

ADIWIYATA PROGRAM IMPLEMENTATION EVALUATION

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ABSTRACT

The purpose of this research is to find out and evaluate how the implementation and success of the Adiwiyata Program which has been implemented by the Pasar Baru 1 Elementary School in Tangerang, Banten, using the Discrepancy Evaluation Model. The research method used a qualitative approach, namely by obtaining data scientifically including data collection through interview, observation, and documentation techniques. Resource persons in this study consisted of the principal, committee, Adiwiyata team and teachers. The results of the research can be concluded as follows: (1) The vision, mission and objectives of the Pasar Baru 1 Elementary School, Tangerang City, Banten are in accordance with the policy foundation of the government standard criteria (2) Readiness of human resources in compiling and designing learning related to PPLH in part has met the criteria contained in the Adiwiyata program standard (3) The Adiwiyata Program Implementation Process at the Pasar Baru 1 Elementary School, Tangerang City, Banten has been going well, namely school members are actively involved in the implementation of the Adiwiyata program (4) Achievement of the results of program implementation Adiwiyata, namely Pasar Baru 1. The implementation of the Adiwiyata Program in this school has been quite good in instilling a caring character for the environment in school members, although there are gaps in several indicators of the success of the Adiwiyata Program.

Keywords: *Program Implementation, Adiwiyata, PPLH*

INTRODUCTION

The execution of the Adiwiyata school is an essential decision and exertion in the accomplishment of the manageable public advancement program. Through the execution of this school model, responsibility, mindfulness and obligation will be worked between school individuals, school panels, parent gatherings, and different gatherings associated with the school climate (Stakeholders) to effectively take part in ensuring, keeping up with, and protecting the climate. As an institution, Adiwiyata school is expected to be the right and ideal medium to educate and instill a positive and strategic culture in changing people's mindsets in protecting and managing the environment.

The Adiwiyata program is one of the projects of the State Ministry of the Environment to energize the production of information and consciousness of school inhabitants in natural protection endeavors. In its execution, the State Ministry of the Environment, in a joint effort with partners, carried out the Adiwiyata Program with the expectation of welcoming school occupants to do the educating and learning measure on ecological materials and partake in saving and securing the climate in schools and their environmental factors (Wahyuningtyas et al., 2013). The Adiwiyata program in executing the personality of really focusing on the climate can be seen from the meaning of education itself, education is the foundation for building the next generation and as environmental protection that can form norms and can produce good values and behavior (National & Unikama, 2019).

Environmentally-minded schools (Adiwiyata) not only appear physically green or shady schools, but the form of schools that have educational programs and activities leads to awareness of school residents towards the environment. Adiwiyata School has the characteristics of a school that is comfortable and environmentally cultured, implements an environmentally friendly curriculum, reduces the use of electricity, water, stationery and of course always maintains cleanliness and makes efforts to manage the environment.

The Public Elementary School (SDN) Pasar Baru 1 Tangerang City, Banten is one of the schools that participated in the Adiwiyata Program, the school has received an award in the form of a City/Regency Charter in 2013 and the Provincial level in 2016. The stages that are fulfilled are, as follows: 1) Environmental Policy, 2) Implementation of Environmental-Based Curriculum, 3) Participatory-Based Environmental Activities, and 4) Management of harmless to the ecosystem supporting offices.

Pasar Baru 1 Public Elementary School, Tangerang City, Banten, has tried to instill the habit of school residents in maintaining and preserving the environment, school residents are also required to maintain the cleanliness and beauty of the school, but in the process it still looks less disciplined in the sense that it has not fully formed habituation towards students and school residents to preserve the environment. This shows that the Adiwiyata Program is just a discourse from the Ministry of the Environment, but there is no visible formation of habituation to students and school residents, but for now the Adiwiyata program seems only for competitions and when there is an examination, it is not a sustainable development program.

The behavior of caring for the environment is still very minimal among the community and among students, one of the efforts to shape environmental care behavior among students is by implementing the Adiwiyata program through formal education at all school levels. The problem is that the implementation of the Adiwiyata program which has been implemented at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten, has not guaranteed the formation of environmentally caring behavior towards school residents. Therefore, the implementation of the Adiwiyata Program Implementation Evaluation is expected to improve and build the attitudes and behavior of school residents to care about the environment.

Etymologically evaluation comes from English, namely evaluation from the root word value which means value or price. Value in Arabic is called al-qiamah or al-taqdir' which means assessment (evaluation). Meanwhile, literally, educational evaluation in Arabic is often referred to as al-taqdir al-tarbiyah which is defined as an assessment in the field of education or an assessment of matters relating to educational activities (Mahirah B, 2017).

