

THE INFLUENCE OF SATURDAY CLEAN PROGRAM ON THE FORMATION OF ENVIRONMENTAL CARE CHARACTER OF ELEMENTARY SCHOOL STUDENTS

PENGARUH PROGRAM SABTU BERSIH TERHADAP PEMBENTUKAN KARAKTER PEDULI LINGKUNGAN SISWA SEKOLAH DASAR

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh Program Sabtu Bersih terhadap pembentukan karakter peduli lingkungan siswa. Latar belakang penelitian ini berangkat dari rendahnya kesadaran siswa terhadap kebersihan lingkungan sekolah, seperti membuang sampah sembarangan, tidak melaksanakan piket, dan kurang berpartisipasi dalam kegiatan kerja bakti. Program Sabtu Bersih merupakan kegiatan rutin mingguan yang melibatkan seluruh warga sekolah dalam menjaga kebersihan lingkungan dengan harapan dapat menumbuhkan sikap peduli lingkungan pada siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei korelasional. Populasi dalam penelitian ini berjumlah 190 siswa, dengan sampel sebanyak 66 siswa yang diambil menggunakan teknik *proportional random sampling*. Instrumen penelitian berupa angket yang telah diuji cobakan pada 30 responden non-sampel untuk memastikan validitas dan reliabilitasnya. Setelah dinyatakan valid, angket disebarikan kepada sampel utama. Hasil analisis data menunjukkan adanya pengaruh yang signifikan antara pelaksanaan Program Sabtu Bersih terhadap pembentukan karakter peduli lingkungan siswa. Hal ini dibuktikan dengan hasil uji regresi linear sederhana yang menghasilkan nilai signifikansi lebih kecil dari 0,05 dan nilai koefisien determinasi yang menunjukkan kontribusi program terhadap karakter siswa. Dapat disimpulkan bahwa Program Sabtu Bersih memiliki pengaruh positif dalam membentuk karakter peduli lingkungan siswa. Oleh karena itu, program ini perlu dilanjutkan dan dikembangkan agar lebih efektif dan berdampak luas.

Abstract

This study aims to determine the effect of the Clean Saturday Program on the formation of environmental awareness among students. The background of this study stems from the low awareness of students regarding school environmental cleanliness, such as littering, not performing cleaning duties, and lacking participation in community service activities. The Clean Saturday Program is a weekly routine activity involving the entire school community in maintaining environmental cleanliness, with the hope of fostering an environmentally conscious attitude among students. This study employs a quantitative approach using a correlational survey method. The study population consists of 190 students, with a sample of 66 students selected using *proportional random sampling*. The research instrument was a questionnaire that was tested on 30 non-sample respondent, to ensure its validity and reliability. After being declared valid, the questionnaire was distributed to the main sample. The results of the data analysis showed a significant influence between the implementation of the Clean Saturday Program and the formation of students' environmental awareness. This is evidenced by the results of the simple linear regression test, which yielded a significance value less than 0.05 and a coefficient of determination value indicating the program's contribution to students' character. It can be concluded that the Clean Saturday Program has a positive influence on the formation of students' environmental awareness character. Therefore, this program should be continued and developed to be more effective and have a broader impact)

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INTRODUCTION

Instilling environmental awareness in children from an early age, especially in elementary school, is crucial for developing their concern and awareness. Environmental conservation needs to be taught from an early age because this is when children form their character. Elementary schools, as formal educational institutions, play a crucial role in instilling environmental conservation values through various habituation programs. Environmental responsibility is an attitude and action that emphasizes preventing environmental damage and repairing existing damage. Instilling environmental responsibility in children from an early age, especially in elementary school, is crucial for building their awareness and concern for the environment. Environmental conservation needs to be taught from an early age because it is during this phase that children are forming their crucial character. Elementary schools, as formal educational institutions, play a vital role in instilling environmental conservation values through various habituation programs. Environmental conservation is an attitude and action that emphasizes preventing environmental damage and repairing existing damage (Santika et al., 2022:207). According to Gunawan (2022:21), character education needs to start from elementary school as a form of strengthening moral, social, and responsibility values of students in everyday life.

