

International Journal Social Sciences and Education (IJoSSE)
Volume 5, Number 1, 2024, pa. 12-23

The Role Of Sustainable Lifestyle Projects in Shaping The Character Of Environmental Care Of Students In Upt Sma Negeri 3 Takalar

Ratna Sari¹,

Sociology Education Faculty of Social Sciences and Law
Makassar public university
Email : ratna.s071099@gmail.com

Zainal Arifin²,

Sociology Education Faculty of Social Sciences and Law
Makassar public university
Email : zaenalarifin@unm.ac.id

Supriadi Torro³

¹²³ Sociology Education Faculty of Social Sciences and Law
Makassar public university
Email : supriaditorro@unm.ac.id

Abstract

This research aims to determine: 1) The description of the character forms of caring for the environment of students in UPT SMA Negeri 3 Takalar, and 2) The role of sustainable lifestyle projects in shaping the character of caring for the environment in students in UPT SMA Negeri 3 Takalar. This research uses a type of qualitative research with a descriptive approach. The number of informants in this study were 14 people who were selected through a purposive sampling technique with the criteria of informants: teachers guiding sustainable lifestyle projects, students studying sustainable lifestyle projects and having the best project work. Data collection techniques in the form of observations, interviews and documentation. Checking the validity of the data using member check. Data analysis used is data condensation, data presentation and conclusion. The results of this research showed that: 1) An overview of the forms of environmental care for students in UPT SMA Negeri 3 Takalar, namely: a) working together to maintain the cleanliness of the classroom and school environment, b) being responsible for reducing waste production, c) discipline in disposing of waste in its place, d) creative processing of waste, and e) care about greening. 2) The role of sustainable lifestyle projects in shaping the character of caring for the environment in students in UPT SMA Negeri 3 Takalar, namely: a) As a medium of socialization, b) As motivation and c) Providing knowledge.

Keywords : *Role, sustainable lifestyle project, character and students* .

Introduction

Education is an important aspect in improving the quality of a country's human resources. Because a successful country is a country that has quality education for its people. The better the education in a country, the better the quality of its human resources. The rapid development of

science and technology in the last few decades has also led to rapid changes in various aspects of life. The educational process cannot be separated from the development process itself. Oriented and directed development of quality human resources and development of the economic sector are interdependent and take place at the same time. Therefore, all parties involved and related to the education process must always strive to increase the relevance of education to the conditions and needs of society.

Educational institutions are not only to educate but to build character. Munawwarah and Maemonah (2021, p. 71) state that "schools are not only responsible for educating children and building a good learning environment, but are also expected to build good character in a child". Character education is a must that is carried out by educational institutions so that the nation's children have good manners and manners. People with strong character, both individually and socially, are those who have good morals and manners. The Indonesian people are too eager to achieve academic success, but are negligent in building the character of character education needed to achieve success in all areas of life. Intellectual intelligence that is not balanced with emotional and spiritual intelligence will cause the morality and mentality of the younger generation to become out of control.

Cleanliness is a manifestation of love for the environment. Maintaining cleanliness is very important to apply around our living environment, including in the school environment. A clean environment can make our place feel comfortable to live in. However, if someone does not protect the environment, it can cause problems such as threatening nature and polluting the environment. This of course can have a negative impact on life.

It is education that actually contributes the most to this situation. Sabardila, et al (2019, p. 35) states that "apart from being a place to educate children with knowledge, schools also have an obligation to educate student character and student concern for the environment". In formal education in schools which focuses more on intellectual or cognitive development and pays less attention to aspects of *soft skills* or non-academic aspects as the main component. Schools can guide students to use products responsibly, to be critical of the environment, not to pollute, and to use nature wisely.

UPT SMA Negeri 3 Takalar is one of the schools that has passed as a driving school in Takalar Regency. In 2021 UPT SMA Negeri 3 Takalar will implement an independent curriculum in the learning process. Class of 2021 students are the first generation to accept the implementation of the new curriculum. In implementing the independent curriculum there is a difference from the previous curricula, namely that it is mandatory to implement projects in its learning.

