

Implementation And Development Of Adiwiyata Schools To Realize Character Of Students Care For Environment

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Abstract : One of the efforts made by the Indonesian government to improve environmental care behavior is by developing policies on Environmental Education (PLH) in schools and colleges. It is assumed that if knowledge about the environment increases, then caring behavior will also increase and will reduce environmental damage in the future. In the context of forming and developing environmental care behaviors, three elements will be needed, namely; (1) institutional factors, (2) education strategies, (3) knowledge and values. The Adiwiyata school program aims to create a caring and cultured school. Adiwiyata school implementation is based on three principles, namely; educative, participatory and sustainable. School is a strategic place to instill a clean culture, a culture that cares about the environment. Environmental education in schools is one of the applications of character education. Environmental education imparts character values to school citizens which include knowledge (cognitive), awareness or willingness (affective), and actions (psychomotor). The integration of environmental education into the adiwiyata school program can be carried out through the active participation of all components of the school with the habituation process so that it is expected that the development of behavior, attitudes from students to respect, love and care for the environment can become a daily habit.

Index Terms: Adiwiyata, Environment Care Character, Knowledge Value, School Policy Implementation.

1. INTRODUCTION

Human behavior is a major factor causing global environmental damage (Nassar, 2013). In Indonesia, environmental care behavior is still very minimal. One of the efforts made by the Indonesian government to improve environmental care behavior is to develop an Environmental Education (PLH) policy in schools and colleges. This PLH is an effort to provide environmental knowledge among students. This is based on the assumption that if knowledge about the environment increases, then the behavior of caring for the environment also increases and will reduce environmental damage in the future (Awan, 2013). In the context of forming and developing environmental care behavior, three elements will be needed, namely; (1) institutional factors, (2) educational strategies, (3) knowledge and values. Institutional factors related to political policy, availability of funds and facilities related to environmental management. Educational strategies are part of policies that aim to increase knowledge and values that will influence environmental care behavior. The Adiwiyata school program has been carried out systematically since 2010. This was further strengthened by the Ministry of Environment Regulation (Permen) Number 5 of 2013 concerning the Adiwiyata Program Implementation Guidelines. The Adiwiyata school program aims to create a school that cares and is cultured in the environment, its implementation is based on three principles namely educative, participatory, and sustainable. The Adiwiyata school program is a comprehensive program involving all stakeholders in both the school and the community to help raise environmental awareness, especially students. However, as a policy that has

been implemented for several years, it needs to be reviewed in relation to steps to continue to ensure the implementation of the Adiwiyata school program in the Province, and Regency and in schools, so that efforts to increase environmental awareness among students can develop sustainably.

Based on preliminary studies of several Adiwiyata schools in Palu, it can be stated that the benefits of implementing the Adiwiyata program in schools are as follows; (1) schools can create a place of learning about the values of environmental preservation and environmental management; (2) schools carry out environmental protection and management efforts through pollution control, damage control and preservation of environmental functions; (3) in schools conditions for teaching and learning are more conducive to students. This paper describes (1) Government policies in realizing adiwiyata school programs as an effort to improve environmental preservation; (2) Implementation and development models of school programs (elementary and junior high schools) in developing Adiwiyata school programs.

2 RESEARCH METHOD

This study applies qualitative research methods (Arikunto, 2006). This study intends to uncover contextual phenomena and symptoms holistically through collecting data from a natural setting by using the researcher as a key instrument. Data collection procedures are carried out through focused discussion and interviews supported by document analysis studies. The data analysis of this study was prepared by adopting qualitative data analysis techniques (Miles & Huberman, 1994), namely interactive model of analysis, namely: a) data collection; b) data reduction; c) data presentation; d) drawing conclusions and data verification.

3 ADIWIYATA SCHOOL PROGRAM POLICIES

Education is one of the important variables in shaping environmental care behavior. The higher one's environmental knowledge, the more it is expected to care more about environmental issues. Environmental education is a process that aims to form values, habits, and respect for the environment. One strategy for implementing environmental

