

Literature Review

Implementation of Strengthening the Character of Mutual Cooperation Through the Habitualization of Clean Friday Activities

*¹Sri Wahyuningsih, ¹Muhamad Sholeh, ¹Karwanto,

¹University State of Surabaya, Indonesia

*Corresponding author: 24010845151@unesa.ac.id

Submitted: 03/09/2025

Revised: 24/12/2025

Accepted: 31/12/2025

How to cite this article: Wahyuningsih, Sri., Sholeh, M., & Karwanto. (2025). Implementation of Strengthening the Character of Mutual Cooperation through the Habitualization of Clean Friday Activities. *IJELR: International Journal of Education, Language, and Religion*, 7(3), 330-341. <https://doi.org/10.35308/ijelr.v7.i3>

Abstract

Education plays a crucial role in shaping the personality of the younger generation. There are various types of character education that can be provided to students from an early age, one of which is mutual cooperation. According to the results of the analysis, gotong royong is a cultural heritage that is known to strengthen the unity of the Indonesian nation and the formation of social identity. However, with the development of the world, the values of gotong royong have begun to disappear, especially among the younger generation. The purpose of this paper is to provide an analysis of the implementation of strengthening the character of gotong royong through the habit of conducting clean-up activities on Fridays. This paper adopts a qualitative research method. The findings reveal that Clean Friday activities carried out in almost all schools aim to shape students' character, particularly in strengthening the character of mutual cooperation. The clean Friday culture implemented at the elementary school level can be carried out in various ways, including cleaning the school grounds, disposing of trash in its proper place, providing clean bathrooms, providing hand washing facilities, and providing trash disposal areas. The conclusion drawn is that the activities in clean Friday are not only based on cleaning activities. However, it can also foster and strengthen the character of mutual cooperation.

Keywords

Mutual cooperation; education; character; clean Friday; habit formation

330

This article is licensed under CC BY-SA 4.0 License



Introduction

The role of education is crucial in shaping the personality of the younger generation (Judrah, et al., 2024). There are various types of character education that can be provided to students from an early age, one of which is mutual cooperation (Khasanah, et al., 2022). According to the results of the analysis, mutual cooperation is a cultural heritage that is known to strengthen the unity of the Indonesian nation and the formation of social identity (Anbiya, et al., 2024). However, with the development of the world, the values of mutual cooperation have begun to disappear, especially among the younger generation (Funsika, et al., 2022). Individualistic lifestyles and the influence of technology pose a challenge in fostering a spirit of togetherness (Siregar, et al., 2025). Therefore, concrete efforts are needed to revive these noble values (Ramadhan, et al., 2024).

The phenomenon occurring in several schools shows that strengthening the character of mutual cooperation can be done through various effective activities, such as clean Friday activities (Atmaja, 2025). Clean Friday is an activity that involves the entire school community in supporting and maintaining a clean environment together (Tasya, et al., 2024). The purpose of the clean Friday activity is to serve as a means of teaching social values and creating a healthy and clean environment (Khamala & Andriyani, 2024). Based on the clean Friday activity, it will indirectly shape attitudes of caring, responsibility, and cooperation towards others (Syaiban & Sugiarti, 2023).

This activity also creates positive habits and builds a sense of belonging to the surrounding environment (Maela, et al., 2023). Children involved in this activity are trained to help each other, appreciate the roles of others, and work in teams (Kanza, et al., 2025). This is in line with the objectives of character education, which emphasizes the formation of positive attitudes and behaviors (Hanifah & Bakar, 2024). Furthermore, social relationships among school members, such as the school community, school staff, and teacher involvement, can be supported and strengthened through Clean Friday activities (Harianto, et al., 2023). According to a literature study, simple or small changes can be implemented through Clean Friday activities (Riany, et al., 2024). In addition, strengthening the character of mutual cooperation can be done through direct practice in the field and not only based on theory (Atmaja, 2025). Through this, Clean Friday activities can be used as a forum for creating and fostering a character of mutual cooperation among students (Lala, 2024).

