

## Training of Trainer Kasipang (Psychoeducation of Pro-Environmental Behavior) on Guidance and Counseling Teachers in Banjar Regency

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### ABSTRACT

One way to overcome and prevent that can be done to increase student awareness and shape pro-environmental behavior is through the learning process with psychoeducational methods. Psychoeducation is not carried out directly to students, but is taught to teachers through the "KASIPANG" Training of Trainer program. This program aims to equip teachers with knowledge and skills in forming pro-environmental behavior in students because teachers play an important role in shaping student behavior in schools. The Training of Trainer program is carried out through lectures, discussion and role-playing methods. The teachers who participated in the training were given the material on ways to form pro-environmental behavior with 3 techniques as research that had been done before, namely Psychoeducation of Pro-environmental Behavior, Symbolic Modeling and token economy. Based on the results of the evaluation, it was found that 92% of participants were satisfied with the services provided, 92% of participants considered that the presenters had good mastery of the material, 91% of participants considered satisfied with the activities carried out and 97% of participants were satisfied with the facilities provided. In addition, based on the follow-up, it was found that 100% of the participants expressed an increased understanding of pro-environmental behavior, pro-environment behavior change techniques through modeling and token economy.

**Keywords:** Training of trainer, psychoeducation, pro-environmental behavior

### INTRODUCTION

The environment cannot be separated from the existence of the individual. The natural environment and the social environment are interconnected with each other. The environment can affect the individual and vice versa, the individual is able to influence the existence of the environment, there is a reciprocal relationship between the individual and the environment. The interaction between individuals and the environment can trigger various environmental problems.

Changes in an increasingly global era bring their impact and influence in various aspects of human life. One of the impacts is the emergence of environmental challenges and issues. It is undeniable that environmental challenges and issues arise because of human interaction with the environment itself. The increasing number of humans over time can be one of the causes of environmental damage.<sup>18</sup> One form of activity that destroys the environment is the use of excessive chemicals and the shift in the function of an environment.

However in fact, not all human behavior can damage the environment. Human behavior with its environment is a form of behavior that tries to minimize the impact of damage to the environment which is commonly referred to as pro-environmental behavior. Pro-environmental behavior is an action that is carried out consciously to reduce the negative environmental impact due to human activities on the environment.<sup>10</sup>

Forming a person who has pro-environmental behavior can be generated through psychoeducational movements such as education, training, and learning. One of the evidences of the movements that form pro-environmental personalities is seen in previous research which shows that someone with a higher level of education tends to be more concerned about environmental quality and has a high motivation to be directly involved in environmental conservation efforts. A person who has a pro-environmental personality will always be moved to carry out environmentally friendly activities, even a pro-

environmental person will also have a positive impact on the people around him so that they always maintain and preserve the environment and the natural resources in it.

Pro-environmental behavior is needed to maintain the empowerment and preservation of natural resources, namely maintaining or caring for the environment by not littering, reducing the greenhouse effect, reducing electricity consumption, having a sense of initiative with oneself, how to overcome all environmental problems in the surrounding environment and so on. so that we can provide natural resources for future generations. Environmental experts state that environmental damage that cannot be prevented is a serious threat to human survival in the future. Pro-environmental behavior is a human behavior that can cause and have a positive impact on the environment.<sup>10</sup> In everyday life there are still many human behaviors that are not pro-environmental and even do not care about the environment itself, ranging from littering to logging in the forest under various pretexts of interest. Preservation of the environment in order to maintain the natural resources owned by providing knowledge to the community to utilize resources appropriately and effectively. Not only with environmental management but must be accompanied by empowerment and environmental awareness in the community. Empowerment is also needed considering that public awareness of the environment is still low and lacking.

