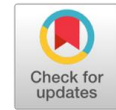


Research Article

Building pro-environmental behavior among school community of *Adiwiyata* green school



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ABSTRACT

Efforts to build pro-environment behavior have been strengthened by the Ministry of Environment and Forestry through *Adiwiyata* green school program. This current study aimed at describing the patterns of building pro-environmental behavior among school community of *Adiwiyata* green school in Malang City. This study was conducted by means of descriptive design. The data were collected using in-depth interview, directed observation, and documentation as well as triangulation. The data were analyzed descriptively by means of content analysis. Hereafter, this study has shown that SMAN 7 Malang was and is running a program of pro-environmental behavior building offered to all school community, to enhance the knowledge, to fossilize the behavior, and to implement pro-environmental behavior, with the concrete support from the school management and teachers. The program was run sustainably and supported by education authorities along with pro-environmental communities. To sum up, the patterns of building pro-environmental behavior involved all the school community, to cover such aspects as knowledge enhancement, behavior fossilizing, and pro-environmental behavior reinforcement through a sustainable collaboration with pro-environmental communities. Therefore, it is suggested that *Adiwiyata* green school keep intensifying its commitment and be consistent in building sustainable pro-environmental behavior to amplify a long-term memory of its school community.



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INTRODUCTION

Environmental damage has been becoming a concern in various countries. A survey of Environmental Performance Review (EPR) by Organization for Economic Cooperation and Development (OECD) has reported

that, in general, most of countries are still deemed as the ones with poor environmental quality. Not excluding Indonesia, in many other countries, there occurs a deceleration on actualizing the environment-based development (Djuwansyah, 2018; Ellinda et al., 2015; Miteva, Loucks, & Pattanayak, 2015; Monsalve, 2013; Santoso, Erli, Aulia, & Ghozali, 2014). The decrease of the environmental quality happens either in countryside or in urban areas. In the countryside areas, the environmental damages occur due to deforestation, pesticide and insecticide usages, waste pollution generated from home industries, unmanaged waste disposal, biomass burning (Le Fevre, 2017), coal and so forth. Whilst, in the urban areas, the environmental damages are frequently caused by gas emission (Minister of Environment and Climate Change, 2017; Olivier, Schure, & Peters, 2017) from motor vehicles (Bomberg, Kockelman, & Thompson, 2014), traffic jams (Abraham, Ganesh, Kumar, & Ducq, 2012; Allen, Browne, Patier, Visser, & Nemoto, 2012; Bomberg et al., 2014; Germanova & Kernozhitskaya, 2017; Levy, Buonocore, & Von Stackelberg, 2010; Serrano-Bernardo, Bruzzi, Toscano, & Rosúa-Campos, 2015; Zhang & Batterman, 2013), factories' smoke, home liquid and solid wastes, and other pollutants. Accordingly, the environmental quality degradation is a serious issue that might threaten humans' lives.

There are several crucial environmental issues that often happen, to name pollution, global warming, overpopulation, natural resource decrease, waste disposal, climate change, biodiversity scarcity, deforestation, sea-water acidification, ozone depletion, uncontrolled urban expansion, environmental health, and genetic engineering. All the issues signify the results of humans' activities in earth along with overpopulation, economic and technological developments, and eco-politic institution change. Humans, in nature, have made a significant change by exploration and exploitation of natural resources to get into an Industrial Revolution 4.0 era. In addition, humans also make use of their environment as 'a dustbin' for plastic, Styrofoam, and electronic wastes which are physically hard to decompose. If they keep well developing in upcoming eras, it is believed that nothing remains for their future life.

Hendryx, Ahern, and Zullig (2013) proclaimed that the environmental quality degradation could be overcome by eliminating or reducing the determinant factors that result in such degradation, such as by transportation control, betterment on waste disposal management, regulatory enforcement with respect to environmental pollution by factories, forestation, and improvement on public awareness of the importance of environmental quality and preservation. The environmental awareness itself, hence, will be embodied in the environment-based and pro-environmental behaviors.

The environmental issues occur as the consequences of long response delay between causes and effects. For example, people currently are littering, but no direct impact occurs due to their littering. The delay between the causes and effects would make humans delay raising their awareness; thus, their sense of awareness is likely to be very low. If humans exist in earth, there must always be environmental issues to encounter. Therefore, education for environmental awareness is of importance.

