



The Dynamics of Community Participation in Establishing a Sustainable School Culture: Exploring the Role of Environmental Values in *Adiwiyata* Schools

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Abstrak

Peran dan partisipasi warga sekolah merupakan elemen penting dalam membangun budaya Sekolah Adiwiyata berbasis nilai peduli lingkungan. Penelitian ini bertujuan untuk mendeskripsikan peran dan partisipasi warga sekolah dalam implementasi nilai peduli lingkungan untuk menciptakan budaya Sekolah Adiwiyata yang berkelanjutan. Metode penelitian menggunakan pendekatan kualitatif deskriptif dengan subjek penelitian yang mencakup guru, staf, siswa, dan orang tua. Data dikumpulkan melalui wawancara semi-terstruktur dan pemeriksaan dokumen. Hasil penelitian menunjukkan bahwa warga sekolah berhasil mendukung implementasi nilai peduli lingkungan melalui berbagai inisiatif, seperti pembiasaan ramah lingkungan, pembangunan infrastruktur hijau, dan pengintegrasian nilai kepedulian lingkungan ke dalam kurikulum. Partisipasi aktif orang tua serta upaya proaktif kepala sekolah dan guru menjadi faktor kunci keberhasilan program ini, meskipun beberapa tantangan tetap ada. Evaluasi yang dilakukan oleh Dinas Lingkungan Hidup dan kader Pokja Adiwiyata menunjukkan efektivitas implementasi program sesuai standar Adiwiyata. Temuan ini mencerminkan komitmen sekolah terhadap pendidikan lingkungan yang berkelanjutan. Kesimpulannya, peran dan partisipasi seluruh warga sekolah dalam implementasi nilai peduli lingkungan berhasil membangun budaya Sekolah Adiwiyata yang kuat, efektif, dan berkelanjutan.

Kata Kunci: Sekolah Adiwiyata, Nilai Peduli Lingkungan, Budaya Sekolah

Abstract

The role and participation of the school community are pivotal elements in fostering an *Adiwiyata* School culture based on environmental awareness values. This study aims to describe the roles and participation of the school community in implementing environmental awareness values to establish a sustainable *Adiwiyata* School culture. The research employed a descriptive qualitative approach, involving teachers, staff, students, and parents as research subjects. Data were collected through semi-structured interviews and document analysis. The findings reveal that the school community successfully supports the implementation of environmental awareness values through various initiatives, such as eco-friendly habits, green infrastructure development, and the integration of environmental awareness values into the curriculum. Active parental participation, combined with proactive efforts from school principals and teachers, emerged as key factors in the program's success, despite the presence of some challenges. Evaluations conducted by the Environmental Agency and *Adiwiyata* Task Force members demonstrated the program's effectiveness in adhering to *Adiwiyata* standards. These findings reflect the school's commitment to sustainable environmental education. In conclusion, the roles and participation of the entire school community in implementing environmental awareness values have successfully built a strong, effective, and sustainable *Adiwiyata* School culture.

Keywords: *Adiwiyata* School, Environmental Care Values, School Culture

1. INTRODUCTION

Environmental education has an integral role in the education system to form a generation that cares and is responsible for the environment. One form of implementation of environmental education in schools is through the *Adiwiyata* program (Azhar et al., 2016; Juliantina et al., 2024). This program aims to shape the character, attitudes, behavior, and culture of environmental care among school re

sidents. According to previous study *Adiwiyata* aims to form school residents who are responsible for protecting and managing the environment (Putri, 2019). *Adiwiyata* is also interpreted as an award for schools that have succeeded in implementing the Environmental Care and Culture in Schools (PBLHS) movement. Schools that want to win the *Adiwiyata*

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Award must meet the indicators in the *Adiwiyata* program implementation guidelines, such as formulating environmentally friendly policies, developing environment-based school curricula, carrying out participatory activities, and having environmentally friendly supporting facilities (Rizki Amelia & Mutmainnah, 2019; Rokhmah, 2019). Another study explained that *Adiwiyata* has a meaning as an ideal place to obtain knowledge, norms, and ethics that encourage the welfare of life and sustainable development (Afridinata et al., 2018; Juliantina et al., 2024). The *Adiwiyata* Award is given by the government as a form of appreciation for schools that have successfully implemented the Environmental Care and Culture Movement in Schools (PBLHS), which is regulated under the Minister of Environment and Forestry Regulation Number 52 of 2019 and Number 53 of 2019 (Kaliappan & Hamid, 2021; Taştan et al., 2018). The *Adiwiyata* Award not only focuses on curriculum aspects but also the formation of *Adiwiyata* school culture.

