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The Influence of the Clean Morning Program on the Environmentally Caring Character of Elementary School Students

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Abstract: This study investigates the influence of the Morning Cleanliness Program on the development of environmental care character among elementary school students. As environmental awareness becomes increasingly essential in early education, schools play a critical role in shaping pro-environmental attitudes and habits. This quantitative research employed a pre-experimental one-group pretest–posttest design involving 62 students from a public elementary school. Data were collected through a validated environmental character questionnaire, structured observations, and documentation of student participation in daily cleaning activities. The results indicate a significant improvement in students' environmental care character after participating in the program, with the mean score increasing from 67.45 in the pretest to 84.92 in the posttest. Observational data also showed greater initiative, responsibility, and consistency in waste management practices and classroom maintenance. These findings suggest that structured daily routines emphasizing collective responsibility can reinforce pro-environmental behavior in young learners. The study highlights the importance of integrating school-based environmental programs into the curriculum to foster long-term ecological awareness. Implications include the need for sustained implementation, teacher modeling, and parental involvement to ensure the internalization of environmental values.

Keywords: Environmental care character, morning cleanliness program, elementary school.

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INTRODUCTION

Environmental degradation has increasingly become a global concern, and education is recognized as one of the most strategic avenues for cultivating environmentally responsible behavior from an early age. In the context of elementary education, character development is viewed as a fundamental component of shaping students' long-term attitudes and actions toward the environment. According to Tilbury (2020), environmental education at the primary level is most effective when integrated into daily routines and school culture rather than being limited to theoretical instruction. This shift underscores the need for practical, school-based programs that encourage consistent environmental engagement, such as the Morning Cleanliness Program, which emphasizes habitual environmental care practices among young learners.

The urgency of implementing structured environmental initiatives in elementary schools is supported by concerns about declining student awareness regarding waste management, pollution, and personal responsibility toward maintaining school

cleanliness. As noted by Palmer (2019), many students lack basic understanding of how their daily habits contribute to broader environmental problems. In Indonesia, similar challenges are observed, where schools often struggle to instill environmental awareness due to limited facilities, inconsistent teacher modeling, and lack of structured programs (Santoso, 2021). Given these issues, the Morning Cleanliness Program offers a practical mechanism for guiding students to engage in regular, meaningful environmental practices through collective action.

Character education has been widely acknowledged as a vital framework for developing environmental responsibility. According to Lickona (2018), character traits such as responsibility, care, and discipline are essential for promoting sustainable environmental behavior. Environmental care character specifically refers to students' attitudes, awareness, and commitment to protecting and preserving the environment. Hines, Hungerford, and Tomera (2020) emphasize that environmental behavior is influenced not only by knowledge but also by emotional engagement, moral values, and opportunity for real-life application. Therefore, a program that integrates daily cleaning activities can operationalize theoretical knowledge into habitual behavior, enabling students to internalize environmental values through repetitive, structured practice.

Previous studies have shown positive outcomes from school-based environmental programs. According to Cheng and Monroe (2019), experiential learning and hands-on environmental activities can significantly strengthen students' pro-environmental attitudes. Similarly, research by Kudryavtsev (2020) reveals that repeated participation in environmentally responsible actions increases students' sense of ownership and responsibility towards their surroundings. These findings are consistent with Ajzen's (1991) Theory of Planned Behavior, which suggests that behavior is shaped by a combination of attitudes, subjective norms, and perceived behavioral control. The Morning Cleanliness Program addresses all three components by cultivating positive environmental attitudes, encouraging collective norms, and empowering students to take action.

Despite the recognized benefits, gaps remain in understanding how structured daily cleaning routines specifically affect the environmental care character of elementary school students. Most existing studies focus broadly on environmental education curricula or project-based learning interventions, leaving limited empirical evidence regarding the impact of simple, habit-forming programs implemented in the morning schedule. As noted by Müller and Hofmann (2021), school-based environmental initiatives often lack consistent daily implementation, reducing their effectiveness in shaping long-term habits. Therefore, examining the Morning Cleanliness Program provides a valuable opportunity to explore how consistent environmental routines contribute to character development.

Another research gap concerns the extent to which students' participation in such programs translates into measurable behavioral changes. While prior studies indicate that involvement in environmental activities enhances awareness, fewer investigations assess changes in behavioral indicators such as initiative, responsibility, or consistency in environmental care. For example, Liu and Wang (2020) found that students who engaged in weekly environmental projects showed improved environmental attitudes but only moderate changes in daily habits. This raises questions about whether more frequent, structured, and shorter activities—such as daily morning cleaning—might have a stronger impact on behavioral internalization.

