

Implementation of the Adiwiyata School in Improving the Quality of Public Elementary School Education

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ABSTRACT

This study was carried out at a public elementary school in Krpyak Wetan with the aim of investigating the implementation of the Adiwiyata pilot school in enhancing educational quality concerning the Adiwiyata school program policies. The study also examined the execution of the Adiwiyata school programme, as well as the factors that support or hinder its implementation. The employed methodology is a qualitative approach with a descriptive orientation. Data collection methods encompass observation, in-depth interviews, and documentation. The data sources include the school principal, school treasurer, Adiwiyata team members, and teachers. The process of data analysis involved data reduction, data display, and data verification. The research recognised Adiwiyata school at the Bantul district level. It also led to daily plastic-free cleaning, healthy and food-safe canteens, a simple school wastewater treatment system (IPAL), compost processing programmes, composters, hydroponics systems, greenhouses, biopores for planting, and the use of ablution water waste. The programme includes eco-friendly policies, a curriculum, participatory environmental activities, and effective management of eco-friendly supporting infrastructure. Hydroponics, greenhouses, biopore planting, ablution water waste, 3R recycling, and other ways. Eco-friendly policies, curricula, environmental activities, and supporting facilities are used to conduct the initiative. Hydroponics, greenhouses, biopore planting, ablution water waste, 3R recycling, and other practices. Eco-friendly policies, curricula, environmental activities, and supporting facilities are used to conduct the initiative.

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1. INTRODUCTION

Education has a significant role in the advancement of a nation. To foster the development of a nation, it is imperative to have a leader who possesses robust physical and mental well-being, as well as a high level of education, in order to guide the country towards progress and growth. An issue

encountered by Indonesia is the substandard level of education. Initially, several elements affected the quality of education, including teachers, students, facilities and infrastructure, educational environment, and curriculum. One of the aspects that impacted student progress was environmental conditions. Environmental degradation has emerged as a prominent subject of discussion in the field of education in the present day. Consequently, it is evident that the detrimental consequences of disability will have an influence on nearly all demographic groups (Daesusi & Asy'ari, 2019).

School is an educational institution that prioritises matters related to education. Schools should provide a suitable environment for effective teaching and learning. In order to do this, schools must cultivate a culture that has a beneficial influence on all members of the school. The positive influence and school culture must possess distinctive qualities that set it apart from other educational institutions. The school's culture has a significant role in distinguishing it from others in terms of implementing the educational process (Permana & Ulfatin, 2018). As to the Environmental Law (UULH), the living environment encompasses the entirety of space along with all entities, forces, circumstances, and living organisms, including humans and their actions, that impact the behaviour and well-being of humans and other living beings (Maryani, 2014).

The educational environment is a significant factor that impacts the educational process. Ensuring security and comfort are essential for an effective teaching and learning process. The educational setting will experience significant disruption in the teaching and learning process if there is a sense of discomfort. An ideal school environment strives to establish a platform for favourable educational activities and enhance the school community's consciousness in actively participating and taking responsibility for environmental conservation and sustainable development. Hence, the Ministry of the Environment and the Ministry of National Education initiated an environmental education initiative known as the Adiwiyata programme, which is governed by Minister of the Environment Regulation No. 05 of 2013, outlining the guidelines for its implementation (Basri, 2018; Nuraeni et al., 2020).

There are numerous methods for incorporating environmental education into schools, including schools that prioritise environmental values, schools that focus on sustainability (green schools), and schools that promote overall well-being (healthy schools). The government endorses the term "Adiwiyata". Adiwiyata is a beneficial and exemplary platform for acquiring diverse information and moral principles that can serve as the basis for humanity's pursuit of a prosperous life in line with the goals of sustainable development (Hidayati et al., 2013). In a prior study conducted by Pelita and Widodo (2020) titled "Evaluation of the Adiwiyata School Programme at Muhammadiyah Elementary School, Bantul City," the findings indicate that the context component encompasses endeavours to safeguard and administer the environment, the input component encompasses the allocated budget, and the process component encompasses the upkeep of facilities and infrastructure. Requires enhancement, the product components exhibit a substantial number of both academic and non-academic products.

