

Obstacles to the Implementation of P5 on the Theme of Sustainable Lifestyle in *the Green School* Program at SMP Negeri 7 Banjarmasin

Siti Hapsah¹, Syaharuddin², Rusmaniah³, Sovia Husni Rahmia⁴, Sigit Triyono⁵

¹ Social Studies Dapartment, FKIP Lambung Mangkurat University; 2110128220002@mhs.ulm.ac.id

² Social Studies Dapartment, FKIP Lambung Mangkurat University; syahar@ulm.ac.id

³ Social Studies Dapartment, FKIP Lambung Mangkurat University; rusmaniah@ulm.ac.id

⁴ Social Studies Dapartment, FKIP Lambung Mangkurat University; soviahusni.rahmia@ulm.ac.id

⁵ Social Studies Dapartment, FKIP Lambung Mangkurat University; Sigit.triyono@ulm.ac.id

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ABSTRACT

The implementation (P5) of the sustainable lifestyle theme in the Merdeka Curriculum aims to increase students' awareness of the importance of caring for plants. This program also supports the Green School initiative which focuses on environmental conservation. SMP Negeri 7 Banjarmasin, students' awareness of the environment is still low. Less active in caring for plants, does not understand the importance of preserving the environment, and has limited knowledge about waste management. The integration of sustainable lifestyle themes in P5 is very important to support the success of the Green School program. However, the implementation of P5 faces various challenges that hinder the optimization of the implementation process. The solution is so that the implementation of P5 can run in accordance with the objectives of the Green School program. This research aims to identify the challenges that arise in implementing P5 with the theme of sustainable lifestyles as support for Green Schools. Using a qualitative approach and data collection methods through observation, interviews, and documentation, this research found obstacles, such as budget limitations, individual problems, and low student participation. Some proposed solutions include raising funds independently from students as well as increasing follow-up from teachers and students to encourage greater engagement.

Corresponding Author:

Siti Hapsah

Social Studies Dapartment, FKIP Lambung Mangkurat University;

2110128220002@mhs.ulm.ac.id

1. INTRODUCTION

SMP Negeri 7 Banjarmasin, the accumulation of plastic waste occurs due to the habits of students who often buy packaged food and throw garbage carelessly. This reflects the low environmental awareness among students, so the school environment becomes dirty and polluted. This situation shows that waste management in schools is not yet effective, coupled with the lack of adequate hygiene facilities. In addition, the lack of concern of school residents for environmental cleanliness further worsens the situation. In fact, a clean and healthy school environment plays an important role in improving the quality of life of the surrounding community (Syaharuddin & Mutiani, 2020a). Therefore, the cooperation of all

school residents is needed in increasing environmental awareness regarding the importance of protecting the environment, this can be done through educational programs and environmentally friendly lifestyle habits. One of the concrete steps that can be implemented is through P5 or the Pancasila Student Profile Strengthening Project with the theme of sustainable lifestyle (Jumriani et al., 2021). This activity integrates learning from various learnings or subjects to channel a very broad knowledge as well as practical skills about environmental conservation (Subiyakto & Mutiani, 2019). Through this program, students are encouraged to be more concerned about environmental issues and the application of a sustainable lifestyle in daily activities. This comprehensive approach not only teaches theory, but also actively engages students in creating positive changes for environmental sustainability (Putri & Pradana, 2024).

The Merdeka Curriculum has been implemented in Indonesia to improve the quality of education. This policy introduces a new approach to designing a curriculum that focuses on strengthening the role of students as well as developing skills that are in line with the demands of the 21st century. Therefore, theory-based analysis is essential to understand the planning, implementation, and impact of the Independent Curriculum on the quality of the learning process (Tuerah & Tuerah, 2023). They must be able to be active in involvement in learning activities, conduct research, and develop critical and creative thinking skills. The Independent Curriculum has various structures and features, one of which is P5 or the Pancasila Student Profile Strengthening Project (Abbas & Subiyakto, 2022). This project is designed in the formation of morals and character in students. As a cross-disciplinary learning program, P5 aims to strengthen the competencies contained in the P5 Pancasila Student Profile Strengthening Project, by encouraging them to identify and seek ideas for problems around them. In contrast to intracurricular learning, this project has a more flexible content, activities, and implementation time (Maharani et al., 2023). The *Green School program* aims to create a school environment that supports the learning process while increasing the awareness of all school residents about the importance of protecting the environment. Through this program, students are expected to be serious about creating a sustainable environment and trying to protect it from various forms of damage (Munawaroh et al., 2023).

