

Raising School Members' Environmental Awareness through *Adiwiyata* Program

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Abstract: Education is a form of change or behavior establishment from old behavior to new behavior that is expected to be better. Environmental education is significantly carried out with the aim of fostering the community to be responsible for environmental problems. Hygiene and health of a school environment need to be achieved and supported by various parties, especially all school members as the people in charge. In line with that, the Ministry of Environment and the Ministry of National Education collaborate to run an environment-based school program which is called *Adiwiyata* (green school) Program. This program is a school assessment or evaluation award in creating an environment-based school. *Adiwiyata* program motivates every school to implement the principals of *Adiwiyata*. Most people in general prefer clean, neat and comfortable surroundings to live in. That kind of situation needs to be applied in a school environment. A school environment shall be clean, neat and comfortable during the teaching and learning activities since environment is one of the factors that contribute to the success of the teaching and learning process.

Keywords: *adiwiyata*, learning, living environment, education

1. Introduction

Nowadays environmental problems are widely discussed in many forums because changes in environmental conditions can pose a risk to human life. The risk comes from the global scale disaster such as global warming and local scale disasters such as flood, landslide, and others. Mitigation of environmental disasters can be done if the damaged environmental conditions are restored. Education is one of the fields that can be involved in maintaining and protecting the environment [1].

Education is a form of change or behavior establishment from old behavior to new behavior that is expected to be better. Environmental education is important to foster the community to become a responsible party in solving environmental problems. This is supported by the Ministry of Environment which states that the goal of environmental education is to encourage and provide opportunities for the community to obtain knowledge, skills and attitudes that can ultimately foster awareness and commitment to protect, improve and utilize the environment wisely, as well as create eco-friendly behavioral pattern, develop environmental ethics and improve quality of life [2].

In addition, the purpose of environmental education is to create an ideal environment in life. Environmental education that is applied in school is able to improve the cleanliness, regularity and comfort of school, thus it creates a comfortable learning atmosphere. Considering the importance of environmental education, the Ministry of Environment applies *Adiwiyata* program [3].

Adiwiyata or green school program is one of the programs of the Ministry of Environment in collaboration with the Ministry of National Education. It is aimed to encourage the knowledge and awareness of school members to preserve the

environment. In this program, every school member is expected to be involved in any activity relating to a healthy environment and to prevent negative environmental impacts.

Adiwiyata program will not run effectively without cooperation and participation of all school members. School members consist of teachers, students and school staffs. Through *Adiwiyata* program, it is hoped that a clean, comfortable and beautiful school environment can be created thus it can support the teaching and learning process. Besides, eco-friendly habits of school members are expected to be applied in another social life. The roles of school members are very significant in the process of implementing *Adiwiyata* program; therefore it is necessary to raise the awareness of all school members in supporting the program.

In order to raise the awareness of all school members about the surrounding environment, it is necessary to have an appropriate and efficient process. The awareness process needs to be done by increasing knowledge and understanding of the environment, as well as increasing skills in managing the environment through writing, lecturing, and concrete examples. Environmental education can be included in formal education subjects or in extra-curricular activity. The purpose of writing this journal is to find out a strategy to build a character of school members who care about the environment.

2. Method

The method of writing this journal was a literature study of various materials and documents related to "RAISING SCHOOL MEMBERS' ENVIRONMENTAL AWARENESS THROUGH ADIWIYATA PROGRAM". It was carried out based on reviews of materials, documents, and understanding of a development case in Pacitan Regency in supporting sustainable environmental management.

3. Results and Discussion

3.1. *Adiwiyata*-based School

Environment is everything that exists around living things; it influences and is being influenced by the activities of the living things. According to the Law on Environmental Management No. 23 of 1997, environment is the unity of space with all objects, power, circumstances, and living things including humans and their behavior, which affects the survival of life and the welfare of humans and other living beings.

Hygiene and health of a school environment can be realized by involving various parties, especially all the school members as the managers, and as the people who feel the class atmosphere as a form of togetherness between the worlds. In line with that, the Ministry of Environment and the Ministry of National Education collaborate to run an environment-based school program called *Adiwiyata* School. This program is a school competition in creating an environment-based school. *Adiwiyata* program motivates every school to implement the principals of *Adiwiyata*. Based on the Regulation of the Minister of Environment Number 02 of 2009, *Adiwiyata* Program is one of the national work programs managed by the Ministry of Environment in order to realize the development of environmental education.