Environmental education is a person's behavior that aims to improve and manage the environment in an appropriate and sustainable manner to obtain long-term benefits (Akbar, 2023:133). According to Nurhaliza et al. (2023:64), environmental awareness is a value that must be applied at all levels of education. Every school member must be aware of and pay attention to the environment. Based on data from the Ministry of Environment and Forestry (KLHK) National Waste Management Information System (SIPSN) (Ministry of Environment, 2024), Indonesia produced approximately 32,658,076.05 tons of waste in 2024, with only 59.69% being successfully managed. This situation indicates a serious problem in waste management that needs to be addressed by increasing awareness among students. Approximately 19.78% of the total waste is plastic waste, and most of this plastic waste is not managed properly. This emphasizes the importance of more effective education regarding environmental conservation for the younger generation.

Furthermore, schools, as educational institutions, are responsible for shaping students' character. Building environmental values, fostering a sense of responsibility for environmental preservation, and raising awareness of the importance of clean living and a green environment in schools can contribute to the development of environmental stewardship. In this way, students will become accustomed to caring for and loving the environment as part of character building. This aligns with the findings of Setiawati et al. (2022:56), who demonstrated that environmental-based habituation programs significantly influence the development of environmentally conscious character in elementary school students.

Based on interviews conducted by researchers with respondents, namely teachers, it was revealed that although environmental character education has been implemented, many students at the school still lack environmental awareness and concern. This is reflected in their behavior of frequently littering, not maintaining classroom cleanliness, and low participation in community service activities. Teachers also revealed that students' lack of knowledge and understanding of the impact of their behavior on the environment is one of the main factors in this problem. Therefore, a more structured approach is needed to instill environmental values among students. The Clean Saturday program is a routine activity carried out every week at school with the aim of maintaining environmental cleanliness and involving the entire school community. This program has been running for three years with the hope of instilling and improving environmental character in students.

However, this program has not produced optimal results, as seen from the many students who still do not carry out duty, littering, and are reluctant to participate in community service activities. The "Clean Saturday" program is expected to be a solution to increase environmental awareness and character among students. This study aims to investigate the extent of the impact of the "Clean Saturday" program on the formation of students' environmental character.

This research is supported by several previous studies. Akbar (2023) examined environmental awareness education through the Clean Friday and Healthy Saturday programs at SD Negeri 1 Semanding. This study demonstrated that the program successfully instilled environmental stewardship in students, despite challenges such as lack of student enthusiasm and limited school space. These results indicate that routine school cleaning activities have the potential to foster environmental awareness in students, but additional strategies are needed to increase their effectiveness.

Furthermore, research conducted by Musdalifa (2024) explored students' environmental concerns through the implementation of the Adiwiyata program at the UPT SD Inpres Bisara. The study findings indicated that students' attitudes toward environmental preservation were generally positive, with 72.414% of students demonstrating a high level of concern for cleanliness and sustainability of the school environment. This confirms that environmentally-based programs such as Clean Saturday can contribute to developing students' environmental awareness if implemented effectively.

Meanwhile, a thesis written by Nafakha (2021) highlighted the implementation of environmental education in thematic learning in fourth grade at Gedog Wetan State Elementary School I. This research demonstrated that environmental education implemented in learning activities such as community service and clean-up activities was effective in raising students' awareness of preserving the school environment. This provides evidence that integrating environmental values into the curriculum and school activities can support the development of students' environmentally conscious character.

Based on the results of these studies, it can be concluded that the Clean Saturday program has great potential to instill environmental values in students. However, to increase the program's effectiveness, a more structured approach is needed, such as integration into the curriculum, increasing student participation through more engaging methods, and support from the entire school community. According to Daud et al. (2022:47), collaborative activities such as the school cleanliness program can foster a sense of ownership and shared responsibility for the environment.

Based on the phenomena described above, the researchers were interested in conducting research on how the Clean Saturday program impacts or influences the development of environmentally conscious character in elementary school students. They also wanted to statistically assess whether the program significantly influences the development of environmentally conscious character in elementary school students.