The study conducted by Nurhafni et al. (2019) titled "Strategy for the Development of the National Adiwiyata School Programme at Pekanbaru City High School Level" demonstrates that the implementation of environmental education in all Pekanbaru Middle Schools can be achieved through various approaches. These include fostering student awareness through parental involvement, enhancing collaboration with other schools, improving students' understanding and knowledge of the environment, and engaging students in environmental activities with the community. Enhancing collaboration with environmental philanthropic organisations. Furthermore, the administration and utilisation of resources and infrastructure in all secondary schools in Pekanbaru have been effectively executed, particularly in terms of the provision of various environmentally-friendly facilities. The research conducted by Deswari & Supardan (2016) titled "Efforts to Enhance Students' Environmental Literacy at Adiwiyata School (A Study using Naturalistic Inquiry at SDN 123 Pekanbaru)" reveals that SDN 138 Pekanbaru has implemented various strategies to increase students' environmental literacy. These strategies include promoting an environmental culture, implementing the Adiwiyata school programme, and incorporating the 2013 Curriculum into their teaching methods.

In Bantul Regency, Special Region of Yogyakarta, there are 368 elementary schools consisting of 281 public elementary schools and 87 private elementary schools (Data Reference, 2022). A public elementary school in Panggunharjo Sewon Bantul Yogyakarta is one of the elementary schools in Sewon District, Bantul Regency which organizes the Adiwiyata school program. A school is a form of organization that is competent in educational matters. Schools should have a conducive environment in carrying out the teaching and learning process. To achieve this, schools must have a good influence on all school members. Not only does it have a good influence, but the school culture that is run must also be able to differentiate it from other schools, such as environmentally friendly schools or Adiwiyata Schools.

This research focuses on the application of Adiwiyata schools in improving the quality of education in a Bantul Yogyakarta state elementary school with several points that have been determined, namely 1) Adiwiyata school policies in improving the quality of education, 2) application of Adiwiyata schools in improving the quality of education, 3) Supporting factors and obstacles to the implementation of Adiwiyata schools in improving the quality of education.

2. METHODS

This research uses a qualitative method with a descriptive approach, the research is directed at describing existing events. Natural actions and human actions can be referred to as activities, forms, changes, similarities, relationships, characteristics, and differences between several events (Sukmadinata, 2017). The instruments in this research are Mr. Suyadi as the school principal, Mrs. Era Kurniasih as the school treasurer, and also the researcher himself who is the source because the researcher is a teacher at the research site as well as an additional research subject where the researcher himself plays the role of planner, data collector, analyzer, interpreter, data and initiator of research (Moleong, 2018). In qualitative research, the data collection technique commonly used is a list of written interviews addressed to informants, and the data obtained is qualitative in nature. Then, validate the results of the interview with informants or other people who understand the problem being studied (Sugiyono, 2019). The data that has been collected will be analyzed using three (3) stages (Sugiyono, 2019), namely 1) data reduction (data recognition), 2) data exposure (data display), and 3) conclusion drawing and verification (conclusion drawing/verifying).

3. FINDINGS AND DISCUSSION

3.1. Application of Adiwiyata

Educational efforts will foster an increase in concern and awareness. Education has a crucial role in shaping environmentally aware behaviour (Setyanto, 2018). The Adiwiyata School benefits education by fostering student engagement in environmental activities, which in turn shapes their character, cultivates responsible conduct, fosters a positive outlook, and enhances their management abilities (Pratiwi et al., 2019). The Adiwiyata program is an environmental education initiative to enhance students' understanding and cultivate their attitudes towards the environment (Iswari & Utomo, 2017). Adiwiyata is an initiative designed to promote environmental conservation by enhancing the knowledge and awareness of students and staff inside schools (Nuraeni et al., 2020; Sulistyowati et al., 2009). The primary endeavours in the Adiwiyata programme encompass cultural and ecologically sustainable practices (Setyowati & Aji, 2015).

