Implementation of the Adiwiyata Program to Build Environmental Caring Character in Elementary School Students

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Article Info	Abstrak
	Program Adiwiyata merupakan program dalam menciptakan suasana lingkungan hidup yang ideal bagi siswa demi terlaksananya tujuan pembelajaran antara guru dan siswa. Tujuan dari penelitian ini adalah untuk menganalisis implementasi program Adiwiyata dalam membangun karakter peduli lingkungan pada siswa. Penelitian kualitatif deskriptif dengan pendekatan studi kasus digunakan dalam penelitian ini. Karena Program Adiwiyata tingkat provinsi baru saja diperkenalkan, maka lokasi penelitian di SDN 176 Pekanbaru. Hasil penelitian ini menunjukkan ketika program kegiatan Adiwiyata dipraktikkan, karakter siswa bukanlah satu-satunya hal yang penting. Mereka juga perlu memiliki sikap disiplin terhadap lingkungan, memahami tanggung jawabnya terhadap lingkungan, dan membiasakan aktivitas tersebut sejak dini. Agar pada akhirnya menjadi budaya positif dan kesadaran lingkungan anak menjadi tertanam dalam kehidupan sehari-hari.
	Abstract The Adiwiyata program is a program to create an ideal living environment for students in order to achieve learning goals between teachers and students. The aim of this research is to analyze the implementation of the Adiwiyata program in building environmentally caring characters in students. Descriptive qualitative research with a case study approach was used in this research. Because the provincial-level Adiwiyata Program had just been introduced, the research location was at SDN 176 Pekanbaru. The results of this research show that when the Adiwiyata activity program is put into practice, student character is not the only thing that is important. They also need to have a disciplined attitude towards the environment, understand their responsibilities towards the environment, and get used to these activities from an early age. So that, in the end, it becomes a positive culture and children's environmental awareness becomes embedded in their daily lives.

1. INTRODUCTION

Education cannot be separated from learning conditions. Comfortable learning conditions will be able to achieve learning goals between teachers and students. One way to improve learning conditions can be done with an environmental approach. In primary and secondary education, the Ministry of Environment in 2016 implemented the Adiwiyata program (Nugroho, 2021). Adiwiyata has the meaning of a good place where all knowledge and ethics are the basis for humans towards creating a prosperous life and towards the ideals of sustainable development (Wardani, 2020). The aim of the Adiwiyata program is to provide reinforcement in increasing awareness in recognizing and sensitizing school residents to care more about their school environment, which is a means of learning and interacting, thereby creating an environment where it is easy to find solutions to existing problems (Irlansari & Hardati, 2019).

Adiwiyata can be important for creating an ideal learning environment. Because interactions that lead to a better life occur in the adiwiyata, or living environment, these spaces and places are ideal and placed strategically (Widodo, 2017). The following four elements are identified in its implementation: (a) environmentally friendly policies; (b) implementation of an environmentally friendly curriculum; and (c) participatory environmental activities, (d) providing facilities that encourage environmental sustainability. These four elements become standards to help schools achieve the goals of the Adiwiyata program. Therefore, they must produce all the materials needed to meet these criteria (Azmi & Elfayetti, 2017). With a focus on the school environment, the "Adiwiyata" program aims to develop environmentally conscious school citizens. These students will also benefit from implementing the program in other settings. The Adiwiyata curriculum is expected to be able to shape students into environmentally conscious individuals. A relevant and sustainable learning process can include the use of environmental education.

A school-based program called Adiwiyata can be used to implement one of the environmental education initiatives. With the idea of a "green school" and a green curriculum that pays attention to the school's ecological culture, habituation (formation of habits) and role modeling, schools can play an important role in helping students develop character, especially environmental character. The Adiwiyata program combines Indonesian ideas about green curriculum and green schools. The Adiwiyata school program is an implementation of policies that have been established by the government through Minister of Environment Regulation Number 5 of 2013.

