

Implementation of the Adiwiyata School Program in the Implementation of Environment-Based Curriculum



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ABSTRACT: The objective of this study is to describe the Adiwiyata School's implementation program for an environment-based curriculum. This is a qualitative study that takes a phenomenological approach. The context of this study is that two high schools in Balangan Regency got honors for managing adiwiyata schools. Besides principal, deputy principal, head of the school Adiwiyata team, teachers, parents, and students are the main informant to get more full information using snowball sampling techniques. Techniques for gathering data included in-depth interviews, participant observation, and documentation. The data was triangulated using technical triangulation and peer briefing triangulation to ensure its veracity. Then, the data was analyzed by using an interactive analysis model Huberman 2006 consisting of data collection, data display, data reduction and verification/ conclusion. The results of the study indicate that the implementation of the Adiwiyata school program in implementing an environment-based curriculum through protection activities and environmental management in two schools through the determination of policies that have been contained in the school's vision, mission and goals which are compiled in the curriculum document and have been budgeted, the curriculum structure already contains compulsory subjects, local content, self-development, educators already have competence expected.

KEYWORDS- Implementation, Adiwiyata School, environment-based curriculum

INTRODUCTION

Education still trusted as a powerful medium in building better intelligence and personality. According to Plato as quoted by Hasan (2002) "education is a process as much as possible to perfect and beautify body and soul". Education is directed at the learning and formation process personality with responsible answer. As a result, the school as an agency is expected to be able to contribute to the maintenance of education environment life for participants so that they will become more environmentally conscious.

The role of education in a growing concern for the environment is expected in a generation of very young people. In this regard, the party school has sued for the formation of a policy school that does not solely focus on cognitive development, as is common in the sector. Schools, on the other hand, are required to adopt policies relating to the use of an environment-based curriculum. The school must develop an atmosphere that is conducive to learning in a loving setting. Policy Decisions of this nature will automatically shape successful learning and a favorable school climate (Supardi, 2013).

In 1996, it was agreed that the first collaboration between the Ministry of National Education and the State Ministry of the Environment was renewed in 2005 and 2010. As a follow-up to the 2005 agreement, in 2006 the Ministry of Environment developed an environmental education program at the primary and secondary education levels through Adiwiyata program is a school that cares about and is environmentally cultured (Ministry, nd).

Adiwiyata is an award for schools that have implemented environmental education. The Adiwiyata Award is given as a form of appreciation to schools that are able to carry out efforts to improve environmental education properly, in accordance with predetermined criteria. Awards are given at the empowerment stage (for a period of less than 3 years) and the independence stage (for a period of more than 3 years).

The number of senior secondary schools in Balangan Regency is 11 schools, 9 of which are public and 2 are private. Among the 11 schools, only 3 schools have received district and provincial Adiwiyata awards, namely SMAN 1 Juai, SMAN 2 Juai and SMAN Tebing Tinggi (Arifin, 2001).

This research study focuses on SMA Negeri 1 Juai and SMA Negeri 2 Juai because the two schools are located in the same sub-district, namely the Juai sub-district which experienced the worst impact in the January 2021 flood yesterday so researchers are very interested in conducting research related to the implementation of the Adiwiyata school program through implementation of

