Adiwiyata-Program-Based School Management

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ABSTRACT: This study aims to reveal how the school with Adiwiyata program was developed, how teachers and staff were empowered by the program, and how the school partnered with management programs from outside institutions to create the program. A multi-case research design and a continual comparative method were utilized in this study's phenomenological qualitative methodology. The researchers used in-depth interviews, participant observation, and documentation methods to gather the data. Purposive tactics and snowball sampling methods were employed to choose the informants. The data collected through these various techniques was examined and data reduction, data presentation, and data verification were carried out. Checking the validity of the data was done by using credibility, transferability, dependability, and confirmability. After checking, the collected data was analyzed by single case analysis and cross-site analysis. The results obtained from this study indicate that the development of the Adiwiyata program in schools is carried out in collaboration with both the school and other parties that participate in helping the success of the Adiwiyata-program-based schools. The schools need to socialize in advance to related agencies in order to get support in the form of useful materials and knowledge that can be applied in Adiwiyata school activities. Based on the findings, it is suggested to school principals to always improve the quality of their schools, especially regarding the Adiwiyata program, teachers and staff to always increase attention to the practice of environmental care values, and future researchers are expected to be able to conduct research related to Adiwiyata management at other research different sites.

KEYWORDS: Management, Adiwiyata School

I. INTRODUCTION

Improving the quality of education is reflected in the governance of the institution that handles it. As a school that organizes education, where human character will be formed if it is managed properly, various kinds of strategies in improving the quality of education must continue to be pursued. Based on a strategy to improve the quality and quality of education that focuses on culture, it is necessary to make efforts for schools to carry out schools with an environmental culture. This environmentally cultured school has been regulated in a government program, namely Adiwiyata-program-based schools. Adiwiyata-program-based school is a school that cares and has an environmental culture.

The current environmental crisis is influenced by a still erroneous understanding of human, nature, and the place of humans in the entire ecosystem. This condition causes errors in human behavior patterns, especially in dealing with nature (Sumantri, 2010). Even though nature is the main place for humans to carry out their lives and lives. Without realizing it, the existence of a sustainable nature will provide many benefits for human survival. A basic and good understanding of the environment is urgently needed because with this understanding humans will be brought to an awareness of their obligations and responsibilities towards the environment, which in this case includes efforts made to always preserve nature (Hamzah, 2013). Human obligations are not only to preserve nature, but humans have the right to use and enjoy everything that has been provided by nature.

Humans use the environment as a natural resource in fulfilling their needs. Thus, between humans and the environment is mutually influencing. For this reason, environmental sustainability should be maintained so that the balance of life between humans and the environment is maintained. Pollution and dwindling natural resources are two issues that are frequently linked to human activities on the environment. As a result, this needs to be done right away to protect the ecosystem. Programs that teach, especially for the children of the next generation, are required to modify a person's behavior and the conduct of a group of people so that they pay attention to the surroundings.

Building an eco-conscious lifestyle is not a simple task that can be completed immediately. There needs to be a long-term strategy that is both actually appropriate and implemented. Applying sustainable concepts and environmental ethics begins with education.

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II. METHOD

This study employed a qualitative research method with a phenomenological approach and a multi-case study type at SDN *(Sekolah Dasar Negeri)* Paringin Selatan 1 and SDIT *(Sekolah Dasar Islam Terpadu)* Darul Fikri, Balangan District. Data collection techniques of this study were done through in-depth interviews, participant observation, and documentation. Data validity was carried out by data triangulation by means of technical triangulation and source triangulation, confirmation, reliability and peer-briefing. The key informant of this study is the principal to get more complete information using the snowball technique. The foci of this research study are (1) Development of the Adiwiyata-program-based schools, (2) Empowerment of teachers and staff in the school Adiwiyata-program-based , (3) Partnerships with external institutions in developing the Adiwiyata-program-based schools. The instruments in this study included the process of implementing Adiwiyata in schools, the parties involved, and cooperation with other agencies. The involvement of parties in the Adiwiyata program in the form of an environment-based curriculum and the impact of the Adiwiyata program in the form of an environment-based curriculum (Nata, 2007). The researchers used interactive analysis model (Miles et al., 2018) to analyze the data consisting of data collection, data display, data condensation and verification/conclusion.

