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Curriculum Management Forms Pro-Environmental Behavior At Jomin Nature School

Nurul Fauziah, Solihah Bagus, Khaidir Maulana, Samin Syahidin

Pendidikan Islam Anak Usia Dini, STAI. DR. KHEZ. Muttaqien Purwakarta

Corresponding Author, e-mail; nfrn4545@gmail.com



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Abstract. The environmental crisis and the gap between ecological knowledge and actual student behavior emphasize the importance of curriculum management that is able to form pro-environmental behavior (PEB) since elementary school. This study aims to analyze how the planning, organization, implementation, and evaluation of the curriculum form the PEB of students at SD Alam Jomin, Karawang Regency. The research uses a qualitative approach with an exploratory method. The data sources consist of school principals, heads of the Research and Development Department/curriculum developers, teachers, committees or parents, and students in grades V and VI. Data were collected through observation, semi-structured interviews, and documentation studies using observation guidelines, interview guidelines, and documentation sheets. Data analysis uses the interactive model of Miles, Huberman, and Saldaña which is deepened with Interpretative Phenomenological Analysis, while the validity of the data is maintained through triangulation of sources, techniques, and time. The results of the study show that curriculum management is integrative, contextual, adaptive, and experience-based. PEB is formed through the connection of environmental concern values in curriculum objectives, organizing cross-activity programs, project-based learning, using nature as a learning resource, examples, habituation, and evaluation of actual behavior. The process moves from actions that still require direction to habits and independent initiatives in waste management, resource

saving, hygiene, care for living beings, responsible consumption, and environmental participation. The research concludes that the quality of environmental curriculum management is determined by consistency in transforming values into experiences, experiences into habits, and habits into behavioral independence. Implicitly, schools need to assess the success of the curriculum not only from cognitive achievement, but also from actual, consistent, and independent ecological behavior. It is recommended to strengthen evaluations based on behavioral observation and the continuous involvement of teachers, families, and communities in the entire process of managing the school curriculum.

Keywords: curriculum management, pro-environmental behaviour, school of nature, environmental education, ecological habituation.

INTRODUCTION

Environmental character education at the elementary school level is increasingly urgent because the ecological crisis has become a social context in which the young generation grows. The World Meteorological Organization reports that the period 2015–2025 was the hottest eleven years on record, while the global average temperature in 2025 is about 1.43°C above the preindustrial average of 1850–1900 (WMO, 2026). At the same time, the United Nations Environment Programme (UNEP) estimates that the world's urban solid waste generation will increase from 2.1 billion tons in 2023 to 3.8 billion tons in 2050 if production and consumption patterns do not change (UNEP, 2024). This condition confirms that the response to the environmental crisis requires early behavioral change, not just additional environmental knowledge.

This urgency is also real in Indonesia. Indicative data from the National Waste Management Information System (SIPSN) in 2025, which covers 303 out of 514 districts/cities, recorded the generation of around 33.19 million tons of waste per year, while around 31% of it is recorded as managed (KLH, 2025). This problem cannot be separated from the education sector because school is a space for daily consumption, activities, and habit formation. Research on ten elementary schools in Indonesia found an average of 0.04 kg of waste per person per day; Its composition is dominated by plastic by 42.71% and organic waste by 42.30%. This fact shows a paradox: schools are expected to be institutions that shape ecological character, but at the same time can become a source of waste if their daily practices are not managed sustainably.

The more fundamental problem is that environmental education has not always transformed into *pro-environmental behavior* (PEB), which is real behavior that is oriented towards reducing negative impacts on the environment and sustainability. Liu & Green's (2024) systematic review of 76 studies on children aged 6–12 years showed that PEB is influenced by a combination of internal and external factors, including attitudes, values, self-efficacy, social norms, environmental education, and contact with nature. The findings suggest that knowledge alone is inadequate. Research by Febriyanti & Rahmandani (2024) on elementary school students who organized the Adiwiyata Program even found that there was no significant relationship between environmental knowledge and PEB, while students' insights only covered part of the domain of environmental behavior. Thus, there is a

knowledge-action gap between "knowing" environmental problems and "taking" real actions to overcome them.

