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Transformation of Tamiang Layang Community Behavior Through Tringreen Trinity Catholic Elementary School Program: A Social Entrepreneurship Approach Based on Triadic Reciprocal Determinism

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Abstract: This study analyzes how the TriniGreen Program transforms community behavior in waste management in Tamiang Layang using the perspective of Triadic Reciprocal Determinism. Employing a qualitative case study at SD Katolik Trinitas, Central Kalimantan, data were collected through focus group discussions, in-depth interviews, and participant observation involving teachers, school committee members, government representatives, and school administrators. Guided by Albert Bandura's Social Cognitive Theory, the study explores the reciprocal interaction among personal factors, behavior, and environmental conditions. The findings indicate that behavioral transformation develops through continuous interactions between individual awareness, supportive social environments, and repeated environmental practices, including environmental education, waste bank activities, organic waste processing, and the EcoReborn Campaign. These initiatives strengthen both personal and collective agency, encouraging collaboration among schools, families, communities, and government institutions to promote sustainable waste management. The study contributes theoretically by integrating Triadic Reciprocal Determinism with the Agentic Perspective to explain behavioral transformation in school-based social entrepreneurship. Practically, the TriniGreen Program demonstrates that primary schools can serve as community-based social entrepreneurship hubs by combining environmental education, community empowerment, and multi-stakeholder collaboration to foster long-term environmental responsibility and sustainable behavioral change.

Keywords: Agentic, Community Participation, Environmental Change, Behavioral Change, Personal Change, Triadic Reciprocal Determinism, TriniGreen.

INTRODUCTION

Waste management is one of the main challenges in realizing sustainable development. The increase in the population, changes in consumption patterns, and the increase in the volume

of waste have not been followed by changes in people's behavior in managing waste responsibly. Various efforts, such as the provision of infrastructure, environmental education, and strengthening regulations, have been made. However, its effectiveness relies heavily on the ability to build sustainable behavior change. Thus, waste management is not only a technical problem, but also a social problem that is influenced by the interaction between personal, environmental, and behavioral factors.

This phenomenon also occurred in Tamiang Layang, East Barito Regency, Central Kalimantan. The practice of burning household waste, disposing of waste without sorting, and low utilization of waste as a resource of economic value show that increasing public awareness has not been fully followed by consistent behavior change. This condition shows the need for an approach that not only improves environmental knowledge, but also builds a social environment that is able to strengthen sustainable waste management practices.

Various studies show that changes in pro-environmental behavior are influenced by the linkage between environmental education, social norms, and environmental support. Environmental education increases individual knowledge and concern (Desfandi, 2015; Liu & Green, 2024), while social norms reinforce the formation of environmentally friendly habits (Sparkman & Walton, 2017). However, most studies still examine these factors separately so that there is not much explanation of the mechanisms of behavior transformation through the integration of environmental education, community participation, and school-based social entrepreneurship.

In response to these conditions, Trinitas Catholic Elementary School developed the TriniGreen Program as a social entrepreneurship-based environmental education model that integrates environmental education, behavior habituation, waste banks, organic waste processing, and the EcoReborn Campaign through collaboration between students, teachers, parents, the community, and local governments. The program positions the school not only as an educational institution, but also as a driver of social change in building a culture of sustainable environmental management.

This study aims to analyze the transformation of community behavior in waste management through the implementation of the TriniGreen Program using the perspective of Triadic Reciprocal Determinism (Bandura, 1986, 1997, 2012) enriched with the Perspective of Agentic Theory. Triadic Reciprocal Determinism is used to explain the interaction between personal, environmental, and behavioral factors, while Agentic Theory Perspectives describes how individual behavioral changes develop into collective action through collaboration between stakeholders.

The novelty of this research lies in the integration of Triadic Reciprocal Determinism and Agentic Theory Perspectives to explain the transformation of community behavior through an elementary school-based social entrepreneurship model. In contrast to previous research that tends to examine behavioral determinants partially, this study offers a conceptual framework that explains how the interaction between personal, environmental, behavioral, and collective actions results in sustainable behavioral change through the implementation of the TriniGreen Program. These findings expand the study of pro-environmental behavior change while strengthening understanding of the role of schools as centers for community-based social entrepreneurship in supporting sustainable development.

