

Strengthening character education caring for the environment based on Adiwiyata Mandiri in high school

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Abstract

The research aims to reveal the life of caring for the environment as an inseparable part of the school program. Environmental care and friendly programs in various forms of activities have a great influence on shaping the character of students. This research is a type of field research with a qualitative descriptive approach. Sources of data in this study are adiwiyata managers and environmentalist organizations (*Organisasi Pemuda Lingkungan/OPL*). Data were collected through observation and interviews. The data collected were analyzed using the steps of data presentation, reduction, processing and conclusion. The results showed that the implementation of the independent adiwiyata program was carried out through school policies, both intracurricular and extracurricular. Activities are coordinated by cadres, including reforestation cadres, faith and piety strengthening cadres, youth health care cadres, literacy cadres, organic waste processing cadres, inorganic waste processing cadres and water and electricity energy saving cadres. Concern for the environment also creates awareness of responsibility, discipline and cooperation. This program is expected to be a means of educating students to become human beings who care about the environment in their respective places of residence.

Keywords: *Education, Character, Environmental Care, Adiwiyata Mandiri, High School.*

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1. INTRODUCTION

The earth is only one so it must be preserved, so that future generations can still live clean, healthy and comfortably (Sitti Hasnidar, 2019). Living on earth is an invaluable favour to be grateful for, by maintaining, preserving and making the best use of the whole earth for the benefit of his life, and man is forbidden to make mischief on earth (Mangunjaya, 2005: 8). All earthlings must play an active role in maintaining the condition of the earth so that it remains comfortable to live in (Sitti Hasnidar, 2019). But the earth damage has touched on a fundamental aspect as a result of the error in viewing the relationship between people and the environment. Various erroneous human views have made the environment an object that needs to be exploited as much as possible, without paying attention to the impact that will be caused and the sustainability of other living things (Bahrudin, 2017: 25).

The amount of damage as a result of human indifference to the environment is an inseparable problem from the life of modern society. One of the indicators of low human awareness of the environment is seen in the waste problem (Haul et al., 2021). Starting from the problem of garbage disposal, and lack of land for waste to the occurrence of industrial pollution and landslides. This is one of the factors causing the increasing number of environmental problems due to the exploitation of natural resources without calculation (Haris et al, 2018: 2). The results of his latest University of Adelaide research on the environment, published that Indonesia is the fourth largest country that contributes to environmental damage on earth (Jayawardana, 2016) this occurs due to changes in forest areas to non-forests, conversion of forests and peat swamps for mining and plantations, and logging of natural forests for industrial raw material needs.

Efforts to overcome environmental problems can be done by building the character of caring for the environment from an early age (Marjohan & Afniyanti, 2018). Being friendly and caring for the environment is a living practice that benefits humans both physically and psychologically. Being physically friendly and caring for the environment can make people live healthy and away from disease because they are in a clean environment. Psychically, the practice of living creates comfort because it is in a cool and fresh place. Both are needed by humans, so they are more concerned about fulfilling them. To meet these physical and psychic needs, humans carry out many actions as a form of concern and friendliness towards the environment, including by showing various positive attitudes and responsiveness to the existence of the environment (Hamzah, 2013: 43). Environmentally friendly and caring can be realized in a variety of positive actions. Environmental education is an attitude to improve and manage, maintain and preserve the environment (Haul et al., 2021).

Since 2006 the government through the Ministry of Environment (Kementerian Lingkungan Hidup/KLH) and the Ministry of National Education has launched the Adiwiyata program in primary and secondary schools. This program aims to realize the role of the school as an environment where character building cares for the environment and realizes an environmentally friendly attitude to students. *Green school* and *green curriculum* are concepts applied in Adiwiyata schools. The educational model is carried out by habituation (*habit formation*) and exemplary (*role model*) as indicators of school ecological culture (Muhaimin et al, 2008: 183).

