LEADERSHIP OF THE SCHOOL PRINCIPLE IN MANAGING THE ADIWIYATA PROGRAM

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ABSTRACT

This article aims to analyze the leadership of the principal in managing the Adiwiyata program in terms of the rules used at SDN Sangiang Jaya. To analyze the principal's leadership competence in managing the Adiwiyata program at SDN Sangiang Jaya. Analyzing the process of forming a superior Adiwiyata program in the scope, school activities, work procedures and social interaction at SDN Sangiang Jaya. Analyzing the environmental conditions of the principal's leadership in managing the Adiwiyata program at SDN Sangiang Jaya. Analyzing the quality of the principal's leadership work in managing the Adiwiyata program at SDN Sangiang Jaya. This research method is a qualitative description with the content analysis approach, data collection with observation of participation, in -depth interviews and documentation. The results of the study are 1. Analyze the leadership of the principal in managing the Adiwiyata program in terms of the rules used at SDN Sangiang Jaya, 2 analyzed the principal's leadership competency in managing the Adiwiyata program at SD NEGERI SANGIANG JAYA.3 Analyzing the process of forming the Adiwiyata Superior program in the scope, School activities, work procedures and social interaction at SDN Sangiang Jaya. 4. Analyze the environmental conditions of the principal's leadership in managing the Adiwiyata program at SDN Sangiang Jaya. 5. To analyze the quality of the principal's leadership work in managing the Adiwiyata program at SDN Sangiang Jaya. So the leadership of the Principal at SD Negeri Sangiang Jaya in managing the Adiwiyata program is in accordance with the applicable rules

Keywords: teacher work ethic, leadership, work environment, work discipline

INTRODUCTION

Sangiang Jaya Public Elementary School, Periuk subdistrict, Tangerang city. In 2015, he won the National Adiwiyata award and received an award from the Ministry of Environment and Forestry. Sangiang Jaya Elementary School succeeded in representing the City of Tangerang after previously successfully passing through various stages such as administration to checking conditions in the field starting from the city, provincial level until it finally became one of the best at the national level. SD Negeri Sangiang Jaya always makes improvements and improvements every time they get input from the various stages they go through. And now SD Negeri Sangiang Jaya has entered independent adiwiyata. That from the desire to form and improve attitudes and behavior that cares about the environment and the surrounding community, schools are aware of their role in imparting knowledge

and teaching students about the environment

The Adiwiyata program is one of the programs of the Ministry of Environment of the Republic of Indonesia in order to encourage the creation of knowledge and awareness among school residents in environmental preservation (Hastuti et al., 2021). The Adiwiyata program that applies in Tangerang City is one of the efforts to preserve the environment. while trying to instill noble values Pancasila. The Adiwiyata Program upholds the noble values of Pancasila including; values of Divinity, Humanity, Unity, Democracy and Justice. The Adiwiyata program does not conflict with Pancasila, but seeks to instill the noble values of Pancasila. The Adiwiyata program is one of the ministry of environment's programs in order to encourage the creation of knowledge and awareness of school members in efforts to preserve the environment (Hatika et al., 2019).

Garbage is the residue of a business or activity (human) in solid form either in the form of organic or inorganic substances that are biodegradable or non-biodegradable and are considered useless (Syafi'ah & Sandy, 2021). Problems related to waste management that schools face in participating in the Adiwiyata program such as a lack of understanding about waste, school residents don't care about waste, there are still those who throw garbage carelessly (Febriani et al., 2020).

The benefits of the Adiwiyata program for students at SD Negeri Sangiang Jaya are to raise awareness for the environment and understand how important it is to maintain a good environment. Sangiang Jaya Public Elementary School is one of the schools that has implemented the Adiwiyata program since 2014. In implementing the Adiwiyata program, schools carry out activities related to the program, including waste management, clean water management, land management, maintenance of ornamental plants, and maintenance of toga plants and even RPP (Learning Implementation Plan) has been integrated with the Environment (LH).