This gap is also a criticism of curriculum practices that place environmental issues only as material, incidental themes, or momentary projects. UNESCO emphasizes that formal education is still too oriented towards the transmission of environmental knowledge rather than encouraging action. Therefore, the Green School Quality Standard offers a *whole-school* approach by integrating sustainability into school governance, facilities and operations, teaching and learning, and community engagement (UNESCO, 2024). This perspective is important because the formation of PEB requires consistency between what is taught, exemplified by teachers, regulated by schools, facilitated, and experienced by students in their daily lives. Thus, the problem of the formation of PEB is not only a matter of teaching methods, but also a matter of curriculum management.

In this context, Nature School has relevance because nature is placed not just as a learning setting, but as a resource, space, and learning experience. Recent research on Nature Schools in Indonesia shows that ecological responsibility tends to develop when environmental values are simultaneously embedded in school philosophy, experiential learning, ecological routines, institutional support, and family and community involvement (Bintang Kejora et al., 2024). This means that the potential of the Nature School does not only lie in the amount of learning that takes place in open spaces, but in its ability to build a curriculum ecosystem that connects educational goals, learning experiences, school culture, and behavior formation.

Alam Jomin Elementary School, Karawang Regency, is an important case to be studied in this framework. Previous studies at this school show that there are curricular objectives that link the formation of Islamic morals, leadership, entrepreneurship, and strengthening logic through project-based learning. Learning also uses educational games and collaborative methods, while character formation is not completely limited to one subject, but can be integrated into other learning. This pattern indicates holistic and contextual curriculum management. However, these characteristics are not enough to conclude that the student's PEB has been formed. Research is needed that explores how planning, organizing, implementing, habituating, supervising, and evaluating the curriculum translates the value of love for the environment into actual student behavior.

This is where the gap in this research lies. Environmental education studies in elementary schools mostly focus on the Adiwiyata Program, environmental knowledge or attitudes, and the effectiveness of certain learning models (Bintang Kejora et al., 2024), while Nature School research describes more philosophy, learning experiences, or curriculum management in general (Qibtiah et al., 2018). Based on the literature map, it can be identified that there are still limited studies that specifically explain the curriculum management mechanism of the Nature School in forming student PEB through the interaction of formal curriculum, hidden curriculum, teacher example, ecological routines, physical environment, and parental and community involvement. These limitations are even more important because the

study of children's PEB also shows the dominance of the use of self-report-based measurements compared to direct observation of actual behavior.

On that basis, this research is directed to answer: how curriculum management at SD Alam Jomin is planned, organized, implemented, and evaluated to build pro-environmental behavior; what curricular practices and school culture play a role in transforming the value of love for the environment into habits; and what factors support and hinder the process? The research is expected to produce an empirical understanding of the best practices of SD Alam Jomin, especially the integration of project-based and experiential learning, character formation across subjects, habituation, examples, and environmental management as a learning resource. If the practice is proven to be consistent and produces observed ecological behavior, the curriculum management model of SD Alam Jomin can be formulated as an adaptive reference or role model for other elementary schools to shift environmental education from just knowledge transfer to the formation of sustainable living actions and cultures.

RESEARCH METHODS

This study uses a qualitative approach with exploratory methods to gain an in-depth understanding of curriculum management practices in building students' pro-environmental behavior (PEB). The qualitative approach was chosen because the research is oriented towards the meaning, process, experience, and practice of education that takes place in the natural context of the school. Exploratory design allows researchers to identify distinctive patterns, mechanisms, and practices that have not been fully explained through previous research. This approach is relevant to understand the phenomenon of education contextually through the perspective of the various actors involved (Creswell & Guetterman, 2019).

The research was carried out at SD Alam Jomin, Karawang Regency, which is also a research partner. The selection of the location was carried out purposively because the school has the characteristics of the Nature School curriculum that integrates the national curriculum with contextual learning, hands-on experience, character development, and the use of nature as a learning resource. Research informants were selected through purposive sampling based on their involvement and knowledge of curriculum management and implementation, including school principals, heads of Research and Development (R&D) Departments/curriculum developers, teachers, school committees or parents of students, and students in grades V and VI. Students in grades V and VI were selected to obtain information from students who relatively had longer experience participating in the educational process at school.

