



Adiwiyata Implementation In Understanding Environmental Education

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Received November 15, 2020; Revised November 16, 2020; Accepted 4 December 2020

Published 22 December 2020

Abstract

Environmental education is one of the important factors in the success of environmental management and is also a very important means of producing human resources who can implement the principles of improving the quality of education in schools. The purpose of this research is to find out about the efforts in realizing environmental education and the factors that influence the emergence of the Adiwiyata program at SD Negeri Barrang Lompo. This research uses descriptive qualitative. Data were collected through interviews, observation and documentation. This study uses data analysis techniques, which consist of the stages of data collection, data reduction, data presentation and drawing conclusions. The results of research on the implementation of Adiwiyata in an effort to realize environmental education are the first steps, namely creating a team at school and compiling programs to achieve the title of Adiwiyata school, after compiling a team of principals and teachers to implement the program by involving collaboration with the local government, all residents, schools, students and the surrounding community. Teachers and students work together to achieve the Adiwiyata school. The factors that influence the emergence of Adiwiyata schools are the existence of environmental education which can help improve the quality of education. The curriculum used is integrated with environmental learning which greatly assists students in experiencing environmental theory so that they can maintain cleanliness in general according to the importance of environmental cleanliness. after compiling a team of principals and teachers to implement the program by involving collaboration with the local government, all residents, schools, students and the surrounding community. Teachers and students work together to achieve the Adiwiyata school. The factors that influence the emergence of Adiwiyata schools are the existence of environmental education which can help improve the quality of education. The curriculum used is integrated with environmental learning which greatly assists students in experiencing environmental theory so that they can maintain cleanliness in general according to the importance of environmental cleanliness. Teachers and students work together to achieve the Adiwiyata school. The factors that influence the emergence of Adiwiyata schools are the existence of environmental education which can help improve the quality of education. The curriculum used is integrated with environmental learning which greatly assists students in experiencing environmental theory so that they can maintain cleanliness in general according to the importance of environmental cleanliness. Teachers and students work together to achieve the Adiwiyata school. The factors that influence the emergence of Adiwiyata schools are the existence of environmental education which can help improve the quality of education. The curriculum used is integrated with environmental learning which greatly assists students in experiencing environmental theory so that they can maintain cleanliness in general according to the importance of environmental cleanliness.

Keywords: *implementation; Adiwiyata; Education; living environment.*

Abstract

Environmental education is one of the important factors in the success of environmental management and is also a very important tool in producing human resources who can implement the principles of environmental management. Improving the quality of education in schools. The purpose of this study is to find out about efforts to realize environmental education and the factors that influence the emergence of the Adiwiyata program at SD Negeri Barrang Lompo. This research uses descriptive qualitative. Data were collected through interviews, observation and documentation. This study uses data analysis techniques, which consist of stages of data collection, data reduction, data presentation and drawing conclusions. The results of research on the implementation of adiwiyata in an effort to realize

environmental education is the first step, namely creating a team at school and developing programs to achieve the title of adiwiyata school, after compiling a team of school principals and teachers to implement the program by involving collaboration with the local government, all citizens school, students and the surrounding community. Teachers and students work together in realizing the achievement of Adiwiyata schools. The factors that influence the emergence of Adiwiyata schools are the existence of environmental education which can help improve the quality of education. The curriculum used is integrated with environmental learning which is very helpful for students in the introduction of environmental theory so that they can maintain cleanliness in general in accordance with the importance of environmental cleanliness.

Keywords:implementation; adiwiyata; Education; environment.

PRELIMINARY

Environmental education is one of the important factors in the success of environmental management and is also a very important tool in producing human resources who can implement the principles of sustainable development (Yustina, 2006: 55). Through this education, it is hoped that there will be a response (response) from all parties, including school residents who are the frontline in addressing these social issues.

The Environmental Protection and Management Law Number 32 of 2009 explains that the environment is a unitary space with all objects, conditions and living things, including humans and their behavior, which affect nature itself, the continuity of life, and the welfare of humans and other living creatures. . Environmental problems cannot be separated solely from a technical point of view, but what is more important is a solution that can change the mentality and awareness of environmental management.

