owned.

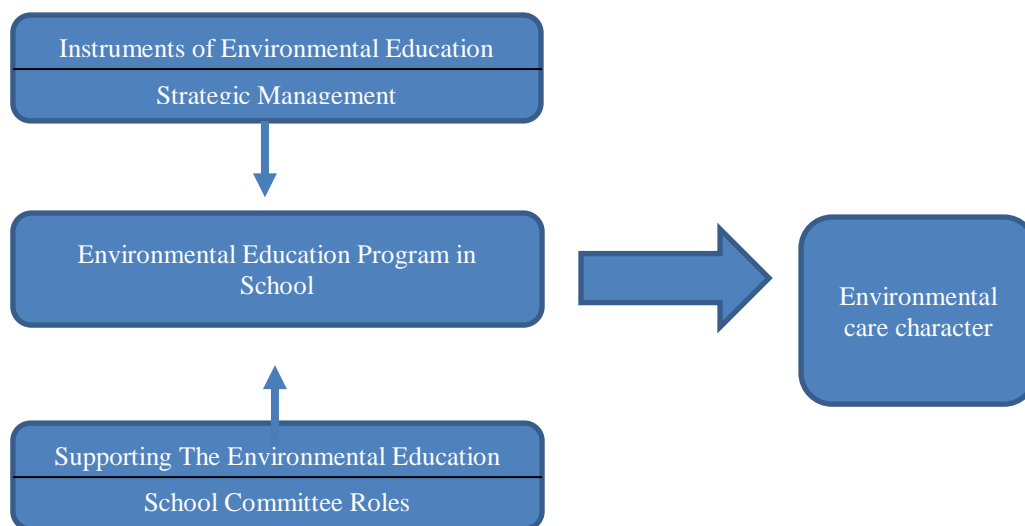
The data were then analyzed using the method formulated by Miles and Huberman (Afianti et al., 2022), which consisted of collecting, condensing, displaying, and verifying conclusions. Data condensation was done by selecting and focusing the data according to the studied problem (strategic plan and the role of the school committee), simplifying, abstracting, and transforming the data into the description of the research results. Then, the data were displayed in pictures and tables, while the verification of conclusions can be in the form of disposition of results from research findings and conclusions from discussions.

Triangulation and member check techniques were used to validate the data. The triangulation technique used was source and method triangulation, where source triangulation means comparing information from one source to another. In contrast, method triangulation means comparing information using various data collection methods. Member checks were conducted to confirm whether the information obtained was actual or only one party's interpretation.

This study only applies to senior high schools, where students are between 14-17 years (teenage age), so the management will differ from that in elementary or higher education institutions. The results of this study can only be applied if the committee chairman has the knowledge, experience, and a more significant concern for the environment; the chairman's involvement affects the implementation of environmental education run by the committee.

## RESULTS AND DISCUSSIONS

This study found that strategic management and the school committee extended the period of environmental education at Islamic Senior High School 2 of Probolinggo. Strategic management acts as an implementation instrument, while the school committee supports implementing environmental education in schools. Both means will result in a school-based environmental education program to help pupils develop a caring attitude toward the environment, as shown in Figure 2.



**Figure 2. Sustainable Application of Environmental Education in Schools**

Environmental education aims to change the behavior that is effectively implemented and provide actual behavior; in this term, it needs the involvement of individuals and communities (Ardaoin et al., 2020). Therefore, in this research, environmental education applied a strategic management approach to achieve sustainable outcomes. By applying strategic management and maximizing the function of the school committee, environmental education at Islamic Senior High School 2 of Probolinggo was arranged to be implemented over the long run. Strategic management was used to avoid overlap, enable collaboration, and anticipate future events while implementing educational programs. Schools can predict the future through strategic management and direct school programs to align with the community's needs (Maryanti et al., 2020). Strategic management begins by formulating a long-term strategy (Kirtley & O'Mahony, 2023) that includes a vision, mission, goals, and strategies based on the internal and external conditions of the school. The school then develops an operational strategy to achieve the set annual targets. Kadir et al. (2022) found that the act for environmental care by students in Konawe could be formed through a program created by the school.

The success of environmental education can be assessed by establishing a sense of environmental concern through the enhancement of community capacity, supporting tangible behavioral changes, and involving individuals and communities in direct action. Thus, it leads to improvements in facing

environmental issues (Ardaoin et al., 2020). In addition, a previous study showed that a formal community is required to organize and manage community and parental support for environmental education (Debrah et al., 2021). These communities significantly influence educational outcomes (Surur et al., 2020).

