

Cultivation of Family Medicinal Plants (Toga) in the Campus Teaching Program Batch V at SDN Sitanggal 04 Brebes

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Abstract

SDN Sitanggal 04 is one of the schools in Sitanggal Village, which is located very strategically because it is directly opposite the provincial road which is used by many public transportations. The school is also not too far from a large and busy traditional market and close to places for shopping and family recreation, so the health condition of the school's environment is very vulnerable. Therefore, the attitude of caring for the environment must be applied from an early age. One of them is through the cultivation of family medicinal plants (TOGA) in the school environment. The purpose of this service is to foster an attitude of caring for the environment in students, create a healthy school environment, provide insight and skills to students about family medicinal plants (TOGA) and how to grow them. The method used is Participatory Action Research (PAR). The results of this service show that the attitude of caring for the environment, the insights and skills of students at SDN Sitanggal 04 are increasing regarding family medicinal plants (TOGA) and their planting.

Keywords: Cultivation, TOGA, Teaching Campus

1. Introduction

Geographically, Sitanggal is one of the villages in the Larangan sub-district, Brebes, Central Java, Indonesia, located on a strategic route because it is situated on a provincial road. The village of Sitanggal itself is divided into 4 parts, namely: Sitanggal 1, which is located to the north of the provincial road, consisting of: Sitanggal Utara, Gang Arjuna, and Gang Siampel. Sitanggal 2, which is located to the south of the provincial road, consists of: Pedukuhan Blewah, Gang Samiaji, and Pedukuhan Lanjaman. Between Sitanggal 1 and Sitanggal 2, there is an irrigation river that runs exactly in the middle, thus dividing the village. Sitanggal 3, which is located to the east of the irrigation river, consists of: Gang Silumbung to the north of the road, Sidluwak to the south, and Lanjaman, which is located to the east of the irrigation river. Sitanggal 3 stretches from west to east and is directly bordered by a small river located to the east of the soccer field. Meanwhile, Sitanggal 4, often referred to as the Lamarin hamlet, begins from the small river to the east of the soccer field and extends straight to the east. The Lamarin

hamlet itself consists of northern Lamarin and southern Lamarin, with the provincial road as its boundary.

Desa Sitanggal has a large and bustling traditional market. There are also BRI Bank, other private banks, and small cooperatives. The majority of the residents of Sitanggal Village work as traders, laborers, farmers, and in other professions. In this village, there are also schools ranging from kindergarten to high school. The education level of the community can also be classified as good, resulting in a high level of community mobility. One of the schools in this village is SDN Sitanggal 04, located at Jalan Raden Fatah 42 Lamarin Sitanggal, Larangan district, Brebes regency. (Kemdikbud).



Fig 1. Location of SD Negeri Sitanggal 04

Source: <https://referensi.data.kemdikbud.go.id/tabs.php?npsn=20326609>

School is a place of learning that must pay attention to comfort and beauty. (Utami, 2020). The comfort and beauty of a school can be achieved through efforts to maintain the health of the school environment itself. Efforts to create a healthy school environment are an important matter that must be considered by every educational institution. Because a healthy school environment plays a crucial role in supporting an enjoyable learning process and optimal learning outcomes. So it's no wonder that many educational institutions are flocking to create a healthy school environment through environmental care activities. Including SDN Sitanggal 04.

Many positive habituation efforts have been implemented in this school every day. However, in the effort to improve health in the school environment through environmental care activities, further enhancement is still needed. Considering that SDN Sitanggal 04 is one of the schools in Sitanggal Village, its location is very strategic as it faces the provincial road, which is frequently used by public transportation. In addition, the school is also not too far from a large and bustling traditional market and is also close to shopping and family recreation places, making the environmental health conditions at the school very vulnerable. The large number of public transportation vehicles passing in front of the school has the potential to cause air pollution, respiratory issues, and can make the school dusty both inside and outside the classroom due to the activities of these public vehicles. The location of SDN Sitanggal 04, which is not too far from the large and busy traditional market in the area, has the potential to create a dirty environment, with many piles of garbage, and traffic congestion that often occurs. This congestion can cause air pollution, which greatly affects human health. On the other

hand, the negative impact of the school's proximity to shopping and family recreation areas is that if the number of visitors increases and infrastructure development is carried out to meet the needs of these visitors, it could potentially lead to an increase in pollution and waste, which can disrupt environmental health.