METHOD

This study uses an exploratory qualitative approach (Neuman, 2014) dengan Triadic Reciprocal Determinism (Bandura, 1986, 1997, 2012) and Agentic Theory Perspective as a conceptual framework to analyze the transformation of community behavior in waste management through the TriniGreen Program. The research was carried out in RT 09 Tamiang Layang Village, East Dusun District, East Barito Regency, Central Kalimantan. The location

was chosen purposively because it is an area of implementation of the TriniGreen Program which involves collaboration between schools, families, communities, and local governments in social entrepreneurship-based environmental management.

Informants were selected using purposive sampling, including school principals, teachers, school committees, representatives of the Environment Agency, Education Office, community leaders, and residents involved in the TriniGreen Program. Data collection was carried out to achieve saturation data through in-depth interviews, participatory observations, Focus Group Discussions (FGDs), and documentation studies to obtain information on experiences, perceptions, waste management practices, and program implementation.

Data analysis using interactive models (Miles et al., 2014) which includes data condensation, data presentation, and conclusion drawing and verification. The analysis was carried out simultaneously through the process of coding, grouping themes, identification of relationship patterns, and interpretation of findings based on Triadic Reciprocal Determinism and Agentic Theory Perspectives.

The validity of the data is maintained through source triangulation, triangulation techniques, and member checking. Triangulation was carried out by comparing information between informants and between data collection techniques, while member checking was used to confirm the suitability of the researcher's interpretation with the experience of the informants.

RESULTS AND DISCUSSION

Community Waste Management Conditions in Tamiang Layang

The results of the study show that waste management in RT 09 Tamiang Layang Village, East Dusun District, East Barito Regency still faces obstacles related to community behavior and limited supporting facilities. Although awareness of the importance of maintaining environmental cleanliness is beginning to grow, waste management practices have not been carried out consistently. The Deputy Principal of Trinitas Catholic Elementary School explained that environmental education is the basis for building environmental awareness through the involvement of students, families, and the community.

"Environmental education is not only integrated into the curriculum, but also realized through real activities. Students are seen as agents of change who can spread knowledge about sustainability to families and communities." (Interview with the Deputy Principal, March 26, 2025).

The Head of the East Barito Regency Education Office said that community behavior in managing waste is still a challenge.

"The behavior of people who burn garbage and do not throw garbage at polling stations is still often found." (Interview with the Head of the Education Office, March 26, 2025).

The same thing was conveyed by an employee of the East Barito Regency Environmental Agency.

"Waste still often accumulates or is burned due to the limitations of TPS and the lack of adequate landfills." (Interview with Environment Agency Employees, March 27, 2025).

The observation results strengthen the findings with the still finding of the practice of burning household waste, disposing of waste around settlements, and the suboptimal use of waste management facilities. These findings show that waste management problems are influenced by the relationship between community behavior and the limitations of supporting infrastructure.

Implementation of the TriniGreen Program

The results of observations, interviews, and documentation show that Trinitas Catholic Elementary School implements the TriniGreen Program through four main activities, namely

environmental education, waste bank implementation, organic waste processing, and the *EcoReborn Campaign*. All activities are carried out in a sustainable manner through collaboration between students, teachers, parents, the community, and local governments.

The program begins with environmental education which is integrated into learning and habituation in schools. The next stage is carried out through the management of waste banks as a learning medium for waste sorting, followed by the use of organic waste into *eco-enzymes* and organic fertilizers. This series of activities is strengthened through the *EcoReborn Campaign* which involves various stakeholders in educational activities and environmental care actions.



Figure 1. Indonesian Clean Day in the RT 09 Tamiang Layang Environment.



Figure 2. Trinity Catholic Elementary School Waste Bank Activities

Source: Internal Documentation of Trinity Catholic Elementary School, 2025

Behavior Change After the Implementation of the TriniGreen Program

The results of observations, school documentation, program reports, and interviews show that there has been a change in behavior after the implementation of the TriniGreen Program. These changes can be seen in increasing environmental awareness, waste management practices, environmental conservation activities, and community participation.

Table 1. Summary of Findings of Behavior Change After the Implementation of the TriniGreen Program

Dimensions	Key Indicators	Key Findings
Environmental awareness	Concern for the environment	Increased from 15% to 94% of students who showed active concern for the environment.
Waste management behavior	Waste sorting and use of single-use plastics	The habit of sorting waste increased from 12% to 91%, while plastic use dropped from about 3 bags to 0.4 bags per student per week.
Environmental practices	Waste banks, organic waste treatment, and greening	The waste bank is running actively, the production of <i>eco-enzymes</i> reaches around 10 liters per month, and reforestation activities are developing through the planting of 50 trees and 10 types of plants.
Social participation	Parent, community and environmental campaign engagement	A total of 202 parents and residents were involved in environmental activities, while the frequency of the campaign increased from 2 to 12 activities per year.