III. RESULTS AND DISCUSSION

Based on the results of the data analysis, this study showed the following results:

Focus 1

Regarding the Adiwiyata program development, by renewing the vision, mission and goals of the school which instills the values of love and care for the environment, the curriculum implemented in schools also equates to the curriculum as if it were Adiwiyata as well as the development of environment-based extracurriculars.

Focus 2

The second focus is empowerment of teachers and staff in the Adiwiyata-program-based school. With the Adiwiyata school team formed at the initial meeting for the preparation of the Adiwiyata school program, the implementation of the Adiwiyata is filled by the school principal, teachers, staff, and parents of students who participate in helping to run the program. The responsibility of team members, environmental competency development, as well as monitoring and evaluation are crucially needed.

Focus 3

The third focus is on the procurement of facilities and infrastructure in managing the Adiwiyata program in the form of healthy canteens, waste banks, ecobrick plants, green houses, infiltration wells, bio gas, biofloc fish farming, and solar electricity.

Focus 4

The last focus is partnerships with external institutions in the development of the Adiwiyata program. It was done by cooperating with PT. Adaro, who voluntarily provides financial assistance to develop the Adiwiyata program in schools. In addition, the school also collaborates with other government agencies such as the Education Office, the Environment Service Office, and the Public Works Office, and the School Committee, so schools can develop an Adiwiyata program better.

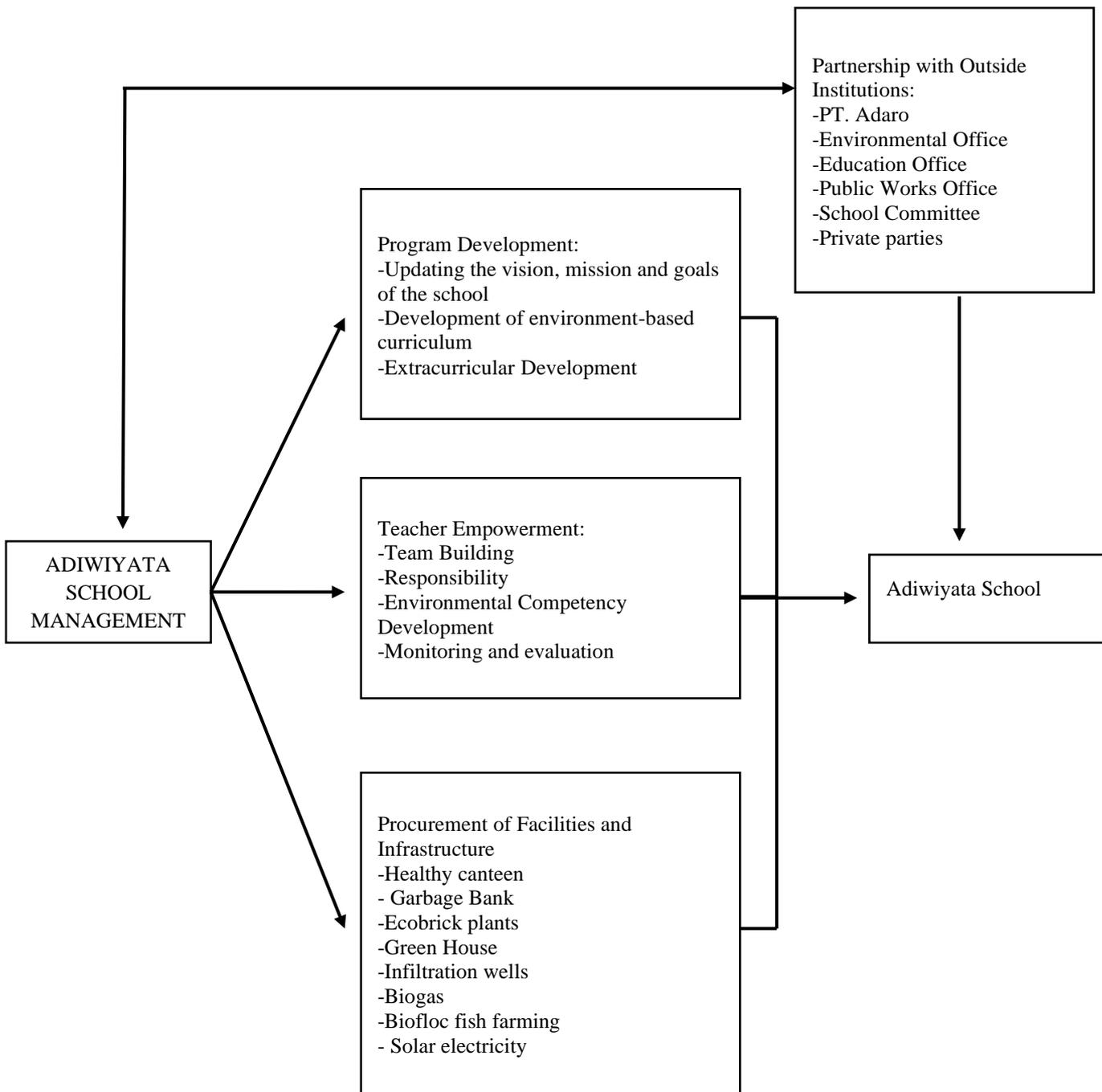Based on the findings above, the Adiwiyata School Management model can be described in Figure 1.

