



Adiwiyata as an Effective Environmental Education Program: How to Create and Maintain It?

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ABSTRACT

Environmental education is important to preserve, one of which is through the Adiwiyata program. The reality in the field is that implementing the Adiwiyata program is not easy, strategies are needed to preserve and overcome existing problems. This research aims to describe the strategy for implementing the Adiwiyata program, and the efforts made by schools to preserve the environment. The method used is descriptive qualitative. The data collection techniques used were interviews, observation, documentation, and literature study. The results of this research are that to implement the Adiwiyata program some steps are continuously being taken (1) creating environmentally friendly policies, (2) environmentally based curriculum, integrated through subjects and extra-school, (3) participatory based environmental activities, carried out through familiarization and creation School Policy Letter, and (4) management of environmentally friendly supporting facilities. Students' environmentally caring character can be formed through habits. Efforts made to preserve the environment include making habits, utilizing plastic waste, and making picket schedules for caring for plants. In essence, environmental education is an important milestone in forming a character who cares about the environment. Therefore, this research has an important role as a reference in developing environmentally caring character in students.

Keywords: *Adiwiyata, Environmental Education, Student Character*



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INTRODUCTION

The environment is an inseparable and important part of human life. The environment influences everything around human life, both directly and indirectly. Maintaining environmental sustainability is the duty of all individuals. A good environment can have a positive impact on the survival of living things, and vice versa, a damaged environment can hurt the lives of living things (Belli & Indovina, 2020). Environmental sustainability and continuity must always be maintained and maintained to meet all the needs of living creatures (Raven & Wackernagel, 2020). In real life, environmental problems are still often encountered.

The increase in environmental problems that occur is an important thing that must be paid attention to by every human being (Mishra, 2023). Environmental problems are the process of loss of environmental resources due to excessive use or mismanagement changing the quality of the environment (Asaju & Arome, 2015). The main factor causing environmental

damage is low public awareness of environmental sustainability (Omoyajowo et al., 2022). Steps to implement a lifestyle that loves the environment and instilling character education are important things to implement, intending to protect the environment from damage. In 2006, the Ministry of the Environment implemented an environmental care character program from an early age to create a love of the environment, namely the Adiwiyata program. This program is implemented in all schools in Indonesia to create a school community that cares and has an environmental culture (Darmawan & Dagamac, 2021).

Schools that receive the Adiwiyata Award are schools that are considered successful in forming an environmentally caring character. It is hoped that the environmentally caring character that is formed can create school citizens who have the responsibility for protecting and managing the environment well to support sustainable development. (Mu'ammad & Badri, 2022). School requirements to receive the Adiwiyata award include environmentally friendly school policies, implementing an environmentally based school curriculum, carrying out participatory-based school activities, and having facilities and infrastructure that support environmentally friendly schools (Nurwidodo et al., 2020).

Adiwiyata is a program established by the government to create schools with an environmental culture. Adiwiyata is one of the Environmental Education (PLH) programs launched by the government to instill environmental awareness in education units (Rahman et al., 2023). The Adiwiyata school awards have four awards, namely Regency or City Adiwiyata Schools, Provincial Adiwiyata Schools, National Adiwiyata Schools, and Independent Adiwiyata Schools (Kementerian Lingkungan Hidup, 2013).

Schools that implement the Adiwiyata program demonstrate the availability of sufficient complete facilities and infrastructure to support environmental management. Implementation of the Adiwiyata program in schools often experiences obstacles (Nada et al., 2021). One of the obstacles is that amid the ongoing program, consistency in preserving the environment begins to decrease. The result is that several programs that were arranged were not implemented well. The cause of this problem is of course influenced by many factors. One of them is a lack of support from various parties and a lack of awareness in protecting the environment (Scheidel, 2020).