This research assessed the effectiveness and success of the school community (school committee) in environmental education. In Indonesia, based on the Regulation of the Minister of Education and Culture Number 75 of 2016 concerning School Committees, school committees have functions in giving consideration to the determination and implementation of school policies, raising funds and other educational resources from the community, supervising educational services, and following up on complaints, suggestions, and criticisms from parents and society.

### **Strategic Management**

Strategic management focuses on managing and developing the organization for the long term, which is carried out through formulation, implementation, and evaluation activities to determine the next development plan (Fatima & Elbanna, 2023). In the implementation of environmental education, strategic management is directed at cultivating environmental care among school community members (Clark et al., 2020), starting with understanding and habituation about caring for the environment (Sari & Akhwani, 2021; Haryati et al., 2022; Kholis & Mufidah, 2020; Aswat et al., 2022). Plan formulation is prepared by conducting internal and external analysis using the SWOT method (Nugraha et al., 2020) involving all teachers, student representatives, school committees and supervisors, and the Environment Agency of Probolinggo City.

Based on the results, three stages of strategies were developed to cultivate the character of environmental care, namely improve the understanding of environmental care in the school community, habituation through routine programs at school, and habituation in the external environment of the school in a sustainable manner (Nugraha et al., 2020). In the first step, the school focused on providing yearly socialization and practice programs that can be used to strengthen the school community's awareness of environmental education. All school community members are subjected to seminars and training as part of the socialization process, and environmental education resources are incorporated into the curriculum and new student orientation materials. Meanwhile, practical activities are enabled by making instruments learned and required in environmental education, such as bio-pores and compost fertilizers. Next, the school organized environmental care activities that target the internal environment of schools by compiling three habituation programs and one extracurricular. The programs were to commemorate environmental days (such as Ozone Day and so on), non-environmental days (True Friday Activities), and additional rules related to environmental education and school regulations.

Meanwhile, an extracurricular was formed to accommodate students interested in implementing environmental care programs. In the third step, environmental care activities programmed by the school were extended to the external environment. It was held by participating in environmental programs organized by outsiders and holding environmental preaching (*dakwah*) to the



community. Moreover, the school also asked parents to monitor their children in environmentally friendly home practices, such as garbage disposal and energy conservation.

In order to facilitate the implementation of environmental education strategies, schools form teams to monitor student activities both inside and outside of school. The team consists of the conservation team, curriculum implementation team, composting team, recycling team, etc. The entire team monitors the implementation of the environmental care program and reports it to the team leader every week. The reports submitted were used as the basis for developing environmental education programs.

The evaluation was divided into strategy evaluation and operational evaluation. Strategy evaluation was carried out by evaluating the achievement of targets every year involving all teachers and employees, committees, supervisors, and the Environment Agency. Meanwhile, operational evaluation was organized weekly to review the program's effectiveness with the assessment from teachers, employees, and school committees. A follow-up plan was then drawn up as a basis for further development of environmental education.

### **The Function of the School Committee**

The responsibilities of the school committee in implementing environmental education include supervising and taking part in formulating strategic plans, operational plans, and school regulations, assisting in fulfilling education funding needs, and being a speaker on environmental education in schools. In formulating the plans, the school committee provides input on how to carry out practical environmental education and ratify the policies decided by the school. The school committee provides considerations in policy-making, supervising, and participating in education implementation (Shibuya, 2020), as well as raising funds and resources (Fatima & Elbanna, 2023). As a contributor, the school committee always adheres to the decision-making process on all school programs (Shibuya, 2020).

The school committee also coordinates fundraising activities to support the initiatives for environmental education. The principal and the school committee chair collaborate and inform the parents of the need for funding. The monies raised are then utilized following the established needs. The school committee tries to find effective and efficient financial management systems to finance environmental education initiatives. In addition to asking for direct donations from parents, the school committee also runs entrepreneurial activities with capital obtained from the parents based on mutual agreement (Afianti et al., 2022).

