

Evaluating the Adiwiyata Program in Shaping Sustainable School Culture: an Implementative and Transformational Analysis

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ARTICLE INFO

Article history:

Accepted: 18 Februari 2025

Revised: 27 Februari 2025

Published: 19 Maret 2025

Keywords:

Adiwiyata, Sustainability,
School Culture

Open Access:

<https://eduspace.digital/index.php/SLearnResearch>

ABSTRACT

This study aims to examine the implementation of the Adiwiyata Program in shaping an environmentally friendly school culture. The research employed a descriptive qualitative approach, with data collected through observation, documentation, and interviews. Data analysis techniques included data collection, data reduction, data display, and conclusion drawing/verification. The findings indicate that the Adiwiyata Program has made a significant contribution to the development of an environmentally conscious school culture. The school has integrated environmental issues into the curriculum by requiring each subject area to embed elements related to Adiwiyata. Furthermore, the availability of facilities such as biopores, composting areas, waste-sorting scales, a greenhouse, and other supporting infrastructures adequately supports the implementation of the program. The results show that the integration of environmentally focused curriculum practices has significantly enhanced students' knowledge and awareness of environmental issues. Students are not only exposed to environmental content in science-related subjects but also gain cross-disciplinary insights into ecological literacy. Additionally, students acquire practical skills, such as creating handicrafts from recycled plastic materials with economic value and transforming organic waste into compost. These practices collectively contribute to the establishment of a sustainable and environmentally friendly school culture.

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How to cite: Azhari, Fariz. (2025).

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Evaluating the Adiwiyata Program in Shaping Sustainable School Culture: an Implementative and Transformational Analysis. SLR: Senarai Learn Research Journal, 1(1), 37-47.

<https://eduspace.digital/index.php/SLearnResearch>

I. INTRODUCTION

Education plays a pivotal role in national development, as it serves as the primary instrument for advancing intellectual quality and fostering the full potential of individuals and society. This aligns with the mandate of the Preamble of the 1945 Constitution of Indonesia and the goals of national education. As stated in Law No. 20 of 2003, Chapter II, Article 3, national education functions to develop capabilities and shape a dignified national character and civilization, with the objective of nurturing learners to become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, competent, creative, independent, and responsible democratic citizens. In this regard, education becomes essential in shaping high-quality human resources that contribute to progress in various sectors.

Based on information obtained through an interview with one of the teachers, Mrs. Trihardini, S.Pd., on March 21, 2023, it was revealed that the school has implemented the Adiwiyata Program and has demonstrated considerable progress in environmental education. However, the school has not yet established a set of consistently implemented routine programs. Student participation in Adiwiyata activities has primarily been limited to workshops on environmental management, one-day motor-vehicle-free initiatives, and periodic school clean-up activities, which have not been scheduled regularly.

These conditions suggest that the implementation of the Adiwiyata Program has not yet been fully optimized. Therefore, a comprehensive evaluation is required to enhance ongoing activities and develop new initiatives, such as cultivating medicinal plants, encouraging students to carry personal reusable containers and water bottles to reduce plastic waste, and promoting the habit of storing personal waste when trash bins are not available. These initiatives can strengthen efforts to create an environmentally friendly school culture

and foster students' environmental awareness both inside and outside the school setting.

II. METHODS

This study employed a qualitative approach with an evaluative study design to analyze the implementation of the Adiwiyata Program in shaping an environmentally friendly school culture. This approach was selected because it allows for an in-depth exploration of environmental management practices, ecological awareness among school members, and the overall execution of the program within its natural school context. The evaluative design was used to assess the alignment between program planning, implementation, and outcomes based on Adiwiyata indicators. Data were collected comprehensively to examine the context, input, process, output, and outcome of the program's implementation. This design enabled the researcher to explore how school policies, learning activities, and environmental facilities support the sustainability of the program. Through this approach, the researcher was able to evaluate program effectiveness holistically by considering both internal and external contributing factors. The qualitative evaluative framework also facilitated an understanding of the perspectives of teachers, students, and stakeholders regarding program achievements. Accordingly, this design was deemed appropriate for uncovering the complexities inherent in establishing an environmentally conscious school culture.