Everyone, especially students who will become the nation's next generation, should uphold character. One of the values that students need to have is environmental awareness, because environmental awareness always permeates human behavior. The environment influences humans and vice versa. Character development must be prioritized starting from a young age so that children grow into intelligent and moral adults. However, many students do not look after their environment (Abhari, 2022). The Adiwiyata program has a positive impact on students. Nugroho's research results (2021) found that the implementation of the Adiwiyata program could improve student learning outcomes. Then another impact was explained by Wardani (2020) who explained that Adiwiyata can form a character who cares about the environment well. However, Wardani's research (2020) also explains that in implementing Adiwiyata there are inhibiting factors, including interference from the Ministry of Religion in terms of funding for implementing Adiwiyata.

Based on observations made by researchers at SDN 176 Pekanbaru and interviews conducted on February 16 2023 with Mr. Idris, the fifth grade teacher, it appears that there are still many students' problems with the environment because many students still don't care about it. This can be seen from the majority of students who are still waiting for the teacher to give instructions before watering the flowers or keeping the plants clean in front of the class, and the majority of students still continue to throw rubbish carelessly and out of place. Teachers and homeroom teachers always emphasize to children the value of preserving the environment. It is known that students at SDN 176 Pekanbaru are still facing environmental challenges. This can be seen from the large number of children who throw rubbish in the right place and ignore the rubbish bins provided by the school. When working in groups, children immediately burn their rubbish, instead of throwing it into designated rubbish bins (such as organic and inorganic rubbish bins). Therefore, at the Adiwiyata school SDN 176 Pekanbaru, researchers aimed to characterize students' concern for the environment. Relevant previous research was carried out by Bambang Subianto (2021) with the title "Analysis of the Implementation of the Adiwiyata Program in Elementary Schools". This research focuses on solving problems regarding planning, implementation and evaluation of the Adiwiyata program in schools. On the basis of this description, this research aims to implement the Adiwiyata program to form environmentally caring characters in elementary school students.

2. METHODS

Descriptive research using a qualitative approach model is this research. The qualitative descriptive model in this research was chosen because this research aims to analyze the application of Adiwiyata to the formation of environmentally caring character in elementary school students. The principal, students and homeroom teacher of class V were used as research subjects. Meanwhile, this research was conducted at SD Negeri 176 Pekanbaru, which is entirely located on Jl. Cemara Kipas, Tobek Gadang, Binawidya District, Pekanbaru City. In this research,

the equipment and data collection methods are observation, interviews and documentation. Below, the researcher displays a grid of the research instruments used:

Table 1. Research Instrument Grid

Aspect	Indicator
Implementation of the Adiwiyata Program in Forming the Environmentally Caring Character of Class V Students at SDN 176 Pekanbaru	1. Environmental Based Policy 2. Participatory Based Environmental Activities 3. Management of Environmentally Friendly Supporting Facilities 4. Efforts to prevent damage to the natural environment and its surroundings 5. Efforts to repair natural damage that occurs

Source : Modified research by Silaban & Yuliani (2017)

Primary and secondary data sources are the two sources of data for this research. Through observation, documentation, and interviews with educators, students, and school principals, researchers were able to collect primary data sources. Due to the qualitative nature of this research, initial data analysis was carried out continuously from the time it was obtained until the completion of the research. In this research, data analysis includes data reduction, data visualization, data presentation, drawing conclusions, and operations. Secondary data from interviews with research subjects is used by researchers. Three triangulations were used to assess the validity of research data: source, time, and technique triangulation. Testing the accuracy of data based on several sources is known as source triangulation. Three different triangulation techniques were used in this study. Finding problems in classroom teacher interviews is the first step. Next, at the specified observation time, carry out observations with the teacher and students. Observation and documentation sheets were used in this research to record the results of observations of the learning process. Designing, researching, implementing, analyzing data, and producing research reports are the first steps in putting this research into practice. In this research, the methods used to collect data were observation, interviews and documentation.

