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Analysis Implementation of Character Education Through the Adiwiyata Program in SMP Negeri 1 Batangan Pati

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Abstract: The aim of this study is to evaluate the planning, implementation, and impact of environmental character education through the Adiwiyata program at SMP Negeri 1 Batangan Pati. Character is defined as a way of thinking and behaving unique to each individual, allowing them to live and work together within the family, society, nation, and state. Character education is a system that instills character values in school residents, encompassing knowledge, awareness or will, and actions to implement these values. Environmental education (PLH) is an educational program designed to foster students' understanding, awareness, attitudes, and responsible behavior towards nature and sustainable development through school programs, specifically the Adiwiyata program. This study employs a narrative qualitative method, utilizing both human and non-human data sources. Human data sources, as key informants, are obtained through interviews, while non-human data sources are collected through observation and documentation. The data analysis follows an interactive process, continuously occurring at every research stage: data collection, data reduction, and data presentation (data display). The results indicate that (1) planning for environmental character education through the Adiwiyata program is incorporated into the school's vision, mission, goals, and curriculum. (2) The implementation of environmental character education is developed through integration with subjects, self-development, and school culture or habituation. Teachers integrate character education into subjects through syllabus and lesson plans, particularly relevant materials. Self-development is promoted through scout and UKS activities, while habituation is fostered through routine, spontaneous, programmed, and exemplary activities. (3) The impact of environmental character education through the Adiwiyata program is reflected in the increased environmental awareness among school residents. The school has received recognition as a caring and cultured environmental school, achieving national Adiwiyata school status.

Keywords: Character education, environmental education, Adiwiyata

1. Introduction

Character education is a collaborative effort among all school residents to establish a culture of character education within schools (Perdana, 2018). It is developed through learning experiences that foster character building in students (Rakhmawati et al., 2016). This education is integrated across all subjects in teaching and learning activities. The foundation of character education in schools lies in basic human character values, which are then developed into universal values tailored to school needs. Character education at the educational unit level cultivates a school culture characterized by values that underpin behavior, traditions, daily habits, and symbols practiced by all school residents and the surrounding community (Rahmawati & Suwanda, 2015).

Implementing character education faces both internal and external challenges (Tikho & Gunansyah, 2021). Internally, schools struggle with unclear indicators of character values, alignment with the school's vision, and students bringing negative habits from home that can influence their peers. Externally, teachers may lack a comprehensive understanding of character education concepts, and cooperation with parents can be problematic due to misunderstandings about character education (Siswanto et al., 2019). Additionally, family dynamics and children's associations at home and school also play a significant role in character formation (Pane & Patriana, 2016). The success of character education programs is indicated by various daily behaviors, such as awareness, honesty, sincerity, simplicity, independence, caring, freedom of action, accuracy, thoroughness, and commitment (Dasrita et al., 2015). Andika (2022) emphasizes that achieving character education at the school level involves forming a school culture based on these values.

Environmental education aims to enhance knowledge, skills, attitudes, and actions regarding environmental issues for sustainable development (Nada et al., 2021). The Environmental Care and Culture Movement (PBLH) facilitates effective and optimal implementation of environmental education through conscious, voluntary, networked, and sustainable collective actions in schools (Husen et al., 2022).

The term "Adiwiyata" is derived from two Sanskrit words, "Adi" meaning great, good, ideal, or perfect, and "Wiyata" meaning a place of knowledge, norms, and ethics in social life. Together, Adiwiyata signifies a good and ideal school that imparts knowledge and norms towards achieving human welfare and sustainable development (Syah et al., 2021). According to the Regulation of the Minister of Environment and Forestry No P.53 /MENLHK / SETJEN / KUM.1 / 9 / 2019, an Adiwiyata school successfully implements an environmental care and culture movement through collective, environmentally friendly actions (Fauzani & Aminatun, 2021). The Adiwiyata program aims to create conducive conditions for schools to become centers of learning and awareness, enabling school residents to take responsibility for environmental conservation and sustainable development. The program's primary activity is to establish caring and environmentally cultured school institutions for elementary and secondary schools in Indonesia, ensuring that scientific and technological advancements are balanced with environmental sustainability.