The culture of *Sekolah Adiwiyata* is a combination of the concepts of "school culture" and "*Sekolah Adiwiyata*". According to previous study school culture is a distinctive characteristic of the school that can be identified through the values it adheres to, the attitudes it has, the habits it displays, and the actions shown by all school personnel who form a special unity of the school system (Johannes et al., 2020). Meanwhile, another study stated that school culture is a pattern of values, principles, traditions, and habits that are formed in the long course of school, developed by the school over a long period, and become a guide and believed by all school residents to encourage the emergence of attitudes and behaviors of school residents (Dahlan et al., 2020). Based on these quotes, school culture can be interpreted as a unique characteristic of the school that is manifested through values, attitudes, habits, and actions shown by all school personnel. In addition, school culture also includes patterns of values, principles, traditions, and habits that have been formed throughout the school journey, which become holds and beliefs for all school residents, thus influencing their attitudes and behaviour (Maulidah, 2023; Saputri, 2019; Widodo & Nurhayati, 2022).

Building the culture of *Adiwiyata* School requires the active participation of all school residents. The value of caring for the environment became the main foundation in the formation of this culture. According to study environmental care indicators include preserving the environment, not damaging plants, disposing of garbage in its place, not burning garbage in settlements, doing community service, and cleaning up clogging garbage (Cahyaningtyas et al., 2019). This value also includes responsibility for the preservation of nature. Strong support from all parties, including infrastructure and resources, is essential to support the successful implementation of these values. Therefore, the *Adiwiyata* Program can be an effective solution to shape the character of students who care about the environment (Afrinda et al., 2019; Nurwidodo et al., 2020).

SDN Tanjung Barat 09 Pagi, a school that won the National *Adiwiyata* School award in 2022 and Independent *Adiwiyata* School in October 2023, is a clear example in this regard. Despite being faced with the challenges of the COVID-19 pandemic, this school has managed to maintain the cleanliness, beauty, and greenery of the school. Their innovations include the construction of digital treehouses and the use of environmentally friendly plant fertilizer liquid fertilizers. The school has also carried out various activities to support environmental conservation, such as planting and caring for trees, utilization of waste into compost, saving water use, and integrating Environmental Education (PLH) into all school subjects and policies. Thus, SDN Tanjung Barat 09 Pagi has successfully integrated the value of caring for the environment into the school culture and daily activities, creating a positive and sustainable learning environment for students.

Various studies have been conducted related to the culture of *Adiwiyata* School. Students have high environmental insight and morality and can apply environmentally caring

behavior both at school and outside school (Nuzulia et al., 2020; Subianto & Ramadan, 2021). Another study by Subianto and Ramadan describes the success of the *Adiwiyata* program at SD Negeri 193 Pekanbaru which is supported by the completeness and good management of facilities and infrastructure, including colored garbage cans, hand washing stations, and land for live pharmacies and vegetable planting, as well as monitoring and adding facilities needed by schools (Subianto & Ramadan, 2021). Other study showed that the *Adiwiyata* Program at SDN 65 Pekanbaru was successfully implemented to foster students' environmental attitude, create a comfortable and ideal learning environment, and build good cooperation between schools, students, and outside agencies (Suryani & Dafit, 2022). Meanwhile, there is study shows how SDN Larangan faces obstacles in implementing an independent learning curriculum based on environmental character education, requiring improved strategies and increased cooperation between parents and teachers to increase student's awareness and environmentally caring behavior (Silvia & Tirtoni, 2023).