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education is through the Adiwiyata program in the school environment. Adiwiyata contains four main components to realize schools that are cultured in the environment, not only in terms of the physical school but from the behavior of the school community (Bemawa, 2010). According to Law No. 32 of 2009 article 1 paragraph 2 explained that Environmental Protection and Management (PPLH) is a systematic and integrated effort undertaken to preserve environmental functions and prevent environmental pollution and damage which includes planning, utilization, control, maintenance, supervision and law enforcement. Environmental management can be said to be effective depending on efforts to adopt good ethics in behaving in a friendly and environmentally friendly manner (Kim, 2010). Until now, the Government still has a commitment in protecting the environment from damage through education. In order to support environmental protection and management in schools, the Ministry of Environment in collaboration with the Ministry of Education and Culture has developed an environmental management program called the Adiwiyata program (Maryono, 2015). The Adiwiyata school program aims to make school residents responsible for protecting and managing the environment through good school governance to support sustainable development (Harnianto, 2011). The implementation of the Adiwiyata program in schools is expected to be beneficial for schools in creating a place of learning about the values of environmental care and environmental management. Efforts to protect and manage the environment in schools are carried out through pollution control, damage control and preservation of environmental functions so as to create more conducive learning conditions for students (Purnaweni, 2014). The benefits of the Adiwiyata program for students are expected to be able to foster environmental awareness and understand the importance of maintaining a good environment (Paparang, 2017). In the framework of implementing the Adiwiyata school program, four program components were developed, namely: 1) environmentally sound policies; 2) implementation of an environment-based curriculum; 3) participatory environmental activities; 4) management of environmentally friendly supporting facilities. In this context, the school is expected to prepare well to meet the four components. Some preparations for the implementation of the Adiwiyata School Program include; 1) forming a school environment committee; 2) study the environment around the school; 3) develop an action plan. Current environmental problems are topics that often arise, actual, and important caused by environmental degradation to be one proof that human activities have a direct impact on environmental preservation, environmental damage, and environmental pollution (Hubeis, 2004). Therefore, to support environmental conditions, all human activities must be in accordance with the concept of sustainable development (Sari, 2019). The term Adiwiyata in Indonesia comes from two words from Sanskrit, Adi and Wiyata (Al-Anwari, 2014). Adi means big, while wiyata means a place where someone gets knowledge, norms, and ethics in social life. Adiwiyata means a right and ideal place that can be obtained through all science, norms and ethics and can be the basis for the creation of human welfare and towards the goals of sustainable development (Desfandi, 2016). The implementation of the Adiwiyata school program that has been developed so far in Indonesia has been carried out quite well (Maryani, 2014). The aspects of community awareness and expectations have provided good hopes for program sustainability, however the

linkages of the Adiwiyata school program have not been supported by various government regulations and policies at the district / city level (Landriany, 2014). School principals, teachers, students, administrative staff, and school committees generally support the implementation of the adiwiyata program in schools and have been fairly consistent programming in school programs. Curriculum development, and improvement of infrastructure in schools and environmentally friendly facilities still require joint attention. Schools that have received national adiwiyata school awards generally find it difficult to finance the maintenance of school facilities and infrastructure (Juliari, Amin, & Yanuwiyadi, 2017). In the existing Adiwiyata schools, in general preparations, learning processes, and collaboration with other schools are classified as good. Student achievements and competencies, and the response of the community in Adiwiyata schools are in the good category. In this perspective, it can be stated that the Adiwiyata school program is already good as an educational platform and can be continued as an effort to promote the paradigm of sustainable development. The rise of damage to nature and the environment triggers public unrest, so that education becomes an important aspect of life (Yudhistira, Hidayat, & Hadiyanto, 2017). This has become one of the important objects in developing the environment through environmental education. The existence of Adiwiyata school is essentially to foster and develop knowledge, values, attitudes, behaviors and environmental insights of students and the community. The adiwiyata school should not only emphasize the physical aspects of a green and beautiful school condition, but it is important to be integrated with character education. One aspect to support the success of Adiwiyata schools is waste management (Fadhilah et al., 2011). Waste management activities are not easy. Waste management requires creativity in accordance with the conditions of each area. Based on Law Number 18 of 2008 concerning Waste Management and Government Regulation Number 81 of 2012, the Government of Indonesia emphasizes waste management with a new paradigm, namely the 3R principle (Reduce, Refuse, and Reuse) with collaboration between government, business entities, the private sector and UKM. The school is a strategic place to instill a clean culture, a culture of caring for the environment. Good waste management in schools is an activity that can make students develop themselves, learn and help each other in improving environmental conditions. Adiwiyata School is expected to be able to support integrated learning material about the environment and be able to shape students' environmental care attitudes. Basically learning activities, in addition to making students master competencies (material) that are targeted, are also designed to make students recognize and realize and internalize values and make them (Hanafy, 2018).

4 ADIWIYATA SCHOOL POLICY IMPLEMENTATION

Adiwiyata School is a school that cares and has environmental culture. The Adiwiyata Program is a program to create an environmentally-conscious and cultured school organized by the Ministry of Environment and the Ministry of Education (Permen Number 05 of 2013). The purpose of the Adiwiyata program is to create ideal conditions for schools as a place for learning and awareness of school residents (teachers, students and employees), so that schools can be responsible for saving the environment and sustainable development. The

Adiwiyata program was developed based on norms in life which include: togetherness, openness, equality, honesty, justice, and the preservation of environmental functions and natural resources. The main principles of the Adiwiyata program are: (1) Participatory, meaning that every activity must involve all school members starting from planning, implementation to evaluation according to their respective duties and responsibilities; and (2) Sustainable, meaning that all activities must be carried out in a planned and continuous manner. Four aspects that must be of concern to schools to be managed carefully and correctly when developing the Adiwiyata Program namely; Policies, Curricula, Activities and Infrastructure. Management of these aspects should be directed to the indicators established in the Adiwiyata program (Panduan Adiwiyata, 2013).