This research is based on the importance of the Adiwiyata program in instilling environmentally caring character in schools and the challenges faced in its implementation. Schools that hold Adiwiyata status certainly have ways of implementing it and the obstacles they face during the program. Obtaining an award as Adiwiyata status is not easy, not all schools can get it. Based on research conducted by (Titis & Isdaryanto, 2022) To get a higher Adiwiyata school award it takes 4 years UPT SMP Negeri 26 Gresik is one of the schools that received the national Adiwiyata school award. In 2022, UPT SMP Negeri 26 Gresik received the provincial Adiwiyata school award, and then in 2023, it received the award as a national Adiwiyata school.

Within one year, UPT SMP Negeri 26 Gresik succeeded in raising its award status from a provincial Adiwiyata school to a national Adiwiyata school. This shows that the strategy used to make the program a success is very good and successful in environmental conservation and management efforts in the school area. Based on this, it is something that needs to be studied in more depth to obtain information on obtaining a higher Adiwiyata award. Therefore, this research aims to describe the implementation strategy for the Adiwiyata program carried out by the school, and the efforts made by the school to preserve the environment amidst the obstacles that arise during the program.

METHODS

The method used in this research is descriptive qualitative. The use of qualitative descriptive aims to describe and explain the observed phenomena. Qualitative descriptive

attempts to describe an object of social phenomena (Sugiyono, 2021). This research uses purposive sampling. The sources studied were the school principal and the Adiwiyata coordinator. This research was conducted at one of the schools in Gresik Regency, namely UPT SMPN 26 Gresik. UPT SMP Negeri 26 Gresik is located in Kedunganyar Village, Wringinanom District, Gresik Regency. This school will become a national Adiwiyata school in 2023.

The types of data used are primary data and secondary data. Primary data is data obtained by researchers directly through observation and interviews. Observations were carried out throughout the UPT environment at SMP Negeri 26 Gresik and interviews were conducted with the school principal and Adiwiyata coordinator. Secondary data is data obtained indirectly. Data was obtained through literature studies, books, journals, documents, and articles. The data collection techniques used were observation, interviews, and documentation.

The initial preparation stage carried out by the researcher was conducting an initial survey at the research location to get to know the research implementation environment well. This research uses several methods to collect data during the research process, namely (1) observation, (2) interviews, and (3) documentation. The following is the explanation (1) observation, in this case, the researcher makes direct observations of the symptoms of the subject being investigated. (2) interviews. Interviews are used as a data collection technique if researchers want to conduct a preliminary study to find problems that must be researched. With interviews, researchers will find out more in-depth things about respondents in interpreting situations and phenomena that occur, and this cannot be found through observation. In this case, the researcher used structured interviews. Structured interviews were used as a data collection technique. Researchers or data collectors have prepared research instruments in the form of written questions for which alternative answers have also been prepared. With this structured interview, each respondent is asked the same questions, and the data collector notes and records them. (3) documentation, documents are records of past events. Documents can be in the form of writing, images, or monumental works by someone. Documentation is carried out when research is carried out. The research instrument used by the author was in the form of interviews with school principals and Adiwiyata coordinators.

After the data is collected, the next stage is to carry out an analysis of the data. The stages carried out are data reduction, data presentation, and conclusion. The following is the explanation (1) data reduction, namely summarizing, selecting the main things, focusing on the important things, and looking for themes and patterns, (2) data presentation is carried out after the data has been simplified and then archived narratively in the form of data presentation, based on data exposure A temporary conclusion is obtained in the form of research findings, (3) conclusions are drawn, this research stage is to check the validity of the findings until the research results are obtained. Verification of research results is an activity of testing truth and suitability based on success indicators. Success indicators are one of the factors that can be used to conclude.

RESULTS AND DISCUSSION

Strategy for Implementing the Adiwiyata Program carried out by the School

Efforts to raise the award status from a provincial Adiwiyata school to a national Adiwiyata school are not an easy thing to achieve. Several things must be prepared and done (Ashar et al., 2023). UPT SMP Negeri 26 Gresik within a period of one year succeeded in increasing the Adiwiyata school award, from provincial Adiwiyata school to national Adiwiyata school. Of course, there are several strategies carried out to obtain this award. Determining the right strategy can influence the success of a program (Errida & Lotfi, 2021). The following is

the strategy carried out by UPT SMP Negeri 26 Gresik to increase the status of the Adiwiyata school award.