Simon Upton (Environmental Director of OECD) has claimed that it needs a sustainable and collaborative attempt that includes the communities to cope with the environmental issues. It is an important step to take as they are the ones who are living in and exploiting their environment (OECD, 2015). In 2030, it is assumed that as many as 7 billion of human population in earth would demand the resources twice higher than that the earth could provide (The Economist). To fulfil the global demands – ecologically, economically, culturally, spiritually, and so forth – it does need good understanding and creative problem solving. Therefore, an environment-based education has become more crucial for it equips the youths with knowledge, skill, and motivation as a response to complex life challenges in the 21st-Century.

The solution to the environmental issues have to be sought, not only for technological concern, but also how to understand the environment; hereinafter, it would be considered as behavioral change (De Dominicis, Schultz, & Bonaiuto, 2017; Heyl, Diaz, & Cifuentes, 2014; Hope & Jones, 2014; Markle, 2019; Mohiuddin, Al Mamun, Syed, Masud, & Su, 2018; Pyhälä et al., 2016; Tim, Pan, Bahri, & Fauzi, 2018). It has been proposed that it is pivotal to change the existing behavioral patterns to arrive at more sustainable future (Delzendeh, Wu, Lee, & Zhou, 2017; Keivani, 2010; Rogerson, Bellingham, & Shevtsova, 2009). In addition, it has also been stated that behavioral analysis has played an important role to overcome environmental damages (Bolderdijk, Lehman, & Geller, 2018). For that reason, the environment-based education is considered crucial to develop positive attitude towards the environment and to build pro-environmental behavior. In this extent, education plays a very basic role since its most ultimate goal is to educate and train professionals who are supposed to actively contribute to environmental preservation (OECD, 2010). In addition, after the professionals attend such training, they are targeted to direct, work under, and to influence several institutions.

In Indonesia, the attempt for building pro-environmental behavior has been reinforced by the Ministerial Regulations KLH Number 5 Year 2013 concerning that *Adiwiyata* green school manifests an attempt and reward for the development and contribution to the environment-based education (Fadlilah & Ngabekti, 2018; Fua, Wekke, Sabara, & Nurlila, 2018; Murtalaksono, Suryana, & Umar, 2011; Palupi & Sawitri, 2018; Trihantoyo

& Rahma, 2018). However, the process and requirements upon the selection of *Adiwiyata* green school have often shifted for the sake of formality and gaining recognition as the winning school. SMAN 7 Malang has been officially announced as the independent *Adiwiyata* green school since 2017. The National *Adiwiyata* Assessors had to have several considerations to determine why this school deserved the status. Therefore, this study was conducted in order to investigate the attempts the school had performed for environment-based school actualization, which had involved all school community and led to pro-environmental culture.

METHOD

This current study employed qualitative design, by means of narrative type, and was conducted in SMAN 7 Malang. The respondents comprised the principal, the representatives of teachers, the representatives of school administrators, and the representatives of students. The data were collected from in-depth interview, directed observation, and documentation.

The collected data consisted the elaboration of the program of building pro-environmental behavior, the patterns of building pro-environmental behavior, the determinant factors of building pro-environmental behavior, and the success of the patterns used for building pro-environmental behavior. The interview was piloted to the principal and the program management of *Adiwiyata* green school; while the questionnaires were administered to the representatives of teachers and students. The data, moreover, were collected based on participative observation, in-depth interview, and documentation. The key informants included the advisors of *Adiwiyata* green school program and the students. There were two types of data: primary and secondary. The former referred to the direct observation, and the latter to the written sources and documents. The data analysis was completed on and after the data collection, including data reduction, data presentation, and data verification in respect to the results gained from the in-depth interview, field notes, voice recording, direct observation, and camera documentation. At last, the data were analyzed descriptively using content analysis by the following steps: sorting, cross-checking with triangulation, and drawing conclusion.

RESULTS AND DISCUSSION

The program of *Adiwiyata* green school for building pro-environmental behavior

The program, as regulated in Ministerial Regulations Number 05 Year 2013 concerning on *Adiwiyata* green school program, must be implemented as soon as possible in schools, especially in those that have been granted a status of *Adiwiyata* green school; one of which is SMAN 7 Malang. In the first addendum of the Regulations, it is stated that achieving the status of independent *Adiwiyata* green school needs strong commitment and extra-hard work from the schools that have been declared as *Adiwiyata* green school within the national level. In addition, it seeks for a holistic participation from all stakeholders, comprising teachers, students, school committee, local societies, and other parties considered having a significant role.

