

The Adiwiyata School's Role in the Development of Character Caring for the Environment (A Case Study at the Junior High School 6 Tuban)

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Abstract

The nation moral condition was apprehensive especially the awareness to the environment aroused Indonesian government to instill caring culture and loving environment by applying Adiwiyata Program. The purpose of this research was to know: 1) The implementation Adiwiyata Program in Junior high school 6 Tuban post awarded as Adiwiyata Independent school/Sekolah Adiwiyata Mandiri, 2) The strategy development of environmental caring characteristic, 3) The obstacles that have been found 4) The effort to resolve the obstacles. This research used qualitative approach of case study types. The research procedure divided into four steps; preparing, implementing, analyzing and writing the research report. The result shown that Junior high school 6 Tuban still strive to preserve Adiwiyata post awarded program as Sekolah Adiwiyata Mandiri. Strategy development of environmentally caring character in Junior high school 6 Tuban was carried out based on four aspects of Adiwiyata Program implementation, but each aspect has not been implemented optimally. These aspects could be optimized with the consistency and commitment of the school community. This consistency was enhanced by positioning students as the center in the implementation of Adiwiyata Program and added role model, reward and punishment as an alternative strategy to increase motivation in developing students' caring character.

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INTRODUCTION

There were various problems faced by Indonesia today increased the spirit and the efforts of government to prioritize character building as the basic of education development. The spirit asserted implicitly in the Character Education Reinforcement movement (PPK) as the embodiment of the National Movement of the Mental Revolution (GNRM) as well as a part of Integral Nawacita. Character building placed as the base to realize the vision of national development (Triwardani & Sarmini, 2013).

The government efforts to improve nation moral decline, especially the awareness of environment, were by introducing character building especially the value of environmental caring in the school (Mulyana, 2009; Potter, 2010). The realization of the agreement between the Minister of Environment and the Minister of National Education on 21 February 2006, proclaimed Adiwiyata program or School Cares and Cultured environment (Isnaeni, 2013).

The Adiwiyata Program was a step to create a school that has commitment to educate students who were care and cultured environment (KLH, 2013). Adiwiyata Program provided award on a graded from Adiwiyata School at City / District level, Province, National and Mandiri. The Adiwiyata Mandiri Award awarded to schools that have been awarded as National Adiwiyata Schools and have at least 10 school impact (founding schools) that minimum earned Adiwiyata District /City (KLH, 2013).

The Principles of Adiwiyata Program placed on two basic principles: (1) Participatory: School communities involved in school management which covering the whole process of planning, implementation and evaluation according to the responsibilities and the roles, (2) Sustainability: All activities must be planned and continuously comprehensive (Barkatin, 2016).

Adiwiyata Program expected to create a comfortable condition in learning and an emergence of environmental responsibility in the

framework of sustainable development. Therefore, a clean environment and comfortable will be increased learning spirit and creating conditions which was not boring. This was same with Mirza's (2005) opinion that Adiwiyata Program implemented to realize responsible schoolchildren in the effort to protect and manage the environment through good school governance to support sustainable development. The Adiwiyata school indicators included (1) Development of school polices which have environmentally sound; (2) Development of curriculum which was environment-based; (3) Development of activities which was participative-based; (4) Development and management of school support facilities (Hidayati et al., 2013).

The word character derived from the Greek 'charassein', which means to engrave (painting, drawing), like a person who painting paper, carving stones or metal. Rooted in that explanation, then character interpreted as a sign or a special feature, and thus rised a view that character was the pattern of behavior that have individual feature, the moral state of a person (Sudrajat, 2011). The character formed from the nature of a person's descriptions that relatively stable and believed also used as a foundation of perspective, thinking, attitude and action (Kemendikbud, 2011; Stedje, 2010; Ovadia & Steger, 2010). It was also confirmed by the results of research Chou et al. (2013) which states that "Morality and character is one of the most important tenets of education".

The value of the characters examined in this study is the value of environmental care. The value of environmental caring was an attitude and an actions that always try to prevent the damage of nature and develop the efforts to repair natural damaged. The value of environmental caring was demonstrated by an attitudes and an actions to develop the efforts to repair the natural damaged (Azzet, 2011). Kollmuss & Agyeman (2002) described environmental caring behavior as a behavior that consciously attempts to minimize the negative impact caused by someone activity on the environment. Kaiser & Fuhrer (2003)

mentioned that environmental cares included six domains: energy saving, mobility and environmentally friendly transportation, eco-friendly purchasing behavior, recycling, environmental caring behavior, and waste minimization behavior.