Environmentally Friendly Policies

Establishing environmentally friendly policies is an important thing that must be considered in creating an environmentally conscious school. Being environmentally aware is important for every individual for environmental sustainability (Yusliza et al., 2020). The policies implemented by UPT SMP Negeri 26 Gresik in implementing the Adiwiyata program include statutory regulations, ministerial regulations, and policies established by the school in the form of a Decree. The policies made by the school apply to all school members to be obeyed and implemented (Syarnubi et al., 2021). All school members play an active role in creating a sustainable environmental improvement process (Morris et al., n.d.).

Maintaining the environment provides comfort and security for school residents (Sadrizadeh et al., 2022). Policies need to be issued by the school principal to preserve the environment. The presence of policies in an institution has a positive aim, namely to preserve the environment (I. Siregar & Zulkarnain, 2021). Making a policy is often stated in a school decision letter. The Decree made by UPT SMP Negeri 26 Gresik to support environmental preservation is (1) School policy or school self-evaluation, (2) Planning for the Environmental Care and Culture movement in Schools, (3) Curriculum development, (4) Sanitation, drainage and toilet cleanliness, (5) Waste Management (Trash Bank, Recycling, Biopori and Composter), (6) Nursery, Green House, Plant Maintenance and Diversity, (7) Use and Saving of Energy and Natural Resources (Water, AC, Fans and Lights), (8) Implementation of Environmentally Friendly Behavior in the Community, (9) Work Network, (10) Publication Campaign, (11) Adiwiyata Cadre, (12) Innovation Cadre, (13) Physical Health and Nutrition and Healthy Canteen, (14) Order, Neat and Clean Culture, (15) Monev, monitoring and evaluation. The policies that have been made must be implemented by all school members. The presence of the policy aims to build a good school culture, namely love for the environment (Roswita, 2020).

Implementing the vision and mission is also important in Adiwiyata schools (Utaya & Wafaretta, 2021) stated that implementing the school's vision and mission must involve all school members with full awareness in the form of a good culture, then the school's goals will be achieved effectively. The vision and mission set out at UPT SMP Negeri 26 Gresik are contained in the Education Unit Curriculum containing efforts to protect and manage the environment. The school's vision and mission are the realization of a school community that is faithful, pious, cultured, high achieving, responsive to science and technology, and environmentally aware. Involving the environment in preparing the vision and mission is important for creating a school environment that is comfortable, safe, cool, shady, and can create a positive mood. (Zhang et al., 2020).

Implementation of an Environmentally Based Curriculum

Determining the curriculum is important in carrying out learning activities. Using the right curriculum can determine the success of a learning activity (Nsengimana et al., 2024). The curriculum used at UPT SMP Negeri 26 Gresik is the Merdeka Curriculum and the 2013 Curriculum. The implementation of the Merdeka Curriculum is aimed at classes VII and VIII, while the 2013 Curriculum is aimed at class IX. The two curricula implemented aim to improve the quality of education. Curriculum adjustments are important to adapt to ever-growing global challenges (Wiksten, 2020). Environmental protection and management are also integrated into all subjects at school. This aims to familiarize students with being able to

protect and preserve the environment. It is hoped that the curriculum prepared can be applied to students, regarding knowledge, attitudes, and skills (Akib et al., 2020).

The curriculum created is outlined in learning, namely through the Learning Implementation Plan or teaching modules. Preparing a good Learning Implementation Plan that is tailored to the needs of students and contains environmental education (Ardoin et al., 2020). UPT SMP Negeri 26 Gresik implements a Learning Implementation Plan or environmentally-focused teaching modules. This is of course also adapted to the needs of students and includes environmental education in it. Every educator at UPT SMP Negeri 26 Gresik is required to implement Learning Implementation or integrated teaching modules with environmental conservation. The implementation of good learning cannot be separated from the preparation of a good learning plan (Mohzana et al., 2023).

