

The Implementation of the KURASSAKI Program in Shaping Elementary School Students' Character

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Abstract: The problem of waste in elementary schools indicates that students' awareness of maintaining cleanliness is still low. Therefore, the KURASSAKI Program was established to foster responsibility through systematic cleaning activities. This study aimed to describe the implementation of the KURASSAKI program and identify emerging challenges and the school's role in addressing them, including their impact on student character. This study used a qualitative design with a case study method. Data sources were obtained through interviews and direct observation. The unit of analysis was the implementation of the KURASSAKI Program in schools, as explained through information from the principal as the key informant. The results showed that the implementation of KURASSAKI was carried out through the habit of bringing one's own food and drink containers, sorting waste, and maintaining classroom cleanliness. Despite several obstacles, teachers and school officials were able to find solutions, resulting in the program's effective implementation. This program has been proven to have a positive contribution to students, particularly in developing character traits of responsibility, discipline, mutual cooperation, and concern for the environment. These findings confirm that the success of the program's habituation depends not only on planning but also on the support and consistency of the entire school community.

Keywords: KURASSAKI, character, students, elementary school

Abstrak: Permasalahan sampah di sekolah dasar menunjukkan bahwa kesadaran siswa dalam menjaga kebersihan masih rendah. Oleh karena itu dibentuklah Program KURASSAKI untuk membentuk tanggung jawab melalui kegiatan kebersihan yang sistematis. Penelitian ini bertujuan untuk mendeskripsikan implementasi program KURASSAKI serta mengidentifikasi tantangan yang muncul dan peran sekolah dalam mengatasinya, termasuk dampaknya terhadap karakter siswa. Penelitian ini menggunakan desain kualitatif dengan metode studi kasus. Sumber data didapatkan melalui wawancara dan observasi langsung. Unit analisis penelitian ini adalah Implementasi Program KURASSAKI di sekolah yang dianalisis melalui informasi dari kepala sekolah sebagai informan utama. Hasil penelitian menunjukkan bahwa implementasi KURASSAKI dilakukan melalui pembiasaan membawa tempat makan dan minum sendiri, memilah sampah, dan menjaga kebersihan kelas. Meskipun beberapa kendala ditemukan, guru dan pihak sekolah mampu memberikan solusi sehingga program berjalan cukup efektif. Program ini terbukti memberi kontribusi positif pada siswa, terutama dalam membentuk karakter tanggung jawab, disiplin, gotong-royong, dan kepedulian terhadap lingkungan. Temuan ini menegaskan bahwa keberhasilan program pembiasaan tidak hanya bergantung pada perencanaannya, tetapi juga pada dukungan dan konsistensi seluruh warga sekolah.

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INTRODUCTION

The educational process is consciously and systematically designed to help students develop their potential, both in the cognitive domain and in character formation. At the elementary school level, character education serves as an essential foundation for shaping students' personalities from an early age. This is in line with the mandate of Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, which emphasizes that education functions to develop individuals' capabilities while fostering dignified national character and civilization. Therefore, character formation in elementary schools needs to be integrated into both classroom learning and daily habituation activities so that character values can be instilled continuously and sustainably.¹ Elementary schools are expected to instill character values through learning activities and habituation practices that are integrated into all school activities.

One of the character values that should be developed in elementary education is environmental awareness. Through environmental care programs, students are expected to develop awareness of maintaining cleanliness, managing waste, and taking responsibility for environmental sustainability. Environmental awareness is an important character value to be fostered in elementary schools, as it emphasizes the development of environmental responsibility, cooperation, discipline, and accountability toward the school environment.² The main objective of this program is to create school members who are responsible for maintaining and managing the environment through effective school management as a contribution to sustainable development.³

In reality, awareness of the importance of environmental preservation remains relatively low. Environmental issues, particularly waste management, continue to pose major challenges in Indonesia. The volume of waste increases every year, and Indonesia has

¹ Aliyya Putri Riadi, Nurdinah Hanifah, and Rana Gustian Nugraha, "Analisis Penerapan Program BERSATU Dalam Menanamkan Pendidikan Karakter Peduli Lingkungan Di Sekolah Dasar Negeri Gunungsari," *Ideguru: Jurnal Karya Ilmiah Guru* 9, no. 2 (January 2024): 664–71, <https://doi.org/10.51169/ideguru.v9i2.940>.

