Strategic Approaches for Achieving Adiwiyata School Status: Insights into the Principal's Role

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Abstract:

This research aims to analyze the principal's strategy in realizing Adiwiyata schools and describe the planning, organization, and control of the Adiwiyata program at MAN 1 Samarinda and MAN 2 Kutai Kartanegara. The research uses a qualitative method with a descriptive approach; the data source is words with two data used, primary and secondary data. Techniques for collecting data include interviews, observation, and documentation, as well as testing the validity of the data in the form of data triangulation, technical triangulation, and source triangulation. The data analysis technique uses the theories of Miles, Huberman, and Saldana, and then the researcher uses data coding to present and verify the data. The results of the research show that the head of the madrasah makes planning and supervision of the Adiwiyata program, forms an Adiwiyata committee team and instills Adiwiyata values, completes facilities and infrastructure, makes policies, collaborates with various parties, and guides several schools. This research provides implications regarding the importance of the critical role of madrasah heads in realizing Adiwiyata status in schools. This emphasizes the vital role of the school principal in providing direction, vision, and strategies to integrate Adiwiyata values into the school environment as a whole.

Keywords: *Principal, Adiwiyata, Policy, Cooperation*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang strategi kepala sekolah dalam mewujudkan sekolah Adiwiyata dan mendeskripsikan sebuah perencanaan, pengorganisasian, pengendalian dari program Adiwiyata di MAN 1 Samarinda dan MAN 2 Kutai Kartanegara. Penelitian menggunakan metode kualitatif dengan pendekatan deskriptif, sumber data dalam penelitian ini yaitu kata-kata dengan dua data yang digunakan seperti data primer dan sekunder. Teknik dalam pengumpulan data berupa wawancara, observasi dan dekomentasi serta menguji keabsahan data berupa tringulasi data, tringulasi teknis serta tringulasi sumber. Adapun teknik analisis data menggunakan teori Miles, Huberman dan Saldana, kemudian peneliti menggunakan kodensasi data lalu menyajikan data dan memverifikasi data. Hasil penelitian menunjukkan bahwa kepala madtasah membuat perencanaan dan pengawasan program adiwiyata, pembentukan tim kepanitiaan Adiwiyata serta menanamkan nilai-nilai Adiwiyata, melengkapi sarana dan prasarana, pembuatan kebijakan, melakukan kerjasama dengan berbagai pihak dan melakukan pembinaan ke beberapa sekolah. Penelitian ini memberikan implikasi tentang pentingnya peran kunci kepala madrasah dalam mewujudkan status Adiwiyata di sekolah. Ini menekankan pentingnya peran kepala sekolah dalam memberikan arahan, visi, dan strategi untuk mengintegrasikan nilai-nilai Adiwiyata di lingkungan sekolah secara totalitas.

Kata Kunci: *Kepala Sekolah, Adiwiyata, Kebijakan, Kerjasama*

INTRODUCTION

The principal, as the primary leader, plays a crucial role in creating a safe and pleasant atmosphere or environment in an institution, especially in educational institutions (Sari, 2020; Wiranto et al., 2021; Fitriani et al., 2021). As the leading guide in achieving success, school principals must design strategies that enable the achievement of these goals (Urdan et al., 2020; Óskarsdóttir et al., 2020; Meyer et al., 2023).

Based on Minister of Education and Culture Regulation No. 6 of 2018, school principals have additional duties as managers and regulators in educational institutions, including from kindergarten to middle school, to high school, and SLB, SMPLB, and SMALB schools (RI, 2018). Therefore, school principals must create a safe and comfortable environment for all stakeholders in various activities at school.

To achieve the goal of creating a comfortable, safe, and clean environment, school principals need to have effective methods and strategies (Ferreira et al., 2020; Pangestu & Karwan, 2021; Mundiri, 2022). Therefore, the role of the school principal as a leader is very strategic in instilling the principles of a safe, comfortable, and clean environment in the school environment (Rozi, 2021; Baharun et al., 2023). Creating a clean, safe, and comfortable environment is necessary in all aspects of life, both at home and in educational institutions such as schools or madrasas, which are the center of the science learning process.