Based on the results of observations in UPT SMA Negeri 3 Takalar, one of the projects implemented at the school is a sustainable lifestyle project. In accordance with the problems that often occur in the community and at school, namely the lack of awareness of the importance of environmental cleanliness. There are still many students who often litter, the use of plastic waste continues to increase. This of course can pollute the environment if no solution is taken.

lifestyle project is expected to be able to shape the character of caring for the environment in students. The implementation of this sustainable lifestyle project is based on a project module compiled by the UPT SMA Negeri 3 Takalar project team which refers to project development guidelines for strengthening the profile of Pancasila students. Based on data obtained from one of the sustainable lifestyle project teams, UPT SMA Negeri 3 Takalar raised the topic "Clean Culture, My School Culture" which was based on the dimensions of the Pancasila student profile, namely independence, critical thinking and creative.

lifestyle project is expected to teach students to think critically and creatively about environmental issues in schools. The projects implemented involve various disciplines. The activities offered in the sustainable lifestyle project are structured in such a way that students can have the opportunity to carry out a full series of learning, from getting to know, building attitudes, to making real actions and reflections.

Based on the description above, the authors are interested in discussing further about sustainable lifestyle projects by taking the title " **The Role of Sustainable Lifestyle Projects in Shaping The Character Of Environmental Care Of Students in UPT SMA Negeri 3 Takalar**".

Research Methods

In this research using a type of qualitative research to obtain in-depth data that contains meaning. In this study using research with a descriptive approach, namely research that describes and explains something based on information and circumstances as they are.

This research was conducted in UPT SMA Negeri 3 Takalar which is located on Jalan Abdul Jalal Dg. Leo No.2, Kalabbirang, Pattallassang District, Takalar Regency, South Sulawesi Province. The informants in this study were 14 people who were selected using *purposive sampling* with the informant criteria, namely teachers of the sustainable lifestyle project team in UPT SMA Negeri 3 Takalar. Students who study sustainable lifestyle projects and have the best project work.

Data collection techniques in this research used procedures namely observation, interviews and documentation. In the observations in this study, the authors collected information from seeing schools, obtaining relevant data information from teachers of the sustainable lifestyle project team and several students. Then interviews were conducted by the authors in this study to obtain data directly with informants. The author conducted in-depth interviews with informants through questions prepared by the author to get answers from the problem formulation. Furthermore, in the documentation technique, the authors obtained recordings, interview documentation, data records from the school in the form of school profiles, rules and regulations, and teacher data from the deputy head of the Spranas, and data records of active students at ITC.

Checking the validity of the data in this research is using *a member check* . Abdussamad (2021, p. 194) argues that " *member check* is the process of checking the data obtained by the author to the data provider. The purpose of *the member check* is to find out how far the data obtained is in accordance with what is provided by the data provider. Data analysis used in this research is data condensation, data presentation and conclusion.

Research Results And Discussion

1. Forms of Environmental Care Character in Students in UPT SMA Negeri 3 Takalar

The forms of caring character for students in UPT SMA Negeri 3 Takalar are working together to maintain the cleanliness of the classroom and school environment, being responsible for reducing waste production, being disciplined in disposing of waste in its place, being creative in processing waste, and caring for greening the environment.

a. Working Together to Maintain Classroom Cleanliness and School Environment

Cleanliness is the most important thing in protecting the environment. When the environment is clean and maintained, our activities will also feel comfortable in carrying out daily activities. Likewise at school, by maintaining the cleanliness of the classroom and school environment, students and teachers will feel comfortable in carrying out teaching and learning activities. Students in UPT SMA Negeri 3 Takalar always clean their classrooms, drawers and school environment. Besides students often picking up trash when they see trash, students also clean up the classroom and school yard. This is also supported by the formation of groups in cleaning. Like making a cleaning schedule for each class. So the students clean together. Students also make a mutual agreement in maintaining cleanliness, make hygiene rules and sanctions for those who violate the rules made. This is in accordance with the opinion of Rukiyati in Yulianti, et al (2016, p. 35) which states that "the character of cooperation is important for each student, because this character is able to train students in understanding, feeling, and carrying out cooperative activities in order to achieve common goals."

If students and school members are unable to protect the environment at school, the scattered trash can disrupt the focus of student learning and can interfere with teaching and learning activities. In addition, when the cleanliness of the environment is not maintained, the school becomes unhealthy because of piles of garbage that can trigger various diseases. For example, the amount of garbage piled up can make it a breeding ground for mosquitoes. This of course can bring disease if the mosquitoes that breed are malaria mosquitoes. This is in line with a statement according to Ismail (2021, p. 62) which states that "it is very important to maintain cleanliness because it does not only impact humans, but also impacts the environment and other living things".