The implementation of the Adiwiyata program is mandated by Law number 32 of 2009 concerning environmental protection and management (Zerizghy et al., 2009). Follow up on Regulation of the State Minister for the Environment number 5 of 2013 concerning guidelines for the implementation of the Adiwiyata program (Ministry of Environment of the Republic of Indonesia, 2014). The reference for the adiwiyata program in Tangerang City is the Minister of Environment Number 5 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program. Tangerang Mayor H. Arif R Wismansyah appealed to all elementary and junior high schools to implement the Adiwiyata school program. The Mayor of Tangerang wants to shape every elementary and junior high school into a caring and environmentally cultured school that is able to participate in and carry out environmental conservation and sustainable development efforts for the benefit of present and future generations. The mayor of Tangerang requires the Adiwiyata school program, with this program he wants to develop an environment-based school. Through Adiwiyata schools it is not limited to making the school environment clean, green and comfortable, but also trying to build awareness of the environment from an early age in children.

The school principal has a strategic role in advancing the school which begins with planning, organizing, implementing, monitoring and evaluating activities (Elvira, 2020). The principal is strategic position that not everyone will be able to carry out. Skills and dexterity in leading a school are key in determining the progress and success of a school as an educational institution. To carry out additional duties as a school principal, teachers must have intellectual, emotional, spiritual and social abilities and capacities. These abilities will greatly influence the effectiveness of his leadership. While the depth of knowledge, breadth of mind, authority and communication relations will bring about significant changes in the management of the school which is his responsibility.

Based on Permendikbud Number 13 of 2007 there are 5 basic competencies that must be mastered by school principals if they want to maintain the quality of their schools to continue to run well and improve the quality of students in the schools they lead. There are 5 competencies that school principals must have, namely personality competencies, managerial competencies, entrepreneurial competencies,

supervision competencies, social competencies (Juandi, 2019).

Pancasila can be the basis of unique character education in Indonesia, with a focus on diversity, tolerance and social justice. The diversity of values in Pancasila is the basic capital of character education.

METHOD

In this research, the author uses qualitative methods because he can observe, ask questions directly about natural things as Sugiyono said that qualitative research is research whose object is natural, where the researcher is the key instrument, inductive data collection techniques and the results of the research emphasize meaning (Sugiono, 2013). The research procedure was carried out through the following stages:

1. The pre-field stage is the activities carried out in qualitative research in the pre-field stage, namely compiling a research design, choosing a research field, arranging research permits, conducting field surveys, selecting informants, preparing research equipment and ethics in conducting research.

2. The field work stage, namely the research stage with procedures: understanding the research background, entering the field, participating while collecting data. Activities at this stage, the researcher collects data from the subject (source of information) according to the research object by understanding the situation and conditions of the research field

3. Data analysis stage. After the data has been successfully collected from observations, interviews and documentation, the next step is to group the data according to the theme and then proceed with data analysis.

FINDINGS AND DISCUSSION

1. The principal's leadership in managing the adiwiyata program is reviewed from the rules used at SDN Sangiang Jaya. The Principal of SDN Sangiang Jaya in managing the adiwiyata program in accordance with the regulations in force in the city of Tangerang. The legal basis for Law number 32 of 2009 concerning Environmental Protection and Management. Environmental Regulation No 5 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program.

2. Principal's leadership competency in managing the adiwiyata program at SDN Sangiang Jaya.

Principal of SDN Sangiang Jaya in managing the adiwiyata program is seen from leadership competence in accordance with the regulation of the Minister of National Education number 13 of 2007. Personality competence is the ability of school principals to behave well as role models for all, both at school and in society. Managerial competence, namely the ability of school principals to manage school resources with program planning, program implementation, control and evaluation as well as follow-up programs involving teachers, education staff, students, school committees, partnerships and the wider community so as to ensure the smooth running, safety, welfare and progress of the school .

The principal of Sangiang Jaya Elementary School in carrying out entrepreneurial competencies is by innovating to create productive economic activities for schools, both as learning media and as small and medium economic enterprises such as school canteens, school cooperatives whose results help reduce the burden of school fees as well as increase the welfare of teachers and employees. Supervision competence, namely the ability practiced by the principal to carry out the educational function as well as the supervisory function for coaching so that the learning activities carried out by the teacher can be known about the progress and to facilitate the planning of follow-up programs on learning material.