The curriculum implemented at UPT SMP Negeri 26 Gresik is not only Curriculum 13, there is also an independent curriculum. One of the models applied in the independent curriculum is problem and project learning which will later result in the Pancasila Student Profile Strengthening Project (Utari & Afendi, 2022). The implementation of the Project for Strengthening the Profile of Pancasila Students is always linked to environmental management and preservation. The implementation that has been carried out is 1. Sustainable lifestyle, on this theme students are taught how to maintain a sustainable lifestyle by making briquettes from kitchen wood ash and making eco prints using organic waste, water and energy saving campaigns, and 2. Local wisdom, In this theme, students are asked to explore the diversity that exists in the surrounding environment and then express it through a painting on a wooden cutting board. The work that students have created is then exhibited through print and digital media. Students' work is also exhibited through school exhibitions held at the end of each semester, which can be attended by all school members and parents. The following table are various forms of media used to publish students' work, which are in Table 1.

Table 1. *Types of Media Used for Publication of Student Work*

Media Type	Name of publication medium	Placement	Link
Print media	Poster	Classroom School	https://drive.google.com/drive/folders/1RURBtGOQFuMN3uRVhNfEcPv0EPnjIEB?usp=sharing-
	Wall Magazine	Wall magazines and class wall magazines	https://drive.google.com/drive/folders/1JiC5F5mhNx0rX7vRU2_U9d3LH5BwsXEb?usp=sharing
	Slogan	Classrooms and Bathrooms	https://drive.google.com/drive/folders/1FXW3OVgOeHgv8DCYWhMnDeAB65w-RJjg?usp=sharing
Digital Media	Instagram	Instagram account	https://www.instagram.com/smpn26gresik?igsh=MWpqNjVzNTFzbDNnYg==
	Tik Tok	Tik tok account	https://www.tiktok.com/@smpn26.gresik?_t=8ktKW2lqE6c&_r=1
	YouTube	Youtube account	https://www.youtube.com/@smpnegeri26gresik52
	Website	Website Account	https://smpn26gresik.sch.id/

Source: Primary Data Analysis, 2024

Participatory-Based Environmental Activities

Participatory-based environmental activities are important in increasing the level of environmental awareness among students. An environmentally friendly school culture is a

learning resource that helps students increase their knowledge of environmental material (Suryawati et al., 2020). The activities carried out at UPT SMP Negeri 26 Gresik are largely inseparable from environmental conservation and management. Efforts to support these activities include the formation of teams tasked with each activity carried out. Participatory-based environmental activities are also outlined in a Decree ratified by the school principal. The contents of the Decree involve all school members at UPT SMP Negeri 26 Gresik. Each person has duties according to the distribution in the Decree. The entire school community is actively involved and enthusiastic in implementing the programs that have been created by the school. There are 2 standards for participatory-based environmental activities, namely 1) carrying out planned environmental protection and management activities, and 2) establishing partnerships for environmental protection and management with various parties (Safitri et al., 2022).

Participatory-based environmental activities aim to shape the character of students who love the environment (Dhanarko et al., 2017). Participatory activities carried out by UPT SMP Negeri 26 Gresik include class cleanliness pickets, caring for the garden in front of the class, toilet cleanliness pickets, greening the school environment, caring for school plants and buildings, energy conservation, water conservation, environmental action campaigns, waste selection and management, conducting drainage and sanitation. Other participatory activities are carried out through familiarization. The presence of habituation aims to shape the character of students who care about the environment (Hasan et al., 2021). The characteristics that must be developed are knowledge, implementation, and habits (Wiyani, 2020). The habits carried out at UPT SMP Negeri 26 Gresik are clean Friday activities, no pollution day where all school residents use environmentally friendly vehicles or public transportation, zero waste (zero waste day) any waste produced cannot be thrown away at school, and must be taken home, on In this activity, all school members are encouraged to bring provisions from home so as not to produce waste from the food they consume, healthy Friday, namely all school members bring 4 healthy 5 perfect food from home and then eat it together in the school yard, Friday healthy exercise, and composting from organic trash. Participatory-based activities aim to accustom students to love the environment more (Mahendrartha, 2020).

