

## Implementation of the Adiwiyata Program and GPBLHS: Fostering Environmental Awareness and Sustainability in Schools

\*Indri Gus Permata Sari<sup>1</sup>, Aldri Frinaldi<sup>1</sup>, Rembrandt<sup>2</sup>

<sup>1</sup>Master of Environmental Science, Postgraduate School – Universitas Negeri Padang

<sup>2</sup>Law Faculty of Andalas University

\*E-mail: indriguspsari@student.unp.ac.id

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### ABSTRACT

The Adiwiyata program, initiated by the Ministry of Environment and Forestry in 2006, aims to promote environment-focused education in primary and secondary schools. In 2019, this initiative evolved into the Environmental Care and Culture Movement in Schools (GPBLHS), emphasizing collaborative, systematic efforts to foster environmental awareness, sustainable practices, and disaster resilience in school communities. This study adopts a qualitative approach to examine the implementation of GPBLHS in a school awarded National Adiwiyata status in 2017. Data were collected through interviews, document analysis, field observations, and focus group discussions involving principals, teachers, students, and other stakeholders. Data analysis included reduction, presentation, and conclusion drawing, supported by triangulation to ensure accuracy. Findings reveal that the program's success relies on environmentally based policies, integrated curricula, participatory activities, and eco-friendly facilities. Key challenges include limited resources, low environmental awareness, and curriculum gaps. Effective leadership and collaboration among stakeholders are critical for program sustainability. The study highlights the importance of regular evaluation, socialization, and partnerships with external organizations to enhance impact. Overall, GPBLHS serves as a medium to cultivate environmentally conscious behaviors and create healthy, sustainable learning environments, while shaping responsible future generations.

KeyWords: *Adiwiyata Program, GPBLHS, Environmental Education, Sustainability, School Community.*



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### INTRODUCTION

The Ministry of Environment and Forestry (KLHK) launched the Adiwiyata program in 2006 to promote environment-focused education at the primary and secondary school levels. In 2019, this initiative transitioned into the Environmental Care and Culture Movement in Schools (GPBLHS), as noted by Rahmah & Winarno (2023). The Regulation of the Minister of Environment and Forestry of the Republic of Indonesia (P.52/MENLHK/SETJEN/KUM.1/9/2019) defines GPBLHS as a voluntary and collaborative effort, carried out continuously and systematically by schools to cultivate environmentally responsible attitudes and actions (Herman & Nur, 2024). This initiative emphasizes raising awareness among school communities regarding environmental management, encouraging active participation in conservation efforts, and enhancing disaster resilience within schools.

The planning of GPBLHS activities in schools relies on the School Self-Evaluation (EDS) report and the Identification of Environmental Potentials and Problems (IPMLH).

These evaluations identify environmental opportunities and challenges while incorporating disaster resilience measures. The plan includes details such as activity types, timelines, target groups, responsible parties, funding sources, and other stakeholders (Fasikhi et al., 2023). Furthermore, the plan must align with national education standards, including graduate competency standards, curriculum frameworks, learning processes, assessments, and the management of school facilities and infrastructure. It is developed through collaboration among school principals, teachers, staff, school committees, students, and the broader community, requiring approval from the school principal before being incorporated into the School Curriculum document.

The primary aim of GPBLHS is to foster environmentally conscious behavior among school communities while simultaneously improving environmental quality in schools (Nada et al., 2021). Additionally, GPBLHS enhances disaster resilience within school environments. This initiative complements the Adiwiyata program, which recognizes schools that effectively implement GPBLHS. The Adiwiyata program aims to strengthen coordination between the Ministry of Environment and Forestry, the Ministry of Education and Culture, the Ministry of Religious Affairs, and the Ministry of Home Affairs. It aspires to establish a school movement that nurtures environmental awareness and promotes sustainable practices among students and staff. To achieve these goals, activities such as tree planting, water conservation, and energy-saving practices are integrated into school routines. The program is grounded in the Minister of Environment and Forestry Regulation (P.52/MENLHK/SETJEN/KUM.1/9/2019), which outlines government and societal roles in environmental education, training, and recognition of conservation efforts while ensuring every individual's right to a healthy environment.

According to PRESS RELEASE Number SP.190/HUMAS/PPIP/HMS.3/06/2023, between 2006 and 2021, the Adiwiyata program achieved significant milestones, including waste reduction through the 3R method (reduce, reuse, recycle), tree planting and maintenance, creating bio pore holes and absorption wells, as well as conserving energy and water. The Adiwiyata program is founded on three fundamental principles: 1) prioritizing environmental education for school communities to promote educational values; 2) fostering active involvement of all school stakeholders in planning, implementation, and evaluation processes to ensure participatory engagement; and 3) emphasizing the systematic planning, consistent implementation, and comprehensive evaluation of activities to achieve sustainable outcomes. The overarching goal is to build a culture of environmental care among school communities, enhance active participation in conservation efforts, and create disaster-resilient schools that encourage environmentally friendly behavior.

## **METHODS**

This research adopted a qualitative approach to deeply explore the perspectives, experiences, and involvement of school members in the implementation of the GPBLHS

program. The main aim of this approach was to collect descriptive data reflecting the actual conditions of program execution. It was designed to be descriptive, focusing on presenting facts, conditions, and phenomena observed in schools that implement GPBLHS and Adiwiyata. This includes an analysis of policies, executed programs, implementation processes, and the challenges faced.

The study was conducted at a school that achieved National Adiwiyata School status in 2017, providing a direct overview of the program's successes and challenges. Participants included school principals, teachers, educational staff, students, and school guards who were directly involved in the program.

