

# EVALUATION OF ADIWIYATA PROGRAMS

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## ABSTRACT

This research was conducted to evaluate the effectiveness of the Adiwiyata program from the analysis of needs, objectives and indicators for program implementation, competence of teachers and students, the availability of infrastructure, implementation of the curriculum, the implementation of Adiwiyata program activities, and the results of the Adiwiyata program implementation related to attitudes and behavior of school members towards environmental awareness. This type of research is evaluative research with a qualitative approach. Data collection was carried out using interview, observation and documentation techniques. The results showed that the analysis of program needs was based on recommendations from the Tangerang City Environmental Office (DLH), as well as to facilitate a clean culture that has long been implemented by schools. The objectives of the program in general have been implemented effectively but the aim of providing skills to students in processing waste has not been going well. The supporting infrastructure for the Adiwiyata program is quite complete, but the fish pond and compost house are in poor condition. The curriculum on the environment has been integrated into the KTSP and the 2013 Curriculum but the implementation in intracurricular and extracurricular activities has not been effective. More than 70% of teachers have not inserted environmental material into the syllabus and lesson plans so that learning has not been effective. Clean Thursday, class pickets, plant care, community service and environmental hygiene competitions are environmental activities held by schools and run quite effectively. School residents are more concerned about the condition of the surrounding environment

**Keywords:** *Program Evaluation; Adiwiyata; Environmental Culture Care School*

## INTRODUCTION

Education is one of the most important aspects of human life. With education, knowledge and human character can be formed. One of the educational institutions is a school that has a significant role in providing knowledge and teaching students about the environment and how to manage it. As an effort to support PPLH in schools, the State Minister for the Environment made a joint agreement with the Minister of National Education, Number: 03 / MENLH / 02/2010 and Number: 01 / II / KB / 2010 to develop an environmental management program called the Adiwiyata program.

Adiwiyata Program is a program to create a school that cares and has an environmental culture. The goal of the Adiwiyata program is to create school members who are responsible for protecting and managing the environment through good school governance to support sustainable development. The advantages for schools that implement the Adiwiyata program are that schools can create learning

places about the values of environmental maintenance and management by increasing efforts to protect and manage the environment through pollution control activities, damage control and preservation of environmental functions so as to create teaching and learning conditions that are more conducive to students. Meanwhile, the benefits of the Adiwiyata program for students at SD Negeri Pondok Bahar 3 are to foster concern for the environment and understand how important it is to maintain a good environment. In implementing the Adiwiyata program, the school carries out activities related to the program, including waste management, clean water management, land management, ornamental plant maintenance, and toga plant maintenance.

In addition, schools also integrate Environmental Education (PLH) into intracurricular and extracurricular activities. To effectively implement the Adiwiyata program, schools provide facilities that support the Adiwiyata program, such as infiltration well treatment plants, tools for processing waste, clean water installations, large areas of land, a large variety of plants, providing trash cans based on the type of faucet and hand washing soap. in front of the class, as well as a healthy canteen.

Seeing these conditions, researchers are interested in conducting studies and research on evaluations related to the Adiwiyata program that has been running at SD Negeri Pondok Bahar 3. This research was conducted to evaluate the effectiveness of the Adiwiyata program in terms of needs analysis, objectives and implementation indicators, teacher and student competence, availability. infrastructure, curriculum implementation, implementation and results of Adiwiyata program implementation.

According to (Arifin, 2016), evaluation is a systematic and continuous process carried out to determine the quality of something, based on certain considerations and criteria in the framework of decision making. (Arikunto and Jabar, 2014) explain that evaluation is an activity to collect information about how something works, which is then used as a consideration to make a decision. Meanwhile, Cronbach, Alkin and Stufflebeam in (Sudjana, 2006) state that evaluation is an activity to collect, obtain, and provide information for decision makers.

