

ADIWIYATA SCHOOL MANAGEMENT IN SHAPING THE INDEPENDENCE OF ENVIRONMENTALLY CONSCIOUS STUDENTS IN ELEMENTARY SCHOOLS

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Abstract

This study aims to analyze the environmental management of Adiwiyata Schools in fostering students' independence in waste management and environmental awareness at elementary schools throughout Penukal Abab Lematang Ilir Regency. The focus of the study includes the planning, implementation, and evaluation of school environmental management. This research employed a qualitative approach with a descriptive method. Data were collected through observation, in-depth interviews, and documentation involving principals, Adiwiyata team members, teachers, and students. Data analysis was conducted through data reduction, data display, and conclusion drawing, with data validity ensured through source and technique triangulation. The findings indicate that environmental management planning was carried out through the formulation of environmentally oriented school policies, the integration of the Adiwiyata program into the curriculum, and the provision of supporting facilities and infrastructure. Program implementation was realized through habituation activities such as waste segregation, waste bank management, recycling activities, and active student involvement in maintaining the cleanliness of the school environment. Evaluation was conducted periodically to assess program effectiveness and the participation of the school community. This study concludes that systematically managed Adiwiyata School environmental management is capable of fostering students' independence in waste management and enhancing their environmental awareness.

Keywords: school environmental, management, Adiwiyata, student independence

Abstrak

Penelitian ini bertujuan untuk menganalisis manajemen lingkungan Sekolah Adiwiyata dalam membentuk sikap kemandirian siswa pada pengelolaan sampah dan kepedulian lingkungan di sekolah dasar se-Kabupaten Penukal Abab Lematang Ilir. Fokus penelitian meliputi perencanaan, pelaksanaan, dan evaluasi manajemen lingkungan sekolah. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi dengan informan kepala sekolah, tim Adiwiyata, guru, dan siswa. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan dengan uji keabsahan melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa perencanaan manajemen lingkungan dilakukan melalui perumusan kebijakan sekolah

berwawasan lingkungan, integrasi program Adiwiyata ke dalam kurikulum, serta penyediaan sarana prasarana pendukung. Pelaksanaan program diwujudkan melalui pembiasaan pemilahan sampah, pengelolaan bank sampah, kegiatan daur ulang, dan keterlibatan aktif siswa dalam menjaga kebersihan lingkungan sekolah. Evaluasi dilakukan secara berkala untuk menilai efektivitas program dan partisipasi warga sekolah. Penelitian ini menyimpulkan bahwa manajemen lingkungan sekolah Adiwiyata yang dikelola secara sistematis mampu membentuk kemandirian siswa dalam pengelolaan sampah serta meningkatkan sikap peduli lingkungan.

Kata Kunci: manajemen lingkungan sekolah, Adiwiyata, kemandirian siswa

INTRODUCTION

Environmental issues, particularly waste management, have become strategic issues that require serious attention from various sectors, including the education sector. Poorly managed waste can have a negative impact on health, hygiene, and environmental sustainability. Therefore, early environmental education is seen as a strategic step in building awareness, attitudes, and environmentally conscious behavior in the younger generation (UNESCO, 2022). Schools, as formal educational institutions, have an important role in instilling environmental values through a learning process and habits that are integrated into school life.

One of the Indonesian government's efforts to support environmental education is through the Adiwiyata School Program. This program aims to create schools that care about and have an environmental culture through the implementation of integrated school environmental management, including environmentally-friendly policies, the implementation of an environment-based curriculum, participatory activities, and the management of supporting facilities and infrastructure (Ministry of Environment and Forestry [KLHK], 2021). The Adiwiyata Program not only focuses on increasing students' knowledge about the environment, but also on shaping students' independence and responsibility in protecting and preserving the school environment.

In Penukal Abab Lematang Ilir Regency, several elementary schools have implemented the Adiwiyata Program, but various problems are still encountered in its implementation. These problems include low student awareness of waste sorting, the habit of littering, and limited facilities and infrastructure to support environmental management. This condition shows that school environmental management has not been fully optimized in shaping students' independence and environmental awareness. Previous studies have shown that weak school environmental management can hinder the formation of sustainable environmental awareness in students (Rahmawati, 2020; Sudjana, 2018).

