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www.journal.stie-binakarya.ac.id**Instruct Green School Culture in Creating Clean and Healthy School at SMP Negeri 1 Taya Kahean**

Cici Puspaningrum

Sekolah Tinggi Ilmu Ekonomi Bina Karya

Email: cicipuspaningrum@gmail.com**ABSTRACT**

This study aims to analyze the role of the principal's leadership in instilling a green school culture as an effort to realize a clean and healthy school at SMP Negeri 1 Raya Kahean. The background of this study is based on the importance of a clean, healthy, and sustainable school environment as an integral part of improving the quality of education and character building of students. This study uses a qualitative approach with a case study method to deeply understand the processes, strategies, and practices of the principal's leadership in building a culture of environmental care. Data collection techniques include in-depth interviews, observations, and documentation studies involving the principal, teachers, students, parents, and other related parties. Data analysis was conducted through interactive stages of data reduction, data presentation, and conclusion drawing. The results of the study indicate that the principal's leadership plays a strategic role in integrating green school values through policies, role models, and the instilling of clean and healthy living habits. Consistently implemented green school culture has been shown to increase participation by all school members, create a comfortable learning environment, and strengthen the school's image as a clean and healthy school. Thus, green school culture is an important foundation for realizing environmental sustainability and quality education in schools

Keywords: *green school culture, principal leadership, clean and healthy schools, character education, school environment*

ABSTRAK

Penelitian ini bertujuan untuk menganalisis peran kepemimpinan kepala sekolah dalam menanamkan budaya sekolah hijau sebagai upaya mewujudkan sekolah yang bersih dan sehat di SMP Negeri 1 Raya Kahean. Latar belakang penelitian ini didasarkan pada pentingnya lingkungan sekolah yang bersih, sehat, dan berkelanjutan sebagai bagian integral dari peningkatan kualitas pendidikan dan pembentukan karakter siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus untuk memahami secara mendalam proses, strategi, dan praktik kepemimpinan kepala sekolah dalam membangun budaya kepedulian lingkungan. Teknik pengumpulan data meliputi wawancara mendalam, observasi, dan studi dokumentasi yang melibatkan kepala sekolah, guru, siswa, orang tua, dan pihak terkait lainnya.

Analisis data dilakukan melalui tahapan interaktif reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah memainkan peran strategis dalam mengintegrasikan nilai-nilai sekolah hijau melalui kebijakan, teladan, dan penanaman kebiasaan hidup bersih dan sehat. Penerapan budaya sekolah hijau secara konsisten telah terbukti meningkatkan partisipasi seluruh anggota sekolah, menciptakan lingkungan belajar yang nyaman, dan memperkuat citra sekolah sebagai sekolah yang bersih dan sehat. Dengan demikian, budaya sekolah hijau merupakan landasan penting untuk mewujudkan keberlanjutan lingkungan dan pendidikan berkualitas di sekolah.

Kata kunci: Budaya Sekolah Hijau, Kepemimpinan Kepala Sekolah, Sekolah Bersih Dan Sehat, Pendidikan Karakter, Lingkungan Sekolah.

INTRODUCTION

Education plays a strategic role in shaping the quality of human resources with character, knowledge, and healthy behavior in social life. Schools, as formal institutions, function not only to transfer knowledge but also to shape the attitudes, values, and habits of students in a sustainable manner. The challenges of 21st-century education require schools to be able to create adaptive, healthy, and sustainable learning environments in line with the increasing global issues related to environmental damage. An unclean and unhealthy school environment has the potential to hinder the learning process and optimal student development. Therefore, the quality of education cannot be separated from the quality of the school environment where the learning process takes place. This is in line with the national education goals that emphasize the development of students' full potential, including aspects of health and environmentally conscious character (Undang-Undang Sistem Pendidikan Nasional, 2003).