The program according to (Widoyoko, 2015) is a series of carefully planned activities, the implementation of which takes place in a continuous process, and occurs in an organization that involves many people. Meanwhile, according to (Arikunto and West Java, 2014), the program can be described as the implementation of a policy, takes place in a continuous process, and occurs in an organization that involves a group of people.

The definition of program evaluation according to (Arikunto and West Java, 2014) is an effort to determine the effectiveness of program components in supporting the achievement of program objectives. Meanwhile, according to (Sudjana, 2006), program evaluation is an orderly and continuous activity using scientific procedures to obtain useful data for decision making.

According to (Arifin, 2016) there are two purposes for evaluation, namely general and specific. If the purpose of the evaluation is still general in nature, then the purpose of the evaluation can be broken down into specific objectives. (Wirawan, 2011) states that evaluation is carried out with the following objectives: a. To measure the impact of the program on the community, b. To assess whether the program has been implemented according to plan, c. To measure whether the implementation of the program is in accordance with the standards, d. Program evaluation can identify and find which programs are running and which programs are not running, e. Development of program staff Evaluation can be used to develop the capabilities of staff who directly provide services to clients and other interested parties, f. Meet the provisions of the law, g . Program accreditation, h. Measuring cost effectiveness and efficiency, i. Making decisions about programs, j. Accountability, k. Giving feedback to program leaders and staff, l. Strengthening political positions, m. Developing theories of evaluation science or evaluation research.

Adiwiyata School is a program designed by the Ministry of Environment in collaboration with the Ministry of National Education. In the (Ministry of Environment, 2012), Adiwiyata is a good and

ideal place as a place to obtain all knowledge and various norms and ethics that can become the basis for humans to create a prosperous life and the ideals of sustainable development.

Adiwiyata School is a program used to provide education about the environment to students. According to (Daryanto and Supriyatin, 2013), environmental education is education about the environment in the context of internalization, directly or indirectly in forming independent personalities and patterns of actions and thinking patterns of students so that they can reflect in everyday life. Environmental education must consider the environment as a natural and artificial totality, which is a continuous process, and considers and takes into account environmental aspects in development and growth plans.

The goal of the Adiwiyata school program is to create school members who are responsible for protecting and managing the environment through good school governance to support sustainable development. The Adiwiyata school program is a program to provide education about the environment. So that the essence of the Adiwiyata program goals is the goal of environmental education itself. According to (Daryanto and Supriyatin, 2013), environmental education aims to provide opportunities for the community to acquire knowledge, skills and attitudes which in turn can raise awareness, commitment to protect, improve the use of the environment wisely, participate in implementing a new lifestyle friendly to the environment, and improve the quality of life. Meanwhile, according to Yusuf in (Hamzah, 2013) the goals to be achieved in environmental education are: a) Helping students increase their understanding of the environment so that students can care, maintain, preserve, and be responsible for the environment. B) Fostering the desire and skills to conserve the environment in order to create a shared living system in which humans have a great desire to preserve the environment by working harmoniously and safely.

The (Ministry of Environment, 2012) states that there are two basic principles in the implementation of the Adiwiyata School program, namely: a) Participatory, all school members are involved in school management which includes the entire planning, implementation and evaluation process according to their roles and responsibilities. b) Sustainable, All activities must be carried out in a planned, continuous and comprehensive manner.

## **METHOD**

Research on the Adiwiyata program evaluation will be conducted at SD Negeri Pondok Bahar3, Jl. Sunan Giri No. 19 Pondok Bahar Karang Tengah, Tangerang City. The study was conducted for 6 months, starting from September 2020 to February 2021. This evaluative study used the CIPP model. Data were collected through observation, document study, and interviews with the principal, class teacher, Adiwiyata team, committee, students, and parents. The data analysis technique used in this research is the SWOT analysis technique (Strengths, Weaknesses, Opportunities and Threats). The purpose of using a SWOT analysis is to maximize strengths and opportunities, but can minimize weaknesses and threats.