Clean Friday can also be used as an environmentally friendly activity and realize a healthy school (Komalasari, 2022). Through a collaborative approach, this activity strengthens the culture of cooperation in the educational community (Tani & Safikri, 2024). In the long term, students who are accustomed to mutual cooperation will grow into individuals who care about their environment (Indrianingrum, et al., 2024). They will not only be academically smart, but also have high social sensitivity (Wijaya, 2023). The implementation of a structured and consistent Clean Friday program can also serve as a model for character-based education (Silbia & Tirtoni, 2023). Structured clean Friday activities can be used as a program in educational institutions such as schools (Tobing, et al., 2023). The active participation of the



entire school community can support the implementation of a sustainable and meaningful clean Friday program (Rahmadayanti, 2023).

Previous research by Mulyani, et. al. (2020) explains that mutual cooperation is a collaborative activity carried out to achieve certain goals and is carried out by many individuals or groups. According to the results of the analysis, character education needs to be instilled from an early age. The form of mutual cooperation behavior that is implemented aims to build awareness of the environment. In the clean Friday activity, the character that is indirectly instilled is mutual cooperation. This can be seen through collaborative activities to clean the classroom, schoolyard, and school at the same time. The presentation also included the results of interviews in which students took turns extending and lifting chain pavers, cleaning the school garden, and cleaning the bathrooms during the Friday cleaning activity, thereby instilling character in the school environment. The Friday cleaning activity, which is carried out every Friday, aims to prevent disease and maintain school hygiene.

The research gap is that there has not been much study on how teachers' strategies, the role of schools, and concrete activities can be used to implement the value of mutual cooperation in a planned and sustainable manner through Clean Friday activities. In addition, there is still little research examining the strengthening of mutual cooperation character through routine school activities in specific contexts (e.g., specific education levels or school environments), so the research results do not fully describe actual practices in the field. Based on these gaps, this study focuses on the habit of Clean Friday activities as a medium for implementing the strengthening of mutual cooperation character, by examining the process, strategies, and roles of the entire school community in instilling mutual cooperation values in students.

Similarities with previous studies can be seen in that Clean Friday activities are effective in improving school environmental hygiene and fostering discipline and responsibility among students. Other studies also confirm that strengthening the character of mutual cooperation is one of the main values in Character Education that plays an important role in building social attitudes, cooperation, and concern among students. Based on the above explanation, the author chose the title "Implementation of Mutual Cooperation Character Building through the Clean Friday Activity." The purpose of this paper is to provide an analysis of the implementation of mutual cooperation character building through the Clean Friday activity. The limitation of this paper is that it is based solely on library research or literature review obtained from valid and relevant sources.

Method

The research method used in this paper adopts a qualitative research method. Qualitative research is an analysis of several research findings conducted through the presentation of sentences/words compiled from critical thinking (Sugiyono, 2019). This journal article uses a



literature review approach through several valid sources with titles. Figure 1 below illustrates the PRISMA diagram through library research analysis, namely:

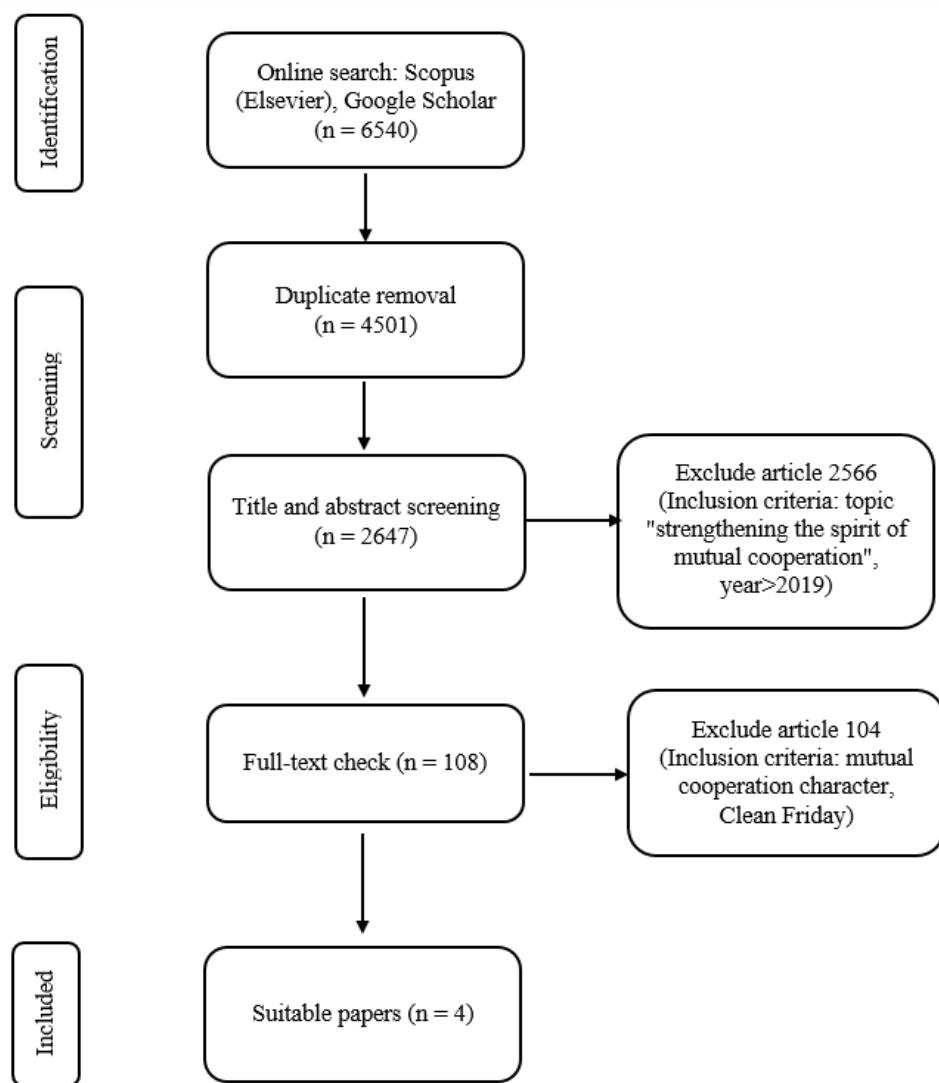


Figure 1. PRISMA Flow Diagram
Source: (Ihsanario & Ridwan, 2021)

Figure 1 shows the results of the journal analysis, which found a total of 4 journals. The search strategy used was through Google Scholar, Research Gate, ERIC (Education Resources Information Center), SINTA (Science and Technology Index), and several other trusted journal websites. The following are the inclusion criteria for the study:

1. Literature in Indonesian and/or English.
2. Sources that are fully accessible (full text).



3. Literature published within the last 10 years to ensure that the data is current and relevant.
4. Publications using qualitative or descriptive approaches.
5. Scientific articles, national and international journals, proceedings, and academic books discussing:
 - a. character education, particularly the character of mutual cooperation;
 - b. school habituation activities, including cleanliness activities or Clean Friday;

Furthermore, the exclusion criteria used in this study include:

1. Literature that is duplicative or has the same substance as other sources.
2. Publications that do not provide the full text.
3. Opinion articles, non-scientific blogs, or sources that have not undergone peer review.
4. No direct connection to Clean Friday activities or mutual cooperation.

Data collection techniques obtained from library research using several keywords such as "school habituation," "character education reinforcement," "mutual cooperation," "character education," "school habituation," and "Clean Friday." The data was then described using data analysis techniques as presented in Figure 2 below.