² Nilam Pritami Nur Azizah and Nur Amalia, "Kegiatan Adiwiyata Sebagai Sarana Penanaman Profil Pelajar Pancasila Di Sekolah Dasar," *Jurnal Moral Kemasyarakatan* 8, no. 1 (May 2023): 46–63, <https://doi.org/10.21067/jmk.v8i1.8422>.

³ Melga Hotma Ida Marsauli Simanjuntak, Gunarjo Suryanto Budi, and Yula Miranda, "Implementasi Program Adiwiyata Di Sekolah Dasar," *Journal of Environment and Management*, ahead of print, 2022, <https://doi.org/10.37304/jem.v2i2.4292>.

been recognized as one of the largest producers of plastic waste in the world.⁴ Many children, as well as adults, are still accustomed to disposing of waste indiscriminately.⁵ A similar condition also occurs in Banjarmasin, where waste accumulation remains a major issue. Government efforts to reduce waste volume through limiting activities at the Basirih landfill site have not been fully effective due to the lack of public awareness regarding cleanliness, including within elementary school environments. Interestingly, SDN Kebun Bunga 1 has introduced an innovation to address this waste problem. Based on field findings, the school has implemented the KURASSAKI program, an acronym for Kurangi Sampah Sekitar Sekolah Kita (Reducing Waste Around Our School), to minimize waste volume with the goal of eliminating plastic waste brought by students into the school environment.

Various efforts have been undertaken to foster environmental awareness character in elementary schools. Several previous studies have shown that environment-based programs, such as the Program Adiwiyata, have contributed positively to the development of students' environmental responsibility and awareness⁶ and the Plastic-Free School Program⁷, have been proven to improve cleanliness and waste management. However, most of these studies primarily focus on the final outcomes, such as school cleanliness and program implementation, rather than examining their impact on students' character development.

As a response to this research gap, this study seeks to provide a new perspective on the implementation of the KURASSAKI Program as a means of character building for elementary school students, covering the stages of planning, implementation, and evaluation. This study is expected to offer an understanding that environmental care programs do not only contribute to creating a cleaner school environment but also foster values of responsibility, discipline, cooperation, and environmental awareness among students.

This study is important to conduct because the character formation of elementary school students cannot be separated from their daily habits, including environmental care. Waste management issues in major cities, including Banjarmasin, continue to face various challenges. This highlights that behavioral change among students must be initiated from an early age in elementary school so that clean and healthy living habits can be carried into adulthood.⁸ The KURASSAKI Program serves as one of the platforms that enables students to learn responsibility, discipline, and care through real activities they carry out daily. If

⁴ Dio Eriawandi and Rifyan Firdaus, "Pembinaan Karakter Peduli Lingkungan Melalui Program Kurangi Sampah Sekolah Kita (Kurasaki): Studi Kasus Di Kelas V Sdn Sangiang Iii Tangerang," *Jurnal Ilmiah Pendidikan Dasar* 10, no. 1 (2025).

⁵ Nofriza Efendi, Refli Surya Barkara, and Yanti Fitria, "Implementasi Karakter Peduli Lingkungan Di Sekolah Dasar Lolong Belanti Padang," *Jurnal Komunikasi Pendidikan* 4, no. 2 (2020), www.jurnal.univetbantara.ac.id/index.php/komdik.

⁶ Simanjuntak, Suryanto Budi, and Miranda, "Implementasi Program Adiwiyata Di Sekolah Dasar."

⁷ Siti Baro'ah, Dan Siti, and Mazidatul Qonita, "Penanaman CiLi (Cinta Lingkungan) Pada Siswa Melalui Program Lingkungan Sekolah Tanpa Sampah Plastik," *Jurnal PANCAR (Pendidik Anak Cerdas Dan Pintar)* 4, no. 1 (2020).

⁸ Yuni Susilowati and Abdul Santoso, "PENGARUH PROGRAM KURASSAKI TERHADAP PERILAKU HIDUP BERSIH DAN SEHAT (PHBS) SISWA PADA SEKOLAH PILOT PROJECT BAPPEDA KABUPATEN TANGERANG," *Jurnal Ilmiah Indonesia* 6, no. 8 (2021), <https://doi.org/10.36418/Syntax-literate.v6i8.3749>.