METHOD

This study uses a quantitative approach with a correlational survey method. According to Sugiyono (2022:8) this method is able to describe the relationship or influence between two variables, namely the Clean Saturday Program as an independent variable and students' environmental care character as a dependent variable. The study was conducted at SD Negeri 019 Langsat Hulu, located at Jl. Jenderal Sudirman No. 20, Sentajo Raya District, Kuantan Singingi Regency, Riau. The research implementation time was from February to April 2025. The population in this study were all students of SD Negeri 019 Langsat Hulu, totaling 190 students, consisting of

96 boys and 94 girls. The sampling technique was carried out using nonprobability sampling with a quota sampling method, namely sampling based on a certain quota. By using the Taro Yamane formula, a sample of 66 students was obtained, each of which was taken proportionally as many as 11 students from each class.

The research procedure is divided into four main stages, namely: (1) the preparation stage, including sample determination, preparation of questionnaire instruments, and validity and reliability tests; (2) the data collection stage, carried out through distributing questionnaires, observing Clean Saturday activities, and interviews with teachers; (3) the data analysis stage, including recapitulation of questionnaire results and data processing using correlation and regression statistical techniques; and (4) the presentation and conclusion stage, where the research results are presented descriptively and interpreted to draw conclusions and recommendations.

Table 1. Indicators of the Clean Saturday Program Questionnaire and the Environmental Care Character Questionnaire

Clean Saturday Program Indicator	Environmental Care Character Indicator
1. Student participation in activities.	1. Keeping the environment clean
2. Student perceptions of program implementation.	2. Managing the environment
3. Student understanding of the program's goals and benefits.	3. Preserving the environment
4. Student attitudes toward the environment.	
5. Social attitudes and cooperation.	
6. The role of teachers in the program.	
7. Supporting facilities and infrastructure for activities.	

(Source: Pratama & Ulfah Aulia, (2024:133)) modified

The data collection techniques used consisted of a closed-ended questionnaire using the Gutman scale and non-participatory observation. The questionnaire instrument consisted of 30 statements for each variable developed from relevant indicators. Observations were conducted to directly observe the program implementation and changes in student behavior during the Clean Saturday activity. The data analysis technique in this study for hypothesis testing was carried out through simple linear regression analysis to determine the effect of the Clean Saturday Program on students' environmental character. The following is the formula for the simple linear regression test according to Herlina et al. (2023:219):

$$Y = \alpha + \beta X$$

Description:

Y = dependent variable to be predicted

X = independent variable with a specific value to predict the value of Y

α = intercept with the Y-axis if X=0

b = regression coefficient indicating the number or direction of increase or decrease in the dependent variable based on changes in the independent variable.

In addition, the coefficient of determination (R^2) is used to determine the extent of the independent variable's contribution to the dependent variable. The calculation was performed using the SPSS version 25 software application. However, according to Herlina et al. (2023:224), the coefficient of determination can be calculated using the following formula:

$$R^2 = \frac{JK_{regresi}}{JK_{total}}$$

Description:

R^2 = Coefficient of Determination

$JK_{regresi}$ = Regression Sum of Squares

JK_{total} = Total Sum of Squares

Before the questionnaire was submitted to the sample to be filled in accordance with the existing facts, a validity test was carried out. Validity testing was carried out after the research instrument was created and compiled. This stage is an important step in research to ensure that the instrument used can measure the intended variables accurately. Validity testing by experts was carried out by Mrs. Putri Octa Hadiyanti., M.Pd on April 14, 2025 and Mrs. Rostina, S. Pd on April 16, 2025. The expert test carried out was in the form of a questionnaire that had been created by the researcher with a total of 30 questions. Of the 30 questions, there were slight improvements in the sentence so that it could be understood by elementary school students. Based on the validation results, a value of 34 and a value of 40 were obtained or a percentage of 77.27% (valid) and 90.91% (valid) obtaining an average of 84.09% with the average result the questionnaire was declared valid. After validation by experts. Then, the researcher conducted a trial on students. Based on the results of data processing using SPSS version 25, of the 30 statement items in the Clean Saturday program questionnaire (variable X), there are 29 items that are declared valid because they have a calculated r value > r table (r table 0.361). Valid items include: 1-30 except statement item number 27. Meanwhile, the results of the validity test of the Environmental Care Character questionnaire (variable Y) show that of the 30 statement items, 28 items are declared valid. These valid items have a Pearson correlation value greater than r table (0.361) and a significance value of less than 0.05.