Environmental issues are currently a serious issue that directly impacts the world of education. Low awareness among school residents regarding cleanliness and environmental sustainability often leads to various problems, such as dirty, less green, and uncomfortable school environments. These conditions can form negative habits in students if not addressed systematically from an early age. Basic education is a crucial phase in instilling character values, including environmental stewardship. Through consistent practice, schools can be an effective medium for developing environmentally conscious behavior. Therefore, efforts to instill a culture of environmental stewardship need to be structured through school policies and programs (Nurhadi & Irfaida, 2018).

One relevant approach to addressing these issues is the implementation of the green school concept. A green school is defined as a school's effort to create a clean, healthy, green, and environmentally friendly environment through the involvement of the entire school community. This concept focuses not only on the physical aspects of the environment but also on developing a culture and behavior that cares about the environment. Implementing a green school requires a collective change in the mindset and habits of the school community. Thus, a green school serves as a contextual learning tool for students in their daily lives. This culture is expected to shape students' character and foster environmental responsibility from an early age (Haris et al., 2018).

The successful implementation of a green school culture is greatly influenced by the leadership role of the principal. The principal is the primary actor in mobilizing, coordinating, and integrating all school resources to achieve educational goals. Effective leadership can create a conducive school climate, including fostering a culture of environmental stewardship. The principal acts not only as an administrator but also as a motivator and innovator in

developing school programs. Through appropriate policies, the principal can encourage the active participation of teachers, students, and parents in maintaining a clean and healthy school environment. This confirms that the quality of the principal's leadership directly influences the success of the green school program (Mulyasa, 2012).

In addition to the principal's leadership, the involvement of all school stakeholders is a crucial factor in realizing a clean and healthy school. Teachers serve as role models, instilling positive habits in students through daily learning and behavior. Students are the primary subjects in implementing environmental values through routine activities and habituation. Meanwhile, the role of parents and the community is crucial to strengthening the sustainability of the green school culture beyond the school environment. Synergy between stakeholders will foster a sense of ownership in the school's programs. Thus, the green school culture is not merely symbolic, but rather an integral part of the school's identity (Djafri, 2016).

A consistently implemented green school culture also impacts the school's image in the eyes of the public. Clean, healthy, and green schools tend to gain public trust and encourage interest in sending their children to school. A positive school image is crucial in facing increasingly fierce competition among educational institutions. A comfortable and healthy school environment also supports the creation of a quality learning process. This demonstrates that the green school program impacts not only the environment but also the overall quality of education. Therefore, strengthening a school's image through a green school culture is a relevant and sustainable strategy (Fudholi & Nurhadi, 2023).

Based on this description, it can be concluded that implementing a green school culture is a strategic necessity for elementary schools in realizing clean and healthy schools. However, each school has different characteristics, challenges, and potential in implementing this concept. Therefore, an in-depth study is needed to understand how a green school culture is instilled and implemented in a specific school context. This research focuses on the leadership role of the principal in instilling a green school culture.

The principal's leadership is a key factor in determining the direction and quality of school management. The principal acts as an educational leader responsible for coordinating all resources to achieve the institution's goals. From an educational management perspective, leadership is defined as the ability to effectively influence, mobilize, and direct the school community. The principal performs not only administrative functions but also pedagogical and social ones. Effective leadership can create a school climate conducive to learning and character development. Therefore, the quality of the principal's leadership is crucial to the success of the school's strategic programs (Mulyasa, 2012).

Conceptually, principal leadership encompasses the ability to plan, organize, implement, and supervise school activities. The principal acts as the primary decision-maker in determining school policy. Decisions made must consider the needs of students, teachers, and external environmental demands. Participatory leadership encourages the involvement of all school members in the decision-making process. This can foster a sense of ownership and responsibility for school programs. Thus, principal leadership serves as a driving force for change in the educational environment (Wahjosumidjo, 2011).

In the context of developing school culture, the principal plays a strategic role as an agent of change. School culture is formed through consistently applied values, norms, and habits. The principal plays a role in instilling these values through exemplary behavior and sustainable policies. The leader's exemplary behavior is a crucial factor in shaping the behavior of the school community. If the principal demonstrates a commitment to a clean and healthy environment, the school community is likely to emulate that behavior. Therefore, the principal's leadership directly influences the formation of school culture (Deal & Peterson, 2016).