Sekolah Adiwiyata is a school name that makes environmental education one of the missions to achieve school goals. Environmental education has been incorporated into the school curriculum. The background of Adiwiyata school is to build an environmentally friendly school and act as an environmentally caring educational school. These schools can shape the culture of their members to foster, care for, pay attention to, and care for the environment, both the school environment and the surrounding environment. The Adiwiyata school program is very relevant and has an important role in shaping a friendly and environmentally caring attitude. The Adiwiyata program demonstrates the

government's commitment to utilizing the role of schools in environmental management and protection through education.

Adiwiyata Mandiri is a form of appreciation to schools that have succeeded in getting the Adiwiyata award at the national level and have a minimum of 10 Adiwiyata-affected schools. Where the affected schools are given guidance by prospective Adiwiyata Mandiri schools and succeed in becoming Adiwiyata schools. Adiwiyata coaching is carried out by the head of the Adiwiyata school and is monitored. Reviews or visits to affected schools are rarely carried out, and they are carried out only if there are affected schools that ask that the coach come to see the achievements of the affected schools themselves (Sulistiowati, 2017: 98).

The Ministry of Education and Culture's character education concept includes various aspects of students, such as psychological, social, and cultural aspects. Character building also includes all functions in students, such as cognitive or mindset, affective, psychomotor, and conative (Yoga Purandina & Astra Winaya, 2020). Similarly, student character education is related to socio-cultural, namely how students behave when dealing with people in their families, friends, neighbors, school environments and environments other than home and school (Purwanti, 2017). The education of character caring for the environment is the cultivation of noble values derived from one's own culture and aims to develop the personality of children or students in a good direction to become a young generation who is proud of the nation and state (Haul et al., 2021)

Changes in attitudes and behaviors that care about the environment can be formed by implementing environmental care character education through schools (Rokhmani, 2016; Sitorus & Lasso, 2021). The habituation of environmental care behavior will shape the character of caring for the environment of students, and students will have a habit of maintaining, caring for and preserving their environment (Efendi, 2020; Wibowo, 2020). The implementation of environmental care character education can also be carried out integratively through various maples in schools (Purwanti, 2017; Rokhmani, 2016). Character education to care for the environment can be done as early as possible through the cultivation of conservation values (Jayawardana, 2016) Character education caring for the environment has been in the school curriculum for a long time, such as beautiful and green school layouts. But the curriculum has not been fully implemented in everyday life in schools (Efendi, 2020; Marjohan & Afniyanti, 2018). Strengthening character education to care for the environment has not been optimally implemented in schools (Haul et al., 2021). The character of caring for the environment cannot be obtained instantly but requires a long process and a relatively long time (Jayawardana, 2016). Character education caring for the environment can be done through habituation of routine, spontaneous, exemplary, conditioning, school culture and environmental health (Naziyah et al., 2021). It can also be with; 1) picking up trash inside and outside the classroom with students before starting learning; 2) training students to dispose of trash in its place; 3) disposing of waste and distinguishing plastic waste and canned waste; 3) train students to wash their hands and turn off the water tap after wearing it; and 4) pay attention to the neatness of students (Jayawardana, 2016).

Character education is very important because it shows who we are, character will determine how a person makes decisions, and character determines a person's attitudes, words and deeds. Based on several sources regarding the importance of character education above, it provides motivation and enlightenment for the government, educators, academic people and education stakeholders, in general, to immediately realize and rise to find solutions so that this character education can be implemented immediately in schools/madrasahs and also at home. All Indonesians must immediately save themselves by producing human resources with superior character by the values of religion, culture and philosophy of the nation. (Kesuma, 2012: 11).

Various notions of character in the various perspectives above indicate that character is synonymous with personality or in Islam, it is called morals. Character education focuses on attitudes and skills compared to other sciences. (Suyadi, 2012: 22). This character building in each student of student develops all the functions in the student, such as cognitive or mindset, affective, psychomotor, and conative. In addition, student character education in the form of socio-cultural is how this student behaves when dealing with people in his family, friends, neighbors, school environment and environments other than home and school (Ramli, 2003).