3. RESULT AND DISCUSSION

Adiwiyata Program Planning

One of the traits that the Adiwiyata Program wants to instill in students is environmental awareness which is well demonstrated by SD Negeri 176 Pekanbaru. After completing the environmentally friendly school program which is the first step in the Adiwiyata program at SDN 176 Pekanbaru, you can register at the Adiwiyata School. This program is run by the Pekanbaru City Environmental Service. To ensure the Adiwiyata program is implemented effectively, a number of plans must be established. Adiwiyata program related to learning. Considering that character education can maximize students' abilities in protecting the environment. First and foremost, teachers need socialization. Continue to the school curriculum section, ask the principal for consideration. For prospective educators, they should include the character of the Adiwiyata program into their learning plans.

To ensure that all teachers in schools carry out the Adiwiyata program appropriately and correctly, this socialization seeks to unify the vision and mission. In the future, all teachers will work together to incorporate anti-drug learning into all learning resources, just as in the past if schools only had literacy programs. Each learning tool will certainly highlight elements of literacy. Collaboration between all school members including class and subject teachers and school staff is very important. Cadres or young people who were selected to become Adiwiyata cadres with achievements were also part of the formation of this organization. There are several of them, including composting, waste management, plants, and other disciplines. Student cadre requirements are modified to meet school requirements. Children who excel are seen as activists. These student Adiwiyata cadres can be utilized optimally to initiate Adiwiyata events and help them develop into environmentally conscious individuals in their respective schools. Set a good example to your friends. Teachers will find it easier to plan lessons that emphasize the value of environmental management as a result.

This school does not have as many parks as it should, therefore the planned procurement program requires more parks. The first is to spend funds to buy plants related to Adiwiyata because there is a lot of open land and narrow land, but there is very little green land. To make maximum use of this program, the procurement of infrastructure and facilities needs to be managed carefully to avoid wasting the budget. In the plant procurement process, SDN 176 Pekanbaru has reached an agreement regarding the community and the environment. This must be done by planting lots of trees in the environment around the school, especially for parents of children. The success or failure of implementing learning really depends on planning. Especially when the task requires the cooperation of many individuals. This finding also supports research by Wardani (2020) where in his research he found that the inhibiting factor in implementing Adiwiyata was the funding aspect.

Environmental Care Character Learning Activities

One of the values that needs to be taught in educational institutions is environmentally conscious character education. A person must have concern for the environment in order to be aware of environmental conservation efforts. The establishment of environmentally friendly schools is expected to be the main success of this program. Schools that uphold the principles of love and care for the environment are considered environmentally friendly (Landriany, 2018: 29). Through curricular integration in developing environmental character, the Adiwiyata program implemented in elementary schools has ingrained values (Efendi et al., 2020). by creating an environmentally centered school curriculum with an emphasis on protecting and avoiding environmental damage. Apart from that, extracurricular activities are designed to improve environmental education by adapting to the current school infrastructure and surrounding environment (Tikho & Gunansyah, 2021). Talango (2020) also believes that character development also starts from a young age. Incorporating environmental material in each subject is a crucial aspect in character formation. Discussions and understanding of behavior related to environmental concerns occurred from there. Values should be instilled from an early age.

The planning process begins with the formation of an adiwiyata team, followed by the preparation of documents containing the school curriculum. Four parts of the Adiwiyata school program are covered in the included document: policies that encourage environmental awareness, curriculum that emphasizes environmental awareness, activities that involve participation, and management of environmentally friendly supporting facilities (Alvatina, 2023). Regarding Adiwiyata fundraising, SDN 176 Pekanbaru has double hopes from this Adiwiyata activity. Our current position in Adiwiyata city is very profitable for the next stage, because later we will enter Adiwiyata at the provincial level and finally at the national level. There are always expectations and consequences, therefore of course there is an impact. Therefore, the education and teaching department also provides guidance to teachers so that they can always apply what they learn in the Adiwiyata character study.