Implementing a clean and healthy life and a comfortable environment at home and work is an obligation because it involves comfort in carrying out activities, so leaders, whether at home, especially school principals, must create a good climate in the institution they lead. So school principals are required to instill character education that cares about the environment in their students and inculcate the values of caring for the environment in educators and educational staff in the institution where they are housed; this is because the school principal has a thorough and accurate understanding of the environment, which helps them develop concerns about the environment (Fahlevi et al., 2020)

Since 2006, Adiwiyata has been an educational effort launched by the Ministry of Education and Culture. This initiative has been implemented, resulting in the formation of schools that have the awareness and ability to participate in supporting sustainable development and environmental preservation (Munawar et al., 2019).

The Adiwiyata School Program aims to instill in students attitudes and behavior that care about the environment (Roswita, 2020; Prasetiyo et al., 2020; Nurwidodo et al., 2020). However, to encourage every school to adopt the Adiwiyata program, local governments need help. To achieve common goals, various related parties play a vital role (Rokhmah, 2019; Nada et al., 2021; Amon et al., 2021; Rahayu et al., 2023). The Adiwiyata program in Indonesia aims to accelerate the growth of education environmental education (PLH) from elementary to middle to high school. Because environmental education is a subject

whose implications can be directly realized in everyday life, both in the school environment, in the environment where they live, and in the environment wherever the individual is, the government's hopes for establishing the Adiwiyata program are realistically realized (Hakim, 2020).

Apart from that, the Adiwiyata program has a significant role in increasing environmental awareness. The Adiwiyata program's contribution to character formation and environmental care is realized with this aim. The Adwiyata School Program is implemented in four ways: environmentally friendly policies, environmentally based school curriculum, participatory-based activities, and environmentally friendly management of supporting facilities. These factors contribute to conditioning the school environment to accustom student behavior to the responsibilities of the environment and other school members (Wardani, 2020).

However, previous research findings indicate that the Adiwiyata program can only partially guarantee increased student environmental awareness. Several factors, such as students' lack of understanding of the concept of environmentally friendly schools, lack of awareness of environmental conditions, lack of community participation, and lack of enthusiasm of teachers and staff regarding environmental management, are obstacles (Nuzulia, 2019).

In addition, the critical role of schools in instilling a caring attitude towards the environment in students is also emphasized. Schools must create a clean, healthy, and comfortable climate for a conducive learning environment (Habibi, 2018).

Therefore, school principals must design effective strategies to create clean, healthy, and environmentally friendly schools by involving educators in inserting Adiwiyata values into learning designs. Teachers also have an essential role in educating students about the environment, not only as providers of information but also as drivers and role models who inspire students to love and care for the environment (Ramadan, 2021).

Directing a school toward Adiwiyata status requires time, innovation, careful planning, and continuous efforts from all school members. One of the first steps is to unite existing programs into one comprehensive unit to achieve Adiwiyata's goals. Environmental education must be integrated into school curricula and programs, and environmentally friendly infrastructure must be managed well (Fahliza, 2021).

Over several decades, the implementation of the Adiwiyata program has experienced positive improvements. A total of 2583 schools have been recognized as winners of the National and Independent Adiwiyata between 2006 and 2016. Many organizations, including the Ministry of Environment, Ministry of Education and Culture, Ministry of Religion, Environmental Offices/Agencies (BLH) at city to provincial levels, and local governments, have joined the Adiwiyata program (Ilhamiah, 2017).

MAN 1 Samarinda and MAN 2 Kutai Kartanegara are educational institutions with similar Adiwiyata programs. Even though both have the same goal, namely creating Adiwiyata schools, they operate in different areas, with MAN 1 Samarinda as a state school in Samarinda City and MAN 2 Kutai

Kartanegara which is in Tenggarong, Kutai Kartanegara Regency.