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Figure 1. Adiwiyata School Management Flow

A description of the findings on Adiwiyata School Management can be seen in the following research findings:

A. Adiwiyata-program-based School Development

The implementation of the curriculum in schools also corresponds to the curriculum as if it were Adiwiyata, as well as the development of extracurricular activities based on the environment, with the renewal of the school's vision, mission, and goals which establish the values of love and care for the environment.

One of the initiatives to keep the balance of the available natural resources is environmental management.

This initiative aims to ensure that not only the current generation but also future generations can enjoy the

natural resources that are already possessed. Rimbano (2019) stated that the management of the environment and natural resources is a serious and continuous effort regarding the harmonization of science, ethics and practical policies. From this opinion, it can be said that the management of the environment and natural resources can be carried out through the use of science, maintaining ethics and formulating a policy (Fridantara, 2015).

One of the Adiwiyata program standards is an environmentally sound policy. An environmentally sound policy is the formulation of a policy as a guideline that implements environmental care values. The direction of environmentally sound policies in schools as

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a center for empowering environmental management values through educational institutions and increasing the participation of school members, parents and the community in participating in school activities.

As stated in Law No. 23 of the National Education System, one of the directions of education policy in Indonesia is to empower educational institutions, both schools and outside schools, as centers of cultivating values, attitudes and abilities, as well as increasing family and community participation supported by facilities and infrastructure. adequate. The Adiwiyata-program-based is expected to change the attitudes and behavior of students and society in general to respect their environment. The existence of a school that cares and has an environmental perspective will be able to build a foundation for students as the basis for the formation of environmental ethics. Instilling environmental education from an early age in the school environment will be a strong provision for students in realizing student awareness and discipline, producing a clean and healthy culture, as well as the emergence of behaviors and efforts to preserve the environment, greenery and frugal behavior (Mahmud & Suratman, 2019).

Implementation of physical environmental management includes planning, organizing, implementing, and evaluating (Warsiati, 2018). Planning for the implementation of Adiwiyata development in schools begins with meetings and participation in socialization related to Adiwiyata schools. Planning is a process of compiling a picture of future activities in order to achieve changes or goals that have been set (Hastuti et al., 2021).

Adiwiyata school is one of the programs of the State Ministry of Environment in order to encourage the creation of knowledge and awareness of school members in efforts to preserve the environment. Schools try to create a comfortable environment for the learning process and improve various kinds of facilities by not forgetting the concept of being environmentally friendly (Siswoyo, 2013). The school renews the school's vision, mission and goals to match the objectives of the Adiwiyata school and the applied environmental education. Determination of policies contained in the vision, mission and goals of the school will reflect the goals to be achieved and the planning of school activities and budgeting that can accelerate environmental protection and school Adiwiyata management (Rizalie 2022; Alkarani and Ahmad Suriansyah 2022).

Environmental learning is integrated with learning in schools. It is in accordance with the research results of this study explaining that the implementation of the Adiwiyata program has criteria seen from its components and standards which include environmentally sound policies and school activity plans and budgets which are applied within the scope of the school in the form of a vision, mission and school goals that are includes efforts to protect and manage the environment, as well as implementing an environmentbased curriculum where teachers or educators are competent so that in the delivery of environmental learning can be understood and implemented by students (Rahmah et al., 2014).

