



**THE IMPLEMENTATION OF ADIWIYATA PROGRAM
IN MAN 2 BANJARMASIN**

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Abstract : MAN 2 Banjarmasin was one of the adiwiyata schools in Banjarmasin. MAN 2 Banjarmasin had the program to preserve as adiwiyata schools. The objectives of the research were to analyze the school effort to preserve the adiwiyata school degree, to analyze the implementation of the adiwiyata program in MAN 2 Banjarmasin, and to evaluate the adiwiyata program obstacle in MAN 2 Banjarmasin. The method of research was qualitative. The respondent of research was head of the adiwiyata program in MAN 2 Banjarmasin. The result showed that MAN 2 Banjarmasin had implemented the adiwiyata program in form of environmental policy and curriculum. The school also had participatory environmental activities and environmentally friendly infrastructure. School efforts to preserve the adiwiyata degree were complementing the infrastructure, giving the punishment, and implementation of the program for all student and teacher. The program obstacle was waste management. The school was still not able to manage the waste. School continued to attempt the waste management; hence school could implement the adiwiyata program.

Keywords : Adiwiyata program, environment, implementation

1. INTRODUCTION

Adiwiyata is a program from the government to create environmental culture school and environmental care school (Lisdiana, et al, 2016; Jumadil, et al, 2015). Environmental education is a government effort to reduce environmental damage (Rahmah, et al, 2014). The *Adiwiyata* program is used to realize school citizens who are responsible for environmental efforts and control through good school governance to support sustainable development (Desfandi, 2015). *Adiwiyata* program applies the principles of educative, participatory, and sustainable. The components of *adiwiyata* program are policy school based on environment conception, curriculum school based on environment, policy school based on participatory aspects, and facilities and infrastructure aspect for environmentally friendly school supporting (Regulation of the Minister of Environment, 2013).

Adiwiyata indicator covers various aspects of both internal and external schools. The influence of *adiwiyata* program are the formation of school citizens' behavior such as education, environment, culture, and socio-economic. The advantages of *adiwiyata* program implementation are (1). Support the achievement of basic competency/competency standards and graduate



competency standards of primary and secondary education; (2). Improve the efficiency of the use of school operational funds through saving and reducing consumption from various resources and energy; (3). Creating the comfortable and conducive school; (4). Become a place of learning about the values of good and right maintenance and management of the environment for school residents and the surrounding community; (5). Efforts increasing to protect and to manage the environment through activities for control pollution controlling, damage controlling and environmental functions preserving in schools (Tim *Adiwiyata* Nasional, 2011).

Adiwiyata is easier applied in schools because the education environment is easier to learn and to apply knowledge and norms (Rahmah, et al, 2014). *Adiwiyata* program is the application of character education. Character education and environmental education listed in *adiwiyata* program are the planting of character values to school citizens which includes knowledge (cognitive), awareness or willingness (affective), and actions (psychomotor) to implement these values (Akhmadi, 2011; Jumadil, et al, 2016). *Adiwiyata* program combines learning and action, thus providing effective methods for changing behavior (Desfandi, 2014).

Creating an environmentally school is a school commitment to develop programs on environmental values into all school activities. The physical appearance of the school is arranged neatly so that it becomes a vehicle for learning for all school residents to behave wisely and to behave environmentally. A conducive school environment is needed to create a quality learning process (Ramdhani, 2017).

The creation of environmentally schools depends on students' awareness and responsibilities. Awareness and responsibility are determined by students' perceptions of their school environment. Positive value of student perceptions of the environment will cause the positive value of students' care (Sumarlin, et al, 2013). The fact in the field does not necessarily fully guarantee students' care for the environment. The contributing factor are low understanding of students about the concept of environmentally sound schools, low awareness of students about environmental conditions, lack of community participation, and lack of enthusiasm in the implementation of environmental education among teachers and school employees (Iswari and Utomo, 2017).

MAN 2 Banjarmasin is one of the schools active in the *adiwiyata* program. MAN 2 Banjarmasin started following *adiwiyata* in 2010. MAN 2 Banjarmasin has never won at the provincial or national level, but only able to reach the district level. Various kinds of efforts are carried out by schools to realize *adiwiyata* program activities at school. This school wishes to carry out environmentally schools. The school wishes to become provincial and national *adiwiyata* schools. Based on the background, the objectives of the study were to analyze the school effort to preserve *adiwiyata* School degree, to analyze the implementation of the *adiwiyata* program in MAN 2 Banjarmasin, and to evaluate *adiwiyata* obstacle program in MAN 2 Banjarmasin.

II. METHOD AND RESEARCH DESIGN

This research is a qualitative research. Secondary data obtained through observation, interviews and documentation. The interview activity was conducted on 12 September 2018 with the respondent being the person in charge of the *adiwiyata* program, Ervina Rahmadayanti, SP. Observations are made to observe the *adiwiyata* activities in school, both by students, and by



teachers. The documents used in this activity are syllabi and RPP. Data analysis of the group of data grouping, data reduction, data display, and conclusion drawing (Fatchan, 2015).