<i><b>STRENGTHS</b></i>	<i><b>WEAKNESESS</b></i>	<i><b>OPPORTUNITIES</b></i>	<i><b>THREATS</b></i>
School policies are clear, analysis of environmental needs is good, vision, mission, and school goals are clear. Good student input. Input of educators and education personnel, the community is good. The financing is clear. Decision making is right, community participation is good. The results of the Adiwiyata program have been good and have been implemented daily.	The integration of environmental material into subjects is not effective because not all teachers do the integration. Lack of environmental training for teachers and students. There are still some students who are passive and lazy to participate in environmental activities. The compost house is not functioning well. There are still students littering. There are still many extracurricular activities that have not been integrated into environmental material.	The principal has the right policy and always motivates educators to implement the Adiwiyata program. The school principal always provides motivation to hold activities related to the Adiwiyata program such as a class cleaning competition, clean Thursday. The school collaborates with external parties to develop the Adiwiyata school program.	There is environmental damage due to sudden flooding, so that the environment that is already beautiful has become damaged again. There are too many Adiwiyata program indicators which take up enough time for teachers in terms of administration of the Adiwiyata program.

## **FINDINGS AND DISCUSSION**

This study uses the Context, Input, Process and Product (CIPP) model, namely evaluation seen from the context component, input component, process component and product / result component. The following is a discussion of the results of the Adiwiyata program evaluation research at SD Negeri Pondok Bahar 3 looking at the results of interviews, observations and documentation during the research.

### **1. Effectiveness of the Adiwiyata Program Viewed from the Context of Need Analysis, Objectives and Indicators of Program Implementation at SD Negeri Pondok Bahar 3**

#### **The Adiwiyata Program Effectiveness Judging from the Program Needs Analysis**

Pondok Bahar 3 State Elementary School was awarded the title Adiwiyata on the grounds that the school has implemented values to protect and care for the environment. The clean and beautiful school environment and the existence of a waste management program have made the Tangerang City Environmental Service (DLH) appoint Pondok Bahar 3 Public Elementary School as the Tangerang City Level Adiwiyata School in 2017. And as the Provincial Level Adiwiyata School in 2019. The implementation of the Adiwiyata program at SD Negeri Pondok Bahar 3 refers to the Minister of Environment Regulation No. 05 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program and Law No. 32 of 2009 concerning Environmental Protection and Management,

in article 65 paragraph 2 which explains that everyone has the right to environmental education, access to information, access to participation, and access to justice

### **b. Effectiveness of the Adiwiyata Program Judging from the Objectives of the Adiwiyata Program a good and healthy environment.**

According to the results of the interview, the objectives of SD Negeri Pondok Bahar 3 in implementing the Adiwiyata program are: 1) To instill a culture of caring for the environment in school residents, 2) To provide skills for students to use used goods so that they do not only become garbage that can damage the environment, 3) To teach to students how to process waste, 4) As a program to accommodate a culture of caring for the environment and activities to process waste. According to research data, the objective of implementing Adiwiyata at SD Negeri Pondok Bahar 3 was quite effective, namely in accordance with the objectives of implementing the Adiwiyata program in general. In the Ministry of Environment (2012: 3) states that the goal of the Adiwiyata program is to create school members who are responsible for protecting and managing the environment through good school governance to support sustainable development. Based on the results of interviews and observations, the objectives of the Adiwiyata program at SD Negeri Pondok Bahar 3 have been achieved quite effectively. There have been many changes starting from the school environment which is getting greener and shady as well as the routine implementation of environmental activities. However, even though there have been many changes, there are still some objectives of the Adiwiyata program that have not been achieved optimally, namely to provide skills to students on how to process waste and there are still students who are indifferent to environmental conditions.

### **c. Adiwiyata Program Effectiveness Judging from the Indicators of Adiwiyata Program Implementation**

In the Minister of Environment Regulation No. 05/2013 concerning Adiwiyata Guidelines, there are 4 Adiwiyata program standards.