Green school culture is an educational concept that emphasizes school management based on environmental awareness. Green schools are not only oriented towards physical aspects such as cleanliness and greenery, but also focus on developing environmentally friendly attitudes and behaviors. This concept places the environment as an integral part of the learning process. Schools serve as concrete laboratories for students to practice sustainable values. Green school implementation requires the active involvement of the entire school community. Thus, green schools become a contextual and applicable character education strategy (Haris et al., 2018).

A green school culture is formed through a continuous process of habituation. This habituation includes activities such as maintaining cleanliness, waste management, reforestation, and wise resource utilization. Environmental values are instilled through intracurricular and extracurricular activities. Schools serve as social spaces that shape positive student habits. A strong culture fosters sustainable collective behavior. Therefore, the success of a green school depends heavily on consistent implementation (Nurhadi & Irfaida, 2018).

From a character education perspective, a green school culture serves as a medium for internalizing values. Students not only receive knowledge about the environment but also experience and practice it directly. These concrete experiences strengthen understanding and attitudes of environmental concern. A supportive school culture naturally shapes students' character. This aligns with social learning theory, which emphasizes the role of the environment in shaping behavior. Thus, green schools are an effective vehicle for environmentally-based character education (Bandura, 1986).

A clean and healthy school is an educational environment that meets standards of cleanliness, health, and comfort. A clean and healthy school environment supports effective learning. A good physical school environment can improve student concentration and comfort. Furthermore, a healthy school can minimize the risk of disease and health problems. Therefore, a clean and healthy school environment is an important indicator of educational quality. A clean and healthy school also reflects a culture of discipline and responsibility among the school community (Ministry of Education and Culture, 2020).

The concept of a clean and healthy school extends beyond infrastructure and facilities to encompass the behavior of the school community. Clean and healthy living behaviors must become a daily habit within the school environment. Schools serve as a place for students to learn health values. Through habituation, students are expected to carry these positive behaviors into their families and communities. Thus, schools play a strategic role in improving public health. This demonstrates that clean and healthy schools have broad, long-term impacts (WHO, 2017).

The relationship between principal leadership and a green school culture is causal and mutually reinforcing. Visionary leadership integrates environmental values into school policies. The principal determines the direction and priorities of the school's environmental programs. Without leadership support, a green school culture struggles to develop optimally. Consistent leadership will strengthen the internalization of environmental values. Therefore, the principal's role is crucial for the sustainability of a green school culture (Mulyasa, 2012).

A green school culture directly contributes to the realization of clean and healthy schools. A strong culture will encourage collective behavior in maintaining a clean and healthy environment. Every member of the school community shares a shared awareness and responsibility for the environment. The physical school environment becomes more well-maintained and comfortable, creating a conducive and enjoyable learning environment. Thus, a green school culture forms the foundation of a clean and healthy school (Haris et al., 2018).

The principal's leadership also indirectly influences the cleanliness and health of schools. Through policies and supervision, the principal ensures that cleanliness and health programs are effective. The principal motivates teachers and students to actively participate. Weak leadership can lead to programs becoming formalities. Conversely, strong leadership encourages sustainable program implementation. Therefore, leadership is a strategic variable in creating a healthy school environment (Wahjosumidjo, 2011).

The synergy between principal leadership and a green school culture creates a sustainable school management system. This system does not depend on a specific individual, but on shared values and practices. A strong culture will persist even if leadership changes occur. However, the initial phase of culture formation requires a leader's role. Thus, leadership serves as a catalyst, while culture serves as a reinforcement. Both complement each other in realizing clean and healthy schools (Deal & Peterson, 2016).