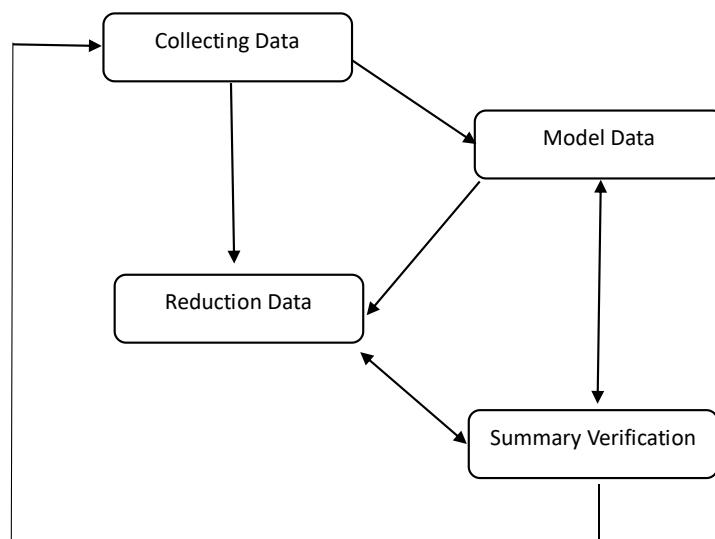


Figure 2. Data Analysis Techniques
 Source: Miles & Huberman (1992) in (Arif et al., 2022)

Figure 2 illustrates the data analysis techniques based on Miles & Huberman (1992). At the data collection stage, researchers selected, focused, and simplified data from various collected literature. Information relevant to the habit of Clean Friday activities and the strengthening of mutual cooperation character was retained, while irrelevant data was eliminated. The reduced data was then presented in the form of descriptive narratives, tables, or thematic matrices. The



presentation of this data aimed to make it easier for researchers to understand patterns, relationships between concepts, and trends in findings from various literature sources. The conclusion and verification stages were carried out based on the results of the data analysis that had been presented. The conclusions were verified repeatedly by comparing sources to ensure the consistency, validity, and strength of the findings related to the role of the Clean Friday activity in implementing the strengthening of mutual cooperation character.

Results

The results of the review conducted through library research are presented in Table 1 below, namely:

Table 1. Analysis results

No.	Title	Objective	Analysis Results	Reference
1.	"Implementation of Character Education Strengthening (PPK) Values in Elementary Schools"	This journal article discusses the implementation of PPK (Character Education Strengthening) through clean-up activities on Fridays in schools.	Clean Friday activities are activities aimed at maintaining cleanliness in the school environment, ranging from sweeping, mopping, watering plants, disposing of trash in its place, and so on. According to the analysis results, Clean Friday activities can foster character in students, one of which is the character of mutual cooperation. Strengthening the character of mutual cooperation has the benefit of enabling work activities to be completed quickly. Through these mutual cooperation activities, carried out inside or outside the classroom during Clean Friday activities, the role of teachers in Clean Friday activities is to monitor the activities carried out by students so that the work is focused and fosters a spirit of cooperation. Clean Friday activities carried out at schools are not only carried out by one class, but by all classes or the entire school.	Ramadani & Al Hamdany, 2023.
2.	"Enhancing the Character of Mutual Cooperation in Elementary Schools"	The purpose of writing this journal is to provide review results related to strengthening the character of mutual cooperation at the elementary school level.	Mutual cooperation is a collaborative activity carried out to achieve a specific goal and is performed by many individuals. According to the analysis results, strengthening character education needs to be instilled from an early age. The form of mutual cooperation behavior that is implemented aims to build awareness of the environment. In the clean Friday activity, the character that is indirectly instilled is mutual cooperation. This can be seen through collaborative activities to clean the	Mulyani, et. al., 2020.