According to environmental psychology theory, behavior and the environment have a very close relationship. The environment can influence humans to behave in certain ways. On the other hand, human behavior can make significant changes to the environment.<sup>1</sup> This shows that humans and the environment are interdependent relationships. To create a conducive environment in various aspects, high concern is needed. Patterns of behavior that seek to experience negative impacts on the natural environment are also called pro-environmental behavior.<sup>10</sup> Pro-environmental behavior is a useful action to minimize environmental damage or improve environmental conditions.<sup>11</sup>

The issue of environmental indifference becomes very important because of the impact it has on human survival. Some of the human behaviors that we often encounter can be seen on a small or large scale. Throwing trash in its place, for example. Waste management and maintaining cleanliness are very important in human life because if it is not managed properly and correctly it can cause problems in various aspects of life. Disposing of waste, especially

plastic waste in any place, makes the soil unable to absorb water properly, resulting in an increase in the discharge of water on the ground surface so that it becomes flooded. The accumulation of garbage that is not managed properly can also trigger the spread of disease, in addition to the unpleasant odor that interferes with breathing and affects a person's psychology. Therefore, waste management needs attention for a better life.

South Kalimantan is one of the provinces on the island of Borneo. The capital city of South Kalimantan is Banjarmasin. South Kalimantan Province has an area of 37,530.52 km<sup>2</sup>. This province has 2 cities, namely the city of Banjarmasin and the city of Banjarbaru. In addition, the province of South Kalimantan has 11 districts. Banjar Regency is one of the regencies with the largest area in South Kalimantan. Based on data published by the Ministry of Home Affairs of the Republic of Indonesia, the area of Banjar Regency is 4,668 km<sup>2</sup>. The capital city of Banjar district is Martapura, which is 40 km east of the city of Banjarmasin and has several sub-districts, one of which is Martapura Barat District. West Martapura District consists of 14 villages located on the banks of the Martapura River. The existence of the river can certainly be optimized by the surrounding community to support various activities. Therefore, people often cannot be separated from their dependence on rivers. However, the existence of the river is also one of the threat factors that can hinder the activities and productivity of residents when the rainy season arrives. When entering the rainy season, the rainfall in South Kalimantan will be higher which will make the water overflow and floods occur. In 2021, South Kalimantan will experience a large enough flood disaster and Banjar Regency is one of the worst areas and has a large impact. According to the results of a quick study from the Bappeda Litbangda of Banjar Regency, the summary of the results of the damage and losses after the flood in Banjar Regency reached Rp. 434,548,053,124 billion. Consisting of housing by 14%, infrastructure sector by 52% namely Land Transportation, Roads, Water and Sanitation, Green Open Space (RTH). Then the social sector by 10.4% such as Education, Health and Religion. Furthermore, the productive sectors of 22.5% include Agriculture, Plantation, Fisheries and Livestock.

Plus 0.5% cross-sector, namely government offices (<http://bappelitbang.banjarkab.go.id>). In addition, as many as 27,368 houses, 2 bridges, 5 places of worship and 9 schools in 207 villages from 19 sub-districts in Banjar Regency were affected.

Then there were as many as 3 people died. 190.929 people were affected and 32.113 of them had to evacuate. Flood disasters are influenced by several things, one of which is the lack of pro-environmental behavior in the community. Based on observations, it is known that the rivers around East Martapura are exposed to a lot of garbage due to the large number of people who still throw garbage into the river. This causes the East Martapura area to be frequently flooded every year. Therefore, waste and discarded objects that are widely available in our environment need to be taken seriously and we need to find the right way to deal with them.

Behavior is not formed by itself but is formed through the process of learning and increasing knowledge. Environmental awareness is a theoretical construct consisting of several components, namely cognitive, attitude, and behavioral components.<sup>12</sup> The cognitive component consists of knowledge of one's environment. This environmental knowledge concerns environmental issues that are currently happening. While the attitude in this case concerns a person's attitude towards the environment. One that affects one's awareness of the environment is the ignorance factor.<sup>17</sup> Knowledge begins with curiosity. According to Poedjatna being aware can be interpreted as knowing something, so it can be said that ignorance is the same as unconsciousness.<sup>17</sup> When a person does not know about how to conserve the environment, especially conserve rivers, then that person will not be aware of the environment. So it can be said that a person's ignorance can affect his environmental awareness.

