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**Analysis of Internalization Principles of Adiwiyata  
Mandiri Program in the Learning Process in Junior High  
School (Case Study at State Junior High School 3 Deli  
Serdang District)**

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**Abstract**

The purpose of this study to determine the internalization of the principles Adiwiyata program that can be internalized in the lesson plan (RPP). In addition, this study also aims to determine the consistency of the application of the principles of self Adiwiyata in the learning process in Junior High School 3 Lubukpakam Deli Serdang. This study used a qualitative approach. Subjects in this study is the school community involved in organizing Adiwiyata includes department heads, principals, inspectors, teachers, students, and school committees. Instruments used in this research is Quality checklist, observation sheets, interview guidelines and questionnaires. The results of the study internalization Adiwiyata indicates that Around 70% of teachers apply methods that engage learners actively include: demonstrations, group discussions, simulations (role playing), field experience, brainstorming, debates, symposia, field, observation, project , pilot. 70% of educators develop local issues and global issues related to environmental protection and management. 70% of educators develop learning indicators and instruments related to the protection and management of the environment.

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Prinsip Adiwiyata principles have internalized the lesson implementation plan in creating the character of cultured environment as the main purpose of the program Adiwiyata. 80% of schools have shown the consistency of the application of the principles of self Adiwiyata program in the learning process. The results of this study can be considered for department heads, principals, supervisors and teachers in creating the environment and the cultural character based school environment (Adiwiyata).

**Keywords:** analysis; internalization; principles; adiwiyata; program; learning.

## **1. Introduction**

Environmental damage in various parts of the earth in Indonesia is alarming. Mutual interests, it is necessary to save the environment from an early age. It can involve all levels of society, especially Indonesia is no exception students starting from primary education up to college. Therefore, the Indonesian government since 1975 organizing Environmental Education (EE) conducted by the Institute of Teacher Education (Teachers' Training College) in Jakarta. In 1977/1978 Pioneer Outlines Environmental Teaching Program was piloted in 15 primary schools in Jakarta. In 1979 under the coordination of the Minister of State Supervision of development and environment (Minister for Development Supervision and the Environment) is formed Center for Environmental Studies in various public and private universities, where education is the Environmental Impact Assessment was developed. Until 2010, the number of the environmental studies center Coordination Board Member Center for Environmental Studies has grown to 101 PSL. This data is taken from the official website of the Ministry of Environment [1].

In 1996 the first is an agreement between the Ministry of National Education and the Ministry of Environment, which was renewed in 2005 and 2010. As a follow up of the agreement in 2005, in 2006 the Ministry of Environment to develop environmental education programs in primary and secondary education through Adiwiyata program. The program is implemented in 10 schools in Java as a model school by involving universities and NGOs working in the field of Environmental Education. According to the Ministry of Environment, Adiwiyata Sanskrit, which consists of two words "Adi" and "Wiyata". Adi was significantly greater, noble, good, ideal or perfect. Wiyata, means the place a person to gain knowledge, norms, ethics in social life. Adiwiyata is good and ideal place to gain knowledge, norms, and ethics which could be the basis for the creation of the welfare of human beings toward the ideals of sustainable development Anonym. Based on Ministerial Decree No. 5 of 2013 on Guidelines for the Implementation of the Environmental Education Article 8 (2) states that the formation contemplated by the coordinating team Adiwiyata: (a) national; (B) the province; (C) district/city in accordance with the details of his job. Furthermore, Article 13 paragraph (1) school or madrasah can be proposed by the assessment team Adiwiyata the province to the assessment team Adiwiyata national as candidates for the award Adiwiyata independent as referred to in Article 12 paragraph (2) d, if: (a) has become the school Adiwiyata national; (B) the assessment of the current year reached a value of national achievement; and (c) has ten (10) school Adiwiyata induced eligible districts / cities [2].