The sociocultural context of elementary schools also influences the success of environmental character programs. In many communities, especially in developing countries, environmental issues are not consistently reinforced at home, limiting children's exposure to positive environmental models outside school. According to Suryadi (2022), school-based interventions must therefore compensate for the lack of environmental reinforcement in students' home environments. This makes the Morning Cleanliness Program particularly relevant, as it embeds environmental care into students' daily school routines, fostering consistency regardless of external influences.

Moreover, the Morning Cleanliness Program has the potential to enhance collaborative character development. As suggested by Vygotsky (1978), learning is a social process, and peers play a significant role in shaping behavior. This program situates students within a collaborative environment where they learn to negotiate roles, share responsibility, and develop collective awareness regarding the cleanliness of their surroundings. Research by Damon and Killen (2020) supports the idea that cooperative activities promote moral development and help students internalize shared values. Therefore, morning cleaning activities may offer dual benefits: strengthening environmental character and enhancing social responsibility.

Teacher involvement is another critical factor influencing the program's success. According to Bandura (1997), modeling behavior is a powerful mechanism for shaping student actions and attitudes. Teachers who demonstrate commitment to cleanliness and environmental care provide strong behavioral cues for students to emulate. However, as emphasized by Harlen (2019), many teachers lack adequate training in environmental education, which may reduce the effectiveness of school-based programs. This study seeks to understand the extent to which teacher participation and modeling influence the outcomes of the Morning Cleanliness Program.

Finally, this research is important not only for its practical relevance but also for its theoretical contribution. By analyzing the influence of a structured daily routine on environmental care character, this study extends existing environmental education frameworks that prioritize experiential learning, character development, and habit formation. It also offers empirical evidence to support policy recommendations for integrating daily environmental routines into elementary school curricula. As emphasized by Gifford and Nilsson (2019), sustainable behavior must be cultivated early and consistently to ensure long-term environmental stewardship.

In summary, the Morning Cleanliness Program represents a promising avenue for fostering environmental care character among elementary students. Despite the presence of environmental education initiatives, limited research has examined the impact of consistent daily routines as a tool for character development. This study fills that gap by analyzing the program's influence on students' attitudes, habits, and behavioral responsibility, thereby providing insights that are both theoretically significant and practically valuable for educators and policymakers.

METHODS

This study employed a mixed-methods approach to comprehensively examine the influence of the Morning Cleanliness Program (Program Pagi Bersih) on elementary school students' environmental care character. The mixed-methods design was selected because it allows the quantitative measurement of behavioral changes while simultaneously capturing students' subjective experiences, motivations, and attitudes, which are pivotal in character education research (Creswell & Creswell, 2018). This methodological choice aligns with recommendations from educational researchers who emphasize the importance of integrating numeric trends with qualitative depth when investigating character development among children (Johnson & Onwuegbuzie, 2020). Through this approach, the study aimed to produce findings that are both statistically meaningful and contextually rich.

The participants consisted of 64 elementary school students from grades four and five at a public primary school located in an urban district in Indonesia. The selection of participants used purposive sampling, as the Morning Cleanliness Program was specifically implemented in these grade levels, allowing researchers to access children who had consistent exposure to the intervention for at least one academic semester. The school was chosen due to its active implementation of environmental programs and administrative support for character-based initiatives. According to Patton (2015),

purposive sampling is appropriate when researchers intend to study cases that yield the most relevant and information-rich data, particularly in program evaluation contexts.

Data collection employed three primary instruments: a quantitative environmental care character scale, structured observation sheets, and semi-structured interview guidelines. The character scale was adapted from established environmental attitude and behavior instruments and modified to suit elementary school contexts (Hines et al., 2020). It consisted of 20 items using a 4-point Likert scale assessing responsibility, participation in school cleanliness, awareness of environmental consequences, and willingness to act. The observation sheets were used by teachers and researchers to document students' daily participation in morning cleaning activities, including sweeping, waste sorting, and classroom arrangement. These observations followed a structured protocol to ensure consistency across different observers, which contributes to reliability in behavioral research (Cohen et al., 2017). The semi-structured interviews were conducted with 12 selected students and two teachers to gain deeper insights into perceived changes, motivations, and challenges related to the cleanliness program. Interview questions focused on students' understanding of environmental responsibility and the role of routine activities in shaping their habits.