Source: TriniGreen Program documentation, school internal reports, and field observation results (2025).

Table 1 shows that changes occur consistently across all observed dimensions. The improvement is not only seen in individual awareness and behavior, but also in environmental management practices as well as the participation of parents and the community in various activities of the TriniGreen Program.

TriniGreen Program Implementation Model

The synthesis of the research results shows that the implementation of the TriniGreen Program takes place through four interrelated stages, namely environmental education, waste bank implementation, organic waste processing, and the *EcoReborn Campaign*. The four stages form a continuous process starting from strengthening knowledge, habituating behavior, implementing waste management practices, to expanding community participation. The implementation model shows that environmental learning does not stop at school, but develops through collaboration between students, teachers, parents, communities, and local governments so as to shape sustainable environmental management practices.

Table 2. TriniGreen Program Implementation Model Based on Research Findings

Program Stages	Main Activities	Implementers	Externalities Observed
Environmental education	Environmental learning, 3R socialization, habituation of caring for the environment	Teachers and students	Increased knowledge and concern for the environment.
Implementation of waste banks	Waste sorting, collection, and management	Students, teachers, and the community	The formation of the habit of sorting waste and managing waste with economic value.
Organic waste treatment	Eco-enzyme <i>production</i> , organic fertilizer manufacturing, reforestation	Students, teachers, and the community	The use of organic waste and the development of school greening activities.
EcoReborn Campaign	Indonesia Clean Day, Earth Day, environmental marches, <i>workshops</i> , and exhibitions	Schools, parents, communities, and local governments	Increasing community participation in environmental care activities.

Source: Results of observations, interviews, documentation, and synthesis of researchers (2025).

Table 2 shows that the implementation of the TriniGreen Program takes place through four stages that are interconnected, ranging from environmental education, waste bank implementation, organic waste processing, to the *EcoReborn Campaign*. Each stage involves collaboration between schools, families, communities, and local governments so as to form a learning process as well as sustainable environmental management practices.

Discussion

Transforming Community Behavior in Environmental Management through a *Triadic Reciprocal Determinism Perspective*

The results of the study show that the implementation of the TriniGreen Program encourages the transformation of community behavior in environmental management. These changes are reflected in the increasing concern for environmental cleanliness, the development of waste sorting habits, the increasing use of organic waste into *eco-enzymes* and organic fertilizers, the reduction in the use of single-use plastics, and the increase in community participation in various environmental activities. These findings suggest that behavioral change develops through a learning process that involves hands-on experience, habituation, and ongoing social interaction.

These findings are in line with *Triadic Reciprocal Determinism* (TRD) which explains that behavior is the result of a mutual interaction between personal, environmental, and behavioral factors (Bandura, 1986, 1997, 2012). In this study, personal factors are reflected in the increase in knowledge, awareness, motivation, and concern of the community for environmental management. Environmental factors are manifested through the support of schools, families, communities, and local governments that provide space for collaboration and habituation of behavior. Meanwhile, behavioral factors are seen in real practices in the form of waste sorting, waste bank management, organic waste utilization, and involvement in *the*

EcoReborn Campaign. The interaction of these three factors forms a learning process that reinforces each other so that behavior changes develop into more sustainable habits.

This interpretation is in line with research showing that proenvironmental behaviors develop through dynamic relationships between individual characteristics, social environmental support, community norms, and the experience of practicing repetitive behaviors (Carrus et al., 2021; Ling et al., 2019; Liu & Green, 2024; Sparkman & Walton, 2017). In the TriniGreen Program, environmental education does not stop at the imparting of knowledge, but continues through waste bank management practices, organic waste processing, greening, and campaigns *EcoReborn* thus strengthening individual confidence to contribute to protecting the environment.

These findings also reinforce the view that (Bandura, 1997) About the importance of *mastery experience* in the formation of *self-efficacy*. Direct involvement of students and the community in waste sorting, production *eco-enzyme*, organic fertilizer manufacturing, and greening provide a success experience that boosts confidence in maintaining environmentally caring behaviors. These results support the (Kollmuss & Agyeman, 2002; Monroe, 2003; Zhang et al., 2025) that environmental education is more effective when combined with direct experience, reflection, and motivation strengthening.