Research related to the adiwiyata program in shaping the character of caring for the environment has been carried out by Mohammad Dendy Bahrudin (2017), by looking at the adiwiyata program on character building. In this study, researchers revealed more concrete activities carried out by school residents as a means of building a character that cares for the environment. Adiwiyata-Based Character Education Cares for the Environment in Fiqih Subjects at MTsN Tambakberas Jombang. Mukani and Teto Sumarsono, researched environmental concerns carried out by students by integrating through fiqh subjects and other subjects. It appears that adiwiyata-based environmental care character education at SMAN 1 Ajibarang uses the role of the Environmental Lovers Organization (*Organisasi Pemuda Lingkungan/OPL*).

Data from the observations of SMA Negeri 1 Ajibarang shows that schools have received many medals and trophies from various competitions, both district and national competitions such as; National Science Olimpiade (Olimoiade Sains Nasional/OSN), flag raisers (*pasukan pengibar bendera/paskibra*), youth scientific papers, Teen Red Cross Camp (*Jumpa Bakti Gembira PMR/jumbara*), English debates, basketball competitions. SMA Negeri 1 Ajibarang won the title of a healthy school at the Central Java provincial level in 2019. SMA Negeri 1 Ajibarang is one of the schools that managed to hold the title of independent adiwiyata in a fairly short period, so it received the title of Adiwiyata Mandiri in Banyumas Regency in early 2019 (http://m.rri.co.id/purwokerto/post/berita/623353/banyumas/predikat_adiwiyata_mandiri_sma_n_1_ajibarang_memicu_sekolah_lain_mengikuti_jejaknya.html, January 15, 2019).

Adiwiyata activities at SMA Negeri 1 Ajibarang have different colors, because many students play an active role in various environmental care movements, such as actions to maintain environmental cleanliness, tree planting, collection of used goods and saving energy. This activity has had a positive impact on student behavior. So it is important to look deeper, especially concerning forms of environmental concern and how it relates to the character of caring for the environment.

2. METHODS

This research is a type of field research and uses a descriptive-qualitative approach. This descriptive study uses one variable and does not compare with other variables (Sugiyono, 2012). In this case, it describes descriptively the various activities of school residents in the implementation of the Adiwiyata program at SMA I Ajibarang Banyumas in 2019-2020, which is manifested in various forms of friendly behavior and environmental care. The sources of research data are the principal, deputy head of curriculum, Susilarto (Chairman of Adiwiyata), Mrs Parsini (Vice Chairman of Adiwiyata), Mukhlisin (Supervisor of OPL) and Reza Fathurrahman chairman of the board of environmentalist organizations (OPL). Data were collected using observation, interviews and documentation. The collected data is then analyzed using the stages of data collection, data reduction (selecting and categorizing), data presentation and verification/conclusion (Miles & Hubberman, 1992: 16).

3. RESULTS AND DISCUSSION

The location of the school on the highway connecting the cities, looks so beautiful and shady, even though it is near a highway that is crowded with the current and roar of vehicles, smoke and air pollutant

pollution. The grounds are filled with shady green trees and the garden in the school environment looks green and full of leaves. Although the school is on the edge of the highway, it still feels cold and cool. The environment is so neatly organized and clean, and trees are planted regularly. The places around the tree are so clean and tidy that they look beautiful to look at. The school is SMA Negeri I Ajibarang which has implemented an independent adiwiyata program.

The Adiwiyata program is a form of the government's commitment to environmental management and protection through education. The policy made by the government through the Regulation of the Minister of Environment Number 5 of 2013 translates into the Adiwiyata school program (Bahrudin, 2017: 29). The Adiwiyata Program is an integrated program that aims to encourage and guide schools in Indonesia to play an active role in preserving and building a sustainable environment for the benefit of future generations (Haris, 2018: v). The school that developed the Adiwiyata program became known as the adiwiyata school.

Caring for the environment is one of the values that must be developed in schools, through attitudes and actions that seek to prevent damage to the surrounding natural environment and develop efforts to repair the damage to nature that has occurred. The attitude of caring for the environment is the obligation of all humans towards nature. Humans as social beings are also obliged to interact with nature, humans are obliged to protect the environment and preserve the environment and prevent environmental damage (Lestari, 2018: 334).

