

## Adiwiyata School Policy: Systematic Literature Review

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Abstract	Article History
<p>The environment as a component of the education system requires special attention. On the other hand, education is a process of complete human development. One indicator is awareness of environmental health. Adiwiyata School is a learning program launched in order to preserve the environment. Even though it's deep practice Not yet accomplished In total, this policy has had a positive impact on world health. This research uses an approach to systematic literature review. Research data was taken from existing literature and then studied using descriptive data analysis techniques. The research results show that the Adiwiyata School has been implemented at various levels of education, from elementary school, junior high school, to school Secondary Above. There are four obstacles generally experienced by schools. First, there are financial issues and not enough support. Second, student awareness is not yet comprehensive. Third, Human Resources are still low. Fourth, support from the surrounding community. Although there are obstacles in implementation, in general the issue has been resolved. Ideally, the Adiwiyata program has a positive influence on the educational and social fields.</p>	<p>Received 13/08/2024</p> <p>Revised 3/11/2024</p> <p>Accepted 23/12/2024</p>
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### INTRODUCTION

Full adaptation to the environment means death. An important point in responding to this is efforts to control the environment for survival (Johnson, M. L., & Schulkin, J. 2023). Education is an area of human life that cannot be separated from environmental elements. In fact, the environment is an important input in the learning process. The education system's inclusion of the topic of human relations with the environment has been widely discussed in intergovernmental and national policy-making discourse for decades (Kolleck & Yemini, 2020). On the one hand, the environment is one of the educational inputs (environmental input). On the other hand, education must produce students who have an environmentally friendly character. In other words, education and the environment have a significant reciprocal correlation.

Environmental health control has become a concern in countries around the world. Based on a *world population review*, Denmark occupies the position as a country that has the highest level of environmental cleanliness in the world. One effort to achieve this achievement is by developing environmental education (Ardoin, et al. 2020; Clarke & Mcphie, 2020; Jensen, 2004). Finland with the best education also does not rule out environmental health control. One of the programs launched is *sami education* (Kortekangas, O. 2022). Indonesia's attention to environmental control is manifested in an educational program known as the Adiwiyata Program. However, this program has not been implemented totally by all educational institutions in Indonesia.

Based on reports *Indonesian Statistics*, there are 394,708 school units throughout Indonesia in the 2021/2022 academic year (Annur, 2022). Meanwhile The number of National and Independent Adiwiyata Schools from 2006 to 2022 is 4,149 schools consisting of 3,150 National Adiwiyata schools and 999 Independent Adiwiyata schools.

Meanwhile, the number of Adiwiyata schools nationally (regency/city, provincial, national and independent) is 27,169 schools. The assessment results of the Mandiri Adiwiyata School (SAM) and National Adiwiyata School (SAN) are determined based on the Decree of the Minister of Environment and Forestry No.: SK.1176/MENLHK/P2SDM/SDM.2/2022 concerning the Determination of National Adiwiyata Schools in 2022 and the Decree of the Minister of Environment and Forestry No.: SK.1177/MENLHK/P2SDM/SDM.2/2022 concerning the Determination of Schools Adiwiyata Mandiri in 2022. Based on this data, schools that received the Adiwiyata award only reached 6.9% of all schools in Indonesia. (KLHK, 2022).

*Literature review* This aims to reveal the phenomena of environmental education (PLH) through the Adiwiyata School program in Indonesia. This study will be examined from various aspects, starting from the urgency, implementation, obstacles and results of the Adiwiyata School which has been held in Indonesia. So that's expected *literature review* This can be a reference for the development of environmental education or Adiwiyata Schools in Indonesia. Given the pros and cons of the Adiwiyata School policy, whether the program should continue to be implemented, in innovation, or even eliminated.

## **RESEARCH METHODS**

This article consists of a list of search terms that are assumed to track most of the relevant literature. Apart from that, researchers also included the term Adiwiyata or Adiwiyata School in all their searches. Then each finding is combined with different related keywords. The focus of the analysis is on the Adiwiyata School program in terms of urgency, implementation, impact and relevance to education in the digital era 5.0. Systematic data sources *review* taken from various journals related to Adiwiyata schools and environmental education. The scope level is taken not only in Indonesia, but also at the international level from various countries as comparison material. Even though it is used differently in other countries, it is precisely because of these differences that points will be sought to improve the existing model in Indonesia.

Analytical techniques used in *literature review* this is C3-S2. This technique begins by looking for similarities (*comparing*) between literature which is relevant. To be systematic, researchers also look for differences (*contrasting*) as a principle of academic justice. After finding both of them, the researcher provided an opinion (*criticizing*) based on the similarities and differences of each literature. Stage furthermore, the researcher describes a comparison of his views (*synthesize*) which ends with a summary (*summarize*) findings and analysis.

