



Implementation of the Adiwiyata School Program in Improving Environmental Care Character at SDN 2 Senawar School Musi Banyuasin Regency

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Abstract: SDN 2 Senawar School Receives an Award from the South Sumatra Provincial Environmental Service as an Environmental Education Center. In addition to having general school facilities, SDN 2 Senawar also has several facilities related to environmental management efforts. Most of these school facilities are well maintained and used as learning facilities for students. The results of the researcher's observations regarding the implementation of Adiwiyata at SDN 2 Senawar are seen from 18 indicators. The researcher used a checklist sheet to see the suitability of the implementation of Adiwiyata in the field with the assessment sheet that had been made by the researcher. The results of the observation obtained a total score of 87 at the South Sumatra Province level. This value shows that the implementation of Adiwiyata at SDN 2 Senawar is classified as good. This shows that 85% of the Adiwiyata implementation indicators have been implemented well. Evidence in the field also shows that SDN 2 Senawar strongly supports efforts to improve environmental behavior among students and school residents.

Keywords: School, Adiwiyata, SDN 2 Senawar

1. Introduction

Schools are formal educational institutions that systematically carry out guidance, teaching and/or training programs in order to help students to be able to develop their potential optimally, both regarding the moral, spiritual, emotional, social and physical-motor aspects [1] Human behavior is the main factor causing global environmental damage. This is because environmental awareness is still very minimal, especially

in Indonesia. One of the efforts made by the Indonesian government to improve environmental awareness is by holding Environmental Education (PLH) in the world of education. The emergence of PLH awareness began in 1975, at that time environmental education was linked to population and environmental education. This has been tested in 15 Elementary Schools (SD) in DKI Jakarta [2]. In 1986 PLH began to be integrated into the curriculum in

several Elementary, Middle, High and Vocational Schools throughout Indonesia. After being evaluated in 2002, the implementation was considered less successful due to several factors, including the absence of PLH standards, lack of coordination between schools and their teachers. Environmental education is one of the efforts to provide environmental knowledge among school students. This is intended with the assumption that if environmental knowledge increases, and will reduce environmental in the future. According to [3] stated that concept in i educational strategies, institution and knowledges. These three factors are related to each other. [4]. The Adiwiyata program can be implemented optimally since 2010 along with the new policy that replaced the previous policy between the No. 03 / MenLH / 02/2010. This was then strengthened again by the Regulation of the Minister of Environment Number 5 of 2013 concerning Guidelines for the Implementation environmental culture and sustainable.

Regulation Number 5 of 2013, the program objectives to be achieved is outlined in four main components, namely: (1) aware school policies; (2) environmentally based school curriculum; (3) participatory school activities; (4) friendly management of school supporting facilities and infrastructure.

Character formation through increasing awareness of the environment, both around the home environment and the school environment. [5] When environmentally caring character. Student character is influenced is social environment, community culture and national culture. One of the activities that has been implemented is environmental education. [6].

Adiwiyata is school residents so that they become individuals who have the character of caring for the environment in efforts to preserve the environment, which was agreed upon in collaboration [7] between the national education department and the state ministry of the environment. By implementing the Adiwiyata program, it will create school citizens, especially students who care and have an environmental culture [8].

Musi Banyuasin Regency area, schools that have succeeded in achieving the title of Adiwiyata School are one of them is SDN 2 Senawar, Bayung Lencir District, located at street H. Samaun RT.03 Dusun 2 Wonorejo

Village, Bayung Lencir District, Musi Banyuasin Regency. Previously, this school succeeded in achieving the title of adiwiyata school at the Musi Banyuasin district level which was given an award by the Environment Service (DLH) of Musi Banyuasin district in 2022. In 2023, this school won the title of adiwiyata school at the South Sumatra province level which was given an award by the Environment Service (DLH) South Sumatra province, and currently in 2024 SDN 2 Senawar is preparing to become a national level adiwiyata school.

Adiwiyata program activities at SDN 2 Senawar have introduced a culture of cleanliness which includes the school garden, classrooms, fields and all school environments. observations made by the school Seeing and knowing the process of implementing the Adiwiyata school program at SDN 2 Senawar, Bayung Lencir sub-district, Musi Banyuasin district in improving the character of caring for the environment, the researcher wishes to discuss the to improve the character caring is environment, relating to plan, implementation, evaluation. [9].

2 METHOD

2.1 Research

The research is descriptive and quantitative research in SDN 2 Senawar.

2.2. Location and time of research

The location used as the subject of this research is an area SDN 2 Senawar.



Figure.1 SDN 2 Senawar



Figure.3 Compos



Figure.2 Certificate of Adiwiyata



Figure.4 Eco enzyme

3. RESULT AND DISCUSSION

3.1. Discussion

This SDN 2 Senawar school then received an award from the Musi Banyuasin Regency and the South Sumatra Provincial as the Center for Environmental Education. In addition to having general school facilities, SDN 2 Senawar also has several facilities related to environmental management efforts, such as school gardens, compost gardens, toga gardens, biopores, separate trash bins, [10]. can be seen so on for picture 3 and 4.