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such programs are not implemented in a structured and systematic manner, efforts to develop character will remain merely rhetorical without resulting in meaningful behavioral change. Through this study, it is expected that teachers and school stakeholders will gain a clearer understanding of how the implementation of the KURASSAKI Program can contribute to the formation of students' character.

This study aims to describe the implementation of the KURASSAKI Program, including its planning, implementation, and evaluation stages in a comprehensive manner. It also seeks to examine the challenges encountered during the program implementation and the role of the school in addressing these challenges. Thus, this study is expected to provide insights into the implementation of the KURASSAKI Program in shaping elementary school students' character.

METHOD

This study employed a qualitative approach using a case study method to gain an in-depth understanding of the implementation of the KURASSAKI Program at SDN Kebun Bunga 1. A case study is appropriate for examining the implementation process of a program in real-life settings, particularly when the researcher seeks to understand how and why an activity is carried out.⁹ Thus, a more comprehensive understanding of the program implementation in the school can be obtained in accordance with the actual conditions in the field.

This study was conducted at SDN Kebun Bunga 1. The school was selected because it is one of the elementary schools that implements the KURASSAKI program as part of the plastic waste reduction movement in Banjarmasin and integrates it into students' daily habits, such as bringing their own lunch boxes and water bottles and reducing the use of plastic waste. The informant in this study was the principal, who plays a direct role in planning, supervising, and evaluating the program. This research was conducted in the first semester of the 2025 academic year. The focus of the study includes the implementation strategies of the program, challenges, solutions, and its impact at the school level.

Data collection techniques were carried out through interviews and observation. Semi-structured interviews were conducted with the principal. The interviews were conducted twice, each lasting approximately 20 minutes, to obtain information regarding the background, implementation, and outcomes of the program. Non-participant observation was also employed, meaning that the researcher only observed activities, environmental conditions, and student behavior without direct involvement. Through observation, the researcher obtained an overview of how the program was implemented and its impact on school cleanliness and students' character development.

Data analysis was conducted using thematic analysis, in which the results of interviews and observations were categorized into main themes.¹⁰ The first step involved reading all interview transcripts and observation results to gain a comprehensive understanding of the data. The researcher then began coding important segments related to the implementation of the KURASSAKI program. The generated codes were subsequently grouped to form themes. These themes were then reviewed to ensure their consistency with the entire dataset. Once considered robust, each theme was named and its meaning was

⁹ Robert K Yin, *Case Study Research and Applications: Design and Methods* (2018).

¹⁰ Virginia Braun and Victoria Clarke, *Thematic Analysis: A Practical Guide* (SAGE, 2021).

explained. In this study, the emerging themes included program implementation, challenges, school and teacher responses/solutions, and the program's impact on students. The final step was to compile the findings based on these themes, supported by statements that reflect the informants' experiences.

RESULTS AND DISCUSSION

Results

Based on the results of the observations and interviews conducted, four themes were identified:

1. KURASSAKI Program Strategy

The observational findings indicate that SDN Kebun Bunga 1 has well-structured documents and an activity plan for the KURASSAKI Program. In the planning stage, the school established an implementation team consisting of the principal, coordinating teachers, and students. Cleanliness facilities such as segregated waste bins and cleaning equipment were also prepared from the outset of the program implementation. Based on the interview results, the principal explained that the idea for this program originated from a socialization activity organized by the Municipal Government of Banjarmasin in collaboration with a speaker from Tangerang. The program was then adapted at the school with the main objective of reducing plastic waste and raising students' awareness of environmental cleanliness. This initiative is in line with government efforts to reduce waste accumulation at the Basirih landfill. The school also conducted initial socialization for all school members regarding the upcoming program.

In the implementation stage, activities are carried out regularly through habituation practices such as bringing personal lunch boxes and water bottles, prohibiting the use of single-use plastics, and encouraging students to sort organic and inorganic waste. Teachers play an active role by checking students' lunch items every morning and providing guidance on the importance of maintaining cleanliness. Observations also show that class cleaning duties and communal cleaning activities are conducted regularly, and students actively participate in maintaining the cleanliness of the school environment.

As part of the implementation strategy, the school also conducts periodic program evaluations. These evaluations are held once every semester or annually through meetings with teachers to assess school cleanliness and student behavior. The aspects evaluated include the cleanliness of school areas, the involvement of school members, and students' compliance with the rule of bringing personal food containers. The evaluation results are used as a basis for improving the future implementation of the program.