A clean school environment can make life healthier, the air feels cool, learning becomes comfortable because the classroom is clean and can avoid disease. This is in accordance with a statement from Julianti, et al (2018, p. 13) which states that "clean and healthy living behavior (PHBS) is an effort to prevent disease and health problems. This action is expected to apply to all levels of society, including school-age children. Therefore, the cleanliness of the environment must be maintained by students, teachers and other school members because maintaining cleanliness has many benefits for everyday life.

b. Responsible in Reducing Waste Production

Plastic is a material that we can easily find in our daily lives. Almost all food packaging is made of plastic. Like when we buy food at a shop, we will be given a container/bag made of plastic. Because plastic is a packaging material that is easy to get, practical, and the price is also cheap. However, the continuous use of plastic can trigger environmental problems because plastic waste does not decompose easily. The use of plastic that does not comply with the requirements can be detrimental to health. Like the use of plastic in food. If we use plastic for food that is not in accordance with the procedure, then this of course can cause health problems.

In UPT SMA Negeri 3 Takalar, students are directed to bring provisions and drinking water from home using *tupperware*. This is done to reduce the amount of plastic waste production. This is in accordance with Septian's opinion (2016, p. 194) that "various environmental problems cannot be separated from human behavior, the habit of using disposable products affects the amount of piles of waste". Bringing supplies from home, students can

prevent environmental contamination by using reusable packaging or containers. Students will also have a healthy lifestyle. Because by bringing your own food from home, the cleanliness and quality of the food will be maintained. This is in accordance with what was said by Karuniastuti (2013, p. 6) that "according to research, the use of plastic that does not meet the requirements will cause various health problems, because it can trigger cancer and tissue damage in the human body.

Garbage made of plastic is also not easy to decompose, and can last for years. If plastic waste is buried in the ground, it will contaminate the soil and groundwater. If plastic waste is burned, it will also cause smoke which can pollute the air and this is very dangerous for human respiratory health. So, by trying to reduce the use of plastic by bringing supplies from home, students are responsible for the environment because they can reduce waste production so that the environment is maintained and not polluted. This is in accordance with the opinion of Marzuki (2012, p. 38) which states that "responsibility is a person's attitude and behavior to carry out his duties and obligations that he should do, to himself, society, or to his environment (natural, social and cultural) country and God Almighty.

c. Discipline of Disposing of Garbage in its Place

Garbage has many types, there is wet waste and dry waste, there is organic waste, non-organic and toxic waste (B3 waste). In UPT SMA Negeri 3 Takalar, three types of trash bins are provided, namely green for organic waste, yellow for non-organic waste and red for toxic waste (B3 waste). Before disposing of waste, students first sort and dispose of it according to its type in the bins provided.

Similarly, explained by Kurniaty, et al (2016, p. 140) that "Waste is divided into three namely organic waste is waste that can be degraded such as waste that comes from living things, such as leaves, kitchen waste, leftover vegetables and fruit. Then inorganic/dry waste, namely waste that cannot be degraded naturally such as metal, iron, cans, plastic, rubber, bottles, etc. Furthermore, this type of waste is dangerous because this type of waste requires special handling, such as batteries, used syringes, chemical toxic waste, etc.

Students collect trash found around the school then sort it and then dispose of trash in its place. This is in accordance with what was said by Apriadjy in Kurniaty, et al (2016, p. 139) that "the waste disposal channel consists of three stages, namely *refuse torage* , *refuse collection* and *refuse disposal*". So, students collect garbage, then sort it first and then throw it away based on its type in the trash according to the type of garbage. This is in accordance with the Ministry of Environment of the Republic of Indonesia in 2008 in Kurniati, et al (2019, p. 2) which states that "segregated waste placement is implemented as an effort to reduce the waste load in the context of waste management. This means that if you are going to develop integrated waste management, then there must be a design as an integrated system where waste is managed from upstream or waste sources such as houses, schools, markets and so on.