III. RESULTS AND DISCUSSIONS

Environmental policy standards on *adiwiyata* schools are the Education Unit level curriculum (*KTSP*) which contains policies to protect and to manage the environment, and school activity and budget plans (*RKAS*) that contain programs in environmental protection and management efforts. The implementation of the environment-based curriculum is an educator who has the competence in developing environmental learning activities, and students conduct learning activities on environmental protection and management.

Insights about the environment program have been carried out from school. According to the data obtained after conducting the interview, the head of *adiwiyata* program in MAN 2 Banjarmasin (Ervina Rahmadayanti, SP) said that "so far there are still many points that need to be addressed, not to mention because each point must be able to be applied in the classroom so that cooperation is needed. That is very much between teachers and students ". The respondent also said that "the program followed was the Environmental Seminar which was one of the requirements to participate in the *adiwiyata* Program Competition. Activities that have not been implemented as *adiwiyata* schools are environmental training, environmental workshops, and environmental dances". The school has published environmental articles by some students in class IX. Materials about the environment have been carried out periodically on several subjects whose fields are about matters that intersect with the environment.

Poorly maintained facilities and infrastructure in MAN 2 are school forests and green houses. Good maintained facilities and infrastructure are Waste Bank, drainage making, and environmentally friendly canteen. The results of the interview are "For now, there are several large places that are used as composting sites, so that the garbage is not disturbing and scattered everywhere". MAN 2 Model Banjarmasin also has a wide location and neat room arrangement like proper toilet placement. Environmental education in *adiwiyata* school is not only in the form of theory, but also in the form of entrenched practices, so that infrastructure is needed such three types of trash can, *biopori* equipment, composter, cleaning tools to support the formation of an environmentally friendly culture. The amount of infrastructure needed is not small, therefore it is necessary to take steps for achieving it (Hidayati, et al, 2014).



Figure 1. Vegetation in MAN 2 Banjarmasin



Figure 2. Green house in MAN 2 Banjarmasin

Figure 3. Trash can in MAN 2 Banjarmasin

The application of environmental education in MAN 2 has been applied to Geography subjects. The RPP on the geography subject was well structured, and the learning activities were good, there was an explanation session for the material from the teacher, there was a discussion session, and the presentation session from the students to the question and answer session.

The activities carried out to support the adiwiyata program are found in Table 1.

Table 1. Activities on MAN 2 Banjarmasin for adiwiyata program supporting

NO	Program	Implementer	Explanation
1	Waste Bank	Students	Carried out for one week
2	Clean Friday	Students and teachers	Carried out once a month, Friday or Saturday
3	Clean Award	Students and teachers	Carried out every 3 months

Adiwiyata programs in MAN 2 consists of Waste Bank, Clean Friday, and Clean Award. The waste bank is managed by the Student Council, where students from each class are required to deposit every garbage at 1 week. Garbage is collected in one place behind the school room. The Clean Friday program, this activity is always held between Friday and Saturday. This activity gets a large participation from each student, divided according to the room. This activity gets a large participation from each student, divided according to the room. Clean Award is an appreciation given to students who are able to maintain school cleanliness. Clean awards are held every three months given to the class with the cleanest class nominations. The school also provides gifts in the form of cleaning tools. Clean award activities can increase students' awareness and responsibility for school cleanliness maintaining. Maintenance of the environment is the responsibility of all in school, both through intra-curricular and extracurricular programs (Dasrita, 2016).





Figure 4. Healthy canteen in MAN 2 Banjarmasin

MAN 2 Banjarmasin began to follow *adhiwiyata* starting in 2010, but it was only able to reach the district level because there were several problems:

- a. *Adhiwiyata* school assessment is carried out during school holidays, so that the cleanliness of the school environment is poorly controlled
- b. There is a burning of garbage in schools even though the *adhiwiyata* program does not allow the burning of garbage
- c. Constraints on the waste bank program, due to delays for garbage transporting to the main waste bank
- d. The construction of school facilities makes the remains of building materials scattered everywhere and piled up.

IV. DISCUSSIONS AND RECOMMENDATIONS

Adhiwiyata activities have been implemented in MAN 2 Banjarmasin. Some activities that have been implemented are waste banks, clean Friday, and clean awards. Activities that have not been implemented as *adhiwiyata* schools are environmental training, environmental workshops, and environmental dances. Infrastructure facilities *adhiwiyata* program supporting are healthy canteens, drainage channels and garbage banks. Poorly maintenance infrastructure facilities are school forests and green houses. The curriculum on environmental education has been applied to geography subjects.

Adhiwiyata degree has influence student behavior and student knowledge about the environment. Student want to important role for environment maintaining (Rahman, et.al, 2017). The available of facilities and infrastructures apparently also support environmental learning (Novitantia, 2016). Student in MAN 2 Banjarmasin still have not all played an active role in environmental activity. MAN 2 Banjarmasin also has tried to complete environmental learning facilities and infrastructures, but it still cannot be fully implemented. The role of all parties in the school is very important to realize *Adhiwiyata School*.



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