Environmental education (PLH) is a program to nurture students' understanding, awareness, attitudes, and responsible behavior towards nature and sustainable development (Putra, 2021). Rickinson (2021) argues that overcoming the environmental crisis requires fundamentally changing how humans perceive and interact with nature. Environmental education in schools lays the groundwork for developing students' knowledge, care, awareness, attitudes, and behaviors towards environmental stewardship. Environmental education aims to transform individual behavior into environmentally friendly practices. However, efforts in schools often remain at the knowledge stage without significantly changing student behavior (Mertika et al., 2018). Green schools are those that reduce environmental impact, improve student health and skills, and enhance sustainable literacy by efficiently utilizing available resources (Omeri, 2019). Environmental education fosters an appreciation of the interdependence between humans and the biophysical environment, promoting attitudes and values that maintain environmental harmony (Feszterova & Jomova, 2015). Character education through the Adiwiyata program aims to instill environmental care. Effective planning and implementation of character education through the Adiwiyata program can achieve this goal (Marsakha & Hariri, 2021).

SMP Negeri 1 Batangan's motto "BERIMAN" stands for clean, beautiful, neat, advanced, safe, and comfortable, driving the school's achievements in environmental education. This motto is reflected in daily activities through habituation, learning, extracurricular activities, and role modeling. In 2016, the school achieved the "Sekolah Adiwiyata" status due to the concerted efforts of all school residents. Building on this background, this research aims to explore the planning, implementation, and impact of environmental character education through the Adiwiyata program at SMP Negeri 1 Batangan Pati. The study seeks to uncover detailed insights relevant to managing student character education through this program, focusing on achieving environmental care and sustainable development goals.

2. Methodology

The research utilizes a qualitative approach with a descriptive methodology. Conducted at SMP Negeri 1 Batangan, data was collected through observation, interviews, and documentation. Observations focused on student habituation activities within the Adiwiyata program, environmental education learning activities, principal policymaking related to the Adiwiyata program, the principal's role in implementing character education through the Adiwiyata program, and the school's relationship with the community in the context of the Adiwiyata program.

Interview respondents included principals, teachers, students, committee members, and Adiwiyata school coordinators. The interviews explored topics related to the planning, implementation, and impact of character education on environmental care through the Adiwiyata program. Documentation encompassed records of the planning, implementation, and impact of character education.

During data reduction, all interviews, observations, and documentation were compiled into a well-organized written format. This involved listening to recordings, taking relevant notes, and selecting key quotations. Documentary data and images were carefully curated to meet the study's requirements. Once systematically organized, the data was prepared for presentation.

Data presentation in this study aimed to convey information clearly and effectively, ensuring it was easy to read and understand. This involved using charts, tables, and images alongside narrative descriptions. Verification and conclusion drawing were based on data from multiple sources, with written interpretations comparing theoretical perspectives with field observations. The analysis was scrutinized to ensure accuracy and produce reliable conclusions. To ensure the validity of the research, credibility was tested through triangulation, extended observation, and increased researcher endurance. Triangulation involved cross-verifying data from multiple sources to confirm consistency and reliability.

3. Results and Discussion

3.1 Care Character Education through the Adiwiyata Program at Junior High School No. 1 Batangan

At SMP Negeri 1 Batangan Pati Regency, character education is systematically planned and prepared at the beginning of each school year during meetings attended by the Principal, teachers, and the School Committee. This planning is incorporated into the RKAS (School Activity and Budget Plan) and the school curriculum. According to an interview with the Principal on March 3, 2023, character education at SMP Negeri 1 Batangan is structured at the start of each academic year. Programs are devised based on the results of the school's self-evaluation, which serve as the foundation for developing school programs for the following year. Character education programs, including those focused on environmental care through the Adiwiyata program, are detailed in the RKAS, with specific activities outlined in the curriculum to guide teachers in preparing syllabi and lesson plans (W/KS/March/2023).

