Influence of Moral Education, Organizational Involvement, and Social Participation on Environmental Awareness Attitudes

Wahyu Azwar[1]*, Syaharuddin [2], Isnaini[3], Hafsah[4]
[1,3,4] Department of Civic Education, Universitas Muhammadiyah Mataram, Indonesia
[2]Department of Mathematics Education, Universitas Muhammadiyah Mataram, Indonesia
*wahyuazwar339@gmail.com

Abstract

The lack of awareness and environmental care among university students is a critical issue that requires attention. This study aims to investigate the influence of moral education, organizational involvement, and social participation on environmental concern among students in the Faculty of Education and Teacher Training. The research employed a quantitative method with a survey approach, involving 67 participants. The research instrument utilized a Likert scale with 31 questions. The results of the multiple regression analysis revealed that moral education, organizational involvement, and social participation significantly affect students' environmental concern. The regression value of 70.4% indicates a high level of model explanation. Anova F yielded a value of 49.873, demonstrating the overall significance of the model, while the sig value < 0.05 is 0.001 confirms the significance of each independent variable. This study makes a substantial contribution to understanding the factors influencing environmental concern among Faculty of Education and Teacher Training student. This research confirms that moral education integrated with organizational activities and social participation can be an effective strategy to increase students' environmental awareness. So, it is expected that there will be environmental character-based curriculum development, as well as active involvement of students in sustainability-based social activities.

Keywords: Environmental Concern, Moral Education, Organizational Involvement, Social Participation

Received: November 10, 2024. Revised: December 09, 2024 Accepted: December 18, 2024

Article Identity:
Azwar, W., Syaharuddin, Isnaini, Hafsah. (2025). Influence of Moral Education, Organizational Involvement, and Social Participation on Environmental Awareness Attitudes. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 16(2), 218-231.

INTRODUCTION

Moral education plays a significant role in shaping individuals' attitudes towards environmental care. This type of education not only involves the transfer of moral knowledge but also encompasses the development of ethical values that include responsibility towards nature. Understanding the connection between individual behavior and its impact on the environment, moral education can serve as an effective tool in teaching the importance of environmental conservation (Adha et al., 2019). The influence of moral education on the development of environmental

care attitudes at the individual level can provide valuable insights for developing more focused and effective educational programs aimed at enhancing awareness and commitment to environmental conservation.

Active involvement in organizations is not merely an individual role but an integral part of our collective efforts to maintain and support environmental balance. In response to global sustainability challenges, active participation in various environmental organizations forms the foundation for our attitudes towards environmental care. By actively engaging in organizational memberships, we expand our knowledge horizons, weave networks of solidarity, and foster awareness of the urgency of participating in environmental conservation efforts (Sugiarto & Farid, 2023). Exploring the relationship between organizational involvement and environmental care attitudes can provide a basis for our collective role in achieving positive changes for the sustainability of our planet (Umam, 2020).

Social participation adds an essential dimension to the context of forming environmental care attitudes at the individual level (Irwanto et al., 2023). Engaging in social activities focused on sustainability and nature conservation not only indicates active roles in society but also reflects a commitment to caring for the Earth. Social participation forms the foundation for developing environmental awareness and tangible actions to support sustainability. This study aims to explore and understand how social participation can influence the formation of individuals' attitudes towards environmental conservation (Lasaiba, 2022). Social participation has a significant impact on environmental attitudes. Through participatory interventions, pro-social behaviors and responsible environmental behaviors can be triggered (Yang et al., 2022). Community attitudes towards sustainable tourism development are believed to positively influence participation and responsible environmental behavior. Online environmental communities also facilitate public engagement and shape individual environmental attitudes.

Moral education has been proven to have a positive influence on individuals' attitudes towards environmental care (Begum et al., 2022), (Begum et al., 2021). Numerous studies indicate that moral education can lead to the development of environmental awareness and positive attitude, with tangible impacts on pro-environmental actions and behaviors (Murniawaty, 2019). Moral education is recognized as a crucial factor in shaping environmental stewardship and promoting sustainable behaviors (Omran, 2014).The relationship between moral environmental education and pro-environmental behavior can be mediated by psychological empowerment. Furthermore, there are observations regarding the moderating effects of Islamic religiosity on the relationship between moral environmental education and pro-environmental behavior (Feinberg & Willer, 2013). Environmental knowledge also significantly influences awareness of environmental issues, and ethical values play a central role in shaping students' attitudes and ethics towards the environment. Therefore, the important role of moral

education is manifested in efforts to foster environmental care attitudes and encourage pro-environmental behaviors.