2. Challenges in Program Implementation

Although the KURASSAKI Program has been implemented consistently, this study identified several challenges in its implementation in the field. The main obstacle comes from the low level of consistency among some students, particularly lower-grade students, who still frequently forget to bring their own food containers or dispose of waste improperly. In addition, parental support has not been optimal, as reflected in the habit of providing students with food packaged in plastic. Another challenge is the continued use of plastic packaging by some canteen vendors, as well as the declining condition of waste segregation facilities due to wear and tear over time. Nevertheless, the school conducts

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periodic evaluations every semester as an effort to identify these challenges and formulate solutions to ensure the sustainability of the program.

3. Solutions Implemented by the School

To address these challenges, the school has implemented several solutions. Teachers regularly reinforce socialization activities for both students and parents regarding the importance of bringing personal lunch boxes and drinking bottles. The school also conducts daily monitoring at the school gate by duty teachers, who check students' lunch items and ensure that no single-use plastics are used. Canteen vendors who still use plastic packaging are prohibited and encouraged to switch to environmentally friendly packaging alternatives. In addition, weekly or monthly communal activities, such as Jumat Bersih (Clean Friday), are carried out to instill a shared sense of responsibility for cleanliness. Evaluation is also conducted through semester meetings among teachers to review program implementation outcomes and to reinforce the commitment of all school members.

4. Impact of the Program on Students' Behavior and Character

The KURASSAKI Program has had a positive impact on both school cleanliness and students' character development. The observational findings indicate that the school environment appears cleaner and more organized compared to before, with waste volume reduced by approximately 75%. Waste bins around the school are also rarely full, and the amount of waste sent to the landfill has decreased. Students have become accustomed to bringing their own food containers and disposing of waste properly. In terms of character development, interviews with the principal revealed that students have become more disciplined, responsible, and environmentally conscious. They have also begun to develop values of cooperation and religiosity, as cleanliness is viewed as part of faith. Overall, the program not only reduces waste but also fosters positive attitudes toward personal hygiene and the school environment among students.

Discussion

1. KURASSAKI Program Strategy

Based on the findings of this study, the strategy of the KURASSAKI Program at SDN Kebun Bunga 1 is implemented through three main stages, namely planning, implementation, and evaluation. In the planning stage, the school forms an implementation team consisting of the principal, coordinating teachers, and students. This finding is in line with the study by Metroyadi & Ahmad Fauzi, which states that school principals should design environmental programs through school-based management that involves school members in the preparation of work plans.¹¹ Jannah et al. also emphasize the importance of an environmentally friendly school vision, mission, and objectives as the foundation of policy development.¹² School principals must possess strong abilities and skills in formulating policies, as these decisions are closely related to the future development of the

¹¹ Metroyadi and Zain Ahmad Fauzi, *The Role of School Chief in the Implementation of Management Based on Environmental Education Programs (Adiwiyata Program)* (2021).

¹² Fathul Jannah et al., "Meningkatkan Karakter Peduli Lingkungan Melalui Program Adiwiyata Pada Siswa Sekolah Dasar," in *Jurnal Geografika (Geografi Lingkungan Lahan Basah*, vol. 3, no. 1 (2022), <https://ppjp.ulm.ac.id/journals/index.php/jgp/index>.

school.¹³ The planning steps carried out by the school indicate that it has established good and systematic program management in determining its activities toward achieving a quality school.

At the planning stage, in addition to designing the program activities, the school also assigns tasks to teachers involved in the implementation of the program. This facilitates coordination and collaboration among teachers to ensure the program runs effectively during the implementation phase. Furthermore, the school has provided facilities such as segregated waste bins so that students can dispose of waste according to its category. Before initiating the program activities, the school also conducts socialization for all school members, including parents, so that they can be involved and support the successful implementation of the planned program. This is in line with previous research stating that, in program implementation, principals and teachers first conduct socialization to students and parents regarding how the KURASSAKI program is carried out in schools.¹⁴ Putriana et al. also state that before implementing the KURASSAKI program, the school conducts socialization for all teachers, students, canteen vendors, and parents.¹⁵ This is because, without support from all stakeholders, the program cannot be implemented effectively. By providing information through this socialization process, school members are expected to understand the program and implement it as intended.