The schools participating in *Adiwiyata* program are from public and private schools. In Malang City, SMPN 2 is one of the junior high schools that implements *Adiwiyata*. In implementing *Adiwiyata* program, SMPN 2 Malang creates innovations in school development. According to previous study, the innovations [4] were:

- a) Development of school policies to improve Human Resources who care about waste. In this case the teachers and school committee are committed to form an *Adiwiyata* school team;
- b) Development of waste management through a school subject. It consists of:
 - Development of waste management syllabus and subject plan with approaches, strategies, methods, and teaching techniques that involve students to be active in the lesson.
 - Development of waste treatment modules, handouts, and posters.
 - Extracurricular development of waste management by the presence of water remediation,
- c) Development of participatory-based waste management included:
 - all school members performing waste management activities in the school environment and
 - development of collaborative waste management through a good relationship with the waste shelter manager
- d) Improvement of the quality of the waste management facility such as provision of garbage bins in 30 classes

Adiwiyata program that contains the values of environmental education can be integrated through the application of motoric learning model in Natural Science (IPA) subject.

This model increases students' knowledge of the environment by 68.07% [5].

Then, *Adiwiyata* policy implementation program can also be done with the Grindle model. Grindle Model holds that the success of the policy implementation process to the achievement of results depends on the program activities that have been designed and sufficiently funded. The target of success in *Adiwiyata* is how to gain and develop knowledge, values, attitudes, behaviors and insights, as well as environmental problems of students and society. Besides, *Adiwiyata* is expected to improve the quality of human resources as implementers of sustainable development and environmental conservation. The program includes the strategies to implement policies for Environmental Education on "*Adiwiyata*" schools, and to initiate people's responsibility of the program. Related to the expected result, attempts to gain and develop knowledge, values, attitudes, behaviors and insights, as well as environmental problems of students and society based on vision, mission and goals are explicitly included in the concept of environmental education as a policy implemented in daily learning activities [6-8].

There are four applications for a comprehensive environmental education approach. First, environmental education is included in the school curriculum, local content, and priority of core values. Thus, school management has been reflected in the public policies such as in the implementation of environmental education programs. Second, environmental education is implemented through the formulation of the school's vision, mission, and goals. Third, there is an integration of environmental education with implementation of character education as internalization of teaching scenario and extracurricular activities. Fourth, the school management improves the quality of human resources as the implementers of sustainable development and environmental preservation policies. This is developed in collaboration with the Ministry of Environment, the Ministry of National Education, the Ministry of Health and related sectors for training activities, workshops and visit learning; for example, partnerships with public health analyst units to direct, supervise and facilitate school members to be familiar with waste management by using 5R principles, namely reducing, reusing, recycling, replacing, and replanting. Schools that participate in *Adiwiyata* try to be free of plastic waste by using plastic substitutes with organic materials, such as leaves. In addition, organic waste is processed into useful goods; SD Alam Pacitan has implemented a Waste Bank policy unit that is managed independently by its students. The elements in implementing environmental education program are the principal, vice principal, teachers, students, administrative staffs, and school committees [3, 7, 9]. For example, implementation of the policy living environment-based curriculum in *Adiwiyata* mandiri program at Public Elementary School Dinoyo 2 Malang was stipulated by the decision letter of principal.

3.2. Implication of the School Environment in the Teaching and Learning Process Atmosphere

A clean, neat and comfortable environment is one of the surroundings that people like to live in. That kind of situation

needs to be applied in a school environment. The school environment needs to be supportive so that it can contribute to the success of the teaching and learning process.

Based on several studies, high school graduates who received the award of "Adiwiyata School" in Madiun and Blitar implies that young generation participate actively in environmental conservation because of several factors such as self-awareness, family, close friends, satisfaction when doing environmental preservation, and desire to create a clean, comfortable environment that can support the learning atmosphere [11, 12].

4. Conclusion

Hygiene and health of a school environment need to be achieved and supported by various parties, especially all school members as the people in charge and as the people who feel the class atmosphere as a form of togetherness between the worlds. In line with that, the Ministry of Environment and the Ministry of National Education collaborate to run an environment-based school program called *Adiwiyata* School. This program is a school competition in which all of the school members try to create an environment-based school. *Adiwiyata* program motivates every school to implement *Adiwiyata* concept for the betterment of school environment. A clean, neat and comfortable environment is suitable for the people to live in. Therefore, that kind of situation needs to be applied in a school environment. A school environment shall be clean, neat and comfortable during the teaching and learning activities since environment is one of the factors that contribute to the success of the teaching and learning process.

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