In addition, the formation of students' independence in waste management cannot be separated from the process of habituation and exemplary behavior that takes place continuously in the school environment. Student independence in the context of environmental education reflects the ability of students to act consciously, responsibly, and consistently in maintaining cleanliness and environmental sustainability without depending on constant supervision by teachers. According to Zimmerman (2019), students' behavioral independence is formed through direct experience, positive

reinforcement, and a supportive learning environment. Therefore, schools need to create an environmental management system that allows students to be actively involved in every stage of environmental management activities.

On the other hand, the success of the Adiwiyata School Program is greatly influenced by the commitment of school leaders, the involvement of teachers, and the active participation of the entire school community. The principal, as an education manager, has a strategic role in coordinating the planning, implementation, and evaluation of environmental programs so that they run effectively and sustainably (Mulyasa, 2018). Without strong and collaborative management support, the Adiwiyata program has the potential to become merely a ceremonial activity and not have a significant impact on changing student behavior. Therefore, an in-depth study of the environmental management of Adiwiyata Schools is important as a basis for formulating strategies to improve the quality of environmental education and shape environmentally conscious character in elementary schools.

Effective school environmental management requires a systematic and sustainable approach, which includes the stages of planning, implementation, and evaluation. According to Terry (2017), these three management functions are the main components that determine the success of a program in achieving its objectives. In the context of Adiwiyata Schools, the implementation of planned and integrated environmental management is expected to encourage active student participation and foster student independence in waste management and environmental awareness. Based on this description, this study is important to examine how Adiwiyata School environmental management, particularly in the aspects of planning, implementation, and evaluation, contributes to shaping student independence in waste management and fostering environmental awareness in elementary schools. The results of this study are expected to provide theoretical and practical contributions to the development of school environmental management and environmental awareness character education.

METHOD

This study uses a qualitative approach with a descriptive research type that aims to deeply understand the phenomenon of environmental management at Adiwiyata Schools in shaping student independence and concern for the environment. The qualitative approach was chosen because it allows researchers to explore the meaning, process, and social dynamics that occur in the natural context of the school without manipulating the research object (Creswell, 2018). Descriptive research is used to systematically and factually describe the practices of planning, implementing, and evaluating school environmental management as they occur in the field (Sugiyono, 2020).

This research was conducted at SD Negeri 7 Talang Ubi and SD Negeri 15 Talang Ubi, Penukal Abab Lematang Ilir Regency. The selection of the research location was based on the consideration that both schools had implemented the Adiwiyata School Program and had characteristics relevant to the focus of the research. Research informants were

selected purposively based on their involvement and knowledge of the implementation of the Adiwiyata program. Informants included the principal, the Adiwiyata team, teachers, and students as the main subjects in the formation of independence and environmental awareness (Miles, Huberman, & Saldaña, 2014).

Data collection was carried out through observation, in-depth interviews, and documentation. Data analysis was carried out interactively and continuously through the stages of data reduction, data presentation, and conclusion drawing, which began during the data collection process and continued until the research was completed (Miles et al., 2014). Data validity was tested through source triangulation and technique triangulation by comparing data from observations, interviews, and documentation to ensure the validity and reliability of the research findings (Moleong, 2019).

RESULTS AND DISCUSSION

Adiwiyata School Environmental Management Planning

Based on in-depth interviews with the principal and the Adiwiyata team, environmental management planning for Adiwiyata schools at SD Negeri 7 Talang Ubi and SD Negeri 15 Talang Ubi is carried out in a structured manner and forms part of the overall school planning. Planning began with the formulation of the school's vision and mission, which included values of environmental awareness. The principal explained that the vision and mission were not just slogans, but were used as the basis for the school's work program. The principal stated:

"Our school's vision and mission are indeed directed towards making children aware of the environment. From there, we developed the Adiwiyata program, so it does not stand alone, but is integrated with the school program" (Interview KS-01).

