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**ADIWIYATA SCHOOL IMPLEMENTATION PROGRAM
(STUDY AT BASIC SCHOOLS IN THE CITY OF TANGERANG BANTEN)**

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ABSTRACT

¹ Implementation of the Adiwiyata Mandiri School Program (Study at SD in the city of Tangerang). ³² This research was conducted in the city of Tangerang in elementary schools which have implemented ¹¹ the Adiwiyata Mandiri program. This study used a qualitative approach, the CIPP evaluation model. Data collection techniques using observation, interviews, and documentation studies. The research results of the Adiwiyata Mandiri School program are in accordance with the standards and criteria for the Adiwiyata School program. The results of this study explain: 1) Adiwiyata School Program already has clear legal principles and objectives. 2) Available school resource support, including the organizational structure and qualifications of the person in charge of the program, program implementation procedures and program financing and government support are categorized as having met the standards or criteria. 3) The program has been implemented in accordance with the program objectives. 4) The results of the program implementation for schools, the beneficiary community and the government in general are categorized as very large for benefit ¹⁰ and for environmental conservation. And this program must be maintained and developed for other schools that have not participated in the Adiwiyata program.

Keywords: implementation, elementary school, Adiwiyata mandiri

INTRODUCTION

In general, the school functions as a center for education and culture, as an education center which means that the school carries out the task of transforming science and technology and art to the next generation (students or student subjects) as well as helping students develop optimally to find their identity while as a center culture implies that schools must transform culture to students about a society that has a diverse culture, preserves and develops cultural values that are considered good by the community. According to Sagala, "School as a social system is characterized by the dependence between parts of the work network that has its own and unique culture. For this reason, schools have various tools that are interrelated and require empowerment" (Sagala, 2006).

The school environment is a place for learning and the formation of children's character and behavior to develop various aspects regarding the development of attitudes, knowledge and skills. The ideal school environment is a school that is able to create a safe, comfortable, neat, beautiful, and conducive atmosphere that can facilitate the process of teaching and learning activities in schools. School is a place for me to increase my knowledge and abilities so that it can be useful for the future. As a formal institution in the field of education, schools must be a safe and comfortable place for students to study. A conducive environment will certainly increase students' interest in learning.

In its implementation, the State Ministry for the Environment collaborates with stakeholders, rolling out the Adiwiyata Program with the hope of inviting school residents to carry out the process learning to teach environmental ⁶ materials and participating in preserving and protecting the environment in schools and its surroundings. The Adiwiyata program is a program that has the potential to raise awareness about environmental protection. Adiwiyata has a very significant impact on schools that get the Adiwiyata title, including: 1) Schools can play a more active role in creating areas that care about the environment, 2) Schools can create students who are aware of the environment, 3). Schools can play a role in all activities in order to reduce global warming, 4). Schools can be a direct means of channeling environmental

education. Not only schools, students also get positive impacts from the Adiwiyata program, including 1). Students can get used to throwing garbage in its place, 2). Students can understand the importance of sorting waste, 3). Students can understand that used goods are not only to be thrown away but can also be used.

Based on the law governing the Adiwiyata Program is the Regulation of the State Minister for the Environment Number 02/2009 concerning Guidelines for Implementing the Adiwiyata Program Article 1, what Adiwiyata means is a good and ideal school as a place to obtain all knowledge and various norms and ethics that can be the basis for human beings towards the creation of a welfare life and the ideals of sustainable development. The Adiwiyata Program is one of the national work programs managed by the State Ministry of the Environment in the context of realizing the development of environmental education.

The important indicators of the Adiwiyata school concept are: (1) Development of an Environmentally Cared and Cultured School Policy; (2) Environment-Based Curriculum Development; (3) Participatory Based Activity Development; (4) Development and Management of Supporting Facilities for schools with environmental culture, such as: saving energy or using alternative energy, saving water, managing waste, planting trees.

The objectives of the Adiwiyata program at Adiwiyata School (formulation, basics and targets) to increase the knowledge and awareness of school residents towards environmental conservation in Tangerang City, namely by making Program design based on input, targets, implementation procedures and expected results from the implementation of the Adiwiyata program at Adiwiyata School, Tangerang City; (2). The implementation of the Adiwiyata program at Adiwiyata School in Tangerang City was reviewed from the suitability between the objectives of the Adiwiyata program implementation, understanding of the program by target recipients, program implementation (Go Green, Go Clean), budget use and monitoring of program implementation; (3). The results of the Adiwiyata program implementation at the Adiwiyata School in Tangerang City for schools, communities and the government.