The application of Adiwiyata in the field of education facilitates the acquisition and implementation of knowledge, norms, and ethics necessary for the realisation of sustainable development goals (Rahmah et al., 2014). The Adiwiyata programme, which plays a crucial role in enhancing environmental consciousness, is presently undergoing a significant decrease (Bahrudin, 2017). The Adiwiyata programme consists of four indicators: Initially, enhancing ecologically sustainable school policies. Furthermore, establish a curriculum that is centred around environmental principles. Furthermore, enhances environmental initiatives that involve active participation.

Additionally, enhance and oversee eco-friendly school infrastructure (Ministry of the Environment and Ministry of Education and Culture, 2013).

The implementation of Adiwiyata is categorized into two principles, namely; 1) participative, all school components must be involved in the entire process which includes planning, implementation, and evaluation according to their respective responsibilities and roles; 2) sustainable, all activities are carried out comprehensively and continuously (Maryani, 2014).

3.2. Adiwiyata Policy Foundation

Schools implementing the Adiwiyata program must contain a vision, mission, goals, and objectives, including environmental protection and management policies. The Adiwiyata program must be summarized in learning activities that have minimal mastery of learning related to preserving environmental functions and planning for pollution and environmental damage in schools and their surroundings (Mahendrartha et al., 2020). A school is an academic unit that can optimize the entire learning environment to build, strengthen, or continue to improve the character education process, including the character of caring for the environment (Al-Anwari, 2014).

The basic principles in the Adiwiyata program policy and environmental perspective include; 1). Vision and mission of a school that cares about and has an environmental culture, 2). School policy in developing environmental education, 3). Policies relating to the development of human resources, both educational staff and educational staff involved in environmental education, 4). School policy in terms of human resource conservation, 5). School policies encourage a safe and healthy learning environment, 6). School policies regarding resource allocation, use, and environmental activities (Harsono, 2008; Menteri Lingkungan Hidup Republik Indonesia, 2013; Sugandhy & Hakim, 2007). This policy was developed in collaboration with several stakeholders, including school representatives, especially teachers, deputy principals, curriculum departments, and school committees. Next, so that all parties can accept its implementation, carry out outreach to all parties in the school.

3.3. Quality Concepts in Education

Education confers advantages to people, society, and the economy (Guo et al., 2019). Education plays a crucial role in the progress of a nation by cultivating open-minded individuals while preserving cultural values, universal history, and sustainable natural resources (Mahat et al., 2019). One cannot properly understand the quality of educational governance without taking into account the enhancement of higher education institutions (Gerged & Elheddad, 2020). Quality is an attribute of a product or service that is assessed by the user or "customer". Furthermore, due to the evaluation of procedures and ongoing enhancement (Hardjosoedarmo, 2004). Quality has a direct impact on all other firm functions, such as marketing, human resources, and finance. Exemplary inquiries serve as a catalyst for integrating business operations. Quality is the assessment of the worth or state of an item, based on an ideal standard that a process should strive to accomplish. The implementation of superior firm activities and processes can significantly influence performance in meeting or beyond client expectations or satisfaction (Prihantoro, 2012).

Education quality refers to the standards of educational institutions and the goods they produce, and is derived from the concepts of quality and education. This can be inferred from the quantitative data on the number of students who possess both academic and non-academic accomplishments, as well as the number of graduates who are aligned with the stated objectives (Aziz, 2015). Education quality in several dimensions encompasses the attributes of intake, procedure, and result. Hence, the cultivation of exemplary achievement necessitates a comprehensive strategy that encompasses the entirety of input, process, and product. The quality of education pertains to the standard of service offered by educational institutions to students and teaching staff, with the aim of ensuring a high-quality educational experience and the cultivation of graduates equipped with the necessary skills, abilities, and knowledge to integrate into society (Syafaruddin, 2002; Zazin, 2017).