Understanding Program Evaluation according (Sudjana, 2014) suggests that "evaluation is the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives". According to Alkin, program assessment is a cycle identified with the arrangement of different choice regions through the choice of fitting data, information assortment and investigation, and detailing that is valuable for chiefs in deciding different elective choices for deciding. Meanwhile, according to (Lazwardi, 2017), program evaluation is a method to determine the performance of a program by comparing it with predetermined criteria or goals to be achieved with the results achieved.

Ecological Education in Indonesia hosts been sought after by different gatherings since the mid 1970s, so far the execution of Environmental Education is completed by each Environmental Education actor separately so that its implementation is not optimal. Environmental Education (PLH) was born because of the concerns of thinkers in the field of environmental science and education on the phenomena of environmental damage which are increasing day by day. The main cause of environmental damage is human behavior which is based on a wrong perspective on the environment. Natural instruction is one of the endeavors to give ecological information among school understudies and the local area. This is shown by the presumption that if information about the climate increments, natural consideration conduct will likewise increment and will decrease ecological harm later on.

According to (Sudjoko, et al, 2015) Environmental Education (PLH) is a push to change conduct and mentalities did by different gatherings or components of society which plans to expand information, abilities, and public mindfulness about natural qualities and ecological issues. which thusly can move the local area to assume a functioning part in natural protection and wellbeing to assist present and

people in the future.

The Adiwiyata program in Indonesia was launched by the Ministry of Environment since 2005 for the island of Java. Initially, the Adiwiyata Program was the result of the collaboration between the Ministry of Environment and the Ministry of National Education as stated in the Joint Agreement Number: Kep 07/MENLH/06/2005 and Number: 05/VI/KB/2005. Now, the program is still ongoing by involving schools that care about the environment. In essence, Adiwiyata School is a school that embodies the Education Unit Level Curriculum (KTSP), (Gazali, 2016a). The Adiwiyata program can be implemented optimally since 2010 in line with a new policy that replaces the previous policy between the Minister of Environment and the Minister of National Education through a joint agreement Number: 03/MenLH/02/2010. This was further strengthened by the Minister of Environment Regulation (Permen) Number 5 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program (Iswari & Utomo, 2017).

The Adiwiyata program is one of the projects of the State Ministry of the Environment to empower the production of information and familiarity with school occupants with an end goal to save the climate and manageable improvement to help present and people in the future. The Adiwiyata program is carried out to acknowledge dependable younger students with an end goal to ensure and deal with the climate through great school administration to help feasible turn of events (Fadlilah and Ngabekti, 2018). In this program, it is trusted that each school part will be engaged with school exercises towards a solid climate and keep away from negative natural effects. To accomplish the objectives of the Adiwiyata Program, the Minister of the Environment has decided four parts that become a bound together entire in accomplishing Adiwiyata schools. The four segments are: (1) Development of Environmentally Friendly School Policies, (2) Development of Environmentally Based Curriculum, (3) Development of Participatory Based Activities, (4) Management of Environmentally Friendly School Supporting Facilities and Infrastructure

METHOD

Evaluation of Adiwiyata Program Implementation is an evaluative research. Therefore, to get complete, in-depth data and give the right answer to the problem to be studied, using a qualitative approach method. In simple terms, qualitative research aims to find answers to a phenomenon or question through the application of scientific procedures systematically using a qualitative approach.

Through this qualitative approach, it is hoped that the evaluator can describe the environmental conditions with the implementation of the Adiwiyata Program at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten. The purpose of this research is to find out and evaluate how the implementation and success of the Adiwiyata School Program which has been implemented by the Pasar Baru 1 Public Elementary School, Tangerang City, Banten. Based on the problems that have been formulated, the operational objectives to be achieved in the research include: (1) Knowing the policy basis for implementing the Adiwiyata Program at Pasar Baru 1 Elementary School, Tangerang City, Banten, (2) Knowing the readiness of human resources in implementing the Adiwiyata Program. at the Pasar Baru 1 Public Elementary School in Tangerang Banten, (3) Knowing the process of implementing the Adiwiyata Program at the Pasar Baru 1 Public Elementary School in Tangerang, Banten, (4) Knowing the achievement of results and follow-up of the Adiwiyata Program Implementation at the Pasar Baru State Elementary School 1 Tangerang City, Banten.