According to the National Adiwiyata Team, Adiwiyata indicators include (1). Development of environmentally sound school policies; (2). Development of an environmental-based curriculum; (3). Development of participatory-based activities; and (4). Development and management of environmentally based school support facilities (Hidayati, 2014: 50). The principle of participatory and sustainable principles of the adiwiyata program implies that this program belongs to the collective of school residents, continuing on an ongoing basis even though the school leadership continues to change. The essence of the participatory principle is that not only do students play a role in this adiwiyata program, but all school residents also play a very important role in the adiwiyata program. Because of the success of the adiwiyata program, it is supported by cooperation from various parties. Meanwhile, in the sustainable principle, it is hoped that the adiwiyata program will continue to be cultivated in schools. With this sustainability principle, future generations can feel the positive impact of the adiwiyata program (Mustikaningrum, 2019: 26).

The Adiwiyata School program is expected to answer the desire to create a better environment. The benefits of Adiwiyata School according to Endang Haris (2018: 9) include; 1) Supporting the achievement of basic competency standards and competencies of primary and secondary education graduates, 2) Improving the efficiency of using school operational funds through saving and reducing consumption of various resources and energy, 3) Creating comfortable and conducive teaching and learning conditions for school residents, and 4) Making a place of learning PLH values that is good and correct for school residents and the surrounding community, and 5) Increase efforts to conceptualize PLH through pollution control and environmental damage control activities as well as through school environmental function relief activities.

To support the smooth running of independent adiwiyata activities both carried out through intracurricular and extracurricular activities, the school sets the pillars or guide signs as follows; a) policy pillars. The manifestation of this policy is a decision about the school's commitment which is poured through a vision and mission that must contain a dictum of the character of caring for the environment, preserving the environment, and preventing damage to the surrounding environment. School programs should be independent adiwiyata-based with school planning, infrastructure such as a healthy

environment, parks, good sanitation, and environmental care. The adiwiyata program must be integrated with the school program to form school residents with environmental characteristics.

The development of adiwiyata is evidenced by schools that have a healthy and clean environment and adequate infrastructure, b) pillars of an environmentally sound curriculum. This pillar is embodied in the official document of the environmental character strengthening program, namely the Learning Process Design (*Rencana Pelaksanaan Pembelajaran/RPP*) and the Minimum Completion Criteria (Kriteria Ketuntasan Minimal/KKM). The learning process both indoors and outdoors by cultivating integrated learning, including student activities and products by relating the knowledge to the surrounding environment. Learning is not only carried out in the classroom but can be done outdoors and blends with the surrounding nature, so that students are familiar with the environment around the school and can appreciate the living things around them, c) pillars of participatory-based environmental activities (Both Students and Teachers). Activities can be in the form of socialization of environmental care actions both within the school environment and outside the school environment, such as making posters about environmental cleanliness and comfort, eradicating mosquito larvae, treating medicinal plants, and dumping garbage in the right place, all involving school residents, and adjusted to their respective roles, thus making this program well implemented, d) pillars of facilities and infrastructure. The means to drive this program is called the Organization of Environmental Lovers (OPL) at SMA Negeri 1 Ajibarang which is a forum for student organizations to build the character of caring for the environment.

The activity of caring for the environment of the adiwiyata program at the State Senior High School (SMAN) 1 Ajibarang is carried out through two activity instruments; a) intracurricular (classroom lessons) which are carried out using a learning implementation plan (RPP) and minimum completion criteria (KKM) implemented in learning. and b) *extracurricular* (activities outside the classroom) are implemented by forming an environmental organization (OPL) which plays a leading sector in various adiwiyata program activities. Through the adiwiyata program which is implemented through this intra and extra channel, every school resident is required to be active in caring for the environment. This is what makes students accustomed to participating in independent adiwiyata activities in realizing an attitude of caring for the environment (Susilarto, 2020).

