

## ABSTRAK

### KONTRIBUSI PELAKSANAAN PROGRAM ADIWIYATA TERHADAP PEMBENTUKAN KARAKTER PEDULI LINGKUNGAN PESERTA DIDIK DI SMA ADIWIYATA KABUPATEN PANDEGLANG BANTEN

Oleh

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Program Adiwiyata dibentuk untuk membentuk dan mengembangkan karakter peduli lingkungan warga sekolah khususnya peserta didik, akan tetapi fenomena penelitian di sekolah yang menjadi subjek penelitian, masih terdapat pelanggaran-pelanggaran yang dilakukan oleh sebagian peserta didik yang mengindikasikan bahwa karakter peduli lingkungan sebagian peserta didik di sekolah Adiwiyata di Kabupaten Pandeglang masih lemah. Tujuan penelitian ini adalah mendeskripsikan pelaksanaan program Adiwiyata dan menghitung kontribusinya terhadap pembentukan karakter peduli lingkungan aspek kognitif, afektif dan psikomotor peserta didik di SMA Adiwiyata Kabupaten Pandeglang Banten. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif. Pengumpulan data menggunakan observasi, kuisisioner, wawancara mendalam dan dokumentasi, sedangkan teknik analisis data menggunakan uji koefisien korelasi, uji regresi berganda dan koefisien determinasi. Sekolah yang menjadi subjek pada penelitian ini adalah dua sekolah Adiwiyata dan satu sekolah non Adiwiyata di Kabupaten Pandeglang Banten dengan jumlah sampel keseluruhan sebanyak 325 responden. Hasil penelitian menunjukkan bahwa intensitas sekolah yang telah menerima predikat Adiwiyata lebih tinggi dibandingkan sekolah yang belum menerima predikat Adiwiyata. Intensitas pelaksanaan program Adiwiyata, manajemen sekolah yang baik, sarana prasarana pendukung memiliki kontribusi terhadap keberhasilan pembentukan dan pengembangan karakter peduli lingkungan peserta didik. Hasil perhitungan menunjukkan bahwa pelaksanaan program Adiwiyata memiliki kontribusi yang signifikan terhadap pembentukan karakter peduli lingkungan aspek kognitif, afektif dan psikomotor peserta didik, akan tetapi kontribusinya tidak seimbang terhadap ketiga aspek tersebut. Kontribusi pelaksanaan program Adiwiyata hanya tinggi terhadap aspek kognitif dan psikomotor, sedangkan aspek afektif rendah nilai kontribusinya. Berdasarkan hal tersebut, peneliti merekomendasikan agar pelaksanaan program Adiwiyata di sekolah dapat menyentuh dengan seimbang aspek kognitif, afektif dan psikomotor peserta didik. Sekolah yang telah menerima predikat Adiwiyata harus melakukan evaluasi terhadap kebijakan berwawasan lingkungan, baik dari segi perencanaan dan pelaksanaannya. Selanjutnya bagi sekolah calon Adiwiyata, evaluasi harus dilakukan pada aspek pelaksanaan kurikulum berbasis lingkungan dan kegiatan berbasis partisipatif.

**Kata Kunci:** Program Adiwiyata; Pendidikan Karakter; Karakter Peduli Lingkungan.

## **ABSTRACT**

### **THE CONTRIBUTION OF IMPLEMENTATION ADIWIYATA PROGRAM TO MAKE A CHARACTER CARE ABOUT THE ENVIROMENT IN SENIOR HIGH SCHOOL ADIWIYATA DISTRICT PANDEGLANG BANTEN**

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Adiwiyata program was formed to form and develop the environmental caring character of school residents, especially learners, but the phenomenon of research in schools that are the subject of research, there are still violations committed by some learners that indicate that the environmental caring character of learners at Adiwiyata school in Pandeglang Regency is still low. The purpose of this study is to describe the implementation of the program Adiwiyata and calculate its contribution to the formation of environmental-care characters cognitive, affective and psychomotor aspects of students in SMA Adiwiyata Pandeglang Banten regency. The method used in this research is quantitative descriptive. The collection of data through observation, questionnaire, interview and documentation, while data analysis techniques using correlation coefficient test, regression test and coefficient of determination. The school, which is the subject of this research are two schools and one school Adiwiyata non Adiwiyata in Pandeglang Banten with a total sample size was 325 respondents. The results showed that the intensity of the schools that have received the title of Adiwiyata higher than in schools that have not received the predicate Adiwiyata. The intensity of implementation Adiwiyata program, a good school management, supporting infrastructure has contributed to the success of the establishment and development of eco-character learners. Calculation shows that the implementation of Adiwiyata program have a significant contribution to formation of character environmentally cognitive, affective and psychomotor learners, but its contribution is not balanced on the three aspects. Contributions Adiwiyata program high only on cognitive and psychomotor aspects, while the affective aspects of low-value contribution. Based on this, the researchers recommended that the implementation of the program in the school Adiwiyata can touch with a balanced three aspects of learners. Schools that have received the title of Adiwiyata have to do an evaluation of environmental policies, both in terms of planning and implementation. Salanjunya for Adiwiyata candidate school, the evaluation must be done on the environmental aspects of the implementation of curriculum-based and participatory-based activities.

**Keywords:** Adiwiyata Program; Character building; Environmental Care characters.