Curriculum management exploration is focused on: (1) curriculum planning and formulation of environmental education objectives; (2) the organization of programs, resources, and the division of roles; (3) the implementation of the curriculum in learning, projects, extracurricular activities, and habituation; (4) integration of environmental values in subjects and hidden curriculum; (5) the role of teachers and examples; (6) parental and community involvement; and (7)

monitoring and evaluation of curriculum achievement (Bintang Kejora et al., 2024; Rukajat et al., 2025; Sitika et al., 2021). The research also explores the supporting factors, barriers, and innovations that allow the practice to be replicated in other elementary schools.

Pro-environmental behavior aspects are assessed through students' actual behavior which is operationalized into several indicators, namely waste reduction and sorting, reuse and recycling, water and energy saving, maintaining environmental cleanliness, caring for plants and living things, responsible consumption, participation in environmental activities, and students' initiatives to carry out pro-environmental actions without direct instruction. The emphasis on actual behavior is important because the systematic review of Liu & Green (2024) shows that pediatric PEB research still relies heavily on self-report measurements, so behavioral observations provide important data to complement student statements.

Data were collected through observation, semi-structured interviews, and documentation studies. Observations were made on learning, school routines, environmental activities, teacher-student interactions, and student behavior in the context of daily life. Interviews were used to explore the perspective of each group of informants regarding the planning process to the evaluation of the curriculum and experience of the formation of PEB. The documentation study includes curriculum documents, teaching modules, school programs, SOPs, activity schedules, project documentation, school regulations, evaluation instruments, and student work (Taufik et al., 2025).

Data analysis used the interactive model Miles, Huberman, and Saldaña, which included data condensation, data display, and conclusion drawing/verification (Taufik et al., 2022). The three processes take place interactively from collection to conclusion drawn. The interview data was then deepened using the principles of Interpretative Phenomenological Analysis (IPA) to understand how informants interpreted their experiences in implementing the curriculum and forming ecological habits. Science is specifically oriented towards understanding how individuals give meaning to the experiences they experience. In this study, IPA was used as an interpretive lens for the interview narrative, while the Miles–Huberman–Saldaña model remained the main framework for the overall data analysis.

The validity of the data is maintained through triangulation of sources, techniques, and time (Mardiman et al., 2026). Source triangulation is carried out by comparing information from school leaders, curriculum developers, teachers, parents/committees, and students; triangulation of techniques through comparison of interviews, observations, and documents; Meanwhile, time triangulation is carried out through data collection or confirmation on different occasions. The use of a variety of sources and techniques allows researchers to test consistency while understanding different perspectives on the same phenomenon. Because the study involved children, student interviews were conducted with attention to parent/guardian consent, student consent, identity confidentiality, and use of age-appropriate language.

RESULTS AND DISCUSSION

The results of the analysis of interviews, observations, and documentation studies show that curriculum management at SD Alam Jomin has integrative, contextual, adaptive, and experience-based characteristics. The formation of pro-environmental behavior (PEB) is not placed as a stand-alone subject, but has the potential to grow through the connection between curriculum objectives, project-based learning, the use of nature as a source of learning, habituation, example, and evaluation of student development. Based on this data pattern, curriculum management can be mapped into four main stages, namely planning, organizing, implementing, and evaluating/controlling the curriculum.