Based on the guidelines for the implementation Adiwiyata, explained that the program has four levels, namely Adiwiyata District, Provincial, National and Independent. Adiwiyata independent levels can be achieved if the

school has become a national Adiwiyata school and have ten (10) target schools. Adiwiyata program implemented by the Minister of Environment of the Republic of Indonesia Number 05 of 2013. In accordance with Article 2 Adiwiyata has three principles: (1) educational; (2) participatory; (3) sustainable. Third Adiwiyata principle is implemented by provisions contained in article 6 of the Decree of the Minister of Environment No. 5 of 2013, which include: (a) the environmental aspect of school policy; (B) aspects of school curriculum-based environment; (C) aspects of participatory-based school activities; (D) aspects of managing facilities and infrastructure that are environmentally friendly school. These four components are to be applied in order to bring cultural school environment. Adiwiyata program implemented based on the principle of educational, participatory and sustainable. Educative principle means that the school must provide environmental education so that students have an environment cultured character. The principle of participation is the school community involved in school management that covers the entire process of planning, implementation and evaluation of appropriate responsibilities and roles. Sustainable principles constitutes the entire kegiatann should be well planned and continuous konfrehensif. Junior high school 3 Lubukpakam is one Adiwiyata school independently. the principle of internalisation of self Adiwiyata program involves the creation of lesson plan in each subject area. This is the background for so prisnsip principles Adiwiyata program needs to be learned and internalized in the learning process in Junior High School 3 Lubukpakam Deli Serdang.

## **2. Literature Review**

### ***1. Protection of the environment***

The environment is a means of growing and breeding of living beings to continue their lives and their descendants. Sonny environmental theory in Keraf namely: (1) Theory Biosentrisme; According to Albert Schweitzer, biosentrisme ethics rooted in the realization that life is sacred [3]. This awareness encourages people to always try to consider the life and treat life with an attitude of respect. According to Albert Szhweitzer, people who really immoral is the person who is subject to the impulse to help all life, when he himself was able to help and avoid anything that endanger life. Biosentrisme ethics is based on a typical relationship between man and nature, and values that exist in nature itself. Regardless of any moral obligation and responsibility that humans have towards fellow human beings, humans have a moral obligation and responsibility towards all beings on this earth for the sake of man; (2) Theory Ekosenrisme; Theory Ecocentrism offer more adequate understanding of the environment. Moral concerns was expanded to cover the whole ecological community, whether living or not. Ecocentrism increasingly expanded in Deep Ecology and highly evocative Ecosophy human emahaman on ecological benefit of the entire community. Deep Ecology load a new ethic that is not man-centered, but centered on a whole life by addressing environmental issues. Aham Ecocentrism increasingly expanded and deepened through deep ecology theory that calls the base of Arne Naess's philosophy on the environment as ecosophy, the wisdom of arranging live in harmony with nature. Thus, people with full consciousness was asked to build a wisdom mind and the will to live in connectedness and interrelatedness of independence of each other with the entire universe as a lifestyle that is more in harmony with nature. According Ecocentrism theory, showing that humans with full consciousness was asked to build a wisdom mind and the will to live in a relationship and dependence between one another. According Soemarwoto Otto argued that "The space occupied by a living thing along with a living and not live in it called the

environment". According to Law No. 32 Year 2009 Article 1, paragraph 1 states "Environment is the unity with all things space, power, state and living beings, including humans and behavior, which affect nature itself, as well as the continuity of livelihoods and human well-being and other living creatures [4].

Meanwhile, according Soerjani states that 'the human environment is often called the environment alone, is the system of life which is a spatial unity with all beings (entities) either beings physical, abiotic or objects (material) as well as beings human, biotic or living creatures, including human behavior, the circumstances (natural order, see cosmology) power (opportunities, challenges, and expectations) that affect the lives and welfare of human survival and welfare of other living creatures [5]. "Based on these opinions, it can be concluded that the environment is a place of living things and beings do not live with each other to form a unity necessary to sustain life and welfare of human beings and other living creatures.

## **2. Environmental protection policy**

Shrimp Act number 32 of 2009 defines Environment as follows: "Environment is the unity with all things space, power, and the state of living creatures, including humans and their behavior, which affect the continuity of human lives and well-being and other living things". According Rahmadimenyatakan that: "The natural environment is everything that exists in nature and created by God Almighty, Allah SWT [6]. Ellen Landryani in his study: "Implementation Adiwiyata In Effort to Realize High School for Environmental Education in Malang" [7].