This research was conducted at Pasar Baru 1 Public Elementary School, Tangerang City, Banten, which is located on Jl. KS. Tubun No. 48 Koang Jaya Village, Karawaci District, Tangerang City. Techniques and procedures for data collection through interviews, observation and documentation. The data sources are the principal, the head of the school committee, the adiwiyata team and teachers. This study uses data analysis with an interactive model according to Miles and Huberman which includes data collection, data reduction, data presentation and conclusions (verification).

FINDINGS AND DISCUSSION

1. Policy basis for Adiwiyata Program Implementation at Pasar Baru 1 Public Elementary School, Tangerang City, Banten

At Pasar Baru 1 Public Elementary School, Tangerang City, Banten, it has a policy base that refers to the Regulation of the Minister of the Environment of the Republic of Indonesia Number 05 of 2013 concerning guidelines for implementing the Adiwiyata program which contains designs or policies that will be carried out by the school regarding what it wants to achieve in the program. Adiwiyata. The vision, mission and goals of the school are part of the basic criteria for the Adiwiyata program, because through this the school designs strategies and desires to be achieved in the implementation of the Adiwiyata program. Usually the vision, mission and goals of the school can give birth to the program to be formed. Based on the findings of the researchers, the vision, mission and objectives of the Pasar Baru 1 Public Elementary School in Tangerang City, Banten, were in accordance with the adiwiyata program policy design from Government standards. The vision, mission and goals of the school have listed several points that lead to environmental education so that the vision, mission and objectives of the Pasar Baru 1 Public Elementary School in Tangerang Banten City are in accordance with the criteria contained in the government standards.

Exactly the same thing was passed on by another scientist in an examination diary (Pradini et al., 2019) entitled Evaluation of the Implementation of the Adiwiyata School Program in Improving the Quality of Education at SDN Tanah Tinggi 3 Tangerang City, in particular with respect to the advancement of school approaches expected to understand a school that considerations and is ecologically refined. among others: (1) Vision and Mission of Schools that Care and Culture of the Environment, (2) School Policies to foster the Environment in Education, (3) Policies for Enhancing Human Resources both in training and instruction work force in the field of Environmental Education, (4) Schools as far as saving regular assets, (5) School arrangements that help the production of a Clean and Healthy School Environment, (6) School strategies for the distribution and utilization of assets for exercises identified with the climate. The formation of the policy involves several parties involved in the implementation of the Adiwiyata Program, including the principal, school committee, Adiwiyata Team, teachers, and students. Furthermore, so that in its implementation it can be accepted by all parties, it must be socialized about the Vision, Mission and School Goals related to the Adiwiyata Program to all parties in the school so that the program runs well.

2. Readiness of human resources at Pasar Baru 1 Public Elementary School, Tangerang City, Banten in designing and conveying information regarding the Adiwiyata School Program, which is related to Environmental Education

The educators at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten, have prepared a lesson plan related to environmental learning. However, in its application, educators still encounter obstacles in the preparation of learning designs related to the environment, including linking learning with environmental education, finding learning resources, lack of understanding in designing learning in the form of lesson plans that are integrated with Adiwiyata schools. In the standard criteria for the adiwiyata program, educators are also required to develop local issues and global issues in learning, in line with the research journal (Maryani, nd) entitled Evaluation of the Implementation of the Adiwiyata School Program from the Aspect of Participatory Activities at SDN Unggaran I Yogyakarta, which said that in the program criteria Adiwiyata teachers must be able to develop local and global issues related to environmental protection and management in each lesson.

However, in its application there are gaps in the development of local issues and global issues at the Pasar Baru 1 Elementary School, Tangerang City, Banten, because the development of local issues and global issues is only developed in the high class, while in the Adiwiyata Program criteria local issues and global issues must be developed in every grade level.

Efforts to eliminate the gap are that the Adiwiyata team leader and the core Adiwiyata team provide training in preparing learning designs related to environmental learning and the development of local issues and global issues in learning design to all educators so that every criterion contained in the adiwiyata component is properly met.

3. The Adiwiyata Program Implementation Process at Pasar Baru 1 Public Elementary School, Tangerang City, Banten

Basically, the process of implementing the Adiwiyata Program at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten, has been going well and all school members cooperate with each other in carrying out the Adiwiyata program. The criteria contained in the Adiwiyata program standards have all been met properly, but there are several criteria that have not yet been met, namely there are still gaps in participatory-based environmental activities, namely schools have not become resource persons in the context of environmental learning, while in the process of the implementation of the adiwiyata program, the school has been a resource for 3 (three) times in the context of environmental learning, such as being a resource person in other schools, being a resource person in the form of seminars on the environment, and others. Efforts to eliminate this gap are that a school must be at least 1 (time) resource person in the context of environmental learning in other schools so that all the criteria contained in the Adiwiyata Program component are met properly in accordance with the standard criteria from the Government.