No.	Title	Objective	Analysis Results	Reference
			<p>classroom, schoolyard, and school at the same time. The presentation also included interview results where, during the Friday cleaning activity, students took turns extending and lifting chain pavers, cleaning the school garden, and cleaning the bathrooms, thereby instilling character in the school environment. The Friday cleaning activity, which is carried out every Friday, aims to prevent disease and maintain school cleanliness.</p>	
3.	"Shaping the Profile of Pancasila Students Through the Clean Friday Culture at UPTD SDN Banyuajuh 2 Kamal".	The purpose of this journal article is to describe the Clean Friday culture at the elementary school level () to shape the profile of Pancasila students based on strengthening the character of mutual cooperation.	<p>The clean Friday culture implemented at the elementary school level can be carried out in various ways, including cleaning the school grounds, disposing of trash in its proper place, providing clean bathrooms, providing hand washing facilities, and providing trash disposal areas. Through these routine activities, a sense of caring for the surrounding environment can be indirectly fostered. Clean Friday activities will be easier to implement if they are carried out together or collaboratively, where tasks that were previously difficult will become easier. In this case, it is necessary to pay attention to the role of teachers in Clean Friday activities. The role of teachers is not only to provide guidance or direction in creating a clean environment. Teachers can also set an example for students in carrying out Clean Friday activities, such as caring for and maintaining plants in the school environment, participating in cleaning the school environment, and so on. Based on this, it can be seen that Clean Friday activities are not only focused on cleaning. They can also foster and strengthen the character of mutual cooperation.</p>	Novita & Pangestu, 2024.
4.	"Implementation of Habit-Based Curriculum in Strengthening the Character of Mutual Cooperation in	The purpose of this study is to determine the strengthening of mutual cooperation in character	<p>Clean Friday activities, which are carried out in almost all schools, aim to shape students' character, particularly in strengthening the character of mutual cooperation. The following are the positive impacts of the implementation of Friday cleaning activities in strengthening the</p>	Mumpuni et al., 2024.



No.	Title	Objective	Analysis Results	Reference
	"Elementary Schools"	through the implementation of a habit-based curriculum, such as Clean Friday activities.	character of mutual cooperation, namely (1) fostering a sense of pride in the environment, a sense of pride in students when they care for and maintain the school; (2) creating a comfortable and healthy school environment, as learning comfort is influenced by school cleanliness; (3) reducing individualism, as Clean Friday activities can reduce selfish attitudes and encourage an appreciation for teamwork; (4) instilling a sense of responsibility, as when students maintain cleanliness, they learn responsibility for the environment; (5) forming a spirit of mutual cooperation from an early age, as in Clean Friday activities, students do not rely on just one person; (6) Fostering a spirit of cooperation: in this activity, students are trained to help each other selflessly, share tasks, and work together in teams; (7) Increasing social awareness: students will become more sensitive to their surroundings, comfort, and cleanliness.	

Discussion

Clean Friday is an activity that involves the entire school community in supporting and maintaining a clean environment together (Tasya, et al., 2024). The purpose of the Clean Friday activity is to serve as a means of teaching social values and creating a healthy and clean environment (Khamala & Andriyani, 2024). Based on the Clean Friday activity, it will indirectly shape attitudes of caring, responsibility, and cooperation towards others (Syaiban & Sugiarti, 2023). The Clean Friday activity is an activity that aims to maintain cleanliness in the school environment, starting from sweeping, mopping, watering plants, disposing of trash in its place, and so on. According to the analysis results, the Friday cleaning activity can foster character in students, one of which is the character of mutual cooperation. Strengthening the character of mutual cooperation has the benefit of enabling work activities to be completed quickly. Through mutual cooperation, this is carried out inside or outside the classroom during the Friday cleaning activity. The role of teachers in the Friday cleaning activity is to monitor the activities carried out by students so that the work is focused and fosters a spirit of cooperation. The Friday cleaning activity carried out at the school is not only done by one class, but by all classes or the entire school (Ramadani & Al Hamdany, 2023).