## **3. Environmental protection objectives**

According Zoer`aini the purpose of environmental preservation are:

1. Realizing improvement of the quality of environmental functions:
  - a. Decrease the burden of environmental pollution include water, air, atmosphere, ocean and land.
  - b. The decline in the rate of environmental degradation include water resources, forests and land, biodiversity, energy and atmosphere, as well as marine coastal ecosystems.
  - c. Integration and implementation ertimbangan environment conservation in the planning and execution of development and utilization of space and environmental monitoring.
2. Increased compliance with development actors to maintain the quality of environmental functions.
3. Realizing good governance in the field of environmental management. With the realization of the principle of mainstreaming governance in the management of natural resources and the environment center of the area [8].

Moreover, the purpose of processing the environment according to Linda Ayu are as follows :

1. Achieving sustainability of human relationships with the environment as the goal of building a complete human beings.

2. Controlling use resources wisely
3. Realizing the man as a builder environment
4. Implement sustainable development for the benefit of present and future generations [9].

Based on these opinions, it can be concluded that the purpose of environmental conservation is to preserve, improve and preserve the environment, along with the utilization of natural resources optimally.

#### **4. *Understanding adiwiyata***

The word is derived from the Sanskrit word Adiwiyata ADI and Wiyata. Adi has meaning: big, sublime, good, ideal or perfect, while Wiyata meaningful: a place where a person gets knowledge, norms, ethics, the social berkehidupan. When the two words are combined then the overall meaning is: "A good place and an ideal which can be obtained all the knowledge and norms and ethics that can be the basis of human beings towards the creation of the welfare of our lives and headed to the ideals of sustainable development", Andi Rizal Zulfachri S. Based on Ministerial Decree No. 5 of 2013 on Guidelines for the Implementation of Adiwiyata Article 1, paragraph 1 states that Adiwiyata school is a school that cares and cultured environment. Article 1, paragraph 2 states that the program is a program for realizing Adiwiyata school care and cultured environment [10].

The aim of the program Adiwiyata according to the Ministry of Environment is to create a school community that is responsible for the protection and management of the environment through a good school governance to support sustainable development. Advantages of the program is the Adiwiyata(1) Support the achievement of competency standards / kompetensi base and competency standards (SKL) primary and secondary education; (2) increasing the efficiency of use of school funding through savings and reduced consumption of resources and energy; (3) Creating a school community togetherness and learning conditions are more comfortable and conducive; (4) Being a place of learning about the value of-the value of the maintenance and management of the environment is good and right for the citizens of the school and the surrounding community; (5) Improve the protection and management of the environment melalui pollution control activities, damage control and environment conservation in schools.

#### **5. *Principles and components adiwiyata***

Adiwiyata principles and components already described in MOE Regulation No. 05 Year 2013 on Guidelines for the Implementation of Adiwiyata. Adiwiyata program implemented based on the principle of educational, participatory, and sustainable. According to Wikipedia Adiwiyata principles and components are as follows:

- a. Educational; This principle educate Adiwiyata program for promoting the values of education and developmentcharacterlearners to love the environment, whether the environment in school, at home and in the wider community
- b. participatory; School community should be involved in school management that covers the entire process of planning, implementation and evaluation of appropriate responsibilities and peran.Partisipatif, this is an attitude that should be shown to the environment around the school committee to the local government, should be involved, so that the preservation of the environment of

the school can impact to the surrounding environment

- c. Sustainable: All activities should be well planned and continuous comprehensively / sustainable [11].

### **3. Methods**

This study uses a quantitative approach. This study aimed to describe the analysis of the internalization of self Adiwiyata program on learning in junior high school Negeri 3 Lubukpakam Deli Serdang. The subjects were school community involved in organizing Adiwiyata. The main subject of research is the principal / vice-principal, Adiwiyata work program involving the entire stakeholder, teachers and students. Data collection techniques in this research is Quality checklist Adiwiyata Mandiri, observation, questionnaire responses of teachers and students towards the implementation of the principle of self Adiwiyata, interviews, documentation and triangulation. Observation data collection techniques used to determine all the activities Adiwiyata naturally.