Some researches have been done related to Adiwiyata Program. Rachmawati et al. (2016) examines the model of the development of environmental caring character in SMK Negeri 2 Semarang. Prasetyo et al. (2013) examined the strategy of character education of the environment through the green village program in the village of Margosukun Surabaya. Landriyani (2014) describes the implementation of Adiwiyata Program in Malang. Setyowati & Aji (2015) examined the implementation of Adiwiyata Program and student participation level in SMK N 2 Semarang. Some researches on environmental education in several countries has been widely discussed. Finnish, Spanish, and Taiwan are becoming interested and considering environmental education as the basis of National Education (Yueh et al., 2010; Dimopoulos et al., 2010; Jeronen et al., 2009; Conde & Sanchez, 2008). Nevertheless, the research has not yet discussed how the process of implementing Adiwiyata post-school program gets predicate Adiwiyata Mandiri School.

SMP N 6 Tuban located at Jalan Panglima Sudirman No.110 Tuban Baturetno village, Tuban Sub-district, Tuban City. Jalan Panglima Sudirman was a busy pantura street in Tuban City which is also occupied by various offices and shops lined along the road. SMP N 6 Tuban was builded on September 3th 1997 with the number of SK Establishment School (034/0/1997), SK Operating Permit (4983/A/III). SMP Negeri 6 Tuban has NPSN (20505087), NSM (201050601078) with accreditation A. SMP Negeri 6 Tuban awarded as Adiwiyata Mandiri school in 2015, and committed to keep the achievement and hope to continue the implementation of Adiwiyata Program to The Asean Eco School.

The purpose of this research was to know:
1) The implementation Adiwiyata Program in Junior high school 6 Tuban post awarded as

Adiwiyata Independent school/Sekolah Adiwiyata Mandiri, 2) The strategy development of environmental caring characteristic, 3) The obstacles that have been found 4) The effort to resolve the obstacles.

METHODS

This research used qualitative approach of case study types. Subject of the research was selected by purposive sampling technique. The research conducted through three stages, pre-field stage, implementation stage (field) and data analysis phase (Moeloeng, 2014). The research conducted in SMP Negeri 6 Tuban located at Jalan Panglima Sudirman No.110 Tuban. SMP Negeri 6 Tuban was chosen because it has been awarded as an independent Adiwiyata School in 2015. Research subject consist of primary informants (Adiwiyata Team, Teachers and Students) and supporting informants (Teachers, Employees and Alumni). The data collected through observation, interview and documentation. The technique of validity data used triangulation techniques and sources. The research procedure divided into four steps; preparing, implementing, analyzing and writing the research report. The analysis technique using Milles-Huberman (Miles & Huberman, 2007) includes data reduction, data presentation, and conclusion and verification.

RESULTS AND DISCUSSION

Implementation of Adiwiyata school program after award as Adiwiyata School

The implementation of Adiwiyata school program after awarded in SMP N 6 Tuban as Adiwiyata School still preserved. This can be reviewed from four indicators / aspects of the Adiwiyata program: (1) development of environmentally sound school policy, (2) implementation of environment-based curriculum, (3) participatory based environmental activities, (4) development and management of environmentally sound school support facilities.

The four indicators / aspects of Adiwiyata program were detailed as follows:

1) Development of School Policy with Environmental Insight

Caring and environmental policies have been incorporated into the school's vision, mission, and goals. Junior high school 6 Tuban has a vision of Achievement, Characteristic, Religious, conception of Global Environmentally. The vision was supported by the mission of SMP Negeri 6 Tuban, namely: (1) Developing curriculum and learning process that were active, creative, effective, innovative, fun to produce excellent and independent graduates; (2) Realizing the improvement of professional, character and religious competence educator and educational personnel; (3) Developing adequate educational facilities and infrastructure in accordance with the developments; (4) Creating a solid institutional management of school and able to cooperate with various institutions and agencies; (5) Producing quality, character, religious and national student and can be globally compete; (6) Realizing schools that care for the preservation of environmental functions, prevention of pollution and control of environmental damage. Environmentally policies also found in student control books. The student control book was a collection of rules for students. Every student have this book and should be taken when they at school.