The school environment is said to be good if it is supported by the creation of a conducive learning situation. A conducive environment is when in the school and its surroundings there are a number of things that are needed by the school. A conducive school environment is that the school is in accordance with its designation as a school location. In addition, there are smooth transportation facilities, adequate water channels, and trees in accordance with environmental regulations. The environment within the school location is classrooms,

courtyards, canteens, trash cans, toilets, parking lots, and parks or gardens.

The main and supporting elements have linkages and dependencies, meaning that students, teachers and subject matter will be meaningful as expected if there are elements such as smooth transportation, adequate classrooms, large school yards, canteens that comply with predetermined standards. authorities, toilets that meet health requirements, parking spaces that suit your needs, and green and beautiful plants.

One of the implementations of environmental education in schools is through the Adiwiyata Program. In this program, it is hoped that every school member will be involved in school activities towards a healthy environment and avoid negative environmental impacts. The word adiwiyata comes from the Sanskrit words *adi* and *wiyata*. *Adi* means great, great, good, ideal or perfect while *wiyata* means a place where a person gets knowledge, norms and ethics in social life. When the two words are combined into adiwiyata, they have the meaning of a good and ideal place where all knowledge and various norms and ethics can be obtained which can be the basis of human beings towards the creation of welfare and towards the ideals of sustainable development. The purpose of the Adiwiyata program is to create good conditions for schools to become places of learning and awareness for school residents. It is hoped that in the future the school community can take responsibility for

efforts to save the environment and sustainable development.

Adiwiyata has an understanding or meaning as a good and ideal place where all knowledge and various norms and ethics can be obtained which can be the basis of humans towards the creation of our welfare and towards the ideals of sustainable development (Basri, 2017: 107). The purpose of the Adiwiyata program is to create school citizens who are responsible for protecting and managing the environment through good school governance to support sustainable development.

Adiwiyata according to Susy (2011: 3) as "a good and ideal place where all knowledge and various norms and ethics can be obtained which can be the basis of human beings towards the creation of the welfare of our lives and towards the ideals of sustainable development". Therefore Adiwiyata or the living environment is an ideal and strategic space or place, because in it there is an interaction conducive to achieving a better life. In addition, the objective of the adiwiyata program is to "realize school citizens who are responsible for protecting and managing the environment through good school governance to support sustainable development". Creating a conducive environment is the responsibility of all elements in the school.

Based on some of the opinions above, it can be concluded that the Adiwiyata program is a school management program to create a conducive school environment in a comprehensive and comprehensive manner.

According to Aini (2012: 45) Adiwiyata Program is a program created to encourage the creation of knowledge and awareness of school residents in an effort to preserve the environment. The advantages of the school when participating in the Adiwiyata program are:

- a. Increase efficiency in the implementation of school operational activities and the use of various human resources.
- b. Increase savings in resources through reducing consumption of various resources and energy.
- c. Improving teaching and learning conditions that are more comfortable and conducive for all school members.
- d. Creating conditions of togetherness for all school members
- e. Increase efforts to avoid various risks of negative environmental impacts in the future.
- f. Become a place of learning for the younger generation about the values of good and right environmental care and management.
- g. Received the Adiwiyata award from the government as evidence of the success of achieving a school that cares and is environmentally cultured.

Based on the description above, it can be concluded that the Adiwiyata Program is a program created to encourage the creation of knowledge and awareness of school residents in an effort to preserve the environment that is able to create an increase in the efficiency of school operational activities, increase savings in funding resources through reducing consumption of various resources and energy, improve conditions teaching and learning that is more comfortable and conducive for all school members, creates conditions of togetherness for all school members, increases efforts to avoid various risks of negative environmental impacts in the future, becomes a place for learning for the younger generation about the values of environmental care and management good and right, received the Adiwiyata award from the government as evidence of the success of achieving a school that cares and is environmentally cultured.

The implementation of the Adiwiyata Program is based on two basic principles (Basri, 2017: 107) as follows :

- a. Participatory: The school community is involved in school management which includes the entire planning,

implementation and evaluation process according to responsibilities and roles.

