Implementation of the Adiwiyata Program at Budi Luhur Primary School, Karang Tengah, Tangerang

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Abstract

This study aims to describe the implementation of the Adiwiyata program at SD Budi Luhur Karang Tengah Tangerang. This study uses a qualitative approach that uses interviews, observation, and documentation studies. This study’s data sources include principals, teachers, and students. In implementing the Adiwiyata program, schools make several activities that include environmental insight, implementation of an environment-based curriculum, participatory-based environmental activities, and setting up school facilities. In the preparation of the Adiwiyata program, there are short-term and long-term regulations in the RKAS. Meanwhile, in implementing the Adiwiyata program, SD Budi Luhur Karang Tengah Tangerang has carried out several activities, for example: (1). Planting a tree at the beginning of the 2022–2023 school year, (2). Literacy activity is carried out before the first lesson begins, (3). A Friday Activity program was held consisting of Faith Friday, Healthy Friday, Clean Friday, and Assembly, (4). Galon Kejajaran’s program, (5). No Plastic and Styrofoam Program, and (6). Ecobricks. The conclusion is that SD Budi Luhur Karang Tengah has carried out various activities including strategy, implementation, and separate programs to support and get the standard of Adiwiyata schools.

Key words: adiwiyata program

Introduction

The amount of damage that occurs in the environment is none other than human activities which result in many natural disasters such as those that often occur and have become customers in our environment, namely flooding every time it rains with a large amount of water due to the accumulation of garbage that is thrown carelessly, landslides that occur in the environment caused by illegal logging of trees in forests and illegal mining, global warming due to air pollution from vehicle fumes resulting in drought and forest fires. These events show that there is still a low level of human concern for the environment in which they are located. The low level of human concern for the environment has unwittingly become a human "lifestyle" since childhood and continues to be used to adulthood. This statement is supported by the facts of Akbar’s research (2011) that in several elementary schools in East Java there are still student behaviors that are not good and even unexpected towards their environment which shows that environmental care behavior in elementary school students is still low. Another study by Narut and Nardi (2019) in four elementary schools...
schools as a sample shows that although students have awareness and feelings related to environmental problems, their environmental care attitude is in a low category and does not appear in their daily behavior.

Based on Pasal 65 point keempat Undang-Undang Nomor 32 Tahun 2009 concerning Environmental Protection and Management, it is stated that:

“Everyone has the right and has a role in environmental management. In this case, educational institutions are also expected to be able to take part in participatory-based environmental management.”

One of the activities that can foster self-awareness and character values to care for the environment is through the Adiwiyata program. Kementerian Negara Lingkungan Hidup in 2006 launched Adiwiyata’s Program as a follow-up to the MoU Nomor: Kep.07/MENLH/06/2005 and No: 05/VI/KB/2005 concerning the guidance and development of the environment on June 3, 2005, between the State Minister of the Environment and the Minister of National Education. The Adiwiyata program is a form of environmental education implemented in schools. (Pelita dan Widodo, 2020)

The Adiwiyata program contains a variety of participatory-based activities that involve all school members to care for and protect the environment. The ideal Adiwiyata program requires a relatively long time to make careful and sustainable planning. Participatory-based environmental activities that have been carried out by SD Budi Luhur Karang Tengah to support and realize the Adiwiyata program include: (1). Planting a tree at the beginning of 2022-2023 school year, (2). Literacy activity is carried out before the first lesson begins, (3). A Friday Activity program was held consisting of Faith Friday, Healthy Friday, Clean Friday, and Assembly, (4). Galon Kejijuran’s program, (5). No Plastic and Styrofoam Program, and (6). Ecobricks.

Based on these reasons, this research will focus on the implementation of the Adiwiyata program implemented at SD Budi Luhur Karang Tengah, including the school’s strategy in achieving Adiwiyata schools, and implementing the Adiwiyata program for participatory-based environmental activities.