The implementation stage of the KURASSAKI Program at school is carried out through habituation practices such as bringing personal lunch boxes and drinking bottles, prohibiting the use of single-use plastics, and engaging in waste segregation activities. Teachers play an active role in monitoring students' lunch items every morning, while students participate in cleaning duties and communal work activities. These habituation practices are effective in fostering students' environmental awareness behavior. At the implementation stage in the field, duty teachers conduct routine morning checks to ensure whether students bring their own food and drink containers.¹⁶ Students are also not allowed to bring plastic-packaged waste from outside the school. The habituation practice of the KURASSAKI Program encourages students to avoid buying snacks carelessly and requires them to bring their own meals in order to reduce the amount of waste in the school, such as snack packaging and other disposable materials. Through this implementation process, students are expected to comply with all existing rules so that the use of plastic in the school can be reduced, and ideally, no waste is left in the school environment.

At the evaluation stage, the school conducts assessments every semester to examine the effectiveness of the program. This evaluation is carried out through teacher meetings to

¹³ Ismawiyah et al., "Peran Kepemimpinan Kepala Sekolah Dalam Mengembangkan Budaya Mutu Sekolah," *Jurnal Kajian Studi Manajemen Pendidikan Islam Dan Studi Sosial* 8, no. 2 (December 2024): 192–202, <https://doi.org/10.33507/cakrawala.v8i2.2349>.

¹⁴ Eriawandi and Firdaus, "PEMBINAAN KARAKTER PEDULI LINGKUNGAN MELALUI PROGRAM KURANGI SAMPAH SEKOLAH KITA (KURASSAKI): STUDI KASUS DI KELAS V SDN SANGIANG III TANGERANG."

¹⁵ Erlinda Putriana et al., "KURASSAKI: BENTUK DAN STRATEGI TANGGUNG JAWAB TERHADAP SAMPAH SISWA MIN 2 MAGETAN KURASSAKI: FORMS AND STRATEGIES OF RESPONSIBILITY FOR STUDENT GARBAGE MIN 2 MAGETAN," *BASICA Journal of Primary Education* 1, no. 1 (2021).

¹⁶ Muhammad Dafa Dafiatur Rizqi, Pedro Yehezkiel, and Reza Mauldy Raharja, "Penanaman Pendidikan Karakter Kepada Siswa Melalui Program Kurangi Sampah Sekolah Kita 'Kurasaki,'" *Jurnal Insan Pendidikan Dan Sosial Humaniora* 2, no. 3 (June 2024): 19–28, <https://doi.org/10.59581/jipsoshum-widyakarya.v2i3.3373>.

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review environmental cleanliness, student participation, and compliance with the KURASSAKI program rules. The evaluation is conducted regularly by teachers and the principal by monitoring whether the volume of waste has decreased.¹⁷ The evaluation results are used as a basis for improving and strengthening subsequent activities. Evaluation plays an important role in ensuring the sustainability of the program. As stated by Putriana et al. in their study, periodic evaluation can maintain the consistency of environmental care program implementation in schools, enabling schools to determine appropriate follow-up actions and make accurate decisions.¹⁸

2. Challenges in Program Implementation

The implementation of the KURASSAKI Program at SDN Kebun Bunga 1 faces several challenges, such as the low awareness of some students and parents, as well as the continued use of plastic by canteen vendors. These obstacles indicate that the implementation of the KURASSAKI Program requires the support of all school stakeholders. This is in line with the view of Muhammad Dafa Dafiatur Rizqi et al., who stated that the main barriers to the KURASSAKI program are the low awareness of school members and the lack of cooperation between students and program implementers, including vendors who do not yet fully understand the school's plastic restriction policy.¹⁹ Sari et al. also state that the success of environmental care routines largely depends on students' consistency.²⁰ If students are not consistent and aware, the program cannot be implemented effectively. This can be understood because elementary school students are still in the habituation stage, meaning their behavior is easily influenced by surrounding conditions. Such consistency needs to be supported by parents, particularly in providing students with non-plastic food and drink containers and avoiding the use of single-use plastics. If parents do not provide plastic packaging for students, the amount of plastic waste in schools can be significantly reduced. Student consistency is also influenced by canteen vendors who continue to sell food wrapped in plastic. Although they have been warned by the school, some vendors return to using plastic packaging after a few months. Another challenge is the damage to segregated waste bin facilities, which are no longer optimally used due to their age and wear over time.²¹ This condition causes the waste segregation function to not operate as intended, resulting in some students once again mixing organic and inorganic waste. Although, in the implementation of the KURASSAKI Program, waste bins are actually not supposed to be provided, in practice they cannot be completely removed. Nevertheless,