In addition to individual experiences, the social environment plays an important role in sustaining behavior change. Collaboration between schools, families, communities, and local governments forms social norms that support sustainable waste management practices. These findings confirm (Cialdini et al., 1990; Sparkman & Walton, 2017) that individuals tend to adapt their behavior to group norms. In the TriniGreen Program, the practices that develop in schools are gradually adopted by families and communities through sustainable environmental communication, such as Clean Indonesia Day, *EcoReborn*, and reforestation activities. These results are also in line with (Gemmecke et al., 2025; Ling et al., 2019) which emphasizes the importance of environmental communication and behavior strengthening in maintaining the sustainability of pro-environmental behavior.

Based on the overall findings, this study expands the application of *Triadic Reciprocal Determinism* in the context of school-based environmental education. In contrast to previous research that emphasized behavior change at the individual level, this study shows that the interaction between personal, environmental, and behavioral factors can result in transformation up to the community level through learning, hands-on practice, and cross-stakeholder collaboration. The TriniGreen program shows that elementary schools can act as catalysts for social change in building sustainable environmental management behaviors.

Strengthening Individual and Collective Agencies in the Implementation of the TriniGreen Program

The results show that the success of the TriniGreen Program is not only marked by changes in individual behavior in environmental management, but also by the increased involvement of students, teachers, parents, communities, and local governments in supporting the sustainability of the program. This involvement can be seen in environmental education, waste bank management, organic waste processing, reforestation, and the *EcoReborn* Campaign which shows the development of behavioral change into joint actions to preserve the environment.

These findings can be explained through the Perspective of Agent Theory which views individuals as actors who are consciously able to direct actions, influence the environment, and build cooperation to achieve common goals (Bandura, 2012). In this study, students, teachers, and the community are not only beneficiaries of the program, but also play an active role in designing, implementing, and maintaining various environmental management activities. This

condition suggests that behavioral changes develop into the capacity to initiate sustainable actions.

At the level *personal agency*, direct involvement in various activities of the TriniGreen Program strengthens individual confidence, responsibility, and commitment to environmentally caring behavior. This experience encourages students and the community to independently implement waste sorting practices, process organic waste, and reduce the use of single-use plastics. These findings are in line with (Bandura, 2012) which affirms that the experience of direct action strengthens the individual's ability to sustain behavior change.

Changes at the individual level further develop into *collective agency* through collaboration between schools, families, communities, and local governments. The collaboration is reflected in the sharing of roles, coordination, and shared responsibilities at each stage of the TriniGreen Program so as to form a learning environment that supports the sustainability of environmental management. These findings support (Budiman, 2025; Desfandi, 2015) that environmental education becomes more effective when it involves various stakeholders in the learning process and program implementation.

The formation of collective action was also followed by the development of new social norms in the community. The practice of sorting waste, participating in reforestation activities, and participating in various environmental activities is gradually accepted as a common habit. These findings are in line with (Laraswati et al., 2023; Swarnawati & al., 2023) which emphasizes the importance of collaboration and social learning in community-based waste management, while also confirming the concept of *dynamic norms* submitted (Sparkman & Walton, 2017).

Based on the overall findings, this study expands the application of the Agent Theory Perspective in school-based environmental education by showing the mechanism of how *personal agency* develops into a *collective agency* through a social entrepreneurship approach. The TriniGreen program shows that strengthening individual capacity combined with cross-stakeholder collaboration is able to produce collective actions that maintain the transformation of community behavior in sustainable environmental management.

TriniGreen Program as a School-Based Social Entrepreneurship Model in Transforming Community Behavior

The results of the study show that the TriniGreen Program not only results in changes in individual and group behavior in environmental management, but also builds social entrepreneurship mechanisms that link education, community empowerment, and environmental sustainability. This program utilizes schools as a learning center as well as a collaboration center that brings together students, teachers, parents, the community, and local governments in generating social value through sustainable waste management.

The findings show that behavioural change does not take place in a linear manner, but rather through a mutually reinforcing process between individual capacity building, social environment support, and real waste management practices. Environmental education builds knowledge and care, while waste banks, organic waste treatment, greening, and the EcoReborn Campaign provide a space for communities to apply that knowledge in collective action. Through this process, schools not only function as educational providers, but also as drivers of social innovation at the community level.