The discipline of students in UPT SMA Negeri 3 Takalar in disposing of garbage is carried out so that the waste is not mixed because there is waste that is easily decomposed and there is also waste that is not easily decomposed. This is in accordance with Yaumi's opinion (2018, p. 83) which states that "discipline is an act that shows orderly behavior in terms of rules and regulations". So, students in UPT SMA Negeri 3 Takalar dispose of garbage by sorting it first before throwing it into the trash according to its type.

d. Creative Waste Processing

The amount of waste that is increasing from day to day is certainly an environmental problem that deserves to be addressed. Handling of waste needs to be done so that the amount of waste can be overcome. This is in accordance with the opinion expressed by Siahaan, et al (2019, p. 2) that "the amount of waste continues to increase every year as the population increases and as a result of advances in technological science which also produces a lifestyle that tends to be consumptive".

Waste management can be done through education, namely teaching students to process waste into something useful. In UPT SMA Negeri 3 Takalar, students are taught about recycling waste, such as making handicrafts from plastic waste and making compost from organic waste such as leaf litter around the school. This is in accordance with the opinion of Cundari, et al (2019, p. 8) that so far, the remaining garbage or organic waste is simply thrown away in the form of piles on the side of the road, rice fields or gardens. The longer the amount of this waste will accumulate.

In UPT SMA Negeri 3 Takalar, biology teachers often train some students to make compost. In addition to increasing knowledge, students can also overcome environmental problems such as organic waste which can be reduced in amount because it is processed into fertilizer. Meanwhile, craft teachers often direct students to use plastic waste around them as materials for making handicrafts. Utilization of plastic waste such as making ornamental plants from plastic bags, bags from drinking glasses, plastic bottles are made crafts to plant flowers and bottle caps are made as trash bins. Creativity carried out by students in processing waste can produce works or products that can be reused. This is in accordance with Yaumi's opinion (2018, p. 83) that "creativity is thinking and doing something to produce new ways or results from what you already have." Waste processing carried out by students in UPT SMA Negeri 3 Takalar can reduce the amount of waste that piled up.

e. Care for greening the environment

School is an educational institution that can provide knowledge to students as well as a place to educate students to have a character that cares about the environment. This is in line with the opinion of Sabardila, et al (2019, p. 36) which states that "environmental ethics reflected in students can also come from elements of teaching as educators. Everyone must be aware of the importance of environmental preservation from an early age.

In UPT SMA Negeri 3 Takalar, students are often directed to bring plants to be planted in the environment around the school, such as bringing flowers. Besides bringing plants, students plant plants at school and take care of them. Students grow vegetables such as chilies, lemongrass and hydroponic vegetables. This is in accordance with the opinion of Marzuki (2012, p. 38) which states that "concern is an attitude or action to prevent and repair damage either to humans or to the surrounding natural environment". By planting plants at school, the vacant land can be used as a place for plants so that their function is more optimal. Nugroho, et al (2020, p. 70) which states that "greening is all efforts to restore, maintain and improve land conditions so that they can produce and function optimally, both as regulators of water management and environmental protection".

Student concern for school greening can have a good impact on the surrounding environment. Because by caring for nature, students automatically care for other living things. A good environment can be a place for humans to carry out activities comfortably. Besides being

comfortable for humans, the presence of plants or plants can provide shelter for other living things such as birds, butterflies and so on.

From a functional structural perspective, sustainable lifestyle projects are a system in education. Then students and teachers as sub-systems that carry out sustainable lifestyle projects. In order for the system to run smoothly as expected, students, teachers and other school members must be able to work together in carrying out sustainable lifestyle project activities.

Schools as educational institutions not only teach about knowledge, but also instill character values in students, such as caring for the environment. Environmental cleanliness will not be created if the school community does not take an active role in protecting the environment. Students must always maintain the cleanliness of the classroom and school environment. Previously, students often littered, often putting trash in desk drawers. Of course this will affect the contamination of the environment and interfere with the smooth teaching and learning process because it interferes with concentration. School as a place to gain knowledge certainly needs something called cleanliness. Because a clean classroom and school environment can create a good learning atmosphere because it is not disturbed by the presence of garbage around. Sorting and disposing of waste according to its type is an activity that is carried out so that waste that has various types does not get mixed up. Because there is organic, non-organic and B3/toxic waste.