Based on that background, the solution that can be implemented is to carry out activities that can foster a sense of concern for the school environment. One of them is through the activity of cultivating family medicinal plants. (TOGA). Family Medicinal Plants (TOGA) are one of the plants that can be used as a means of teaching children to better recognize various types of medicinal plants. (Bangun, 2012). Through the introduction of medicinal plants, it can foster a caring attitude among students towards their surroundings. (Apriyanti and Alang, 2023).

Cultivating TOGA (family medicinal plants) does not require a large area, so it can be cultivated in the school environment. In addition, with the planting of TOGA (family medicinal plants) in the school environment, the school community can obtain many health benefits from the TOGA plants themselves. (Fitriatien, Rachmawati and ..., 2017). TOGA (family medicinal plants) also serves as a means of greening, nature conservation, and as a means that can provide beauty and comfort in yards or school environments. (Rojabi Azharghany, 2018).

In this service, the cultivation of Family Medicinal Plants (TOGA) is carried out in the campus teaching program batch 5. The Kampus Mengajar Program is an initiative organized by the government under the auspices of the Ministry of Education, Culture, Research, and Technology (Hariyanti and Sundawa, 2023). The Kampus Mengajar Program is a program that can have a direct impact on education in Indonesia, especially at the elementary school level (SD). Additionally, through this program, it also provides opportunities for students to exercise their right to learn outside their study programs and outside their home universities by participating as teacher partners in Elementary Schools (SD) and Junior High Schools (SMP) (kemdikbud, 2023). The program designed in Kampus Mengajar not only involves the transfer of knowledge but can also strengthen character education. (Hariyanti and Sundawa, 2023). Therefore, in the Kampus Mengajar Batch V program, a community service activity in the form of cultivating Family Medicinal Plants (TOGA) was carried out at SDN Sitanggal 04, targeting 4th and 5th-grade students. With this community service activity, it is hoped that it can foster an environmental awareness among the students of SDN Sitanggal 04, create a healthy school environment, and provide knowledge and skills to the students about Family Medicinal Plants (TOGA) and their cultivation methods.

1.1. Targets and Outputs

The activity of cultivating family medicinal plants (TOGA) at SDN Sitanggal 04 aims to foster an environmental awareness among students, create a healthy school environment, and provide students with insights into family medicinal plants (TOGA) and their cultivation methods. The output target of this activity is in the form of journal articles.

2. Metode ← Cambria, Bold, 12 pt

The community service activities were carried out in the Campus Teaching Program Batch V at the target school, SDN Sitanggal 04, located in the Larangan District of Brebes Regency, from February 20 to June 9, 2023. The subjects in this activity are 9 fourth-grade students and 24 fifth-grade students from SDN Sitanggal 04. The method of implementing community service activities at SDN Sitanggal 04 is Participatory Action Research (PAR) with stages including Planning, Action, and Evaluation. (Evaluasi).

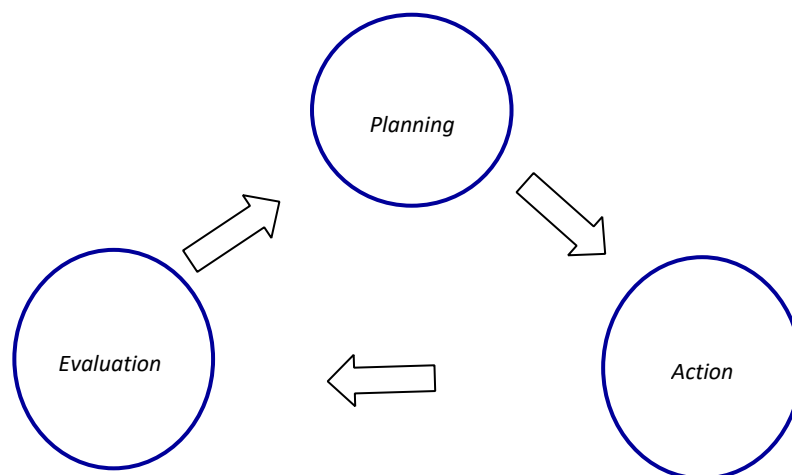


Fig 2. Stages in Community Service Activities

2.1. Planning

The first activity carried out was planning, which included various preparations for conducting community service activities. Starting with conducting observations at SDN Sitanggal 04 regarding the school environment, habits within the school, and conducting brief interviews with the principal and teachers of SDN Sitanggal 04. Additionally, coordination was carried out with the school authorities and the service team, and a program was developed to be implemented, such as determining the schedule for community service activities, preparing workshop materials, collecting tools and materials needed for the TOGA cultivation activities, and so on.