## **FINDINGS AND DISCUSSION**

### **Environmental Education Policy (PLH)**

The Adiwiyata program is a program to create a school that is a caring and cultured environment or Environmental Education (PLH) (Minister of the Environment Regulation, 2009; Minister of the Environment Regulation, 2013). The aims of the Adiwiyata School are stated in the Regulation of the Minister of Environment and Forestry of the Republic of Indonesia number P52 of 2019. First, the Adiwiyata School was launched to realize responsible school behavior in efforts to preserve environmental functions. Second, for increase environmental quality. Based on this ministerial regulation, schools have an obligation to play a role in improving the quality of the environment and preserving its functions.

In general, Environmental Education (PLH) or Adiwiyata School aims to form a school that cares and has an environmental culture that is able to participate and carry out efforts to preserve the environment and sustainable development for the benefit of present and future generations (Blitar, 2022). Meanwhile, specifically, PLH has 5 objectives. First, awareness to help students gain awareness and sensitivity to the environment and its various problems, building the ability to feel and differentiate between stimulus, refining, refining and expanding views and using them in various contexts. Second, increase students' knowledge to gain a basic understanding of how the environment functions, how people interact with the environment, and how the emergence of issues and problems related to the environment and how to resolve them. Third, forming students' attitudes to acquire a set of values and feelings of caring, motivation and commitment to the environment. Fourth, help students acquire the skills needed to identify and investigate environmental problems and contribute to solving

these problems. Fifth, to help students gain experience in using the knowledge they have acquired and skills in decision making, positive actions that lead to solving environmental issues and problems (Salatiga, 2022).

School Adiwiyata must meet several basic principles. First, Principal Education. This principle is educational programmer Adiwiyata to prioritize educational values and develop the character of students so that they love the living environment, both the environment at school, at home and in the wider community. Second, Participatory Principles. The school community must be involved in school management which includes the entire planning, implementation and evaluation process according to responsibilities and roles. Participation is also an attitude that must be shown that the environment around the school, from the committee to the local government, must be involved, so that environmental preservation of the school can have an impact on the surrounding environment. Third, Sustainable Principles. All activities must be carried out in a planned and continuous manner in a comprehensive/sustainable manner (Blitar, 2022).

The components and standards of Adiwiyata according to the Regulation of the Minister of Environment of the Republic of Indonesia Number 05 of 2013 concerning guidelines for implementing the Adiwiyata program include: (1) The existence of an environmentally friendly policy, which can be seen from the curriculum which includes efforts to protect and manage the environment, the existence of activity plans and school budgets containing programs in efforts to protect and manage the environment; (2) Implementation of an environmentally based curriculum. As a benchmark, teaching staff must have competence in developing environmental learning activities. Meanwhile, students carry out learning activities about environmental protection and management; (3) Participatory based environmental activities. The third component standard is carrying out planned environmental protection and management activities for school residents. Then establish partnerships in the context of environmental protection and management with various parties, including the community, government, private sector, media and other schools; (4) Management of environmentally friendly supporting facilities. Achievement standards are measurable when available environmentally friendly supporting infrastructure, improving the quality of environmentally friendly management of facilities and infrastructure in schools.

The awards in the ADIWIYATA program are divided into 3 categories, namely Mandiri Adiwiyata Schools, Adiwiyata Schools, and Adiwiyata Candidate Schools. Adiwiyata Mandiri is awarded to schools that are able to maintain their environmental programs for three consecutive years. However, basically the Adiwiyata program is not intended as a competition or contest. The Adiwiyata Award is given as an appreciation to schools that are able to carry out efforts to improve environmental education correctly, in accordance with established criteria. As mentioned above, the Adiwiyata award is at the empowerment stage (for a period of less than 3 years) and the independence stage (for a period of more than 3 years). In the initial stage, the Adiwiyata award was divided into two categories, namely: Adiwiyata Schools were schools that were deemed to have been successful in implementing Environmental Education and Prospective Adiwiyata Schools were schools that were deemed to have been successful in environmental development (Blitar, 2022).