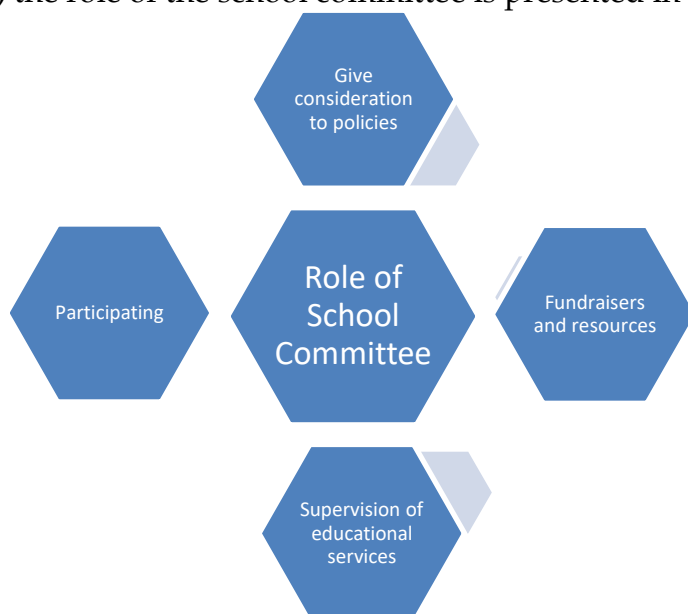
Along with parents, implementing environmental education is supported by a particular school budget. Transparency and accountability in implementing environmental education are always prioritized to gain the trust of the school committee (Rahayu & Dong, 2023). According to several teachers, it was thought that the ability of the school to receive donations from the parents would be harmed if environmental education was not implemented. The school committee's great concern for the environmental care program is due to its chairman contributing to environmental conservation in Probolinggo City. He frequently becomes a speaker at socialization and training events for environmental

education.

Along with providing support, the school committee participates directly in implementing environmental education (Shibuya, 2020). The school committee acted as a speaker on the socialization of environmental education for new students during the student orientation period. This participation aims to enable the school community to conduct environmental education effectively and with high motivation. His activeness motivates other teachers to be involved in implementing environmental education.

"So he knew very well that when I submitted the proposal, his support was keen to make it happen, and who the target was. From the beginning, he had consulted with the committee". (I/Sulastri)

Apart from being a presenter, the school committee also actively monitors and assesses the implementation of environmental education conducted by teachers and students. Those who do not conduct environmental education following the established policies will receive verbal warnings from the school committee. The committee chairperson should be present during the weekly school evaluation and provide constructive input (Rahayu & Dong, 2023). In general, the role of the school committee is presented in Figure 3.



**Figure 3. The Role of School Committees in Environmental Education**

## CONCLUSION

Environmental education can be sustainable by implementing strategic management and utilizing the functions of school committees. Strategic management was carried out through formulation, implementation, and evaluation. The strategic formulation in implementing environmental education includes increasing understanding and habituation in the internal and external environments of the school. The implementation phase was done by applying environmental education programs and extracurricular formation. The evaluation was held every week, year, and for five years. The role of the school committee in environmental education includes policy deliberations, fundraisers and resources,

implementation supervisors, and participating in the implementation of environmental education.

The implementation of environmental education requires intense cooperation between schools and the community. Schools are responsible for managing and implementing environmental education within the schools. At the same time, the community, especially students' families, plays a role in implementing environmental education in the community according to the guidelines from the schools.

Moreover, the Education Office and the Environment Agency must support the implementation of environmental education in schools. The policies issued by the Education Office and Environmental Agency of Probolinggo City regarding environmental education need to be clarified and encouraged so that people, especially students, can be more compliant and have a place to implement their knowledge about environmental education.

## ACKNOWLEDGEMENT

Thank you to my mother, father, wife, and children, who always supported me in completing this article. Likewise, we would like to thank the supervisor of writing this article, Prof. Dr. Ali Imron, Dr. Mustiningsih, and all lecturers at the State University of Malang for their guidance in writing this article.