#### **1. Environmental Policy**

The first indicator is environmentally sound policies. According to Fridantara (2015: 80), environmental policy is the formulation of a policy as a guideline for implementing environmental values. The purpose of environmentally sound policies in schools is as a center for empowering environmental management values through educational institutions and increasing the participation of school residents, parents and the community in participating in school activities. The Ministry of Environment (2012: 10) states that environmentally friendly policies have 2 standards. The first is a curriculum that contains environmental protection and management efforts. The school curriculum document contains efforts to protect and manage environmental policies. This is indicated by the vision and mission of the school that are in accordance with the values and efforts to protect environmental management. Then the school curriculum structure also contains the competence of graduates who have attitudes, knowledge and self-development skills. The second environmental policy standard is RKAS, which contains programs for environmental protection and management. The school has prepared a School Activity and Budget Plan (RKAS) with around 20% of the allocation being used for environmental purposes. The allocation of these funds is used effectively for environmental protection and management programs including students, curriculum and learning activities, capacity building for educators and education personnel as well as environmentally friendly infrastructure.

#### **2. Implementation of Environmental Based Curriculum**

The second indicator of the Adiwiyata program is the implementation of an environment-based curriculum. Adam (2014: 167) explains that an environment-based curriculum can be implemented by delivering environmental material through a varied curriculum to provide an understanding of the environment associated with everyday life. The curriculum is applied to increase the awareness of

school residents to care for the environment. The environment-based curriculum developed by the school is by integrating environmental material into the subject. However, its implementation is still ineffective because it is inserted into only a few lesson plans for appropriate subjects such as lesson plans for science and social studies. Hamzah (2013: 50) explains that the applicable educational curriculum actually contains environmental material. So that in this case the teacher's ability is very important in determining which material to provide. The teacher uses a syllabus and lesson plans that are integrated with environmental materials. When teaching the teacher also uses methods that make students active in learning such as methods of discussion, practice, and role playing. However, not all teachers make lesson plans and apply such teaching methods. Based on the results of observations and interviews, it can be concluded that less than 70% of teachers make syllabus and lesson plans that are integrated with environmental materials. So it can be concluded that the implementation of the environment-based curriculum at SD Negeri Pondok Bahar 3 is less effective.

### 3. Participatory-Based Environmental Activities

The third indicator is participatory-based environmental activities. Participatory-based environmental activities are activities that involve school members and the surrounding community in carrying out activities that provide benefits for both school residents, the community and the surrounding environment in the context of environmental management activities (Fridantara, 2015: 90). Participatory environmental activities at SD Negeri Pondok Bahar 3 are carried out in accordance with Adiwiyata school standards. According to the Ministry of Environment (2012: 15) there are 2 (two) standards for participatory-based environmental activities. The first is implementing planned environmental protection and management activities for school residents. The school has formulated many environmental activities for the school community to carry out. Among them are clean Thursday, class picket, plant maintenance, waste management, environmental cleanliness and community service. Some of these environmental activities are routine and some are not routine. Those that are routine and run quite effectively are clean Thursday, class pickets and plant maintenance. Activities that are not routine, namely community service and environmental cleanliness are held only on certain days. As for waste management, the implementation is ineffective because it is temporarily eliminated during the hope of the Covid-19 pandemic and schools are still in the process of being repaired. The second participatory-based environmental activity standard is to establish partnerships in the framework of environmental protection and management with various parties. In this case the school has collaborated with DLH. The medium-term cooperation that the school has planned together with DLH is to build infiltration wells and waste banks which are expected to accommodate the garbage in the school. Establish partnerships with Puskesmas who routinely check the health of school canteen snacks, and train little doctors. Also building relationships with the local Kelurahan, establishing relationships with outsiders should be done with many parties in order to increase and make the implementation of Adiwiyata program activities in schools more effective. To establish partnerships with other subjects, the school is still doing some considerations.