Caring for the environment is defined as attitudes and actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair the natural damage that has occurred (Haryadi, 2021). It can be said that the character of caring for the environment is an attitude that is owned by someone who seeks to improve and manage the surrounding environment properly so that the environment can be enjoyed continuously without damaging its condition, as well as maintaining and preserving it so that there are continuous benefits (Prasutri et al., 2019).

Environmentally-oriented implementation has been carried out by changing the vision and mission to support environmental management, integrating environmental insight materials into subjects (Fridantara, 2015). The addition of learning with environment-based education carried out by schools participating in the

Adiwiyata-program-based is intended so that students can know more about and cultivate an attitude of love and care for the environment. As explained that success in achieving the goals of education is determined by the foundation of the learning system and the elements contained in it, such as students, educators,

interactions between students and educators, the school environment, and the content contained in education

(Salasiah & Effendi, 2018).

B. Teacher and Staff Empowerment in Adiwiyata-program-based School Development

The school principal, teachers, staff, and parents of children who participate in helping administer the program make up the school Adiwiyata team, which was formed at the inaugural meeting for the preparation of the Adiwiyata-program-based schools.

Participation is an activity that makes use of downtime for tasks associated with a certain activity. Participation is also defined as engaging in an activity or taking advantage of the infrastructure and resources that are offered. Davis in Suryosubroto (2010) defines participation as a person's mental and emotional commitment to attaining their goals and accepting responsibility for them. The nature of this participation is the awareness of group members, the absence of coercion and all members feel they belong to the organization (Suryosubroto, 2010). Monitoring and evaluation is carried out by the school principal as the person in charge by monitoring every ongoing activity so that it is according to plan (Riki, 2021). Based on some of the definitions above, it can be concluded that participation is the mental and emotional and physical involvement of both students and teachers in providing initiatives for activities carried out by the school, in this case the participation of students and teachers in Adiwiyata school activities because of a sense of shared fate and self-involvement in implementing the Adiwiyata program.

The involvement of teachers and staff in the Adiwiyata program in schools is very good, each of them has their own duties and responsibilities so that the Adiwiyata program can be run properly. As explained that to support the development of a quality culture,

it must consist of staff involvement, leadership, partnerships, reward systems, and organizational or school quality (Suriansyah, 2017).

The school principal never neglects to organize the teachers and staff at the school to work together to build an Adiwiyata school. Every teacher and staff is invited to always appeal to students about the importance of protecting the environment, but this is not just said orally, more than that the teachers and staff also provide real direct examples to students in their schools about how we are able to maintain and clean the environment properly. This is closely related to good communication from a school principal. The most important goal of communication is that the communicator can understand the meaning of the message received (to secure understanding), maintain and foster acceptance of the message (to build acceptance), and motivate the communicator to carry out activities and motive action (Harivarman, 2017).

Communication between the principal and teachers and staff is very important in building a good school relationship. To increase the effectiveness of communication, schools need to increase awareness of the responsibilities assigned to school principals and teachers and staff (Octaviany et al., 2022). In line with the findings in this study, Suriansyah (2018) in his Professor's Inauguration Speech in the field of Leadership and Educational Organization explained that the leader of an institution (school) is the key and driving force in maintaining and strengthening the process of continuous quality improvement. Leaders who are successful in achieving success are leaders who carry out joint tasks with educators, educational staff, and the people they lead on the principle of togetherness in order to create quality institutions/schools (Suriansyah, 2018).

C. Procurement of Facilities and Infrastructure in the Development of the Adiwiyata Program

Implementing student-centered learning is carried out to enable active, creative, effective, and enjoyable learning. Since the role of educational facilities and infrastructure is very important in facilitating the implementation of the learning process and influencing student learning outcomes, adequate educational facilities and infrastructure are also required in order to realize the implementation of this learning. When coupled with initiatives that focus on the significance of defending and conserving the environment, good facilities and infrastructure will be of a better caliber (Putri, 2014).

The aid from numerous agencies, both private and public, is tremendously helpful in preparing the facilities and infrastructure given for the Adiwiyata program in schools. The availability of adequate facilities and infrastructure in Adiwiyata school activities makes quality schools especially in teaching and cultivating environment-based education. Facilities and infrastructure that support the success of education in schools are an effort to improve quality, as explained that formal school institutions as the main pillar are the backbone for the community to be able to entrust their children to quality with planned programs and supported by adequate facilities in accordance with established standards. (Metroyadi, 2015). Procurement of facilities and infrastructure in the form of healthy canteens, waste banks, ecobrick plants, green houses, infiltration wells, bio gas, biofloc fish farming, and solar electricity.

