



ANALYSIS OF THE ADIWIYATA SCHOOL PROGRAM ON THE DEVELOPMENT OF CLEAN LIFE CHARACTER STUDENTS IN SDN GIWANGAN YOGYAKARTA

Candra Kurniasari¹, Moh. Rusnoto Susanto^{2*}, Banun Havifah Cahyo Khosiyono³,
Berliana Henu Cahyani⁴, Mela Dina Arumsari⁵, Shafa` Selimanorita⁶

¹SD Negeri Giwangan Yogyakarta, Indonesia

^{1,2,3,4}Universitas Sarjanawiyata Tamansiswa, Indonesia

⁵Universitas Negeri Yogyakarta, Indonesia

⁶Universitas Muhammadiyah Yogyakarta, Indonesia

Email: kurniasaric86@gmail.com¹, rusnoto@ustjogja.ac.id^{2*}, banun@ustjogja.ac.id³, berliana.henucahyani@ustjogja.ac.id⁴

Abstract

The purpose of this study is to help learners gain an awareness and sensitivity to the environment and its various problems, help learners to gain a fundamental understanding of how the environment functions, how people interact with the environment and help learners gain experience and skills and use their knowledge in making decisions, positive actions and problem solving related to environmental issues. The method used is qualitative description. This research was conducted at SD Negeri Giwangan involving all students from grade one to grade six. Testing the validity of data using data triangulation techniques, namely combining various existing data and sources in various ways and within a certain time span. Data collection techniques used observation, interview and documentation techniques. Data analysis techniques are data collection, data reduction, data presentation, and conclusion drawing. The results of this study are the role of teachers in instilling the character of clean living can be seen from the habit of washing hands, carrying out picket according to schedule, throwing garbage in its place. And the supporting factors are the active role of the family, especially parents, student awareness, the active role of the class teacher and infrastructure. While the inhibiting factors are family factors, environmental factors and students. The solution in overcoming this is to provide guidance, teachers advise students to obey the existing rules, make an agreement on the existence of a violation, and provide sanctions for those who break the rules and integrate clean living character values into learning, and collaborate between schools and parents in overcoming these problems because SD Negeri Giwangan is a school with the title of Adiwiyata Mandiri School so that student awareness in protecting the environment and habituation of clean living character is expected to be realized.

Keywords: Adiwiyata Mandiri School, Clean Life Character, Environment

INTRODUCTION

In 1996, the Ministry of National Education and the Ministry of Environment agreed to cooperate in the establishment of an Environmental Education Network, which was renewed in 2005. In 2006 the Ministry of Environment developed an environmental education program at the primary and secondary education levels known as the Adiwiyata program. The cooperation was renewed in 2010 and finally in 2016 by involving the Ministry of Education and Culture, the Ministry of Research Technology and Higher Education, the Ministry of Religious Affairs and the Ministry of Home Affairs regarding the Development of Environmental Education. Furthermore, the memorandum of understanding was elaborated in a cooperation agreement on the Environmental Care and Culture Movement in Education Units.

The goal of the Adiwiyata program is to create school citizens who are responsible for environmental protection and management through good school governance to support sustainable development support sustainable development. The Adiwiyata program was first implemented in 10

(ten) schools in Java Island as a model school/madrasah by involving universities and NGOs engaged in environmental education. Since 2007 until 2018, there have been 10,050 schools (about 3.38% of 297,368 schools/number of all schools in Indonesia) that have received the Adiwiyata award at the national level.

Over time, several updates and adjustments to national environmental education policies have influenced the implementation of the Adiwiyata program. The Adiwiyata Program continues to be refined, so that in 2019, the Adiwiyata Program was officially updated to become the Environmental Care and Culture Movement in schools, hereinafter referred to as the PBLHS Movement. The PBLHS Movement aims to encourage conscious, voluntary, networked, and sustainable collective action by schools/madrasahs in implementing environmentally friendly behavior.