The influence of organizational involvement on environmental care attitudes has been a focus of recent research. Findings by Joshi Pradeep indicate that awareness of environmental issues plays a central role in shaping intentions to engage in pro-environmental behavior (Pradeep, 2012). Fateme Fereidooni and Jamaleddin Soheili add social and cultural dimensions, finding that public space involvement can enhance social interactions and enrich overall social culture (Fereidooni & Soheili, 2018). Research by Nastaran Valipoor and Kaveh Shokoohi Dehkordi found that urban green spaces significantly impact the quality of life and beautify urban spaces (Valipoor & Dehkordi, 2016). David Szanto proposes a transdisciplinary approach in food studies, viewing food as a living, complex, and intersubjective entity with profound ethical and political implications. James D. Gill, Lawrence A. Crosby, and James R. Taylor investigate the indirect relationship between ecological awareness and voting behavior, finding that ecological awareness among individuals is mediated by attitudinal, normative, and behavioral intention variables (Gill et al., 1986). These findings contribute significantly to the understanding of the complexity of social involvement and its impact on pro-environmental attitudes and behaviors.

The formation of attitudes and values, including environmental care, is influenced by various factors such as family, school, and community (Abdurrahman, 2018). The family plays a crucial role in shaping children's development, including their personal and moral values. Physical education, sports, and health studies can also contribute to the development of social skills, moral actions, and environmental awareness (Hidayat Taufiq & Kurniawan Deddy, 2015). However, the breakdown of family institutions can lead to a decline in moral values and the emergence of social problems, highlighting the importance of parental education (Mustafa Hj. Daud, 2004). The interconnection of these factors demonstrates the need for comprehensive strategies that address various influences in forming positive attitudes and values, particularly regarding environmental care.

Based on the results of previous studies, no one has integrated or explained specifically how the three variables of Moral Education, Organizational Activity, and Social Participation work together in shaping environmental awareness. Most studies focus more on one of the variables separately, without exploring the complex interactions between variables that can influence pro-environmental behavior. In addition, previous studies tend to focus on theoretical or general aspects without providing specific empirical data related to the influence of moral education, organizational activism, and social participation in an integrated manner on environmental awareness. This study aims to investigate the impact of three main variables: Moral Education, Organizational Involvement, and Social Participation, on the formation of environmental care attitudes. The primary focus of this research is to understand the extent to which Moral Education can positively

influence individuals' attitudes towards the environment, how Organizational Involvement can play a role in shaping environmental care attitudes, and how Social Participation can impact environmental awareness and pro-environmental behaviors. By exploring the complex interactions between these three variables, this study aims to provide in-depth insights into how these factors synergize and influence each other in shaping environmental care attitudes. Through this approach, the research hopes to contribute to the development of more effective educational strategies and interventions to promote pro-environmental attitudes and behaviors in society.

RESEARCH METHOD

This research adopts a quantitative research type with a survey approach. The method chosen by the researcher is considered more efficient and can make it easier to investigate the level of influence of Moral Education, Organisational Activity, and Social Participation on environmental care attitudes, especially in FKIP students. The research instrument used by researchers is a questionnaire with a total of 31 questions. The details of a total of 31 questions from each variable, Variable X1 (Moral Education) has 8 questions, Variable X2 (Activity in Organising) has 7 questions, Variable X3 (Social Participation) has 6 questions and Variable Y1 (Environmental Care Attitude) has 7 questions which will be answered by all respondents using a Likert scale with the option of strongly disagree (score 1), disagree (score 2), neutral (score 3), agree (score 4), and strongly agree (score 5).The research stages are as in Figure 1.

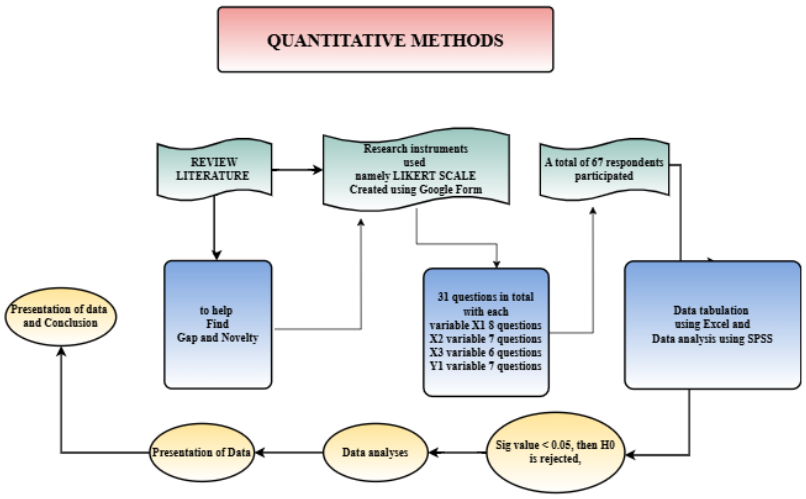

Figure 1: Research Stages

The research was conducted through several stages. The initial step involved data collection via a literature review to ensure the relevance of prior studies to the research topic under investigation, using various journal articles. Subsequently, consultations with experts were conducted to validate the research instrument, leading to the decision to employ a Likert-scale questionnaire for collecting data related to the influence of moral education, organizational activeness, and social

participation on environmental awareness attitudes within the Faculty of Teacher Training and Education (FKIP).