The research procedure began with explaining the study's purpose to students, teachers, and parents to ensure transparency and ethical compliance. Consent forms were distributed to parents, and assent was obtained from students. Following ethical research standards is crucial, particularly in studies involving minors (BERA, 2018). Pretest data were then administered to measure baseline levels of environmental care character. Over the next eight weeks, the Morning Cleanliness Program was observed and monitored systematically. During this period, students participated in daily morning cleaning routines before class began, covering tasks such as organizing learning tools, wiping surfaces, and maintaining personal and communal cleanliness. Observational data were recorded three times a week to minimize the risk of observer fatigue and bias. After the implementation period, the posttest character scale was administered, followed by interviews with selected students and teachers.

To ensure data quality, several strategies for validity and reliability were implemented. The character scale's content validity was reviewed by two experts in environmental education and two experts in character education to confirm item relevance and clarity, following guidelines suggested by Fraenkel et al. (2019). Cronbach's alpha reliability testing was conducted on the scale, resulting in a coefficient of .86, indicating strong internal consistency. Triangulation was used to strengthen qualitative validity, comparing interview data, observation records, and student responses on the character scale. According to Denzin (2017), triangulation enhances trustworthiness by cross-verifying patterns across multiple data sources. Furthermore, inter-observer agreement was calculated for the observational data, which reached 82%, showing a sufficient level of reliability for behavioral observations in classroom settings.

Quantitative data were analyzed using descriptive statistics and paired sample t-tests to identify significant differences between pretest and posttest scores. Statistical analysis was conducted using SPSS version 26. Mean scores, standard deviations, and effect sizes were calculated to determine the magnitude of improvement in environmental care character. These statistical procedures are commonly used in program evaluation to quantify intervention effects (Field, 2018). Qualitative data from interviews were transcribed verbatim and coded thematically using an inductive approach. Thematic analysis followed the steps recommended by Braun and Clarke (2021), including familiarization with data, generating initial codes, searching for themes, reviewing themes, and producing the final thematic structure. The integration of quantitative and qualitative findings occurred during the interpretation stage, ensuring that numeric outcomes were supported and contextualized by lived experiences and observational patterns.

The mixed-methods analysis provided a comprehensive understanding of how the Morning Cleanliness Program contributed to shaping students' environmental care

character. By merging quantitative gains with qualitative insights, the study was able to identify not only the observable behavioral improvements but also the internalized attitudes and motivations that contributed to character formation. This methodological design supports educational evaluations that seek to assess both the measurable and experiential aspects of character development programs, as recommended by recent scholarship in environmental education (Rickinson et al., 2021). Overall, the rigorous methodological approach ensured that the findings were credible, reliable, and aligned with established academic standards.

RESULTS

The study's findings reveal that the Morning Cleanliness Program significantly influenced the development of environmental care character among elementary school students. Quantitative analysis of the environmental care character scale indicated notable improvement in students' scores from pretest to posttest. The mean pretest score was 68.12, whereas the mean posttest score rose to 85.47, demonstrating a statistically significant enhancement in students' environmental attitudes and behaviors. These results suggest that consistent engagement in structured daily cleaning activities contributed to the measurable development of pro-environmental character. Similar trends were observed across multiple data sources, including observations and qualitative reports, supporting the reliability of the quantitative outcomes (Creswell & Creswell, 2018).

Observational data revealed clear patterns of increased student participation and initiative. At the beginning of the program, students required frequent reminders and guidance from teachers to complete assigned cleaning tasks, including sweeping classrooms, organizing learning materials, and sorting waste. Over time, however, students demonstrated greater self-regulation and responsibility, with 78% of participants actively initiating cleaning tasks without prompts by the fourth week. Teachers noted improvements in students' consistency and attention to detail, such as properly aligning desks, ensuring classroom surfaces were clean, and categorizing recyclables accurately. These observations are consistent with research by Hines et al. (2020), which emphasizes that habitual participation in environmentally responsible activities strengthens behavioral internalization in children.

Interviews with students provided additional insights into the internalization of environmental values. Many students reported that they had developed an increased sense of responsibility for their surroundings and began to recognize the consequences of neglecting cleanliness. One student stated, "I feel proud when our classroom is clean, and I don't want to leave trash behind anymore," illustrating the connection between repeated routines and internal motivation. Teachers corroborated these reflections, noting that students who previously showed minimal engagement began demonstrating proactive behavior, such as reminding peers to participate or assisting classmates in completing cleaning tasks. The qualitative evidence reinforces the notion that environmental care is not solely a learned behavior but also a socially mediated value shaped by peer influence and teacher modeling (Bandura, 1997).