This project is integrated with the SBDP subject for crafts and uses the teachings of *Tri Nga* (*Ngerti, Ngrasa, Nglakoni*) which the researcher explained in the literature review section to develop students' creative values or dimensions. First, the *ngerti* stage; This stage is in line with Stage 1 and Stage 2 of the project. At this stage, students understand the theory of plastic challenges and observe and analyze the conditions of the surrounding environment. Second, the *ngrasa* stage; this stage is in line with stage 3 of the project. At this stage, students are invited to understand the moral message that plastic waste is very dangerous for life. Students analyze the dangers of plastic waste for life and are invited to find solutions to reduce plastic waste. Third, the *nglakoni* stage; This stage is in line with the 4th stage of the project. At this stage, students carry out real action to overcome the problem of plastic waste by sorting waste in the school environment, making compost from organic waste and making crafts from plastic waste. From this project activity, researchers focused on examining students' creative values or dimensions. (Wahyuni & Susanto, 2023: 309)

Education is a conscious and planned effort to provide guidance in developing the physical and spiritual potential given by adults to children in order to reach maturity and achieve goals so that children are able to achieve their potential and carry out their life tasks independently (Sylvia et al., 2021). Education is also a basic need for every human being or individual as a support in carrying out daily life and is a process of changing attitudes and behavior through teaching and training as well as introducing and developing science and technology to students through the world of formal education from an early age, because later they are future human resources (Rini & Tari, 2013; Nurkholis, 2013). Meanwhile, according to Yunus et al., (2023) education is an effort to prepare skills that must be possessed or mastered by individuals to be able to enter life thoroughly and perfectly. Education is also a tool to provide stimulation so that the potential within human individuals can develop as expected. Yunus et al., (2023) also explained that in order to achieve national education goals, a curriculum is needed as a guide for implementing learning. According to him, the curriculum is the heart of the learning or education process in schools to empower students' potential.

Adiwiyata is internationally referred to as Green School, which is one of the programs of the Ministry of Environment in order to encourage the creation of knowledge and awareness of school community in environmental conservation efforts. It is expected that every school community will be involved in school activities towards a healthy environment and avoid negative environmental impacts. Green School is a program developed at the international level. Green School is more meaningful in shaping the attitude of students and school community towards the environment that is reflected in daily life at school. This is manifested in daily attitudes and behaviors whether at school, home, or in the environment where they live. This includes the "Greening the Curriculum" program. Green curriculum means a curriculum that pays attention to environmental aspects in its language and integrates environmental material into its learning according to the topic of discussion. The word Adiwiyata comes from two Sanskrit words "Adi" and "Wiyata". Adi means big, great, good, ideal or perfect. Wiyata means a place where someone gets knowledge, norms in social life.

Adiwiyata can be interpreted as a good and ideal place where all knowledge and various ethics can be obtained that can be the basis for humans towards the creation of the welfare of our lives and towards the ideals of sustainable development. A clean and healthy environment is certainly the dream of educational institutions anytime and anywhere. A clean and healthy school environment also reflects the existence of the existing school community ranging from students, teachers, staff, employees, school leadership elements even to parents of students. It is appropriate to say that the responsibility of creating a clean and healthy environment is a shared obligation and responsibility.

Environmental education is an effort to change behavior and attitudes carried out by various parties or elements of society which aims to increase knowledge, skills, and public awareness to play an active role in efforts to preserve and save the environment for present and future generations. Environmental Education and its role in shaping humans who have awareness and concern for the environment is a necessity. In the definition of environmental education, there is an element of education. While education has the meaning of a process that can change a person's behavior to be more moral and intelligent in utilizing and managing the environment. The Adiwiyata program is proven to create a comfortable, safe, and harmonious school, especially for the learning needs of students. Self-taught, students slowly become a generation that cares and has an environmental culture while supporting and realizing the resources around the school and educated to be literate in economic, social, and environmental developments in achieving sustainable development.

Based on the results of observations made at Giwangan Yogyakarta State Elementary School from September to November 2023, the character of students and the habituation of clean living have not been fully successful in implementing some students who still litter, forget not to wash their hands before eating, and do not do class picket. Teachers have reminded students to do the above things during morning roll call, ceremonies and in the classroom. Sometimes students still like to litter in the

classroom so that the class looks dirty. Picket, which should be carried out according to a schedule with morning and afternoon times, is also often ignored and forgets to wash their hands when going to eat even though a sink is provided in the classroom. The right solution in overcoming this is that teachers provide guidance and advise students gently, make agreements to comply with the rules, provide educational sanctions to reduce violations, and integrate them into learning.