Different from previous studies that focused a lot on the implementation of the school *Adiwiyata* program and how the *Adiwiyata* program builds environmental care character in students, the novelty of this study maximizes the role description and participation of all school residents. Departing from this success, researchers are willing to research to measure the extent to which this program is effective in shaping the character and behavior of environmental care in school residents. In addition, the research will also identify challenges and obstacles in implementing environmental values and develop effective strategies for building *Adiwiyata* school culture. Thus, this study is expected to provide further insight into how environmental care values can be integrated into school culture and their effectiveness in shaping environmentally caring character and behavior in school residents.

2. METHODS

The research conducted at SDN Tanjung Barat 09 Pagi employs a qualitative approach with a descriptive method (Almeida, 2020). This approach aims to deeply understand the roles and participation of all school stakeholders in the implementation of environmental care values to build an *Adiwiyata* school culture. The descriptive method was chosen as it aligns with the research objective, which is to provide a detailed and in-depth description of the phenomenon being studied, namely the implementation of a school culture based on environmental values. This approach allows the researcher to explore the interactions, patterns, and dynamics among stakeholders involved in shaping the *Adiwiyata* school culture. The data collection process in this study follows several systematic stages. The initial stage is the pre-field phase, during which the researcher conducts a Grand Tour Observation to gain a preliminary overview of the school context before drafting the research proposal. This observation helps the researcher familiarize themselves with the school's physical, social, and cultural environment. Data collection is subsequently carried out through in-depth interviews with key informants, such as teachers, staff, students, and parents, as well as supporting interviews with other relevant parties. Additionally, a documentation study is conducted to analyze documents related to the *Adiwiyata* school culture, such as school policies, program activities, and evaluation records. The instruments used include semi-structured interview guidelines and document checklists, ensuring comprehensive data collection.

The data analysis process in this study involves three main stages, which are interconnected. The first stage is data reduction, where data obtained from interviews, observations, and documentation are simplified and organized to eliminate irrelevant information. The reduced data is then presented in the form of tables, narratives, or diagrams to facilitate interpretation and conclusion. The final stage is drawing conclusions, where the researcher interprets the organized data to assess the success of implementing environmental

care values in shaping the *Adiwiyata* school culture. This process involves identifying emerging patterns and providing insights into the factors that support or hinder the application of these values in the school.

3. RESULTS AND DISCUSSION

Results

Research conducted through interviews, observations, and documentation studies produces data that has been reduced and presented in data reduction tables. This table displays findings from SDN Tanjung Barat 09 Pagi, to simplify and organize information, as well as facilitate the process of conclusion. The implementation of environmental values in the school is the main pillar in creating a school environment that is not only clean and beautiful but also cool and comfortable. The value of caring for the environment is defined as a collection of attitudes and actions that are proactive in preventing environmental damage, maintaining sustainability, and taking the initiative to repair damage that may occur. Data reduction of environmental care value implementation is show in [Table 1](#).

Table 1. Data Reduction of Environmental Care Value Implementation

| Theme | Subthemes | Interview Results |
|---|--|---|
| Environmental Care Transformation | Green Infrastructure Development | "We built a school park and school forest as part of the Green School program." |
| Environmental Vision | Pancasila Student Profile | "Our vision is to create a superior generation with environmental insight according to the Pancasila Student Profile." |
| Organizational Structure for <i>Adiwiyata</i> | <i>Adiwiyata</i> Team | "Our <i>Adiwiyata</i> team consists of the Core Team, Technical Team, and Members who play a role in running <i>Adiwiyata</i> programs." |
| Community Engagement | Parent and Community Participation | "Parents are involved in coordination meetings and <i>Adiwiyata</i> activities such as making compost." |
| Environmental Habituation | Extracurricular and Extracurricular Activities | "In PPKn, IPA, and SBdP subjects, we integrate environmental care activities." |
| <i>Adiwiyata</i> Facilities and Infrastructure | School Land Use | "We have converted the school land into a reading garden and school forest to support <i>Adiwiyata</i> 's learning." |
| Cultural Development Caring for the Environment | Inspirational slogan | "Inspiring slogans about caring for the environment are posted throughout the school area to remind the importance of this value." |
| School Community Engagement | Active Participation | "All school residents and the surrounding community have accepted and actively participated in the implementation of environmental values." |
| Evaluation and Monitoring | Environmental Agency Assessment Indicators | "The evaluation of the success rate of implementing the value of environmental care is carried out based on assessment indicators from the Environmental Agency." |
| Habituation and Environmental Care Behavior | Extracurricular Activities | "Extracurricular activities such as scouts and PMR are included in periodic evaluations to assess the effectiveness of the implementation of environmental values." |