Methods

This study uses a qualitative approach with a descriptive type of research that aims to get an overview of the role of participatory-based Adiwiyata program implementation at SD Budi Luhur Karang Tengah and uses interviews, observations, and documentation studies. The data sources of this research are the principal, teachers, students, and all school members as well as documents related to the implementation of the participatory-based Adiwiyata program at SD Budi Luhur Karang Tengah. In addition, data collection is obtained from the review process of scientific journals obtained from literature such as scientific journals, books, essays, and other print media that are by the topic being studied.

Results & Discussion

Adiwiyata is one of the programs of the State Ministry of the Environment in the context of implementing a joint agreement between the State Minister of the Environment and the Minister of National Education No: 03/MENLH/02/2010. Minister of Environment Regulation Republik Indonesia No. 05 Tahun 2013 about Adiwiyata Program Implementation Guidelines on Pasal 1 also states that “Adiwiyata schools are schools that care and are environmentally cultured”. It also states that “The Adiwiyata Program is a program to create schools that care and are environmentally cultured.”

The National Level Adiwiyata Team in 2010 stated that Adiwiyata has an understanding or meaning as a good and ideal place where all knowledge and various norms and ethics can be obtained that can be the basis of human beings towards the creation of our welfare and towards the ideals of sustainable development.

In 2012 the National Adiwiyata Team, which was explained by the Ministry of Environment and the Ministry of National Education and Culture explained the purpose of the Adiwiyata program itself, namely realizing responsible school citizens in environmental protection and management efforts through good school governance to support sustainable development.

Therefore SD Budi Luhur Karang Tengah Tangerang in implementing the Adiwiyata program involves all school members. Where the Adiwiyata program is a shared responsibility of the school community, including parents of students and the community around the school. The participation of all school members aims to foster attitudes, behavior, and caring character towards the environment. One component of the program to achieve Adiwiyata implemented by SD Budi Luhur Karang Tengah Tangerang is participatory-based environmental activities.

The participatory-based Adiwiyata program is implemented by the participatory-based environmental activity standards that have been determined by the Ministry of Environment in collaboration with the Ministry of Education and Culture in the Adiwiyata guidebook (Deswari & Supardan, 2016). The guide explains that the standard of participatory-based environmental activities is carried out by carrying out planned environmental protection and management for all school members in various forms of activities. These activities can be in the form of habituation, example, and integrated coaching in learning or through routine activities. (Wardani, 2020)
Budi Luhur Elementary School, Karang Tengah, Tangerang has implemented a participatory-based Adiwiyata program by predetermined standards. There are six routine activities and have been carried out by SD Budi Luhur Karang Tengah Tangerang in implementing the Adiwiyata program.

**Figure 1.** Planting Trees Program at Beginning of the 2022–2023 School Year.

First, SD Budi Luhur Karang Tengah, Tangerang, carried out a Joint Tree Planting at the beginning of the 2022–2023 school year. In carrying out this program, students in grades 1 and 2 are each asked to bring one small-medium-sized plant. For grades 3 and 4, students, each brings a flower pot. And, grade 5 and 6 students bring planting media in the form of soil, fertilizer, or husk. Then the first planting program was carried out at the opening of the new school year 2022–2023 in the school field.

Second, SD Budi Luhur Karang Tengah Tangerang carries out literacy activities every day before the start of the first lesson in the classroom.

**Figure 2.** Literacy before starting the first lesson

Literacy is the ability to access, understand, and use something appropriately through reading, writing, listening, or speaking activities. (Budiarto, Triyono, & Suparman, 2018). According to Suyono, et al (2017) literacy is a skill related to reading, writing, and thinking activities that focus on improving the ability to understand critical, creative, and innovative information. In addition to reading and writing literacy can also be in the form of thinking activities by utilizing knowledge sources through technology. The implementation of the literacy program at SD Budi Luhur Karang Tengah Tangerang aims to improve students’ literacy skills which are integrated with the learning curriculum. The implementation of this literacy program is also by the efforts launched by the government in improving literacy skills by issuing Permendikbud No. 23 of 2015 concerning the Growth of Character. Third, SD Budi Luhur Karang Tengah Tangerang City held a Friday Activity program consisting of Faith Friday, Healthy Friday, Clean Friday, and Assembly.