Based on the description above, the researcher is interested in conducting research with the title "Analysis of the Adiwiyata School Program on the Cultivation of Clean Life Character of Giwangan State Elementary School Students". Because there are still some students who have not implemented clean living characters, characterized by the formulation of problems that can be raised, namely the purpose and benefits of planting clean living characters in Giwangan State Elementary School students. This research aims to 1) Realizing a school community that cares and is also cultured in the environment by creating better conditions for schools to become a place for learning and also awareness of all school residents including students, teachers, parents / guardians of students and the community environment for the creation of environmental conservation efforts. 2) Encourage and assist schools to participate in implementing government efforts to preserve the environment in sustainable and environmentally sound development for the benefit of future generations. 3) Development of basic norms which include: togetherness, openness, equality, honesty, justice, and preservation of environmental functions and natural resources. 4) The application of the basic principle is participatory, where the school community is involved in school management which includes the entire process of planning, implementation and evaluation according to their responsibilities and roles and is sustainable, where all activities must be carried out in a planned and continuous comprehensive manner. 5) Increasing efforts to protect and manage the environment through pollution control activities, damage control, and preservation of school environmental functions. This is in line with research conducted by Yeni Afriyeni on the Formation of Children's Character to Care for the Environment in Adiwiyata Mandiri School SDN 6 Pekanbaru. The results of this study include the development of schools as a vehicle and system that is comfortable and dynamic for students so that it will foster schools that are good knowing, good filling, and good acting about the environment.

METHOD AND PROCEDURES

The research method is basically a scientific way to get data with a specific purpose. This research uses qualitative research methods. According to Sugiyono, qualitative research methods are research methods used to examine the conditions of natural objects, where the researcher is the key instrument and this research was conducted at SD Negeri Giwangan. This research was conducted from September to November 2023. In this study, all students were participants. The data collection technique was carried out by triangulation (combined) on the grounds that it was able to bring the researcher closer to

the object under study because the researcher directly observed the object and acted as the main research tool.

Data collection through interview techniques which in general researchers do not conduct in a strictly structured manner so that the questions asked are not formal. Then through observation plays a role in extracting data from several events, places or locations or directly seeing the activities carried out. In addition, documentation is also used, either written or photographs that are relevant to the theme raised.

The data analysis technique is using Milles and Huberman's data analysis method, namely data collection, data reduction, data presentation, and conclusion drawing. Data analysis technique is a systematic process of collecting data to facilitate researchers in obtaining conclusions. According to Miles & Huberman, analysis consists of three streams of activities that occur simultaneously, namely data reduction, data presentation, conclusion drawing. Milles and Huberman's interactive data analysis model:

1. Data reduction (Data Collection). Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from written notes in the field. Data reduction is ongoing throughout a qualitative research-oriented project. The anticipation of data reduction is already apparent when the researcher decides (often without fully realizing it) on the conceptual framework of the research area, the research problem, and which data collection approach to choose. During data collection, further stages of reduction took place (summarizing, coding, tracing themes, creating clusters, partitioning, making memos). This data reduction/transformation continues after fieldwork, until the final report is complete. Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. With data reduction researchers do not need to interpret it as quantification. Qualitative data can be simplified and transformed in a variety of ways, namely: through rigorous selection, through summary or brief description, classifying it in a broader pattern, and so on. Sometimes it is also possible to convert data into numbers or ranks, but this is not always wise.
2. Data Presentation. Miles & Huberman limit a presentation as an organized set of information that gives the possibility of drawing conclusions and taking action. They believe that better presentations are a primary means of valid qualitative analysis, which include: various types of matrices, graphs, networks and charts. They are designed to combine organized information in a coherent and accessible form thus an analyzer can see what is going on, and determine whether to draw the right conclusions or continue with the analysis that the presentation suggests might be useful. Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. With data reduction researchers do not need to interpret it as quantification. Qualitative

data can be simplified and transformed in a variety of ways, namely: through rigorous selection, through summary or brief description, classifying it in a broader pattern, and so on. Sometimes it is also possible to convert data into numbers or ranks, but this is not always wise.

3. Drawing Conclusions. Drawing conclusions according to Miles & Huberman is only part of an activity from a complete configuration. Conclusions are also verified throughout the research. Verification may be as brief as a thought that passes through the analyzer's (researcher's) mind as he writes, a review of the field notes, or it may be as thorough and labor-intensive as revisiting and brainstorming among peers to develop intersubjective agreement or as extensive as efforts to place a copy of a finding within another set of data. In short, the meanings that emerge from other data must be tested for truth, robustness, and fit, which is validity. Final conclusions do not only occur during the data collection process, but need to be verified to be truly accountable.