The relationship between knowledge, attitudes and pro-environmental behavior will be strong when individuals have knowledge or expertise in the environmental field and show it to others making it easier for others to act in line with the goals they want to set.<sup>13</sup> Cognitive variables play a strong role in causing responsible pro-environmental behavior.<sup>8</sup>

Knowledge of the environment can be defined as a general knowledge of facts, concepts and relationships between the natural environment and the surrounding ecosystem.<sup>6</sup> Meanwhile, Environmental knowledge as a set of ecological knowledge that an individual has on environmental topic.<sup>25</sup> Environmental knowledge can be defined as a collection of one's knowledge about environmental issues.<sup>3</sup> Environmental knowledge as knowledge on what people know about the environment, the relationships that lead to environmental impacts, and appreciation of the entire environmental system, and the responsibilities

that are important for sustainable development. Knowledge is very important in the success of an action. Knowledge-based psychoeducation has always been the most popular activity in promoting behaviors in public areas, including conservation behavior.<sup>5</sup> Knowledge is seen as a meaningful action to overcome psychological obstacles such as neglect and misinformation. In other words, although knowledge does not always have a direct effect on the target behavior itself, knowledge becomes a separate mechanism that facilitates behavior change.<sup>5</sup>

One way to overcome and prevent that can be done to increase student awareness and form pro-environmental behavior to conserve rivers is through a learning process using psychoeducational methods. Behavior is not formed by itself but is formed through the learning process. Knowledge of environmental problems and knowledge of appropriate actions to address them are prerequisites for responsible behavior. Psychoeducation is professional treatment given to a person or group of people by integrating psychotherapy and educational interventions.<sup>14</sup> Psychoeducation is the development and provision of information in the form of education to the public regarding information related to popular or simple psychology or other information that affects the psychosocial welfare of the community.

Psychoeducation is an intervention that focuses more on changing human behavior and seeks to produce long-term changes that change children's basic understanding of the environment, so beliefs can help in shaping pro-environmental behavior, although not enough to encourage the desired behavior change. Education can change attitudes, beliefs, and behavior, but with several limitations, both from individual factors and the social and economic environment. Several constraints can be overcome with information-sharing programs.

Several ways that can be done to shape pro-environmental behavior have been studied previously. Psychoeducation of pro-environmental behavior can increase knowledge about river conservation for SDN Pekauman 1 students.<sup>4</sup> In addition, using symbolic modeling techniques can shape pro-environmental behavior.<sup>23</sup> The formation of pro-environmental behavior, one of which is by forming the behavior of throwing garbage in its place, can be done with the token economy technique for students.<sup>24</sup> Based on several studies that have been carried out previously, the community service that will be carried out this time will use these techniques to form pro-environmental behavior. However, these techniques will be taught to teachers in schools

so that teachers can apply them to students in their schools through the training method for trainers (TOT). Training of Trainer (TOT) aims to make someone ready to become a Trainer (Teacher) both technically and non-technically. The right approach in TOT is done through experiential learning, where the trainees experience direct experience as Trainers during the training, and get feedback from participants and evaluations from the Trainer Facilitator. The objective of the Training of Trainer (TOT) process is to provide new trainers with the background knowledge, skills and practical experience to provide training and technical assistance for the Community to the community.<sup>9</sup> By giving TOT to teachers, it is hoped that teachers can become coaches for their students in terms of forming pro-environmental behavior. Since the beginning of school, students will depend on the teacher because the teacher will provide understanding and support so that children can interact in the classroom. The relationship between students and teachers is one of the most important things for students who exhibit behavioral problems.<sup>2</sup> According to the results of research<sup>26</sup> showed that a positive relationship between students and teachers can change the behavior of students who are at risk of experiencing behavioral problems to be more adaptive. The aim of this program is to train teachers to provide education to students regarding pro-environmental behavior