### **4. Result**

#### ***1. Internalization principles adiwiyat program against lesson plan***

Activity-based participatory environment has a standard conducting environmental protection and management are planned for residents of the school, a partnership in the framework of environmental protection and management by various stakeholders, including communities, government, private, and other schools. Next is the management of environmentally friendly means of support which has a standard, the availability of supporting infrastructure that is environmentally friendly, improving the quality of management of facilities and infrastructure that are environmentally friendly in the school. 70% of teachers apply methods that engage learners actively include: demonstrations, group discussions, simulations (role playing), field experience, brainstorming, debates, symposia, field work, observations, projects, pilot. 70% of educators develop local issues and global issues related to environmental protection and management. 70% of educators develop learning indicators and instruments related to the protection and management of the environment. 70% of teachers prepare lesson plan related to environmental protection and management. The percentage of educators to involve parents of learners and society related to environmental protection and management of up to 40%. The results of the environmental learning innovations 7-9 communicated a number of media.  $\geq 70\%$  educators master the concepts and are able to apply these concepts in solving environmental problems. Results of interviews conducted by teachers and principals indicate that prinsp Adiwiyata principles have internalized the learning implementation plan is essential in creating a civilized character of the environment as the main purpose of the program Adiwiyata. Overall, the school has had knowledge of the land and school facilities in accordance with the rules of development and environmental monitoring. Among them are composting, toga, biopori, recycling, and organic farming.

#### ***2. Consistency application of the principles adiwiyata mandiri in learning process***

The consistency of the application of the principles of self Adiwiyata in the learning process in Junior High School 3 Lubukpakam Deli Serdang showed that 80% of citizens involved in the maintenance of school

buildings and school environments. 80% of schools and school facilities utilize the land according the rules of environmental protection and management. 80% of extra-curricular activities are used for learning associated with environmental protection and management. Junior High School 3 Lubukpakam has implemented approximately 5 creativity and innovation activities of the school community in the protection and management of living environments. Including composting, recycling, planting toga, nursery organic fruits and vegetables, and making handicraft goods. Based on the interview show that educators are consistent with competence in developing environmental learning activities through the lesson plan. School community has been able to promote the value of education and character development of students to love the environment. In addition, the school has set up a process management in the planning, implementation and evaluation of appropriate responsibilities and roles of each school community in running Adiwiyata. In the implementation of a consistent basis, the curriculum contains safeguard and environmental management. School Budget and Activity Plan contains the protection and management of the environment. Educators have to develop the competence of environmental learning activities in the lesson plan. In addition to educators, learners also undertake learning activities about environmental protection and management. The entire school community conducting environmental protection and management are planned.

Based on the observation of internalization, Adiwiyata in junior high school Negeri 3 Lubukpakam. The results of classroom observations showed that 100% of junior high school Negeri 3 Lubukpakam Adiwiyata program has been implemented. This is evident from the number of indicators observed in the high category. In addition, the findings of the observation of the students' work showed 94% of students have done a self Adiwiyata principles with very high criteria. Judging from the internalization of self Adiwiyata program through teacher questionnaires, show that teachers have a strong response against self Adiwiyata in Junior High School 3 Lubukpakam. This shows that the junior high school teacher 3 Lubukpakam agree to Adiwiyata independently. Moreover, these results also indicate that teachers have carried out independent Adiwiyata consistently. The results of the questionnaire responses of teachers can be concluded that on average respondents who answered "yes" is 10 and who answered "no" is 9. From the calculation of average answer "yes" to calculate a percentage as follows:  $10/15 \times 100\% = 68\%$ ; this suggests that teachers have the strong response towards self Adiwiyata in Junior High School 3 Lubukpakam. so it can be said that the response of teachers to Adiwiyata approach agreed. So in this case, teachers of Junior High School 3 Lubukpakam agree to Adiwiyata independently at the school. Therefore, the school community Junior High School 3 Lubukpakam Adiwiyata consistently implement the program. Results of student questionnaire responses to internalize self Adiwiyata in Junior High School 3 Lubukpakam amounted to 62%. This shows that the junior high school students 3 Lubukpakam have a strong response to Adiwiyata Mandri at the school. The results of this study also showed that students also consistently been held independently Adiwiyata programs in their schools.