2.2. Action

At this stage, a workshop was conducted consisting of 2 activity sessions, namely the provision of material on family medicinal plants (TOGA) and the practice of planting TOGA. Then, TOGA maintenance was carried out. The propagation stage was implemented from the beginning of the TOGA planting practice with the aim that the planted family medicinal plants (TOGA) can grow well.

2.3. Evaluation

This stage is the final stage conducted to see the impact felt after the service program has been implemented at SDN Sitanggal 04 and to determine the achievement of the program that has been carried out.

2.4. The Performance of Community Service Institutions in Community Service Activities Over the Past Year

The performance of the LPPM UPS Tegal institution in community service activities is good, having achieved various program accomplishments as follows:

- a. Providing internal community service funds annually that can be obtained by lecturers through a competitive mechanism. Proposal mechanisms and requirements follow LPPM standards. Additionally, it also provides internal community service funds that can be obtained by UPS Tegal students.
- b. Training and workshops on proposal writing, preparation of community service roadmaps.
- c. Workshops and seminars on a national and international scale.
- d. Encouraging the participation of both lecturers and students in various service competition programs sourced from Ristek Dikti, Provincial Education Offices, and other non-governmental organizations.
- e. The formation of independent MSMEs and community empowerment posts fostered by the MSME incubator unit at LPPM.

2.5. Type of Expertise Required to Resolve All Issues or Needs of Partners

In the community service program titled "Cultivation of Family Medicinal Plants in the Campus Teaching Program Batch V at SDN Sitanggal 04," expertise in the field of science, specifically the cultivation of family medicinal plants, is required. (TOGA).

2.6. Name of the Proposing Team, Description of Expertise, and Individual Tasks in Community Service Activities (Made in The Table Form)

The success of a program is closely tied to the feasibility of the proposing university, primarily the feasibility of the activity proposer. This can be seen from the existing curriculum vitae. In short, we can explain it in the following table:

No	Name	Department	Field of Expertise	Experience
1	Muriani Nur Hayati, M.Pd	Chairperson	Leadership	• Training on the Production of Instant Ginger Drinks for Women's Farmer Groups (KWT) in Brebes Regency (Cooperative Model between the IPA Education Study Program-FKIP UPS Tegal and the Department

				<ul style="list-style-type: none"> • Training on the Utilization of Banana Peel Waste as an Alternative Food Source in Penusupan Village, Pangkah, Tegal Regency
				<ul style="list-style-type: none"> • Workshop on Environmental Literacy Skills Training Through the Environmental Ambassador Program in Collaboration with the Tegal Regency Environmental Agency
				<ul style="list-style-type: none"> • Cultivating Environmental Awareness Through Waste Bank Activities in Pesantunan Village, Wanasari District, Brebes Regency
				<ul style="list-style-type: none"> • Online Workshop on the Preparation of Classroom Action Research (PTK) and Publishable Article Manuscripts for Science Teachers in Tegal City
				<ul style="list-style-type: none"> • Workshop on Organic Waste Management in the Campus Environment
2	Nur Atika	Member	Management	<ul style="list-style-type: none"> • Student Exchange IPA Indonesia (PPII) Inbondin the Earth and Space Science Course at Muhammadiyah University Sidoarjo (Online)
				<ul style="list-style-type: none"> • Kampus Mengajar Batch V
				<ul style="list-style-type: none"> • Completing the Urban Farming course
				<ul style="list-style-type: none"> • Completing the Environmental Science Practice course
				<ul style="list-style-type: none"> • Completing the Biology Practicum course
3	Afida Nurul Sabilla	Member	Management	<ul style="list-style-type: none"> • Program Creativity Students