3.3. Adiwiyata School Policy in Improving the Quality of Education at Elementary School

Adiwiyata is a program that aims to create a caring and cultured school. Adiwiyata was founded based on participatory, educational, and sustainable ideals. The Adiwiyata initiative seeks to strengthen the potential of schools to create adiwiyata schools or caring and cultured schools. Adiwiyata School has several environmentally friendly policies and adheres to certain requirements in the curriculum and environmental activities (Furda et al., 2021). Maintaining the school environment is the responsibility of all school members, including the principal, teachers, staff, students, and all parties affected and impacted by the school (Setiawan et al., 2019).

The underlying regulations in elementary schools in environmental care and culture policies include a joint memorandum between the Minister of Religion and National Education numbered 0142/U/1996 and Kep 89/MenLH/5/1996, a joint agreement between the Ministry of Environment and National Education numbered KEP 7 /MenLH/06/2005 and N0. 05/VI/KB/2005, national law number 20 of 2003, and (Minister of the Environment of the Republic of Indonesia, 2013). This is in accordance with the (Adam, 2014) affirmation that schools make policy decisions in collaboration with various stakeholders. The policies governing the Adiwiyata program are contained in the Decree of the State Minister for the Environment which is then socialized to school institutions to build or create environmentally friendly schools. Decree Kep.07/MENLH/06/2005 and 05/VI/KB/2005 issued in 2010 for Heads of Regency and City Education Services throughout Indonesia contains an outline of the call for Living Environmental Education (PLH) to be implemented in schools starting from elementary to high school levels through integrating environmental material into curricular and extra-curricular activities in order to foster a culture of a healthy and clean environment.

The Adiwiyata program is a form of the government's commitment to improving current environmental conditions through education (Fahlevi et al., 2020). In accordance with component standards in the Adiwiyata program implementation guidelines, the Adiwiyata school program policy for improving the quality of education is outlined in several policy provisions, including 1) environmentally friendly policies that contain environmentally based vision, mission, and goals. school, 2) school policy to implement an environmentally friendly curriculum, and 3) school policy to implement environmentally friendly practices.

3.4. Implementation of the Adiwiyata School in Improving the Quality of Education

Schools are educational establishments that have a responsibility to enhance environmental consciousness among the younger generation, as a constituent of society. Schools possess the potential to broaden students' perspectives and impart knowledge on responsible interaction and discourse, particularly in relation to the environment. The school environment serves as an educational setting that influences the development of children's character and behaviour, ultimately enhancing their attitudes, knowledge, and abilities (Tompodung et al., 2018). Environmental education has a crucial function in altering human views and attitudes towards environmental issues over an extended period of time (Dasrita et al., 2015). The Adiwiyata programme, implemented in schools, seeks to cultivate favourable conditions within educational institutions, transforming them into hubs of knowledge and consciousness for all members of the school community, particularly students. The ultimate objective is to empower students to assume responsibility for environmental conservation endeavours in the future.

The administration of Adiwiyata schools has categories that are seen from their components and standards. The components are; First, environmentally sound policies include a curriculum that includes efforts to protect and manage the environment. A public elementary school in Panggungharjo Sewon Bantul has included environmental lessons in the school curriculum (Suyadi, 2021). Efforts to include environmental lessons in the school curriculum will play a fundamental role in the importance of the environment in national education. Other component standards in environmentally sound policies regarding RKAS (School Activity Plan and Budget) include programs for environmental protection and management (Syaikhudin, 2016).