The status of *Adiwiyata* green school will be addressed to the schools only if they have successfully passed the selection in regional, provincial, and national levels. In the addendum, besides, it is also informed that the assessment for *Adiwiyata* green school bestowal consists of several criteria, namely: environment-based regulation, environment-based curriculum implementation, participative environment-based activities, and facilities' management to support pro-environmental behavior. In addition, the assessment is not only referred to administrative documents, but also to the actual condition. In this regards, SMAN 7 Malang sustainably keeps implementing the Regulations based on the fixed stipulation about *Adiwiyata* green school. The real response to the stipulation is to initiate the program of pro-environmental behavior for all the school's school community.

The program of building pro-environmental behavior has been included into either curricular or extra-curricular activity. In terms of curricular activity, the program is embodied into related subjects such as, biology, physics, chemistry, economics, sociology, civics, and religion. This endeavor is in line with prior researches which revealed that the more knowledge gained by individual, the higher the environmental knowledge (Paço & Lavrador, 2017) and environmental awareness they possess (Heyl et al., 2014) as significant as their considerations in managing the environment (Cowell & Lennon, 2014). Cognitively, the most goal of building pro-environmental behavior entailing the subjects is to enhance and reinforce knowledge in respect to environmental issues, especially possible environmental threats and ways to deal with them (Fielding & Hornsey, 2016; Mensink, Schwinghammer, & Smeets, 2012; National Academies of Sciences Engineering and Medicine, 2016). Besides, affectively, it has been intended to raise the sense of caring about environment, including house, classroom, school, and surroundings. In psychomotor basis, it is aimed at developing skills through a series of pro-environmental practices, to habituate the behavior and get it fossilized. It was suggested that pro-environmental behavior be actualized and embodied into the spirit of school community, especially the

students, as it has been an inseparable aspect in pro-environmental behavior enforcement embodying *Adiwiyata* green school program.

The program of building pro-environmental behavior has also been performed outside of the classroom sessions through a campaign of 'keep the environment clean' and 'throw the rubbish into the trash bin' and pamphlets of caring about the environment. In addition, the school has installed an open-and-shut waste processor machine. The wastes are managed modestly by sorting them out into three types: plastic, paper, and wet wastes. Reuse action has been performed to manage plastic and paper wastes; and recycle action is deemed appropriate for wet waste management to result in organic fertilizer. The plastic waste management has been executed by reusing plastic bottles as 'bricks' for the students' benches placed outside of the classrooms. In addition, the school has been actively updating and joining 'go green' program initiated by Radar Malang media along with education authorities of Malang City.

The patterns of building pro-environmental behavior among the city's academic of *Adiwiyata* green school

The patterns of building pro-environmental behaviour in SMAN 7 Malang has shown the following characteristics. The first, the policy for building pro-environmental behaviour has been an integral part of character education reinforcement based on classroom, school, and community settings. In addition, it is also stated that pro-environmental behaviour has met the characteristics of character education, especially in terms of student integrity. The effectiveness of strategic energy framework depends on the significant attempts in enacting behavioural and attitude changes among people (Farrow, Grolleau, & Ibanez, 2017; Rogerson et al., 2009). Thus, the policy has been well-determined by school to habituate the school community in term of building as well as changing the improper character into the most proper one. This in line with the previous studies which stated that it is crucial to change inappropriate behavioural pattern to achieve the better and sustainable future (Delzende et al., 2017; Keivani, 2010; Rogerson et al., 2009). This indicated that the school has realized that by cultivating a pro-environmental behaviour among students means that the valuable investment has been done.

The second, the program of building pro-environmental behaviour has epitomised values the school has adopted for its vision, mission, and goal as *Adiwiyata* green school. In detailed, the vision of SMAN 7 Malang signifies 'be commendably equipped', 'be leading in achievement', and 'be ultraconservative upon the environment and Indonesian arts and cultures'. Meanwhile, the missions of SMAN 7 Malang are: 1) to advance quality of morally-equipped and commendable characteristic and behaviour, and to raise the sense of belonging upon the home country; 2) to level up academic and non-academic achievements; 3) to integrate concept of environmental management into instructional activities; 4) to establish environment with full of safety, preciseness, hygiene, health, comfort, and greenness; 5) to conserve and habituate natural resources in the school; 6) to make a real movement for waste reduction in the school environment and its surrounding; and 7) to make realistic efforts to preserve Indonesian arts and cultures.