Schools as a place of learning are important in fostering environmental awareness. Education is a spearhead in increasing knowledge and forming environmentally caring character (Marsakha & Hariri, 2021). Commemoration of Environmental Care Day is also no less important in improving students' environmental care character (Ardoin & Heimlich, 2021). The commemoration of Environmental Care Day was also carried out by UPT SMP Negeri 26 Gresik. These activities include Tree Day, on the anniversary of this activity, all school members plant plants in the school and around the school environment, planting bio pores in all school areas, Environmental Day, and Ozone Day, on this activity all school members bring smoke-free vehicles or use public transportation. All of these activities are carried out by school residents to protect and manage the environment well. A good environment can create comfort in learning (Bakmohammadi & Noorzai, 2020).

Schools essentially play an important role in shaping the character of students. The role of schools can form individuals who have national resilience values (Taufik, 2020). There are various types of activities provided by schools to improve the character of students, especially in the environmental field, which are outlined in school extracurricular activities (Rahayu & Dong, 2023). The extracurricular activities at UPT SMP Negeri 26 Gresik are (1) KIR (Student Scientific Work). The activities carried out in this extra are conducting research that is related to the environment. The results of the research are then used for environmental preservation such as liquid fertilizer from cigarette butts, aromatic candles from used oil, hand washing soap from plants, planting TOGA plants, using school TOGA plants for research into making medicine or herbal medicine and using used goods into useful goods. economic value,

(2) Photography in this extra, students who are part of the extra make videos that are always related to environmental conservation, (3) Dance in this extra creates dance which aims to encourage environmental conservation and management, (4) Mixture voice creates school Adiwiyata songs, and (5) Scouts. These extracurricular activities can certainly shape the character of students (Buckley & Lee, 2021).

In efforts to optimize the formation of the character of loving the environment, the involvement of the school committee is very necessary. The committee has an important role in mobilizing student parents to contribute to creating awareness of the school environment (Pahlawanti et al., 2020). The UPT Committee of SMP Negeri 26 Gresik also participated in facilitating the sustainability of the environmental conservation program. Collaboration with external parties is also an important point in the implementation of a program (Shofiyah & Adawiyah, 2022). The collaboration carried out by UPT SMP Negeri 26 Gresik is with the local village government, health center, Gresik Regency Environmental Service, places of worship, Wringinanom Police Chief, Wringinanom Koramil, Darul Falah Islamic Boarding School in Bureng Kidul District, Kedunganyar District, Wringinanom District, Gresik Regency, figures religion around the school and the community around the school. The partners established by UPT SMP Negeri 26 Gresik are the Dsn Bureng Kidul Waste Bank, Ds Kedunganyar, Wringinanom District, Gresik Regency. The collaboration aims to build good relations with the surrounding community (Ramdhani, 2023).

Management of Environmentally Friendly Supporting Facilities

Creating comfort in learning is an important thing that needs to be considered. Maintaining school facilities and infrastructure is the main point in creating a comfortable learning environment (Hariyanto et al., 2021). The school land at UPT SMP Negeri 26 Gresik, apart from being used as a means of supporting learning, is also used as a place for environmental conservation. Some of the facilities used to preserve the environment are the provision of school gardens, classroom gardens, healthy canteens, fish ponds, waste bins adapted to the type of organic and inorganic waste, rain shelters, greenhouses, well water, and sanitation (bathrooms, sinks, drainage, bio pore holes, and absorption wells). Good management of facilities and infrastructure can create comfort in learning (Vakalis et al., 2021). Management of supporting facilities for environmental conservation in schools is carried out through duplication, maintenance, utilization, inventory, and deletion. This is done to maintain and maintain all facilities and infrastructure in the school (Hidayah, 2022).