## REFERENCES

- Afianti, D., Adi, B. S., & Wijayanti, I. D. (2022). Student Motivation in Online Learning for Advanced Civics Courses. *Al-Ishlah: Jurnal Pendidikan*, 14(4), 4821-4828. <https://doi.org/10.35445/alishlah.v14i4.2362>
- Alò, D., Castillo, A., Marín Vial, P., & Samaniego, H. (2020). Low-cost Emerging Technologies as A Tool to Support Informal Environmental Education in Children from Vulnerable Public Schools of Southern Chile. *International journal of science education*, 42(4), 635-655. <https://doi.org/10.1080/09500693.2020.1723036>
- Anderson, K. C., Stern, M. J., & Powell, R. B. (2023). Investigating The Influence of Preparation and Perceived Adult Support on Student Attendance to A Residential Environmental Education Program. *Environmental Education Research*, 30(2), 251-264. <https://doi.org/10.1080/13504622.2023.2247586>
- Ardoin, N.M., Bowers, A.W., & Gaillard, E. (2020). Environmental Education Outcomes for Conservation: A Systematic Review. *Biological Conservation*, 241, 108224. <https://doi.org/10.1016/j.biocon.2019.108224>
- Asrial, A., Syahrial, S., Maison, M., Kurniawan, D. A., & Putri, E. (2021). Fostering Students' Environmental Care Characters Through Local Wisdom-Based Teaching Materials. *JPI (Jurnal Pendidikan Indonesia)*, 10(1), 152-162. <https://doi.org/10.23887/jpi-undiksha.v10i1.27744>

- Aswat, H., Fitriani, B., Aminu, N., & Tayibu, K. N. (2022). Cultural Management of Character Strengthening in The Post-Pandemic Elementary School Environment. *IJOLEH: International Journal of Education and Humanities*, 1(2), 108-122. <https://doi.org/10.56314/ijoleh.v1i2.77>
- Awayehu Gugssa, M., & Aasetre, J. (2023). Unveiling In-Service Teachers' Conceptions of 'Environment' and 'Environmental Education': an Ethiopian Perspective. *Environmental Education Research*, 29(9), 1239-1258. <https://doi.org/10.1080/13504622.2022.2069681>
- Aznam, N., & Irwanto, I. (2021). Socio-Scientific Issues as a Vehicle to Promote Soft Skills and Environmental Awareness. *European Journal of Educational Research*, 10(1), 161-174. <https://doi.org/10.12973/eu-jer.10.1.161>
- Bøhlerengen M & Wiium N (2022) Environmental Attitudes, Behaviors, and Responsibility Perceptions Among Norwegian Youth: Associations With Positive Youth Development Indicators. *Front. Psychol.* 13:844324. <https://doi.org/10.3389/fpsyg.2022.844324>
- Braus, J. A., Heimlich, J. E., Ardoin, N. M., & Clark, C. R. (2022). Building Bridges, not Walls: Exploring The Environmental Education Ecosystem. *Applied Environmental Education & Communication*, 21(4), 319-330. <https://doi.org/10.1080/1533015X.2022.2115226>
- Casmana, A. R., Dewantara, J. A., Timoera, D. A., Kusmawati, A. P., & Syafrudin, I. (2023). Global Citizenship: Preparing The Younger Generation to Possess Pro-Environment Behavior, Mutual Assistance and Tolerance Awareness Through School Engagement. *Globalisation, Societies and Education*, 21(1), 15-32. <https://doi.org/10.1080/14767724.2021.2013167>
- Chen, M. F. (2020). The Impacts of Perceived Moral Obligation and Sustainability Self-Identity on Sustainability Development: A Theory of Planned Behavior Purchase Intention Model of Sustainability-Labeled Coffee and The Moderating Effect of Climate Change Skepticism. *Business Strategy and the Environment*, 29(6), 2404-2417. <https://doi.org/10.1002/bse.2510>
- Cheng, E. C. K. (2021). Knowledge Management for Improving School Strategic Planning. *Educational Management Administration & Leadership*, 49(5), 824-840. <https://doi.org/10.1177/1741143220918255>
- Clark, C. R., Heimlich, J. E., Ardoin, N. M., & Braus, J. (2020). Using a Delphi Study to Clarify The Landscape and Core Outcomes in Environmental Education. *Environmental Education Research*, 26(3), 381-399. <https://doi.org/10.1080/13504622.2020.1727859>
- Debrah, J. K., Vidal, D. G., & Dinis, M. A. P. (2021). Raising Awareness on Solid Waste Management Through Formal Education for Sustainability: A Developing Countries Evidence Review. *Recycling*, 6(1), 6. <https://doi.org/10.3390/recycling6010006>
- Ellington, A. & Prado, C. (2024). Connecting Schools and Communities: A Look at Place-Based Learning and Equitable Access in SF Bay Area Outdoor Environmental Education. *Environmental Education Research*, 30 (4). <https://doi.org/10.1080/13504622.2024.2321260>