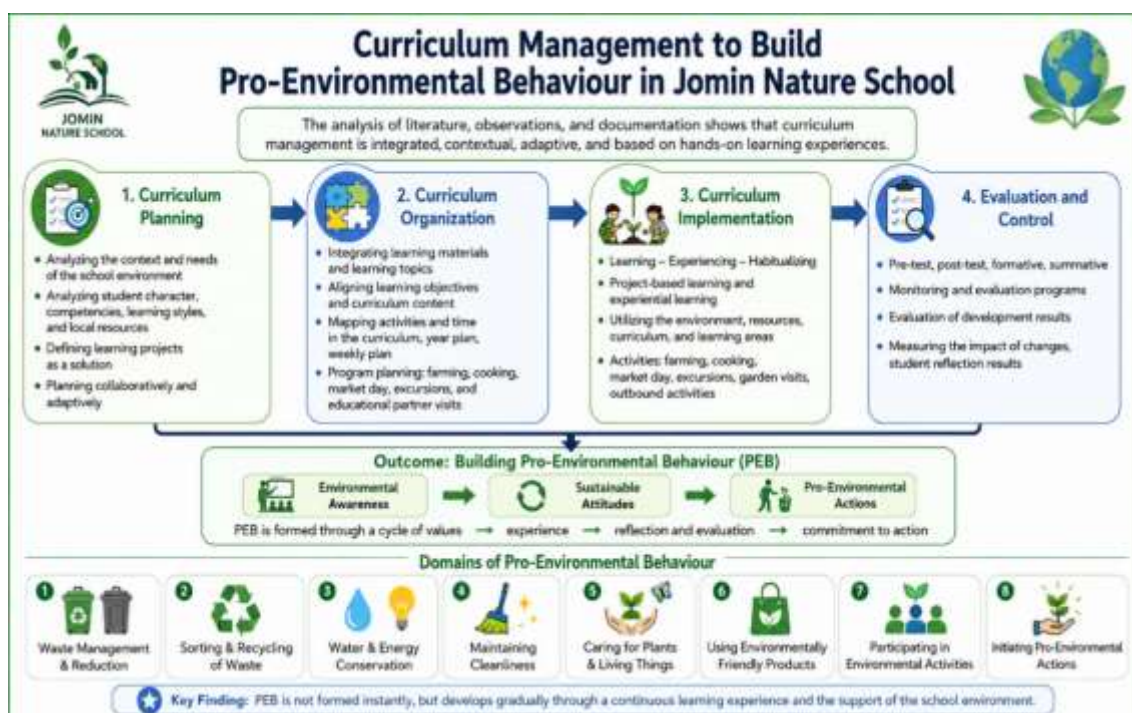


Figure 1. Curriculum Management Flow of Sekolah Alam Jomin

1. Curriculum Planning: Incorporating the Value of Caring for the Earth into Educational Goals

At the planning stage, the curriculum of SD Alam Jomin is not only directed at achieving academic competence. Documented documents and interviews about SD Alam Jomin show that the purpose of school education is directed at the formation of students who have Islamic morals, leadership, logical thinking skills, and entrepreneurial spirit. Project-based learning is placed as one of the instruments to train logic while allowing students to experience the learning process practically.

The results of interviews with school leaders show a tendency that the curriculum is understood not as a subject document, but as a design for children's learning experiences. This can also be seen from the school's flexibility in modifying the curriculum based on the needs of students. Previous field studies in the Jomin Nature School environment found that curriculum modifications were carried out by

involving the principal, classroom teachers, subject teachers, parents, and relevant experts. Thus, the planning stage has a collaborative and adaptive character.

From the perspective of PEB, this kind of planning character is important because environmental concern is not enough to be placed as knowledge. The value of humans as stewards of the earth needs to be translated into concrete experiences: interacting with nature, caring for it, using resources responsibly, and solving problems found in the environment.

2. Curriculum Organization: Integration of Programs, Teachers, and Learning Environment

The second stage is organizing. The findings show a tendency for integration across subjects and across activities. A study of the implementation of the curriculum at SD Alam Jomin shows that character education does not only take place in one subject. The values that are the target of student formation can be integrated into other subjects. Previous research, for example, found that character formation in PAI is also linked to learning Bahasa Indonesia.

The organization shows that the curriculum works through two tracks. First, a formal curriculum, in the form of learning objectives, materials, projects, and assessments. Second, the hidden curriculum, in the form of teacher examples, school routines, how children treat the environment, and interaction patterns between school residents. Therefore, the principal and the curriculum development team have a strategic function in ensuring that environmental values do not stop as a learning theme, but are distributed into daily activities.