RESULTS AND DISCUSSION

In this study, normality testing was conducted using the One-Sample Kolmogorov-Smirnov Test, a data distribution testing technique that compares the distribution of sample data with the theoretical normal distribution. The data tested were unstandardized residuals from a regression model consisting of 66 samples.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		66
Normal	Mean	.0000000
Parameters ^{a,b}	Std. Deviation	2.40415345
Most Extreme	Absolute	.077
Differences	Positive	.077
	Negative	-.063
Test Statistic		.077
Asymp. Sig. (2-tailed)		.200 ^{c,d}

(Source: SPSS Data Processing Version 25)

The results of the Kolmogorov-Smirnov test show that the Asymp. Sig. (2-tailed) value is 0.200. Based on the decision-making criteria, if the significance value is greater than 0.05, then the data is considered normally distributed. Conversely, if the significance value is less than 0.05, then the data is considered not normally distributed.

With an Asymp. Sig. value of 0.200 (> 0.05), it can be concluded that the residual data in this study is normally distributed. This indicates that the assumption of normality is met, and the use of parametric statistical analysis such as linear regression can be carried out appropriately.

Meeting the normality assumption is crucial because if the residual data is not normally distributed, the parameter estimation and hypothesis testing results may be invalid. By meeting this assumption, the analysis process can proceed to the next stage, and the results obtained can provide a more accurate picture of the influence between the variables being studied.

Furthermore, these results support the quality of the regression model developed in this study, as the normality of the residuals indicates that there are no patterns that systematically deviate from the model used. Therefore, it can be concluded that the data is suitable for further analysis using a parametric statistical approach, and the research results can be used as a basis for drawing valid conclusions.

Table 3. Linearity Test Results

Anova Table			df	Mean Square	F	Sig.
Karakter	Between	(Combined)	11	17.999	2.812	.006
Peduli	Groups	Linearity	1	167.894	26.233	.000
Lingkungan *		Deviation from Linearity	10	3.009	.470	.902
Program	Within Groups		54	6.400		
Sabtu Bersih	Total		65			

(Source: SPSS Data Processing Version 25)

The linearity test in this study used the ANOVA (Analysis of Variance) approach available in the SPSS output for linearity testing. The test results are presented in the ANOVA table, with the primary focus being the significance value in the Deviation from Linearity row. This value indicates whether there is a significant deviation from the linear relationship between the independent and dependent variables.

Based on the test results, the significance value for Deviation from Linearity was 0.902. The decision-making criteria in this linearity test are as follows:

- If the significance value (Sig.) > 0.05 , then the relationship between the independent variable and the dependent variable is considered significantly linear.
- If the significance value (Sig.) < 0.05 , then the relationship between the variables is not linear.

Since the significance value of 0.902 is greater than 0.05, it can be concluded that there is no significant deviation from linearity. This means that the relationship between the Clean Saturday Program and Environmental Care Character is significantly linear.

Fulfillment of the linearity assumption indicates that the linear regression model used in this study is appropriate. With a linear relationship between the two variables, the linear regression model used to measure the effect of the Clean Saturday Program on the development of environmentally conscious character in students can be used validly. These results also strengthen the validity of the analysis to be conducted in the next stage, as it meets one of the main requirements for regression.

Table 4. Results of Simple Linear Regression Analysis

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	9.457	2.322		4.072	.000
	Program Sabtu Bersih	.526	.098	.556	5.348	.000

a. Dependent Variable: Karakter Peduli Lingkungan

(Source: SPSS Data Processing Version 25)

Regression analysis is a statistical technique used to measure the influence between one dependent variable and one or more independent variables. In this study, regression analysis was used to determine whether the Clean Saturday Program had an effect on the development of students' environmental awareness.

The table above shows a significance value of 0.000, which is lower than the 0.05 level. Therefore, the decision is to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). This means that the Clean Saturday Program has a significant influence on the development of students' environmental awareness.

The regression coefficient value of 0.526 indicates that every one-unit increase in the implementation of the Clean Saturday Program will be followed by a 0.526-unit increase in students' environmental awareness. Meanwhile, the beta coefficient value of 0.556 indicates that the strength of this influence is in the moderate to strong category.

A comparison of the t-values also strengthens this conclusion. It is known that the calculated t-value of 5.348 is greater than the t-table of 1.998 ($df = 64$, $\alpha = 0.05$). In addition, the p-value of 0.000 < 0.05 . Therefore, it can be statistically concluded that the Clean Saturday Program makes a real and significant contribution to the formation of students' environmental character.