Consistently school partners to establish in the framework of environmental protection and management of the various parties. If so, to run the program Adiwiyata owned consistency Junior High School 3 Lubukpakam shows that the school has improved quality management of facilities and infrastructure that are environmentally friendly. In this case, Junior High School 3 Lubukpakam has shown consistent implementation of the principles of self Adiwiyata in the learning process in Junior High School 3 Lubukpakam Deli Serdang.

### **3. Discussion**

#### *a. Internalization process principles adiwiyata mandiri*

As Adiwiyata implementation guidelines set out in the Ministry of Environment Regulation No. 5 of 2013 concerning environmental policy includes loading the Education Unit Level safeguard policies and the introduction of environmental, Work Plan and Budget Schools load the program in protecting and managing the environment. Process internalisasi principles Adiwiyata independent of the lesson plan is based on the calculation of quality checklist states that 70% of teachers apply methods that engage learners actively include: demonstrations, group discussions, simulations (role playing), field experience, brainstorming, debates, symposia, field, observation, project, demonstration, etc.  $\geq 70\%$  educators develop local issues and global issues related to the protection and management of living environments.  $\geq 70\%$  educators develop learning indicators and instruments related to the protection and management of life-style environment.  $\geq 70\%$  of teachers also prepared lesson plan related to environmental protection and management. The results of the environmental learning innovations 7-9 communicated a number of media.  $\geq 70\%$  educators master the concepts and are able to apply the concept in memecahkan environmental issues. This indicates that the Junior High School 3 Lubukpakam has been applying the principles of Adiwiyata into the learning process involving educators, learners and parents.

In addition, the results of interviews showed that the lesson plan is essential in creating a civilized character of the environment as the main goal of the program Adiwiyata. Based on the results of interviews conducted during the study showed that teachers apply methods that involve learners actively in learning. Educators develop local issues / global surveillance and environmental development of teaching materials lesson plan. Learning environment involving the parents of learners and society. It is seen that the parents menyumbangkan plants for shade learning activities and for the school as a school perwujudan Adiwiyata.

In this case, the internalization of the principles of participatory Adiwiyata, show that the school community has the knowledge of the land and school facilities in accordance with the rules of development and environmental monitoring. They have been able to develop extracurricular activities related to development and environmental monitoring are composting, toga, bipori, recycling, and organic farming. Through participatory activities, the entire school community has been able to has preserved and cared for infrastructure building, and the school environment. School community has made creativity and innovation related to development and environmental monitoring.

#### *b. Consistency internalization of principles adiwiyata mandiri*

Based on the presentation on the above results, the findings in this study are based on the Quality checklist, interviews, observation sheets and grade students' work. Quality checklist used to determine the quality of the existing independent Adiwiyata in Junior High School 3 Lubukpakam. The results of the quality checklist in the form of an assessment based on the Regulation of Minister No. 5 of 2013 amounted to 90% of the total calculation quality checklist. This indicates that the Junior High School 3 Lubukpakam consistently carry out



independent Adiwiyata program.

Findings from interviews conducted with school principals found that to implement the program Adiwiyata accordance with what was planned, it would require a variety of approaches. The headmaster approached the teachers and students so that they will do all aspects Adiwiyata activities at the school. Results of interviews related to the implementation of learning Environment shows that all subjects related to the environment. In this case not all may be associated with environmental competence. Other findings from the interviews conducted with the principal is the amount of innovation in the form of the work produced by the students through the use of a waste. The work is a kayra hasta students who have high sales value and take advantage of second-hand goods in accordance with the required interest.

School Operational Assistance funds budget that is used in organizing Adiwiyata is 20% after the Minister Regulation No. 5 of 2013. The addition of school operational funds, the school also works closely with parents in organizing independent Adiwiyata in Junior High School 3 Lubukpakam. In Adiwiyata this, the principal also revealed that 4 competency of teachers should be reflected in this Adiwiyata program. So that each can be unified opinion.