Based on this theoretical review, it can be concluded that principal leadership and a green school culture are important variables in creating clean and healthy schools. Leadership acts as a guide and motivator, while a green school culture internalizes values. A clean and healthy school is the result of the interaction of these two variables. This theoretical framework provides a conceptual basis for the research. With a strong theoretical understanding, research can be conducted systematically and purposefully. Therefore, this theoretical review serves as an important foundation for research analysis.

METHOD

This research uses a qualitative approach with a case study approach. The qualitative approach was chosen because the research aims to deeply understand the process, meaning, and leadership strategies of principals in instilling a green school culture in the school environment. Case studies allow researchers to explore phenomena contextually and holistically within a specific educational unit. The focus of the research lies not in measuring numbers, but rather in interpreting practices and behaviors that occur in the field. With this approach, researchers can explore empirical reality in a naturalistic manner.

This research is qualitative descriptive, describing phenomena as they are based on actual conditions in the field. Data collected include words, actions, and documents relevant to green school culture. Qualitative descriptive research allows researchers to systematically explain the process of instilling environmental values. The descriptions are conducted to understand the roles of the principal, teachers, students, and other stakeholders. Thus, the research results are expected to provide a comprehensive picture of green school practices. This approach is consistent with the methods used in previous research in the same context (Sugiyono, 2010)

The data sources in this study consist of primary and secondary data. Primary data were obtained directly from informants through interviews and observations. Informants were selected purposively, namely those deemed most knowledgeable about the implementation of a green school culture. Key informants included the principal, the environmental program coordinator teacher, student representatives, and parents' representatives. This selection of informants aimed to obtain diverse yet relevant perspectives. This technique aligns with the principle of purposive sampling in qualitative research (Lenaini, 2021).

Secondary data was obtained through documentation studies. Documentation included school program documents, activity schedules, photos of green school activities, and archives of school achievements related to environmental cleanliness and health. Secondary data served to strengthen and complement primary data. The use of documentation helped increase the accuracy and credibility of research findings. Furthermore, documents served as authentic

evidence of green school program implementation. This technique is commonly used in descriptive qualitative research.

Data collection techniques in this study included in-depth interviews, observation, and documentation. Interviews were conducted semi-structured using an interview guide. This technique allowed researchers to gather in-depth yet focused information. Observations were conducted to observe the behavior of school residents and the condition of the school environment. Observations focused on cleanliness, greening, and the instilling of environmentally conscious behavior. This combination of techniques aimed to obtain comprehensive and complementary data (Sugiyono, 2010).

Table 1. Environmentally Caring Character Components

Component	Observed Aspects
Environmentally Caring Character Education	The role of the principal in instilling a green school culture
	The role of teachers in instilling attitudes of love for tidiness and love for the environment
	The role of the committee and student guardians in supporting green school culture
	The role of teachers in cultivating the habit of throwing rubbish in its place
	The role of students in preserving and caring for the school environment.

The research instrument in the qualitative approach was the researcher herself, assisted by interview guidelines and observation sheets. The interview guidelines were developed based on green school culture indicators and the principal's leadership role. The observation sheets were used to record the actual activities of school residents related to environmental cleanliness and health. This instrument helped the researcher ensure a systematic data collection process. The use of simple yet focused instruments aligns with the characteristics of qualitative research. This refers to the methodological practices used in reference research.

The validity of the data in this study was ensured through triangulation techniques. The triangulation techniques used included source triangulation, technical triangulation, and time triangulation. Source triangulation was conducted by comparing data from the principal, teachers, students, and parents. Technical triangulation was conducted by comparing the results of interviews, observations, and documentation. Meanwhile, time triangulation was conducted by collecting data at different points in time. This technique aims to increase the credibility and trustworthiness of the research results (Wijaya, 2018).

Table 2. Interview Guidelines

Component	Indicator
Green School culture in realizing the image of a clean and healthy school	Always maintain environmental sustainability
	Love the neatness and cleanliness of the environment
	Be wise in using natural resources
	Supports greening
	The habit of throwing rubbish in its place

Data analysis was conducted interactively and continuously from the beginning of the study. The analysis stages included data collection, data reduction, data presentation, and conclusion drawing. Data reduction was performed by sorting and focusing data relevant to the research objectives. Data presentation was presented in descriptive narrative form for ease of understanding. Conclusions were drawn based on patterns and findings emerging from the data. This procedure aligns with Miles and Huberman's qualitative data analysis model (Miles et al., 2014).