From the activities carried out by students, this will certainly become a good habit and students will realize that the amount of waste produced can trigger various problems, not only from a less attractive point of view if there is waste, but waste also has a more significant impact. such as causing flooding and damaging soil and groundwater due to types of waste that cannot be decomposed properly by the soil. Parson in Bachtiar (2006, p. 119) states that "in a functional structure, the system maintains boundaries with its environment". With the presence of a sustainable lifestyle project, it is hoped that it can become a lesson for students in dealing with problems in the surrounding environment. The activity of processing waste into something useful can certainly minimize the amount of waste so it doesn't multiply. Through planting and caring for plants around the school, students can develop their sensitivity to the surrounding environment so that its beauty is maintained. Besides plants can beautify the surrounding area, plants can also produce fresher and cooler air.

2. The Role of Sustainable Lifestyle Projects in Shaping The Character Of Environmental Care Of Students in UPT SMA Negeri 3 Takalar

The role of the project in shaping the character of caring for the environment in students in UPT SMA Negeri 3 Takalar is as a medium of socialization, as motivation, and imparting knowledge.

a. As Socialization Media

Humans act socially by utilizing nature and the environment to improve and improve their welfare for the sake of their survival. Things like this are one of the main characteristics of humans as intelligent beings. Ismail (2021, p. 60) states that "caring for the environment is an attitude and action to prevent damage to the surrounding natural environment and seek to repair existing damage". In the sustainable lifestyle project activities carried out in UPT SMA Negeri 3 Takalar, students are first given an understanding of waste, types of waste, and the impact of

waste through socialization carried out by the project team teacher or supervising teacher for each class. This is in accordance with Ritcher's statement in Mujiwati, et al (2020, p. 163) which says that "socialization is the process of a person acquiring the knowledge, skills and attitudes he needs in order to function as an adult as well as an active player in a certain position or role in society. ”.

As for the socialization for students, namely being given assignments including making posters or slogans that contain calls for school residents to keep the environment clean, videos during project activities and the final task is to make an *essay*. Students are given an understanding through socialization carried out by supervising teachers or project team teachers . Socialization is given in the hall and in each class. Socialization regarding sustainable lifestyle projects carried out by teachers to students so that students can see and understand how waste is, types of waste and the impact of waste. This is also in accordance with the statement of Sufyadi, et al (2021, p. 32) which states that "sustainable lifestyle projects are intended to understand the impact of human activities, both in the short and long term, on the survival of life in the world and the surrounding environment". Then this is also in accordance with the opinion of Sufyadi, et al (2021, p. 33) that "students can develop thinking skills to understand the relationship between human activity and the global impacts that result". Students are given an understanding of waste so students can see and know how dangerous waste is. This is also in accordance with Ismail's opinion (2021, p. 61) that in order to provide a good understanding of the environment there are many ways that can be done for each individual, for example information, counseling, guidance, and education (formal and non-formal)”.

b. As Motivation

The emphasis in the sustainable lifestyle project is to build awareness in being environmentally friendly and to find solutions to environmental problems. The sustainable lifestyle project implemented in UPT SMA Negeri 3 Takalar can motivate students to keep the environment clean. United Kingdom in Saraswati and Anityasari (2012, p. 562) suggests that "a sustainable lifestyle or known as a *Sustainable lifestyle* is a lifestyle that is aware of the environment, and is aware of the consequences of the choices made, therefore it will make choices that later have potential the least negative. The role of sustainable lifestyle projects in shaping the character of caring for the environment in students in UPT SMA Negeri 3 Takalar serves as motivation. In this case students are motivated to always protect the environment. Students are more concerned about the cleanliness of the surrounding environment by always cleaning the classroom, drawers, and the school environment. This is in line with the statement of Soekanto and Sulistyowati (2017, p. 211) that the importance of a role is because it regulates one's behavior within certain limits and can predict the actions of another person.

Based on the results of research with 14 informants, activities such as voluntary work, cleaning classes, weighing waste, sorting waste, outreach about the impact of waste, students are directed to bring provisions and drinking water from home to reduce plastic waste. This can make students aware of always keeping the environment clean to avoid diseases and disasters such as floods. This was originally a suggestion or direction from the teacher, but over time it became a habit for students to do. This is in accordance with Marsanti's statement in Purwanti (2017, p. 17) that there are objectives of environmental care character education, namely: a) encouraging the habits and behavior of students who are commendable and in line with proper environmental management, b) increasing the ability to avoid negative traits. -characteristics that

can damage the environment, c) foster students' sensitivity to environmental conditions so that they can avoid properties that can damage the environment, and d) instill a caring and responsible spirit for environmental sustainability.

c . Giving Knowledge

Aside from being a media for outreach and providing motivation, the role of sustainable lifestyle projects in shaping the character of caring for the environment in students in UPT SMA Negeri 3 Takalar is also providing knowledge to students. This is in accordance with the opinion of Sulastri, et al (2014, p. 100) which states that as an order in life, educational institutions or schools have the potential to improve the quality of the nation's human resources in the future . Because school age is the golden age for instilling clean and healthy behavior values (PHBS), so school children have the potential to become agents of change for clean and healthy behavior both in the school, family and community environment.

