

**Evaluation Of Adiwiyata Programs In Realizing  
School Of Care And Environmental Culture  
In SD Negeri Muntilan 3 Kecamatan Muntilan Kabupaten Magelang**

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**Abstract**

The purpose of this study is to: 1. evaluate the implementation of the adiwiyata program at SDN Muntilan 3, Muntilan District. 2. To find out how far the school has succeeded in managing the environment. The subjects of this study were elementary school students in grades IV and V, Principals, Teachers, and School Guards at Muntilan 3 Elementary School. The method used in this study was descriptive qualitative which revealed the application of the Adiwiyata program at Muntilan 3 Elementary School, Muntilan District. Data was collected using direct observation, interviews and documentation. The researcher conducted direct non-participant observation by coming to the location five times. Conduct open interviews with subjects to get more comprehensive information. The subject here is the primary data source. Researchers also study documents, such as school curriculum, adiwiyata administration books, extracurricular activity books, and activity photos, the data here is referred to as secondary data.

*Keywords: observation instrument, primary data, secondary data.*

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**Background**

In Law No. 32 of 2009 concerning Protection and Management of the Environment in the fourth point of article 65 states that everyone has the right and their respective roles in managing the environment. This means that whoever he is both the government and the community has an obligation to participate in environmental protection and management efforts.

Education is an important part in realizing one of the noble ideals of the Indonesian people, namely to educate the life of the nation. Through education the quality of Indonesian human resources can be improved, so that it will provide support for the implementation of development in Indonesia. This is in accordance with the national education goals as stated in the Law on National Education System Number 20 of 2003 namely, developing the potential of students to become human believers and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Education also greatly influences physical development, the power of the soul (mind, taste and will), social and human morality and is the most important tool to maintain oneself and maintain positive values. The effect of this education has an impact on increasing knowledge and skills and will help in forming a positive attitude.

Education also provides an opportunity for the community to carry out an action or experience that affects the growth or development of their soul, character, or physical abilities through educational institutions that intentionally transform their cultural heritage, namely knowledge, values and skills from generation to generation.

School is a community that consists of students, teachers, principals, and administration and employees which is one of the effective mediums for learning and awareness of school residents. So that individuals, ranging from teachers, students and workers are involved in efforts to stop the rate of environmental damage caused by human hands.

School as an educational institution and also a place for education for humans is the main target to be involved in efforts to manage the environment through implementation in every subject in the world of education. As stated in the National Education System Law Number 20 of 2003 which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have the spiritual power of religion, self-control, personality, intelligence, noble character, as well as skills needed by him, for the prosperity of society, nation, and state.

Formally environmental education is one of the rational alternatives for incorporating environmental education into the curriculum. Environmental education is one of the important factors in the success of environmental management and also becomes a very important tool in producing human resources that can implement the principle of sustainable development.

Understanding the importance of maintaining and preserving the environment so that its sustainability is maintained and that it becomes balanced in life on earth needs to be understood by humans and this understanding must be instilled for generations. Basic understanding of the importance of the environment must be understood by humans who are one of the living things that exist in this system have the ability to think and have a conscience to capture information, culture and technology (Soerjani, 2007: 2). Awareness of the importance of the environment needs to be instilled in humans and needs to be done early so that the values of love for the environment are embedded. It is hoped that with the embedded values of love for the environment will continue to increase knowledge and understanding of the importance of the environment so as to foster their awareness to be involved in protecting and preserving the environment.

Knowledge and understanding of the importance of the environment can be obtained through formal education, namely through the education bench but can also be obtained through non-formal education. Formal education is structured and tiered education consisting of basic education, secondary education and higher education. Non-formal education is a pathway to education outside formal education that can be

carried out in a structured and tiered manner; while informal education takes the form of education obtained through family and environment.

With the involvement of the school in this effort, the role of the government is very important to be a controller for the implementation of the program of understanding and knowledge of the environment in the school. Understanding of the environment has been included in one of the subjects based on an agreement between the Minister of Environment and the Minister of National Education in Decree number: Kep 07 / MENLH / 06/2005 - Number: 05 / VI / KB / 2005 concerning Development and Development.

The government in this case the Ministry of Environment continues to play its role by encouraging environmental education to be included in the school curriculum. Formally environmental education is one of the rational alternatives for incorporating environmental education into a monolithic curriculum.