Procurement sources at UPT SMP Negeri 26 Gresik come from internal funds, grants, donations, and gifts from government agencies, school residents, communities, alumni, and community associations. The method used by schools in management and maintenance is by having a person in charge, rules, supervisors, and implementers. This division of tasks aims to make it easier to collect data on all inventory in the school (Gupta & Pathania, 2021). Maintenance is carried out by routinely and periodically collecting data on the condition of goods or objects. The school gardens and gardens of each class are well maintained, namely with a plant picket whose job is to water and fertilize the plants. Maximum utilization of facilities and infrastructure is very important to support environmental management (Irawan et al., 2022). The activities carried out at UPT SMP Negeri 26 Gresik include utilizing wastewater from ablutions and collecting rainwater to water plants, managing plants in the school to be used as various types of plants and research activities, bio pore holes which are used to make organic material (leaves) compost. and save electricity usage.

The strategy carried out by UPT SMP Negeri 26 Gresik is guided by the Adiwiyata school award assessment and adapted to the school's characteristics and creativity in making the program a success. The implementation carried out has the aim of forming the character of students through habits and activities that are related to environmental conservation and

management (Hermiono & Arifin, 2020). In essence, creating a culture of love for the environment requires habituation in students (Wandira & Muharam, 2022).

Efforts Made by Schools to Preserve the Environment Amid Emerging Obstacles

Implementing a program, especially the Adiwiyata program, will have obstacles that occur in it. Obstacles often arise in the middle of the program (Erlangga, 2022). Several factors cause obstacles, namely internal factors originating from within the school and external factors originating from outside the school (Siregar et al., 2022). The Adiwiyata program which is being run at UPT SMP Negeri 26 Gresik also has obstacles that come up. The obstacles that occur are (1) the sale of a lot of plastic packaged food, especially in school canteens, (2) the plants in the classroom gardens are not well maintained, (3) the use of ablution waste water is poor, (4) the classroom atmosphere is hot so they prefer fan use. Problems that occur must be followed up immediately so that they do not cause negative impacts in the future. The school principal has an important role in creating solutions to overcome existing problems (Komalasari et al., 2020).

Other school residents are also no less important in overcoming existing problems. In essence, protecting the environment is not just one person's job (Susilawati et al., 2020). To overcome this problem, the steps taken by UPT SMP Negeri 26 Gresik, namely, firstly, using plastic packaged food is something that is not good for health. Therefore, the school at UPT SMP Negeri 26 Gresik issued a Decree (SK) regarding reducing the use of plastic in food. The use of plastic in food is replaced by using plates bowls and glasses. Reducing the use of plastic waste aims to maintain healthy food and reduce the amount of plastic waste used (Evide et al., 2021). The implementation of these regulations must be obeyed by all sellers at UPT SMP Negeri 26 Gresik.

Second, caring for plants in the school environment. Parks are not only used as an aesthetic vehicle but are also useful for learning activities outside the classroom (Asyuni et al., 2023). All school residents must grow fertile and beautiful, thereby creating a comfortable environment (Permatasari et al., 2021). Every class in UPT SMP Negeri 26 Gresik has a garden that must be looked after and well cared for by class members. There is an obstacle in implementing this program, namely the large number of plants that die due to lack of proper care by class members. Several factors cause plants to die, namely lack of water and fertilizer to plants (Begna, 2020). Based on this problem, the steps taken by the school are to require all classes to make garden pickets whose job is to water the plants, provide fertilizer, care for the plants well, not pick plants carelessly, and decorate them beautifully. The policy aims to familiarize students with preserving the environment through habits (Alimin et al., 2021).

Third, ablution water waste is an important thing to pay attention to, because at UPT SMP Negeri 26 Gresik there is a habit of doing midday prayers in congregation. Ablution wastewater is sometimes allowed to flow without proper management. In essence, ablution water waste can be used in various ways (Muhammad & Amal, 2020). Wudhu wastewater has quite good water quality because it does not contain as many contaminants as water used for other activities, it only experiences turbidity due to dirt from the human body (Isvahady et al., 2023). Efforts made by UPT SMP Negeri 26 Gresik to overcome this problem were that the school started managing ablution water waste for watering plants and channeling it into ponds containing fish. Water use is maximized as best as possible so that it can benefit the surrounding environment, as well as the first step in saving water and energy. Proper utilization of ablution water waste is the first step in preserving a good environment (Santosa et al., 2023).

