The role of schools in building student awareness of environment through adiwiyata program

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Abstract. This research was conducted in the Southeast Sulawesi region which was based on the importance of ecoliteration for elementary school-age children. The effort made by the government to raise awareness of ecoliteration is the Adiwiyata program. The purpose of this study was to determine the role of Adiwiyata in building environmental awareness in the Southeast Sulawesi region. The method used is a survey by taking a sample of 13 elementary schools. Data analysis used is a descriptive analysis of the four components of observation. The results of the study showed two schools from 14 elementary schools that implemented the Adiwiyata program as a whole. School as better applies the four components of Adiwiyata, the better the students in realizing the importance of protecting the environment.

1. Introduction

The future concern of the environment is an important note that must be taken seriously by all elements, both from the government, Community Social Institutions (NGOs), and the Community so that this responsibility is a collective responsibility. In a conference held in Malbert Australia pioneered by former vice president Algon on global warming, the earth is in crisis, the carbon dioxide rate has now reached 387 PPMC02 and if it reaches 415 PPMC02, the earth is getting hotter and already heavy for inhabited by humans.

A small discussion that is heard between teacher and student starts with a question from a teacher asking about what we are breathing for? Students answered innocently that breathing with the lungs, but the teacher continued, okay we breathe with the lungs, but also there is no oxygen then what do we want to breathe? Of course, there must be oxygen. Maybe we can buy oxygen, but about how much money should be spent to buy oxygen for human survival. Therefore we should take care of the environment by increasing caring for and planting trees, trees which are air factories that produce oxygen for free.

Departing from that, it is necessary to establish a collective awareness from the outset to maintain the environment so that it remains good so that education becomes very important in providing a role related to environmental awareness. Schools, in particular, need to build awareness of students to love the environment. Thus, it is necessary to conduct a serious study of the role of schools in educating students in building awareness of the love of the environment.

Right on June 5th is the environmental day or World Environment Day, mentioning that the environmental theme in 2019 is Connect with Nature held in Canada. Connect with Nature has a
mission to invite earth dwellers to interact with nature, to know and enjoy the beauty of nature so that the desire to protect the earth is moved.

Like the mission of the World Environment Day to invite the inhabitants of the earth to interact with nature, recognize, and enjoy the beauty of nature so that the desire to protect the earth was moved, the Adiwiyata program would greatly support the realization of this mission. Therefore, the researcher will look further at the role of schools in the Adiwiyata program.

This research was conducted in Southeast Sulawesi and 31 schools had received the Adiwiyata award, the focus of the problem for this study was elementary school age, arguing that this age was a phase that could understand knowledge quickly and latently. This is supported by the theory put forward by Sigmun Freud which states that the elementary school phase is encouraging as if it were latent, tempestuous as before and afterward so that with this Adiwiyata program elementary school-age students can build early awareness of the importance safeguard the environment for the continuity of nature in the future. The purpose of this study was to determine the role of schools in building students' awareness of the environment through the Adiwiyata program in Elementary Schools.

Humans depend on how the environment around them is natural resources that can support daily life. The main natural resources for humans are soil, water, and air. Life in Indonesia needs to be addressed due to several factors that influence it, one of which is about environmental conditions such as deterioration or degradation that occurs in various regions.

According to s.j McNaughton & larry l. Wolf The environment as all extreme factors that are biological and physical affects the life, growth, development and reproduction of organisms and according to Prof. Dr. Ir. Otto Soemarwoto. The environment is the sum of all objects and conditions that exist in the space we occupy that affect our lives. The environment is the unity of space with all objects, power, circumstances, and living things, including humans and their behavior, which affects the survival of life and the well-being of humans and other creatures and can influence their lives.

A good environment influences student involvement in class and a sense of self-esteem in the class [1]. In Indonesia, environmental education has yet to get a good place. Environmental education carried out is more dominant in non-formal education activities, while informal education has not received a decent place. Environmental problems in Indonesia are linked to a high population in Indonesia and rapid industrialization, and they often give lower priority to environmental problems due to high poverty rates and low resource governance.

There are two main reasons why environmental education must be given early: First children must develop a sense of love for the environment at an early age, it is hoped that with the development of these feelings early, the development of those feelings will be embedded well. Second Interaction with the environment is an important part of the development of a healthy child's life and this interaction can encourage children's learning abilities and quality of life in the future. Based on the definition, environmental education is a process that aims to shape behavior, values, and habits to respect the environment. With the above definition, we can conclude that environmental education must be given early to our children, and the most important thing is that environmental education must be based on direct experience in contact with the environment so that direct experience can shape behavior, values and habits to respect the environment.

If we portray today's children tend to have very limited opportunities to come into direct contact with the environment, we can see our children as if they have their world, when they rest they are at home watching TV, when they are recreation they are more comfortable in malls with a variety of games, when going to school they ride rides, when at school they tend to be in the classroom, so the children are isolated. By looking at these conditions, children are very critical in terms of direct contact with the environment and this can cause a negative influence on the development of behavior and the habit of looking at the environment as something that needs to be maintained and maintained.

The earth is a place of life for all living things, including humans. Our survival depends on the sustainability of the earth itself [2]. The development of environmental education programs at the level of primary and secondary education was developed in 2016 through the Adiwiyata program. This
program encourages school citizens who are literate and characterized primarily to care about the environment by carrying out environmental preservation.