Data collection methods included interviews with school principals, teachers, and students to understand the program's implementation, policies, and obstacles. Document analysis was also carried out, focusing on environmental policies, environmentally integrated curricula, and related activity programs such as greening, waste management, and energy conservation. Field observations were conducted to evaluate the extent of involvement by the school community in environmental activities. Secondary data were obtained from the School Self-Evaluation (EDS) report and the Identification of Environmental Potentials and Problems (IPMLH). The data analysis process involved three stages: data reduction to filter relevant information from interviews, documents, and observations; data presentation in the form of narratives, tables, and graphs to illustrate relationships between policies, implementation, and results; and conclusion drawing, which identified patterns and relationships to assess the program's effectiveness and challenges. To ensure the accuracy and reliability of the findings, the study applied data triangulation by cross-verifying data from various sources, such as interviews, documents, and observations. Additionally, focus group discussions (FGDs) were conducted, involving participants such as teachers, principals, and students, to refine and validate the findings. The scope of this research centered on the school's efforts to foster environmentally friendly behavior among its members, integrate an environmentally based curriculum, and actively engage the entire school community in addressing environmental issues.

## **RESULTS**

The Adiwiyata program is founded on two core principles: participation and sustainability. The principle of participation emphasizes the involvement of all school stakeholders in environmental management, encompassing planning, implementation, and evaluation stages, with roles and responsibilities tailored to each group (Aini & Suryadarma, 2020). Meanwhile, the sustainability principle ensures that every activity is systematically planned and continuously evaluated (Putri, 2019). To achieve the objectives of Adiwiyata, four interconnected components are crucial: environmentally based policies, an environmentally integrated curriculum, participatory activities, and eco-friendly facility management. These components serve as the foundation for fostering a culture of environmental awareness within schools and shaping a generation that is both

environmentally conscious and proactive in addressing ecological issues (Ministry of Environment, 2013). The success of this program relies heavily on the leadership and commitment of school administrators, particularly principals, in motivating the school community, especially students to care for the environment and adopt environmentally friendly practices. According to Regulation of the Indonesian Minister of Environment No. 05 of 2013, Adiwiyata schools must implement supportive policies, incorporate environmental aspects into the curriculum, foster participatory activities, and manage eco-friendly facilities (Ministry of Environment, 2013).

However, several challenges may hinder schools from achieving Adiwiyata certification. These include low environmental awareness among school members, high teacher workloads, a curriculum that lacks environmental focus, limited human and financial resources, and insufficient proactive leadership. Hasanuddin (2013) highlights that, in Minangkabau culture, a leader should possess strong character, likened to a banyan tree that provides shade and serves as an example. A good leader demonstrates consistency, values constructive criticism, and leads with confidence and dedication.

Implementing the Adiwiyata Program aims to foster a culture of environmental awareness, support character education, and shape a generation that cares deeply about the environment. The GPBLHS can serve as an effective medium to create environmentally friendly generations and establish a healthy, sustainable learning environment (Aini & Suryadarma, 2020). GPBLHS planning begins with a needs analysis, involving the mapping of environmental issues surrounding the school. Based on the identified issues, the school prioritizes programs such as waste management, greening efforts, or energy conservation. The program design process must involve students, teachers, and other stakeholders to ensure acceptance and cooperation from all parties (Aini & Suryadarma, 2020). A clear and realistic implementation schedule is essential, alongside the provision of necessary resources, such as segregated waste bins, composters, and adequate budget allocations through School Operational Funds (BOS) or alternative sources (Putri, 2019).

Socialization and education are crucial for program success. Schools should conduct workshops or training sessions for teachers and students and organize environmental campaigns, such as poster or essay contests, to raise awareness. Additionally, regular monitoring and evaluation are vital. Success indicators, such as reduced plastic waste, increased greenery, and heightened student awareness of cleanliness, should be established and used to assess program effectiveness, enabling improvements based on evaluation findings (Hasanuddin, 2013).

Implementing GPBLHS offers numerous benefits, including creating a clean and healthy school environment, promoting students' physical and mental well-being, and instilling environmentally conscious character traits. Furthermore, the program helps reduce environmental impact by decreasing waste and increasing greenery. Schools that excel in implementing GPBLHS have the opportunity to receive the Adiwiyata Award, recognizing their commitment to environmental stewardship (Aini & Suryadarma, 2020). To enhance the effectiveness of GPBLHS and the Adiwiyata program, efforts should focus on building the capacity of teachers and students through environmental training. Schools

must provide essential infrastructure, such as composters, waste banks, and renewable energy facilities. Partnerships with external entities such as NGOs, universities, and local communities can offer additional funding and technical support, ensuring the program's sustainability (Putri, 2019).

## CONCLUSIONS

The GPBLHS and Adiwiyata programs aim to increase environmental awareness and foster sustainable practices within schools. Both programs focus on integrating environmental education into the curriculum, engaging the entire school community in activities such as tree planting, waste management, and energy conservation, and systematically implementing eco-friendly practices. These efforts involve collaboration among teachers, students, principals, and other stakeholders, with teachers playing a crucial role in incorporating environmental topics into their lessons across various subjects. The programs emphasize the importance of regular evaluations and recognition for active participants to motivate sustained involvement. By integrating environmental education into daily school routines and activities, the programs help build a culture of environmental care and shape students' character to be more responsible for ecological sustainability. Ultimately, the success of these initiatives depends on strong collaboration, proactive leadership, and consistent engagement of all school components to ensure the long-term impact of environmental awareness and sustainable practices.

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