				<ul style="list-style-type: none"> Domestic Student Exchange Program Batch 1
				<ul style="list-style-type: none"> Kampus Mengajar Batch V
				<ul style="list-style-type: none"> Completing the Urban Farming course
				<ul style="list-style-type: none"> Completing the Environmental Science Practice course
				<ul style="list-style-type: none"> Completing the Biology Practicum course
4	Bayu Widiyanto, M.Si	Member	Management	<ul style="list-style-type: none"> Program: Environmental Education Through Environmental Ambassador Activities in High Schools
				<ul style="list-style-type: none"> Training on the Production of Ecoenzymes from Household Waste for UPS Tegal Students
				<ul style="list-style-type: none"> Sciencepreneur Training on Utilizing Coconut Fiber Waste Through Kokedama Creation in the HMPS Science Education Program
5	Asna Maulina Nihayah	Member	Management	<ul style="list-style-type: none"> Kampus Mengajar Batch V Completing the Urban Farming course
				<ul style="list-style-type: none"> Completing the Environmental Science Practicum course Completing the Biology Practicum course
6	Lutfiatun Nisa	Member	Management	<ul style="list-style-type: none"> Kampus Mengajar Batch VI Completing the Basic Biology Lab course, Science Lab

3. Results and Discussion

3.1. Results

This community service activity begins with a planning stage first. Where in this stage various preparations are made to support the implementation of the program. Starting with direct observation first at SDN Sitanggal 04. On this occasion, the service team also conducted interviews with the principal and teachers at SDN Sitanggal 04. Thus, information related to the school environment conditions, habits within the school environment, and other information that can serve as a guideline in the implementation of the program is obtained. After conducting observations and interviews, the service team then made various preparations. Starting from coordination with the implementation team and supervising lecturers to determine the work plan, implementation strategy, division of work teams, and other preparations such as scheduling community service activities, preparing workshop materials, gathering tools and materials needed for TOGA cultivation activities, and so on. Not to forget, the service team also coordinated with the school regarding the implementation of this community service activity. This includes coordination related to the time and place of the workshop activities, which encompass socialization (introduction) and practical TOGA planting.

3.2. Community Service Workshop

As previously explained, the community service workshop activities are divided into two sessions, including:

a. Introduction to TOGA and Its Benefits Session (Provision of Material)

This session is conducted to introduce students to family medicinal plants (TOGA) and to provide initial knowledge before they practice planting TOGA directly in the school environment. This event was attended by 9 fourth-grade students and 24 fifth-grade students from SDN Sitanggal 04, starting with an opening by the MC, singing the Indonesian national anthem, followed by speeches. Where the speech was delivered by several parties, including:

- Speech by the Head of the Science Education Study Program, Mrs. Muriani Nur Hayati, M.Pd, conducted online.
- The speech of the principal of SDN Sitanggal 04, Mr. Nasori, S.Pd., M.Pd offline.
- Speech by the head of the community service implementation, Nur Atika, offline.

After the speeches from several parties, the session continued with a presentation on family medicinal plants (TOGA) delivered by two speakers. The first speaker, Ms. Nur Atika, explained what family medicinal plants are, the types of TOGA and their benefits. The second speaker, Ms. Asna Maulina Nihayah, presented on the benefits of planting TOGA and examples of TOGA cultivation technology.



Fg 3. Introduction to TOGA activities, Fg 4. Principal's speech

After the presentation on family medicinal plants (TOGA) ended, it was followed by a Q&A session and the distribution of door prizes to the participants. However, before these activities were carried out, we from the community service team invited all participants to review the material that had been presented on the introduction to medicinal plants (TOGA) using the singing method. We invited the participants to sing a song about family medicinal plants (TOGA) along with their benefits. Then the question-and-answer session began. The method of this Q&A session is that we, as the community service team, first pose questions to the students. Students can raise their hands if they want to answer a question. When permitted by the service team, only then can the students present their answers. Students who answer the questions correctly will receive a prize or door prize from the community service team. The enthusiasm of the students from the beginning of the material presentation to the question-and-answer session was very high. Many students also flocked to try to answer the questions.