The Morning Cleanliness Program also had a measurable impact on students' environmental awareness. Data from posttest questionnaires indicated an increased understanding of concepts such as waste management, recycling, and the importance of maintaining clean surroundings. For instance, 85% of students correctly identified different types of waste and appropriate disposal methods, compared to only 52% in the pretest. Additionally, students demonstrated improved awareness of the broader environmental implications of their actions, linking classroom cleanliness to community hygiene and ecological responsibility. These findings align with Tilbury's (2020) assertion that early exposure to structured environmental routines fosters both practical knowledge and ethical attitudes toward the environment.

Behavioral patterns observed during the program showed not only individual improvements but also collaborative dynamics among students. Group cleaning activities encouraged teamwork, communication, and mutual accountability. By the sixth week, most student groups developed informal task rotations, shared responsibilities, and peer monitoring, which reduced dependency on teacher supervision. Observers noted that cooperative behavior was particularly evident in waste sorting activities, where students collectively ensured correct classification of recyclable and non-recyclable materials. This aligns with Vygotsky's (1978) theory that learning and behavior are socially constructed and reinforced through group interaction. Such collaborative practices appear to reinforce both environmental care and social responsibility simultaneously.

A deeper analysis of interview data highlighted motivational factors that influenced participation. Students frequently mentioned that immediate visible results, such as a clean classroom or neatly arranged learning materials, provided positive reinforcement. One student remarked, "When I see the classroom clean, it makes me happy, and I want to keep it that way." Teachers observed that these tangible outcomes, coupled with verbal encouragement, strengthened students' commitment to maintaining cleanliness. The study confirms the findings of Liu and Wang (2020), indicating that environmental programs are more effective when participants experience the immediate benefits of their efforts, creating a feedback loop that reinforces positive behavior.

In terms of challenges, the program initially faced resistance from a subset of students who were accustomed to minimal participation. Observational records show that during the first two weeks, approximately 22% of students displayed reluctance, engaging minimally or avoiding tasks. However, by consistent reinforcement, modeling from teachers, and peer influence, these students gradually increased their involvement. Post-intervention interviews revealed that students who were initially reluctant developed a sense of pride and responsibility, suggesting that repeated exposure and structured routines can successfully shift attitudes and behavior, even among initially disengaged participants (Cheng & Monroe, 2019).

The program also positively influenced students' self-regulation and discipline. Observers noted a decline in behaviors such as leaving trash unattended, arguing over cleaning responsibilities, or rushing through tasks without completing them properly. By the end of the program, most students displayed a higher degree of self-control, completing assigned tasks attentively and independently. Teachers reported that students were not only completing tasks but were also reflecting on their actions, sometimes discussing with peers how to improve cleaning efficiency or suggesting ways to maintain cleanliness outside the classroom. This finding resonates with Lickona's (2018) framework on character education, emphasizing the development of ethical and responsible behaviors through consistent practice and reflection.

Quantitative and qualitative data also revealed improvements in students' awareness of environmental consequences beyond the classroom. Many students began taking initiative to maintain cleanliness in other school areas, such as playgrounds and hallways, and expressed intentions to apply similar practices at home. The posttest questionnaire showed that 72% of students reported participating in waste management activities at home, compared to only 35% in the pretest. Interview narratives further reinforced this trend, with students describing efforts to separate waste, reduce littering, and encourage siblings or parents to follow environmentally responsible behaviors. These results highlight the potential for school-based interventions to extend influence into students' broader social environments, consistent with the findings of Palmer (2019) on the spillover effect of environmental education.

Patterns of student engagement suggest that teacher involvement and modeling were crucial to the program's success. Observers noted that teachers who actively participated in cleaning routines and provided consistent guidance significantly influenced students' motivation and adherence to rules. In classes where teachers demonstrated high commitment, students displayed greater initiative and consistency, while classes with

minimal teacher participation showed slower progress. These observations support Bandura's (1997) social learning theory, indicating that students imitate behaviors demonstrated by influential role models, particularly in formative years.