Base on [Table 1](#), through the *Adiwiyata* Program, the school integrates this awareness into its vision and mission, to shape students' attitudes that care about the environment. Innovative activities such as the manufacture of liquid fertilizers, crop fertilizers, and environmentally friendly pesticides are part of this program. The Principal leads the *Adiwiyata* Team, ensuring that the organizational structure functions effectively in carrying out environmental care programs. Parents also play an important role, being actively involved through coordination meetings held at the beginning of each semester. This meeting discussed the planning and implementation of environmental values and supporting their children in related activities. In addition, the Principal also collaborates with parents and the wider community to increase participation in *Adiwiyata* activities, strengthening mutual commitment to environmental conservation

At SDN Tanjung Barat 09 Pagi, teachers have taken important initiatives in implementing environmental education. Through PPKn, Science, and SBdP subjects, as well as by adopting the *Adiwiyata* program, they have integrated the values of caring for the environment into the school curriculum. A total of 16 cadres of the *Adiwiyata* working group have a special role in running this program, ensuring that every aspect of *Adiwiyata* is implemented effectively. The program goes beyond just classroom activities, engaging students in a variety of extracurricular activities that support environmental awareness, such as Scouting and Marawis. In addition, there is a routine practice carried out for 5-10 minutes in each learning session, designed to instill environmentally caring habits in students, strengthening the school's commitment to building the character of students who are responsible for the environment.

Efforts to encourage active participation in the implementation of environmental care values at SDN Tanjung Barat 09 Pagi are carried out through regular coordination meetings every week with the principal, teachers, and parents, as well as constant verbal appeals to all school residents. A clear example of this implementation is the behavior of students in the school cafeteria who no longer bring single-use plastic bottles, but bring tumbler bottles to buy drinking water, and do not litter. Despite challenges, such as some students who have not fully followed the appeal despite repeated reminders, the school has not given up. Through a proactive approach, principals and teachers continue to encourage them, set concrete examples, and build sustainable understanding. These efforts have paid off; No complaints or protests were encountered, indicating that all school residents and the surrounding community have accepted and actively participated in the implementation of environmental care values.

Based on the results of research conducted through in-depth interviews with staff and students, direct observation of daily activities at school, and documentation studies that include reports and records of activities, the success rate of implementing environmental care values at SDN Tanjung Barat 09 Pagi was evaluated based on several assessment indicators set by the Environmental Agency. The indicator involves aspects of cleanliness and maintenance of the school environment, as well as student behavior which includes fertilizer making, classroom hygiene, toilet hygiene, school hygiene maintenance, regular garbage disposal, and plant care. The results of interviews with *Adiwiyata* program implementers show that they have a crucial role in this evaluation process, ensuring that every aspect of the program from making organic fertilizers, and classroom and toilet hygiene, to plant maintenance is carried out properly and following established standards.

With regular inspections and the use of IPMLH tables and EDS Reports, the Environment Agency can assess the success of schools in running this program. *Adiwiyata* Working Group cadres are also actively involved in this evaluation process, not only monitoring but also documenting related activities in routine reports. The success of this program is not only measured through these indicators but also by habituating students to

carry out daily activities that support environmental sustainability. This can be seen from the observations that show students are active in participating in Teak Leaf Waste Picking activities. Direct observation by cadres of the *Adiwiyata* Working Group on activities in the school environment, including extracurricular activities, is an integral part of the evaluation process.