The organization of the curriculum at SD Alam Jomin is carried out through the integration of various experiential learning programs. Programs such as farming, cooking, market days, experiments, educational visits, special events, outbound, and contextual activities are placed as part of the learning process, not just additional activities. The principal and curriculum development team organize these activities by connecting them to learning objectives, character strengthening, and students' direct experience with the environment. This pattern shows that the curriculum at SD Alam Jomin is developed flexibly and integratively, so that the natural environment, daily activities, and real experiences become learning mediums as well as a means of forming pro-environmental behavior of students.

3. Curriculum Implementation: From Knowledge to Experience

The implementation stage is the most important point in the formation of PEB. The results of the documentation study and documented interviews show the use of Project-Based Learning, educational games, and collaborative learning at SD Alam Jomin. Project-based learning is seen as providing opportunities for students to learn the material in a more practical way than just receiving verbal explanations. The formation of pro-environmental behavior takes place through the learning-experiencing-habituating mechanism. Students not only gain knowledge about the importance of protecting the environment, but also experience first-hand nature-based activities through farming, organic waste management, use of used materials, outbound activities, and environmental learning projects. These experiences are

carried out repeatedly so as to encourage the formation of habits of maintaining cleanliness, caring for plants, and using resources more responsibly. These findings show that nature is not simply used as a learning location, but becomes an object, source, context, and learning arena that connects knowledge with real practices in students' daily lives.

4. Curriculum Evaluation and Control

The next stage is evaluation. The findings show that the evaluation at SD Alam Jomin takes place at several levels. The study of the Jomin curriculum found the use of pre-test-post-test, formative evaluation, and summative evaluation. In addition, research on education management at Sekolah Alam Jomin shows a pattern of setting short-term and long-term goals, the preparation of child development profiles, and the process of monitoring, evaluation, and periodic program adjustments. However, in the context of PEB, these findings point to the need to expand the evaluation from "what students know" to "what students do". Indicators of environmental education success thus need to use daily behavioral observations, not just knowledge tests.

The thematic analysis produced several PEB domains that need to be seen as outcomes of the curriculum process, namely: (1) waste reduction and sorting; (2) reuse and recycling; (3) water and energy savings; (4) maintain cleanliness; (5) caring for plants and living things; (6) responsible consumption; (7) participation in environmental activities; and (8) the initiative to take environmental action without instructions. The most important finding is that PEB should be understood as a continuum of behavior formation. The initial stage is seen when students participate in activities due to the teacher's instructions. The second stage occurs when students understand the ecological reasons for the action and start doing it as a habit. A stronger level is shown when students take the initiative without command, for example spontaneously cleaning up the environment, sorting out waste, saving resources, or reminding their friends.

The formation of pro-environmental behavior (PEB) at SD Alam Jomin takes place through a curricular mechanism that is integrated with students' learning experiences. PEB is not formed only through the delivery of knowledge about the environment, but through a series of processes that connect the values and objectives of the curriculum, organizing experiences, direct actions, habituation, reflection, evaluation, and behavioral independence. In practice, students get the opportunity to interact with the environment through project-based learning, farming activities, waste management, use of used materials, and nature-based contextual activities.

The results of the observations show that pro-environmental behavior emerges gradually. In the early stages, actions such as maintaining cleanliness, caring for plants, managing waste, and using resources responsibly are still carried out through the direction and assistance of teachers. Through repetitive activities, these behaviors develop into habits, and in some situations, they even begin to appear as actions that are carried out independently. These findings confirm that PEB indicators do not always develop uniformly in every student, so their success needs to be seen from consistency, recurrence, and level of behavioral independence.

The pattern shows that children's PEB is influenced by environmental education, direct contact with nature, social norms, parental support, values, and supportive environment. The uniqueness of SD Alam Jomin lies in the integration of character education, curriculum flexibility, project-based learning, and the use of nature as a learning resource. Thus, the strength of its curriculum management lies in its ability to transform ecological experiences into students' pro-environmental habits and awareness.