The theme in P5 or the Pancasila Profile Strengthening Project is applied in education, namely a sustainable lifestyle. The topic was implemented as a concrete step to increase students' awareness and knowledge about plant care. This effort also supports the implementation of *the Green School* program which aims to preserve the environment among students, teachers, and all school residents (Maharani et al., 2023). In the implementation of a sustainable lifestyle, students are encouraged to adopt a lifestyle that is not only focused on current needs, but must also be oriented in efforts to preserve the environment for the benefit of future generations. One of the environmental issues that often occurs in educational units is the amount of waste and lack of plant care, which shows the need for more attention in creating their personality to be sensitive and care about the environment around and at school (Rusmaniah, 2017). To change students' habits in waste management, the first step that can be taken is to provide education about the importance of a sustainable lifestyle. It is hoped that through this education, students will be more motivated to save water use, manage waste well, and actively participate in *the Green School program* that integrates sustainability principles in the educational process. In addition, students' active involvement in sustainable lifestyle practices also aims to increase their participation in maintaining the cleanliness and sustainability of the school environment. With collaboration between students, teachers, and schools, it is hoped that students' awareness and sense of responsibility for the environment can grow significantly (Maharani et al., 2023).

SMP Negeri 7 Banjarmasin is one of the educational units that has been able to get an award certificate, namely the National Level Adiwiyata School. The Adiwiyata program was first implemented in the 2017 school year, starting at the City level, then continuing to the Provincial level, and managed to reach the National level in 2020, and has survived until now. The implementation of this program began from the school's awareness of the importance of environmental conservation, which was supported in an agreement with the Ministry of Environment and the Banjarmasin City Education Office. As a follow-up to this commitment, the school officially implemented Project P5, which has been in line with provisions that require the implementation of three topics in one year. One of the topics taken is sustainable lifestyle, which is implemented in even semesters in the 2023 to 2024 school year and activities

that have taken place to date. However, in its implementation, there are various obstacles that require solutions so that the program can run optimally. Based on this background, the researcher conducted a study titled *Obstacles to the Implementation of P5 on the Theme of Sustainable Lifestyle to Support the Green School Program at SMP Negeri 7 Banjarmasin*.

2. METHODS

This research uses a qualitative approach with data collection methods that include in-depth interviews, direct observations, and documentation studies. Interviews were conducted through various parties in the school, including the principal, P5 coordinators and facilitators, *Green School* managers, social studies teachers, and students in grades VII, VIII, and IX. The observation aims to directly observe interactions, environmental conditions, obstacles, and the implementation of P5 activities with the theme of sustainable lifestyles and support the *Green School* program. Observation is carried out twice a week, on Mondays and Wednesdays, at 13.00-15.00 WITA. Documentation was also carried out to collect data in the field during P5 activities (Bambang Sudaryana et al., 2022). The documents collected include activity records, P5 modules, official school documents, as well as photos related to the implementation of P5 and the *Green School* program. The main data source (primary) came from interviews with school principals, P5 coordinators and facilitators, *Green School* managers, social studies teachers, and students from each grade level. Meanwhile, supporting data sources (secondary) were obtained from articles, journals, P5 modules, school vision missions, school profiles as well as student data, and activity archive documents, all of which were used to obtain accurate and in-depth information (Jailani, 2023).