Of all the activities carried out by the entire school community, the attitudes and behaviors that define the character of the nobility will appear [3]. Developing a community of people who care about the environment is possible through environmental education in schools. As a place of learning, schools have a special role to play; schools can help students understand the impact of human behavior on this earth.

One effort to overcome the weaknesses in this Environmental Education, schools must provide effective learning practices to develop responsible behavior for the environment and the learning environment needed must allow students to study outside the classroom, observe nature, practice and test issues learn about the environment. Of all the activities carried out by the entire school community, the attitudes and behaviors that define the character of the nobility will appear [3].

Diwiyata is one of the programs of the State Ministry of Environment to encourage the creation of knowledge and awareness of school residents so that it becomes a character of environmental care in efforts to preserve the environment. The more effective the four components applied by Adiwiyata, the higher the level of student proficiency. Therefore, the four components of Adiwiyata must be carried out optimally, including strengthening the Adiwiyata school team [5].

The teacher needs support from outside the classroom and the capacity to develop an environment-based curriculum [6]. So, various problems that hinder adiwiyata programs such as undisciplined schools and students who are still unaware of the concept of environmentally sound schools, budget problems, low support can be overcome. Teachers need support from beyond the classroom and the capacity to develop curriculum facilitating the inclusion of students’ culture. The adiwiyata program is developed based on norms in life which include: togetherness, openness, equality, honesty, fairness and preservation of environmental functions and natural resources. The aim is to create good conditions for the school so that it becomes a place of learning and awareness of the school community to take responsibility in efforts to save the environment and sustainable development.

The importance of moralization as a cause of polarization in the attitude of the environment and suggests that it reframes environmental discourse [7], environmental education was important by taught to elementary school students, to gain knowledge, awareness and have environmentally conscious attitudes and behaviors. So that improve students behavior in preserving the environment of schools, it is recommended that schools provide subjects for environmental education and environmental ethics. Department of Education recommends that local content subjects be directed to environmental education and environmental ethics, and the Environmental Agency encourage more schools who joined the Adiwiyata program [8]. One of the indicators and criteria of this program is the development of an environment-based curriculum both integrated and monolithic. The PLH material developed does not necessarily contain the content of environmental substances only, but emphasizes students’ understanding of the concept of Education for Sustainable Development (ESD). ESD is an effort to address the various aspects of social, economic and environmental life through understanding in facing the challenges of future lives, both individually, in institutions, and in community groups.

The expected results of ESD are changes in values, attitudes, and behavior along with the lifestyle of all levels of society in a positive direction to meet the goals of sustainable development [9].

Adiwiyata is a program that aims to realize school citizens who are responsible for environmental protection and management efforts. This is following Krajhanzl's (2010) theory which states that the objectives intended by the Adiwiyata program are a manifestation of environmental care behavior. Some components of Adiwiyata are directly related to the formation of caring behaviors that are elaborated through three aspects, namely the level of knowledge, attitudes, and behavior. In the previous theory, it was stated that factors that influence environmental care behavior are very complex and involve many aspects. There is no guarantee that one of the three aspects is good, then the behavior of caring for the environment is also good, the results of the research have also shown similar results. Therefore, researchers agree with Meyer (2015) that not always a high level of knowledge will
encourage someone to behave in an environmentally caring manner. Evaluation of the Implementation of the Adiwiyata Program to Form Environmental Care Behavior among Students [10].

The obstacles that arise in the implementation of the Adiwiyata School program include: the existence of a school merger which has caused difficulties in the management of environmental management programs, lack of monitoring and evaluation related to the activities of students and teachers in environmental management, lack of availability of environmental education teaching materials for students, the lack of awareness of teachers to conduct research related to environmental education, as well as the existence of teacher rotations which are quite frequent, causing the entire program to manage the environment to be maximal [11].

3. Methods
This type of research was descriptive research by a qualitative approach. Descriptive research aims to describe, describe or paint systematically, factually and accurately about the facts, the nature of the relationship between the phenomena investigated. The qualitative method is where it is attempted to look for an overview and explanation of the problems discussed by Sugiyono [12].

In this case, researchers conducted a descriptive study by a qualitative approach to determine the role of schools in Adiwiyata’s conservation efforts as integration of environmental education. This research was conducted in the city of Baubau by conducting an area sampling, namely by determining the location of schools in four sub-districts, namely Wolio, Murhum, Betoambari District, and Kokalukuna. This is because the four sub-districts are classified as densely populated with 12 primary schools.

4. Results and discussion
Research conducted by taking 14 samples at the Baubau city elementary school showed that the Adiwiyata program was not well implemented. From the questionnaires that are shared, describe the following:

The development of a caring and environmentally cultured school policy was only applied to 2 schools from the 14 schools studied, while the development of an environment-based curriculum was implemented by eight schools while the six schools had not implemented the Adiwiyata program. The development of participatory-based environmental activities is applied to a maximum of 2 schools, while other schools have not implemented well. For the development and management of environmentally friendly school supporting facilities, it has been implemented by all schools but has not been managed optimally.

5. Conclusion
Based on the results of the study, the Adiwiyata program did not run well, especially in the Baubau elementary school, so that it became a serious consideration for the community, schools, especially the government so that the program was carried out more so that future generations can preserve the environment

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