Through a sustainable lifestyle project , students are given an understanding of waste, types of waste, the impact of waste, and how to process waste. This is supported by Ismail's opinion (2021, p. 61) which states that "the character of caring for the environment is not entirely an innate talent or instinct, but is also the result of an educational process in a broad sense". With a sustainable lifestyle project , students will be given the knowledge that waste has a very dangerous impact on life. In addition, garbage can also cause natural disasters such as floods, and garbage can also cause various diseases. Waste from chemicals can contaminate soil and groundwater. Of course, this is not good for the environment or for humans themselves.

Through a sustainable lifestyle project , students can differentiate between types of waste. Students can find out which is organic waste, non-organic waste and which is toxic waste. The knowledge gained from the sustainable lifestyle project is expected to have a positive influence on students and other school members. This is in accordance with the statement of Lestari, et al (2020, p. 48) that "the value of caring for the environment as one of the values in character education is important to instill and get used to in particular students and other school members in general". Therefore, it is important that activities with the theme of the environment are carried out in schools. Because with the knowledge possessed by students about waste, the impact of waste and types of waste, students can have attitudes and behaviors to always maintain the cleanliness of the surrounding environment, sort waste and dispose of waste based on its type, reduce plastic use, process waste, and care for plants. preserving the natural environment.

When viewed from a structural-functional theory, a sustainable lifestyle project is a system in education that provides socialization to students about the environment and how it is waste that can have various impacts on life. This is supported by the opinion of Maunah (2016, p. 159) in the structural functional perspective thinking that "the purpose of education is to socialize the younger generation to become members of society to serve as a place of learning, gaining knowledge, changing behavior and mastering the values needed to appear as productive part of the citizenry". Sustainable lifestyle projects can also provide knowledge to students through activities carried out such as knowing the impact of waste, types of waste, how to reduce plastic waste. The sustainable lifestyle project is also a motivation for students to always keep the environment clean because students are given an understanding of the impact of waste, are taught to always keep the environment clean.

Structural functional by Parson in Ritzer (2014, p. 117) states that a system has four functions, namely a) *adaptation* (adaptation) in which a system must cope with critical external situations. Must adapt to the environment and adapt the environment to the needs. b) *goal*

attainment , namely having to define and achieve its main goals. c) *integration* , namely having to regulate relationships with the parts that are its components, namely A, G and L. and finally d) *latency* (latency or pattern maintenance), namely having to complete, maintain and improve, be it motivation or cultural patterns that creates and sustains motivation. With a sustainable lifestyle project , students can care more about the environment, especially environmental hygiene. because with a sustainable lifestyle project students gain knowledge about waste, types of waste and how the impact of waste on life. Students are motivated to maintain the cleanliness of the surrounding environment. Students who initially did not really care about the environment became concerned about the environment. Activities such as community service, class cleaning, waste weighing, waste sorting, outreach about the impact of waste, students are directed to bring provisions and drinking water from home to reduce plastic waste. This can make students aware of always keeping the environment clean to avoid diseases and disasters such as floods. This was originally a suggestion or direction from the teacher, but over time it became a habit for students to do.

Closing

The results of this research showed that: 1) An overview of the forms of environmental care for students in UPT SMA Negeri 3 Takalar, namely: a) working together to maintain the cleanliness of the classroom and school environment, b) being responsible for reducing waste production, c) discipline in disposing of waste in its place , d) being creative in processing waste, and e) caring about greenery. 2) The role of sustainable lifestyle projects in shaping the character of caring for the environment in students in UPT SMA Negeri 3 Takalar, namely: a) as a medium of socialization, b) as motivation, and c) providing knowledge.