Interviews with the Adiwiyata team showed that planning was also carried out through the formation of a special team responsible for implementing the school environmental program. This team consists of the principal, teachers, and educational staff, each with their own roles. One member of the Adiwiyata team said:

"At the beginning of each school year, we hold a meeting to develop the Adiwiyata program, decide who is responsible for what, what activities will be carried out, and what facilities are needed" (Interview TA-02).

The findings of the observation reinforced the results of the interview. The researcher found Adiwiyata work program documents containing annual activity plans, implementation schedules, and infrastructure requirements such as separate trash bins, school gardens, and the development of a waste bank. This careful planning shows that Adiwiyata school environmental management is not carried out spontaneously, but through systematic planning stages.

Implementation of Adiwiyata School Environmental Management

Field observations show that the implementation of Adiwiyata School environmental management is carried out through daily habits that directly involve students. Every morning, students are accustomed to maintaining the cleanliness of their classrooms and the school environment according to a predetermined schedule. The researcher observed that students independently sort organic and inorganic waste before disposing of it in the provided trash bins.

Class teachers explained that these habits are practiced continuously so that they become second nature to students. One teacher said in an interview:

“At first, the children still had to be reminded, but now they are used to it. Even if a friend disposes of trash incorrectly, they reprimand each other” (Interview G-03).

In addition to waste sorting activities, the Adiwiyata program is also implemented through the management of a school waste bank. Based on the results of observations, students are actively involved in collecting waste, weighing it, and recording the results of their waste savings. One student shared his experience:

“When it's time for the waste bank, we collect bottles and plastic.

After weighing and recording, the results can be saved” (Interview S-05). Another activity observed by the researcher was waste recycling and school greening. Students were involved in making crafts from used items and caring for plants in the school garden.

Based on interviews, these activities made students feel responsible for the school environment. This shows that the Adiwiyata program is not only instructive but also encourages student independence and awareness through direct experience.

Evaluation of Adiwiyata School Environmental Management

The evaluation of Adiwiyata school environmental management is conducted periodically and continuously.

Based on interviews with the principal, the evaluation is carried out through Adiwiyata team meetings that discuss program implementation, obstacles encountered, and solutions for improvement. The principal stated:

“Every month we evaluate Adiwiyata activities, what has been going well and what still needs to be improved, especially regarding student discipline” (Interview KS-01).

Observations showed that evaluations were also conducted informally by teachers through observation of student behavior in daily activities. Teachers gave direct warnings and reinforcement to students who were not consistent in maintaining environmental cleanliness. One teacher said:

“Evaluations are not always conducted in meetings, but also through daily observations. If the children start to neglect their duties, we remind them immediately” (Interview G-04).

Regular evaluations have an impact on increasing student participation and consistency in implementing the Adiwiyata program. The results of this study show that the Adiwiyata School environmental management, which is planned, implemented, and evaluated systematically, is able to foster student independence in waste management and cultivate an attitude of caring for the environment. These findings are in line with educational management theory, which emphasizes the importance of the planning, implementation, and evaluation cycle in achieving sustainable character education goals.

Adiwiyata School Environmental Management Planning

Follow-up interviews showed that Adiwiyata School environmental management planning is not only administrative in nature but also considers the conditions and characteristics of students. The principal explained that the environmental program was designed in stages so that it could be accepted and implemented by students in accordance with their level of development. This was expressed by the principal as follows:

“We don't immediately demand that children be perfect. The planning is gradual, starting with small habits such as disposing of waste in its proper place, then moving on to waste sorting and management” (Interview KS-01).

The researcher's observations of school planning documents showed that the Adiwiyata program was in line with the School Work Plan (RKS) and the School Activity and Budget Plan (RKAS). This shows that the environmental program has become part of the overall school management system. Teachers who are members of the Adiwiyata team also said that careful planning made it easier to carry out activities in the classroom. One teacher stated:

“If the planning is clear, we as teachers just need to adjust it to the learning process. For example, in science or civics lessons, we relate it to cleanliness and the environment” (Interview G-02).

These findings show that the environmental management planning of Adiwiyata Schools has been directed to support the learning process as well as the integrated character building of students.