### 4. Management of Environmentally Friendly Support Facilities

The last indicator is the management of environmentally friendly supporting facilities. According to Novitania (2016: 30), the purpose of managing school infrastructure is to create ready-to-use and adequate learning facilities so that students can learn effectively. The Ministry of Environment (2012: 11) states that there are two standards in the management of environmentally friendly supporting facilities. First, the availability of environmentally friendly supporting infrastructure. In order to support the implementation of the Adiwiyata program, SD Negeri Pondok Bahar 3 has quite complete supporting facilities. Minister of Environment Regulation No. 05/2013 concerning Guidelines for the Implementation of the Adiwiyata Program states that at least schools have 6 infrastructure facilities to deal with the environment such as clean water, separate trash cans, feces, wastewater / drainage, green open spaces. SD Negeri Pondok Bahar 3 has met these standards. There is sufficient clean water for daily activities, green house, compost house, biopori, trash can according to type and others. The infrastructure owned by the school is quite complete, but the

maintenance is still ineffective, so it needs to be improved so that the infrastructure can be used according to its function. The next standard is to improve the quality of management of facilities and infrastructure that are environmentally friendly in schools. Based on the research results, the management of supporting infrastructure for the Adiwiyata program at SD Negeri Pondok Bahar 3 is still ineffective because there are no special officers assigned to maintain the facilities and infrastructure. Maintenance of infrastructure is borne by all school members so that if school residents have a low level of awareness, the facilities will not be properly maintained. Like the state of the existing gazebo pool. The condition of the pool is quite dirty. The water from the pool already looks cloudy and black because of a lot of leaf and plastic litter. In addition, the condition of the compost house is also quite messy because it is used as a temporary storage area for goods during school repairs. Therefore, schools need special officers to maintain and manage the existing infrastructure in the school so that the infrastructure is well maintained and can be used according to their function.

## **2. The effectiveness of the Adiwiyata Program Judging from the Input, Competence of Teachers and Students, Availability of Infrastructure and Implementation of the Curriculum at SD Negeri Pondok Bahar 3**

### **a. The effectiveness of the Adiwiyata Program is seen from the competence of teachers**

At the beginning of the Adiwiyata program implementation, teachers and employees had been provided with knowledge about environmental education through coaching and training carried out by DLH Kota Tangerang. Hamzah (2013: 61) explains that a teacher as an environmental educator must really be prepared and ready to carry out this task. Hamzah (2013: 50) further explains, actually in the current educational curriculum there is already material about the environment even though it has not clearly disclosed the main materials that must be provided. Based on the readiness of the teachers, there are still teachers who do not understand Adiwiyata at SD Negeri Pondok Bahar 3, especially new teachers. The Ministry of Environment (2012: 13) states that at least 70% of teachers prepare lesson plans related to environmental education. However, based on research, less than 70% of teachers at SD Negeri Pondok Bahar 3 insert environmental material into the syllabus and lesson plans. Only inserted in the syllabus and lesson plans for certain subjects, such as science and social studies. This causes the implementation of the Adiwiyata program in learning less effective.

### **b. The effectiveness of the Adiwiyata Program seen from the Competence of Students**

Students according to Law No. 20 of 2003 concerning the National Education System are members of the community who try to develop their potential through the learning process available at certain paths, levels and types of education. According to Fridantara (2015: 101), the participation of students is the most important element because students act as implementers of every policy made by the school. Based on this explanation, the active role of students in learning and in environmental activities related to the Adiwiyata program certainly greatly influences the success of the program. Hamzah (2013: 67) explains that students are said to be active if they: a) develop critical thinking skills, b) develop social system support for learning, c) are able to utilize their learning styles most effectively, d) develop lifelong learning skills.