Curriculum management cannot be understood only as a document that contains objectives, materials, and subjects, but as a learning experience management system designed to produce changes in students (Hamdhiyya & Hoque, 2025). This perspective is aligned with García & Rodríguez Expósito (2016), who places design, development, implementation, and evaluation as interconnected components of the curriculum process. Planning, organizing, executing, and evaluation therefore do not work separately or linearly, but rather form a continuous cycle. In the context of environmental education, the consequences are quite basic: the success of the curriculum is not sufficiently measured by the existence of environmental materials, but by the ability of the entire curriculum system to translate ecological values into the real experiences and behaviors of learners.

At the planning stage, the placement of concern for the earth with moral values, logic, leadership, and entrepreneurship shows that ecological orientation can be placed at the level of educational goals, not just as incidental themes (Persano Adorno et al., 2025). This position is important because the purpose of the curriculum determines the type of experience that is then organized and provided to learners. However, the formulation of environmental goals has a weakness if it stops as a normative statement. Environmental education often deals with gaps between knowledge, awareness, and actual behavior. Sartibi & Supena (2020) show that pro-environmental behavior is the result of a complex interaction of internal and external factors, so that increased knowledge does not automatically result in environmentally friendly actions. Therefore, the value of environmental concern in planning must have direct consequences on the design of activities, routines, use of space, examples, and evaluation indicators.

Cross-subject and cross-activity organization expands the position of environmental education from subject-based environmental education to curriculum-wide environmental education (Miles, 2015). The integration of the formal curriculum with the hidden curriculum becomes significant because students learn value not only through the material taught, but also through what they see and experience every day. When waste management, water use, interaction with plants, consumption activities, and teachers' actions are consistent with ecological messages in learning, the educational environment functions as a behavior enhancer. On the contrary, the contradiction between what is taught and daily practice has the potential to undermine the internalization of values. This approach is in line with the concept of a whole-institution approach that emphasizes the interconnectedness of governance, learning, facilities-operations, and the participation of students, families, and communities in sustainability education (Rumjaun & Atchia, 2024).

The implementation through project-based learning, farming, waste management, use of used materials, outdoor activities, experiments, and contextual activities shows a shift from informative environmental education to performative environmental education. The learning–experiencing–habituating mechanism explains that learning starts from understanding, continues with direct experience, then is strengthened through repetition to form habits (Mavuso et al., 2022). At this point, nature is no longer just an illustration to explain the concept of science, but rather a space of action where learners experience the consequences of their choices and behavior. The mechanism is relevant to the study by Liu & Green (2024), which shows that children's PEB is related to environmental education, direct experience with nature, significant others, social norms, values, self-efficacy, and the availability of infrastructure that allows ecological actions to be carried out. Thus, the formation of PEB requires more than pedagogy; It requires a learning environment architecture that makes ecological behavior easy to do, repeat, and interpret.

Markle's perspective (2019) further explains why curriculum management has a strategic position in the process. Behavior that has an impact on the environment is not only determined by attitude, but is influenced by attitudinal factors, personal abilities, contextual conditions, and habits. This means that students who have a positive attitude towards the environment do not necessarily sort waste if facilities are not available, group norms do not support it, or educational routines do not condition it. From this perspective, curriculum management acts as a manager of the behavioral context. It not only determines what students should know, but organizes action opportunities, environmental support, patterns of repetition, social examples, and reflection mechanisms that allow knowledge to turn into habits.

The pattern of planning–organizing–implementation–evaluation also shows a strong relationship with Deming's quality management philosophy (Deming, 2018; Iflaha, 2023). In the Plan–Do–Study–Act (PDSA) cycle, planning sets goals and predictions, Do execute the design, Study studies actual results, and Act uses the knowledge gained to make subsequent improvements. Deming specifically emphasizes Study, not just Check, because evaluation is supposed to result in new learning and not just determine whether a program succeeds or fails. In environmental education, the implication is that evaluation does not stop at pre-test, post-test, or knowledge scores. Data on whether students are actually sorting waste, caring for plants, saving water, or taking ecological initiatives must be returned to the planning stage as curriculum improvement materials. Thus, the curriculum becomes a system of continuous ecological improvement.