According to a literature study, it is explained that simple or small changes can be implemented through clean Friday activities (Riany, et al., 2024). In addition, to strengthen the character of mutual cooperation, it can be done through direct practice in the field and not only based on



theory (Atmaja, 2025). Through this, the clean Friday activity can be used as a forum to create and foster a spirit of mutual cooperation among students (Lala, 2024). Mutual cooperation is a collaborative activity carried out to achieve a specific goal and is carried out by many individuals or groups. According to the results of the analysis, character education needs to be instilled from an early age. The form of mutual cooperation behavior that is implemented aims to build awareness of the environment. In the Friday cleaning activity, the character that is indirectly instilled is mutual cooperation. This can be seen through collaborative activities to clean classrooms, schoolyards, and schools at the same time. The presentation also included the results of interviews in which students took turns extending and lifting chain pavers, cleaning the school garden, and cleaning the bathrooms during the Friday cleaning activity, thereby instilling character in the school environment. The Clean Friday activity, which is carried out every Friday, aims to prevent diseases in the school environment and maintain school cleanliness (Mulyani, et. al., 2020).

The clean Friday culture implemented at the elementary school level can be carried out in various ways, including cleaning the school yard, disposing of trash in its proper place, providing clean bathrooms, providing hand washing facilities, and providing trash disposal areas. Through these routine activities, character building in terms of caring for the surrounding environment can be indirectly achieved. Clean Friday activities will be easier to implement if they are carried out together or collaboratively, where tasks that were previously difficult will become easier. In this case, it is necessary to pay attention to the role of teachers in Clean Friday activities. The role of teachers is not only to provide guidance or direction in creating a clean environment. Teachers can also set an example for students in carrying out Friday cleaning activities, such as caring for and maintaining plants in the school environment, participating in cleaning the school environment, and so on. Based on this, it can be seen that Friday cleaning activities are not only limited to cleaning activities. They can also foster and strengthen the character of mutual cooperation (Novita & Pangestu, 2024).

The implementation of a structured and consistent Clean Friday can also be used as a model for character-based education (Silbia & Tirtoni, 2023). Structured Clean Friday activities can be used as a program in educational institutions such as schools (Tobing, et al., 2023). Clean Friday activities carried out in almost all schools aim to shape students' character, particularly in strengthening the character of mutual cooperation. The following are the positive impacts of Clean Friday activities in strengthening the character of mutual cooperation:

1. Fostering a sense of pride in the environment
Students feel a sense of pride when they care for and maintain their school.
2. Creating a comfortable and healthy school environment
School cleanliness is a factor that influences the comfort of learning.
3. Reducing individualistic tendencies
The existence of clean Friday activities can reduce selfish attitudes and encourage an attitude of appreciating group work.
4. Instilling a sense of responsibility
When students maintain cleanliness, they will learn responsibility for the environment.



5. Fostering a spirit of mutual cooperation from an early age
In the clean Friday activity, students do not rely on just one person.
6. Fostering a spirit of cooperation
In this activity, students are trained to help each other selflessly, share tasks, and work together as a team.
7. Enhancing social awareness
Students will develop sensitivity towards their surroundings, comfort, and cleanliness (Mumpuni et al., 2024).

Conclusion

In conclusion, mutual cooperation is a collaborative activity carried out to achieve specific goals and is performed by many individuals or groups. The clean Friday activity carried out in almost all schools aims to shape students' character, particularly in strengthening the character of mutual cooperation. The clean Friday culture implemented at the elementary school level can be carried out in various ways, including cleaning the school grounds, disposing of trash in its proper place, providing clean bathrooms, providing hand washing facilities, and providing trash disposal areas. Through these routine activities, character traits such as caring for the surrounding environment can be indirectly formed. Based on this, it can be seen that the activities carried out during clean Friday are not limited to cleaning activities alone. They can also foster and strengthen the character of mutual cooperation.

Based on the above findings, the theoretical implications of this study can be summarized as follows: it contributes to the development of character education studies, particularly mutual cooperation in the context of school activities. This research enriches the theoretical basis of the concept of habituation as an effective strategy in instilling character values through routine activities, such as Clean Friday activities. In addition, this research reinforces the relevance of character education reinforcement theory, which emphasizes the integration of character values into school culture, not only through classroom learning but also through collaborative and contextual non-academic activities. Furthermore, this study has implications for increasing the collective awareness of the school community regarding the importance of cleanliness and environmental sustainability. Habituation to Clean Friday activities based on the value of mutual cooperation can foster a culture of environmental awareness and strengthen social relationships among the school community, thereby creating a healthy, harmonious, and conducive school climate.