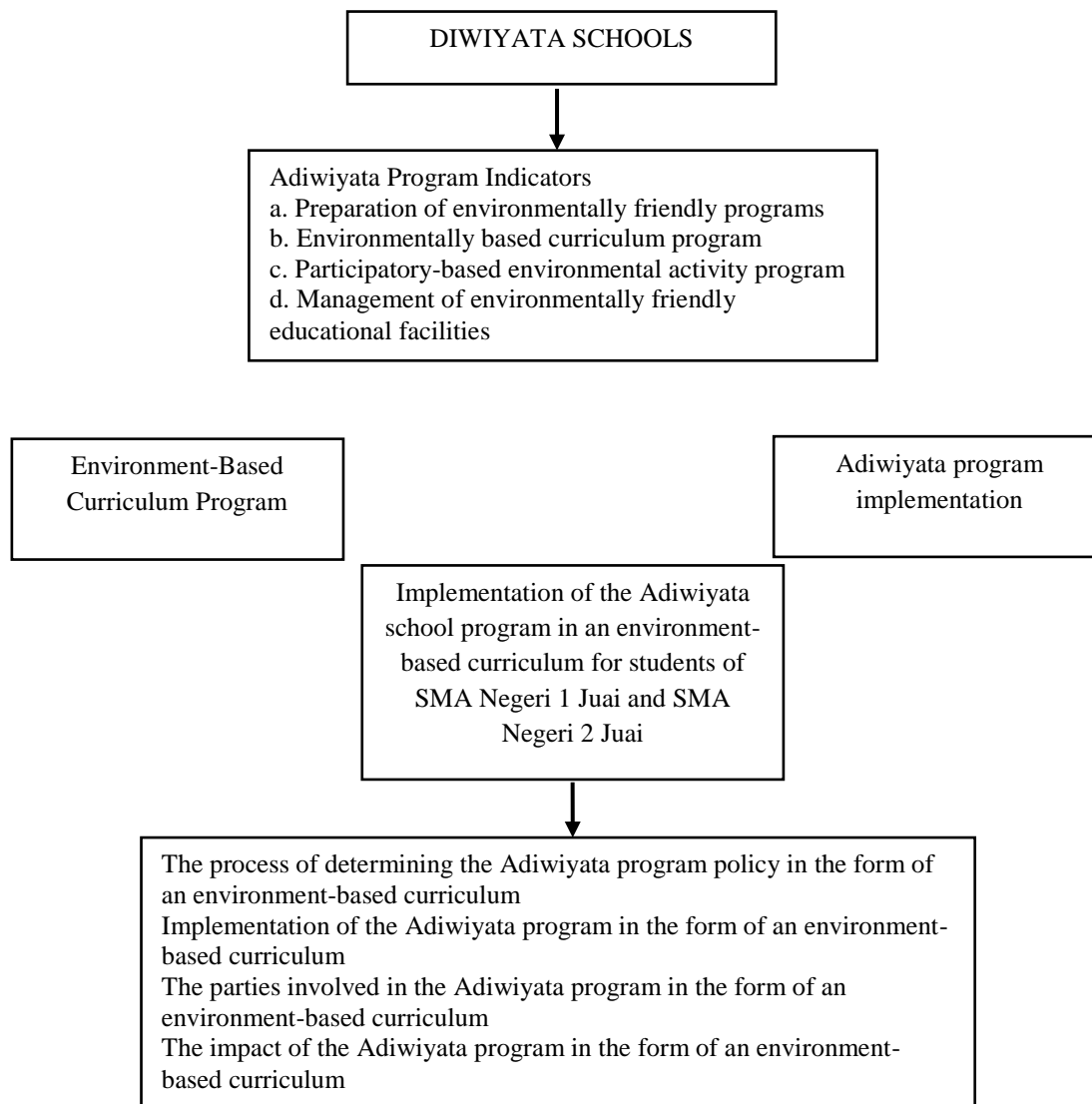
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an environment-based curriculum which is a planned activity that contains an integrated educational design for environmental education in co-curricular and extra-curricular activities.