- Ephrahem, G., & Bhoke-Africanus, A. (2021). Effectiveness of School Heads' Financial Management Skills in Provision of Quality Education in Secondary School. *International Journal of Education and Research*, 9(3), 20-28. <https://doi.org/10.9734/jesbs/2021/v34i230302>
- Fatima, T., & Elbanna, S. (2023). Corporate Social Responsibility (CSR) Implementation: A Review and A Research Agenda Towards an Integrative Framework. *Journal of Business Ethics*, 183(1), 105-121. <https://doi.org/10.1007/s10551-022-05047-8>
- Firdaus, F., Anggreta, D. K., & Yasin, F. (2020). Internalizing Multiculturalism Values Through Education: Anticipatory Strategies for Multicultural Problems and Intolerance in Indonesia. *Jurnal Antropologi: Isu-Isu Sosial Budaya*, 22(1), 131-141. <https://doi.org/10.25077/jantro.v22.n1.p131-141.2020>
- Garzón-Díaz, E. (2021). From Cultural Awareness to Scientific Citizenship: Implementing Content and Language Integrated Learning Projects to Connect Environmental Science and English in A State School in Colombia. *International Journal of Bilingual Education and Bilingualism*, 24(2), 242-259. <https://doi.org/10.1080/13670050.2018.1456512>
- Haryati, S., Subiakto, V. U., Hidayati, Y., & Nafril, V. O. (2022). Strategy for Establishing Environmental Communication in Instruding Environmental Care Behavior at Adiwiyata School, Bekasi 7 Sma Negeri. *International Journal of Finance, Insurance and Risk Management*, 12(4), 3-20.
- Hedlund, J., Bodin, Ö., & Nohrstedt, D. (2021). Policy Issue Interdependency and The Formation of Collaborative Networks. *People and Nature*, 3(1), 236-250. <https://doi.org/10.1002/pan3.10170>
- Hidayati, N. A., Waluyo, H. J., & Winarni, R. (2020). Exploring The Implementation of Local Wisdom-Based Character Education Among Indonesian Higher Education Students. *International Journal of Instruction*, 13(2), 179-198. <https://doi.org/10.29333/iji.2020.13213a>
- Hoang, A. T., Al-Tawaha, A. R., Vu, L. A., Qaisi, A. M., & Křeček, J. (2021). Integrating Environmental Protection Education in The Curriculum: A Measure to Form Awareness of Environmental Protection for The Community. In *Environmental sustainability education for a changing world* (pp. 191-207). Cham: Springer International Publishing. [https://doi.org/10.1007/978-3-030-66384-1\\_12](https://doi.org/10.1007/978-3-030-66384-1_12)
- Hollstein, M. S., & Smith, G. A. (2020). Civic Environmentalism: Integrating Social Studies and Environmental Education Through Curricular Models. *Journal of Social Studies Education Research*, 11(2), 223-250.
- Idrissi, H. (2020). Exploring Global Citizenship Learning and Ecological Behaviour Change Through Extracurricular Activities. *International Journal of Lifelong Education*, 39(3), 272-290. <https://doi.org/10.1080/02601370.2020.1778805>
- Karunakar, B. (2020). Benefits of Co-Curricular and Extracurricular Activities to the Marginalized Children: Social Welfare Residential Educational Institutions. *Educational Quest-An International Journal of Education and Applied Social Sciences*, 11(2), 43-51. <https://doi.org/10.30954/2230-7311.2.2020.1>