The questionnaire was created using Google Forms to facilitate data collection and distributed through WhatsApp and student chat groups to ensure wide dissemination of the survey link among even semester students. A total of 67 respondents participated in the study, comprising 40 males and 27 females from different academic levels, including semesters 2, 4, and 6. Upon completion of data collection, the data were tabulated using Microsoft Excel. The data analysis employed descriptive statistics and multiple regression analysis using IBM SPSS 2023 as the primary analytical tool. IBM SPSS 2023 (Statistical Product and Service Solutions) is a computer-based application for statistical data analysis. The criterion for drawing conclusions was based on the significance level: if Sig < 0.05, the null hypothesis (H0) was rejected, indicating a significant influence of moral education, organizational activeness, and social participation on environmental awareness attitudes. Through this methodology, the study aims to provide a comprehensive understanding of the relationships among the variables examined and contribute significantly to the understanding of factors shaping environmental awareness attitudes among FKIP students.

RESULTS AND DISCUSSION

This research involves several stages to understand the influence of Moral Education, Organizational Involvement, and Social Participation on Environmental Awareness Attitudes. The first stage involves the development of a questionnaire based on the research variable indicators. The prepared questionnaire was then distributed to respondents via social media as the data collection method. After data collection was completed, the data were tabulated and analyzed. Descriptive statistical methods were applied to provide a general overview of the data distribution. Subsequently, multiple regression analysis was employed to examine the relationships between Moral Education, Organizational Involvement, and Social Participation and Environmental Awareness Attitudes. JASP software was chosen as the primary analysis tool to support the data analysis process.

The criterion for drawing conclusions in this study is if the Sig value is less than 0.05, then H0 is rejected. Rejecting H0 indicates a significant influence of Moral Education, Organizational Involvement, and Social Participation on Environmental Awareness Attitudes. This analysis aims to provide a deeper understanding of the contribution of each variable to environmental awareness attitudes among FKIP students, as detailed in Table 1. These findings are expected to make a valuable contribution to the literature and provide a foundation for the development of future educational policies and programs. Data descriptive statistic Table 2.

Table 1. Descriptive Statistics

	X1	X2	X3	Y
Valid	67	67	67	67
Mode	100.000	80.000	80.000	80.000
Median	85.000	80.000	80.000	80.000
Mean	86.978	77.910	78.259	81.672

	X1	X2	X3	Y
Std. Error of Mean	1.371	1.695	1.744	1.474
Std. Deviation	11.219	13.878	14.277	12.068
Variance	125.859	192.605	203.829	145.648
Range	40.000	48.570	53.330	52.000
Minimum	60.000	51.430	46.670	48.000
Maximum	100.000	100.000	100.000	100.000

Table 1 presents the descriptive statistical analysis results for the variables Moral Education (X1), Organizational Involvement (X2), Social Participation (X3), and Environmental Awareness Attitude (Y) within the context of this study. The mean values of each variable indicate that Environmental Awareness Attitude has the highest mean (81.672), followed by Moral Education (86.978) and Social Participation (78.259). Conversely, Organizational Involvement has the lowest mean (77.910). The standard deviation and variance provide information on data dispersion, with the highest standard deviation and variance observed in the Organizational Involvement variable. This suggests significant variability in respondents' responses regarding organizational involvement aspects. Additionally, the minimum and maximum values delineate the data distribution range, offering insight into the observed value span for each variable.

This descriptive analysis provides a foundational understanding of the dataset's characteristics. Based on these results, the research can proceed to further analysis stages, such as regression tests, to evaluate the extent to which Moral Education, Organizational Involvement, and Social Participation influence Environmental Awareness Attitudes. Furthermore, a deeper interpretation of the standard deviation and variance values can offer insights into the level of variability and heterogeneity in respondents' responses to the studied variables. These findings can serve as a critical basis for developing more effective intervention strategies and policies aimed at enhancing environmental awareness attitudes in the community. Multiple regression data model summary in Table 3.