This program has proven to be more than just a cleaning routine, but also an effective educational tool for instilling the values of responsibility, care, cooperation, and love for the school environment. Its structured and sustainable implementation encourages the development of positive habits that align with the character education principles of the Independent Curriculum.

Therefore, it is recommended that the Clean Saturday Program be maintained and its quality improved through consistent monitoring, regular evaluation, and the active involvement of the entire school community. This is crucial to ensure the program is truly capable of sustainably developing environmentally conscious student character.

Table 5. Results of the Determination Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801 ^a	.641	.636	1.211

a. Predictors: (Constant), Program Sabtu Bersih

(Source: SPSS Data Processing Version 25)

The coefficient of determination (R^2) was used to determine the extent of influence of the independent variable, the Clean Saturday Program, on the dependent variable, students' environmental awareness. After data processing, the R^2 value was interpreted to quantitatively explain the program's influence.

Based on the regression analysis output displayed in the Model Summary Table, the coefficient of determination (R Square or R^2) value obtained based on the SPSS output is 0.641. This value

means that 64.1% of the variation or change in students' environmental care character can be explained by their involvement in the Clean Saturday Program. In other words, this program has a significant influence on the formation of this character.

Meanwhile, the remaining 35.9% is contributed by other variables not examined in this study. These factors could include character education gained from the family environment, habits at other schools, media influences, local culture, and students' social interactions outside of Clean Saturday activities. Nevertheless, with this relatively high R^2 value, it can be concluded that the Clean Saturday Program plays a dominant role in influencing students' environmental character at school.

These results align with the findings of the simple linear regression analysis, which yielded a t -value of 5.348, significantly higher than the t -table of 1.998, and a significance value of 0.000, significantly lower than the 0.05 level. This indicates that the influence is not only quantitatively significant but also statistically significant. This means that student involvement in the Clean Saturday Program is not merely symbolic or routine, but truly has a significant impact on the formation of environmentally conscious attitudes and behaviors.

Furthermore, the R value of 0.801 also reflects a very strong relationship between the Clean Saturday Program and Environmental Awareness. This value indicates that the correlation between the two is in the strong category, approaching very strong, on the statistical correlation scale. In other words, the higher the student's involvement in Clean Saturday activities, the higher their level of environmental awareness.

These findings further reinforce the evidence that a hands-on, experiential learning approach, such as that implemented in the Clean Saturday Program, is highly effective in instilling character values in students. Therefore, the Clean Saturday Program should not only be maintained but also further developed with the support of all school stakeholders. It is hoped that through this simple yet meaningful routine activity, schools will be able to shape a generation that is more caring, responsible, and aware of the importance of environmental protection.

Discussion

This study aims to understand the extent to which the Clean Saturday Program can influence the development of students' environmental character. Through descriptive and inferential data analysis, an in-depth picture was obtained of the relationship between program implementation and changes in student behavior regarding concern for the school environment.

Based on the descriptive analysis, it was found that students responded very positively to the Clean Saturday Program. The average score of 27.53 out of a maximum score of 30 reflects a high level of student involvement and acceptance of the activity. This indicates that students are not only physically involved in the cleaning activities but also understand the meaning and importance of these activities as part of developing good habits. The relatively low standard deviation indicates a uniformity in students' perceptions and experiences in participating in this program.

Meanwhile, students' environmental awareness also demonstrated quite good results, with an average score of 24.83 out of a maximum of 30. However, the larger standard deviation for this variable indicates diversity among students in terms of environmental awareness. Some students may demonstrate a high level of awareness, while others still require further guidance. This indicates that although the program has been running well, there is still room for improvement, particularly in terms of personalizing the character-building approach.

The fulfillment of basic assumptions in the statistical analysis also strengthens the reliability of this study's results. The normality test showed that the residual data were normally distributed with a significance value of 0.200. This indicates that the regression model used was appropriate and the

results were reliable. Similarly, the linearity test proved that the relationship between the independent and dependent variables was linear, as indicated by the deviation from linearity significance value of 0.902. This confirms that the model used was appropriate and can be used to measure influence validly.