Fig 5. Q&A session, Fig 6. Door prize distribution

b. TOGA Planting Practice Session in the SDN Sitanggal 04 School Environment

The practical activity of planting family medicinal plants (TOGA) was conducted next to the library room of SDN Sitanggal 04, but only attended by the 5th-grade students of SDN Sitanggal 04. The selection of that location was due to the presence of vacant land that can be utilized for TOGA cultivation. The library is one of the rooms in the school that serves as a learning resource to help students understand and solve problems during the learning process, considering that the learning process is not only conducted in the classroom. (Akbar and Aplisalita, 2021). Thus, with the presence of family medicinal plants (TOGA) next to the library, the learning atmosphere in the library can become more comfortable, refreshing, and beautiful. In addition, SDN Sitanggal 04 will carry out renovation activities in several rooms within the school, and next to the library is one of the places that will not be used for storing various construction materials. Not only that, the land next to the library is a very strategic place for conducting family medicinal plant cultivation (TOGA) activities because it faces the provincial road directly, which will help reduce air pollution caused by vehicle activities.

The activity of practicing the planting of family medicinal plants (TOGA) began with a cleaning activity around the area that will be used for planting practice, removing various types of trash and items such as bamboo and some wood that were still scattered in the area. Then it continues with preparing various necessary materials such as preparing the soil that has been treated with organic fertilizer, pots, water, and various types of medicinal plants that will be cultivated. Only then was the practical activity of planting family medicinal plants (TOGA) carried out directly in the environment of SDN Sitanggal 04. The types of medicinal plants planted in the environment of SDN Sitanggal 04 include aloe vera, lemongrass, red ginger, cat's whiskers, and butterfly pea flower. The

students were very enthusiastic and very happy to participate in the planting practice activity. The practical activity of planting medicinal plants was concluded by tidying up and arranging the various medicinal plants that had been planted in the available land. Don't forget to water the plants and clean up around the area again. This is to avoid disrupting the growth of medicinal plants.



Fg 7,8. Planting practice

After the practice of planting medicinal plants (TOGA) in the environment of SDN Sitanggal 04, maintenance of the TOGA plants is also carried out so that the family medicinal plants (TOGA) that have been planted can grow well.

3.3. Discussion

Overall, the community service activity in the form of Family Medicinal Plant Cultivation (TOGA) ran smoothly despite some technical difficulties at the beginning of the workshop presentation, such as an unstable microphone and audio from the laptop that was difficult to connect to the school speakers. So, moving forward, this matter needs to be addressed with more thorough preparation from the organizing team to prevent such technical issues from recurring.

Although several obstacles were encountered, the enthusiasm of the students in participating in the activities from start to finish was very high. So that this community service activity can run smoothly and can be said to have a positive impact on the partners, both in terms of increasing knowledge, skills, and the development of an environmental care attitude among the students. This can be seen from the evaluation results conducted by the service team.

The evaluation activity is the final stage conducted to determine the level of absorption of knowledge and skills achieved by partners during the activity, as well as to assess the success rate of the program. In this evaluation activity, the service team provided questionnaires to both teachers and students, which resulted in the following responses:

3.4. The teacher's response to the service activities that have been carried out

As a form of evaluation of the activities that have been carried out, the service team provided a questionnaire to the teachers, which was filled out by a representative of one of the teachers at SDN Sitanggal 04. In the question instrument on the teacher satisfaction questionnaire, there was a question, "What is your opinion, Sir/Madam, regarding the socialization and practice of TOGA cultivation that has been conducted?" The teacher responded, "In our opinion, as teachers at SDN Sitanggal 04, this activity is very good and extremely beneficial for our students to learn about medicinal plants." Not only that, in other questions, the teacher also provided very positive and satisfied responses. According to the teacher at SDN Sitanggal 04, the TOGA cultivation activities are very important because, in addition to students gaining benefits such as acquiring new knowledge about various medicinal plants and their benefits, they also gain a very enjoyable hands-on experience through the practice of planting medicinal plants in the school environment. The satisfaction of the teachers with the community service activities that have been carried out can also be seen in their response to the question, "Do you have plans to continue/develop the family medicinal plant cultivation (TOGA) at SDN Sitanggal 04?" The teachers responded, "With this very positive activity, we will continue and develop this activity for the students' knowledge in the future so that the students can practice it in their respective family environments." According to the teachers, this activity can also help them in their efforts to create a healthy, beautiful, and comfortable school environment, as well as help them instill a sense of care and love for the environment in the students of SDN Sitanggal 04.