Table 2. Model Summary - Y

Model	R	R^2	Adjusted R^2	RMSE
H_0	0.000	0.000	0.000	12.068
H_1	0.839	0.704	0.690	6.724

Table 2 shows the model summary from the multiple regression analysis evaluating the influence of Moral Education, Organizational Involvement, and Social Participation on Environmental Awareness Attitudes. The null model (H_0), which represents the model without predictor variables, indicates no significant influence, as evidenced by both the R^2 and Adjusted R^2 values being zero. Additionally, the Root Mean Square Error (RMSE) for this model is 12.068, indicating a low level of model accuracy. This suggests that the null model does not adequately explain the variation in Environmental Awareness Attitudes.

The alternative model (H_1), which includes the predictor variables Moral Education, Organizational Involvement, and Social Participation, shows improved

results. This model has an R^2 value of 0.704 and an Adjusted R^2 value of 0.690, indicating that approximately 70.4% of the variation in Environmental Awareness Attitudes can be explained by the combination of these three predictor variables. Furthermore, the lower RMSE (6.724) in this model suggests a higher level of accuracy in modeling the relationship between the predictor variables and the response. Therefore, it can be concluded that the alternative model (H_1) significantly contributes to explaining and predicting Environmental Awareness Attitudes based on Moral Education, Organizational Involvement, and Social Participation. These findings provide a crucial foundation for further understanding the factors influencing environmental awareness attitudes in the context of this research. Multiple regression data ANOVA in Table 4.

Table 3. ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	6764.482	3	2254.827	49.873	< .001
	Residual	2848.294	63	45.211		
	Total	9612.776	66			

Note. The intercept model is omitted, as no meaningful information can be shown.

Table 3 presents the ANOVA results from the multiple regression analysis investigating the impact of Moral Education, Organizational Involvement, and Social Participation on Environmental Awareness Attitudes. The results indicate that the overall regression model significantly contributes to the variation in Environmental Awareness Attitudes ($F(3,63) = 49.873$, $p < .001$). The very low p-value ($p < .001$) suggests that at least one predictor variable in the regression model has a significant impact on Environmental Awareness Attitudes. The "Regression" Sum of Squares (6764.482) reflects the amount of variation in Environmental Awareness Attitudes that can be explained by Moral Education, Organizational Involvement, and Social Participation.

In the "Residual" section, the Sum of Squares (2848.294) indicates the variation in Environmental Awareness Attitudes that cannot be explained by the predictor variables in the model. Therefore, the ANOVA results provide a basis for concluding that there is a significant relationship between the combination of Moral Education, Organizational Involvement, and Social Participation and Environmental Awareness Attitudes. These findings offer important insights into the factors influencing environmental awareness attitudes in the context of this study. Moreover, the implications of these findings can serve as a foundation for developing more effective intervention strategies and policies to promote environmental awareness attitudes in the community. Multiple regression data coefficients in Table 3.

Table 3. Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H_0	(Intercept)	81.672	1.474		55.393	< .001
H_1	(Intercept)	14.306	6.553		2.183	0.033
	X1	0.223	0.097	0.208	2.310	0.024

Table 3. Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
	X2	0.480	0.117	0.552	4.108	< .001
	X3	0.134	0.118	0.159	1.136	0.260

Table 3 presents the coefficients analysis results from the multiple regression test investigating the influence of Moral Education (X1), Organizational Involvement (X2), and Social Participation (X3) on Environmental Awareness Attitudes. The null model (H_0) indicates that the intercept is 81.672, which is significantly different from zero ($t = 55.393$, $p < .001$), suggesting that the intercept has a significant impact on Environmental Awareness Attitudes. The alternative model (H_1), which includes the predictor variables, shows an intercept of 14.306, with a t significance of 2.183 ($p = 0.033$). Further, the regression coefficients for Moral Education (X1) is 0.223 ($p = 0.024$), for Organizational Involvement (X2) is 0.480 ($p < .001$), and for Social Participation (X3) is 0.134 ($p = 0.260$).

The coefficients analysis results provide an overview of the relative contributions of each predictor variable to Environmental Awareness Attitudes. The significant regression coefficient for Organizational Involvement (X2) indicates that organizational involvement has a stronger positive impact on Environmental Awareness Attitudes compared to the other variables. Meanwhile, Moral Education (X1) also has a significant positive impact, albeit lower than that of Organizational Involvement. Social Participation (X3), despite having a positive coefficient, does not show statistical significance. These findings can provide critical guidance for developing interventions and policies aimed at enhancing Environmental Awareness Attitudes, with a focus on Organizational Involvement and Moral Education as potentially the most influential factors. The results of the participant response X1 variable values are shown in Figure 2.