The implementation stage will be carried out next after the planning stage. In order for the Adiwiyata program to be implemented well, its implementation must be carried out after planning. The school must carry out outreach first before allowing children to take part in the Adiwiyata program. All parties are socialized so that all existing parties can accept its implementation. Teachers may engage in face-to-face outreach with parents or use class associations to motivate parents to participate in school-sponsored activities (Pradini, 2018). The idea of developing the Adiwiyata School program aims to instill character traits in its students, and one of these traits is environmental awareness. This is an achievement program, not a competition; Here, students are the objects of learning, and teachers are performers and implementers, assisting students in ways that contribute to the success of the program.

Build Disciplined Character

Humans as creators and actors who create order; animals don't. However, discipline arises from within the soul because of the desire to follow these guidelines. Therefore, it is clear that discipline is order, namely obeying laws and other regulations, and so on (Riyanti & Maryani, 2019). Therefore, developing a disciplined character is the most crucial thing to do. Discipline: The environment is not much of a concern for many children today. surrounding environment, at home and at school. Because discipline in schools is very important, this discipline must be applied in all schools so that learning can take place effectively and produce results that are in line with the school's hopes, vision and goals. Every school is required to implement punishments for staff, students, and administrators; However, many students still ignore the rules, and many teachers continue to act irresponsibly. Today's discipline requires a lot of understanding. specifically that all school personnel, including students, instructors, and administrators, are subject to discipline, which does not apply only to students. Student discipline can be manifested in several forms, such as consistently being on time and obeying rules. Likewise, educators and administrators must enforce discipline. The Adiwiyata program at SD 176 Pekanbaru can also help children develop disciplined character, according to observations made by researchers. For example, children can learn to manage waste, reduce plastic use and save energy.

Building the Character of Responsibility

Forming responsible character in children is the second procedure. Environmental responsibility is of course the most important obligation. environment in schools, families and society in general. Providing motivation, setting ground rules in class, facilitating discussions, distributing lesson plans, and conducting in-depth reflection exercises are effective ways to foster a more responsible attitude. Students who use it are guided in fulfilling their obligations to participate in educational programs and complete educational assignments. This in turn will foster a responsible attitude towards the environment (Rokhmah, 2019).

Instilling Character Values

Therefore, in theory, the most crucial thing is to instill moral principles; in this case the aim is for students, and one of the values developed is students' concern for the environment. Human nature is essentially

interconnected with God, the environment, oneself and other people. Character is shown through beliefs, character, emotions, words and behavior that are in accordance with social norms. Religion, law, manners, culture, and conventions are some examples of these norms. Learning Aspects A teacher is the ideal personification of an environmentally conscious person. A teacher should be the first person to always remind and give instructions, and be an example for his students. Therefore, educating students to care about the environment is an important part of a teacher's job. The two most important components of an environmentally friendly school are the teaching of knowledge based on environmental principles and society's understanding of environmental values. Therefore, the success of implementing this adiwiyata cannot be separated from the contribution of parents and the local community, because donations of energy and materials are one of the supporting components of this program. The Adiwiyata program cannot be successfully implemented without supporting variables, and an Adiwiyata school cannot be recognized for its achievements. This research on Adiwiyata must be supported by all parties, including teachers, students, relevant ministries, so that the Adiwiyata program is not just a program but can be implemented in all schools.

4. CONCLUSION

The conclusion of this research is that the practice of the Adiwiyata program in shaping student character is not the only important thing. They also need to have a disciplined attitude towards the environment, understand their responsibilities towards the environment, and get used to these activities from an early age. So that in the end it becomes a positive culture and children's environmental awareness becomes embedded in their daily lives. The implications of this research can be used as consideration for stakeholders regarding the implementation of the Adiwiyata Program. The suggestions from this research show that educators must always strive to instill a spirit of environmental responsibility in their students and it is hoped that teachers will always provide a positive personal example to their students, helping them develop environmentally conscious character. instructors play an important role in helping students develop these traits. As for future researchers, it is hoped that they can examine the implementation of the Adiwiyata program at the secondary school level, because in essence this program is shown in primary and secondary schools.

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