A. Environmental Care and Cultured School Program (Adiwiyata)

1. Adiwiyata Concept and Purpose

Opinion according to Iswari and Utomo (2017: 36) in the Journal of Environmental Sciences, the Adiwiyata program is a comprehensive program involving all stakeholders both schools and communities to help increase environmental awareness, especially students. According to the Ministry of Environment and Ministry of Education and Culture (2012: 3). Adiwiyata has the meaning 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 human beings towards the creation of welfare and towards the ideal of sustainable development.

According to the Ministry of Environment and Ministry of Education and Culture (2012: 3), the Adiwiyata program aims to create school members who are responsible for protecting and managing the environment through good school governance to support sustainable development. This means that the Adiwiyata school is strived to become a school or a place for school members to acquire knowledge, norms and ethics as the basis for creating a prosperous life and towards the ideal of sustainable development. In this program it is hoped that every school member will be involved in school activities towards a healthy environment and avoiding negative environmental impacts.

2. Adiwiyata Program Policy Foundation

According to the Regulation of the State Minister for the Environment (2009: 1): regarding guidelines for implementing the Adiwiyata program regarding the development of school policies needed to realize a caring and environmentally cultured school, including (1). Vision and Mission of an Environmentally Caring and Cultured School. (2). School policies in developing Environmental Education. (3). Policies for the Improvement of Human Resources (HR) both for education and for education personnel in the field of environmental education. (4). School policies in terms of saving 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 the environment. The formulation of this policy involved several parties, both from schools, especially teachers, vice principals, the curriculum section, and the school committee. Furthermore, so that the implementation can be accepted by all parties, socialization is carried out to all parties in school.

3. Implementation of the Adiwiyata Program

According to Maryani (2016) the implementation of the Adiwiyata program is placed on two principles as follows: 1) Participatory, all school components must be involved in the whole process which includes planning, implementation and evaluation according to their respective responsibilities and roles; 2) Sustainable, all activities must be carried out in a planned and comprehensive manner. The Adiwiyata program has four indicators, namely: development of environmentally sound school policies, development of environmentally based curricula, development of participatory-based environmental activities, and development and or management of school support facilities that are environmentally friendly.

B. The Concept of Quality Education

1. The Concept of Quality

According to Hardjosoedarmo (2004: 49) generally said that quality is a characteristic of a product or service that is determined by the user or "customer". And obtained through process measurement as well as through continuous improvement. According to Prihantoro (2012) quality is part of all other business functions, such as marketing, human resources, finance, and others. In fact, quality investigation is a natural general cause for unifying business functions. Quality is a measure to state a value or thing in the form of an ideal standard to be achieved in a process. In producing quality products and services through various business functions and quality processes, it can affect performance in meeting customer expectations or satisfaction.

2. The Concept of Quality in Education

According to Azis (2017) the quality of education is two terms that come from quality and education, meaning that it refers to the quality of products produced by educational institutions or schools. It can be identified from the number of students who have achievements, both academic and other achievements, and graduates are relevant to the goal. Furthermore, according to Sopiati in Zazin's book (2011: 66) that the quality of education in a multidimensional manner includes aspects of the quality of inputs, processes and outputs. Therefore, the development of quality achievement must be holistic starting from the input, process and output. Thus, the quality of education is the quality of various educational institution services to students and teaching staff for the occurrence of a quality education process so that it will produce graduates who have the ability, skills and knowledge that are in accordance with the needs to enter the community.

Quality education can be seen in the value of student output or graduation in terms of ability, whether the student's ability is highly utilized in the workforce in the market and in accordance with predetermined criteria and requirements. As well as student achievement in each school that determines whether a quality school and quality of education will progress and develop. Not only in terms of student abilities but in the abilities of educators / staff in terms of quality development.

3. Integrated Quality Management in Education

The opinion on integrated quality in education by Franklin P. Schargel was quoted by Syafarudin (2002: 35) asserting that Total Quality Education is a process which involves focussing on meetings and exceeding customer expectations, continuous improvement, sharing responsibilities with employees, and reducing scrap and rework.

In this sense, integrated quality of education is understood as a process that involves focusing on satisfying the expectations of educational customers, continuous improvement, sharing of responsibilities with employees, and reducing remaining work and (reworking). In the context of application, the concept of integrated quality management for education is emphasized by Sallis as quoted by Zazin (2011: 57), namely "Quality Management is a philosophy improvement, which can provide any educational institution with a set of practical tools for meetings and exceeding present and future customers need, wants and expectations." Quality management in education can be described as "putting students first" or "school improvement program", which may be done more creatively and constructively.