The results of the study show that the integration of *Triadic Reciprocal Determinism* and the Agentic Theory Perspective is able to explain the transformation mechanism more comprehensively. *Triadic Reciprocal Determinism* explains how the reciprocal interaction between personal, environmental, and behavioral factors shapes behavioral change, while Agentic Theory Perspective explains how these changes develop into collective action through the strengthening of *personal agency* and *collective agency*. The integration of these two

perspectives shows that the sustainability of behavioural change depends on the interaction between learning, hands-on experience, and collaboration between stakeholders.

This finding also expands the study of social entrepreneurship in the field of environmental education. In contrast to previous research that generally places schools as locations for the implementation of environmental programs, this study shows that schools can function as social *change agents* that initiate, develop, and sustain the transformation of community behavior through cross-sector collaboration. Thus, social entrepreneurship not only generates economic benefits from waste management, but also creates mutually reinforcing educational value, social value, and environmental value.

Conceptually, this study offers a school-based social entrepreneurship implementation model that explains that the transformation of community behavior takes place through four interintegrated stages, namely environmental education, waste bank implementation, organic waste processing, and the *EcoReborn* Campaign. These four stages form a continuous learning cycle that strengthens the relationship between individual capacity building, social collaboration, and collective action in environmental management.

Based on these findings, the TriniGreen Program can be positioned as a school-based social entrepreneurship model that not only increases environmental awareness, but also strengthens community collaboration in supporting the achievement of sustainable development goals. This model shows that elementary schools have strategic potential as centers of social innovation that are able to connect education, community empowerment, and environmental conservation in one sustainable learning ecosystem.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

This research shows that the TriniGreen Program has succeeded in transforming community behavior in environmental management through a school-based social entrepreneurship approach. This transformation is marked by increasing environmental awareness, the development of waste management practices, and the strengthening of the participation of students, teachers, families, communities, and local governments. These findings show that behavioral changes are formed through the interaction between personal, environmental, and behavioral factors which are strengthened by the development of personal agency towards collective agency through the collaboration of various stakeholders.

The main contribution of this research is the preparation of a school-based social entrepreneurship model that explains the transformation of community behavior through four interintegrated stages, namely environmental education, waste bank implementation, organic waste processing, and the *EcoReborn* Campaign. The model expands the application of Triadic Reciprocal Determinism and the Agentic Theory Perspective in the context of environmental education by showing that sustainable behavior change is built through the integration of learning, social entrepreneurship practices, and the strengthening of collective agency.

Practically, the results of this study show that elementary schools can play a role as a learning center as well as an agent of social change in building a culture of sustainable environmental management.

Limitations

This research has several limitations. First, the research was only conducted on the implementation of the TriniGreen Program at Trinitas Catholic Elementary School, Tamiang Layang, so the results could not be generalized to schools or regions with different social, cultural, and environmental characteristics. Second, the study uses a qualitative approach with a limited number of informants, so that the findings emphasize more on an in-depth understanding of the behavioral transformation process than on measuring the level of program

effectiveness quantitatively. Third, the research focuses on behavioral changes during the program implementation period so that it has not evaluated the long-term sustainability of impacts. Therefore, further research is recommended to test the TriniGreen model at various levels of education and different regions, using a mixed methods or quantitative approach, as well as conducting longitudinal studies to measure the consistency of behavior change and the impact of programs on the sustainability of environmental management.

Recommendations

Future research is recommended to examine the implementation of the proposed school-based social entrepreneurship model across different educational levels, geographical regions, and socio-cultural contexts to assess its adaptability and generalizability. Comparative studies involving multiple schools or communities could provide broader evidence regarding the effectiveness of the model in promoting sustainable environmental behavior. In addition, longitudinal research is encouraged to investigate the long-term sustainability of behavioral changes and the continued development of collective agency among students, families, schools, and local communities. Future studies may also incorporate quantitative or mixed-method approaches to measure the impact of each program component on environmental awareness, waste management practices, and social entrepreneurship outcomes. Furthermore, exploring the influence of policy support, digital technologies, and cross-sector partnerships could enrich the understanding of factors that strengthen the scalability and sustainability of school-based environmental social entrepreneurship initiatives.

Author Contributions

All authors contributed substantially to this study. They participated in the conceptualization of the research, development of the theoretical framework, methodology design, data collection, data analysis, interpretation of the findings, manuscript drafting, critical revision for intellectual content, and final approval of the version to be published. All authors have read and approved the final manuscript and agree to be accountable for all aspects of the work.

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