The Organization of Environmental Lovers (OPL) as the leading sector in the implementation of the environmental care program (adiwiyata) formed 7 cadres; 1) greening cadres, with a concentration on afforestation efforts including tree planting, 2) *imtaq* cadres, with charge of faith and piety as motivation to develop the religious spirit and care for the environment, 3) cadres save water and electricity, focus on awareness efforts on the use of water and electricity as needed, and there is no waste (Mukani & Sumarsono, 2017), 4) adolescent health cadres, focusing on youth awareness efforts to maintain health by keeping toilets and sewers clean, 5) organic waste processing cadres, 6) inorganic waste processing cadres, and 7) literacy cadres. The formation of this cadre is to ease the task of implementing the program, considering the large number of activities that must be handled to support the success of the program. The success of this adiwiyata program in addition to the support of human resources is also strongly influenced by adequate supporting facilities, such as brooms, mops, broomsticks, trash cans adapted to the waste class, both organic and non-organic, lawn mowers, plant watering tools, and tools for chopping organic waste for making compost (KPNBPPPK, 2010: 37)

The Greening Movement, coordinated by greening cadres who play a role in maintaining and watering the plants around the classroom every day, planting vegetables and fruits around the school garden and the results can be traded, holds tree planting activities in the community around SMA Negeri 1 Ajibarang which is carried out every month. Another activity of the greening cadre is harvesting school garden products such as harvesting brown fruits, mangosteen, harvesting vegetables, and medicinal herbs. Almost all of the school's grounds are filled with plants. All vacant land is used by plants ranging from

ornamental plants, vegetables and medicinal plants, both grown using soil planting media and using water which is commonly called hydroponic planting media.

Students are taught how to plant plants and take care of them, even each student is required to plant and care for their plants (Prasetyo & Suyanto, 2013), even when welcoming Earth Day on April 22, planting trees simultaneously with residents. Some school gardens have been equipped with plants that decorate various corners of the school such as adiwiyata gardens, gazebo gardens, identity gardens, mosque gardens, classroom gardens, greenhouses, vertical gardens, and vines that are used as roofs connecting roads between one space and another. Students are responsible for maintaining and caring for these gardens, starting from the classroom gardens that must be maintained and processed in such a way as to be attractive. Greening activities have raised students' awareness to protect the surrounding environment by planting and caring for these plants. In addition to greening the land with various plants and trees around the school, it can also increase the oxygen supply for school residents. With this greening, SMA Negeri 1 Ajibarang still looks beautiful and fresh even though it is in an urban environment.

The greening activities on the adiwiyata program land have kept the school environment near the highway in a cool and cold atmosphere from air pollution and smoke. The impact of pollution does not appear to be imprinted on the school environment because it is absorbed by plants that stand in the school environment so that the oxygen supply is maintained. This condition can be maintained for the role and participation of all school residents (principals, teachers, employees and students). They all contribute to taking care of the school environment. Technically, in maintaining the comfort and coolness of the school environment, an adiwiyata officer or team is formed that functions as the leading sector in maintaining the sustainability of the school environment.

The Faith Strengthening da Taqwa movement is based on environmental care, coordinated by Iman and Taqwa cadres. The focus of this activity is to encourage students of the Muslim faith to habituate *tadarus*. The *imtaq* movement in extracurricular is usually filled with reading the Quran together, then cleaning the mosque environment and its surroundings, lecture exercises to motivate fellow students or sermons for male students. The main orientation of this faith-strengthening and taqwa activity is to instill religious values in the students, especially in everyday life. The intended religious value is that students always diligently worship God (*habluminallah*), and maintain good relationships with others and also with the surrounding environment (*habluminannas*) (Yafie, 2009: 50).

The Water and Electricity Saving Movement, implemented by energy and water saving cadres (KHEA) and plays a role in ensuring the use of electrical energy and water to a minimum to avoid electrical energy and water being wasted in vain. This is done by controlling the use of lights, fans, LCDs or projectors, by turning them off if they are not in use. Similarly, turning off the water tap after it is not used or if there is a damaged water faucet, immediately report it to the facilities and infrastructure officer so that it can be repaired as soon as possible. Energy-saving activities in extracurriculars are usually carried out by making bio pores or installing bio pores, materials about saving energy and water, etc. Biopores are a way to use enough energy and not excessively according to the needs of both electrical and water energy (Mukani & Sumarsono, 2017). Energy saving is a means to be wise in using energy, both electricity and water, considering that energy savings are closely related to the sustainability of a nation's life in the future.