- Khasana, N., Pambudi, D. I., & Masaei, N. (2023). Implementing Effective Strategies to Foster Environmental Care Character Among Students. *International Journal of Learning Reformation in Elementary Education*, 2(02), 86-94. <https://doi.org/10.56741/ijlree.v2i02.312>
- Khoirunnisa, K. (2023). Sosialisasi Upaya Pemanfaatan Botol Bekas Air Mineral oleh Pemulung di Tengah Fenomena Perubahan Iklim. *KAMI MENGABDI*, 3(1), 1-8. <https://doi.org/10.52447/km.v3i1.6740>
- Kholis, N., & Mufidah, N. (2020). Community Multicultural Integration Pattern in Environment-Based Learning. *International Journal of Instruction*, 13(1), 101-124. <https://doi.org/10.29333/iji.2020.1317a>
- Kirtley, J., & O'Mahony, S. (2023). What is a pivot? Explaining When and How Entrepreneurial Firms Decide to Make Strategic Change and Pivot. *Strategic Management Journal*, 44(1), 197-230. <https://doi.org/10.1002/smj.3131>
- Komalasari, K., Arafat, Y., & Mulyadi, M. (2020). Principal's Management Competencies in Improving The Quality of Education. *Journal of social work and Science Education*, 1(2), 181-193. <https://doi.org/10.52690/jswse.v1i2.47>
- Krier, L. (2022). Shared Leadership and Effective Strategic Planning. *Journal of Library Administration*, 62(7). <https://doi.org/10.1080/01930826.2022.2117954>
- Lestar, T., & Böhm, S. (2020). Ecospirituality and Sustainability Transitions: Agency Towards Degrowth. *Religion, State & Society*, 48(1), 56-73. <https://doi.org/10.1080/09637494.2019.1702410>
- Marpa, E. P. (2020). Navigating Environmental Education Practices to Promote Environmental Awareness and Education. *Online Submission*, 2(1), 45-57. <https://doi.org/10.46328/ijonse.8>
- Maryanti, N., Rohana, R., & Kristiawan, M. (2020). The Principal's Strategy in Preparing Students Ready to Face The Industrial Revolution 4.0. *International Journal of Educational Review*, 2(1), 54-69. <https://doi.org/10.33369/ijer.v2i1.10628>
- Masturoh, M. (2022). Character Building of Environmental Care on Students in Sekolah Indonesia Kota Kinabalu (SIKK) Malaysia. *Journal of Biology Education* 9(2). <https://doi.org/10.15294/jbe.v9i2.39522>
- Mcphie, J., & Clarke, D. A. (2020). Nature Matters: Diffracting a Keystone Concept of Environmental Education Research—Just for Kicks. *Environmental Education Research*, 26(9-10), 1509-1526. <https://doi.org/10.1080/13504622.2018.1531387>
- Moore, M. M., & Yang, J. Z. (2020). Using Eco-Guilt to Motivate Environmental Behavior Change. *Environmental Communication*, 14(4), 522-536. <https://doi.org/10.1080/17524032.2019.1692889>
- Muharlisiani, L. T., Soesatyo, Y., Khamidi, A. Hariyati, N., Bariroh, S. Noerhayati, E., Sugiono, J., & Jatiningrum, C. (2021). Environmental caring through character education in vocational school. *International Journal of Entrepreneurship and Business Development*, 4(1): 41-46. <https://doi.org/10.29138/ijebd.v4i1.1224>

- Nindie, A. (2022). Leadership Management of School Principals: A Case Study of Public Elementary Schools in Bogor Regency. *AKADEMIK: Jurnal Mahasiswa Humanis*, 2(1), 19-28. <https://doi.org/10.37481/jmh.v2i1.465>
- Nugraha, D., Reftyawati, D., & Sari, Y. A. (2020). The Effective School Strategic Plan Implementation: A Best Practice of School Improvement. *Attractive: Innovative Education Journal*, 2(2), 9-19. <https://doi.org/10.51278/aj.v2i2.44>
- Nurwidodo, N. M. A. I. I. S. S., Amin, M., Ibrohim, I., & Sueb, S. (2020). The Role of Eco-School Program (Adiwiyata) Towards Environmental Literacy of High School Students. *European Journal of Educational Research*, 9(3), 1089-1103. <https://doi.org/10.12973/eu-jer.9.3.1089>
- Payne, P. G. (2022). Tbilisi's "Sounds Of Silence" – (In) Action in The Policy≠ Embodiments of Environmental Education. *The Journal of environmental education*, 53(6), 314-339. <https://doi.org/10.1080/00958964.2022.2128017>
- Pradana, D. A., Mahfud, M., Hermawan, C., & Susanti, H. D. (2020). Nasionalism: Character Education Orientation in Learning Development. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Volume*, 3, 4026-4034. <https://doi.org/10.33258/birci.v3i4.1501>
- Rahayu, A. P., & Dong, Y. (2023). The Relationship of Extracurricular Activities with Students' Character Education and Influencing Factors: A Systematic Literature Review. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 459-474. <https://doi.org/10.35445/alishlah.v15i1.2968>
- Sari, V. K., & Akhwani, A. (2021, April). Implementation of Character Education Based on Anti-Corruption Values Through Extracurricular and Habituation in Elementary School. In *International Conference on Elementary Education* (Vol. 3, No. 1, pp. 153-162).
- Schönfelder, M.L., & Bogner, F.X. (2020). Between Science Education and Environmental Education: How Science Motivation Relates to Environmental Values. *Sustainability*, 12(5):1968. <https://doi.org/10.3390/su12051968>
- Shibuya, K. (2020). Community Participation in School Management From The Viewpoint of Relational Trust: A Case From The Akatsi South District, Ghana. *International Journal of Educational Development*, 76, 1-7. <https://doi.org/10.1016/j.ijedudev.2020.102196>
- Simanullang, P. (2022). Application of Introduction To Personality Psychology 5 Genetic Intelligence Through The Concept of Stifin Test. *ENGGANG: Jurnal Pendidikan, Bahasa, Sastra, Seni, dan Budaya*, 3(1), 100-109. <https://doi.org/10.37304/enggang.v3i1.5214>
- Siregar, I. (2021). CSR-Based Corporate Environmental Policy Implementation. *British Journal of Environmental Studies*, 1(1), 51-57.
- Siswanto, E., & Hidayati, D. (2020). Management Indicators of Good Infrastructure Facilities to Improve School Quality. *International Journal of Educational Management and Innovation*, 1(1), 69-81. <https://doi.org/10.12928/ijemi.v1i1.1516>