#### METHOD

The method that will be used to overcome existing problems related to problems in Banjar Regency is to carry out the

right strategy to form pro-environmental behavior in students through the Training of Trainees program for Teachers regarding the Formation of Pro-Environmental Behavior. The teachers who attended the training were given material on how to form pro-environmental behavior with 3 techniques as research that had been done before, namely Pro-environmental Behavior Psychoeducation, Symbolic Modeling and Economic Tokens. The "Kasipang" TOT is carried out online using a video conference platform as a form of preventing the transmission of Covid 19. These techniques will be taught to teachers in schools so that teachers can apply them to students in their schools through the training method for trainers (TOT). Training of Trainer (TOT) aims to make someone ready to become a Trainer (Teacher) both technically and non-technically. The right approach in TOT is done through experiential learning, where the trainees experience direct experience as Trainers during the training, and get feedback from participants and evaluations from the Trainer Facilitator

The steps taken in this program are as follows:

1. Licensing to the Banjar Regency Education Office and related agencies
2. Conduct outreach to schools in Banjar Regency to take part in activities
3. Carry out TOT activities. The following is the scheduling plan that will be carried out:
4. Rundown
5. Conducting Training Evaluation
6. Follow Up

Table.1 Rundown

No.	Time	Activity
1	08.00-08.30	Registration
2	08.30-09.00	Opening
3	09.00-10.40	Pro environmental behavior
4	10.40-12.10	Modelling
5	12.10-13.00	Break
6	13.00-14.40	Token economy
7	14.40-16.20	Role play

The target audience of this program is the Guidance Counseling teachers who join the Counseling Guidance Teachers' Consultation (MGBK) for junior high schools throughout Banjar Regency, totaling 50 people. Guidance and counseling teachers are used as subjects because they play a role in guiding and directing student behavior at school. This program is expected to form a cadre of teachers to teach students about pro-

environmental behavior.

Evaluation of program implementation is carried out by interviewing and observing the TOT that has been carried out. The sustainability of the program after the program is finished is to continue to monitor and evaluate student behavior. Partners of this program are the Banjar Regency Government through the Banjar Regency Education Office. The interview was carried out by asking

questions regarding changes in behavior experienced after following psychoeducation and the results of the interview were made into verbatim which could describe the information.

The success of the "Kasipang" TOT program can be seen by evaluating the current program and measuring pro-environmental knowledge and attitudes. These results were obtained by providing a knowledge questionnaire regarding pro-environmental behavior. The success indicators of this Developmental Early Detection Program are as follows:

1. Increased knowledge of teachers about pro-

- environmental behavior
2. Increasing teacher skills in shaping students' pro-environmental behavior  
Increasing the positive attitude of teachers towards pro-environment behavior  
Availability of cadres of trainers regarding pro-environmental behavior in schools

## RESULT AND DISCUSSION

The implementation of this activity will be held with the presence of 50 participants. The implementation of activities is described in the table below:

**Table 2. Rundown**

No.	Time	Activity
1	08.00-08.30	Registration
2	08.30-09.00	Opening
3	09.00-10.40	Pro environmental behavior
4	10.40-12.10	Modelling
5	12.10-13.00	Break
6	13.00-14.40	Token Economy
7	14.40-16.20	Role Play

The training of trainers is carried out using psychoeducation through lecture, discussion and role-playing methods. This method is used to provide participants with an understanding of pro-environmental behavior and understanding behavior change techniques. The material provided in this activity is about pro-environmental behavior, modeling techniques and economic tokens to change student behavior and provide examples of work sheets. The implementation of this community partnership program activity was carried out in the hall of SMP 3 Martapura using a complete health protocol.