**Faith Friday** is an activity program that is filled with religious activities of each religion. Budi Luhur Elementary School Karang Tengah has students with Islamic, Christian, Catholic, Hindu, and Buddhist backgrounds. Every Friday Faith activity, each student who has the same belief gathers in one room with their respective religious teachers to carry out their worship or religious activities.

**Healthy Friday** activities are held on the second week of every month. This Healthy Friday activity was filled with carrying out joint gymnastics which was attended by teachers and students.
The Clean Friday Program is held on the third week of every month. Where students are asked to clean their classrooms and also clean the facilities and environment available at the school. With the Clean Friday program, students are taught to be responsible for the cleanliness of themselves, their belongings, and the environment. Also teaches students to work together, and cooperate.

The fourth program contained in the Friday Activities is the Assembly which is held regularly on the fourth Friday of the week. This activity aims to develop students’ interests and talents and build students’ character. Allowing students to appear in public so that students can practice their self-confidence. This activity takes place in the form of performing arts such as dancing, singing, poetry, ballet, and others.

Fourth, there is the Galon Kejujuran's Program. This program is one of the programs that is also related to the No Plastic and Styrofoam program. Students can fill their drinking bottles through the dispenser provided and then put some money in a transparent box located next to the dispenser as a reward.

Fifth is the No Plastic and Styrofoam Program. The composition of waste generated from human activities is an organic waste of as much as 60–70% and the rest is a non-organic waste of 30–40%, meanwhile from the non-organic waste the composition of the second largest waste, which is 14%, is plastic waste. Most plastic waste is the type of plastic bag or crackle bag other than plastic packaging. Jambeck, 2015 states that Indonesia is ranked second in the world after China produces 187.2 million tons of plastic waste in its waters. This is related to data from the Ministry of Environment and Forestry which states that plastic produced from 100 shops or members of the Indonesian Retail Entrepreneurs Association (APRINDO) in just 1 year has reached 10.95 million pieces of plastic bag waste. This amount is equivalent to an area of 65.7 hectares of plastic bags. (Purwaningrum. P, 2016)

With the above statement, Budi Luhur Elementary School is immediately "literate" with the environmental conditions, especially the surrounding environment that can be reached and carried out by students at Budi Luhur Elementary School, Karang Tengah. The students were asked not to bring their lunch to school using plastic packaging, even if it was in the form of snacks.
And sixth Ecobrick programs. The word eco brick itself comes from the word "Eco" which means environment and "brick" which means brick which when combined generally means to become an environmentally friendly brick. (KKP, 2019) Ecobricks are plastic bottles that are filled solidly with non-biological waste to make reusable building blocks. (KKP, 2019)

Ecobrick is another alternative to recycling and using plastic waste to make a craft. If there are students who bring snacks with wrappers, the plastic wraps of the snacks must be put in the plastic bottles that they each brought from home.
Conclusion

The implementation of the participatory-based Adiwiyata program at SD Budi Luhur Karang Tengah was carried out by involving all school members, including principals, teachers, cleaning services, students, and parents of students. The implementation of the Adiwiyata program at SD Budi Luhur Karang Tengah is by the standards of participatory-based environmental activities through several types of program activities, namely: (1) Planting a tree together at the beginning of the 2022-2023 school year, (2) Literacy activities are carried out before the first lesson begins, (3) A Friday Activity program was held consisting of Faith Friday, Healthy Friday, Clean Friday, and Assembly, (4). Honesty Gallon Program, (5). No Plastic and Styrofoam Program, and (6). Ecobricks.

This participatory-based Adiwiyata program in addition to aiming to care for the environment also aims to cultivate character values in students, namely: students care about the surrounding environment and issues about global warming, students can work together and work together, students can be independent, creative, and discipline, students can be responsible and more religious.

References


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