### **Implementation of Adiwiyata School**

Adiwiyata school policy yet implemented by all schools in Indonesia. However, its implementation is evenly distributed at every level of education. Adiwiyata School has implemented well at the Elementary School (SD) level. For example, Tanah Tinggi 3 State Elementary School, Tangerang City (Pradini et al., 2019), Tlcap State Elementary School (Pramesti, et al., 2024), Dengkek 01 Pati State Elementary School (Rokhani, 2020). While at the Junior High School (SMP) level it has also been done implement, like at SMP Negeri 27 Banjarmasin (Ma'nawiyah et al., 2019), SMP Lentera Harapan Tomohon (Demar et al., 2020), SMP Negeri 3 Kebumen (Prastyo, D., & Wulandari, F. E. 2023). Even at SMP 15 Malang Adiwiyata is a superior program (Nuzulia et al., 2020). The continued implementation of the Adiwiyata School has reached the Senior High School (SMA) level. For example, SMA Negeri 1 Jekulo Kudus (Usman, O., & Sugianti, A. 2021), SMA Negeri 1 Pekanbaru (Suryani et al., 2020), SMA Negeri 5 Banjarmasin (Adawiah, 2020), SMA Negeri Rambah Hilir (Hatika et al., 2019). Even SMA Negeri 8 and 10 in Malang City have outlined environmental policies in schools in decision letters and integrated them into each subject. Then socialize several activities with an approach to students in order to get perfect support so as to create absolute agreement that the school is truly an

environmentally friendly school (Metz, M. H. 2023).

The implementation of the Adiwiyata School has various obstacles at each school level. Obstacles faced by SD N 3 Tangerang are the lack of concern and participation of the school community, the lack of teacher ability because some teachers are still having problems in providing creative learning media and preparing environmentally based learning implementation plans (RPP). The surrounding environmental conditions are still less supportive, such as there is still noise in the school area because the school is located near the main road so that the learning process can be disrupted (Pradini et al., 2019). Meanwhile, SMP 3 Kebumen experienced almost the same difficulties, namely the lack of active participation from the school community, especially in the aspects of moral and financial support. (Basuki, T. M., et al., 2022). Obstacles in level secondary the above was also experienced by SMA Negeri 1 Bandar Batang. In this high school there is still a lack of funds/budget for environmental management and protection activities which have not been fully realized and only 20% of the RKAS. As many as 83% of students' behavior that cares about the school environment has high criteria (Pramno, E., & Ardianto, H. 2023). Barriers to the implementation of Adiwiyata schools are also experienced by high schools in Malang City, such as task forces that are not on time and there are a group of students who are still unaware of understanding the concept of an environmentally friendly school, funding problems, and support from the community and other agencies which is still low, however the school concerned has taken strategic steps to overcome these obstacles (Barrot, et al. 2021). Based on this data, it is known that there are four main obstacles in implementing the Adiwiyata school, namely program costs, awareness of students, human resources (teachers and principals), and support from the community.

To overcome some of the obstacles mentioned above, strategic steps need to be taken. *First*, the policy of the school principal to issue a decision letter to teachers and employees regarding job descriptions and responsibilities which are issued as a guide for carrying out their duties. *Second*, establishment of a disciplinary commission. *Third*, building commitment and building communication between students, building improvements or changes towards Success will lead a person to determination, self-confidence and the impact of istiqomah is success. *Fourth*, build commitment and build communication between students. exemplary leadership. *Fifth*, control carried out by superiors, such as providing attention, direction, guidance and correcting mistakes so that it will determine behavior at work such as disciplinary behavior. Sixth, saving resources, such as saving natural resources (water, electricity and stationery) and issuing policies to own "culture of saving" natural resources (Arsjah, et al. 2023).

### **Implications of the Adiwiyata School for Islamic Education in Indonesia**

Despite the shortcomings and obstacles experienced by those still in school, ideally the Adiwiyata School Program has a significant influence on the development of students. The differences between students at Adiwiyata and Non-Adiwiyata Schools can be seen in various aspects of student outcomes, including knowledge, attitudes and student behavior. The Adiwiyata program also has an effect on increasing ecoliteracy among students (Syah et al., 2021). This influence has been demonstrated scientifically through various studies. Nurwidodo et.al (2020) conducted research at Senior High Schools (SMA) in Malang City, Indonesia. Survey techniques were used to gather information from 275 students. Respondents came from SMA 1, SMA 2, SMA 4, and SMA 7. Apart from that, he also carried out analysis on high school students in class X and XI Adiwiyata and non-Adiwiyata SMA in Malang-East Java, Indonesia. The factual findings obtained point to a lower level of student identification in Adiwiyata schools compared to non-Adiwiyata only due to environmental influences. Meanwhile, the significant influence of class level only occurred in the cognitive skills aspect. In general, all data analysis concludes that the implementation of the Adiwiyata program is able to have a positive impact on the level of environmental *learning* (EL) students. There is also a tendency that the higher a student's grades, the better their EL level.