The PKM program ran smoothly and the participants were enthusiastic in listening to the material presented. The discussion activity was also quite active because the participants expressed their own ideas and opinions. In addition, the question and answer activity was also actively followed by the participants, as evidenced by the large number of participants who asked questions. After the Kasipang TOT program, the committee gave an evaluation sheet to the participants as feedback from the PKM team. The following are the results of the evaluation carried out:

**Table 3. Kasipang Training of Trainers Evaluation Results**

No	Evaluation	Satisfaction	Dissatisfaction
1	How satisfactory is the service of the ToT Kasipang Psychoeducation for Pro-Environmental Behavior for Counseling Teachers in Banjar Regency?	92%	7%
2	What is your assessment of the mastery of the material owned by the resource person/presenter?	92%	7%
3	How satisfying is the implementation of the ToT Kasipang Psychoeducation on Pro-Environmental Behavior for Counseling Teachers in Banjar Regency?	91%	9%
4	How satisfactory are the facilities provided at the Tot Kasipang Psychoeducational	97%	7%

No	Evaluation	Satisfaction	Dissatisfaction
	Behavioral Psychoeducational Counseling Teacher seminar in Banjar Regency?		
5	Proposals and suggestions for the Psychoeducational ToT on Pro-Environmental Behavior for Counseling Teachers in Banjar Regency?	Based on the activities in the field and the results of the evaluation by the participants of the ToT "KASIPANG" Psychoeducational Behavior of Counseling Teachers in Banjar Regency. The participants were grateful for the holding of this seminar, and the participants suggested that such activities be held more frequently and on a scheduled basis because the participants felt that such activities should be carried out more often. Participants also suggested trying to collaborate or work with the Environment Agency, Puskesmas, and Public Health to jointly carry out seminars like this. Participants also suggested providing additional activities such as workshops on sorting the types of waste and participants hoped that this seminar could motivate parents, teachers, students, and the community to participate in protecting the environment.	

Based on the evaluation sheet, it was found that 92% of participants were satisfied with the services provided, 92% of participants considered that the presenters had good mastery of the material, 91% of participants considered satisfied with the activities carried out and 97% of participants were satisfied with the facilities provided. In addition, based on the follow-up, it was found that 100% of the participants expressed an increased understanding of pro-environmental behavior, pro-environment behavior change techniques through modeling and economic tokens.

From the results of the series of activities that have been carried out, we can conclude that BK teachers in Banjar Regency who participate in TOT activities on average already know the basic understanding and behavior of the pro-environment and try to apply it to the schools where they teach. However, in practice, not all BK teachers in Banjar Regency implement or teach pro-environmental behavior to students and their school environment. When the TOT activity took place there were still some teachers who asked how the practical work could be given directly in the pro-environment process. Limited information on whether the real thing that can be given to participation in pro-environmental behavior in schools is other than urging to dispose of waste in its place and maintain personal and environmental hygiene. Some teachers admit that it is still difficult to explain what steps or

things can be given concretely in participating in protecting the environment, because they do not fully understand how to grow pro-environmental behavior or what pro-environmental behavior itself is. TOT participants also do not know the existing education system in schools related to pro-environment activities in the schools they teach. However, a person's attitude towards the environment can influence pro-environmental behavior.<sup>16</sup>

After the participants, namely the Counseling Guidance Teachers, were given material about the TOT for Psychoeducation of Pro-Environmental Behavior and provided knowledge about the importance of pro-environmental behavior, the teachers became more aware of in-depth what steps can be implemented and distributed to schools and students if they are active in protecting the environment. Teachers become more aware and understand their duties and roles as counseling guidance teachers as pro-environmental behavior trainers for schools and their students. Participants of the TOT Psychoeducation on Pro-Environmental Behavior also become more aware of the benefits and uses of implementing pro-environmental behavior and they become trainers of pro-environmental behavior themselves. This can be seen clearly in the results of the post-test conducted on the Counseling Guidance Teacher, namely the

participants of the Psychoeducational Behavioral Psychology TOT as well as interactive interviews and questions and answers between the presenters and participants who were conducted when the material was delivered. Psychoeducation is a psychological intervention that is educational in nature to provide knowledge.<sup>15</sup>