The third, the enactment of the program of *Adiwiyata* green school has involved such participants from all school community to name the principal, vice principal, teachers, administrative staff, students, and other supportive parties deemed contributing to the success of the program, such as vendors in the school's canteen. It is important to involve community to maintain the environment where they live (OECD, 2015). By issuing certain policies which engage the all school components in creating an ideal type of environment, the school's government has indirectly managed the improper behaviours harm the environment. It has been distinguished by Stern (2000) that an impact-oriented environmental behaviour comprised of two types i.e. public-sphere and private-sphere environmentalism. The former involving active participation forms such as actively campaign environmental-friendly behaviours among society by joining club or organization, meanwhile the second type including non-active behaviour in the public-sphere such as support policies aimed to maintain the environment. Thus, the both type's pro-environmental behaviours were promoted through school policy to achieve the green school goals.

The fourth, building pro-environmental behaviour has been supported by encouraging the students to reduce plastic wastes and perform the real pro-environmental actions – one of the examples is to restrict excessive water consumption and natural resource exploitation in addition to reducing and managing the wastes. If the students are caught red-handed to disobey the rules and still produce the plastic wastes, they are going to be invited to change the wastes into merchandises or, in other words, to reuse the wastes. Therefore, school environment stays clean and provide a comfort study zone for students, teachers, and all school community members. As the consequences, the positive perception and the satisfaction arose among students about their comfort place. As Su, Huang, and Pearce (2018) reported that social responsibility can improve community positive perception which, in turn, contribute to environmental responsible behaviour.

The fifth, the most concrete example of waste management upon the abundant organic materials found in the school yard for fertilizer production constitutes a realization of 'waste bank' program. By managing the waste produced in the school environment, the school community has contributed in maintaining their environment. As the determinant factors of the environmental quality degradation are reduced, the environmental damage will be minimized as well (Hendryx et al., 2013). This program has been proof that the school has been strengthening students' environmental awareness, as Atav, Altunoğlu, and Sönmez (2015) reported that secondary students attitudes were actually closer eco-centric perspective than anthropocentric.

The sixth, the vacant school's land has been utilized for gardening (to plant fruit and vegetable). It is believed that media has an important role in affecting people's environmental behaviour (Huang, 2016). Thus, gardening activities have been chosen by school as the effective media in cultivating students' pro-environmental behaviour. The similar activities were also done in some countries in attempting to affiliate the youngsters to the environment (Soto-Cruz et al., 2015). Not only does gardening improving students' respect to their environment, but it also advances their knowledge about plant species as well as their roles in supporting human's life.

The seventh, a series of supervisory programs upon the school environmental quality have been made sustainable. Most of the programs have been practiced by the students under the advisory of mandated teachers.

The eighth, all the involved parties are to actively contribute to the commemoration of environmental day, earth day, water day, and so forth manifesting the sense of pro-environmental behaviour. Kim and Kim (2018) stated that the affiliation gives significant influence toward pro-environmental behaviour. This effort must be supported by the both government and non-governmental organization (Nor et al., 2010). Hence, as the number of communities engaged with the nature are up surged, the better the environmental understanding is built. This means, the pro-environmental behaviour cultivation is well managed.

Alluding to the framework of building pro-environmental behaviour for the students, the school, therefore, has stipulated a procedure named "ECOMAPPING". ECOMAPPING refers to school's initiative development based on environment by mapping (categorizing) the environment. Essentially, ECOMAPPING signifies a creative method for environmental management and manifests an active instructional model which engages all school's parties. Further, ECOMAPPING is conducted to remark a collaborative work, between Indonesia and Germany, through the Ministry of Environment and Forestry of Indonesia, Ministry of Education and Culture of Indonesia, and Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ). Moreover, ECOMAPPING program has been envisioned to provide efficient, visual, and effective tools for data collection, analysis, and management about environmental behaviour and condition, especially in the school (Babu & Meyer, 2012; Busert & Oepen, 2018; Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), 2015; Rizal, 2014; Ullrich, 2012).