3. FINDINGS AND DISCUSSION

Literally, the term green school refers to a school that is green, but its meaning is much broader. *Green School* is designed not only to create a relatively beautiful physical school environment but also to be environmentally friendly, to organize various activities and educational programs that increase awareness of the importance of protecting the environment. *Green School*, also known as green school or *Adiwiyata*, is a school that integrates global sustainability principles into all aspects of its operations, including long-term planning. This school provides a learning experience that aims to equip students to become future leaders who care about efforts to create a cleaner, healthier, and more sustainable world (Liu et al., 2024). The *Green School Program* is a school initiative that is committed to implementing the principles of environmental conservation in all its activities. By creating an environmentally friendly physical environment, this program creates vacancies for students to seek knowledge and practice environmentally caring behavior. One form of environmental education offered through this program is *Green School* (Syaharuddin, 2020). This program teaches students about the importance of applying *Green School principles* in a real and sustainable manner, with the aim of improving the condition of the school environment to be more friendly, natural, and sustainable. This goal can be achieved through a friendly, innovative, and creative approach, while respecting and maintaining local cultural wisdom and values. (Munawaroh et al., 2023).

Green plants around schools can support the teaching and learning process, as plants produce oxygen that improves brain function. With more oxygen available, it makes it easier for students to grasp learning materials and participate in learning activities better. Therefore, learning objectives can be achieved more effectively. Thus, it is very important for schools to implement *Green School programs* so that students can enjoy fresh air and a shady and comfortable environment (Juliantina et al., 2024). While this is a small step, the *Green School* program also contributes to reducing the impact of global warming. The *Green School* concept not only aims to beautify and clean the school environment, but also teaches students to love nature through various activities and habits implemented in schools. There is a lot of literature that supports the importance of caring for the environment, in line with the vision and mission of National Education to create a generation and have sustainable environmental awareness (Sholikhah, 2019).

The Pancasila Student Profile Strengthening Project or P5 is an important element of the new curriculum, namely the Independent Curriculum which is implemented in Indonesia to support a

sustainable lifestyle in schools. The main goal of P5 is to form students' attitudes and skills in accordance with the principles of Pancasila. P5 plays a significant role in teaching students about the importance of balancing human needs with environmental sustainability, with a focus on the theme of sustainable lifestyle. Through these learning activities, students are expected to further improve their understanding and apply sustainability principles in their daily lives, so that they can maintain a balance between humans and nature. With an emphasis on sustainable lifestyles, the implementation of P5 in schools aims to make students aware of the importance of caring for their surroundings. A sustainable lifestyle emphasizes meeting human needs while maintaining ecosystem balance and not damaging nature (Amanda & Fernandes, 2024).

Students are trained to develop themselves in responsibility and realize the importance of nature conservation if students are involved in daily activities at school that prioritize sustainability principles. *Green School*, also known as *Adiwiyata* school, integrates sustainability principles in every aspect of school life. *The Green School program* plays an important role in fostering students' concern for the environment and increasing their awareness of the importance of protecting and preserving nature. This program achieves its goal by implementing a sustainable lifestyle in the school environment, thus serving as an educational tool to shape future generations who are responsible for environmental sustainability (Bustan & Prasetyo, 2022). The theme of sustainable lifestyle supports *the Green School* program by instilling the values of caring for the environment in students. This theme also encourages them to behave in an environmentally friendly manner, raise awareness of the importance of preserving nature, and deepen understanding of environmental education. Through this activity, students not only become more responsible for the environment, but also contribute to building a school culture that supports the concept of *Green School*, which is a school that is committed to implementing environmentally friendly practices in every activity (Haque, 2016).

P5 activities with the theme of sustainable lifestyle play an important role in growing school areas to multiply green and beautiful plants. The following projects not only help students understand the concept of sustainability in depth, but also form positive habits in maintaining cleanliness and environmental sustainability. As a result, the program contributes to the formation of a generation that is more concerned about environmental issues. The implementation of P5 with the theme of sustainable lifestyle is the first step, namely the introduction stage, where teachers introduce *Vertical Garden activities* to students to introduce them to the concept of greening and the importance of sustainability (Rusmaniah & Abbas, 2022). The next stage is contextualization, then students will be asked to observe the conditions and potential of the school area itself. After observation, they returned to the classroom to reflect on the findings and understand the conditions of the school environment firsthand. In the action stage, students were asked to create posters that communicated the importance of environmental education, then compile a message to convey to their friends. To help students evaluate their learning, teachers provide self-assessment sheets and group assignments at the reflection and project completion stages. After that, the teacher continues to encourage students to take care of the plants that have been planted, namely appointing five people from each class to take care of the plants (Ulandari & Rapita, 2023).