MAN 1 Samarinda's journey to achieve Adiwiyata status took time but through a series of steps starting from the local to the national level. This achievement requires a long time and continuous effort. In 2019, MAN 1 Samarinda received the National Adiwiyata Award from the Indonesian Ministry of Environment and Forestry. This award shows the Samarinda City Government's commitment to protecting the environment, including schools. The Minister of Environment and Forestry, Siti Nurbaya Bakar, personally presented the award to MAN 1 Samarinda (Samarinda, 2020).

MAN 1 Samarinda is still running the independent Adiwiyata program and acts as a model for other schools in Samarinda City. MAN 2 Kutai Kartanegara followed similar steps and successfully nominated itself as a National Adiwiyata School without field verification (KUKAR, 2020). These two schools have shown a solid commitment to implementing the Adiwiyata program.

Apart from that, in winning these awards, they have implemented effective planning and strategies in managing the Adiwiyata program. The school principal has a vital role in encouraging and ensuring the success of these programs so that the school can achieve the desired Adiwiyata status. Therefore, this research aims to understand the principal's strategy in realizing Adiwiyata schools and describe the planning, organization, and control of the Adiwiyata program at MAN 1 Samarinda and MAN 2 Kutai Kartanegara.

RESEARCH METHODS

The research carried out is descriptive qualitative research; the method used in this research is descriptive research on the Principal's Strategy in Creating Adiwiyata Schools; this research describes the principal's strategy in realizing Adiwiyata Mandiri schools at MAN 1 Samarinda and MAN 2 KUKAR. The data source in this research is qualitative data in the form of words; the data used includes two parts: primary data sources and secondary data sources (Samsu, 2017)

Data collection techniques are interviews, observation, and documentation (Agung, 2019). Apart from that, this research uses a data validity test. The stages carried out in this research are testing the validity of the data using data triangulation and technical triangulation, where the researcher checks the data collected. Different, then the researcher uses source triangulation (Sugiyono, 2016). Meanwhile, the researcher's data analysis technique uses Miles' theory, Huberman Saldana, where this research is called interactive analysis (Matthew et al., 2014)

Then, the researcher coded the data, presented the data with a brief description, and then, in the final stage, the researcher verified the data. Researchers observe and analyze the results of research data and then develop and verify the data.

RESULTS AND DISCUSSIONS

The principal's strategy in realizing Adiwiyata schools in both madrasas, such as MAN 1 Samarinda and MAN 2 KUKAR, in the findings at MAN 1, is that the strategy of the head of MAN 1 is to implement or make a tradition of running the Adiwiyata program where all local stakeholders and all school residents can

run the school program Adiwiyata. Apart from that, the head of MAN 1 created a committee structure that manages the Adiwiyata program; apart from the head of MAN 1 and the committee team prepared various facilities and infrastructure to support the Adiwiyata program at the madrasah.

The Adiwiyata Committee has a vital role for schools in efforts to protect the environment and implement the principles of sustainable development. This team helps increase environmental awareness among students, teachers, and school staff. They educate school members about protecting nature and the surrounding environment. The Adiwiyata Committee helps schools become educational institutions that not only focus on academic aspects but also care about the environment and sustainable development. This creates a younger generation that is more environmentally aware and ready to face the environmental challenges facing the world today and in the future.

Apart from that, the head of MAN 1 involved the Adiwiyata committee to take part in Adiwiyata seminars to increase the competence of the Adiwiyata committee so that it could run as planned together. The competence and Human Resources (HR) involved in the Adiwiyata Committee in schools are essential because they play a role in carrying out sustainability programs and the school environment. Competent human resources in the Adiwiyata Committee can design and implement environmental programs better. They have a deep understanding of sustainability principles and how to integrate them into the school environment. This shows that it is essential to provide adequate training and support to Adiwiyata Committee members so that they can develop their competencies. With competent human resources, the Adiwiyata Committee can become a driving force for positive change to protect the school environment and make a meaningful contribution to sustainability in the school environment and surrounding community.