School policies that contained environmentally responsible and care policies support the implementation of the Adiwiyata program. This was same with Widrianingsih's (2014) research that the school policy were a projection, choice, and also the authority of the school to establish and to do or not to do something related to the setting and implementation of objectives, programs,

mechanisms, evaluations and development in educational institutions. The school policy of student participation in the implementation of the Adiwiyata Program has a synergistic relationship.

2) Implementation of environment-based curriculum

Learning activities were one way to provide knowledge about the environment to students. Environmental education promoted as a way of solving problems related to environmental issues (Rachman, 2017). It was important to forming a student caring character. Weaver (2002) founded that environmental knowledge correlates with positive attitudes about the environment. The development of an environment-based curriculum consists of: (a) Development of environmental learning model (integration and / or monolithic); (b) Excavation and development of existing environmental issues and issues in surrounding communities (local issues) and global issues; (c) Development of environmental-themed curricular activities; (d) Development of learning methods (Nurhayati, 2015). Junior high school 6 Tuban used K-13 and KTSP. The curriculum integrated the environment in all subjects. So all subjects have a learning implementation plan (RPP) that were linked to the environment, from methods, models, approaches to learning media.

In addition PLH has integrated RPP Subject, SMP Negeri 6 Tuban also developed tools and teaching materials PLH that was used until 2015. After the year 2016 devices and teaching materials were only used in the activity of Adiwiyata Team student cadre.

Some examples of topics that were integrated with the environment can be seen in Table 1 as follows:

Table 1. Some examples of topics that are integrated with the environment

| No | Standard of competence / Basic competence of environmental education | Integrated lesson/ Class | Standard of competence / Basic competence of lesson |
|----|--|--------------------------|--|
| 1. | Describe the Order of Waste Management | English/ IX | Expressing the meaning of simple and short functional oral monologue text is in the form of procedure to interact in the context |

| | | | |
|----|--|---------------|---|
| 2. | Apply and familiarize the culture of energy saving | Physics/ IX | Describe Energy and electrical power (explains how to save on electricity usage). |
| 3. | Apply and familiarize the culture of energy saving | Religion/ VII | Utilizing waste water abluton for the surrounding environment. |
| 4. | Appreciate the beauty value guidance in homes, schools and the public arena. | Civic/ VII | Demonstrate the attitude / democratic behavior in cleanliness in the family and school environment. |
| 5. | Apply and familiarize the clean culture in the family, school and community environment. | Biology/ VII | Applying the human role in the management of the environment that is experiencing pollution. |

3) Participatory based environmental activities
 As a form of school vision realization with one of the missions containing environmental caring values, the school had several support programs that were being pursued. Some of these participative participatory environmental activities were summarized in Table 2 as follows.

Table 2. Participatory environmental-based activities of Junior high school 6 Tuban

| No | Activity Name | Description |
|----|--|---|
| 1. | Training of waste processing of prospective school Adiwiyata Mangroveday Partners as Resources | Junior high school 6 Tuban as resource person |
| 2. | Mangroveday | Partner as resource |
| 3. | SAR Training | National Disaster Relief Agency (BNPB) |
| 4. | The launching of the movement of 200 thousand biopori | Environmental agency |
| 5. | Education and training of environmental cares of Junior high school 6 Tuban towards The ASEAN Eco School | Partner as resource |
| 6. | Healthy Bicycles and WorkShop Community Forest Plant Partners as Resource Person | Forestry office |

In addition to the participatory activities of students who were by effent, the school also launched regular activities such as Friday clean, picket class, and POKJA picket. Routine activities carried out to cultivate the habit of love hygiene and beauty. This was same with Jumadil's research (2015) that the awareness of students in schools that implement adiwiyata program on the cleanliness of the school environment was higher than the students in schools that have not implemented adiwiyata program.