4.1 School Policy Development.

In order to create a school that cares and is cultured in the environment, it is necessary to manage schools that implement environmental education by all school members in accordance with the principles of the Adiwiyata Program that is participatory and sustainable. Therefore, the development of school policies needed include;

- a. Vision and Mission of the School that cares and is cultured in the environment
- b. School policies in developing Environmental Education
- c. The policy to increase Human Resources (HR) both education and education personnel in the field of environmental education
- d. School policies in terms of saving natural resources
- e. School policies that support the creation of a clean and healthy school environment
- f. School policies for the allocation and use of funds for activities related to the environment

4.2 Development of Environmental Based Curriculum

Submission of material about environmental content to students can be done through the application of a varied learning process, provided with a habituation approach and examples from real life in each social environment. The development of an environment-based curriculum can be done through the following things;

- a. Development of cross-subject learning models
- b. Excavation and development of materials and environmental problems that exist in the surrounding community
- c. Development of learning methods based on environment and culture
- d. Development of curricular activities to increase students' knowledge and awareness about the environment

4.3 Development of Participatory-Based Activities

In order to create a caring and cultured environment, an active involvement of school members is needed in various environmental learning activities. The school is expected to involve the community around the school in carrying out various activities that benefit the school community, the community, and the environment. Activities that can be carried out by school members in developing participatory-based activities include:

- a. Creating extracurricular and curricular activities in the

- field of environment based on participatory in schools
- b. Participating in environmental action activities carried out by outside parties
- c. Establishing partnership activities or initiating the development of environmental education in schools

4.4 Support of Facilities

In order to realize a school of environmental care and culture, it is necessary to develop infrastructure that reflects environmental management efforts. Management and development of these facilities include:

- a. Development of existing school support facilities for environmental education
- b. Improving the quality of environmental management inside and outside the school area
- c. Conservation of natural resources (electricity, water and stationery)
- d. Improving the quality of healthy food services
- e. Development of waste management systems

The integration of environmental education in the adiwiyata school program is endeavored to be a process of habituation for school members. Thus it is hoped that the development of behavior, attitudes of students to appreciate, love and care for the environment becomes a daily habit. Character education in the implementation of adiwiyata school programs conducted through habits (habituation) can stimulate student understanding (cognitive) about what is right and wrong, able to feel (affective) good grades and usually do it (psychomotor). The integration of environmental education in the Adiwiyata school program is an effort to instill character values to school members. Environmental education is one of the important factors of success in environmental management and is an important vehicle in producing human resources that can implement the principles of sustainable development. Schools are an important vehicle for educating and fostering people to understand and understand the meaning of the environment for the sustainability of human life. The implementation of the Adiwiyata program in schools has so far been able to encourage the development of knowledge and the growing awareness of school residents in an effort to care for environmental preservation. In the implementation of the adiwiyata school program, every school member can get involved in school activities towards a healthy environment and care for the environment. The Adiwiyata school program has become a vehicle to create good and beautiful school conditions to be a place for learning and awareness of school residents (teachers, students and school staff) to be jointly responsible and concerned about saving the environment and sustainable development (Haq, 2011). Environmental education integrated into the Adiwiyata school program is expected to be an effort to instill the character of caring for the environment. Therefore, planting correct knowledge about environmental management, will be able to become a provision of knowledge, behavior formation, and positive attitude of students who are embedded so that it will be meaningful for the next life. Environmental education integrated into the Adiwiyata school program is an effort to change the attitudes and attitudes of school residents aimed at increasing knowledge, skills and awareness about environmental values and environmental issues. Some strategies that can be implemented to develop Adiwiyata schools (Maryani, 2016) include: (1) the principal's policy; (2) the establishment of a disciplinary commission to ensure the

implementation of the program; (3) students' commitment to carry out the program; (4) role models and leadership in schools; (5) control over program implementation; and (6) saving resources owned by schools.

5 CONCLUSION

In essence, humans and the environment are inseparable parts. The environment affects the knowledge, skills and welfare of humans in meeting their needs and in carrying out social relations activities. Environmental education is an effort that is done consciously, planned and lasts a lifetime through educational institutions and other institutions to transform knowledge, values and skills about living systems that affect the survival and welfare of humans and other living things. Through environmental education experience will be obtained which affects the growth and development of the soul, character, and physical abilities of students.

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