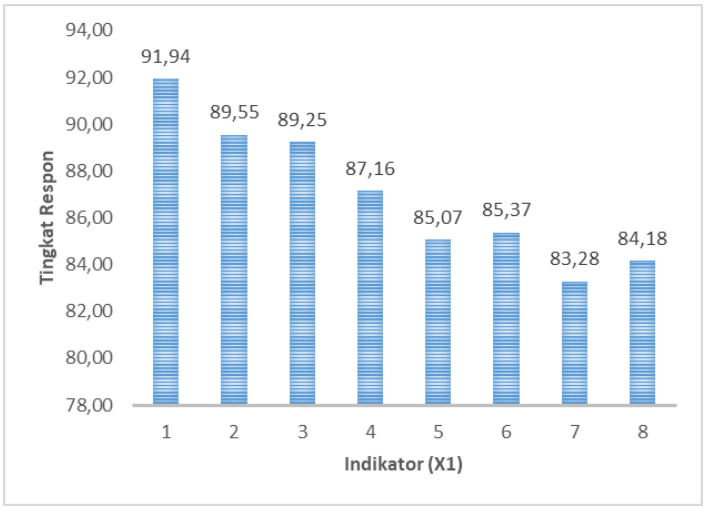

Figure 2. Value of X1 (Influence of Moral Education on Environmental Awareness Attitudes)

Interpretation of Figure 2 highlights significant values on indicator X1 measuring the Influence of Moral Education on Environmental Awareness Attitudes among FKIP students. With a minimum value of 83.28%, this depiction

indicates that individuals receiving moral education at the faculty tend to be more sensitive to environmental issues. This figure portrays a high level of awareness regarding environmental challenges, suggesting that moral education effectively raises students' awareness of environmental issues. On the other hand, the maximum value of 91.94% indicates that moral education can foster positive values in the daily lives of FKIP students. This provides an indication that moral education not only influences attitudes of care but also significantly impacts the formation of behaviors and positive values applicable in daily life.

This depiction offers a profound perspective on the impact of Moral Education on Environmental Awareness Attitudes. The high minimum value implies that moral education efforts at the faculty successfully create an environment that supports students' awareness and concern for environmental issues. Meanwhile, the maximum value approaching 92% confirms that moral education has substantial potential in shaping positive values and pro-environmental behaviors in students' daily lives. These findings serve as a foundation for academic institutions to strengthen and develop moral education programs, highlighting its relevance as a crucial factor in shaping positive environmental attitudes among FKIP students. The results of the participant response X2 variable values are shown in Figure 3.

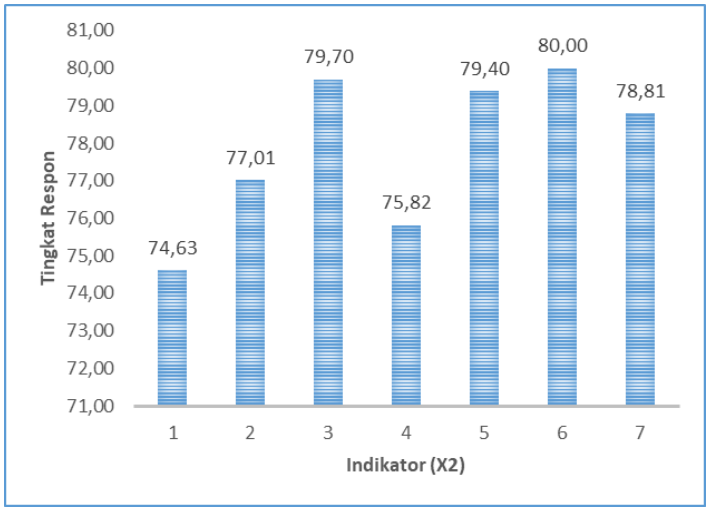

Figure 3. Value of X2 (Influence of Organizational Involvement on Environmental Awareness Attitudes)

Figure 3 provides an in-depth understanding of the significant values on indicator X2, measuring the Influence of Organizational Involvement on Environmental Awareness Attitudes among FKIP students. With a minimum value of 74.63%, this depiction reflects that each student tends to prefer active participation in organizations focusing on environmental issues. This figure illustrates a high preference for involvement in environmental organizations, indicating that such activities are considered relevant and desirable avenues for participation among FKIP students. Conversely, the maximum value of 80.00% reflects students' belief that active engagement in environmental organizations can foster effective involvement in addressing environmental challenges. This number indicates that students perceive active participation in environmental organizations

as having a positive impact in addressing environmental issues and encouraging significant engagement.