Based on the results of interviews with the *Adiwiyata* Working Group team, the participation of parents in discussions related to *Adiwiyata* is also an important factor in assessing the success of the program. They provide constructive suggestions and solutions. The implementation of environmental care values has had a positive impact on school culture, which is reflected in the reduction of plastic waste use and the integration of environmental care activities into the curriculum. The evaluation conducted by the *Adiwiyata* program implementer at SDN Tanjung Barat 09 Pagi reflects the school's dedication to implementing environmental values. The Principal and team of Pokja *Adiwiyata* SDN Tanjung Barat 09 Pagi are committed to maintaining this level of success and continue to increase their commitment to the value of caring for the environment, especially after becoming *Adiwiyata Mandiri*.

Discussion

SDN Tanjung Barat 09 Pagi has shown a strong commitment to the implementation of environmental care values, which is the core of the *Sekolah Adiwiyata* program. The integration of environmental protection and management (PPLH) into the curriculum, following the theory put forward by study reflects the school's innovative approach to integrating environmental education with formal education structures (Murtaufiq, 2020). The headmaster plays a key role in leading and directing the entire school community towards the goals of *Adiwiyata*. By integrating PPLH into the curriculum, principals demonstrate a commitment to innovation and structured environmental education.

The development team of *Sekolah Adiwiyata*, consisting of teachers and staff, plays an important role in strengthening the foundation of an environmentally caring culture. They design and implement rules of conduct and activities that support an environmentally sound school culture. The formation of this team and the establishment of discipline is a strategic step in this process. In addition, the development team also collaborates with external entities to strengthen Environmental Education (PPLH) initiatives (Azhar et al., 2016; Juliantina et al., 2024). The involvement of parents in coordination meetings and program planning demonstrates the collaborative framework successfully created by the development team, which supports the effective implementation of environmental values. Thus, the role of the development team is very important in realizing a school that cares for the environment.

SDN Tanjung Barat 09 Pagi has successfully developed strategic collaborations with various entities including local communities, government agencies, the private sector, mass media, and other educational institutions. This collaboration is a crucial element of the concept of collective participation as outlined by study state this synergy not only strengthens PPLH initiatives run by schools but also increases its positive effects on the wider community (Habibah et al., 2022). This reflects the success of SDN Tanjung Barat 09 Pagi in building and expanding a significant support network. Changes in student behavior, such as the use of tumbler bottles and good waste management, show that the value of caring for the environment has been internalized by students. This is an indicator of the successful implementation of participatory environmental values. They become active environmental ambassadors, both in their schools and in their communities (Afriyeni, 2018; Handayani et al., 2021). Thus, SDN Tanjung Barat 09 Pagi has succeeded in creating a strong *Adiwiyata* School culture through active participation from all school residents and effective partnerships with various parties.

SDN Tanjung Barat 09 Pagi has affirmed its dedication to environmental conservation through effective utilization of the school area to provide facilities that support sustainability. This approach is in line with the eco-friendly infrastructure management strategy proposed (Hacıoğlu, Yasemin Gülhan, 2021; Maisaroh et al., 2023). This initiative includes land use for environmentally friendly facilities, such as the availability of clean water, waste sorting, composting, and reforestation through forests and school parks. *Adiwiyata* facilities, including a digital treehouse, hydroponic garden, and mini zoo, function as innovative and interactive learning media, and slogans about environmental concerns displayed in the school act as a reminder for students to always act eco-friendly. Parental involvement in coordination meetings and program planning reflects an effective collaborative framework. Parents also support eco-friendly behavior change at home, which reinforces the values taught in school (Baker et al., 2014; Maisaroh et al., 2023). This all shows how SDN Tanjung Barat 09 Pagi is committed to implementing and supporting a culture of environmental care.