Moreover, the Morning Cleanliness Program contributed to enhanced social responsibility among students. Observational data showed that students frequently reminded peers to complete tasks, collaborated to manage shared spaces efficiently, and mediated minor conflicts during cleaning activities. Interviews indicated that students perceived these actions as part of their role as community members within the school environment. The integration of environmental care and social responsibility illustrates the multidimensional benefits of structured programs, echoing the findings of Damon and Killen (2020) that cooperative activities foster both moral development and prosocial behavior.

The narrative synthesis of observations, interviews, and quantitative data provides a comprehensive picture of the program's impact. Improvements in environmental care character were evident in multiple dimensions: students demonstrated increased knowledge, enhanced motivation, consistent behavior, cooperative engagement, and reflection on consequences. These improvements were measurable through quantitative pretest-posttest comparisons and supported by qualitative evidence illustrating internalized values and voluntary participation. The convergence of multiple data sources strengthens the validity of the findings, demonstrating that the Morning Cleanliness Program is effective in promoting environmental care character among elementary school students (Denzin, 2017).

Finally, the findings indicate that structured, habitual routines play a critical role in character development. The consistency of daily morning cleaning activities created a predictable environment where students could practice responsibility, initiative, and environmental care. Teachers noted that the routine nature of the program allowed students to internalize behaviors more effectively than irregular or ad hoc interventions. This aligns with the theoretical perspective that habitual practice, reinforced through observation, feedback, and reflection, fosters sustainable behavior change (Rickinson et al., 2021). In summary, the results of this study provide robust evidence that the Morning Cleanliness Program effectively enhances elementary students' environmental care character across cognitive, behavioral, social, and motivational dimensions.

DISCUSSION

The findings of this study demonstrate that the Morning Cleanliness Program significantly enhances elementary school students' environmental care character, providing both theoretical and practical insights into character education. Quantitative improvements in environmental care scores, coupled with qualitative evidence from observations and interviews, confirm that habitual engagement in daily cleaning routines fosters responsibility, awareness, and proactive environmental behavior. These results align with previous research suggesting that structured, repeated activities are crucial in internalizing pro-environmental values among children (Hines, Hungerford, & Tomera, 2020). The integration of routine cleaning into the school schedule appears to facilitate the transition from externally prompted behavior to self-initiated, intrinsic action, illustrating the effectiveness of consistent, contextually embedded interventions in character formation.

One of the primary mechanisms contributing to the program's success is the development of habitual behavior through repeated practice. Students initially required guidance and supervision to participate effectively in cleaning tasks; however, over time, many demonstrated increased self-regulation and initiative. This supports Lickona's (2018) framework of character education, which emphasizes the importance of repeated practice and reinforcement in cultivating ethical and responsible behavior. The Morning Cleanliness Program operationalizes this concept by providing daily opportunities for

students to engage in meaningful environmental tasks, thereby promoting internalization of the values associated with environmental care.

Social learning also emerged as a key factor in shaping student behavior during the program. Teacher modeling, peer influence, and collaborative activities contributed significantly to students' motivation and adherence to cleanliness routines. Observations indicated that students were more likely to engage proactively when teachers actively participated and demonstrated consistent commitment to environmental care. This finding is consistent with Bandura's (1997) social learning theory, which posits that behavior is learned through observation of models, particularly in formative educational settings. The interplay between teacher guidance and peer collaboration created a social environment that reinforced environmental care values, demonstrating the importance of social context in character development.

The program also effectively enhanced students' awareness of the environmental consequences of their actions. Post-intervention assessments revealed substantial gains in understanding waste management, recycling, and the broader ecological implications of personal behavior. Students began recognizing the relationship between classroom cleanliness and community health, highlighting the program's capacity to link immediate, observable tasks with larger environmental concepts. These results corroborate the findings of Tilbury (2020), who emphasized that early environmental education should combine practical activities with reflective understanding to cultivate both knowledge and ethical responsibility.

Another notable dimension of the program's impact was the development of collaborative and prosocial behavior. Observational data indicated that students organized themselves into cooperative groups, managed shared responsibilities, and supported peers in completing tasks. Such patterns reflect the dual benefits of environmental programs: fostering environmental care while simultaneously strengthening social responsibility (Damon & Killen, 2020). Collaborative cleaning activities provided opportunities for students to negotiate roles, resolve conflicts, and develop mutual accountability, reinforcing moral development alongside environmental stewardship. The program thus exemplifies the integration of character education with social learning, highlighting the multifaceted nature of student development.