Some of these concepts explain that the integrated quality management of education is a process of improving the quality of education in a sustainable, continuous, and integrated manner which is oriented towards achieving the satisfaction of customer expectations (students). In order to meet the expectations of education customers, gradually and continuously improve the quality of its graduates, supported by related components to improve the quality.

RESEARCH METODOLOGY

This research was qualitative method with a descriptive approach. opinion according to Zuriah (2006: 47) A qualitative descriptive approach is to describe all events and symptoms, fact³ systematically and accurately about the characteristics of the population. The focus of this research is the implementation of³ the Adiwiyata school program in improving the quality of education and its sub-focus on (1.) Adiwiyata school program policies in improving the quality of education in 7 (seven) elementary schools studied were researched independently by researchers on Adiwiyata, namely SDN Gonrong 4, SDN Sangiang Jaya, SDN Total Persada SDN 15 Tangerang³, SDN Tanah Tinggi 1 Tangerang City SDN Tanah Tinggi 3 Tangerang City, and SDI Al-Ikhlas. (2) Implementation of the Adiwiyata³ school program in improving the quality of education. (3.) The supporting and inhibiting factors for the implementation of the Adiwiyata school program in improving the quality of education.

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The location of this research was conducted at Tangerang city. Data collection procedures through observation, in-depth interviews, and documentation. The data sources were the school principal, the Adiwiyata team leader, the Adiwiyata team members and the teacher. This study uses data²⁵ analysis with an interactive model according to Miles and Huberman, cited by Muri Yusuf (2014: 407-409), namely: data reduction, data presentation, and conclusion (verification).

RESEARCH RESULT

1. Adiwiyata school program policy in improving the quality of education

The regulations that underlie the school policy of caring and having an environmental culture imp⁴ mented by the seven Adiwiyata Pilot Public Schools in Ta²ngerang include a joint Memorandum between the State Minister and the Minister of National Education No 0142 / U / 1996 and No. Kep 89 / MenLH / 5/1996, Joint Agreement between KemenLH and Depdiknas KEP 7 / MenLH / 06/2005 and No. 05 / VI / KB / 2005, Law No. 20 of 2003, RI L¹⁵ No. 32 of 2009 at the national level of school policies that care and have an environmental culture, Regulation of the Minister of Environment of the Republic²⁰ Indonesia Number 05 of 2013 concerning guidelines for implementing the Adiwiyata program and Government Regulation Number 19 of 2005 concerning National Education Standards. This is in accordance with the opinion of Ad⁴ (2014: 169) that schools in determining policies involve several parties. The policy regarding the Adiwiyata program is contained in the Decree of the State Ministry for the Environment which is then socialized to sc²⁸ ools in an effort to realize schools to care for and have a culture of the environment Decree Number: Kep.07 / MENLH / 06/2005 and Number: 05 / VI / KB / 2005 which in 2010 was designated for Heads of District and City Education Offices throughout Indonesia, the outline of which was an appeal for Environmental Education (PLH) to be implemented in schools from elementary to high school levels by integrating environmental material into curricular and extra-curricular activities for realizing an environmentally cultured school. Base³ on the component standards in the Adiwiyata program implementation guidelines, the Adiwiyata school program policy in improving the quality of education is spelled out in several policy provisions which include 1.) environmentally sound policies containing the vision, mission and objectives of environmentally based schools, 2.) School Policies in Implementing a Knowledgeable Curriculum Environment 3.) School Policy in Implementing Environmentally Friendly Curriculum and 4.) Procurement and management policies for environmentally friendly supporting facilities.

2. Im⁸plementation of Adiwiyata school programs in improving the quality of education

The implementation of the Adiwiyata school program has criteria seen from its component¹ and standards. The components include: (1.) Environmental policies include a curriculum that includes efforts to protect and manage the environment. This has been done by the Seven Adiwiyata Pilot Public Schools of Tangerang City by including environmental lessons in the school curriculum. Based on Fadel's opinion (2012: 22) that efforts to include environmental lessons in the school curriculum will provide a real role for the importance of the environment in national⁵ education. Other component standards in the environmentally sound policy regarding cash⁴ contain programs in the protection and management of the environment. Kota Tangerang has budgeted for environmental protection and management, which is 20% of the total school budget which comes from the central BOS funding source plus assistance from school committee funds and partnerships with external parties. This is in accordance with the provisions of the

Standard according to the Adiwiyata Program Implementation Guidelines based on the Regulation of ¹³ Minister of Environment of the Republic of Indonesia Number 05 of 2013 that the school has a budget for environmental protection and management ⁸ of 20% of the total school budget.