4) Development and management of school support facilities with environmental insight.
 Based on observations in the school environment on December 17-19, 2017, researchers found that SMP Negeri 6 Tuban provides various means of supporting the development of environmental caring character. Some of the supporting facilities included the provision of waste bins, provision of sinks, provision of toilets and clean water, the provision of environmental hygiene and care equipment, school parks, and slogans or posters

care about the environment in various corners of the school. This was in accordance with the research of Putri (2014) Good facilities and infrastructures will be more qualified when combined with programs that pay attention to the importance of environmental protection and preservation.

Strategy development of environmentally caring character

The strategy in this research used to represent the formation of environmental caring character in Adiwiyata Mandiri school. Adiwiyata program played a role in providing

supportive conditions to familiarize students with environmental behavior. These conditions were created through four aspects of the Adiwiyata Program implemented using educative, participatory and sustainable principles. The implementation of this program regulated through the Regulation of the Minister of Environment of the Republic of Indonesia No. 05 of 2013 on Guidelines for the Implementation of the Adiwiyata Program. Based on the above description, the character building strategy in SMP Negeri 6 Tuban exposed in Figure 1.

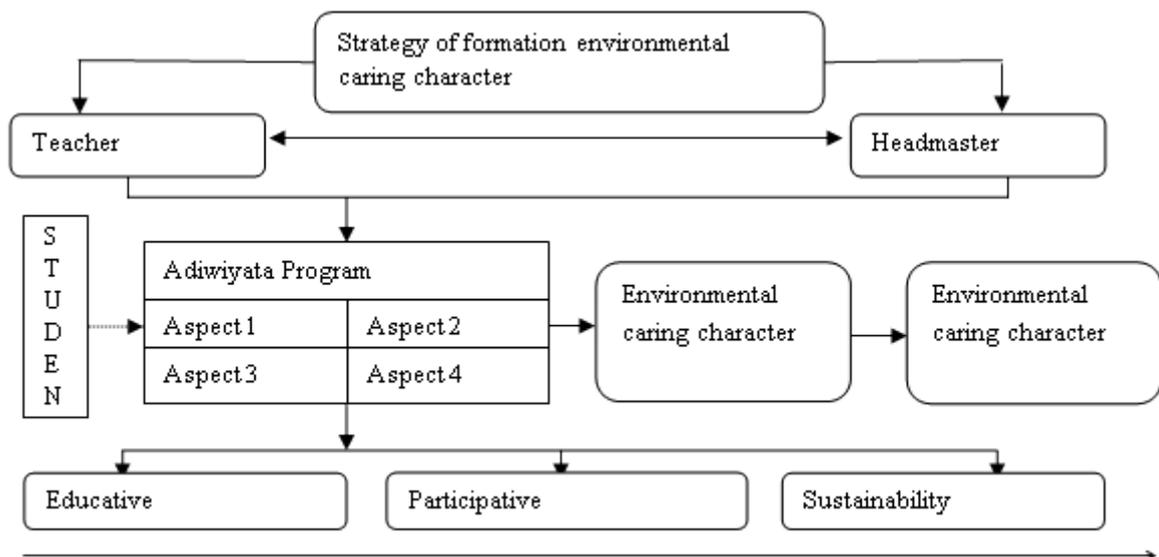


Figure 1. Character Building Strategy Care for Students Environment at Junior high school 6 Tuban

The obstacles of development environmental students caring character

Some obstacles faced by schools in instilling students' caring character.

- 1)The process of character formation takes a long time

Character formed from behaviors that become a habit that was done continuously. This became an obstacle because the study period of students only for 3 years. Familiarize environmental behaviors can be done but to form a character was not as easy as turning a hand (GTA1 interview).

- 2)Student Rotation

The school had a classic and recurring problem that was student rotation. Students who

have known how to preserve the environment and master the organizational structure must be upgraded and replaced with new students (GTA 1 interview).

- 3)It is difficult to integrate environmental education into subjects

A heavy learning and teaching burden, made it difficult for teachers to pay attention to students' caring behavior. The burden of learning and teaching for teachers and students to made the character of environmental care was not a priority. The heavy learning load also limits the student to do things beyond the teaching and learning activities. (GTA2 interview).

4) Consistency was difficult

Successful implementation of a program can not be separated from the role of all the citizens of the school. If one did not perform its role well then the implementation of the program would not run properly. Therefore, the cooperation of all citizens of the school was absolutely necessary. Sustainability was a big challenge for schools to shape the students' caring character. Although difficult but this can be done (Interview GTA 2 and 3).