- b. Sustainability: All activities must be carried out in a comprehensive and continuous manner.

To achieve the objectives of the Adiwiyata program, 4 (four) program components are set to become a unified whole in achieving Adiwiyata schools (Basri, 2017:107) The four components are

1. Environmental Policy.
2. Environmental Based Curriculum Implementation.
3. Participatory Based Environmental Activities.
4. Environmentally Friendly Supporting Facilities Management.

Therefore, the main activity of the Adiwiyata program is to create school institutions that care and are environmentally cultured for primary and secondary schools in Indonesia. To develop programs and activities in the Adiwiyata program, it must be based on basic and living norms. The basic norms of the Adiwiyata program include togetherness, openness, honesty, justice, and the preservation of the function of the environment and natural resources. The basic principles that must be considered in implementing the Adiwiyata program are participatory and sustainable.

Environmental education can be done through education in general or through formal education, namely schools (Trivedi PR, 2004: 8-9). Environmental education in formal education can be taken through two approaches, namely monolithic and integrative approaches. The monolithic approach is an approach based on the idea that each subject is an independent component in the curriculum and has a specific purpose in a unified whole.

This system approach can be taken in two ways, namely, building a new discipline called Environmental Education (PLH) which will be used as a separate subject from other

sciences and building a PLH package which is a stand-alone subject.

An integrated approach is an approach that is based on the integration of Environmental Education subjects with other subjects. This approach can be taken in two ways, namely, building a unit or series of subjects that are prepared to be integrated into certain subjects and building a core program starting from a particular subject.

According to (Daryanto, 2013: 1) Environmental education (PLH) is education about the environment in the context of internalization directly or indirectly in forming independent personalities as well as patterns of action and mindset of students / students / training participants so that they can reflect in everyday life.

Based on the explanation above, it can be concluded that PLH is an effort to preserve and maintain the environment and the living ecosystem of living things that can contribute to the sustainability of a balanced and harmonious life.

Meanwhile, according to a more in-depth understanding of the environment according to No. 32 of 2009 is the unity of space with all objects, forces, circumstances, and living things, including humans and their behavior, which affect nature itself, the continuity of life and the welfare of humans and other living creatures (Daryanto). , 2013: 32).

Based on the opinion above, we can conclude that environmental education is an effort by the Indonesian government to avoid further environmental damage in the future. Not only the Indonesian government is moving to care about environmental education but various parties in the world are also trying to carry out programs to care about environmental sustainability. Therefore, the State Ministry of the Environment in 2006 launched the Adiwiyata program. In this case, the explanation regarding Adiwiyata refers to

or is based on Ministerial Regulation Number 05 of 2013 and the Adiwiyata guide book.

The main problem of the environment is the inability to develop a social value system, a lifestyle that is not able to make our lives in harmony with the environment. Building a lifestyle and attitude towards the environment in order to live in harmony with the environment is not an easy job and can be done in a short time.

Therefore, the educational path is the right means to build a society that applies the principles of sustainability and environmental ethics. Educational paths that can be taken start from Kindergarten to Higher Education levels (Daryanto, 2013: 2). Therefore, the long-term goal of PLH is to develop citizens who are knowledgeable about the biophysical environment and its related problems, raise awareness to be effectively involved in action towards the development of a better, habitable future and generate motivation to do so.

According to the objectives of environmental education, it can be divided into six groups, namely (a) Awareness, which is to encourage each individual to gain awareness and sensitivity to the environment and its problems; (b) Knowledge, which helps each individual to gain various experiences and basic understanding of the environment and its problems; (c) Attitude, which is helping each individual to acquire a set of values and the ability to make the right choice and develop a feeling of being sensitive to the environment and providing motivation to participate actively in environmental improvement and protection; (d) Skills, namely helping each individual to acquire skills in identifying and solving environmental problems; (e) Participation, namely providing motivation to each individual to participate actively in solving environmental problems; (f) Evaluation, namely encouraging each individual to have the ability to evaluate environmental

knowledge in terms of ecological, social, economic, political, and educational factors.

The role of school residents in the implementation of environmental education can be interpreted as actions taken by school members which include school principals, teachers, administrative staff, homeroom teachers, school committees and students in implementing environmental education.