Prabawa-Sear (Lambert, S., et al., 2024)) examines environmental education/*eco-education* (EE) in schools in Yogyakarta and Surabaya, Indonesia. This study was conducted to understand the situation where the educational part of environmental education is almost non-existent. It draws on ethnographic data to show how Indonesian EE fits into the wider education system. Considering the Indonesian education system and how its value is determined by the inclusion of content in the curriculum, textbooks and exams, we can conclude that EE needs to be part of the syllabus to progress. Combining a

formal education approach with an action-oriented, mandatory Adiwiyata program will offer students a well-rounded EE experience and still meet the need for prestige and victory in school. Such strategies, with a focus on content and vetting, are not promoted in EE discourse in the Global North. This does not mean that it cannot meet the unique needs of Indonesia, but it highlights the need for more culturally specific considerations of EE in the Global South.

In the view of Islam, the environment has a very important meaning in its influence on learning students. So the saying "A healthy mind in a healthy body" emerged. Then this saying was developed and expanded by Dewey (1960) to become "Healthy humans exist in a healthy human environment." A mere change of words is nothing. Changes in goals and methods of working towards them will mean more than we can anticipate. Is there something in the whole business of politics, economics, morals, education - even in the professions whatever - save the development of a decent human environment that will function, by its existence, to produce healthy and complete human beings, who in turn will maintain a healthy human environment. This is a universal and all-encompassing human duty.

The benefit of participating in the Adiwiyata Program is that it can support the achievement of competency standards/ competence basic and graduate competency standards (SKL) for primary and secondary education. Apart from that, it can also improve efficient use of school operational funds through saving and reducing consumption of various resources and energy. On the other hand, it can also create togetherness among the school community and more comfortable and conducive teaching and learning conditions. Another benefit is that it becomes a place of learning about the values of good and correct environmental maintenance and management for school residents and the surrounding community. Then it can also increase efforts to protect and manage the environment through pollution control activities, damage control and preservation of environmental functions in schools (Blitar, 2022).

The school has implemented an environmentally friendly school culture as demonstrated by the existence of a policy, curriculum, activities and school infrastructure that supports the school culture. The implementation of the Adiwiyata curriculum in each state and private school varies according to the characteristics and potential of each school (Susilo et al., 2021). Public and private schools in junior high schools in Bantul Regency have fulfilled the four main components of the Adiwiyata curriculum, in terms of objectives, content, methods and evaluation.

The learning context of Adiwiyata School contains the values contained in an environmentally friendly school culture, namely the value of caring for the environment, the value of loving the environment, and the value of the spirit of achievement. This preservation is carried out by carrying out all previously existing activities (Izharsyah, J. R., at. al., 2023). Meanwhile, learning models are developed in terms of materials, models and learning methods that are varied and can be done by giving students a full understanding of how to create a healthy and clean living environment when related to problems in our environment (Hariyanto, 2019).

The Adiwiyata program has an effect on increasing ecoliteracy among students which can be seen from students' knowledge, attitudes and behavior (Syah et al., 2021). Eco education is applied heterogeneously across religions. For example, eco-theologians Saint Francis of Assisi translated into practice in Franciscan schools in Jakarta, Indonesia. The Franciscan religion practices the teachings of Francis, but it is difficult to bridge the gap between his teachings and the contemporary context. Students generally identify as environmentalists and respect the environment, but their environmental practices depend heavily on home life. Both schools and students must contend with a broader socio-economic context that is pro-Development, with little regard for the environment. Students' understanding of complex global environmental problems, and their causes, is minimal. Nevertheless, we debate the relevance of Saint Francis' eco-theology in a world seeking environmental sustainability (Cholil & Parker, 2021). Hence, school adiwiyata must continue to be implemented despite various obstacles.

## **CONCLUSION**

Adiwiyata school has been implemented at various levels of education, from elementary school, junior high school, to school Secondary On. There are four obstacles generally experienced by schools. First, there are financial issues and not enough support. Second, student awareness is not yet comprehensive. Third, Human Resources are still

low. Fourth, support from the surrounding community.

Although there are obstacles in implementation, in general the issue has been resolved. Ideally, the Adiwiyata program has a positive influence on the educational and social fields. Two indicators for the implementation of the Adiwiyata School have been achieved. First, the policy regarding the Adiwiyata program has been issued by the Government, in this case the Ministry of Environment and Forestry (KLHK). Second, a curriculum based on environmental learning (environmental education) has also been formulated by various schools at each level, starting from elementary school, middle school and high school. Meanwhile, there are two other indicators that experience constraint. First, participatory-based environmental activities that not every student and community has access to. Second, management of environmentally friendly supporting facilities. Environmentally friendly supporting facilities and infrastructure are not yet available in a representative manner.

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