Insights into the significant role of Organizational Involvement in Environmental Awareness Attitudes at FKIP. With a high minimum value, it can be concluded that FKIP students tend to have high preferences and motivations for engaging in organizations focusing on environmental issues. This suggests that organizational involvement in environmental activities is seen as an effective means to cultivate attitudes of environmental concern. Meanwhile, the maximum value of 80.00% indicates that students believe active participation in environmental organizations can foster effective engagement in addressing environmental challenges. These findings provide a foundation for academic institutions and student organizations to enhance and optimize environmental organizational activities as a crucial strategy in shaping positive attitudes and student engagement in environmental issues. The results of the participant response X3 variable values are shown in Figure 4.

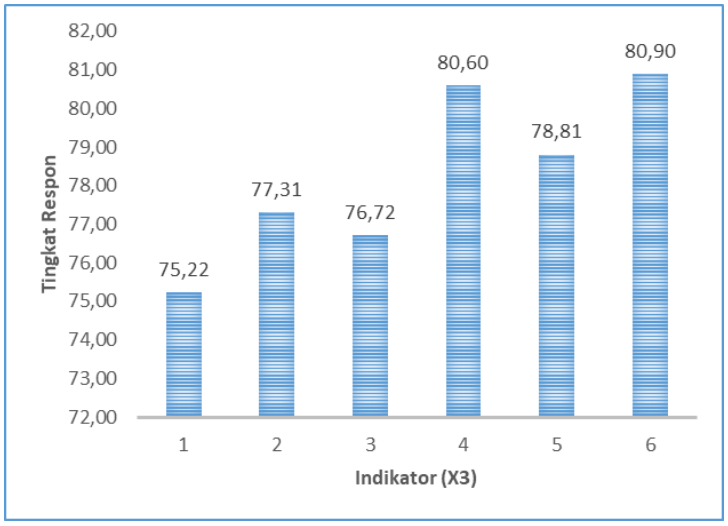

Figure 4. Value of X3 (Influence of Social Participation on Environmental Awareness Attitudes)

Figure 4 illustrates significant outcomes on the X3 indicator, measuring the Influence of Social Participation among FKIP students on Environmental Awareness Attitudes. The data presented in this figure provide insights into how social participation impacts students' attitudes towards environmental concern. The minimum value of 75.22% suggests that students in the faculty often participate in social activities related to the environment. This reflects a high level of engagement in environmental social activities, indicating that FKIP students tend to actively involve themselves in activities concerning environmental issues. Conversely, the maximum value of 80.90% indicates that participation in environmental social activities can foster active engagement with environmental challenges. This figure indicates that student participation in social activities is not only seen as passive support but also recognized as an effective means to actively engage in addressing environmental issues.

The significance of Social Participation in shaping Environmental Awareness Attitudes among FKIP students is highlighted. With a high minimum value, it can be concluded that FKIP students actively participate in social activities focused on environmental issues. This underscores that social activities serve as an effective platform to engage students in environmental efforts. Moreover, the maximum value approaching 81% provides an overview that student participation in environmental social activities can foster active engagement with environmental issues. These findings provide a foundation for academic institutions and student organizations to strengthen and leverage social activities as an effective means to promote environmental awareness and active engagement among FKIP students. The results of the participant response Y1 variable values are shown in Figure 5.

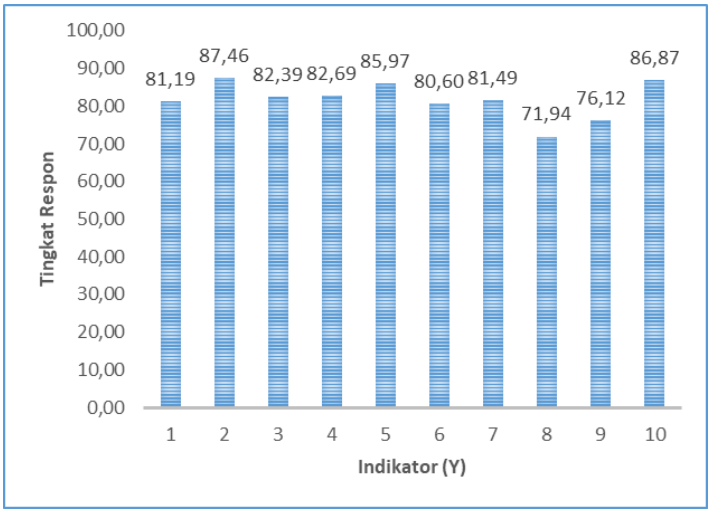

Figure 5. Value of Y1 (Influence of Environmental Concern Attitudes)

Figure 5 provides a significant overview of the Y1 indicator, which measures the Influence of Environmental Concern Attitudes among students. The data presented here offer insights into the levels of environmental concern attitudes observed among the student population. The minimum value of 71.94% indicates that some students are inclined towards using public transportation or carpooling to reduce emissions. This suggests that these students exhibit environmental concern through their transportation choices, preferring options that are environmentally friendly. On the other hand, the maximum value of 87.46% indicates that a majority of students prioritize maintaining cleanliness in the surrounding environment. This illustrates that most students understand and appreciate the importance of environmental cleanliness as an expression of their concern for the local ecosystem.