Clean Friday Movement. In this clean Friday movement, the teacher explained an example of mutual aid activities to maintain the surrounding environment, then invited students to clean the surrounding environment together at activities organized in the independent adiwiyata program. Similarly, teachers held clean Friday activities and nature *tadabur* with residents around the school. Every month, students together with residents clean the school environment and clean around the residents'

area starting by cleaning roads, cleaning residential areas, cleaning the area around the river, and planting trees with residents (Prasetyo & Suyanto, 2013).

Before the activity begins, a briefing or briefing is carried out on members of the OPL (Organization of Environmental Lovers) to divide the area to be cleared. Each region has one teacher and several OPL members to supervise environmental hygiene activities by the students. Activities start from cleaning the environment of each class, picking up leaves scattered in the school environment, and throwing garbage into temporary disposal sites (organic waste will be processed again into fertilizer, while inorganic waste that can still be recycled is collected in the waste bank), picking up weeds around plants, watering plants, draining bio pores and processing them into chopping machines to be combined with other organic waste as material the manufacture of organic fertilizers.

Every month a nature *tadabur* activity is held (on Friday of the third week), which is held around the area of SMA Negeri 1 Ajibarang. This activity starts with cleaning the residents' environment, cleaning around the river area, and distributing plant seeds to residents. This activity became a place for the socialization of school residents with residents so that the value of caring for the social environment and the value of cooperation between school residents and the surrounding community was embedded.

Organic Waste Treatment Movement. Teachers and students in the organic waste processing cadre held composting activities together, namely by collecting leaves scattered in the school area to make fertilizer, chopping organic waste by putting it in a chopping machine to make it easier to decompose into fertilizer and after it was gently ready to ferment. The waste that has been sorted is then reprocessed into compost. Both leaf waste, bio pores and weeds are made into one in a chopping machine and then fermented (changed). The results of fermentation of the waste can produce compost and bio-gaseous fuel. The activity was originally only to reduce the disposal of leaf waste due to the large number of trees whose leaves fell, but after the organic waste processing plant was formed, it could produce compost. Compost is more useful for the surrounding environment, which can reduce leaf waste disposal and can fertilize plants around the school environment. Compost fertilizer is not only used for school purposes, but with more attractive packaging ready to be traded in the market. Two advantages of the waste collection are wasted waste and transformed into fertilizer that is beneficial for plants. In addition to making compost, cooperation is carried out in class picket activities in the form of sweeping and mopping the floor, arranging classroom tables and benches, caring for and maintaining the classroom garden, picking weeds, taking dry leaves and watering plants that require a fairly long time.

The An-organic Waste Processing Movement, is carried out by the Inorganic Waste Processing Cadre (KPSA), and indirectly encourages students to be creative by utilizing used goods into handicrafts of economic and aesthetic value. Inorganic waste processing cadres together with teachers teach students to be creative in utilizing existing items so that not all waste is useless and worthless. The activities carried out are collecting used items that can be recycled into handicrafts, and making eco bricks that can be used as other crafts. KPSA works by controlling the waste bank, when there are students who deposit inorganic waste, KPSA cadre officers help weigh the items and record them in the recapture book. Waste banks store and process plastic waste, used drink bottles, old newspapers, etc. into handicrafts that are of economic value and benefits to the surrounding life.

Specifically, plastic waste is waste that is very difficult to decompose and has a span of decades and even hundreds of years. When plastic waste is in large quantities and not processed, it can damage the sustainability of human life. Therefore, plastic waste is processed through handicrafts such as making flowers from used plastic, making flowers from plastic straws, etc. The creations of processing used items can be stored in a room that makes it easier for students to store their creations, and when there are bazaar activities, they can be traded. At SMA I Ajibarang has set a policy of not using crackle plastic and plastic straws when purchasing food and drinks.