D. Partnership with Other Agencies in Adiwiyata Program Development

Schools work along with PT. Adaro, which offers financial support to help develop the Adiwiyata program in schools, as well as other governmental organizations including the Education Office, the Environment Office, and the Public Works Office to improve the Adiwiyata program in schools.

In essence, Adiwiyata schools are ones that value a safe, orderly, and beautiful environment. The Adiwiyata program aims to make the school's surrounding neighborhood and the student's parent committee aware of how important it is for everyone to live in a green environment. A partnership is a relationship formed by several individuals or groups of individuals who adhere to the principle of equality, are based on trust, and complement and mutually reinforce one another in order to share roles and responsibilities in an effort to accomplish mutually agreed upon goals (Yuniati & Rondo, 2021). Partnerships or collaborations between schools are conducted not just with private parties or other organizations, but also with parents who want to assist with the administration of the Adiwiyata program at school. Relationships between parents and the school are successful when there is mutual respect and trust. In order to encourage and inspire children to use their skills, schools work with parents as partners (Hajidah & Ahmad Suriansyah, 2022).

Schools must sincerely demonstrate to parents how much they care about their children's development. Building relationships with parents can be particularly difficult in the early years of school, and involvement rates are low. However, once that trust is built, parents want to get involved and everyone is focused on the child's development (Rihatno et al., 2017).

Numerous studies demonstrate that parental involvement in their children's schooling can enhance their learning outcomes. The findings of Izzo's study demonstrate that students can behave and perform better at school when parents and schools work together effectively (Izzo, 1999). Gonzalez & Jackson also stated that parents are important partners in children's education, parental involvement can affect students in schools such as increased attendance, fewer disciplinary problems, and increased achievement (Gonza'lez & Jackson, 2013). Another study from Henderson & Mapp also states that programs and interventions that involve families in supporting their children's learning at home can improve children's achievement (Henderson & Mapp, 2002). Forms of parental involvement such as parents providing support for children's homework, participating in parent advisory groups, and attending meetings and performances held by schools can influence children's achievement (Epstein, 2001).

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The partnership model relies on the self-interest of parents and community members which inevitably makes them participate in school-related activities (White & Wehlage, 1995). The Partnership views all parties who have an interest in schools as parties that can be utilized and are able to help schools in the context of improving the quality of education, so that the network is so wide or in other words almost everyone; students, parents, teachers, staff, local residents, employers and local organizations. Partnerships do indeed focus on involvement based on personal interests, so that when parents are involved in making decisions the real underlying is the interests of the children of the parents concerned.

The partnership carried out by the school is purely for the successful implementation of the Adiwiyata program being carried out. The school expects support and assistance from other parties so that the school can maximize its implementation of the Adiwiyata program. With the various assistance obtained and supported by cooperation both internal and external to the school, the Adiwiyata program implemented at the two research sites went well.

Teachers, parents, businesspeople, and other community members working together as full partners can develop educational programs that are tailored to specific local requirements and reflect diversity within schools (Bauch & Goldring, 1995). They can contribute to a positive school climate because they recognize and acknowledge the differences and similarities among students. In other words, a balanced level of participation is required.

IV. CONCLUSION

In a nutshell, it can be concluded that: (1) By renewing the vision, mission and goals of schools that instill values of love and care for the environment, the curriculum implemented in schools also equates to the curriculum as if it were Adiwiyata as well as the development of environment-based extracurriculars. (2) With a school Adiwiyata team formed, the responsibilities of team members, fostering environmental competence, and monitoring and evaluation of the Adiwiyata program can be carried out. (3) Provision of facilities and infrastructure in the form of healthy canteens, waste banks, ecobrick plants, green houses, infiltration wells, bio gas, biofloc fish farming, and solar electricity. (4) Partnerships with external institutions in developing the Adiwiyata program in collaboration with PT. Adaro and other government agencies such as the Office of Education, the Office of the Environment, and the Public Works Service, the School Committee, so that schools can develop the Adiwiyata program better.

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