1) Principal's Role

To achieve the vision and mission of education, it is necessary to be supported by the ability of the principal in carrying out his leadership. The principal must be able to put the vision into action in the school. The principal can make the vision of becoming a caring and environmentally cultured school a reality. According to (Mulyasa, 2007: 98) the education office has determined that school principals must be able to implement their roles as educators, managers, administrators, and supervisors. In fact, along with the development of science and technology, the role of the principal has increased, namely as a leader, innovator, motivator, figure, and mediator

2) Teacher's Role

According to (Wijaya, 1992: 107-108) the role of the teacher is very diverse, including the teacher as a guide, the teacher as an environmental regulator, the teacher as a counselor, and the teacher as a motivator.

To realize the Adiwiyata program, schools must try to fulfill four (4) indicators, namely:

a. Preparation of Environmentally Friendly Programs

According to Van Meter and Van Horn in Arif Rohman (2009: 134) policy implementation is intended as the overall action taken by individuals/officials or government or private groups directed at achieving predetermined policy goals. These actions are a momentary effort to transform decisions into operational terms, as well as ongoing efforts to achieve major and minor changes mandated by policy decisions.

According to James E. Anderson (Sudiyono, 2007: 81) states that policy implementation includes four aspects, namely: (1) who is involved in policy implementation; (2) the essence of administrative processes; (3) compliance with policies; (4) the effect of implementation on the content and impact of the policy.

According to the Adiwiyata Guidebook (2012), there are six (6) policy indicators that must be continuously pursued 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 the School Activities Plan and Budget (RKAS) of at least 10% and allocated proportionally for efforts to manage the school environment.

b. Environment-Based Curriculum Program

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. According to Suryobroto (2004:32)

The curriculum is all the educational experiences provided by the school to all its students, both inside and outside school. Rusman (2009:3) argues that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. Meanwhile, Harold

(1965) views the curriculum as all activities given to students under the responsibility of the school (all of the activities that are provided for the students by the school).

From the above opinion it can be concluded that the curriculum is a series of educational experience activities for students given to schools to achieve predetermined educational goals.

1) Environmental Education Background

Law Article 65 paragraph 2 concerning Environmental Protection and Management (PPLH) states "everyone has the right to environmental education, access to information, and the right to a good and healthy environment and justice in fulfilling the right to a good and healthy environment". From the mandate of the law, it has been clearly stated that every citizen has the right to obtain environmental education as well as access to participation and access to justice in fulfilling the right to a good and healthy environment. According to the 2012 Adiwiyata Program Implementation Guidelines for Training and Assessment,

2) Environmental Education Goals

According to the 2012 Adiwiyata Program Implementation Training and Assessment Guide, Environmental Education (PLH) is to encourage and provide the community with opportunities to acquire various skills and knowledge with the hope that the community will have awareness to protect, improve and utilize the environment wisely for the benefit of the community. short term and long term. Muftach Yusuf (2000) added that the main objectives to be in environmental education are (1) to help students understand the environment with the ultimate goal so that they have a concern in maintaining and preserving the environment and a responsible attitude,

3) Environment-Based Curriculum Development

According to Ahmad Fajarisma (2014:167) an environment-based curriculum can simply be implemented by delivering environmental material through a variety of curricula to provide an understanding of the environment associated with everyday life. In the Adiwiyata Guidebook (2012) it is explained that indicators that must be developed with the development of an environment-based curriculum are integrating environmental education into monolithic subjects and as separate subjects or local content by compiling a monolithic and integrated curriculum, environmental education syllabus.

the development of environmental and cultural-based learning methods is marked by provocative actions that encourage the creation of caring and cultured environmental characters, carrying out environmental education proportionally between theory and practice, applying various learning methods that focus on students according to needs, including FGD (Focus Group Discussion), assignments, observations, project work, etc., the use of resource persons including community leaders, environmental experts, parents of students in a planned manner, and related to subjects, the use of local wisdom and cultural values in environmental learning, environmental utilization around in the development of both biotic and abiotic learning methods.