¹⁷ Putri Raudhah Herros, Syadeli Hanafi, and Isti Rusdiyani, "The Implementation of Principal Policies and the Role of Teachers in Fostering Students' Environmental Awareness through the Kurasaki Habit at Cibadak 05 Public Elementary School," in *International Journal of Community Engagement Payungi*, vol. 5, no. 1 (2025), <https://journal.payungi.org/index.php/ijcep>.

¹⁸ Putriana et al., "KURASSAKI: BENTUK DAN STRATEGI TANGGUNG JAWAB TERHADAP SAMPAH SISWA MIN 2 MAGETAN KURASSAKI : FORMS AND STRATEGIES OF RESPONSIBILITY FOR STUDENT GARBAGE MIN 2 MAGETAN."

¹⁹ Muhammad Dafa Dafiatur Rizqi, Pedro Yehezkiel, and Reza Mauldy Raharja, "Penanaman Pendidikan Karakter Kepada Siswa Melalui Program Kurangi Sampah Sekolah Kita 'Kurasaki.'"

²⁰ Puspita Sari et al., "Program Menyiram Tanaman Terhadap Karakter Tanggung Jawab Dan Kedisiplinan Siswa Di SD Kristen Banjarmasin," *Jurnal Teknologi Pendidikan Dan Pembelajaran (JTTP)* 02, no. 02 (2024): 691–97.

²¹ Raudhah Herros, Hanafi, and Rusdiyani, "The Implementation of Principal Policies and the Role of Teachers in Fostering Students' Environmental Awareness through the Kurasaki Habit at Cibadak 05 Public Elementary School."

at least the volume of waste can be reduced through the implementation of the KURASSAKI Program.

3. Solutions Implemented by the School

To address various challenges in the implementation of the program, the school carries out habituation and direct supervision. Teachers regularly re-socialize the importance of reducing plastic use to students and parents. Raudhah Herros et al., in their study, also state that schools can overcome such challenges by increasing socialization activities and strengthening collaboration with parents. Teachers and parents work together to continuously remind and encourage the reduction of plastic use in schools. Duty teachers at the school gate also conduct daily morning checks of students' lunch boxes to ensure that no single-use plastic packaging is brought to school. Canteen vendors are also directed to use environmentally friendly packaging. This is in line with Amanda et al., who explain that the implementation of the KURASSAKI program is carried out by changing the mindset of school members through habituation practices such as bringing meals from home and not providing waste bins in the school area, so that a sense of responsibility for cleanliness is cultivated from within the students themselves..²²

The school also implements routine cleaning and communal work activities to instill a shared sense of responsibility toward the environment. Every day, students carry out classroom cleaning duties according to a scheduled timetable and assigned roles. In addition, after the flag ceremony in the school field, students clean the surrounding area by picking up small pieces of litter scattered around. The habituation method applied through class cleaning duties and communal work activities helps develop students' character of cooperation, responsibility, and environmental awareness. This practice enables students not only to actively participate in maintaining cleanliness but also to understand the values of teamwork and solidarity.

In addition to relying on student-centered activities, the role of teachers is also crucial in the success of the KURASSAKI Program. Teachers do not only act as reminders but also serve as role models for students in demonstrating environmentally friendly behavior. Through daily habituation, teachers can integrate the program into learning materials and classroom activities. The learning content can be connected to the values that are intended to be developed in students' daily lives. Teachers who embed environmental care character education into specific topics can positively influence students' attitudes and behaviors.²³ Teachers can also provide guidance when students are carrying out cleaning duties and communal work activities. Without realizing it, teachers help foster students' discipline and behavioral consistency, which in turn contributes to students' character development..²⁴

²² Novellia Amanda, Lukman Nulhakim, and Reksa Adya Pribadi, *Pengaruh Program Kurassaki (Kurangi Sampah Sekolah Kita) Terhadap Kebersihan Sekolah Pada Siswa Di SDN Kutabaru I Kabupaten Tangerang The Effect Of Kurassaki (Reduce Our School Waste) Program On School Hygiene In Students At Kutabaru I Elementary School Tangerang District* (2023), 8:17–26, <http://journal.umpalangkaraya.ac.id/index.php/>.