The research procedure is carried out in several stages. The first stage is planning, which includes initial observations and the development of research instruments. The second stage is data collection through interviews, observations, and documentation. The third stage is gradual and continuous data analysis. The final stage is the preparation of a research report. This stage ensures that the research is systematic and structured. This procedure refers to the qualitative research flow applied in reference documents.

Table 3. Research Stages

Planning	<ol style="list-style-type: none"> 1. Conduct school observations 2. Create a background 3. Create research instruments
Data Collection	<ol style="list-style-type: none"> 1. Interviews with informants 2. Documentation collection
Data Presentation	<ol style="list-style-type: none"> 1. Presenting research results 2. Summarizing research results
Reporting	<ol style="list-style-type: none"> 1. Making research results

RESULT AND DISCUSSION

Based on the results of research related to the implementation of green school at SMP Negeri 1 Raya Kahean , namely carrying out morning duty and community service. This is in accordance with the Ministry of National Education (2020) that routine school activities are activities carried out by students continuously and consistently at all times. Routine activities are carried out by optimizing existing facilities and infrastructure to achieve educational goals. These routine activities are carried out to support the success of education in general. Environmental care is an attitude, effort, action in preserving and maintaining environmental damage caused by nature or humans which is manifested in daily activities. Environmental care at school can be demonstrated through activities of disposing of waste in its place, carrying out reforestation, using environmentally friendly compost fertilizer and reducing the use of plastic waste (Haris et al., 2018).



Figure 1. The beginning of planting ornamental plants at SMP Negeri 1 Raya Kahean in the Green School program

Based on the results of interviews with teachers, it was stated that "Every day there is a duty schedule for the classroom, while cleaning the school yard is only every Saturday." Based on the results of the interview, it can be concluded that students of SMP Negeri 1 Raya Kahean have carried out classroom cleaning activities which are carried out routinely according to the duty schedule. This shows the implementation of the instillation of environmental care character values, as seen from students' sensitivity to the surrounding environment, such as the cleanliness of the classroom.

Strategy is a method used to mobilize all the capabilities of an organization's resources to achieve its goals. According to Mubin & Masruri (2020), strategy is defined as a strategy, tactic, trick, or method. Therefore, it can be concluded that strategy is a tactic and method that utilizes all available resources to achieve the desired goals. Institutional image is a person's view and assessment of the institution's condition. This is in line with the opinion of Linggar (2008) regarding the public's feelings, impressions, and self-image of the institution. Therefore, institutional image is very important for schools. Therefore, institutions must maintain and improve their image by implementing strategies.

The principal is the person given the task and responsibility to manage the school, collect, utilize, and be able to optimally mobilize all the potential that the school has to achieve its goals (Sagala, 2010). Meanwhile, according to (Mulyasa, 2012) stated that the principal is the driving force and determiner of school policy that will determine the goals in this education so that the program can be realized and can achieve the goals. Therefore, it can be concluded that the principal is a leader in the school who has responsibility for all activities and the success of the school.

As a leader, according to (Djelantik 2015), the principal has an important influence and role in all activities, one of which is improving the image of a clean and healthy school. In carrying out his role and duties, it must be balanced with a strategy in instilling a green school culture. The principal must have various strategies according to the circumstances and conditions of each institution, as according to (Sutojo, 2004) that in improving the image of the institution, several things must be considered, namely focusing on one or two advantages, having distinctive characteristics, hitting the mark, preempting negative perspectives, being sustainable and realistic.