The last criterion is the development of curricular activities to increase students' knowledge and awareness about the environment which is marked by the implementation of environmental education protection and management activities related to curriculum implementation, and the results of activities that support increasing knowledge and awareness about environmental education in accordance with 50% from the number of integrated and monolithic subjects, implementing environmental education learning outcomes

openly to the public through exhibitions, seminars or workshops of at least two (2) activities per year it can be concluded that the implementation of an environment-based curriculum can be done by applying learning methods by linking values management of the environment, development of environmental learning issues and the existence of literature or references that support environmental management

a. Participatory-Based Environmental Activity Program

Participatory-based environmental activities are activities that involve school residents and the surrounding community in carrying out various activities in the form of cooperation that provide benefits for school residents, the community and the environment in the context of environmental management activities.

1) Fundamentals of Cooperation Activities

Forms of Cooperation between Educational Institutions and the Community
As already mentioned, participatory-based environmental activities aim to establish cooperation with the community. The form of cooperation between schools and the community can be carried out in various fields. Suryosubroto (2004: 63) mentions the fields of cooperation, for example: moral education, sports education, arts education, children with special needs, and skills. With the various possible fields of cooperation that can be established, of course in each field using different cooperation techniques. The AP Lecturer Team (2010:108) technique of cooperation with the community can be done in various ways, including: Through the School Committee, Through Consultation, Through Correspondence, Through Joint Meetings, Through School Bazaars,

2) Student Development

According to Law No. 20 of 2003 concerning the National Education System, students are members of the community who

seek to develop their potential through learning processes that are available at certain pathways, levels, and types of education. Learners are individuals who have personalities, goals, life goals and self-potential (Eka concerned, 2011: 3). According to the AP UPI Lecturer Team (2013: 205) that students are an input component in the education system, which is then processed in the education process, so that they become qualified human beings in accordance with national education goals.

Student management can be interpreted as an effort to regulate students starting from the students entering school until they graduate from school. (Knezevich in quoted by Eka Prihatin, 2011: 4). Meanwhile, according to Eka Prihatin (2011: 4) student management can be interpreted as an effort to regulate students starting from the students entering school until they graduate from school. According to the UPI Lecturer Team (2013: 205), student management or Pupil Personnel Administration is a service that focuses on regulating, supervising, and providing student services in the classroom and outside the classroom such as: introduction, registration, individual services such as the development of overall abilities, interests, needs. until it is ripe. Student Management Goals

3) Student Guidance and Development

All activities at school are ultimately aimed at helping students develop their potential. These efforts will be optimal if students themselves actively seek to develop themselves in accordance with the programs carried out by the school. The program in question is an activity called extra-curricular activities. According to the AP UPI Lecturer Team (2013: 212) Extracurricular activities are all activities that have been determined in the curriculum whose implementation is carried out outside class hours.

Curricular activities in the form of a learning process - teaching in class with the name of the subject or field of study in the school. Extra-curricular activities are usually formed based on the talents and interests of students, so they do not have to participate in activities. For students who have talents and interests, they can participate and choose which activities can develop their potential. Examples of these curricular activities are: Student Council, ROHIS, Basketball Group, Scouts, PMR and others.

In this coaching and development activity, students are processed to become human beings who are expected to be in accordance with educational goals. The talents, interests and abilities of students must be optimally developed through positive activities such as extra-curricular activities. In student management, there should be no assumption that extra-curricular activities are more important than curricular activities. These two activities must be carried out because they support each other in the process of coaching and developing the abilities of students.

b. Preparation of Participatory-Based Environmental Activities

Participate in environmental action activities carried out by external parties and build partnership activities or initiate the development of environmental education in schools. According to the Adiwiyata Guidelines (2012:42) it is explained that the development of participatory-based activities is characterized by creating various extra-curricular activities in learning environmental issues for school members at least 1 routine environmental-themed activity in each extra-curricular/co-curricular program and implementing environmental-based activities. participatory activities initiated by the school by involving the surrounding community more than 4 activities per year.

