



## ADIWIYATA SCHOOL PROBLEMATICS IN BUILDING THE STUDENTS' ATTITUDES AND BEHAVIOR OF THE ENVIRONMENT AWARENESS

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**ABSTRACT-** One of the government's efforts to increase environmental awareness is through the Adiwiyata program. Many schools run this program, both at primary and secondary schools, including secondary schools in Barito Kuala Regency. It is expected that the Adiwiyata program will increase students' awareness of the environment. The purpose of this study was to determine the students' caring attitude towards the environment and to reveal the various problems of the Adiwiyata school in shaping the attitude of students who care about the environment. The research used a qualitative approach with descriptive methods. Data were collected through interviews and observations which were then analyzed using interactive model analysis. The results of this study indicate that students have a caring attitude towards the environment, and this can be seen from the students' participation in various Adiwiyata programs run by schools. However, the implementation did not escape from various obstacles. Findings faced by local schools in Barito Kuala Regency include obstacles in the implementation of schools that care about and have an environmental culture: lack of funds, schools location are in swamplands, lack of participation of the surrounding community to care for and maintain plants, and student turnover every new school year.

**Keywords:** problematics, Adiwiyata, environmental awareness

### I. INTRODUCTION

The environment has a very important role to support human life in achieving a better quality of life. However, the environmental damage seems to be getting worse every day, and a lot of it occurs due to illegal logging and excessive use of natural resources, without any sustainable conservation. Rapid technological advances in various fields have also had an impact on the environment, both positive and negative (Sukanda, 2009). According to Nasution, one of the negative impacts is environmental damage, resulting in a decrease in the quality of the environment (Narut and Mikael Nardi, 2019). Environmental damage is characterized by the loss of land, water, air resources, extinction of wild fauna, and ecosystem damage (Environmental Service, 2019; Sodikin, 2007). Currently, environmental damage has become a very troubling problem for everyone and has become a global issue in the current era (Sukandarrumidi, 2010). This condition will certainly threaten human life, because the environment is one of the natural resources that play a very strategic role in the existence of living things created by God, including humans (Supriadi, 2005). A living environment is a spatial unit with all objects, power, circumstances, and living things, including humans and their attitudes that affect the continuity of life and the welfare of humans and other living creatures (Mustofa, 2010).

The cause of environmental damage is not only caused by natural events but also due to human behavior (Buleleng Environmental Service, 2019; Anjasti, 2013). Human behavior that is increasingly indifferent to environmental sustainability will have an impact on human life. Habits such as littering, cutting down trees without rehabilitation, and burning forests are behaviors that can damage environmental sustainability. As stated by Daniel (Maryani, 2014), human behavior with a frontier mentality is the main factor destroying nature. This bad community behavior must be stopped to preserve the environment so that the environment does not get more damage.

Many ways can be done to provide a good understanding of the environment for each individual, including through formal educational institutions or through schools. Environmental education in the school

environment is the basic capital for the formation of environmental ethics across generations (Mulyana, 2009).

As an educational institution, schools are expected to be able to contribute to the implementation of environmental education for students so that it will foster concern for the environment (Habibi, 2018). It is hoped that a good understanding of the environment will generate awareness to learn to be responsible and have a positive attitude towards the environment. These students will become leaders and make policies in maintaining and preserving the environment (Campbel et al, 1999; Lake et al, 2010). Schools must create a conducive atmosphere by paying attention to aspects of environmental awareness. This kind of policy will increase the effectiveness of learning and a conducive school climate. A good and positive climate will create a good and effective school that includes the physical, social, and cultural environment (Supardi, 2013). Environmental education provides students with experiences about creativity, the environment itself, and natural wisdom (Widaningsih, 2008). Environmental education aims to shape values, habits, and behavior to respect the environment (Wirakusumah, 2010). Environmental education is important to create a civil society as we aspire to (Hamzah, 2013).