Fourth, excessive fan use. Gresik Regency is a lowland area that has high temperatures, so the surrounding air feels hot (Oktafiana et al., 2023). Due to the hot air temperature, almost every class at UPT SMP Negeri 26 Gresik has 3-4 fans in each classroom.

Due to a lack of awareness of the importance of using energy wisely, the fan is often left on when the lesson has been completed. Therefore, the efforts made by UPT SMP Negeri 26 Gresik are to provide sufficient ventilation so that fresh air can enter the classroom. The school also plants plants so that they produce a lot of oxygen and make the classroom feel shady. Plants have a good impact on the environment, creating cool air and providing comfort in the learning process (Aydogan & Cerone, 2021). An effort to remind students to turn off the lights in class is that students are invited to make slogans that are pasted in the classroom, encouraging them to save energy and reminding them not to forget to turn off the fan before going home. Teachers who are in learning activities during the last hour are also advised to tell students not to forget to turn off the fans in the classroom. Research conducted by (Nugroho & Hadilinatih, 2022) also stated that the successful implementation of the adiwiyata program is influenced by several factors, namely 1) good communication, 2) all school members actively participate in environmental management, 3) following directions from the Environmental Service, and 4) the bureaucratic structure that exists in the school in implementing adiwiyata stated in the Decree as its legality.

The steps taken by UPT SMP Negeri 26 Gresik are an effort to overcome problems or obstacles that arise while implementing the Adiwiyata program in schools. Every time an obstacle arises, UPT SMP Negeri 26 Gresik always finds the right and quick solution to overcome the existing problems. Therefore, UPT SMP Negeri 26 Gresik in 2023 will receive the title of national Adiwiyata school. This is proof of the solidarity of all school members in protecting and preserving the environment. Efforts to maintain or increase an award require a special strategy to achieve the goal (Saihu, 2020).

CONCLUSION

UPT SMP Negeri 26 Gresik is a school that received the national Adiwiyata school award in 2023. Achieving this award is certainly not easy, there are processes involved, namely through implementing environmentally friendly activities. The strategy for implementing the Adiwiyata program carried out by UPT SMP Negeri 26 Gresik is adjusted to the Adiwiyata school award assessment guidelines but also adapted to the school's characteristics and creativity in making the program a success. The strategy for implementing the program is 1) Environmentally Insightful Policy, this policy is made in all aspects that can be linked to environmental conservation and management activities 2) Implementation of an Environmentally Based Curriculum, environmental conservation and management is always linked in the preparation of the curriculum at UPT SMP Negeri 26 Gresik, such as integration of subjects and extra activities at school 3) Participatory Based Environmental Activities, these activities are carried out through familiarization, making school Policy Letters, and warnings from those related to environmental preservation so that a culture of environmental care is formed, and 4) Management of Environmentally Friendly Supporting Facilities, facilities and infrastructure at UPT SMP Negeri 26 Gresik are made and designed in accordance with environmental conservation efforts, such as each class is provided with sufficient ventilation so that air can enter thereby reducing the use of fans and planting plants in the school environment by The aim is to create a beautiful and comfortable school environment for learning. Obstacles that arise when implementing the program are (1) the sale of a lot of plastic packaged food, especially in school canteens, (2) the plants in the classroom gardens are not well maintained, (3) the poor use of ablution wastewater, (4) the atmosphere It's a hot class so I prefer to use a fan. Efforts to overcome these obstacles are the steps taken by UPT SMP Negeri 26 Gresik, namely by issuing a school Policy Letter making adjustments, and improving facilities and infrastructure that support the running of a program. Maintaining the national Adiwiyata School award is important to provide motivation and enthusiasm for preserving the environment and can shape the character of students who care about the environment. The

researcher recommends that future researchers study more deeply the level of environmental awareness of students at national Adiwiyata schools. In essence, every year new students are entering and leaving, so it becomes a challenge to increase environmental awareness among students.

CONFLICT OF INTEREST

There are no potential conflicts of interest prepared by the author

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