The entire community of SDN Tanjung Barat 09 Pagi has played an important role in strengthening the culture of environmental care in the school (Adela, 2018; Anggraini et al., 2020). With a strong dedication to environmental conservation, they have created effective synergies, which not only reflect the value of caring for the environment but also shape sustainable environmentally caring behavior among students. This is evidence of the strategies successfully implemented by the school in implementing and maintaining a culture of caring for the environment that is clean, beautiful, cool, and comfortable (Handayani et al., 2021; Rizki Amelia & Mutmainnah, 2019). Thus, SDN Tanjung Barat 09 Pagi has shown strong motivation and success in building a sustainable culture of environmental care.

The Principal and the *Adiwiyata* Working Group play an important role in supporting the evaluation of the *Adiwiyata* program. The headmaster acts as a leader who directs and motivates all components of the school to implement environmental values (Handayani et al., 2021; Putri, 2019). They make strategic decisions to ensure that environmental initiatives are integrated into school policy. Meanwhile, the *Adiwiyata* Working Group is in charge of designing and coordinating environmental programs in schools. They ensure that the activities carried out are following *Adiwiyata* standards and contribute to the achievement of success indicators (Pelita et al., 2020; Rokhmah, 2019).

SDN Tanjung Barat 09 Pagi has implemented various habits that support the cleanliness and sustainability of the school environment, such as habituation to maintain cleanliness, providing garbage dumps and hand washing stations, and making biopores. At the grade level, the school has also shown an attitude of caring for the environment through maintaining the classroom environment, providing landfills in the classroom, habituating energy saving, and installing stickers ordering to turn off lights and close water faucets after use. Periodic evaluations by the Environment Office and active participation from all school residents, including parents, show that SDN Tanjung Barat 09 Pagi has succeeded in creating a strong culture of environmental care (Abdallah et al., 2012; Cassum et al., 2020). Extracurricular activities such as scouts and PMR have also been integrated with the value of caring for the environment, which shows students' awareness and active participation in protecting the environment.

This study has several important implications for schools, policymakers, other researchers, and local communities. For schools, the findings provide insights into the importance of community participation—including teachers, students, parents, and the surrounding community—in establishing a sustainable school culture. Schools can use these findings to design more effective strategies for implementing the *Adiwiyata* program and integrating environmental values into curricula and daily activities. For policymakers, this study provides a basis for formulating more inclusive, community-based policies to support environmental education programs, such as strengthening community participation in the

Adiwiyata program. Additionally, this research opens opportunities for further studies on models or approaches that effectively enhance community participation in *Adiwiyata* schools, as well as exploring the relationship between environmental values and the formation of a sustainability culture in other contexts.

However, this study has several limitations that should be considered. First, the research was conducted in specific *Adiwiyata* schools, making the findings potentially less generalizable to schools outside the program or in regions with different socio-cultural contexts. Second, environmental values, as the focus of the study, tend to be subjective and dependent on individual perceptions, which can be a challenge when measuring their impact objectively. Third, if data collection methods involve interviews or surveys, there is a risk of response bias, where participants provide answers that align with researchers' expectations rather than their true perspectives. Moreover, the limited duration of the study may not allow for a comprehensive observation of long-term changes in community participation or the development of sustainable school culture.

4. CONCLUSION

Based on the results of research that has been conducted, it can be concluded that the role and participation of all school residents at SDN Tanjung Barat 09 Pagi have succeeded in supporting the implementation of environmental care values in building the culture of *Adiwiyata* School. This can be seen from the various initiatives and programs that have been carried out, such as environmental habituation, green infrastructure development, and the integration of environmental care values into the school curriculum. In addition, the active participation of parents in *Adiwiyata* activities also shows a shared commitment to environmental conservation. Despite the challenges, the proactive efforts of the principal and teachers have yielded positive results. The evaluation conducted by the Environmental Office together with cadres of the *Adiwiyata* Working Group of SDN Tanjung Barat 09 Pagi shows that the implementation of environmental care values has been effective and following the established standards, reflecting the success of the school in carrying out the *Adiwiyata* program and its ongoing commitment to environmental education. Therefore, it can be said that the implementation of environmental care values at SDN Tanjung Barat 09 Pagi has been successful in building the culture of *Adiwiyata* School.

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