The legal basis for schools as providers of environmental education is a Collective Agreement between the State Minister for the Environment and the Minister for National Education. The realization of the agreement, on February 21, 2006, the Adiwiyata Program was launched to encourage and establish schools in Indonesia to participate in implementing government efforts towards environmental preservation and sustainable development for the benefit of present and future generations (Wagiran, 2017). Environmental education is one of the important factors for successful environmental management and also a very important means of producing human resources that can implement the principles of sustainable development (Yustina, 2006)

Currently, many schools have implemented the Adiwiyata program, both at primary and secondary schools, including secondary schools in Barito Kuala Regency. With the implementation of the Adiwiyata program, students are expected to have a caring attitude towards the environment. Attitude is a predictor of behavior, both in approaching and away from an object (Putra, 2020). The purpose of this study was to determine students' caring attitudes towards the environment and to uncover various Adiwiyata school problems in shaping students' environmental awareness.

## II. RESEARCH METHODS

### 2.1. Data and Respondents

This research uses a qualitative approach with descriptive methods. Meleong defines that qualitative research as scientific research, which aims to understand a phenomenon in a natural social context by promoting a deep communication interaction process between researchers and the phenomenon under study (Herdiansyah, 2010). This approach and method were chosen because every finding obtained in the field is then described in words and displays the real conditions of the problems faced by schools with environmental cultures in shaping the students' environmental awareness.

The approach used in this research is qualitative with descriptive methods. The data obtained were collected through interviews, observation, and documentation techniques.

This research was conducted on State Junior High Schools (SMP) in Barito Kuala Regency which implements the Adiwiyata program. Of the six junior high schools with Adiwiyata school status, three schools were designated as research sites.

The population in this study were principals, teachers, and junior high school education personnel who were selected. While the sample is part of the principal, teachers, and education personnel at the school and selected by purposive sampling technique. Table 1 shows the characteristics of the respondents.

**Table 1. Characteristics of the Respondents**

No.	Initials	Age	Gender	School name	Position in School
1	HMS	50	M	SMPN X	Headmaster
2	R	45	M		Civic education teacher
3	P	38	F		Social education Teacher
4	S	42	M	SMPN Y	Math teacher
5	M	52	F		Headmaster
6	DS	28	F		Science teacher
7	Pu	32	F		Math teacher

8	RFN	30	M		BOS treasurer
9	W	49	M	SMPN Z	Headmaster
10	MY	47	M		Religion education teacher
11	TS	36	F		Social education Teacher
12	Z	45	M		Sport education teacher

## 2.2. Procedure

First, observations were made to obtain data about the problems faced by schools with environmental cultures.

Second, in-depth interviews were conducted to obtain data on various obstacles faced by schools in implementing environmentally cultured school programs. Interviews were conducted privately on different days for each respondent, with an average duration of 20–40 minutes. Interviews were recorded using a voice recorder.

Third, the documentation is carried out to collect data about various school documents regarding the school program with environmental culture.

## 2.3. Interview Topic

The research team proposed three main topics for the interview:

(1) Adiwiyata program: respondents' opinions about the Adiwiyata program that was implemented in schools.

(2) Constraints: challenges and obstacles in implementing the Adiwiyata program in schools.

(3) Effort: effort made to address existing constraints.

Specific interview questions are then designed around these three topics. The sample question for the first topic is "how do you think about the Adiwiyata program in your school?". An example question for the second topic is "what are the obstacles faced in implementing the Adiwiyata program?". An example of a question for the third topic is "How was the effort made in dealing with the existing constraints?". Interview guidelines are made semi-structured so that there is the flexibility to explore respondents' answers according to the questions in this study.

## 2.4. Data analysis

The data that has been obtained were analyzed with an interactive model from Miles and Huberman. In this interactive analysis model, the researcher moves to three components, includes data reduction, data display, and verification (Miles and Huberman, 1992). The validity of the data was done through triangulation, namely by triangulation of sources and triangulation of techniques.

## III. RESEARCH RESULT

The research data on school problems in shaping the attitudes and behavior of students who care about the environment were generated from three main interview topics. First, it is shown in table 2 below.