3. The process of establishing a superior adiwiyata program in terms of scope, school activities, work procedures and social interactions at SDN Sangiang Jaya. At SDN Sangiang Jaya the legal basis for program development is Law number 20 of 2003 concerning the national education system, article 4 that management of education funds is based on the principles of fairness, efficiency, transparency and public accountability. Government Regulation number 19 of 2005 concerning National Education standards article 53 that each education unit is managed on the basis of an annual work plan which is a detailed elaboration of the plan.

4. The quality of the principal's leadership work in managing the adiwiyata program at SDN Sangiang Jaya?
   The leadership of the principal at SDN Sangiang Jaya is very good and the quality of work is very good.
   a. Happy for a change. He likes to make changes for the sake of students and for the betterment of his teacher. He consistently oversees change and is an example of someone who is the first to change. He is a person who is aware and quick to make decisions in changes because he is aware that good changes must be intended if you do not want to lose opportunities.
   b. Be proactive and enjoy creating opportunities. Because whether there is an opportunity depends on someone's point of view. To his teachers he became an example in being proactive and avoiding procrastinating solving problems because it would be a big thing and have an impact on the integrity of the teaching and learning process at school.
   c. Have good communication skills and be careful when issuing statements. It is not only public officials who must be careful in issuing statement sentences. The principal must also think long before issuing a statement so that a conducive atmosphere is maintained at school.
   d. Love the teachers. A good headmaster is also a good teacher because he was also a teacher before. All of its policies will culminate in efforts to make teachers feel at home and create a conducive school climate and positive work atmosphere.
   e. Enjoy using social media. Principals who still look cynically at their teachers who are active on social media are old school principals and out of date. It is he who should view social media as an effective medium for learning, communicating and becoming his partner in leading.
   f. Prioritize the learning process. The learning I mean is not just concentrating on tests and national exams but also dividing equal attention on other aspects such as aspects of sports and the arts. A good school is a school that can balance academic aspects and aspects of students' interests and talents.
   g. Like to drive around and control. The principal will lose the opportunity to find out about the latest developments in his school if he just sits in his room.
   h. Appreciate the backgrounds of families who entrust their children to go to school where he leads. The principal is a picture of the way the school respects other people who are different. Every individual has an equal opportunity to change for the better. If he is quick to be sarcastic and judgmental, it will be difficult for him to establish a good relationship with the student's parents.
   i. Respect for supervisors from the Ministry of National Education while still providing references to knowledge from other sources. Principals who come from schools that are superior and of good quality quickly have judgments that demean supervisors from the Department of Education simply because of different knowledge or ways of working. On the other hand, schools that are just developing are sometimes trapped into agreeing so much with whatever supervisors say without having other references for comparison.

CONCLUSION

Based on the results of the research and discussion that has been presented regarding the leadership of the school principal in managing the adiwiyata program, it can be concluded:

1. The principal's leadership in managing the adiwiyata program in terms of the rules used is the legal basis of Law number 32 of 2009 concerning environmental protection and management. Environmental regulation number 3 of 2013 concerning guidelines for the implementation of the adiwiyata program.
2. The leadership competence of school principals in managing the adiwiyata program is according to the regulation of the Minister of National Education number 13 of 2007 there are five competency standards for school principals namely personality competence, managerial competence, entrepreneurial competence, supervision competence and social competence.
3. The process of establishing the superior adiwiyata program within the scope of work procedure activities and social interaction is based on Law number 20 of 2003 concerning the national education system article 4 that management of education funds is based on the principles of fairness, efficiency, transparency and public accountability. Socialization of LHK Regulations No. 52 and 53 of 2019 concerning the Caring and Cultured Environment Movement in schools.
4. The quality of the principal's leadership work in managing the adiwiyata program is that the leadership of the principal at SDN Sangiang Jaya is very good and the quality of work is very good.

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