The School Committee confirmed that character education is central to the Adiwiyata program, aimed at instilling ethical values that the community expects. Document analysis revealed that funding for environmental education is detailed in the RKAS and the annual activity plan (RKT), approved by the Principal and the Head of the Pati Regency Education and Culture Office at the beginning of the 2016/2017 academic year.

Interviews with social studies teachers indicated that environmental character education through the Adiwiyata program is designed and incorporated into the syllabus and Learning Implementation Plan. Document searches also revealed that environmental character education is embedded in the school curriculum through self-development, integration with learning, and school culture habituation. Self-development activities include extracurriculars, school health efforts (UKS), and cultural arts. Learning integration includes content standards from subjects with environmental themes and competencies at higher grade levels. Character education habituation involves ethics cultivation movements, literacy movements, routine habituation, programmed habituation, exemplary activities, promoting noble moral values, fostering a reading culture in libraries, and encouraging a green environment culture. This approach aligns with the findings of Rahmawati and Suwanda (2013), which highlighted that integrating environmental material into all subjects, with at least one competency per semester, fosters environmental care behavior.

A review of the Learning Implementation Plan for grade VII science subjects showed that the learning steps included preliminary activities, core activities, and closing activities. Teachers used an inquiry model, such as observing the water cycle through LCD images, followed by student discussions about the cycle. The environmental education component, offered once a semester on environmental themes, aims to connect students with their immediate environment, particularly the school. Worksheets and assessment sheets also emphasize the environment to enhance students' understanding and empathy towards environmental protection. To effectively implement the Adiwiyata program, a division of tasks or team collaboration is essential, with activities such as planting trees, avoiding plastic-wrapped food in the canteen, proper waste management, promoting a culture of greeting, and ensuring teachers arrive earlier than students.

In conclusion, the planning and systematic arrangement of character education at SMP Negeri 1 Batangan Pati are integral to the Adiwiyata program. Environmental character education is a core component, formulated in the school's vision, mission, and goals. Activities are detailed in the school curriculum, syllabus, and lesson plans. The Principal prepares environmental character education planning by involving teachers and the School Committee.

3.2 Implementation of Environmental Care Character Education through the Adiwiyata Program at Junior High School No. 1 Batangan

Environmental character education at SMP Negeri 1 Batangan Pati is implemented through the Adiwiyata program, incorporating habituation, integration with subjects, and extracurricular activities. Habituation activities at SMP Negeri 1 Batangan include shaking hands with teachers, maintaining class and school environment hygiene, and reading Asmaul Husna and short surahs in the morning before classes start. Ngaji (Quranic recitation) sessions are conducted on the terrace of the principal's room and during teachers' meetings, guided by students in turns, starting at around 06.45. After ngaji, the principal or a religious teacher provides advice on character education or other relevant information.

Character education also involves shaking hands upon arrival and departure from school, maintaining classroom hygiene, and collective prayers. The "Clean Friday" program, held weekly, includes activities such as handwashing with soap, tooth brushing, cleaning the school environment, nail and hair trimming, greening initiatives, and mosquito larvae searches. Students follow a schedule for cleaning classrooms, reciting Asmaul Husna and short surahs, marching in front of the class, praying, singing the national anthem "Indonesia Raya," and starting lessons as planned.

Observations of student activities on Fridays revealed the "Clean and Healthy Friday" program, aligned with school rules requiring each class to form a rotating team to maintain classroom cleanliness and order. This includes cleaning floors and walls, tidying chairs and tables, organizing classroom wall decorations, and maintaining the cleanliness of restrooms, school halls, gardens, and the overall school environment. Students are also habituated to

dispose of garbage in designated places.