Table 2. Answers to the Adiwiyata program responses in schools

No.	Interview topic	Sample Answers
1	Adiwiyata program	<p>"Students' attitudes and behavior gradually affect their awareness and care for the environment. This can be seen from the attitude of students who feel happy when doing activities that are directly related to the environment." H.M.S</p> <p>"On average, the students' attitudes and behavior are good and positive, the students feel happy if they are told to do activities directly with their environment, even without instructions. Students usually have their initiative to carry out environmental cleaning activities, students work together to clean the front yard of the class and other class yards." R</p> <p>"The students' attitudes and behavior very welcoming the Adiwiyata program in this school, students feel happy when doing activities that are directly related to the environment." P</p> <p>"Students are very happy when doing activities that are directly related to the environment, a sense of love and care for the environment grows in students, even students have innovation and creativity to develop existing Adiwiyata programs." MY</p> <p>"Alhamdulillah, the students are enthusiastic, even growing and</p>

emerging students' initiatives, innovations, and creativity. The attitudes and behavior of students look good, positive, and support activities as evidenced by those who participate actively in the implementation of Adiwiyata school. "TS

"Students' attitudes and behavior towards the environment do vary, but as long as they are continuously given guidance, fostered, advised, admonished, given examples, God willing, will work well. The attitudes and behavior of students are good and positive towards a sense of love and care for the environment, but yes, they cannot be released alone without guidance from teachers and people who have created and grew a sense of love and care for the environment in school."M

From the explanations above, it can be concluded that students have shown an attitude of concern for the environment, and this can be seen from the participation of students in various Adiwiyata programs implemented in school.

However, in its implementation, there are many obstacles. Table 3 shows the results of the interviews regarding the obstacles faced in the Adiwiyata program.

**Table 3. Answers to the challenges in implementing the Adiwiyata program**

No.	Interview topic	Sample Answers
1	Implementation Constraints	<p>"The main obstacle is in terms of funding so that the fulfillment of facilities is not optimal. For example, the trash can is often full when the rainy season arrives. Because the school does not yet have a waste crusher, it is usually carried out by burning the garbage. During the rainy season, it is difficult to burn so the trash cans are often full." P</p> <p>"The first obstacle in implementing a caring and environmentally cultured school is from the aspect of funding. Another obstacle is if there are long holidays, many plants will die because no one taking care of them."RFN</p> <p>"The obstacle in implementing the program is the school land with swamp soil makes not all types of plants can be planted on the swampy land." MY</p> <p>"It is very difficult for schools located in swamps to plant or care for plants. when it is hard to plant trees and other vegetation during high tide and flood the plants die instantly, it is difficult to take care of the plants in a swampy environment."M</p> <p>"Educating, teaching, and cultivating environmental education to children who have just entered, and this happens continuously every year, while children who are good at environmental education each year will leave school because they have graduated from junior high school. It is difficult to instill a sense of love and care for the environment in some children, maybe because the outside environment around them is not supportive." M</p>

From the opinions above, it can be concluded that some of the obstacles faced by schools in Barito Kuala Regency related to the implementation of caring and environmentally cultured schools are: lack of funds, schools are in swamplands, lack of participation of the surrounding community to care for and maintain plants, and there is a change of students every new school year.

The various efforts made by schools to face challenges in implementing the Adiwiyata program are presented in Table 4 below.

**Table 4. Answers about school efforts**

No.	Interview topic	Sample Answers
1	Improvement efforts	<p>"To advance the school, teachers and students are given directions, for those who are not supportive of protecting the school environment are given a warning and for funding, they must wait for the funds to be disbursed." H.M.S.</p>

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"The teacher continues to provide direction and guidance to students regarding cleanliness, tidiness, care, and awareness for the environment, providing explanations about protecting the environment both inside and outside the school. To the community that carries out activities at the school, the school continues to urge each other to protect the school environment properly so that it is not damaged, the school also plans to maintain the school environment by completing incomplete facilities to support the implementation of the Adiwiyata program management for the better." R

"In terms of children, they will always be reminded. For funds as much as possible, those managing the funds hold funds to complete the necessary facilities and infrastructure related to the environment." DS

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The conclusion from the above opinion, some of the efforts made by schools to overcome various obstacles faced in implementing the Adiwiyata program are that the teacher continues to provide direction and guidance to students to continue to protect the school environment.

#### IV. DISCUSSION

As it is known, one of the objectives of implementing the Adiwiyata program is for school residents to have concern for the environment. Environmental care is an attitude and action that always tries to prevent damage to the natural environment around it from developing efforts to repair natural damage that has occurred (Daryanto and Darmiatun, 2013). An attitude of caring for the environment includes the actions to prevent damage to the surrounding natural environment, in addition to developing efforts to repair natural damage that has occurred (Asmani, 2013).