METHOD

This study used a qualitative research with a phenomenological approach (Mardalis, 2010), with the type of multi-site study at SMA Negeri 2 Juai and SMA Negeri 2 Juai. This study uses its own research instrument. Information collection techniques through in-depth interviews, participant observation, and documentation. The validity of the data is done by triangulating the data by means of technical triangulation and peer briefing triangulation (Nazir, 2005). Data analysis used interactive analysis model Huberman 2006 which consists of data collection, data display, data reduction and verification/conclusion. The key informant is the next principal to obtain more complete information using the snowball sampling technique. Data analysis is used interactive analysis of the Huberman 2006 model which consists of data collection, data display, data reduction and verification/conclusion of all sampling such as the Deputy Principal, Head of the School Adiwiyata Team, Teachers, parents and students. The instrument in this study contains the process of determining the Adiwiyata program policy in the form of an environment-based curriculum. This activity is marked by the preparation of a School-Based Curriculum document that already includes environmental protection and management efforts contained in the school's vision, mission and goals. Implementation of the Adiwiyata program in the form of an environment-based curriculum. This is marked where the curriculum structure already contains compulsory subjects, local content, self-development related to environmental protection and management policies, developing local and global issues and developing indicators and assessment instruments of Adiwiyata program in the form of an environment-based curriculum (Nata, 2007).

FINDINGS AND DISCUSSION



Adiwiyata School Program Flowchart

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A description of the findings on Site 1 and Site 2 Implementation of the Adiwiyata School Program in an environment-based curriculum can be seen in the following research findings:

A. The process of determining Adiwiyata program policies in the form of an environment-based curriculum

1. Preparation of the KTSP document that already contains environmental protection and management efforts contained in the school's vision, mission and goals

The basic principles of environmentally sound policies in implementing the Adiwiyata program include: (1) the vision and mission of a school that cares and has an environmental culture; (2) school policies in developing environmental education learning; (3) Policy to increase the capacity of Human Resources (educational and non-educational staff) in the field of environmental education; (4) school policies in an effort to save natural resources; (5) School policies that support the creation of a clean and healthy school environment; (6) School policies for the allocation and use of funds for activities related to environmental issues (Adiwiyata, 2009). Environmental management is one of the efforts to maintain the balance of available natural resources. These efforts are intended so that the natural resources currently owned can not only be enjoyed by the present generation, but future generations can still enjoy them. Rimban (2019) stated that the management of the environment and natural resources is a serious and continuous effort regarding the harmonization of science, ethics and policy practice. From this opinion, it can be said that the management of the environment and natural resources can be implemented through the use of science, maintaining ethics and formulating a policy (Fridantara, 2015).

One of the Adiwiyata program standards is an environmentally friendly policy. Environmentally-minded policy is the formulation of a policy as a guideline that implements the values of caring for the environment. The direction of environmentally sound policies in schools is as a center for empowering environmental management values through educational institutions and increasing the participation of school residents, parents and the community in participating in school activities.

As stated in Law No. 23 of the National Education System, that one of the directions of education policy in Indonesia is to empower educational institutions both school and outside of school as centers of cultivating values, attitudes, and abilities, as well as increasing family and community participation supported by facilities and infrastructure. adequate.

The formulation of environmentally sound policies in schools refers to the Adiwiyata Guidebook regarding components and standards of environmentally sound policies. The policy is formulated by the Adiwiyata Team with the assistance of the Principal. At the initial stage, a plan of activities to be carried out for one year is drawn up. These activities are related to the determination of school policies that are environmentally sound by covering the vision and mission of the school's goals, curriculum structure containing environmental values, socialization of the Adiwiyata program, inventory of environmentally friendly facilities and infrastructure and preparation of environmental action schedules. After the policy is formulated, it is then socialized during ceremonies, school MOS activities, and various school activities.

The successful implementation of a policy is influenced by several factors. Fridantara (2015) mentions three factors that determine failure and success in policy implementation, namely: policy formulation, implementing personnel and implementing organizational systems. An environmental policy has been formulated by the Adiwiyata Team with the help of the school principal. If a policy has been approved by the principal, the policy regarding environmental insight will become a new regulation that must be obeyed by students, teachers, and school employees. Vision, mission, rules and regulations that are environmentally sound are a form of commitment from all school members, from school principals, teachers, students to employees to always harmonize activities at school both in learning and extracurricular activities by fostering awareness and concern for the environment. The commitment of all school members will be a benchmark for taking action, so that what all school members need to do in participating in the Adiwiyata program becomes clearer and more focused towards the goals of the Adiwiyata program.