Then, the head of MAN 1, together with the committee or team, made regulations, namely prohibiting students from using plastic drinking containers. However, they were encouraged to bring drinking containers or food from home. The Adiwiyata committee or team that makes the regulations has the aim of regulating the behavior and actions of school members, be they students, teachers, or staff, so that they comply with sustainability and environmental principles. The regulations made by the Adiwiyata team are usually based on sustainability principles, such as reducing the use of natural resources, good waste management, energy conservation, and environmental preservation. This helps schools apply these principles in daily actions. Creating regulations by the Adiwiyata team is an essential step in integrating environmental awareness and sustainability principles into daily life at the school. By following these regulations, school members can behave in a more environmentally friendly manner, which in turn can have a positive impact on the school environment and surrounding community.

The following strategy carried out by the head of MAN 1 was to control the program and also collaborate with the environmental agency (BLH) and the environmental service (DLH). In 2019, he received an award from the Indonesian Ministry of Environment and Forestry, both at the national level. The principal is

the leader of the school, and support and commitment from the principal are necessary to make the Adiwiyata program effective. School principals who support the Adiwiyata program can provide the resources, budget, and support needed to run the program well. The control or supervision carried out by the school principal regarding Adiwiyata activities is significant in maintaining the success and effectiveness of the Adiwiyata program in schools.

Figure 1. National Level Adiwiyata 1 Award Charter Achieved by MAN 1 Samarinda

Cultivating Adiwiyata values is instilled in all elements of the school to form the character of the human resources in the school and form character education for students so that they are applied not only at school but can be applied in everyday life (Ruwanto, 2018). Moreover, the most important thing is that if you want to create a healthy, environmentally friendly school or what is known as an Adiwiyata school, of course, the institution, especially the head of MAN, must create a committee team so that all planned programs can run according to plan.

The other side of creating an Adiwiyata school is, of course, that the committee is always involved in attending seminars on Adiwiyata to develop and improve these competencies so that the Adiwiyata program can be implemented. The most important thing is that when creating an Adiwiyata school, the principal always carries out supervision and evaluation so that with supervision and evaluation, the program runs as well as possible and can find out what improvements need to be made, which must be done on a scale. School principals involved and active in the Adiwiyata program provide a positive signal to all schools that sustainability and environmental preservation are essential. With reasonable school principal control, the Adiwiyata program has a greater chance of being successful and having a positive impact on the school environment and surrounding community.

Supervision is essential because it is part of the functions of management; as stated by Arifin and Hadi, supervision, which is also known as control, is an important management function that requires the process of comparing work results with predetermined goals. In other words, this function aims to ensure that the planned activities, including the methods and equipment used, are discovered and implemented in the field. (Rahman, 2017)

Apart from that, the head of MAN 2 KUKAR has a strategy to create an Adiwiyata school in his school by creating a committee for the Adiwiyata program

at MAN 2 KUKAR. Apart from that, the head of MAN also plans the Adiwiyata program as best as possible by involving all elements, both educators and students and the local community. MAN 2 KUKAR. As well as organizing or managing work programs as determined.

Apart from that, the head of MAN 2 KUKAR also invited everyone, including educators, education staff, and students, to reduce the use of plastic items and invited everyone under MAN 2 to use plastic waste to recycle it into something useful. The head of MAN every month controls or checks the planning programs created. Another strategy for the school principal is to develop innovations, such as making fertilizer from ketapang leaves.

In 2018, MAN 2 KUKAR received a national Adiwiyata certificate award, so MAN 2 was required to develop several schools, such as MTs, SMP, and MI. Besides that, MAN 2 KUKAR entered into an MOU with the district Environmental Service (DLH) and the province. Apart from that, the head of MAN was also required to prepare several files containing seven work programs, such as the SKs collected, the Adiwiyata charter, and the Adiwiyata RPPs.

Then, MAN 2 KUKAR 2014 won the title of Adiwiyata Cultural School, then in 2015 and 2016, it passed at the provincial level, and every year, MAN 2 KUKAR is required to develop further. In 2018, he received the national Adiwiyata certificate again. In 2022, MAN 2 started again for the independent Adiwiyata program, where MAN 2 became a pilot school for the Adiwiyata program for several other schools and had an integrated RPP.