Facilities and infrastructure to overcome environmental problems at Pasar Baru 1 Public Elementary School Tangerang City, Banten are well available. The availability of facilities and infrastructure to overcome environmental problems at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten, is in accordance with the standards for implementing the adiwiyata program which includes clean water, adequate separate trash cans, ablution facilities, composters, and green open spaces. . In the process of implementing the adiwiyata program, the infrastructure to support environmental learning has been in accordance with the standard implementation of the Adiwiyata program which includes facilities for utilizing ablution water, green houses, toga, fish ponds, biopori, infiltration wells, composters and green open spaces.

In addition to the availability of environmentally friendly supporting facilities and infrastructure, the school also makes great use of the school's land and facilities such as empty land under trees used for fish ponds, vacant land near the parking lot used for planting school medicinal plants (Tosa), vacant land in front of the school. used for school forest. This is in line with the research journal (Gazali, 2016b) entitled Evaluation of the Adiwiyata Program SDN 06 Kelapa Dua West Jakarta, which says that schools through environmental ambassadors use land for facility maintenance. facilities for the maintenance of parks, ponds, school forests and waste management. Based on this, it is in accordance with the established criteria.

4. Achievement of results and follow-up of the Adiwiyata Program Implementation at Pasar Baru 1 Public Elementary School, Tangerang City, Banten

The existence of creativity and innovation of school residents in environmental protection and management efforts. All school residents work together to recycle waste so that it can be reused

into products for example trash cans made from used bottle caps that are not used, by recycling the bottle caps are assembled so that they become trash cans that can be utilized and used properly, then the result of creativity others can also be exhibited in the school's renewal room and wall magazine so that school guests can see some of the work produced by the school's residents.

Besides being able to recycle waste, students are also trained to write poetry, papers or pictures related to environmental problems such as forest fires, droughts, floods and others, so that students better understand the importance of preserving the environment. With the creativity and innovation of school residents in environmental protection and management efforts, attitudes and character of environmental care towards school residents began to form so that the adiwiyata program could run according to the standard criteria of the adiwiyata program. As a follow-up to the Pasar Baru 1 Public Elementary School, Tangerang, Banten, the school is in the process of going to the National Adiwiyata School.

CONCLUSIONS

The execution of the Adiwiyata Program at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten, has alluded to the Regulation of the Minister of the Environment of the Republic of Indonesia Number 05 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program. For this situation, the school's vision, mission and objectives have been defined which incorporate endeavors to secure and deal with the climate so the vision, mission and objectives of the school are generally excellent in executing the adiwiyata program.

The readiness of human resources in compiling and designing learning related to environmental education has partially met the criteria contained in the Adiwiyata program standards. 70% of educators prepare lesson plans, develop indicators, apply approaches, strategies, methods and learning techniques related to environmental education and 30% of students are actively involved in learning. The process of implementing the Adiwiyata Program at the Pasar Baru 1 Public Elementary School in Tangerang City has been going well in accordance with the criteria contained in the Adiwiyata Program standards. School residents are actively involved in maintaining the school building and environment, including: class cleaning pickets, clean Fridays, class cleaning competitions, garden maintenance activities by each class, students are not allowed to scribble on walls, scribble on tables, damage plants, etc.

The achievement of the results and follow-up of the Adiwiyata Program Implementation at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten, was in accordance with the criteria contained in the Adiwiyata Program Standards, namely winning an Adiwiyata school award certificate at the Tangerang City level in 2013 with a score of 70, then winning a certificate Adiwiyata School award at the Provincial level in 2016 with a score of 75. Then, all school residents by involving parents of students have produced various kinds of creativity in the form of handicrafts from recycled waste and unused used goods in the form of mats, bags, tablecloths tables made of coffee wrappers, clothes made of detergent bags and trash cans made of old bottle caps. The results of the creativity and innovation of students are displayed on the school wall and the renewal room.

The Pasar Baru 1 Public Elementary School in Tangerang City spends a budget sourced from BOS of no more than 20%, because in the criteria for the Adiwiyata program the school must have a budget for environmental protection and management efforts of 20% of the total school budget, so the RKAS is used for activities the adiwiyata program has complied with the criteria contained in the Adiwiyata Program Standards.

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