The use of used goods and the reduction of plastic waste can also be made into *eco-brick* products, namely by utilizing used drink bottles filled with plastic waste until the bottle becomes solid. *Ecobricks* are a product that can be used as a substitute for bricks in a building, for a 600 ml mineral water bottle size can be filled with plastic weighing 0.25 kg. The sturdy composition can be comparable to the strength of the bricks, besides that the bottle filled with plastic waste also has aesthetic value so it is very interesting to be used as a wall decoration formed according to the desire. At SMA Negeri 1 Ajibarang *eco-bricks* are also used to create directions for the school area that are assembled using an iron. In addition to serving as directions, the *brickeco brick* range is also unsightly and can be used as decoration.

If the inorganic waste is in large quantities, it is sold to junk collectors and the proceeds from the sale are put into the adiwiyata treasury, making it useful for other adiwiyata programs. By utilizing used items in a new object such as making flowers from plastic, it can be useful and economically valuable. This activity although simple can educate students to be creative and produce.

Another activity of OPL cadres is literacy activities. Literacy activities appeared at I Ajibarang High School before this literacy program became an official government program. Literacy activities are handled by the Literacy Cadre who have the task of making short stories, poems, or other articles with environmental themes that can be displayed in the madding around the school. In the school environment, slogans are also spread that are neatly framed with the words invitations to care for the environment such as take care of this earth, cleanliness of part of the faith, throw garbage in its place, etc. This literacy program is carried out to train and familiarize students with reading and increase knowledge insights, to build to build attitudes and fill empty time so that diligently reading can be a solution in overcoming the problems faced. In this literacy activity technique after reading the book students must fill out the journal that has been provided and record the number of pages they read. If the book brought by the student has finished reading, it will be *rolled* alternately with other students' books. Thus students not only read their books but can read other students' books. Supervised by officers, at the end of the literacy activity, one of the students was randomly appointed to explain their reading results and take the wisdom contained therein. Literacy activities can form students who like to read because reading is a bridge to knowledge.

Various activities of environmental organizations (OPL) carried out by students as cadres have several benefits, including activities becoming lighter and easier because they are carried out by many people, each cadre is required to be responsible for their respective roles, there is a process of cooperation between those in the cadre and the growth of awareness of environmental care among students. These activities can be a means of character education for students who act as cadres and other students, namely the birth of the character of responsibility, cooperation, discipline and environmental care (Purwanti, 2017; Wibowo, 2020)

The various activities of this adiwiyata program are evaluated periodically. This evaluation involves the entire board of the adiwiyata program, both from the chairman of adiwiyata, the vice chairman of adiwiyata, the students of the management of the Organization of Environmental Lovers (OPL) and the coaches of each OPL cadre. Evaluation of activities is carried out once a month to see the successes and shortcomings as well as various obstacles faced in the implementation of the program both related to human resources and the necessary facilities and infrastructure (Jayawardana, 2016). The evaluation activity also discusses the development of independent adiwiyata program activities both intracurricular in the learning and extracurricular processes.

The impact of the implementation of the adiwiyata program at SMA I Ajibarang is the growth of students' awareness of the importance of caring for the environment in everyday life. Awareness arises after feeling so great the benefits of maintaining a neat, clean and tree-filled environment that is well maintained, so beautiful to the eye and cool is felt in the soul. According to Hasibuan (2012:193), awareness is a person's sincere and voluntary attitude in living all regulations, rights, obligations and

responsibilities. In this case, it is the awareness of maintaining the beauty and coolness of the environment. This awareness always encourages students to be called to take care of it with various actions to care for the environment.

The purpose of the adiwiyata program is to develop environmental insights given to students to have insight into the environment. Therefore, this independent adiwiyata program is expected to encourage students to care and actively participate in protecting the environment. Caring for the environment that is inseparable from human life activities is very much in line with the character-building developed by the Ministry of National Education.