RESULTS

In 2009, SD Negeri Giwangan had an environmental program "Small Planting Adult Harvesting" (KMDM) which was initiated by the principal, Mr. Sarmidi, S.Pd. At that time KMDM won first place in the Greening and Conservation Competition at the Yogyakarta Special Region Province level. As the years went by, part of KMDM's land was used to build a hall or activity room. The construction did not interfere with the sustainability of KMDM.

The school yard, which was still arid at that time, was planted with manalagi (honey) and arumanis mango trees in front of each class. In 2011, the program was continued by Mr. Drs. Sukardi. He continued the development of the school including the construction of a guiding block road for children with special needs, fish ponds in front of each class, and completing the schoolyard plants. In 2013, Mr. Jubaidi, S.Pd continued the struggle of the previous principal. It was in this year that the school was introduced to the adiwiyata program. The struggle to become an adiwiyata school through habituation and student care about the environment was light because students had previously known KMDM. Mrs. Sumartini, S.Pd as the teacher in charge of the adiwiyata program was very keen and persistent in fighting for the students of SD Negeri Giwangan to be able to become a generation of students who care about the environment.

In 2013 the school received the Adiwiyata School Award at the City Level, and in 2014 it was awarded the Adiwiyata School at the Provincial Level. Early 2015 Mrs. Siyam Mardini, M.Pd as the principal at that time made a policy for environmental learning, namely making Green Open Space which covers almost half of the school yard and managing a plastic-free canteen.

Green Open Space which covers almost half of the school yard and the management of a canteen free of plastic waste. In 2015, SD Negeri Giwangan also won the National Adiwiyata award. The struggle does not stop here, we continue to struggle with various efforts to realize an environmentally friendly school and finally the independent adiwiyata title can be achieved in 2017. The pride of being

an independent adiwiyata school is something extraordinary for us. We have a strong determination to maintain an environmentally friendly school. In 2021, Mrs. Sri Lestari, M.Pd as the principal of SD Negeri Giwangan continued the previous programs and several activities that support the creation of an adiwiyata environment including increasing students' habituation and care about the environment, cleanliness of Sanitation Drainage, Waste Management, Maintenance of Plant Trees, Formation of Water and Energy Conservation Cadres, and Publication Campaigns Related to Adiwiyata.

In addition, he also found various extraordinary innovations related to the Application of Environmentally Friendly Behavior which continues to be developed to this day. Some of the ongoing programs are Utilization of Leftover Food for Maggot Cultivation, Making and Utilization of Organic Compost, Lemongrass Cultivation, Utilization of Used Goods to Plant Various Plants, Hydroponic Plant Cultivation, Making MOL (Micro Local Organism) Fertilizer, Blimbing Wuluh Syrup, Zero Waste Program in accordance with the Yogyakarta City Government Regulation in tackling waste. Our step to maintain the independent adiwiyata award was not easy. Various kinds of problems and challenges when fostering and socializing in the impact schools make the adiwiyata teams of SD Negeri Giwangan become more enthusiastic. Implementation of Adiwiyata at SD Negeri Giwangan

1. Waste Management with Reduce Reuse Efforts. Waste management with reduce, reuse and recycle efforts is the best effort that can be made to manage and handle plastic waste with its various types. Reduce efforts are steps to reduce the use of products that have the potential to become waste. This effort is applied to disposable products such as plastic bags. Reduce is a priority effort because it can reduce the amount of waste. While the reuse effort is to reuse products that have been used. By reusing it, it can reduce waste. The following is the implementation of reduce and reuse efforts at SD Negeri Giwangan.
2. Waste Management with Recycle Efforts. Waste management with recycle efforts is the last step of the 3Rs which means recycling. This effort is able to produce an item that has economic value. The following recycle efforts are applied at SD Negeri Giwangan
3. Habituation of Environmental Care Behavior. Environmental care behavior must be instilled from an early age. This is also applied at SD Negeri Giwangan, several activities such as *semutlis* and *semutlik* are routinely carried out every month. These activities are used to familiarize students to always care about the environment. In addition, it fosters students' awareness that environmental cleanliness is not only the task of teachers and adults but the task of all communities. We as school citizens must work together to create a healthy, clean and comfortable environment. In addition to *semutlik* activities, here are some habituation activities at SD Negeri Giwangan.
4. Action to Keep School Sanitation and Drainage Clean. Sanitation is an effort made to avoid the onset of a disease. Sanitation is a conscious effort that cultivates clean and healthy living habits. Meanwhile, school environmental drainage is a good sewer system in order to create a clean and comfortable school. In order to realize the cleanliness of the school sanitation and drainage environment, SD Negeri Giwangan conducts various activities.