The results of a simple linear regression analysis indicate a significant effect of the Clean Saturday Program on students' environmental stewardship. The regression coefficient of 0.526 indicates that each one-unit increase in program implementation positively impacts students' environmental stewardship. A significance level of 0.000 indicates that this relationship is not a coincidence but has a strong statistical basis. The beta coefficient of 0.556 indicates a moderate to strong effect, indicating that program implementation has a significant impact on shaping students' attitudes and behaviors.

These findings demonstrate that the Clean Saturday Program is not merely a routine physical activity but also serves as an effective character education tool. Through collective school cleaning activities, students learn responsibility, caring, togetherness, and the importance of maintaining a clean and beautiful environment. With consistent practice, these character values are ingrained and form sustainable behavioral patterns in students' daily lives.

The strengthening of the regression results is also reflected in the t-test results, which showed a calculated t-value of 5.348, far exceeding the t-table value of 1.998. This proves that the effect of the Clean Saturday Program on students' environmental character is statistically significant. Thus, Clean Saturday activities have been shown to make a significant contribution to building environmentally conscious students' personalities. Real-life activities that directly involve students create a contextual learning space, where students not only receive theoretical information but also experience and practice character values directly.

The coefficient of determination (R^2) of 0.641 indicates that approximately 64.1% of the variation in students' environmental character can be explained by their involvement in the Clean Saturday Program. This indicates a very strong influence. The remaining 35.9% is influenced by other factors outside the scope of the study, such as character development from family, social media, peer influence, and other learning activities at school. Nevertheless, 64.1% represents a significant contribution and indicates that this program plays a dominant role in shaping students' character.

The correlation value of 0.801 reflects a very strong relationship between program variables and student character. This means that the better and more structured the Clean Saturday Program is, the higher the students' level of environmental awareness. This finding strongly argues that experiential learning is highly effective in instilling character values, especially when implemented consistently, comprehensively, and involving all school elements.

These findings can be explained through the theory of character education according to Insani et al. (2021:15), which emphasizes that character is not merely the result of knowledge but needs to be manifested in meaningful habits and concrete actions. Then, Ritonga et al. (2022:196) state that school programs are a form of educational innovation that can address the challenges of the times and shape students' character. The Clean Saturday program is included in the character- and environment-based school program, which, if well-designed and implemented, will shape positive student habits. In this context, the Clean Saturday activity has deeply touched on the aspect of internalizing values so that some students have truly awakened awareness of the importance of protecting the environment. This supports research findings that habituation through routine programs such as Clean Saturday has proven effective in shaping students' environmental character. According to Arumsari et al. (2022:19), collaboration between schools and communities in

environmental management is one strategic approach to shaping student character.

According to Fadila et al. (2021:7178), character education is the process of instilling and developing character values in students, encompassing various approaches, including habituation and role modeling. Clean Saturday activities are a concrete form of this habituation process, so research findings showing an increase in environmentally conscious character align with this theory. Siskayanti and Chastanti (2022:1511) further emphasize that environmental concern is a value that must be applied at all levels of education and can be formed through concrete activities carried out in the school environment. The Clean Saturday program is a highly effective means of developing this character because students are directly involved in concrete actions that demonstrate environmental concern. According to Fahira and Ramadan (2021:653), student character is not formed solely through theory, but through direct involvement in activities oriented towards social and environmental values.

Overall, the results of this study demonstrate that the Clean Saturday Program is not only worth maintaining but also needs to be developed and refined. Active student involvement, teacher supervision, principal support, and parental involvement are key to the program's long-term success. By making it part of the school culture, the Clean Saturday Program can serve as a foundation for creating a more responsible, caring, and environmentally conscious generation.

CONCLUSION AND RECOMMENDATIONS

Based on the research findings, it can be concluded that the Clean Saturday Program is not only worth maintaining but also needs to be developed and refined. Active student involvement, teacher supervision, principal support, and parental involvement are key to the program's long-term success. By making it part of the school culture, the Clean Saturday Program can serve as a foundation for creating a more responsible, caring, and environmentally conscious generation.

The recommendation is that for the Clean Saturday Program to be more effective, schools are advised to make it part of the school culture, implemented regularly and sustainably. Activities can be varied, for example, through cleaning competitions, recycling programs, and awards to increase student motivation. Parents are also expected to reinforce positive habits in their children at home so that they align with the habits they develop at school.

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