SMP Negeri 1 Raya Kahean provides good service and motivation to get used to living neatly, healthily, and getting used to throwing trash in its place, which includes the attitude and

behavior of teachers, service to parents and providing good learning. The attitude and behavior of teachers will have an impact on the image of a clean and healthy school, good service and motivation to parents as a form of guiding the perception of parents and even the community regarding the image of a good institution and servants to create quality learning in order to create quality students as well. This is in line with research (Adam, A, dkk: 2020) the community will give a positive perception to institutions that provide good service and motivation.

A good school image can be seen from the school's participation in various competitions, this is done as an effort by the school to achieve achievements and as a competitiveness of school students with other schools. By participating or even achieving achievements can improve the school's image. SMP Negeri 1 Raya Kahean in realizing the image of a clean and healthy school by carrying out and providing good services in learning, this aims to create quality learning so that it can produce quality students, in line with the opinion (Giwangsa, 2021) in improving the image of the institution must provide excellent service both internally and externally to create a sense of comfort and gain public trust.

The principal supports educators in improving their competencies. This is done so that educators have good competencies, thereby providing good learning. This is in line with the opinion (Mulyasa, 2012) that the principal plays a crucial role in management and leadership, particularly in mobilizing components that can determine the school's success. School success can be seen from the school's programs implemented. The program at SMP Negeri 1 Raya Kahean is environment-based, involving educators, committees, students, and the community. This is done in order to ensure the program's impact can be felt by all stakeholders.

Improving the image of an institution is inseparable from the community (Saepudin, 2020). This is because institutions require support from the community, both internally and externally. To meet the need for internal and external support, the principal and committee create team groups to facilitate communication and coordination. This is done to facilitate communication and coordination with the committee and parents regarding school programs.

The SMP Negeri 1 Raya Kahean program participates in various competitions. This is done to achieve achievements for students and the institution by utilizing all components of the institution. This can be used as a promotional event and existence as well as positive assessment from the community. This is done as a distinctive feature of the school that distinguishes it from other public elementary schools. This is done to improve the image in accordance with the school's targets that are in line with expectations. The image of a clean and healthy school with the ownership of beautiful and comfortable classroom facilities and school buildings in accordance with the school's goals and expectations.



Figure 2. Condition Of SMP Negeri 1 Raya Kahean After The Implementation Of The Green School Program

Based on the explanation above, it can be concluded that instilling a green school culture can be implemented to realize the image of a clean and healthy school. This is in accordance with the opinion (Qibty, 2018) that the principal's strategy in instilling a green school culture can create a clean and healthy school image which includes: (a) the institution has a good level of school certification; (b) improving the performance of the principal, teachers and education staff; (c) participation of the institution in school competitions; (d) building networks with parents and the community; (e) improving superior academic and non-academic services. Thus, instilling a green school culture is the first step in achieving the institution's programs and goals. The institution's programs and goals will not be successful if the principal as a leader does not have the right strategy according to the conditions and circumstances of the school. Therefore, the success of an institution in achieving its goals is determined by the principal's strategy and wisdom in leading the school.

Based on the explanation and description above, the researcher obtained the following results: (1) instilling a green school culture in realizing the image of a clean and healthy school at SMP Negeri 1 Raya Kahean; (2) having a superior program that is a characteristic of SMP Negeri 1 Raya Kahean that differentiates it from other institutions; (3) providing good service. This is done so that communication with teachers and parents runs effectively, in addition to that, teachers provide the best service in the face-to-face learning process in the classroom which is interspersed with the habit of throwing rubbish in the right place, loving cleanliness and tidiness with all-green infrastructure facilities so that it supports a comfortable teaching and learning situation and condition in the SMP Negeri 1 Raya Kahean environment.

CONCLUSSION

Based on the discussion above, it can be concluded that the principal of SMP Negeri 1 Raya Kahean can instill a green school culture in realizing cleanliness and a healthy school. The principal can also answer challenges, namely being able to collaborate well and get opportunities for enthusiastic support from stakeholders, including the school committee, educators, students, parents, and the community in fulfilling and realizing a clean and healthy

school, so that the school receives an award as a clean and healthy school and is included in the category of schools with comfortable and complete infrastructure.

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