The Deming framework also helps explain the variation in behavior between learners more critically. System of Profound Knowledge emphasizes four interconnected dimensions, namely the understanding of systems, variation, psychology, and theories of knowledge (Warm et al., 2019). Therefore, the inconsistency of ecological behavior should not be immediately interpreted as a failure or lack of individual concern. It is necessary to explore whether these variations relate to the design of the experience, the frequency of habituation, facilities, exemplary, family support, or the opportunity for students to take action

independently. This perspective shifts evaluation from a student-blamed orientation to a system evaluation that results in student behavior. This shift is important because PEB in children develops gradually and is influenced by the interaction between individual characters and their social-physical environment.

Crosby's principle provides an additional dimension through the idea that quality means conformance to requirements, the quality system is prevention-oriented, and the process needs to be geared towards doing something right from the beginning (Iflaha, 2023). Crosby also developed the idea of zero defects and price of nonconformance as the basis for quality management. However, the concept of zero defects is not properly applied literally as a requirement for children to show perfect ecological behavior (Crosby, 2006). A more relevant adaptation is zero tolerance for systemic contradictions in the curriculum. Education cannot demand that students reduce plastic if learning activities routinely produce single-use waste; inconsistent teaching of water conservation when water use is not managed; and it is not effective to ask students to take care of nature when real contact with nature is very limited. Crosby's principle of prevention thus means designing the conditions from the beginning so that the expected behavior can occur, rather than waiting for the unecological behavior to emerge and then correcting it.

The novelty of this research lies in the development of the Behaviour-Oriented Curriculum Quality Loop perspective which assesses the quality of environmental curriculum management based on its ability to shape behavior change gradually, starting from internalization of values, direct experience, guided actions, repetition, habituation, reflection, to independence in action. This perspective expands the concept of curriculum management because evaluation focuses not only on program implementation and cognitive achievement, but also on behavioral independence as a quality indicator. The level of internalization of environmental values can be examined through eight PEB domains, including waste management, recycling, resource saving, cleanliness, care for living beings, responsible consumption, environmental participation, and independent initiatives.

By implication, pro-environmental educational practices should not be replicated simply by copying programs such as farming, market days, recycling projects, or outdoor activities. More important to replicate is the management mechanism: incorporating ecological behavior into curriculum objectives, organizing cross-activity experiences, providing a supportive environment, building example and repetition, observing actual behavior, then using that data to improve the next design. This perspective shifts the measure of success from the question "how many environmental programs are implemented?" to "to what extent does the curriculum system enable students to act pro-environment without always having to be instructed?". At that point, PEB is no longer a by-product of environmental education, but an indicator of the quality of curriculum management itself.

CONCLUSION

Curriculum management at Sekolah Alam Jomin shows that the formation of pro-environmental behavior does not occur as a direct result of the provision of environmental materials, but through the management of learning experiences that take place in a systematic, repetitive, and integrated manner. Planning that places concern for the earth as part of educational goals is the basis for program organization, cross-subject learning, example, and the use of the environment as a learning resource. Furthermore, implementation through project-based learning, farming, waste management, use of used materials, outdoor activities, and contextual activities provides hands-on experiences that allow ecological values to be practiced in students' daily lives. Conceptually, this study shows a causal relationship that the more consistent environmental values are translated by curriculum management into hands-on experience, repetitive action, habituation, and behavioral evaluation, the greater the chance of the formation of independent pro-environmental behaviors in students. Thus, the determining factor for the formation of PEB is not the number of environmental programs owned by the school, but the continuity between curriculum objectives, learning experiences, environmental support, example, habituation, and behavior control. The process moves gradually from actions that initially require the teacher's direction to habits that are carried out repeatedly and eventually develop into independent initiatives. These changes are seen in waste management, resource reuse, water and energy saving, maintaining cleanliness, caring for living beings, responsible consumption, participation in environmental activities, as well as the emergence of ecological measures without instructions. Thus, the main contribution of this study is the affirmation that curriculum management functions as an ecological transformation mechanism that transforms values into experiences, experiences into habits, and habits into behavioral independence. The quality of the environmental curriculum therefore needs to be assessed not only based on the implementation of programs and knowledge achievements, but also on the ability of the education system to produce actual, consistent, and increasingly independent pro-environmental behavior.

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