Based on the results of observations and interviews, the implementation of activities related to the Adiwiyata program was quite effective. Most students participated in these activities enthusiastically. Such as the implementation of Clean Thursday, plant care, for class pickets, most students also carry out according to the schedule every day. Even so, there are still deficiencies or obstacles faced by schools in carrying out Adiwiyata program activities, including that there are still students who sometimes do not participate in environmental activities such as Clean Thursday and community service. In addition, students at SD Negeri Pondok Bahar 3 have never attended environmental training, all they get is guidance and examples from the teacher during the learning process. So that if the teacher does not convey, give examples and practice them well, students will have minimal knowledge and abilities about environmental education.

### **c. The effectiveness of the Adiwiyata Program in terms of infrastructure**

Based on the research results, SD Negeri Pondok Bahar 3 provides various supporting infrastructure for the Adiwiyata program which consists of: 1) Classroom, 2) Green House, 3) School Garden, 4) Trash Can, 5) Compost House, 6) Biopori The existing infrastructure at SD Negeri Pondok Bahar 3 is generally quite complete. According to the Ministry of Environment (2012: 19), the standard of infrastructure is the availability of 6 (six) infrastructure to overcome environmental problems, such as clean water, trash bins according to type, feces, waste water / drainage, green open spaces, noise / vibration cancellation. / radiation and others. Of the 6 facilities and infrastructure, schools do not have rooms that can reduce noise / vibration / radiation. Regarding the development and renewal of infrastructure, for the medium term SD Negeri Pondok Bahar 3 in collaboration with DLH has planned an absorption well and a waste bank that can accommodate all garbage loads in schools. Previously, the school had conducted an experiment to create a waste bank but it was still not effective. By collaborating with DLH, the school hopes that this program will be able to run optimally.

### **d. The effectiveness of the Adiwiyata Program in terms of the implementation of the curriculum**

Hamzah (2013: 57) explains that the environmental education curriculum contains at least the following elements: a) The empirical element: Students are given the opportunity to interact with the environment directly. Students observe, analyze, understand and interpret the condition of the environment around them in order to further develop their ability to interact with the surrounding environment. b) The element of concern: In learning there are indicators to protect and care for the environment. There are also environmental activities such as clean Thursday, class picket and plant care in front of each class. c) The aesthetic element: In all subjects there should be an indicator that states that a beautiful environment will provide a sense of security and comfort and provide direction to have a sense of responsibility for the state of the surrounding environment.

d) Social elements: SD Negeri Pondok Bahar 3 has an extracurricular for a little doctor who teaches students to provide first aid to sick or fainted people and use toga plants as medicine.

SD Negeri Pondok Bahar 3 has local content about environmental awareness, namely Personal and Environmental Development. This subject teaches students to care about personal health and environmental cleanliness. The purpose of adding this material was achieved effectively. This can be seen from the change in attitudes and behavior of students who start to care and pay attention to the condition of the surrounding environment. The integration of the Adiwiyata program into extracurricular activities has not been effective because SD Negeri Pondok Bahar 3 has not fully integrated environmental materials into extracurricular activities. Only extracurricular activities such as scouts and little doctors contain material about environmental awareness.

## **3. Implementation of Adiwiyata Program Activities at SD Negeri Pondok Bahar 3**

### **a. Teaching and Learning Process**

According to Government Regulation no. 32 of 2013 concerning National Education Standards article 19 paragraph 1, the learning process in educational units is carried out interactively, inspiring, fun, challenging, motivating students to actively participate and providing sufficient space for initiative, creativity, and independence according to their talents, interests and the physical and psychological development of students. At Pondok Bahar 3 Public Elementary School, the teaching and learning process provides many opportunities for students to develop and be more creative and innovative because in learning the teachers do many practices such as caring for plants and processing used goods into useful items.