3.5. The response of students to the service activities that have been conducted

From the questionnaire that was given to the 5th-grade students of SDN Sitanggal 04, a total of 19 responses were collected. The question instruments presented in the questionnaire can be seen in the table below:

Table 1. Questionnaire Instruments for Students

No	Questionnaire instrument	No	Questionnaire instrument
1	Have you known about family medicinal plants (TOGA) before the workshop on TOGA?	6	Can you mention the types of TOGA plants along with their benefits?
2	Have you ever practiced planting TOGA directly before this workshop was held?	7	Are there any difficulties you faced during the practice of cultivating medicinal plants (TOGA) at school?
3	What did you feel while participating in this TOGA workshop, both during the material presentation session and while practicing the actual TOGA planting?	8	After the workshop on cultivating family medicinal plants (TOGA), do you feel that your knowledge has increased?
4	After participating in this workshop, what knowledge or benefits did you gain?	9	Are you satisfied with the workshop activities that have been conducted?
5	What do you know about family medicinal plants?		

Out of 19 responses, to question number 1, it was found that 11 students answered they did not know about family medicinal plants (TOGA) before the workshop activities, and 8 others answered they already knew about family medicinal plants (TOGA) before the workshop activities but only a little. To question number 2, it was found that 10 students answered they had previously practiced planting TOGA directly before the workshop was held, but only one type, and 9 others had never done so. In question number 3, 17 students answered that they were very happy during the TOGA workshop, while 2 others answered that it was just okay. In question number 4, out of 19 responses, they answered that the benefits obtained were an increase in knowledge about TOGA and learning how to plant TOGA properly. In questions number 5 and 6, out of 19 responses, all students were able to correctly answer what TOGA plants are, the types of TOGA, and their benefits. In question no. 7, all students answered that they did not encounter any

difficulties during the activity. In question no. 8, all students answered that their knowledge increased after the herbal family plant cultivation (TOGA) workshop was conducted. In question no. 9, 14 students answered that they were very satisfied with the activity that had been carried out, while 5 others answered that they were just satisfied.

Based on the results of the satisfaction survey that we distributed to the students, it can be seen that before the implementation of this community service activity, most of the students at SDN Sitanggal 04 were not aware of and had never had the experience of directly practicing the cultivation of medicinal plants in their home environment. Only a very few students were already aware of or had practiced the cultivation of medicinal plants in their respective homes. They only knew that medicinal plants included red ginger and lemongrass. However, after this community service activity, they gained a lot of new knowledge that there are actually many types of medicinal plants such as red ginger, turmeric, kencur, galangal, lemongrass, bay leaves, cat's whiskers, binahong, aloe vera, guava leaves, celery, lime, starfruit, and so on.

Not only their knowledge about the types of medicinal plants, but their knowledge is also increasing regarding the benefits of various types of family medicinal plants, the advantages of cultivating family medicinal plants, and examples of technology for cultivating family medicinal plants. In addition, the students also feel very happy with this community service activity. This is because they gain very interesting direct experience by practicing the planting of family medicinal plants in their school environment. Based on the observations we conducted during this community service program, it can also be seen that the students' attitude of care and love for the environment is increasing. This can be seen in the students' attitude, who always take the initiative to water and care for the medicinal plants they have planted in the school environment. And also cleaning up various types of trash around the school environment.

3.6. Outcomes Achieved

The outcomes achieved from the community service activity "Cultivation of Family Medicinal Plants (TOGA) in the Campus Teaching Program Batch V at SDN Sitanggal Brebes" include:

1. For the school, the outcome achieved is creating a comfortable, beautiful, and healthy school environment.

2. For students, the outcomes achieved are increasing awareness and love for the environment, enhancing students' knowledge about TOGA (family medicinal plants), improving skills, and providing engaging direct experiences through the practice of planting family medicinal plants. (TOGA).

3. Journal Article.

3.7. Next Steps Plan

Based on the questionnaire that the author distributed to the teachers of SDN Sitanggal 04, it can be concluded that due to this very positive activity, the teachers of SDN Sitanggal 04 plan to continue and develop the activities that the author has conducted as knowledge for the students in the future.

4. Conclusion

Based on the results of the service above, it can be concluded that the cultivation of family medicinal plants (TOGA) in the campus teaching program batch V at SDN Sitanggal 04 can foster an environmental awareness attitude among the students. The students' knowledge about family medicinal plants (TOGA) has increased, and they have acquired skills in practicing the planting of family medicinal plants. (TOGA). In addition, with the presence of this community service activity, it can create a comfortable, beautiful, and healthy school environment.

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