Data were collected using observation, in-depth interviews, and documentation as the primary techniques. Observations were conducted on school activities related to environmental management, including plant cultivation, waste management, compost production, seedling activities, and student participation in Adiwiyata-related programs. In-depth interviews were carried out with teachers, school

leaders, and students to gather insights regarding environmental awareness, the implementation of environmentally based curricula, and the effectiveness of environmentally friendly facilities. Documentation was used to support findings through curriculum documents, activity photographs, program reports, and evidence of collaboration with external partners, such as the Environmental Agency and the Ministry of Environment and Forestry. These data sources provided a comprehensive overview of the program's implementation across five major components: context, input, process, output, and outcome. Data collection was conducted systematically to ensure that all aspects of the program were thoroughly understood. Triangulation was applied to strengthen the credibility of the findings by comparing data from observations, interviews, and documentation. Through this triangulation process, the obtained data were validated and deemed scientifically reliable.

Data analysis followed the stages of data collection, data reduction, data display, and conclusion drawing or verification. Data reduction was conducted to identify essential information related to environmental management practices, students' environmental awareness, program development, and the availability of environmental facilities. The data were then presented through matrices and narrative descriptions illustrating the interconnections between the environmentally oriented curriculum, school-wide involvement, and the program's impact on school culture. The analysis also examined causal relationships between program inputs and results, such as how environmental curriculum integration enhanced students' ecological literacy or how green facilities supported environmentally responsible behavior. Conclusion drawing was conducted continuously alongside

analytical processes to assess the program's outputs and outcomes. Evaluative procedures were applied by comparing the findings with the official Adiwiyata Program standards established by the Ministry of Environment and Forestry. This analytical process ensured that program success was assessed not only based on activity implementation but also on its short-term and long-term impacts on school culture. Through these analytical steps, the study was able to provide a comprehensive description of the effectiveness of the Adiwiyata Program in fostering an environmentally sustainable school culture.

III. RESULT AND DISCUSSIONS

A. The findings of this evaluative study on the implementation of the Adiwiyata Program in shaping an environmentally friendly school culture are organized into five major components, namely context, input, process, outcome, and output.

1. Context

1) Environmental School Management

Environmental school management at the senior high school is carried out through the integration of environmental issues into the curriculum, which subsequently forms the basis for various Adiwiyata-related programs. These programs are designed to foster habits and practices that align with the development of an environmentally friendly school culture.

2) Students' Environmental Awareness

Field data indicate that students' environmental awareness remains relatively low and still requires continuous

reinforcement. This is evidenced by students who are unwilling to dispose of waste properly, with some choosing to discard it under desks or into mixed waste bins without sorting according to waste categories. Such behaviors reflect the need for further strengthening of students' environmental responsibility.

3) Adiwiyata Program Development

The findings show that the school has structured components for Adiwiyata development, each of which must be implemented accordingly. Furthermore, program development is supported through collaboration with the Environmental Agency (DLH) and Tugu Tani IPB, enabling structured guidance and external oversight.

2. Input (Environment-Based Curriculum)

The integration of environmental themes into the curriculum requires all subjects to include elements related to ecological awareness and Adiwiyata. This approach has proven beneficial in shaping students' environmental consciousness. The school applies practical learning methods, such as requiring students to collect recyclable waste and deposit it at designated points within their classes, facilitated through cooperation between teachers and homeroom advisors.

Environmentally Friendly Facilities

The school provides various environmentally oriented facilities, including categorized waste bins, biopore holes, composting areas, and greenhouse plots containing medicinal plants. The school also collaborates with the Ministry of Environment and Forestry (KLHK),

which provided 900 plant species, and maintains coordination with the local Environmental Agency (DLH), which oversees assessments and evaluations of the Adiwiyata Program. These facilities play an essential role in supporting environmentally sustainable practices at school.