Implementing the RKAS (School Activity and Budget Plan) at the Panggungharjo Sewon Bantul Elementary School has budgeted for life protection efforts, namely 20% of the total school budget sourced from BOSNAS funding sources and added to BOSDA funds. This is in accordance with standard provisions according to the guidelines for implementing the Adiwiyata program based on the regulation of the Minister of Environment of the Republic of Indonesia No. 05 of 2013 that schools have a budget for environmental protection and management of 20% of the total budget. school budget (Kurniasih, 2021).

The second component concerns the implementation of an environment-based curriculum with competent teachers or teaching staff. In order to improve the quality of learning related to the environment at the Panggungharjo Sewon Elementary School, active learning is implemented which is integrated with the environment. Raising local issues and global issues, which are then applied to the lesson plans created by the teacher. To encourage the creation of a quality teaching and learning atmosphere in elementary schools, professional and competent teachers who have the following five characteristics are needed: 1). Understanding the curriculum, 2). Understand the entire subject matter, 3). Skilled in using multi-media learning, 4). Have a high commitment to tasks, 5). Have discipline in the broadest sense (Amri, 2013).

The third element entails engaging in environmental conservation actions that include active participation. The Minister of the Environment of the Republic of Indonesia in 2013 stated that there are ongoing activities related to environmental protection and management. The Adiwiyata implementation guidelines specify that these activities should be participatory-based and have standards for planning environmental protection and management activities for school residents. Furthermore, creativity and innovation in the realm of environmental preservation and management encompass activities such as waste recycling, resource utilisation, water treatment, energy conservation, scientific research, and the development of alternative energy sources. A public elementary school in Panggungharjo Sewon has fostered enhanced creativity and new initiatives across all these domains. In addition, the school undertakes environmental protection and management initiatives such as operating nurseries, organising clean class pickets, practising composting, implementing the 3R programme, and maintaining greenhouses. These activities engage the entire school community and foster collaborations with various stakeholders (Suyadi, 2021).

The fourth component in managing environmentally friendly supporting facilities and infrastructure is that the Stageharjo Sewon State Elementary School has facilitated facilities and infrastructure to address environmental problems, and facilities and infrastructure that support environmental learning. Examples include school medicine gardens, wastewater treatment plants, biopore holes, food waste bins, composters, and so on (Suyadi, 2021).

Moreover, the enhancement of the management standards for eco-friendly facilities and infrastructure at Panggungharjo Sewon State Elementary School is achieved through the active participation of all school stakeholders, including students' parents/guardians and the local community (Suyadi, 2021).

3.5. Supporting and Inhibiting Factors for Implementing Adiwiyata Schools in Improving the Quality of Education

The supporting factors for the implementation of the Adiwiyata school at the Panggungharjo Sewon Bantul State Elementary School are as follows; government policies, adequate school budget, environmental conditions, encouragement from school residents, participation, teacher ability, school facilities and infrastructure, as well as various activities carried out and carried out. The inhibiting factors are, at least, there are still teachers who lack mastery in their respective fields and a lack of teacher expertise because some teachers are still hampered in facilitating creative, innovative learning media and preparing plans for implementing environment-based learning (Suyadi, 2021).

4. CONCLUSION

The adiwiyata school is implemented at a state elementary school to enhance the quality of education. This implementation is done by adhering to each of the adiwiyata components, which include environmentally friendly school policies, curriculum based on environmental principles, participatory environmental activities, and management of environmentally friendly supporting facilities and infrastructure. In general, the implementation of the adiwiyata school at Panggungharjo Sewon State Elementary School has been executed effectively and in accordance with established standards and plans. Various adiwiyata activity programmes have been designed to enhance the school's quality, resulting in a positive impact on the overall educational standards. This essay also examines the elements that facilitate or hinder the implementation of Adiwiyata schools. The present study is constrained to the interpretation of evaluation data regarding the implementation of Adiwiyata schools. Hence, it is recommended to pursue more study to carry out evaluations of Adiwiyata schools in order to determine the scope and proportion of Adiwiyata implementation.

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