The suggestion is made to the author to continue this writing by adding several findings obtained from field observations or case studies, so that the research results are updated. This is because this writing is only based on library research. Furthermore, recommendations are also made to students, teachers, and other school members to create a culture of clean Fridays. This aims to shape the mutual cooperation character of students in its implementation. Recommendations are also addressed to readers and the wider community to study this topic in depth, so that the knowledge and information obtained is more extensive.



Acknowledgement

Through this journal, the author would like to express gratitude to several related parties, so that the writing of this journal could run smoothly until the end.

References

Anbiya, B. F., Nuriyah, M. L. S., Suryahadi, W., & Sulistiawati, A. (2024). Fostering love for the homeland through the lesung bedhug tradition and its implications for social and civic life. *Jurnal Harmoni Nusa Bangsa*, 1(2), 235-242.

Arif, J. R., Faiz, A., & Septiani, L. (2022). The use of quiziz media as a means of developing students' critical thinking. *Edukatif: Journal of Education*, 4(1), 201-210.

Atmaja, T. S. (2025). Implementation of the P5 program as a form of strengthening students' gotong royong character through the theme of entrepreneurship at SMPN 16 Pontianak. *Citizenship Journal*, 9(1), 10-29.

Fusnika, F., Purnomo, S., & Andela, R. (2022). The value of mutual cooperation in the bejopai tradition of the Tanah Merah Village Community in Bangau Hamlet, Kayan Hulu District, Sintang Regency. *Jurnal Pekan: Journal of Civic Education*, 7(2), 99-113.

Hanifah, S., & Bakar, M. Y. A. (2024). The concept of character education in the thoughts of ibn miskawaih: Implementation in modern education. *Journal of Education Research*, 5(4), 5989-6000.

Harianto, M. Y., Wadi, H., & Suud, S. (2023). School principal leadership strategies in improving social and environmental awareness at SMPN 2 Mataram. *Journal of Educational Professions*, 8(3), 1560-1567.

Ihsanario, A., & Ridwan, A. (2021). Optimal feeding frequency on the growth performance of whiteleg shrimp (*Litopenaeus vannamei*) during the grow-out phase. *J Biol Sci Technol Manage*, 3(1), 42-55.

Indrianingrum, M. D., Miyono, N., & Nurhayati, S. (2024). Implementation of character education through school culture habituation in third grade elementary school students. *Journal of Innovation, Evaluation and Development of Learning (JIEPP)*, 4(2), 194-201.

Judrah, M., Arjum, A., Haeruddin, H., & Mustabsyirah, M. (2024). The role of islamic education teachers in building student character: efforts to strengthen morality. *Journal of Instructional and Development Researches*, 4(1), 25-37.

Kanza, N. F. M., Muthohar, S., & Mursid, M. (2025). Teacher strategies in fostering empathy and cooperation in early childhood. *Aulad: Journal on Early Childhood*, 8(2), 615-625.

Khamala, K., & Andriyani, S. (2024). Religious tolerance in elementary school environments: Clean Friday, practice and coexistence. *Indonesian Journal of Humanities and Social Sciences*, 5(1), 387-400.

Khasanah, U., Fathurohman, I., & Setiawan, D. (2022). character education in the genuk kemiri folktale. *Jurnal Educatio Fkip Unma*, 8(1), 60-64.

Komalasari, A. (2022). *realizing an environmentally friendly madrasah through the healthy madrasah movement (GEMES) at MTsN 2 Pamekasan* (Doctoral dissertation, State Islamic Institute of Madura).