Hamzah (2013: 69) explains that environmental education material has a significant relationship with several other disciplines. So that it is possible to insert environmental education material in certain other fields of study. Furthermore, Rusilowati in (Melyana, 2015: 109) explains that teachers are expected to have a creative and innovative attitude in learning, not only integrating environmental material into science subjects, but also through other subjects such as Indonesian, Religion, and Civics. . Teachers are also expected to be more varied in teaching so that students do not get bored and learning can be centered on students.

Implementation of the Adiwiyata program at SD Negeri Pondok Bahar 3, in the learning



process, not all chapters contain material about the environment. Only a few according to the teacher according to the environment, such as science and social studies subjects. For other subjects, the teacher has not developed an integrated lesson plan with environmental material, so it can be concluded that the Adiwiyata program implementation in the learning process has not been effective.

The media used depends on what material will be delivered. For example, when delivering material about natural disasters caused by environmental damage, teachers usually use LCD projector media to support the learning process. Or for example, if you convey material about making flowers from used straws, the media used is used straws.

The delivery of material about Yusuf's environment in Hamzah (2013: 69) suggests that learning should use an integrative approach. Environmental education materials are integrated into several subjects. For the learning method, using contextual learning so that it can provide a clear picture to students of the material presented by the teacher.

Based on the results of observations in the learning process, more than 70% of teachers use contextual methods in learning. This method is very effective to use to make it easier for students to better understand the material being taught, especially material about the environment. There are some teachers who still use the lecture method but only in certain lessons such as in social studies lessons.

#### **b. Activities Related to the Adiwiyata Program**

SD Negeri Pondok Bahar 3 has many activities about the environment that support the Adiwiyata program. Some of these activities run routinely and are not routine. Activities that are held routinely include clean Thursday, class pickets, plant care, cleaning competitions. There is one other activity, namely the program to process waste or composting, but the program is not running effectively. Minister of Environment Regulation No. 05/2013 states that participatory-based environmental activities have standards, one of which is establishing partnerships in the context of environmental protection and management with various parties (community, government, private sector, media, other schools). For now, the school is only collaborating with BLH in developing environmental management and protection. For cooperation with other parties, the school has no plans in the short term. Based on its implementation, the activities held by SD Negeri Pondok Bahar 3 have been running effectively even though there are still obstacles, namely there are still students who do not participate in the Adiwiyata activity. The school also does not hold seminars or training for students other than in learning. This is felt to be lacking because in learning, of course the delivery is limited to material other than the environment.

#### **4. Results of the Adiwiyata Program Implementation Regarding the Attitudes and Behaviors of School Residents Toward Environmental Concerns at Pondok Bahar 3 Public Elementary School**

Evaluation of the results component is used to see whether the objectives of a program have been achieved, in this case the Adiwiyata program objectives of SD Negeri Pondok Bahar 3. The objectives of the Adiwiyata program in the Ministry of Environment (2012: 3) are to create school members who are responsible for protecting and environmental management through good school governance to support sustainable development. Hamzah (2013: 57) states that learning about the environment provided should not only make students have knowledge, attitudes, concerns, and skills as well as positive participation in the environment but also a responsible attitude to maintain the balance of the environmental system and its use in various aspects. life.

Based on the results of research observations, after the Adiwiyata program there were many changes in both the attitudes and behavior of teachers and students, in this case attitudes and behaviors caring for the environment. Based on daily behavior, teachers and employees seem to provide many examples to students in terms of protecting and preserving the environment.

Data on the discussion of the results of the Adiwiyata program implementation evaluation at Pondok Bahar 3 Public Elementary School are listed in the following table:

## Discussion of Evaluation Result

No.	<i>Contex (Konteks)</i>	<i>Input (Masukan)</i>	<i>Process(Proses)</i>	<i>Product (Produk)</i>
1.	The implementation of the Adiwiyata program at SD Negeri Pondok Bahar 3 refers to the Minister of Environment Regulation No. 05 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program and Law No. 32 of 2009 concerning Environmental Protection and Management, in article 65 paragraph 2 which explains that everyone has the right to environmental education, access to information, access to participation, and access to justice in fulfilling the right to a good and healthy environment.	The input of students is good because they are active in learning and in environmental activities related to the Adiwiyata program	Adiwiyata program planning at SD Negeri Pondok Bahar 3, prepared effectively.	Based on the results of research observations, after the Adiwiyata program there were many changes in both the attitudes and behavior of teachers and students, in this case attitudes and behaviors caring for the environment.
2.	The school's vision and mission is clear, to create a clean, green, beautiful and comfortable school and foster a love for the environment.	Educators and education personnel integrate the Adiwiyata program into RPP, as well as carry out coaching and training related to the Adiwiyata program.	The process of implementing learning is integrated into the syllabus and lesson plans or extracurricular activities	When viewed from daily behavior, students have also started to instill a caring attitude towards the environment, imitating the examples given by the teacher. Dispose of garbage in its place and according to its type, taking care of plants

3.	The purpose of education in schools is clear, to develop a spirit of love for the environment.	The financing for Adiwiyata program implementation allocates approximately 20% of school funds for Adiwiyata needs.	The implementation of Adiwiyata activities at SD Negeri Pondok Bahar 3 has been running effectively even though there are still obstacles, namely there are still students who do not participate in Adiwiyata activities.	Students are good at saving water and energy
4		There are facilities and infrastructure that support the implementation of the Adiwiyata program.		The environment becomes clean, green, beautiful and comfortable.

## CONCLUSIONS

Based on the results of the research and discussion that has been presented regarding the evaluation of the Adiwiyata program at SD Negeri, it can be concluded:

### 1. Effectiveness of Adiwiyata Program Viewed from the context of Analysis of Needs, Objectives and Indicators of Program Implementation

a) The Adiwiyata program at SD Negeri Pondok Bahar 3 was implemented based on a recommendation from DLH for the city of Tangerang. b) The objectives of the Adiwiyata program have generally been achieved effectively, but there are still shortcomings, namely there are still students who are indifferent to environmental conditions and the school's goal of providing competence to process waste to students has not been achieved effectively. c) The Adiwiyata program implementation indicators at SD Negeri Pondok Bahar 3 have not been implemented effectively. Material about the environment has not been optimally integrated into learning and extracurricular activities that integrate environmental material only scouts and little doctors.

### 2. The effectiveness of the Adiwiyata Program Judging from the Input, Competence of Teachers and Students, Availability of Infrastructure, and Implementation of the Curriculum

a) Teachers support the implementation of the Adiwiyata program but more than 70% of teachers have not integrated environmental materials into the syllabus and lesson plans. b) Students support the implementation of the Adiwiyata program. c) The infrastructure available to support the Adiwiyata program is generally quite complete. However, the treatment is still less effective, such as in ponds and compost houses. d) The curriculum regarding the environment has not been optimally integrated in both intracurricular and extracurricular activities.

### 3. The Process of Implementing Adiwiyata Program Activities

a) The learning process at SD Negeri Pondok Bahar 3 related to the Adiwiyata program did not work

effectively. This can be seen from the fact that not all subjects have environmental material inserted. The method used by the teacher is a method that involves students actively in learning such as practical methods. The media used by the teacher adjusted to the material presented. B) Environmental activities carried out at SD Negeri Pondok Bahar 3 included clean Fridays, class pickets, plant care, waste management, environmental cleanliness and community service. These activities are running quite effectively, but the waste processing activities are temporarily eliminated.

#### **4. Results of the Adiwiyata Program Implementation Regarding Attitudes and Behaviors of School Citizens Toward Environmental Concerns**

From the Adiwiyata program which has been running for approximately 5 years, all school members, including teachers, students and employees, have had a positive impact both from their knowledge and daily attitudes and behavior. For teachers and employees to set a good example for students by caring more about the environment. Students follow these examples well even though not all students follow these good examples. This can be seen from the fact that there are still some students who are ignorant of the environment.

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