5. Campaign on environmental awareness. SD Giwangan conducts a campaign to invite all school members and the community to care about the environment and nature conservation. Creating a clean, comfortable, healthy and peaceful culture. Publication of the school campaign is done directly or by utilizing cyberspace facilities through websites, social media, YouTube, and other digital platforms.



Figure 1. Distribution of sacrificial meat using teak leaf baskets and a plastic waste-free market day

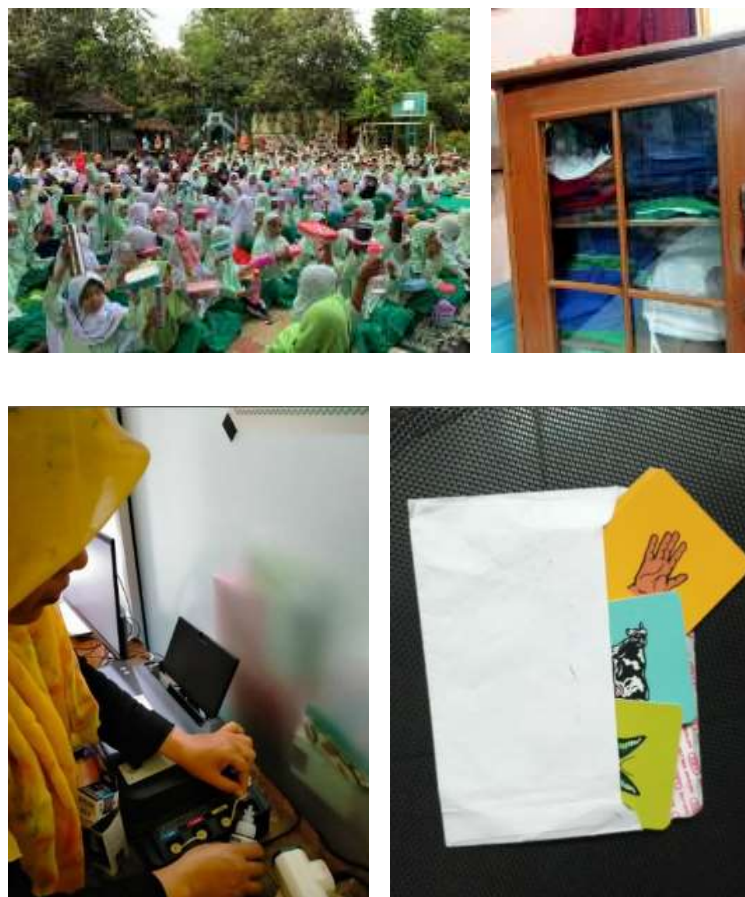


Figure 3. Use of Used Envelopes as Learning Media



Figure 4. Making Moles with Used Bottles and Selection of Waste

Indicator	Character	Achevement
Washing Hands	Self-Awareness	80%
Class Pickets	Responsibility	87%
Throw Garbage	Obey the Roles	85%

Various activities and good cultural habits in supporting environmental campaigns and nature conservation with several indicators; washing hands as a form of self-awareness, class picket as a form of training responsibility, and throwing garbage in its place as a disciplinary effort and rules.

1. Success of Handwashing Habit. Based on the results of data collection through observation, interviews and documentation, it is known that the success rate in habituation of hand washing reaches 80%, thus it is good but needs to be improved again.
2. The success of the habit of Class Picket. The research conducted shows that the responsibility for class picket is quite good because it has reached 87% and needs to be monitored every day.
3. The success of the habit of disposing of garbage. Judging from the cleanliness of the class, the achievement of students throwing garbage in its place is around 85% so that guidance and direction are still needed all the time.

CONCLUSION

Based on the results of the research and discussion, the researcher draws the following conclusions: (1) The benefits of the adiwiyata program are that it can change the behavior of school residents to carry out a culture of environmental conservation. (2) Making a place of learning for the younger generation about the character of responsibility, self-awareness and obeying the rules. (3) Clean living habits must be started early.

The suggestions that researchers can convey are as follows: (1) For Schools. Habituation is applied to foster the character of clean living, (2) For Students. Rewards are given to students who are

diligent in picketing and the cleanest class. (3) Parents. Cooperation with parents to realize the benefits of clean living

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