Character education through the Adiwiyata program is integrated into learning. During observations of grade VIII science classes, it was noted that students followed a structured routine when entering the classroom, which included lining up, saluting the flag while singing "Indonesia Raya," praying, and greeting the teacher. Lessons began with apperception, involving checking attendance and preparing students for learning. For instance, in a lesson on plant breeding, students recorded data on how various plants around the school propagated. This hands-on approach aimed to foster environmental empathy and responsibility among students. During the exploration phase, students collected data on plant breeding methods around the school and discussed their findings, with some presenting their work. The teacher concluded the lesson by motivating students to care for their environment by planting and nurturing plants.

Environmental character education is also promoted through extracurricular activities. These include training Adiwiyata ambassadors, inviting guest speakers, and conducting workshops on recycling materials and making liquid fertilizer. Adiwiyata ambassadors act as motivators for their peers in environmental conservation activities such as waste processing, gardening, and fish farming. The school collaborates with the Environment Agency to strengthen the Adiwiyata program. This collaboration includes the provision of biopore drills, garbage cans, composters, and various plant seeds. Documents confirm that schools consistently implementing character education through the Adiwiyata program receive regular coaching.

The implementation of character education at SMP Negeri 1 Batangan is systematically and continuously carried out by teachers within the school environment and supported by parents at home. The school environment is conditioned to support the formation of environmentally responsible behavior among students. Facilities such as gazebos, fish ponds, school gardens, garbage cans, and composters enhance Adiwiyata activities. The school promotes water and electricity conservation through slogans and practices such as turning off unused lights and not using air conditioning, encouraging planting around the school. The school canteen is regulated to avoid using plastic wrappers and selling food with preservatives, ensuring a healthy environment.

3.3 The Impact of Character Education on Environmental Care Through the Adiwiyata Program at SMP Negeri 1 Batangan Pati

Character education at SMP Negeri 1 Batangan Pati, implemented through the Adiwiyata program, has positively influenced student character development, academic achievement, school performance, and the overall school environment. Adiwiyata schools are designed to provide a comfortable and conducive learning environment where students can acquire knowledge, skills, and attitudes essential for their future success.

Impact on school performance, Firstly, the school's performance has significantly improved, evidenced by receiving Adiwiyata awards at the district, provincial, and national levels over the past three years. This recognition underscores the school's commitment to environmental education and character building. Secondly, the school environment has become more attractive, cool, and pleasant, which encourages students to enjoy learning outside the traditional classroom setting. This enhanced environment serves as a learning medium, ultimately improving the school's quality. Thirdly, students' environmental awareness and responsibility are evident in their daily behaviors. They habitually dispose of waste properly, conserve water, care for garden plants, maintain cleanliness in school facilities like libraries, gazebos, catfish ponds, and greenhouses, and turn off electricity when not in use. Regular classroom cleaning ensures a tidy, neat, and comfortable learning space. The increase in both academic and non-academic achievements is visible through the numerous trophies displayed in the school.

This aligns with Suryanto et al. (2023), who identified success indicators of character education in schools, including awareness, honesty, sincerity, simplicity, independence, caring, freedom of action, prudence, and commitment. Muharlisiani et al. (2021) also noted that achieving character education at the school level involves forming a school culture based on these values, reflected in behavior, traditions, habits, daily life, and symbols practiced by all school members and the surrounding community. In conclusion, the Adiwiyata program at SMP Negeri 1 Batangan significantly enhances the school's quality, demonstrating positive outcomes in environmental character education. Many other schools have yet to conduct comparative studies or learn from this school's Adiwiyata management model.

4. Conclusion

Based on the research on the "Implementation of Character Education through the Adiwiyata Program at SMPN 1 Batangan," the following conclusions can be drawn, the environmental character education through the Adiwiyata program is integrated into the school's vision, mission, and goals. Activities are incorporated into the school curriculum, syllabus, and learning plans, and financing is included in the school activity plan and budget (RKAS). The implementation of environmental care character education is achieved through subject integration, self-development activities, and fostering a school culture that emphasizes habituation and related extracurricular activities. The impact of this program includes a cleaner, more beautiful, and safer school environment. Students develop habitual behaviors of environmental care, and the school has achieved recognition and awards for being an environmentally caring and cultured institution from the Environment Agency of Central Java Province.

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