The description of the determinant factors of building pro-environmental behavior among the city's academic of Adiwiyata green school

The sustainability of building pro-environmental behavior in SMAN 7 Malang could not be parted from the support of the involved parties so that it could be successful to achieve the status of *Adiwiyata* green school. The first determinant factor is named internal factor. It has been underpinned by the school's personnel, programs, and environment. Meanwhile, the second is called external factor, which covers the institutional support from education authorities, environment authorities, and environment-based social community. The 'personnel' factor is the key-determining factor as its existence is truly influencing the planned programs. The greater the personnel chosen, in term of source of belief, the higher the acceptance (Fishbein & Ajzen, 1975) of recipient of the messages delivered. This means that the probability of the acceptance of the pro-environmental behavioral concepts will be well accepted by school community. Many precious experiences gained from other institutions or schools have proved that *Adiwiyata* green school program is initiated by those (personnel) who are well-knowledgeable, having strong commitment, truly caring about and loving their environment, and strongly skillful to organize a pro-environmental movement in the school. In addition, the school itself is represented by any behaviors shown by its stakeholders, especially the principal who is considered an irreplaceable factor.

The strong and passionate desire the school shows for behavior building (internal motivation) has been reflected by the 'personnel' who have been mandated to bring into reality and reinforce the sense of pro-environmental behavior among the school community. The high motivation from the school to actualize pro-environmental behavior among the school community likely come from the contribution of the involved parties. Thus, positive interactions will occur in attempting to make the environment is better (Plombon, 2011). Moreover, the environmental condition in the school has signified a very crucial factor in reifying pro-

environmental behavior. The school condition and situation are supposed to provide the students with direct exposure. In *Adiwiyata* green school, the environment is characterized to be green, shady, clean, immaculate, and comfortable for all school community. The ambience, as described, is alleged as an ideal spot for building pro-environmental behavior. Either physical or non-physical environment would be significant for building pro-environmental behavior among all school community.

The external factor has brought a significant impact to build pro-environmental behavior. It refers to the external support from another party outside of the school. SMAN 7 Malang has been completely supported by the education authorities of Malang, especially to mandate the school for being the representative of Malang City in the contest of *Adiwiyata* green school in regional or even national level. For that reason, there is a strong synergy between the school and education authorities for mutualism collaboration. Another external support has also been given by the director of teacher and educational personnel training under the Ministry of Education and Culture of Indonesia. This institution, in fact, is responsible for implementing environmental education in the schools with independent *Adiwiyata* green school status. It is expected that there would be good practices shown by the schools to influence the other 10 target schools for further development. Through the Ministry of Environment and Forestry of Indonesia, SMAN 7 Malang has been endowed to be the national representative for working performance of *Adiwiyata* green school in the national and international levels, which effectively levels up the school's spirit for the actualization of pro-environmental behavior among all school community. In addition, the commitment of the Ministry of Environment and Forestry of Indonesia has been portrayed by facilitating an access to utilizing GIZ for ECOMAPPING implementation.

Education is an effective media to construct pro-environmental behaviors (Rogerson, Bellingham, & Shevtsova, 2009) among school community. Thus, the program of building pro-environmental behavior has been inserted into curricular and extra-curricular activities. From cognitive aspect, the program is aimed at enhancing and deepening environmental knowledge with respect to several environmental issues, threats upon human's life, and how to cope with them. Affectively, in addition, it is targeted to raise the sense of caring about the environment, including house, classroom, school, and other environmental settings. Meanwhile, as for the psychomotor aspect, it is intended to sharpen the skill of pro-environmental behavior, by performing the related practices for habituation. It is expected that pro-environmental behavior could be integrated into the core characteristics of the school community, specifically the students, so that it would be inseparable from the reinforcement of pro-environmental behavior labelled as *Adiwiyata* green school.

The success generated from the patterns of building pro-environmental behavior has been remarked by the embodiment of pro-environmental behavior among all school community in the school. All of them have devoted themselves to bring into reality the vision and missions underpinning pro-environmental behavior. This sort of behavior is preserved through weekly activity, named "religious" *sabatansa*, which is practiced every Tuesday, Thursday, Friday, and Saturday. Religious activity and study club of *Adiwiyata* green school become the main programs to perform for the sake of building pro-environmental behavior and enhancement. Additionally, the school also manages an environmental working group. On behalf of the actualization of *Adiwiyata* green school, as many as 21 working groups have been established, comprising a scientific paper by students, compost, *topeng* (masks), recycling, green house, bio-pore infiltration hole, Wastewater Treatment Plant (WWTP), and well (for infiltration), decorative plants, vegetable plants, fruit plants, nursery, wall magazine, *karawitan* (Javanese cultural art), canteen, school's health unit, eco-entrepreneurship, library, scouting, parking lots, guest receptionist, dancing, and mosque. Those working groups are guided by the teachers, as one of key personnel who possesses a good pro-environmental behavior (Gkargkavouzi, Halkos, & Matsiori, 2018), of SMAN 7 Malang.