Implementation of Adiwiyata School Environmental Management

The implementation of Adiwiyata school environmental management is increasingly evident through the active involvement of students in various routine and incidental activities. Based on the results of observations, students not only carry out cleaning activities because of teacher instructions, but also show personal initiative. The researcher observed several students who voluntarily cleaned the school yard without being asked when they saw litter scattered around.

Interviews with students reinforced these observations. One student said:

“When I see trash on the grounds, I usually pick it up right away. Because if the school is dirty, we don't feel comfortable either” (Interview S-07).

Teachers explained that this behavioral change was the result of consistent practice. According to classroom teachers, student involvement in waste bank management and recycling activities provided direct experiences that impacted students' attitudes toward independence. The teacher stated:

“The children feel a sense of responsibility because they manage it themselves. So it's not just being told to do it, but actually being involved” (Interview G-03).

In addition, the results of the observation show that school greening activities are used as a means of contextual learning. Students are involved in caring for plants, watering, and cleaning the school garden area. These activities strengthen students' sense of ownership of the school environment and foster awareness of the importance of preserving the environment from an early age.

Evaluation of Adiwiyata School Environmental Management

The evaluation of Adiwiyata school environmental management is not only carried out in the form of formal meetings, but also through daily reflections by teachers and the Adiwiyata team. Based on the interview results, teachers said that student behavior is evaluated continuously through direct observation in the classroom and in the school environment. One teacher said:

“Every day we see changes in the children's behavior. If someone starts to slack off, we use that as material for our evaluation to improve our approach” (Interview G-04).

The results of the observation show that the school also uses the evaluation results to make adjustments to the program. For example, when it was found that there were still students who were not consistent in sorting waste, the school added socialization activities and provided direct examples to students. The Adiwiyata team explained:

“If the evaluation shows that there are still shortcomings, we do not blame the students, but improve the system and guidance” (Interview TA-03). This reflective and participatory evaluation has an impact on improving the quality of the Adiwiyata program implementation. Overall, the research findings show that the environmental management of Adiwiyata Schools, which is carried out through careful planning, habit-based implementation, and continuous evaluation, is able to foster student independence in waste management and cultivate a genuine and sustainable attitude of caring for the environment.

CONCLUSION

Based on the results of the research and discussion described above, it can be concluded that environmental management at Adiwiyata Schools in SD Negeri 7 Talang Ubi and SD Negeri 15 Talang Ubi, Penukal Abab Lematang Ilir Regency, has been implemented systematically through the stages of planning, implementation, and evaluation. In the planning stage, the schools formulated environmentally-friendly visions and missions, formed Adiwiyata teams, developed work programs, and integrated environmental programs into the curriculum and school planning. This careful planning served as the

main foundation for directing all environmental activities to run in a structured and sustainable manner.

During the implementation stage, the Adiwiyata program was realized through various habit-forming activities that actively and independently involved students, such as waste sorting, waste bank management, recycling activities, routine cleaning, and greening the school environment. The direct involvement of students in these activities has proven to be effective in shaping their independence, responsibility, and awareness in maintaining the cleanliness and sustainability of the school environment. Observations and interviews show a change in student behavior, from previously depending on teacher guidance to being able to act independently in waste management and environmental cleanliness.

The evaluation stage is carried out periodically and continuously through Adiwiyata team meetings, activity monitoring, and direct observation of student behavior in daily activities. The evaluation not only served as an assessment tool, but also as a means of reflection and program improvement. The evaluation results were used as a basis for decision-making in refining the program's implementation, both in terms of student guidance, strengthening the role of teachers, and providing supporting infrastructure. Overall, the success of Adiwiyata School's environmental management in shaping students' independence and increasing their awareness of the environment is determined by the commitment of the entire school community, the leadership of the principal, the involvement of teachers and students, and the availability of adequate facilities and infrastructure. The Adiwiyata Program has proven to not only contribute to the physical cleanliness of the school environment but also play an important role in character education that cares for the environment. Therefore, the Adiwiyata School Program needs to be continuously developed and strengthened as a sustainable environmental education strategy in elementary schools.

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