According to the second, it is by participating in environmental action activities carried out by outside parties by having participated in more than four (4) environmental action activities initiated by outsiders as student extracurricular activities. The last criterion is building partnership activities or initiating the development of environmental education by conducting more than five partnership activities and initiating various environmental action activities and continuously building long-term and sustainable cooperation for the development of environmental programs with various parties.

Environmentally Friendly Supporting Facilities. According to Juhairyah in the AP Lecturer Team (2011: 79), the management of facilities and infrastructure are all components that directly or indirectly support the course of the educational process to achieve the goals of education itself.

Based on the above background, the research can formulate problems, namely: 1) Implementation of Adiwiyata in Efforts to Realize Environmental Education at SD Negeri Barrang Lompo; 2) Factors Affecting the Emergence of the Adiwiyata Program at SD Negeri Barrang Lompo.

The purpose of this study is to determine the implementation of adiwiyata in an effort to realize environmental education; and factors that influence the emergence of the Adiwiyata program in schools.

RESEARCH METHODS

This study uses a qualitative descriptive research approach. This study took place at the Barrang Lompo State Elementary School, Makassar City. In qualitative research, the main instrument is the researcher himself, but after the focus of the research becomes clear, it is possible to develop a simple research instrument, which is expected to be able to complete the data and compare it with the

data that has been found through observation and interviews.

The data required and collected in this study consisted of secondary and primary data. Primary data is data obtained from the first source or directly, and secondary data sources are sources that are indirectly given to researchers. Primary data sources are school principals, teachers, committees, and also school operators. Meanwhile, secondary data sources are data that support this research, such as documentation of teacher council meetings or data on teacher activities that can support research. Data collection techniques that can be justified, in this study to obtain precise and valid data and information, the researchers used several techniques in data collection, namely observation, interviews, and documentation studies. The data analysis model in this study reveals that the activities in qualitative data analysis are carried out interactively and take place continuously at each stage of the research until it is complete. The components in data analysis are data reduction, data presentation, and verification or data inference. To find out whether the data collected is true, a data check is held which is called data validity. The validity of the data will prove whether the data obtained is in accordance with what is in the field or not. To find out whether the data collected is true, then a data check is held which is called data validity. The validity of the data will prove whether the data obtained is in accordance with what is in the field or not. To find out whether the data collected is true, then a data check is held which is called data validity. The validity of the data will prove whether the data obtained is in accordance with what is in the field or not.

RESULTS AND DISCUSSION

As we all know, the data that the researcher expects from observations, interviews and documentation have been found. Researchers will present a description of this discussion in accordance with the results of research found in the field. The focus in this research is the effort to realize environmental education and the factors that

influence the emergence of the Adiwiyata school program.

The purpose of the adiwiyata program at the elementary school principal is to create responsible school citizens with efforts to protect and manage the environment through good school governance in supporting sustainable development. By implementing the Adiwiyata program, it will create school members, especially students who care and are environmentally cultured, as well as support and realize human resources, have national character for economic, social and environmental development to achieve sustainable development in the region.

To realize the school in implementing the Adiwiyata school program, of course, it has various plans to achieve this goal, as the principal said in his interview which stated "We school residents carry out cleaning movements in class 15 minutes before the first hour and 15 minutes before the last hour. Manufacture and installation of logos, slogans/quality on cleanliness/conservation schools with a sustainable environmental perspective in strategic places. As well as the collection and processing of waste or plastic bottles and cardboard that have been collected in the space provided."

Activities that are routinely carried out every day at school are carrying out hygiene movements 15 minutes before and after learning in class. With the aim of further increasing the comfort in learning. Cleanliness in the classroom greatly affects the level of comfort in teaching and learning interactions. If cleanliness can be maintained, the learning objectives carried out can be said to be achieved according to the objectives of the learning process.

While the goal in making logos or slogans that contain cleanliness, of course, will be a concern for all school residents to be better able to maintain cleanliness, by collecting plastic or used bottles that can be used as

works that can be of concern and beauty to those who look at him. In other words, using used materials will have more value. Everything that is done at school is of course with good cooperation between school residents

1) Efforts to realize environmental education at SDN Barrang Lompo

The results of the study illustrate that the effort to realize the Adiwiyata school is to form a team. In the preparation of this team, the principal holds a meeting with the teacher council, committee and also the school supervisor. After creating a team, they arrange an activity program based on each teacher's team. With this team, teachers carry out activities that they have arranged which of course are still monitored by the principal as the person in charge.