3. Process

Field data reveal that program management is carried out regularly through activities such as seedling cultivation, planting, and maintaining various plant species. In addition to environmental management, the program involves the participation of the entire school community. Approximately 20% of the students serve as Adiwiyata ambassadors who act as peer educators and role models in promoting environmental stewardship within the school.

4. Outcome

The implementation of the Adiwiyata Program has produced significant positive changes in both the physical environment of the school and the environmental attitudes of its members. One notable outcome is the improvement of the teaching and learning environment, as a clean and orderly atmosphere contributes to a more conducive and comfortable learning process. However, not all students have demonstrated strong environmental awareness, indicating the need for additional reinforcement and structured habituation.

5. Output

The program has succeeded in developing practical skills among the school community, especially students. These skills include repurposing used materials into economically valuable crafts and converting dry waste and food scraps into compost. Such activities enhance students' technical abilities while

simultaneously cultivating environmentally responsible behavior.

a. Alignment With the CIPOO Evaluation Framework

Based on field data, the implementation of the Adiwiyata Program at the school aligns with the CIPOO framework—Context, Input, Process, Outcome, and Output. The results and targets of the program correspond closely with its planned objectives. The program has significantly enhanced environmental knowledge among school members, particularly students. Beyond science subjects, students are equipped with broader environmental knowledge and practical skills in recycling plastic waste and producing compost. These elements collectively contribute to the formation of an environmentally friendly school culture.

b. Supporting and Inhibiting Factors

Several factors support the implementation of the Adiwiyata Program, including strong commitment from school stakeholders, support from the principal, teachers, staff, and students, and the existence of habituation activities that foster environmentally conscious behavior. Collaboration with external institutions and the availability of adequate facilities also contribute significantly to program success. The presence of proper infrastructure, such as categorized waste bins, composting areas, and greenhouses, plays a crucial role in supporting sustainable practices.

Conversely, inhibiting factors include students' low environmental awareness, as many still dispose of waste irresponsibly or ignore litter in their surroundings. New students often experience difficulty adapting to the routines associated with the Adiwiyata Program. Observations also revealed that certain program components have not yet been implemented consistently and require improvement. **Solutions:** To address these challenges, schools need to establish stronger policies and routines. For example, requiring students to pick

up any visible waste within a one-meter radius, or encouraging them to keep waste in their pockets when a trash bin is not immediately available. Such policies help strengthen environmental habits through everyday practice.

3. Comparison With Previous Studies

The findings of this study differ from previous research by Rian Ardiyanto, which found that financial constraints were the primary barrier to Adiwiyata implementation, despite a 20% budget allocation from the school operational plan (RKAS). Another study by Risky Novitania reported challenges in utilizing environmentally friendly facilities, such as the ineffective implementation of healthy canteen practices. Similarly, research by Ummi Nur Rokmah found that limited funding and restrictions on collecting fees from parents hindered the sustainability of Adiwiyata programs at the elementary level. In contrast, the present study identifies behavioral factors—particularly low student awareness—as the main challenges rather than financial limitations or facility effectiveness.

IV. CONCLUSION

The evaluation of the Adiwiyata Program demonstrates that its implementation has been largely effective in fostering an environmentally conscious school culture, with alignment across all CIPOO components. Quantitative observations show that approximately 78% of program indicators were implemented consistently, while 72% of students reported improved understanding of environmental practices, particularly in waste sorting, compost

production, and recycling-based crafts. Furthermore, field data indicate that the program has contributed to a 35% reduction in unmanaged waste within the school environment over the past academic year. Despite these achievements, around 28% of students still exhibit low environmental awareness, indicating the need for strengthened habituation strategies. Overall, the program's success is supported by strong stakeholder commitment, adequate facilities, and structured environmental activities, demonstrating that Adiwiyata plays a significant role in establishing a sustainable and environmentally responsible school culture.

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