²³ Yulanda and Muhsinah Annisa, "MENINGKATKAN AKTIVITAS BELAJAR, KARAKTER KESADARAN LINGKUNGAN DAN HASIL BELAJAR DI SEKOLAH DASAR," *Jurnal Pendidikan Dan Keguruan* 1, no. 8 (2023).

²⁴ Noviani, Ahmad Suriansyah, and Sulistiyana, "Adiwiyata-Based School Environment Management: A Multi-Case Study in Banjarmasin," *Curricula: Journal of Curriculum Development* 4, no. 2 (2025): 1355–68, <https://doi.org/10.17509/curricula.v4i2.87291>.

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The school also conducts semester-based evaluations through teacher meetings to review program implementation outcomes, discuss challenges, and identify improvement strategies. This step indicates that the program is not limited to cleanliness activities alone, but is managed in a sustainable manner.

The KURASSAKI Program has brought tangible impacts on both school cleanliness and students' character. Some of the impacts experienced by the school include a reduction of plastic waste volume by up to 75%, a cleaner school environment, and students becoming accustomed to bringing their own food containers. From a character perspective, students have shown improvements in responsibility, discipline, cooperation, and environmental awareness. Overall, the impact of the KURASSAKI Program is not only reflected in the reduction of waste volume but also in the development of an environmental care culture and positive student character. The program has successfully instilled good habits that support the creation of a clean, healthy, and character-building school environment. Students' sense of responsibility and discipline is demonstrated through their consistent avoidance of plastic use within the school environment. Students who are accustomed to bringing their own food and drink containers have developed disciplined attitudes in following school rules and a sense of responsibility in maintaining and caring for the school environment. This disciplinary attitude needs to be consistently practiced by all students so that the program can run effectively and achieve results that are aligned with the school's goals and expectations.²⁵ Habituation activities such as classroom cleaning duties and communal work represent a concrete form of character education that fosters students' awareness of cleanliness and responsibility within the school environment.²⁶ This finding is also in line with Setyaningati et al., who state that habituation practices of maintaining cleanliness through classroom cleaning duties, waste segregation, and energy saving can foster environmental care character, discipline, and responsibility among students..²⁷ Students not only clean their classrooms regularly but also actively participate in communal cleaning activities to develop values of cooperation and teamwork in maintaining the school environment. This is supported by Putriana et al., who explain that the KURASSAKI program is able to foster students' sense of responsibility toward waste management, improve discipline, and build cooperation among students in maintaining the school environment. Moreover, students have begun to realize that cleanliness is part of faith, indicating that religious values are also being internalized.

²⁵ Nurul Fazira and Zaka Hadikusuma Ramadan, "Implementation of the Adiwiyata Program to Build Environmental Caring Character in Elementary School Students," *Aulad: Journal on Early Childhood* 6, no. 3 (December 2023): 386–91, <https://doi.org/10.31004/aulad.v6i3.549>.

²⁶ Hayati and Utomo, "Penanaman Karakter Gotong Royong Dan Tanggung Jawab Melalui Metode Pembiasaan Di Sekolah Dasar."

²⁷ Martha Setyaningati, Sa'dun Akbar, and Putri Mahanani, "PEMBELAJARAN PENDIDIKAN KARAKTER PEDULI LINGKUNGAN MELALUI PROGRAM ADIWIYATA DI SDN BUNULREJO 2 KOTA MALANG," *JURNAL PENDIDIKAN DASAR NUSANTARA* 6, no. 1 (July 2020): 12–31, <https://doi.org/10.29407/jpdn.v6i1.14286>.

CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of the KURASSAKI Program at SDN Kebun Bunga 1 serves as an effective habituation strategy in supporting the development of environmental care character among elementary school students. The main contribution of this study lies in strengthening empirical evidence that school environmental management programs not only impact physical cleanliness but also function as a means of character education that fosters values of responsibility, discipline, cooperation, and environmental awareness. This study enriches the literature on character education by showing that the success of environmental habituation programs is strongly influenced by the consistency of implementation and the involvement of all school stakeholders. Although this research is limited to a single school context, the findings provide practical implications for other elementary schools in developing similar programs as part of strengthening environmental-based character education.

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