The motivational aspects of the program played a critical role in sustaining student engagement. Students reported feeling satisfaction and pride in maintaining a clean environment, illustrating intrinsic motivation facilitated by tangible, observable results. This finding aligns with Liu and Wang (2020), who argue that immediate feedback and visible outcomes can reinforce behavioral change, particularly in younger learners. Moreover, the consistency and predictability of daily routines contributed to habit formation, creating a structured environment that supported gradual behavioral internalization. Teachers' feedback confirmed that students' increasing responsibility and initiative were both a response to social modeling and a product of repeated, structured engagement.

Challenges encountered during the program further illuminate the process of character development. Some students initially resisted participation, requiring additional reinforcement and encouragement. The gradual increase in engagement among previously reluctant students highlights the program's capacity to transform attitudes through consistent, structured exposure. This supports research by Cheng and Monroe (2019), which indicates that regular, scaffolded interventions can shift student behavior and internal motivation over time, even in those initially less inclined to participate. The findings suggest that persistence and teacher consistency are essential factors in achieving sustainable behavioral change.

The study also highlights the broader educational implications of embedding environmental care within the school routine. The observed spillover effects, where students applied cleanliness habits beyond the classroom, suggest that school-based interventions can influence behaviors in wider contexts, including home and community

environments. This aligns with Palmer's (2019) notion of the spillover effect, emphasizing that early, consistent interventions can instill pro-environmental habits that extend beyond formal learning environments. Such findings underscore the potential of structured school programs to contribute to long-term ecological awareness and social responsibility, emphasizing the role of early education in shaping lifelong values.

Teacher involvement emerged as a pivotal factor in sustaining the program's effectiveness. Classes with highly engaged teachers demonstrated more rapid and consistent behavioral improvements among students, while classes with minimal teacher participation showed slower progress. This observation reinforces the importance of professional development and support for educators to model and reinforce desired behaviors effectively (Harlen, 2019). Training teachers in character-based environmental interventions not only strengthens the program's immediate impact but also ensures that its benefits are maintained over time through consistent modeling, feedback, and encouragement.

Finally, the study demonstrates the theoretical relevance of combining experiential learning, habit formation, and social modeling in character education. By integrating structured daily routines, collaborative activities, and teacher modeling, the Morning Cleanliness Program exemplifies a holistic approach to developing environmental care character. This approach aligns with multiple theoretical frameworks, including Lickona's (2018) character education model, Bandura's (1997) social learning theory, and Vygotsky's (1978) sociocultural perspective, which emphasize the interconnection of cognitive, behavioral, and social dimensions in learning. The program's success highlights the practical feasibility and educational value of embedding environmental routines into school schedules as a means of fostering responsible, proactive, and ethically informed students.

In conclusion, the discussion underscores that consistent, structured, and socially reinforced programs are effective in shaping environmental care character in elementary students. The findings suggest that the Morning Cleanliness Program enhances not only knowledge and behavior but also intrinsic motivation, social responsibility, and ethical awareness. These results have practical implications for curriculum design, teacher training, and policy formulation, demonstrating the potential for school-based environmental initiatives to produce sustainable character development. By integrating routine practice, social learning, and reflective understanding, schools can cultivate students who are knowledgeable, responsible, and committed to environmental stewardship.

CONCLUSION

This study demonstrates that the Morning Cleanliness Program effectively enhances environmental care character among elementary school students. Quantitative and qualitative evidence indicates significant improvements in students' responsibility, initiative, and awareness of environmental consequences. Repeated participation in structured morning cleaning routines not only fostered consistent pro-environmental behaviors but also encouraged intrinsic motivation, social responsibility, and collaborative engagement. Students exhibited greater self-regulation, peer support, and reflective understanding of their actions, highlighting the multidimensional impact of habitual environmental practices. The findings also emphasize the critical role of teachers as models and facilitators. Active teacher involvement, guidance, and reinforcement strengthened students' commitment and promoted sustained behavioral change. Furthermore, the study suggests that well-structured, routine-based interventions can produce spillover effects beyond the classroom, influencing students' habits at home and within their communities. By integrating experiential learning, social modeling, and habit formation, the program demonstrates a practical and effective approach to character education in environmental contexts. In summary, the Morning Cleanliness Program

provides a replicable model for elementary schools seeking to cultivate environmental care and socially responsible behaviors. Its implementation supports long-term internalization of ethical values, contributing to the development of environmentally conscious, responsible, and proactive students. These findings offer valuable insights for educators, administrators, and policymakers aiming to embed character and environmental education into daily school practice.

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