Most of these school facilities are well maintained and used as learning facilities for students. The results of the researcher's observations regarding the implementation of Adiwiyata at SDN 2 Senawar were seen from 18 indicators. The researcher used a checklist sheet to see the suitability of the implementation of Adiwiyata in the field with the assessment sheet that had been made by the researcher. The results of the observation obtained a total score of 87 at the South Sumatra provincial level. This value shows that the implementation of Adiwiyata at SDN 2 Senawar is classified as good. This shows that 85% of the indicators for the implementation of Adiwiyata have been

implemented well. Evidence in the field also shows that SDN 2 Senawar strongly supports efforts to improve environmental care behavior among students and school residents.

Implementation of the Adiwiyata program with the formation of knowledge, attitudes and actions related to environmental care among students. In comparison, schools that do not implement Adiwiyata have different results, especially in terms of the level of knowledge and actions of students. Adiwiyata is a program that aims to create school citizens who are responsible for environmental protection and management efforts. This is in accordance with the theory of [11] that a high level of knowledge does not always encourage someone to behave environmentally. A good attitude does not necessarily reflect good actions or behavior. This is returned to the Triandhy Theory proposed by [12] and the theory of Kollmuss that the formation of environmentally conscious behavior is very complex because it involves interrelated internal and external factors, in addition to there are also factors that prevent someone from changing their behavior. Thus, to realize environmentally conscious behavior, it is not enough to involve only one aspect of change or certain parties (for example, schools only) to make changes but by considering all aspects involved and cooperation between all parties. On the other hand, current education has not been able to create individuals who can apply the values contained in Pancasila. In line with the theory of [13] that changing behavior requires a connection between thoughts, feelings, and spiritual encouragement. The values in the individualizing environmentally conscious behavior, the first principle, namely Belief in the Almighty God, has become a strong reason that encourages someone to be responsible for their environment.

The research described previously, the researcher provides a strategy to form environmentally conscious behavior aimed at several parties. strategy evaluation results at SD N 2 Senawat. Re-evaluation of the Adiwiyata achievement indicators that have been determined because based on the researcher's analysis, there are still several components that have weaknesses so that evaluation cannot be carried out [14]. Require all schools in Indonesia to implement the Adiwiyata program

because so far it has only been voluntary from the school, so there are still some schools that have not or do not want to participate in the Adiwiyata program. the existence of a policy to require all schools at all levels to implement the Adiwiyata program. Referring to Thriandhy's theory [15] the formation of behavior will be easier if supported by habit factors. Adiwiyata at the elementary school level will influence the habituation and instillation of knowledge and values related to environmental conservation. integration of spiritual and moral aspects in all learning. This applies in general, not only in environmental learning. This is also in line with the goals of national education that it is important to instill spiritual values in learning to realize a complete character. Researchers also agree [16] that this spiritual aspect will encourage humans to carry out activities according to their responsibilities as creatures of the Almighty God. Participate in providing positive knowledge and information related to PPLH efforts. This information should be provided intensively and continuously to the community through various media, ranging from TV, radio, internet and print media. Thus, the community will gain knowledge about the environment and understand what must be done to participate in maintaining the environment. According to this habit, it is good, because from an early age, caring for the environment will become insight and habits to preserve the environment for the better.

In graph 1, there is an increase in clean living habits through the Adiwiyata program at SD N 2 Senawar from 70 percent of students to 85 percent in 2024. This clean living behavior becomes a healthy living habit and makes school residents healthy and care about the environment.

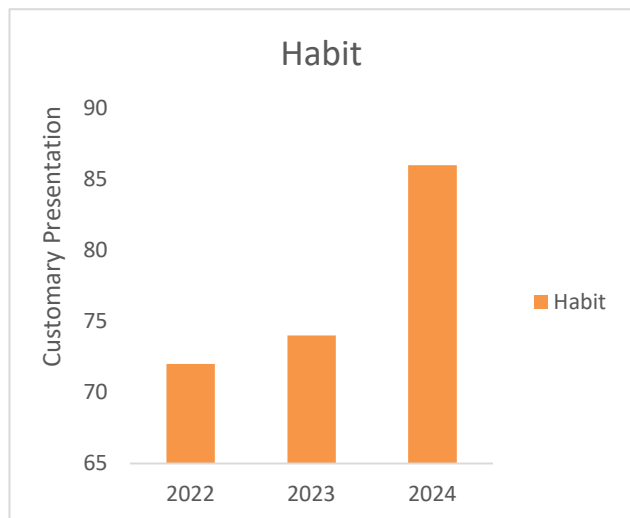


Figure.5 Habit

Should always maintain the achievement indicators of Adiwiyata so that its implementation continues to be maximized. Habits that integrate spiritual and moral aspects in all learning. Providing positive knowledge and information related to PPLH efforts through various media so that it can be utilized by all levels of society. All school residents actively participate in environmental conservation at sd n 2 senawar,

4. Conclusion

This study Sd n 2 which has implemented Adiwiyata should always maintain the achievement indicators of Adiwiyata so that its implementation continues to be maximized. Habits that integrate spiritual and moral aspects in all learning. Providing positive knowledge and information related to PPLH efforts through various media so that it can be utilized by all levels of society. All school residents actively participate in environmental conservation at sd n 2 senawar

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