The implementation of environmentally friendly policies in schools is carried out in accordance with the Adiwiyata Guidebook. The school KTSP Development document contains policy efforts for environmental protection and management. This is marked by the changing of the school's vision and mission in accordance with the values and efforts to protect and manage the environment.

2. Preparation of School Activity Plans and Budgets containing programs in environmental protection and management which include: students, curriculum and learning activities, capacity building for educators and education staff

According to the book (Adiwiyata, 2009), there are six (6) policy indicators that must be continuously strived to be fulfilled. The first is the development of the vision and mission contained in the document that reflects the efforts to protect and manage the environment. Second, the vision and mission are then described in program plans, school activities and are known/understood by all school members. The next criterion is the existence of a policy regarding the development of environmental education learning materials contained in the SBC document and there is a minimum completeness of learning. The last criterion is the existence of a policy on the allocation of School Activity Plans and Budgets of at least 10% and allocated proportionally for efforts to manage the school environment.

The component standards in the environmental policy regarding the School Activity Plans and Budgets contain programs for environmental protection and management. The implementation of the School Activity Plans and Budgets at SMA Negeri 1 Juai and SMA Negeri 2 Juai has budgeted for environmental protection and management efforts, namely at least 10% of the total

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school budget originating from School operational assistance funding sources. This is in accordance with the provisions of the Standard according to the 2012 Adiwiyata guidelines.

The school School Activity Plans and Budgets has been allocated quite a lot of the total school budget for programs in environmental protection and management efforts. Environmental protection and management program which includes students, curriculum and learning activities, capacity building for educators and education staff, and environmentally friendly facilities. Environmental management in schools is supported through various environmental actions. These environmental actions include cleaning the school environment and around the school as well as planting trees.

B. Implementation of the Adiwiyata program in the form of an environment-based curriculum

1. The curriculum structure already contains compulsory subjects, local content, self-development related to environmental protection and management policies

The objectives in the curriculum are related to the results to be achieved, so that they play an important role because they lead to all teaching activities to achieve predetermined goals. Maftuchah Yusuf in Majid (2004) said that one of the main goals to be achieved in environmental education is to help students understand the environment with the ultimate goal so that they have a concern in maintaining and preserving the environment.

Environment-based curriculum is a curriculum that contains materials on environmental management and protection which are delivered in various ways in an effort to provide an understanding of the environment. This is as expressed by that an environment-based curriculum can simply be implemented by delivering environmental material through a variety of curricula to provide an understanding of the environment that is linked in everyday life. The curriculum was organized to increase the awareness of school residents about environmental education.

Environmental education plays an important role as forming and disseminating the values of love for the environment, so that harmony with the environment is achieved. The environment-based curriculum developed by the school in an effort to protect and manage the environment is by way of being integrated with subjects. Fridantara (2015) stated that examples of environmental materials that can be integrated into school subjects are physics, chemistry, biology, cultural anthropology, and geography. Almost all subjects at school have been integrated with environmental insight.

In addition to being integrated with subjects, environmental education in schools also raises monolithic subjects, namely self-development and crafts. There are several components that must be considered when developing an environment-based curriculum. Suharsimi in the Lecturer Team (Tim, 2011) said that in general the curriculum consists of components of objectives, lesson materials, learning processes and evaluations.

2. Educators have competence in developing environmental learning activities which include the application of approaches, strategies, methods, and learning techniques that involve students actively in learning

The learning process is an activity that plays a role in determining the success of student learning outcomes. From the learning process there will be reciprocal activities between students and teachers towards the predetermined goals. This is as stated by Fridantara (2015) that the learning process is a process in which there are interaction activities between teacher-students and reciprocal communication that takes place on educational sites to achieve learning goals.