References

- Abdussamad, Zuchri. 2021. *Qualitative Research Methods*. Makasar: CV. Shakir Media Press.
- Bakhtiar, Wardi. 2006. *Classical Sociology*. Bandung: PT. Rosdakarya youth.
- Cundari, Lia. et al. 2019. Training and Assistance for Processing Organic Waste to Become Compost Fertilizer in Burai Village. *Journal: Chemical Engineering*. Vol. 25, no. 1.
- Ismail, M.Jen. 2021. Character Education Caring for the Environment and Maintaining Cleanliness in Schools. *Journal of Education and Learning*. Vol. 4, No. 1.
- Julianti, Ratna. et al. 2018. Implementation of Clean and Healthy Behavior (PHBS) in the School Environment. *Potential Scientific Journal*. Vol. 3, No. 2.
- Karuniastuti, Nurhenu. 2013. Plastic Dangers to Health and the Environment. *Scientific Journal of Oil and Gas Training Center*. Vol. 3, No. 1.
- Kurniati, Euis. et al. 2019. Implementation of the Environmental Care Children Program Through Garbage Sorting Activities. *Education journal*. Vo. 3, No. 1.
- Kurniaty, Yulia. et al. 2016. Making Separation of Types of Waste Effective as an Integrated Waste Management Effort in the City of Magelang. *Jurnal Varia Justicia*. Vol. 12, No. 1.

- Lestari, Nur Eni. et al. 2020. Increasing Knowledge and Attitudes on Sorting Waste in School-Age Children Through the Simulation Method. *Community Service Journal*. Vol. 1, No. 2.
- Mauna, Binti. 2016. Education in a Functional Structural Perspective. *Journal of Education and Teaching*. Vol. 10, No. 2.
- Marzuki. 2012 . Integrating Character Education in Learning in Schools. *Journal of Character Education*. Vol. 3, No. 1.
- Mauna, Binti. 2016. Education in a Functional Structural Perspective. *Journal of Education and Teaching*. Vol. 10, No. 2.
- Mujiwati, Yuniar. et al. 2020. Growing Students' Sense of Concern for Environmental Cleanliness at MA AL Masyhur Bugul Kidul School, Pasuruan City. *Community Development Journal*. Vol. 1, No. 2.
- Munawwarah, Hafizhatul and Maemonah. 2021. Children's Character Education Perspective of Behaviorism Philosophy . *Golden Age Journal*. Vol. 5, No. 2.
- Nugroho, Abdillah. et al. 2020. Growing Student Concern for the Environment Through Greening Activities at MIM Pakang Andong, Boyolali. *Journal of KKN Education Bulletin*. Vol. 2, No.2.
- Purwanti, Dwi . 2017. Environmental Care Character Education and Its Implementation. *Pedagogic Research Journal*. Vol. 1, No. 2.
- Rizer, George. 2014. *Modern Sociological Theory: Seventh Edition*. Jakarta :Prenada Media Group.
- Sabardila, Atiqa. et al. 2019. Formation of Environmental Care Character through Greening Activities for MIM Derasan Sempu Students, Boyolali. *KKN Education Bulletin*. Vol. 1, No.2.
- Saraswati, Maria and Anityasari, Maria. 2012. Analysis of Sustainable Lifestyles for High School Students in Surabaya and Their Improvements. *ITS Engineering Journal*. Vol. 1, No. 1.
- Septian, Yoga. 2016. Environmentally Friendly Behavior of High School Students. *Journal of Socio Didactics*. Vol. 3, No. 2.
- Soekanto, Soerjono and Sulistyowati, Budi. 2017. *Sociology An Introduction*. Jakarta: Rajawali Press.
- Sufyadi, Susanti. et al . 2021. *Project Development Guidelines for Strengthening Pancasila Student Profiles for Elementary and Secondary Education (SD/MI, SMP/MTs, SMA/MA)* . Jakarta: Head of the Center for Assessment and Learning of the Research and Development and Bookkeeping Center of the Ministry of Education, Culture, Research and Technology.

- Yaumi, Muhammad. 2014. *Character Education: Foundation, Pillars, and Implementation*. Jakarta: Prenadamedia Group.
- Yulianti, Silvy Dewi. et al. 2016. *Collaborative Character Education in Elementary School Student Learning in the 2013 Curriculum* . Journal of Social Science Learning Theory and Practical. Vol. 1, No. 1.