The second component concerns the implementation of an environment-based curriculum in which teachers or educators are competent so that in the development of quality learning related to the environment in the Seven Adiwiyata Pilot Public Schools in Tangerang City, active learning is integrated with the environment that educators or teachers in the Seventh Adiwiyata Pilot Public Schools in Tangerang City. developing learning related to the implementation of environment-based curriculum by raising local issues and global issues which are then applied in the lesson plans made by the teacher. According to Amri (2013: 57) in order to support the realization of a quality teaching and learning process in elementary schools, it is necessary to have professional and competent teachers who have five characteristics, namely: 1.) Mastering the curriculum, 2.) mastering all subject matter, 3.) skilled in using multi learning methods, 3.) have a high commitment to the task, 4.) have discipline in the broadest sense. Based on other component standards according to the ministry of the environment (2012: 14) in the Adiwiyata manual, students carry out learning activities about environmental protection and management, and students apply the environmental knowledge obtained to solve environmental problems in everyday life. Based on the findings of research at the Seven Adiwiyata Pilot Public Schools in Tangerang City, students have been able to apply the knowledge about the environment obtained in solving environmental problems such as solving local issues or global issues. The third component is participatory-based environmental protection activities.

³ 3. Supporting factors and obstacles to the implementation of the Adiwiyata School program in improving the quality of education ⁴

Supporting factors in the implementation of the Adiwiyata program at SDN Tanah Tinggi 3 Kota Tangerang include policies from the government, surrounding environmental conditions, participation and support of school residents, teacher capacity, adequate school budgets, and various types of activities carried out. The inhibiting factors include the lack of concern and participation of school members, the lack of teacher ability because some teachers are still constrained in terms of providing creative learning media and preparing environmental-based learning plans (RPP) and environmental conditions that are still lacking. supports such as there is still noise in the school area due to the location of the school near the highway so that the learning process can be disrupted.

DISCUSSION

Evaluation Context that contains school policies, this is reflected in the ¹ vision, mission and goals of the school. Based on the research findings, the vision, mission, and goals of the school were restated when the school joined the Adiwiyata Independent School program. Researchers formulate the formulation of program objectives, paying attention to the needs of: School needs; Community needs in the environmental sector; and Conformity with government development programs, especially in the environmental sector. This can be obtained from interviews conducted with school principals and vice principals.

Input evaluation includes, clear Adiwiyata program organizational structure and implementation, standard operating procedures in accordance with program objectives, specific and sustainable program funding allocations, facilities, regulations, guide lines that support the Adiwiyata program implementation, awards for program implementers, from interviews and data in the field can be found that each school evaluated has a clear organizational structure. This can be seen in the organizational structure displayed on the walls of the principal's room and the teacher's room. The organizational structure is shaped by considering the needs of the Adiwiyata program. The school has clear operational standards and has become a guide in program implementation. The school that is the object of this research has program guidelines that are disseminated to other schools that have an impact on the program or the target schools that will participate in implementing the Adiwiyata school program. In order for the program to run well, of course, it must be supported by funding. The budget allocation used in the administration of the Adiwiyata program comes from BOP funds or (Operational Costs) and BOS funds. As stated in the RKAS (School activity plan and budget).

CONCLUSION

The implementation of the Adiwiyata School Program studies at elementary schools in the city of Serang Banten related to the Adiwiyata school program policy, the implementation of the Adiwiyata school program, and the supporting and inhibiting factors for the implementation of the Adiwiyata school program which is implemented in 7 (seven) Tangerang City Primary Schools. The implementation is carried out based on each Adiwiyata component, namely; environmentally friendly school policies, environmentally based curricula, participatory-based environmental activities and management of environmentally friendly supporting facilities. In general, the Adiwiyata Program implementation in improving the quality of education in 7 (seven) Tangerang City Elementary Schools has been carried out properly according to the standards and plans that have been prepared and various Adiwiyata activity programs that have been launched so as to improve the quality of schools which have an impact on improving the quality of education.

The recommendation put forward is to increase the collaboration of all school members including the principal, school committee, parents, students, the community around the school, cleaners and canteen keepers and all students to be further improved because they have a very important role, to achieve the success of programs work that has been made. There are standards and plans that have been prepared and various Adiwiyata activity programs that have been launched so as to improve the quality of schools which have an impact on improving the quality of education.

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