The results of this study indicate that with the application of the Adiwiyata program, most students have shown a caring attitude towards the environment. Various activities that reflect a caring attitude towards the environment are shown by the enthusiasm in participating in various cooperation activities at school, both those carried out routinely and those carried out at certain events. The results of this study are not much different from the results of research conducted by Rudi Suputro and Dewi Liesnoor S (2015) who examined the Implementation of the Adiwiyata Program in School Environmental Management at SMA Negeri 1 Jekulo Kudus. One of the results of his research states that 54.62% of the behavior of school residents in managing the school environment has good criteria. Similar research results were stated by Ardiyanto et al. (2018) which is the conclusion of their research stated that 83% of the students' behavior who care about the school environment has high criteria.

The formation of students' caring attitudes towards the environment cannot be separated from the role of the teacher. As the results of interviews with several informants who said that students need to be continuously given guidance, fostered, advised, admonished, and given examples related to environmental management. Suharyat states (Istiqomah, 2019) that to foster attitudes, teachers must become models who creating situations and conditions that allow students to care about the environment, habituation and strengthening must continue to be developed, especially in the learning process. According to Putra, AP (2019) takes students to the real world which has a lot of biodiversities, experiences of daily life, or brings nature to the classroom whenever possible, so that students can see, hear, and touch directly various animals and plants that are hard to find.

What is more encouraging from the results of this study is that the initiative to be involved in environmental activities such as cleaning the school environment without waiting for instructions from the teacher. Students have their initiative to do plant care at school or clean up the environment. In other words, care for the environment is done on their awareness. It could be said that students already care for the environment. As stated by Sue (Tamara, 2016) that environmental care is general attitudes towards environmental quality that are manifested in the willingness to state actions that can improve and maintain environmental quality in any behavior related to the environment.

Mar'at (2008) states that environmental care must be built on three important components, they are (1) components of cognition (awareness), this includes components related to beliefs, ideas, and concepts, (2) components of affection (feelings), includes components that are related with someone's emotional, and (3) the conation component (behavior), includes the component which is a tendency to behave.

This research is not much different from some of the results of previous research, such as the results of research conducted by Gunawan and Guslinda (2019) which stated that students at SDN 184 Pekan Baru showed a positive attitude towards the environment. The results of this study are not much different from

the results of research conducted by Habibi (2019) that the implementation of the Adiwiyata program at Insan Amanah Elementary School and SDU Al Ya'lu, Malang City in shaping the character of caring for the environment of students was successful by using two basic principles, they are 1. Principles Participatory: the school community is involved in school management which includes the entire planning, implementation, and evaluation process according to responsibilities and roles; and 2. The principle of continuity: all activities must be carried out in a planned and comprehensive manner.

Based on the results of this study and several other research results, the Adiwiyata program needs to be applied in schools to form caring behaviors for the environment for school residents (Manurung, 2011). The Adiwiyata program plays a role in creating situations and conditions that support the development of character care for the environment (Darning et al., 2016). According to Putra, AP (2020), it is deemed necessary to design a communication framework that can explain the relationship between cognitive, behavioral, psychological, and communication aspects with high-tech pedagogical practices.

The implementation of any program is certainly not free from various obstacles, as well as the Adiwiyata program implemented in Barito Kuala Regency. Some of the problems faced by schools are the lack of funds, the school is in a swampland, the lack of participation of the surrounding community to care for and maintain plants, and the change of students every new school year.

The lack of funds/school budget for management and life protection activities was also pointed out by Ardiyanto (2018) who in his research conclusion said that the funds budgeted for the Adiwiyata program had not been fully realized. Research by Saputro and Dewi Liesnoor (2015) showed the same thing that there are obstacles regarding the allocation of funds/budget which have not been fully realized.

## V. CONCLUSION

Students have shown an attitude of concern for the environment, and this can be seen from the participation of students in various Adiwiyata programs that are run in schools. However, the implementation did not escape from various obstacles. Some of the obstacles faced by schools in Barito Kuala Regency related to the implementation of a caring and environmentally cultured school are lack of funds, schools are located in swamplands, lack of participation of the surrounding community to care for and maintain plants, and there is a change of students every new school year.

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