In addition to PLH subjects as part of being integrated with existing subjects in the school, the Ministry of Environment in collaboration with the Ministry of Education and Culture encourages schools to create an environmentally-cultured school atmosphere by holding an Environment-Friendly School competition known as the Adiwiyata program. This program was launched in 2006 as a follow-up to the MoU on June 3, 2003 between the State Minister of Environment and the Minister of National Education. The Adiwiyata program was only started in 2006 and is devoted to Java because it is still at the stage of looking for a model for its criteria. However, since 2007 this program has been carried out thoroughly in each province in Indonesia (KLH, 2010).

Muntilan 3 Public Elementary School, Muntilan District, Magelang Regency is one of the Adiwiyata schools. This school has implemented environmental education monolithically as a subject of local content taught to students from class I to class VI. Therefore this study aims to evaluate the implementation of the Adiwiyata program policy in an effort to create a caring and cultured school in Muntilan 3 Elementary School, Muntilan District, Magelang Regency.

The expected results of this study are to obtain an overview of the implementation of the Adiwiyata program in Muntilan 3 Elementary School in depth and obtain information about the obstacles experienced by the school regarding the implementation of the Adiwiyata program. Based on the findings, it can be used to improve the implementation of the Adiwiyata program at Muntilan 3 Elementary School in Magelang Regency as a school that has the predicate Adiwiyata.

### **Research Methodology**

This research is a qualitative research that seeks to reveal how the implementation of the Adiwiyata program in the formation of student behavior towards environmental management. This research was conducted at Muntilan 3 Elementary School, Muntilan Subdistrict from April to October 2018. The research subjects were determined by means of "Purposive sampling", that is, the people who knew the most

about the Adiwiyata program consisting of (1) Principal, (2) Teacher (3) students (4) administrative staff, and school guards. Data revealed through primary data collected by means of interviews, observations on research subjects and secondary data obtained from school documentation, office of the Environmental Agency of Magelang Regency. Data were analyzed by means of data reduction, data presentation, and conclusion drawing.

### **Findings and Discussion**

From the results of research on the assessment of the Adiwiyata Program in an effort to realize an environmentally sound school in Muntilan 3 Elementary School, Muntilan District in terms of 4 (four) indicators, namely: (1) development of caring and environmentally friendly school policies; (2) development of environment-based curriculum; (3) development of participatory based activities; and (4) development and or management of supporting facilities for environmentally friendly schools.

- 1) Development of caring and environmentally friendly school policies already exists in SDN Muntilan 3. This can be seen from the following.
  - a) All school members understand the vision, mission and goals of a caring and cultured school.
  - b) The school policy of developing PLH learning has been contained in the curriculum structure that contains environmentally sound school policies
  - c) The policy to improve the capacity of educators in the PLH field has been carried out by participating in the Adiwiyata School pilot activity in Tamanagung Elementary School 4, Muntilan Subdistrict under the guidance of the Environmental Agency of Magelang Regency.
  - d) School policies in the effort to save natural resources (SDA) have been carried out, namely by making decrees and circulars on saving natural resources (water, electricity) and office stationery , appeals about saving energy and the slogans attached on every corner and wall of the school. Through the savings in the use of natural resources (electricity and water) and ATK, natural resources are not only spent on current generations, but must think about natural resource needs for future generations.
  - e) School policies that support the creation of a clean, healthy and beautiful school environment have been implemented in Muntilan 3 Elementary School
- 2) Development of Environmental Based Curriculum in Muntilan 3 Elementary School, among others:
  - a) Teaching PPLH material through extracurricular activities for all grade levels.
  - b) Using local issues, including the behavior of rural communities who dispose of garbage at times, the behavior of the Wonolelo housing community that is advanced in managing waste.
- 3) The development of participatory based activities at Muntilan 3 Elementary School is carried out by building partnerships with local entrepreneurs, building a community

of class groups, consisting of parents of students. Where the parents of these students have a lot of support for the adiwiyata program at this school.

- 4) Management and development of supporting facilities in Muntilan 3 Elementary Schools such as the use of rainwater for fish ponds, energy saving lighting arrangements, utilization of paper waste for letter covers.

### **Conclusion**

The implementation of the adiwiyata program at Muntilan 3 Public Elementary School in Muntilan Subdistrict, Magelang Regency has been well implemented. It is proven by school citizens who have implemented their vision, mission, and goals well. The curriculum has been arranged ideally as an environmentally sound school, has succeeded in building good cooperation with the community, and management and development of supporting facilities in Muntilan 3 SDN such as rainwater utilization fish pond, energy-saving classroom lighting, utilization of paper waste for letter covers.

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