The importance of students' Environmental Concern Attitudes in the context of their daily behaviors is highlighted. With a relatively high minimum value, it is evident that some students have already integrated environmental concern into their choice of environmentally friendly transportation, which directly impacts the reduction of emissions. Meanwhile, the maximum value approaching 87.46% reflects a high awareness among students regarding the significance of maintaining environmental cleanliness.

Efforts and intervention policies aimed at enhancing pro-environmental attitudes should focus on factors such as organizational activity and moral

education, as both can have a significant impact (Kővári et al., 2023), (Bartolo et al., 2023). This study reveals that while pro-environmental behaviors are beginning to be adopted, the level of student engagement in these aspects is still influenced by social contexts and institutional policies. Therefore, the findings of this study reinforce previous research emphasizing the importance of moral and emotional education in fostering environmental awareness.

This study has several limitations, including a sample scope restricted to a single institution and a short data collection period. Additionally, measurements utilizing the Likert scale may not fully capture the behavioral and emotional dimensions in depth. Emotional education also plays a crucial role in encouraging young people to adopt positive pro-environmental attitudes and behaviors (Iqbal et al., 2023). Combining knowledge about nature and fostering a sense of attachment to the environment is an effective strategy for nurturing pro-environmental attitudes in children (Härtel et al., 2023). External factors such as environmental campaigns were also not fully controlled, potentially influencing the study's outcomes. Nevertheless, the findings provide a relevant initial overview for developing further studies in broader contexts.

The implications of this research include recommendations for researchers, practitioners, and policymakers. Researchers can extend this study using longitudinal approaches or broaden the population scope to understand changes in pro-environmental attitudes across various contexts. Educational practitioners can leverage these findings to design experiential education programs that encourage student engagement with environmental issues. Finally, policymakers can consider policies supporting the use of environmentally friendly transportation on campuses and integrating environmental education into curricula as strategic measures to strengthen students' environmental awareness.

CONCLUSION

Based on the research objectives to investigate the impact of Moral Education, Organizational Engagement, and Social Participation on the formation of Environmental Awareness, the findings of this study indicate that these three variables simultaneously contribute significantly to the development of Environmental Awareness, with a contribution of 70.4%. This suggests that Moral Education has a positive and significant influence on individuals' awareness and attitudes toward the environment. Organizational Engagement also plays a crucial role in fostering collective values that support pro-environmental behavior. Meanwhile, Social Participation significantly enhances environmental awareness through direct involvement in social activities oriented toward environmental sustainability. The ANOVA test value shows $F = 49.873$ with a significance < 0.05 which is 0.001, indicating that the multiple regression model used is highly relevant statistically. Based on these results, it can be concluded that Moral Education, Organizational Engagement, and Social Participation are key factors influencing Environmental Awareness. This research contributes to the understanding of the relationship between these three variables and the formation of Environmental Awareness. For future research, it is recommended to identify additional relevant variables and further explore the causal relationships between factors affecting environmental consciousness. This is important to develop more comprehensive strategies for empowering communities to increase environmental awareness.

REFERENCES

Abdurrahman, A. (2018). Upaya Meningkatkan Perkembangan Nilai Agama dan Moral Melalui Metode Keteladanan pada Anak Usia Dini. *Jurnal Penelitian Keislaman*. https://doi.org/10.20414/jpk.v14i2.698

Adha, M. M., Ulpa, E. P., Johnstone, J. M., & Cook, B. L. (2019). Pendidikan Moral pada Aktivitas Kesukarelaan Warga Negara Muda (Koherensi Sikap Kepedulian dan Kerjasama Individu). *Moraland Civic Education*.

Bartolo, M. G., Servidio, R., Palermiti, A. L., Nappa, M. R., & Costabile, A. (2023). Pro-Environmental Behaviors and Well-Being in Adolescence: The Mediating Role of Place Attachment. *International Journal of Environmental Research and Public Health*. https://doi.org/10.3390/ijerph20105759

Begum, A., Jingwei, L., Haider, M., Ajmal, M. M., Khan, S., & Han, H. (2021). Impact of environmental moral education on pro-environmental behaviour: Do psychological empowerment and islamic religiosity matter? *International Journal of Environmental Research and Public Health*. https://doi.org/10.3390/ijerph18041604

Begum, A., Liu, J., Qayum, H., & Mamdouh, A. (2022). Environmental and Moral Education for Effective Environmentalism: an Ideological and Philosophical Approach. in *International Journal of Environmental Research and Public Health*. https://doi.org/10.3390/ijerph192315549

Feinberg, M., & Willer, R. (2013). The Moral Roots of Environmental Attitudes. *Psychological Science*. https://doi.org/10.1177/0956797612449177

Fereidooni, F., & Soheili, J. (2018). Evaluation of Factors Affecting the Increase of Liveliness in Community Spaces, from the Viewpoint of Architecture and Urbanism Intellectuals in Iran. *Space Ontology International Journal*.