Many innovations have produced student and able to provide independent provision to students. Innovation generated in the form of clay pots, planting fruits and vegetables. These capabilities provide the independence provisions to establish the economic life of society. through the learning environment of students have been able to manage junk into items that have a selling value. Through learning LH provided supplies to the students for planting, managing organic waste into organic fertilizer, fish and plant crops gown. The findings further is through learning environment students are able to manage the thrift into goods that have high economic value.

In addition, students already have the independent skills in working through the Adiwiyata program. Each teacher has a work program is responsible and come to work with students in implementing the program adiwiyata. In this case, gurubukan only govern but worked together in organizing Adiwiyata.

Brdasarkan the observation of internalization, Adiwiyata in Junior High School 3 Lubukpakam. The results of classroom observations showed that 100% Junior High School 3 Lubukpakam Adiwiyata program has been implemented. This is evident from the number of indicators observed in the high category. In addition, the findings of the observation of the students' work showed 94% of students have done a self Adiwiyata principles with very high criteria. Judging from the internalization of self Adiwiyata program through teacher questionnaires, show that teachers have a strong response against self Adiwiyata in Junior High School 3 Lubukpakam. This shows that the junior high school teacher 3 Lubukpakam agree to Adiwiyata independently. Moreover, these results also indicate that teachers have carried out independent Adiwiyata consistently.

Results of student questionnaire responses to internalize self Adiwiyata in Junior High School 3 Lubukpakam amounted to 62%. This shows that the junior high school students 3 Lubukpakam have a strong response to Adiwiyata Mandri at the school. The results of this study also showed that students also consistently been held independently Adiwiyata programs in their schools.

## **5. Conclusion**

Adiwiyata is a program organized by the ministry of the environment on the terms of the norm of Ministers No. 5 of 2013. Adiwiyata has three principles namely educational, participatory and sustainable. The third principle has four components including environmental aspects of school policy, school curriculum-based environmental aspects, aspects of participatory-based school activities, and management aspects of facilities and infrastructure, environmentally friendly school. Internalization principles Adiwiyata independent to be internalized in the lesson plan includes the identity of subjects, basic competency standards, indicators of achievement of competencies, learning objectives, teaching materials, time allocation, teaching methods, learning activities, assessment of learning outcomes and learning resources merancu on Adiwiyata.

Adiwiyata program has been internalized in learning implementation plan is essential in creating a civilized character of the environment as the main goal of the program Adiwiyata. Overall, the school has had knowledge of the land and school facilities in accordance with the rules of development and environmental monitoring. Among them are composting, toga, biopori, recycling, and organic farming. Consistently school partners to establish in the framework of environmental protection and management of the various parties. If so, to run the program Adiwiyata owned consistency Junior High School 3 Lubukpakam shows that the school has improved quality management of facilities and infrastructure that are environmentally friendly. In this case, Junior High School 3 Lubukpakam has shown consistent implementation of the principles of self Adiwiyata in the learning process in Junior High School 3 Lubukpakam Deli Serdang.

### ***1. Suggestion***

Through the results of this study, the researchers recommended that all schools implement a standalone program for creating characters Adiwiyata cultured environment. And provide supplies independence on students. Then it is suggested in this study are as follows:

1. For heads of agencies, with the analysis of the internalization of the principles of self Adiwiyata program can be considered in formulating policies in order to encourage schools to internalize the principles of self Adiwiyata
2. For school inspectors, with the analysis of the internalization of the principles of self Adiwiyata program may be considered in conducting surveillance to encourage schools in internalizing the principles of self Adiwiyata program for schools that nurtured.
3. For principals with their analysis of the internalization of the principles of self Adiwiyata program can implement policies such principles in creating environmentally friendly school and can be used as an evaluation.
4. For teachers, with the analysis of the internalization of the principles of self Adiwiyata program can be a motivation and evaluation in delivering the learning process of the school-based environment.
5. For students, with their analysis of the internalization of the principles of self Adiwiyata program can build the character of students who are edukaitf, and participatory for the management and maintenance of the environment.

For further research that can be developed Adiwiyata with other indicators of research.

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