Psychoeducation of Pro-Environmental Behavior provides an important thing in the world of education and becomes a comprehensive education because it not only has an impact on both teaching staff and students but also for harmony with the environment. Psychoeducation is a means of providing acceptable information.<sup>15</sup> Thus, information about the Psychoeducation of Pro-Environmental Behavior becomes important or becomes one of the aspects that must be considered in the curriculum for counseling guidance teachers in Banjar Regency. In order for this information to be conveyed, the "KASIPANG" (Psychoeducation of Environmental Behavior) Training of Trainers (TOT) for Counseling Guidance Teachers in Banjar Regency was carried out. With this psychoeducation, it is hoped that information about the importance of pro-environmental behavior can be a reference for counseling guidance teachers in Banjar Regency, so that they can provide interventions and treatments for students that are aligned in supporting environmental sustainability. It also has the same goal as the government in participating in maintaining cleanliness and environmental sustainability. Training and development aims to improve positive attitude of the student within learning process.<sup>21</sup>

Based on the results of the activities that have been carried out, it can be seen that the Counseling Guidance Teachers in Banjar Regency who participate in TOT KASIPANG (Psychoeducation of Pro-Environmental Behavior) generally have initial information on what pro-environmental behavior is, but the information is limited to pro-environmental knowledge in general, namely a behavior or attitude that maintains hygiene or actions that have a good impact on the surrounding environment. The factors that influence a person's knowledge of something such as environmental behavior include age, environment, education and socio-culture.<sup>20</sup> The older a person gets, the more mature the thought process in absorbing the information obtained, then education or a person's level of education is a form of effort in improving personality with education an individual tends to be able to have knowledge about an information both from a person and other

communication media, and the environment. as well as socio-cultural which is an experience which can be a new knowledge information for someone.

Basic knowledge and even special skills that are related to environmental problems are often obtained from the education system.<sup>7</sup> This is appropriate during the field activities of the TOT KASIPANG (Psychoeducational Pro-Environmental Behavior) process for Counseling Guidance Teachers in Banjar Regency where age, education, environment and socio-culture are factors that influence the acquisition of information related to pro-environmental behavior. There are some teachers who still do not know specifically what pro-environmental behavior is because of their increasing age so they do not follow the latest information both in their environment and social culture. The level of education which also affects the process of thinking and processing the information obtained.

This is related when BK teachers are asked specifically about knowledge about pro-environmental behavior specifically, no one has been able to explain clearly and simply how the pro-environment behavior is. Some of the main things that influence pro-environmental behavior, one of which is knowledge.<sup>19</sup> Knowledge that is not sufficient to facilitate may be able to limit pro-environmental behavior, this was mentioned by several participants if they felt their pro-environmental behavior was limited due to the lack of knowledge and information. This explanation relates that knowledge and attitudes are something that has an impact on the formation of behavior.<sup>22</sup>

## CONCLUSION

Based on the evaluation sheet, it was found that 92% of participants were satisfied with the services provided, 92% of participants considered that the presenters had good mastery of the material, 91% of participants considered satisfied with the activities carried out and 97% of participants were satisfied with the facilities provided. In addition, based on the follow-up, it was found that 100% of the participants expressed an increased understanding of pro-environmental behavior, pro-environment behavior change techniques through modeling and economic tokens.. From the results of the series of activities that have been carried out, we can conclude that BK teachers in Banjar Regency who participate in TOT activities on average already know the basic understanding and behavior of the pro-environment and try to apply it to the schools where they teach

The conclusion does not contain repetition of the results Pro-environmental behavior is an action taken consciously to reduce the negative environmental impact due to human activities on the environment. Pro-environmental behavior does not appear directly on individuals, but can be raised through the process of learning, education, and training. One of the effective ways to overcome and prevent is done to increase awareness and shape pro-environmental behavior is through the learning process. One way to overcome and prevent that can be done to increase student awareness and shape pro-environmental behavior is through the learning process with psychoeducational methods. Psychoeducation is not carried out directly to students, but is taught to teachers through the "KASIPANG" Training of Trainer program. This program aims to equip teachers with knowledge and skills in forming pro-environmental behavior in students because teachers play an important role in shaping student behavior in schools.

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