Develop environmentally friendly school programs, carry out cleaning called clean Friday which is carried out by all school residents every Friday. Arrange a cleaning schedule in each class so that the cleanliness of the class is maintained.

Environment-based 2013 curriculum. Each teacher prepares an environment-based learning plan that is in accordance with the existing KD in their learning program. Environmental-based learning will emphasize students more on caring for the environment, students will learn about environmentally friendly theory and then practice it in the field.

Adiwiyata school not only means knowledge but also at the level of behavior change which means it will bring a change in attitude and behavior. Changes in behavior in question are those based on faith, knowledge and skills.

Suggestions for the adiwiyata program are principals, teachers, school committees, administrative staff, local communities, and students. All school members are obliged to participate in the Adiwiyata program. Among

them are planting trees, planting flowers, maintaining cleanliness.

The success of a school program led by a principal and supported by teachers and committees. The teacher does something that is of course under the supervision of the principal. Adiwiyata school is a proud title, not only teachers, principals and committees but also the community is proud.

Adiwiyata school is a school that reflects environmentally friendly, where every teacher and student has an obligation to maintain the environment in order to stay awake, Adiwiyata activities include waste management activities, clean Fridays, scout extracurriculars, environmentally based learning.

2) Factors influencing the emergence of the Adiwiyata school program at SDN Barrang Lompo

Realizing an environment-based school is a systematic school commitment that will develop programs to internalize environmental values into all school activities. The physical appearance of the school is arranged in such a way that it can become a vehicle for learning for all school members, to be more wise and behave in an environmentally friendly manner. Knowledge and awareness formation about clean and healthy living behavior will be effective if it is carried out on students while they are still in elementary school. A conducive school environment is needed in order to obtain quality learning.

In the interview the principal stated "to realize an adiwiyata school, of course, not only in the field of administration, but there needs to be tangible evidence such as our school having reforestation infrastructure that will support adiwiyata school."

Learning in an environment-based classroom, sometimes is not only done in the classroom, but rather on the environment itself, students will understand better if they

see it directly in the field, therefore schools need environmental facilities that support the success of a learning. To fulfill adequate environmental facilities, local community intervention is necessary to help maintain the school environment. Of course with good cooperation with the school.

An influencing factor is something that causes something to happen. The supporting factor is the existence of good cooperation between the local government, the community and also the school community. This needs to be done so that all school members can work together and support the achievement of the goals of the Adiwiyata school program.

All school members must have a high commitment in the ongoing implementation of Adiwiyata schools. The head of the adiwiyata school program team is highly committed and has targets for the near, medium and long term, all of which must support each other for the implementation of the adiwiyata school program by providing high commitment.

Something that is very valuable from a school institution is its success rate. Educational institutions are believed to be good places to learn. Having a prospective and sustainable innovation, so that it can be said that the school is a good place to learn. Environmental-based learning innovations can raise the awareness of school residents to be able to raise awareness in maintaining and maintaining a green, clean, beautiful and healthy environment.

There are many things that make it better than the existence of this model school program, because from there many teachers who used to be less capable and now can be said to be proficient. For example, in the use of technology, and because of the Adiwiyata school program, teachers are more guided to know and apply technology, and can also help teachers get used to being environmentally friendly.

Apart from that, it also provides more understanding for teachers to be more able to use environment-based learning. Environmental-based learning is very helpful with the Adiwiyata school program. Because the school focuses on cleanliness and greening the environment.

CONCLUSION

Efforts to realize environmental education in schools, the principal should arrange a driving team to make these activities easier. By doing school habits that are environmentally friendly, clean, and healthy. The environmental-based learning process is of course supported by various parties, such as school principals, committees, teachers, local government administration staff and also students. The principal as the person in charge of education and learning in schools, the principal should be able to convince the community that everything has gone well, including planning for implementation, evaluation, provision and utilization of teacher resources, as well as cooperation between schools and parents.

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