- Stieger, M., Wepfer, S., Rügger, D., & Allemand, M. (2020). Becoming More Conscientious or More Open to Experience? Effects of A Two-Week Smartphone-based Intervention for Personality Change. *European Journal of Personality*, 34(3), 345-366. <https://doi.org/10.1002/per.2267>
- Surur, M., Wibawa, R. P., Jaya, F., Suparto, A. A., Harefa, D., Faidi, A., ... & Purwanto, A. (2020). Effect of Education Operational Cost on The Education Quality with The School Productivity as Moderating Variable. *Psychology and Education*, 57(9), 1196-1205.
- Suryawati, E., Suzanti, F., Zulfarina, Z., Putriana, A. R., & Febrianti, L. (2020). The Implementation of Local Environmental Problem-Based Learning Student Worksheets to Strengthen Environmental Literacy. *Jurnal Pendidikan IPA Indonesia*, 9(2), 169-178. <https://doi.org/10.15294/jpii.v9i2.22892>
- Syah, N., Hidayat, H., Yuca, V., Ardi, Z., & Magistarina, E. (2021). Examining the Effects of Ecoliteracy on Knowledge, Attitudes, and Behavior Through Adiwiyata Environmental Education for Indonesian Students. *Journal of Social Studies Education Research*, 12(4), 209-230.
- Teo, T. S., Kim, S. L., & Jiang, L. (2020). E-Learning Implementation in South Korea: Integrating Effectiveness and Legitimacy Perspectives. *Information Systems Frontiers*, 22(2), 511-528. <https://doi.org/10.1007/s10796-018-9874-3>
- Tibola da Rocha, V., Brandli, L. L., & Kalil, R. M. L. (2020). Climate Change Education in School: Knowledge, Behavior and Attitude. *International Journal of Sustainability in Higher Education*, 21(4), 649-670. <https://doi.org/10.1108/IJSHE-11-2019-0341>
- Verhelst, D., Vanhoof, J., & Van Petegem, P. (2023). School Effectiveness for Education for Sustainable Development (ESD): What Characterizes an ESD-Effective School Organization?. *Educational Management Administration & Leadership*, 51(2), 502-525. <https://doi.org/10.1177/1741143220985196>
- Verlie, B., Clark, E., Jarrett, T., & Supriyono, E. (2021). Educators' Experiences and Strategies for Responding to Ecological Distress. *Australian Journal of Environmental Education*, 37(2), 132-146. <https://doi.org/10.1017/aee.2020.34>
- Vu, T., Magis-Weinberg, L., Jansen, B. R., van Atteveldt, N., Janssen, T. W., Lee, N. C., ... & Meeter, M. (2022). Motivation-Achievement Cycles in Learning: A Literature Review and Research Agenda. *Educational Psychology Review*, 34(1), 39-71. <https://doi.org/10.1007/s10648-021-09616-7>
- Yeşilyurt, M., Balakoğlu, M. O., & Erol, M. (2020). The Impact of Environmental Education Activities on Primary School Students' Environmental Awareness and Visual Expressions. *Qualitative Research in Education*, 9(2), 188-216. <https://doi.org/10.17583/qre.2020.5115>