According to (Syukur et al., 2023) *Green School* encourages all students to adopt a sustainable lifestyle with the aim of increasing their concern for the environment and its preservation. The school serves as a good example in supporting environmental sustainability and promoting sustainable living habits among students and the entire school community. The implementation of P5 with the topic of sustainable lifestyle is in line with *the Green School* program, the purpose of the activities is to increase sensitivity and awareness of the environment regarding environmental issues, waste management, expand knowledge about plant types, and carry out planting, plant care, and water conservation activities. Plants have the ability to produce oxygen, which supports brain development, and the amount of oxygen received is directly related to improved brain performance. *The Green School* program is as follows (Putro et al., 2024):

A. Planting and Maintenance of Green School gardens

Kegiatan penanaman dan pemeliharaan di *Green School* sejalan dengan penerapan gaya hidup berkelanjutan. Kegiatan ini bertujuan untuk membantu siswa menanam tanaman baru dan memastikan tanaman yang sudah ada tetap sehat. Di *Green School*, siswa juga berpartisipasi dalam penyiraman tanaman, dengan jadwal khusus yang disusun agar tidak mengganggu proses pembelajaran. Sekolah menyediakan dana untuk pembelian bibit tanaman yang ditanam setiap tahun, sementara siswa diminta membawa tanaman obat dari rumah tanpa harus membeli bibit (Syukur et al., 2023).

B. Waste Management (Waste Bank)

Waste management is carried out by giving different colors to the garbage can to distinguish the types of waste: red as hazardous waste, yellow as non-organic waste, and green as organic waste. Organic waste placed in green bins is processed into compost, while waste from yellow bins is usually weighed. If waste sorting is not done correctly, it becomes an obstacle that interferes with the effectiveness of waste management. In waste management in schools, organic waste such as dry leaves is used as fertilizer through a recycling process. This supports the sustainability of waste bank programs and sustainable waste management (Arisona, 2018).

C. Water Conservation

Water conservation activities are carried out to engage students in water conservation campaigns and teach the importance of sustainable water management. This activity is also in line with the implementation of a sustainable lifestyle. Awareness of the importance of the environment continues to be fostered and implemented in the daily life of students, thanks to the role of coordinators and special groups who routinely monitor and carry out water conservation activities. At SMP Negeri 7 Banjarmasin, students integrate sustainable water management practices into their daily learning and activities. (Neriska, 2023).

SMP Negeri 7 Banjarmasin, the implementation of P5 or the Pancasila Student Profile Strengthening Project on the topic of sustainable lifestyle has gone very well. The following programs aim to develop and increase students' sensitivity in the importance of protecting the environment as well as accustoming them to act in accordance with environmentally friendly principles. Various activities were carried out, such as thematic discussions, waste management practices, and collaborative projects to create environmentally friendly products. The entire series of activities is designed to make learning active, interactive, and experience-based, while reflecting the values of Pancasila. However, the implementation of activities also faces obstacles, both before and after the start of the event, which sometimes causes obstacles. Factors such as limited resources, lack of coordination, and constraints from participants can affect the final outcome. Therefore, a flexible settlement strategy is needed so that activities can still be carried out optimally despite facing challenges (Wahyuni, 2022)

Several obstacles hinder the implementation of this program, which are felt by both students and educators. One of the main challenges is the mismatch between the expectations of the event organizers and the responses from students, who are sometimes less motivated or have difficulty adapting to the program concept. In addition, the limited time that teachers have to provide maximum assistance is also an inhibiting factor. However, this obstacle can be overcome by providing additional motivation and adjusting the method of implementing activities so that they are a little interesting and easier for students to understand. In the implementation of P5 with the theme of sustainable lifestyle, the following obstacles are the main concerns:

D. Barriers to Lack of Funds

The obstacle in the implementation of P5 with the theme of sustainable lifestyle is limited funds. Until now, the P5 project has not received funding from the BOS Fund (School Operational Assistance) because there is no special allocation for these activities. As a result, the P5 implementation team must try its best to save budget and utilize existing resources. Nevertheless, it is planned that there will be a special allocation of funds in the future to support the implementation of this program (Nursahid et al., 2024). Although the funds available are still limited, the team's creativity is needed in finding alternative solutions, such as involving students to actively contribute by bringing their own equipment

and materials and working together to reduce operational costs. Limited funds are often a common challenge in the implementation of various educational programs in schools. This problem is not uncommon in many schools. The lack of budget has an impact on the lack of facilities, teaching materials, and operational support, which ultimately adds to the burden on teachers. This condition requires teachers to implement the learning method to be creative so that learning activities remain effective. This situation also encourages teachers to be innovative in the use of existing potentials and to find alternative solutions to achieve educational goals (Juliantina et al., 2024)

E. Individual Barriers

The main obstacles and challenges in the preparation of the P5 module with the theme of sustainable lifestyle are the dependence on the individual, especially the educators and teachers involved. Although many P5 modules are adaptable, not all teachers have difficulty in compiling them. However, obstacles arise when there are teachers who are reluctant to collaborate. Some of them refuse to engage in teamwork or module development, feeling that their duties are limited to teaching, not running the P5 project, which ultimately hinders the smooth running of sustainable lifestyle programs. In addition, there are also teachers who are less interested in the implementation of P5. Even though the schedule of activities has been well prepared by the coordinating team, there are still those who ignore or do not pay attention to the activities, thus causing inconsistencies between the plan and the implementation (Komala et al., 2023).

The assessment process is also an obstacle because some teachers are not responsive in collecting student work or have difficulty in evaluating the quality of the modules made. The presence of teachers in meetings or socialization of the P5 project is also often a problem. Their absence can affect the overall course of the project. The inability of teachers to carry out their responsibilities has an impact on the effectiveness of the team and the implementation of the P5 project with the theme of sustainable lifestyle. Therefore, it is important to improve communication and build mutual awareness about the urgency of implementing a sustainable lifestyle in the school environment (Komala et al., 2023).

F. Barriers to Student Participation

Obstacles and obstacles in plant care programs in schools are the low involvement of students after the activities are completed. Many of them forget the responsibility of caring for the plants that have been planted, some even don't care because there are no regular reminders. This condition makes it difficult for teachers to ensure the sustainability of the program. To overcome this, teachers need to follow up regularly and find solutions, such as rewarding active participants, developing a rotating plant care schedule, or integrating plant care activities into learning so that students feel more engaged and responsible for the school environment.

The implementation of P5 with the theme of sustainable lifestyle, the activity of making a *Vertical Garden* from used bottles emphasizes the importance of the active role of students, especially in watering plants. Ideally, each class has five students who are routinely in charge of watering, but in reality, participation is still low and some of them have to be constantly reminded. This shows the need for increased awareness and engagement so that the project can continue. Plants in the *Vertical Garden* require consistent care to grow optimally; if left untreated, they can harm the environment and show a lack of student responsibility. Therefore, innovative approaches and motivational strategies from teachers are needed so that students are more active. To ensure the success of the *Vertical Garden*, both from the physical and educational aspects, it is important to make awareness the importance of caring for plants and the environment an integral part of learning. Various solutions have been developed to overcome a number of obstacles in the implementation of the P5 with the theme of sustainable lifestyle in order to strengthen the *Green School* program, including the following (Musriana et al., 2024):

G. Alternative Dana

Students can play a direct role in addressing the problem of lack of BOS funds to purchase land as part of the P5 project on the topic of sustainable lifestyle. In the classroom, teachers and facilitator teams can ask students to donate Rp10,000, which will be used to buy agricultural land. This step actively involves students and supports the implementation of the P5 and *Green School* programs. Before

implementing this strategy, consultations and meetings with other teachers need to be conducted to ensure its effectiveness and efficiency. Inviting students to donate is a rational solution to overcome the problem of funds (Rusmaniah et al., 2021).