MAN 2 KUKAR, in creating the Adiwiyata school, did several things the same as MAN 1 Samarinda. However, MAN 2, in creating the Adiwiyata school, did several things in management functions such as planning, organizing, actuating, and controlling, all of which are parts of the management function. This was done by the head of MAN so that the Adiwiyata program in schools could be realized. (Witono, 2020).

Implementation of planning, organizing, actuating, and controlling (POAC) of the Adiwiyata program in madrasas is critical for several reasons. First, madrasas can formulate clear goals and strategies for the Adiwiyata program. This helps ensure the program has the right direction and aligns with the madrasah's vision and mission. Second, through POAC, madrasas can form a particular team or committee responsible for implementing the Adiwiyata program. This helps organize roles and responsibilities, ensuring that all tasks related to the Adiwiyata program are managed well and efficiently. Third, madrasas can carry out various activities to increase environmental awareness among students, teachers, and school staff. This helps create a solid environmental culture in the madrasa environment. Fourth, madrasas can monitor the progress of the Adiwiyata program. This makes it possible to measure the achievement of program objectives and identify areas requiring improvement.

Thus, implementing POAC helps madrasas in planning, organizing, implementing, and controlling the Adiwiyata program effectively so that program objectives can be achieved well and sustainably. This also supports the vision of Islamic education, which views sustainability and environmental care as essential

values in education (Uyuni & Adnan, 2020; Dobbelaar & Richter, 2022; Jaafar & Brightman, 2022).

These functions will not run if no one moves them, so the head of MAN 2 must create a committee so that all programs can run according to plan. I realized that the Adiwiyata school is not just about creating it. However, of course, there are certain conditions for carrying out cooperation or MOUs with various parties, one of which is the Environmental Service (DLH). The aim is that the DLH can assist in realizing the Adiwiyata school. Apart from that, the importance of the Adiwiyata RPP is that the Adiwiyata RPP has four components: being environmentally wise and insightful, implementing an environmentally oriented curriculum, environmental activities leading to participation, and implementing environmentally friendly school management.

This research contributes to the strategies used by school principals in achieving Adiwiyata status in their schools. This contribution is relevant for Islamic education management because it can be used as a model for managing schools that focus on environmental principles by Islamic values that encourage concern for nature and the environment. This research highlights the importance of collaboration with external parties, such as local governments and environmental organizations, in achieving Adiwiyata goals. This contribution can provide insight into the collaboration between Islamic educational institutions and other institutions in joint efforts for environmental conservation. Thus, this research can provide practical insights and valuable concepts in environmental and sustainability-based school management, which are relevant to Islamic education management. This also reflects the Islamic school's commitment to educating students with environmental awareness and values by Islamic teachings.

CONCLUSION

The excellent school principal of MAN 1, Samarinda, has a strategy for creating an Adiwiyata school by creating an Adiwiyata committee where the committee and the head of MAN 1 are responsible for implementing the Adiwiyata school by carrying out supervision for several months so that all Adiwiyata school programs can run according to the program and make improvements. Programs that still need to run can be evaluated on an ongoing basis. Apart from that, the head of MAN 1 and the committee team also collaborated with the environmental service (DLH) and included the Adiwiyata committee to take part in seminars conducted by the relevant agencies to improve the competence of the Adiwiyata committee in carrying out the program so that the Adiwiyata school could be realized.

The MAN 2 KUKAR strategy is carried out in creating an Adiwiyata school by creating an Adiwiyata committee and making plans involving all elements in the school, including the head of MAN and controlling and checking the programs that have been planned, educators, educational staff, and students as well as the local community Madrasah. Moreover, create new policies such as reducing school plastic items and encouraging students to bring food and drinks from home. MAN 2 KUKAR collaborated with the Environmental Service (DLH) in 2018 to achieve

a national certificate, and in 2022, MAN 2 is preparing to move towards national Adiwiyata to become independent so that MAN 2 KUKAR becomes a model school for other schools around KUKAR and fosters several schools such as MTS, SMP, and MI.

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