The success of the implementation of the learning process is an indicator of the implementation of the curriculum made by educators, so that in the learning process, teachers as educators must create a conducive learning atmosphere. This is as expressed by the AP UPI Lecturer Team (Tim, 2011) that they should not apply one method, but teachers should be able to apply various methods so that the learning process takes place pleasantly and achieves the planned goals.

The learning process in schools uses a variety of methods. These methods include group discussions, question and answer, literature studies in the library and field observations. With a variety of methods used are expected to affect student learning outcomes. The expected learning outcomes are in the form of moral development (affective), skill development (psychomotor), and intellectual development (cognitive). This is as expressed by Supardi (2013) in Fridantara (2015) that learning outcomes in a broader sense include the cognitive, affective, and psychomotor fields.

Learning activities at SMA Negeri 1 Juai and SMA Negeri 2 Juai were preceded by prayer and students were given apperception in the form of initial knowledge about matters related to the material. Then the activity was continued with observing, asking questions, collecting data, associating, and communicating learning activities by strengthening the material learned by students by giving students the opportunity to ask questions about material that had not been understood.

In addition, learning media are all kinds of stimuli and tools provided by teachers to encourage students (Tim, 2011). The use of learning media in question depends on each subject. One form of using learning media in Cultivation and Craft subjects is books, literature, videos, interviews with experts and practice. According to the researcher, a good learning resource is a learning resource that is able to stimulate and add experience in learning.

In general, learning is a process of behavior change that is obtained through individual experience Fridantara (2015). According to Fridantara (2015), the cone of experience proposed by Edgar Dale illustrates that a person's learning outcomes are obtained through direct (concrete) experience, the reality that exists in one's life environment then through artificial objects, to verbal

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symbols (abstract). The higher up at the top of the cone, the more abstract the message delivery medium. It can be said that in order to provide maximum experience in environmental learning for students, a good learning media is direct experience practice.

3. Learning materials are developed according to local issues and or global issues

Teaching materials or subject matter must be adapted to the objectives to be achieved by environmental education itself. The scope of material to be taught in Environmental Education should include those relating to human relations with the environment, both the natural environment and the social environment. Students are equipped with the ability to solve environmental problems and the actions that must be taken. Yusuf in Hamzah (2013) stated that environmental education should contain: 1) contain essential and actual problems regarding population and the environment in people's lives; 2) can be used to develop attitudes, behavior, and personality as Indonesian people with population and environmental perspectives; 3) have relevance to the level of development of the interests, needs, and abilities of students; 4) have relevance to the educational program described in the applicable curriculum; and 5) serves as the development and enrichment of existing educational programs in order to equip students to face and solve population and environmental problems.

The material on environmental insight has been integrated with the subject. Teachers are able to develop local and global issues or problems regarding the environment into learning materials, so that students can solve environmental problems in everyday life. In addition to classroom learning, teachers also develop learning activities outside the classroom, namely by library studies and observation assignments. The results of observational studies are sometimes also used as environmental articles and then posted on school posters.

Environmentally sound material that is well integrated in classroom learning is one of the efforts to form a loving personality towards the environment. Even though it is written in the RPP, it would be better if the teacher was also an example in managing the school environment.

4. Educators have developed indicators and instruments for environmental learning assessment, compiled a complete learning plan, both for activities in the classroom, laboratory and outside the classroom

Teachers as educators must be able to develop environmental learning indicators. This is as stated in the book (Adiwiyata, 2009) that educators must be able to develop indicators and instruments for assessment or evaluation of environmental learning. Learning evaluation is intended to determine whether the curriculum objectives have been achieved or not. This is in line with Syodikh in the AP Lecturer Team (2011) who said the evaluation was aimed at assessing the achievement of predetermined goals and assessing the overall teaching implementation process. The evaluation step in learning activities is to use test and non-test techniques. The intended test technique is to conduct a written test by determining the Minimum Graduation Criteria (KKM) which is 75. The non-test technique in question is attitude observation by using the instrument of observation of caring, responsible, and disciplined attitudes.