Lala, S. G. U., & Koa, M. (2024). Habituation of the dimensions of global diversity character and gotong royong character strengthening the pancasila student profile in grade IV of SD Negeri Fontein 1 Kota Kupang. *Pendas: Scientific Journal of Primary Education*, 9(3), 79-98.



Maela, E., Purnamasari, V., Purnamasari, I., & Khuluqul, S. (2023). Good habituation methods to improve the discipline of elementary school students. *Jurnal Educatio FKIP UNMA*, 9(2), 931-937.

Mulyani, D., Ghufron, S., & Kasiyun, S. (2020). Improving the character of mutual cooperation in elementary schools. *Lectura: Journal of Education*, 11(2), 225-238.

Mumpuni, D. A., Rahmawati, F. P., & Gufron, A. (2024). Implementation of habit-based curriculum in strengthening mutual cooperation character in elementary schools. *Pendas: Scientific Journal of Elementary Education*, 9(03), 173-184.

Novita, J., & Pangestu, W. T. (2024). Shaping the profile of Pancasila students through the clean Friday culture at UPTD SDN Banyuajuh 2 Kamal. *Elementary School: Journal of Elementary School Education and Learning*, 11(2), 593-601.

Rahmadani, E., & Al Hamdany, M. Z. (2023). Implementation of character education strengthening (ppk) values in elementary schools. *Attadrib: Journal of Madrasah Ibtidaiyah Teacher Education*, 6(1), 10-20.

Rahmadayanti, S. (2023). *Analysis of environmental care character education for fifth grade students at SD Negeri 1 Gedong Tataan* (Doctoral dissertation, Uin Raden Intan Lampung).

Ramadhan, A. M., Arifin, S., Arum, D. S., Hardiyanti, M. T., Mardikaningsih, R., Wulandari, W., ... & Hariani, M. (2024). Mutual cooperation to strengthen solidarity in the community of Batu Ampar Hamlet, Tambaklekok Village. *Economic Xenization Abdi Masyarakat*, 3(1), 12-18.

Riany, M., Rosyidah, D. M., Harahap, D. A. T., & Meinuri, V. (2024). Increasing community awareness of cleanliness through the clean Friday program in the Cikahuripan village environment, Cikahuripan District, Sukabumi Regency. *Sciences du Nord Community Service*, 1(02), 57-62.

Silvia, E. D. E., & Tirtoni, F. (2023). Implementation of the Merdeka Belajar curriculum based on character education that cares for the environment at Adiwiyata schools. *Visipena*, 13(2), 130-144.

Siregar, F., Hasibuan, F. F., Ashwarina, N., Siregar, R. A. P., & Astuti, R. F. (2025). The strategic role of ipnu in building the character of the young generation. *At-Tadris: Journal of Islamic Education*, 4(1), 36-47.

Sugiyono. (2018). Quantitative, qualitative, and R&D research methods. In *Alfabeta Publisher*. Alfabeta.

Syaibani, I. T., & Sugiarti, S. (2023). The application of clean Friday in the school environment as a form of discipline in character building (research at Sdit Darul Hasani). *el Arafah: Journal of Islamic Education*, 2(2), 27-38.

Tani, M. A. I. S., & Safikri, A. (2024). The role of collaboration between kkn students and local youth in realizing social inclusion in Panyocokan Village. *Proceedings UIN Sunan Gunung Djati Bandung*, 4(6), 274-282.

Tasya, H. S., Sumarno, S., & Nuruliarsih, N. (2024). Efforts to instill discipline in students through daily habits. *Ainara Journal (Journal of Research and PKM in the Field of Education)*, 5(3), 270-279.

Tobing, Y. A., Kusen, K., & Siswanto, S. (2023). *Instilling environmental awareness in children through clean Friday activities (Case Study of State Elementary School 11 Rejang Lebong)* (Doctoral dissertation, State Islamic Institute (IAIN) Curup).

Wijaya, L. (2023). The role of professional teachers in improving educational competency standards. *Indonesian Multidisciplinary Journal*, 2(6), 1222-1230.