Besides, each of the students is to be engaged in one of the working groups existing and actively contribute to the work plans of each. As it is believed that Asian people's environmental values are linked to the both traditional and altruistic values (Aoyagi-Usui, Vinken, & Kuribayashi, 2003), the school, moreover, also develops *sabatansa* with the sense of commendableness in behaving. The program, in detailed, is aimed at strengthening the students' characteristics to be more responsible, caring about and alert to the environment, polite, independent, respectful, and strong against all challenges in the future. By achieving these all characters, school has taken the most proper steps to cultivate pro-environmental behavior (Plombon, 2011) among school community. The commendable *sabatansa* is supposed to be successful through "religious" *sabatansa*. On the second and fourth Mondays within a month, there are practiced *sabatansa* 'loving the environment', *sabatansa* 'reading and writing', and enrichment activities. In those days, the students receive a guidance from the classroom teacher, counselling teacher, disciplinary team, school health unit, and IT team based on the fixed schedule. The practice of all programmed activities strongly indicates the success of building pro-environmental behavior.

The success of building pro-environmental behavior has also been remarked by the awarded status as *Adiwiyata* green school. The program of *Adiwiyata* green school constitutes a guided program in addition to

giving a recognition to any schools that meet the requirements to be awarded as *Adiwiyata* green school. The status of *Adiwiyata* green school, in fact, is dichotomized into four levels, namely local *Adiwiyata*, regional *Adiwiyata*, national *Adiwiyata*, and independent *Adiwiyata*. This is an evidence that education is one of the most effective field to target attitudes and behaviors (Rogerson et al., 2009). Proudly, SMAN 7 Malang has achieved the fourth level, independent *Adiwiyata* green school. In this status level, the school is responsible for guiding 10 other schools, either in the elementary or secondary level, to initiate *Adiwiyata* program and keep it long-lasting. Out of the ten, some of which have been successfully granted the status of *Adiwiyata* green school in the local level.

The patterns of building pro-environmental behavior have been well-rooted for it has been integrated into the enforcement of character education, embodied in the school's vision and missions, holistically supported by the active school community, provided concrete exemplifications, and conserved the sense of discipline in promoting pro-environmental behavior. Besides, the factor of appreciation from external parties influences the program of building pro-environmental behavior. It arouses the commitment and loyalty from all school community of the school, especially the leaders and the management of *Adiwiyata* program.

The other factors are financial supports, school environmental condition, and support from external parties with the same interest as SMAN 7 Malang. The factor of appreciation from the external parties also influences the performance (Nor et al., 2010) of SMAN 7 Malang as the independent *Adiwiyata* green school. In detailed, the Head of Malang City officials, the Director of Teachers and Educational Personnel, the Ministry of Education and Culture of Indonesia, the Ministry of Environment and Forestry of Indonesia, and national television media have honored the school, an important factor to boost the success of SMAN 7 Malang in administering the program of building pro-environmental behavior among all school community. This is the more valuable achievement enacted by the school as the media is one of effective tools to campaign the program and socialize the importance of pro-environmental behavior (Huang, 2016) to wider society. In addition, SMAN 7 Malang, as *Adiwiyata* green school, has totally devoted to actualizing four key aspects of the program, such as environment-based regulation, environment-based curriculum, participative activities, and management of facilities used to support pro-environmental setting. Such aspects contribute to conditioning the school environment in order to habituate the students and other school community towards pro-environmental behavior. The habituation of pro-environmental behavior among the students would shape their pro-environmental characteristic; and therefore, they would be accustomed to preserving, caring about, and protecting their environment. The executed *Adiwiyata* program must adhere to the principles of environmental conservation, waste control, and/or environmental damages.

CONCLUSION

The success of building pro-environmental behavior in *Adiwiyata* green school is dependent on active and sincere participation of all school community, initiative from the management, full support from the school leaders, integrated program with character education enforcement, external support, and the condition of the school environment, such as building settings and physical environment to raise and reinforce pro-environmental behavior. Accordingly, the school is of much facilitated to be successful in achieving the status of independent *Adiwiyata* green school. The daily activity, *Adiwiyata* study club, which is intended to uplift the knowledge of pro-environmental behavior with religious touching, constitutes an attempt to strengthen pro-environmental behavior among all school community.

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