Gill, J. D., Crosby, L. A., & Taylor, J. R. (1986). Ecological concern, attitudes, and social norms in voting behavior. *Public Opinion Quarterly*. https://doi.org/10.1086/269002

Härtel, T., Randler, C., & Baur, A. (2023). Using Species Knowledge to Promote Pro-Environmental Attitudes? The Association among Species Knowledge, Environmental System Knowledge and Attitude towards the Environment in Secondary School Students. *Animals*. https://doi.org/10.3390/ani13060972

Hidayat Taufiq & Kurniawan Deddy. (2015). Pengaruh Modifikasi Permainan Bolavoli Terhadap Kerjasama Siswa pada Pembelajaran Pendidikan Jasmani, Olahraga dan Kesehatan (Studi Pada Siswa Kelas X Boga 1 SMKN 3 Probolinggo). *Jurnal Pendidikan Olahraga Dan Kesehatan*.

Iqbal, M., Shabbir, Z., & Khan, U. A. (2023). Investigating the Effects of Education for Sustainable Development on Students' Pro-Environmental Attitudes and Behaviors. *Global Educational Studies Review*. https://doi.org/10.31703/gesr.2023(viii-i).11

Irwanto, I., Susrianingsih, S., Habibi, H., & Ardat, A. (2023). Manajemen Lembaga Pendidikan Islam di Madrasah: Analisis Tentang Model dan Implementasinya. *Fitrah: Journal of Islamic Education*, *4*(1), 162–174. http://jurnal.staisumatera-medan.ac.id/index.php/fitrah/article/view/396

Kővári, E., Formádi, K., & Banász, Z. (2023). The Green Attitude of Four European Capitals of Culture's Youth. *Sustainability (Switzerland)*.

https://doi.org/10.3390/su15107866

Lasaiba, M. A. (2022). Jendela pengetahuan. *Jurnal Ilmiah, 15, No. 1*(April), 1–14.

Murniawaty, I. (2019). An Assessment of Environmental Awarness:The Role of Ethic Education. *JSSH (Jurnal Sains Sosial dan Humaniora)*. https://doi.org/10.30595/jssh.v2i2.3431

Mustafa Hj. Daud. (2004). Pendidikan Keibubapaan: Satu Pengenalan Ringkas. *Mustafa Daud. 2004. Pendidikan Keibubapaan: Satu Pengenalan Ringkas. Pendidikan Keibubapaan: Satu Pengenalan Ringkas. Kertas Kerja Seminar Antarabangsa Nilai dalam Komuniti Pasca Modenisme (SIVIC 2004). Anjuran Anjuran Jabatan Pengajian Umum, Fakulti Sain*.

Omran, M. S. (2014). The Effect of Educating Environmental Ethics on Behavior and Attitude to Environment Protection. *European Online Journal of Natural and Social Science*.

Pradeep, J. (2012). Effect of environmental concern & social norms on environmental friendly behavioral intentions. *Business Intelligence Journal*.

Sugiarto, & Farid, A. (2023). Literasi Digital Sebagai Jalan Penguatan Pendidikan Karakter Di Era Society 5.0. *Cetta: Jurnal Ilmu Pendidikan*. https://doi.org/10.37329/cetta.v6i3.2603

Umam, S. K. (2020). Peranan Karang Taruna Trunojoyo dalam Pembinaan Karakter Remaja Studi di Desa Kalipang Grati Pasuruan. *Sustainability (Switzerland)*.

Valipoor, N., & Dehkordi, K. S. (2016). Prioritizing Effective Factors on Liveliness and Improvement of the Urban Life Caused by the Development of Green Spaces with the Attraction-Repulsion Pattern. *Modern Applied Science*. https://doi.org/10.5539/mas.v10n8p90

Yang, R., Wa, D., & Xu, K. (2022). Research on the Influence Mechanism of Public Participation in Environmental Governance in the Context of Big Data: Based on the Theory of Planned Behavior and the Norm Activation Model Integrated Analysis Framework. *Polish Journal of Environmental Studies*. https://doi.org/10.15244/pjoes/151644