The character of caring for the environment also cannot be separated from other character building, namely building discipline by setting school entrance hours starting at 6:30 a.m. for all school residents. Time discipline is very influential to encourage discipline in other aspects such as; Dispose of waste that is sorted according to categories, namely in the form of organic waste and inorganic waste. The cultivation of this disciplinary value is carried out by the method of habituation and exemplary of the teacher, and those who violate it, they are given reprimands and punishments that are educational. The application of this discipline is based on so many empirical experiences that show that success in various aspects is strongly influenced by disciplinary behaviour. Discipline is obeying the regulations that apply in society, both regulations derived from laws, customs, and other social procedures (Faradiba, 2018). When the student is in school, he must obey and obey the rules set by the school, and the rules are set to create order.

In the adiwiyata program, it is very visible that there are efforts to maintain cleanliness, tidiness and coolness of the environment. For this reason, teachers always provide awareness insights about the importance of preserving the environment, even to strengthen these insights, it is not uncommon for teachers to use the basis of religious postulates. In practice, teachers and staff employees provide examples and examples for students to participate in environmental care activities. For example, there is an awareness in students about how important cleanliness, tidiness and coolness of the school environment are. There is a sense of responsibility among students to maintain a cool and comfortable environment. Examples of being responsible for the surrounding environment are shown by maintaining and caring for plants around the school, and students are responsible for the cleanliness of the class by carrying out class pickets according to their schedule and taking care of the garden in their respective classes.

According to Lickona as quoted by Faradiba et al, that responsibility is an active part of morals consisting of taking care of oneself and others, fulfilling obligations, contributing to society, reducing suffering, and building a better world (Faradiba, 2018). Responsibility can also be said to be able to bravely face the consequences of life choices, develop between rights and obligations, and develop a positive cohabitation (Najib, 2015: 54-55). In the adiwiyata program, school residents are required to protect the surrounding environment and be responsible for caring for the environment.

Independent adiwiyata activities of students at SMA 1 Ajibarang are carried out through intra- and extra-activities that form character configurations in the context of the totality of psychological and socio-cultural processes grouped in: (1) sports, (2) thought sports, (3) sports and kinesthetics, . This totality is very useful for students to encourage behavior change based on an awareness, one of which is towards caring for the environment. From the involvement of students in this adiwiyata activity comes a new awareness and sense of responsibility in their school environment. This change is expected not only to occur when students are at school but when they are at home and also have a caring attitude towards the surrounding environment (Sriyanto, 2007). In raising the spirit/movement to care for the environment, a motto called 6-S is used, namely; Gratitude, Smile, Greeting, Greeting, Politeness, and Encouragement.

This motto serves to build the attention, spirit and cohesiveness of all school residents about caring for the environment.

Schools Adwiyata Mandiri SMA Ajibarang 1 in implementing its programs are in line with three policy domains on environmentally sound activities, namely; a) the realm of participatory-based activities, b) the realm of the environmental-based school curriculum, and c) the realm of managing supporting facilities for environmental maintenance. These various domains are designed and conditioned to familiarize students and other school residents to be friendly and care for the environment. The main activities are directed at realizing school institutions that are caring and environmentally cultured. In realizing school institutions based on the norms of togetherness, openness, equality, honesty, justice and sustainability of environmental and natural resource functions. The implementation of adiwiyata according to Sri Nuzulia (2019: 157) is based on the following principles; 1) Participatory, which involves all parts of school management in the entire process of planning, preparation, implementation, and assessment according to their respective responsibilities and roles, 2) Sustainable, namely that all activities are carried out in a planned and continuous manner in the long term and comprehensive, and include aspects of life in the process of planning, preparation, implementation, and evaluation so as to make a great contribution to the environment, and 3) Educational, that adiwiyata educates students to have insights and behaviors based on environmental concerns.

4. CONCLUSION

From the discussion above, it can be concluded that 1) the Adiwiyata program at SMA I is carried out through intra and extracurricular activities, 2) the adiwiyata program is designated as a school policy, both through the curriculum and minimum completion criteria, 3) the adiwiyata program is implemented through various movements driven by OPL; Greening, LMTAQ, organic and an-organic waste treatment, adolescent health, saving water energy and electricity and literacy, and 4) the adiwiyata program can encourage students to have a disciplined, responsible, cooperative character that is closely related to caring for the environment.

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