The evaluation applied was good, where the writing technique was aimed at knowing the cognitive aspects of students and non-test techniques were used to determine the affective and psychomotor levels of students in relation to caring for the environment. Environmental education is expected to be a source of learning by having knowledge, skills, attitudes and behavior, motivation and commitment to solving various environmental problems and preventing the emergence of stinky environmental damage problems. It can be concluded that the implementation of an environmentally friendly curriculum at SMA Negeri 1 Juai and SMA Negeri 2 Juai has complied with the Adiwiyata standard as it should be.

C. The parties involved in the adiwiyata program in the form of an environment-based curriculum

The adiwiyata program in the form of an environment-based curriculum in environmental protection and management activities is in accordance with the Ministry of Environment, in the adiwiyata implementation guidelines that environmental-based activities have standards for carrying out planned environmental protection and management activities for school residents. In addition, it is also in accordance with the Ministry of Environment (2012) that creativity and innovation activities in environmental protection and management include waste recycling, water utilization and treatment, scientific work, energy saving, alternative energy, reforestation, tree planting. SMA Negeri 1 Juai and SMA Negeri 2 Juai have developed creativity and innovation activities in almost all of these categories by involving various institutions/agencies. However, it focuses more on waste and how to manage it by implementing the 3R (Reuse, Reduce and Recycle) program. And Environmental protection and management activities carried out such as composting, nurseries, grafting, class pickets, implementation of 3R programs, tree planting, cleaning of the surrounding environment, etc., in which all of these activities involve all school residents and establish partnerships with various parties, such as parents, school committees, DLH (Environmental Service), sub-districts, schools, entrepreneurs, private parties, waste collection organizations.

D. The impact of the adiwiyata program in the form of an environment-based curriculum

Basically Adiwiyata School is a school that cares about a healthy, clean and beautiful environment. With the adiwiyata program, it is hoped that the entire community around the school can realize that a green environment is a healthy environment for the health of our bodies. Adiwiyata comes from 2 words namely Adi and Wiyata. Adi itself has a big meaning, great, good, ideal and perfect. While Wiyata has the meaning of a place where one gets knowledge, norms and ethics in social life. If Adiwiyata as a whole has

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an understanding of a good and ideal place where it can be obtained scientifically and various norms and ethics that can be the basis of human beings towards the creation of our welfare in life towards the ideals of sustainable development (Diana, 2020).

The implementation of the Adiwiyata school program certainly has an impact, as explained by Adam (2014) whose terms can be defined as cause and effect. Where from the implementation of the adiwiyata school program at SMA Negeri 1 Juai and SMA Negeri 2 Juai is the result of real work related to the preservation of environmental functions, preventing pollution and environmental damage, applying environmental knowledge gained to solve environmental problems in everyday life. -day.

The forms of real work produced include making sponge cake from banana peels as the main ingredient, making mosquito repellent from lemongrass, waluh made various forms of food such as gelatin, jelly, pentol, cireng, banana peel sponge, etc., using waste to make products such as bags, hangers for clothes and manufacture of fertilizer from leaves and food waste. The recycling activities of used goods in the form of plastic waste, bottles, cans, paper, newspapers become media that can be used for learning, making water rockets, utilizing file items into chairs, bringing their own drinking bottles to avoid increasing waste, students making bioflocs at home.

CONCLUSION

In a nutshell, this study indicated that: (1) The determination of policies contained in the vision, mission and goals of the school will reflect the goals to be achieved and the school activity planning and budgeting that can accelerate environmental protection and management. (2) The implementation of the adiwiyata program has been running well in accordance with the expectations and standards of the adiwiyata program. (3) The institutions/agencies involved include parents/school committees, the Environment Agency, schools, private parties etc. The schools can use to help make the Adiwiyata program a success, so that schools get maximum support to support and improve learning optimally. (4) The resulting impact is in the form of real works related to the preservation of environmental functions.

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