The effort to resolve obstacles in the development environmental caring character.

In principle, the school made various efforts through the Adiwiyata program aimed to developing the students' caring character. An alternative strategy based on the analysis of the development strategy described. It also analyzed from the constraints of field implementation. Based on the problem, then there were some things that needed to be added to complement / existing strategies. The alternative development strategies were presented in Figure 2.

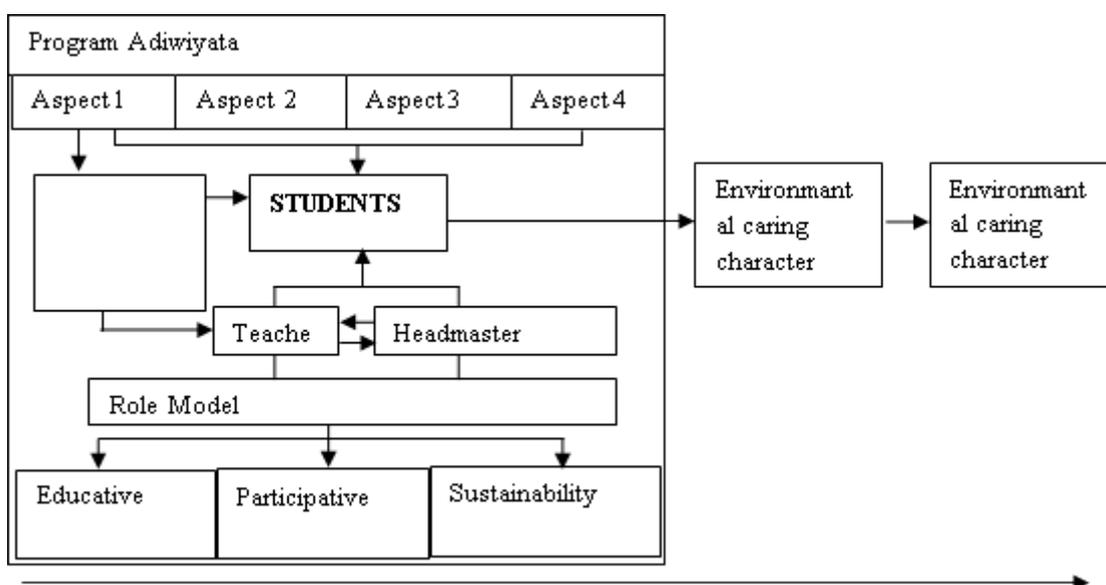


Figure 2. Alternative Strategy development of environmental Students Caring Character

Role model has a very big contribution in educating character. Teacher's model in various activities will be a reflection of learners (Putri, 2011). Students tend to mimic the actions of those who were respected and loved (Clayton & Myers, 2014). Therefore, the role of teachers and principals influenced student behavior.

In the implementation needed to note the portion and shape of the reward and punishment. According to Clayton & Myers (2014) excessive reward can make the individual becomes lazy to perform the expected behavior when not getting rewards. Excessive punishment also made the individual feel depressed and uncomfortable. Therefore, a preliminary agreement needed to determine which rewards and punishments were suitable to used. In

addition, there needs to be a commitment from the school community to be consistent in an effort to develop a caring character of the environment.

CONCLUSION

The implementation of the adiwiyata program at SMP N 6 Tuban Adiwiyata after awarded as Adiwiyata Mandiri School still running. That was supported by data stating that SMP N 6 Tuban still implement four aspects of Adiwiyata program. School residents still committed in running the program although not yet optimal. The strategy for the formation of environmentally-caring character done by instilling habituation created through four

aspects of Adiwiyata program included 1) environment-based policies, 2) environment-based curriculum, 3) participatory based activities, 4) Development and management of supporting infrastructure. Four aspects of Adiwiyata program implemented with educative, participatory and sustainable principles. The obstacles in the implementation of Adiwiyata program such as the process of character formation takes a long time, student rotation, difficulty integrating environmental education with subjects, and consistency was difficult. The efforts to resolve the obstacles in development of environmental cares with role model strategy, reward and punishment. This done to increase motivation in developing students' caring character.

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