Affordable contributions, so that students can support the theme of sustainable lifestyle in P5. This approach not only helps with financial matters, but also teaches the value of cooperation and responsibility. It is hoped that this solution can overcome technical issues and strengthen the value of sustainability in the program. Ensuring success in sustainable lifestyle activities in P5, the P5 project team opted for a self-sustaining approach, despite resource and funding constraints. Students are encouraged to participate actively, both in groups and by bringing equipment and materials from home. Despite facing challenges, the approach is desired to be able to develop concern and responsibility, mutual cooperation, and student creativity in overcoming problems and achieving sustainable project goals. At SMP Negeri 7 Banjarmasin, with determination and independent spirit, the P5 program with the theme of sustainable lifestyle is expected to run well despite limited funds (K. R. Amanda et al., 2024).

H. Follow-up

Follow-up typically includes monitoring, evaluation, or additional measures to improve outcomes in the education sector. The term "follow-up" refers to the steps or actions taken after an activity, program, or decision to ensure optimal achievement of a goal. The goal is so that the impact of these activities can survive and provide sustainable benefits (Mutiani, 2015),

A. Teacher Follow-up

Problems arise when teachers are reluctant to cooperate, refuse to join a team, or simply function as teachers without contributing to the P5 project. This attitude hinders sustainable lifestyle projects, especially since the plans drawn up by the team coordinator are less able to adapt in terms of the school area. Not only that, the situation is getting more difficult due to low interest in the implementation of P5, absenteeism from meetings, and difficulties in collecting and evaluating module results (Ihsan et al., 2024). As a solution, regular follow-up with teachers and facilitator teams can help address this issue. This can be done through communication media such as WhatsApp or special meetings to discuss and evaluate teacher performance. To increase teacher engagement and prevent indifference to projects, it is important to remind them to perform activities and responsibilities more optimally. It is hoped that this approach can improve coordination and commitment, so that the work process becomes smoother and supports the successful implementation of the P5 sustainable lifestyle (Komala et al., 2023).

B. Student Follow-Up

Student involvement in watering plants in vertical gardens is essential to ensure the sustainability of the project and foster a sense of responsibility towards the environment. However, problems arise when students are less actively participating, which can negatively impact plant health. This points to the need for the implementation of more effective methods to encourage consistent student involvement in such activities. If these issues are not addressed immediately, vertical gardens are at risk of failure, which can reduce the educational value of programs aimed at teaching sustainable lifestyles. As a solution, teachers need to regularly monitor students who are less interested in the task of watering plants. By setting clear rules, such as taking turns of five students per class to water the plants, participation can be increased (Syaharuddin & Mutiani, 2020). It is hoped that with structured supervision and reminders, students will become more responsible and used to carrying out tasks according to schedule. This method becomes to make student participation not only a daily routine, but also a positive habit that supports the sustainability of vertical gardens and teaches them tasks and mandates in the area of the environment in the course of daily life (Amelia et al., 2025).

4. CONCLUSION

The implementation of P5 with the theme of sustainable lifestyle to support Green School at SMP Negeri 7 Banjarmasin faces several challenges, such as individual obstacles, lack of funds, and low student participation. Some teachers are reluctant to cooperate or lack concern during the implementation of the activity, so they do not follow the flow of the ongoing activities. To overcome funding problems, donations from students can be utilized, considering the limitations of BOS funds. In addition, the low participation of students is also a problem, as they often forget to water the plants after the activity is over, which requires teachers to remind them. As a solution, routine follow-up actions for teachers and facilitator teams need to be taken to overcome these obstacles. This follow-up can be done through communication media such as WhatsApp or through special meetings to discuss and assess teachers' performance, so that they are more involved and indifferent to the ongoing project. In addition, to increase student participation, teachers need to monitor those who are less interested in the task of watering plants. By setting clear rules, such as taking turns of five students per class to water the plants, it is hoped that their participation can increase and support the continuity of the activity.

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