

Research Article

Implementation of the Adiwiyata School Program Through Participatory-Based Environmental Activities (Multi-site Study at Banjarmasin 29 Public Middle School and Banjarmasin 8 Public Middle School)

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ABSTRACT

This study aims to describe the implementation of the Adiwiyata school program at Banjarmasin 29 Public Middle School and Banjarmasin 8 Public Middle School which covers aspects of environmental activities at the participatory-based school including the following activities: (1) Implementation of planned environmental protection and management activities for school residents at Banjarmasin 29 Public Middle School and Banjarmasin 8 Public Middle School, (2) Establishing partnerships in the framework of protection and management at Banjarmasin 29 Public Middle School and Banjarmasin 8 Public Middle School. This research is descriptive research with a qualitative approach. The data sources of this research are the Head of the School Adiwiyata Team, Teachers who are Members of the Adiwiyata Team, and the School Principal. The research locations were 29 Banjarmasin Public Middle School and 8 Banjarmasin Public Middle School. Data collection techniques were interviews, observation, and documentation study. The results showed that the implementation of planned environmental protection and management activities at SMP Negeri 29 Banjarmasin and SMP Negeri 8 Banjarmasin has been running optimally and has been carried out routinely. In establishing partnerships in the context of protecting and managing the environment, the two schools have also carried out good cooperation with various external parties. The conclusions of this study indicate that: (1) The implementation of planned environmental protection and management activities for school residents can make activities more effective and the utilization of school facilities will be more efficient. The development of extracurricular activities in schools can support the development of students' self-potential (2) Establishing partnerships in the context of environmental protection and management with various parties can be used by schools in helping to form a character that cares about the environment, so that schools get maximum support to support and improve learning optimally.

Keywords: Actinomycetes, antimicrobial, Nasutitermes sp., Streptomyces prasinopilosus, termite nest

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Introduction

Environmental damage both on land and at sea in the last five years has become a global central issue. Natural disasters, landslides, erosion, sedimentation, deforestation, increase in critical land, soil, water, and air pollution, coastal abrasion, and reduction in groundwater-surface discharge, have always been headlines and trending topics in the headlines of leading newspapers and electronic media in and abroad. Even the problems above are not only related to the affairs of a country internally but develop into affairs that involve other countries. That is why, these environmental issues have now surfaced in all the aspects of social sciences, particularly geography, sociology, and even political science (Eden, 1998). Environmental damage usually is linked to overurbanization (Shandra et al., 2003). Besides, poverty is also seen as the cause of environmental degradation (Duraiappah, 1998). On the other hand, environmental damage can be caused by fossil fuel use (Barbir et al., 1990). Thus, it can be seen that human actions are changing the world's natural environmental systems, including the climate system (McMichael et al., 2008).

It is admitted that most of the natural damage or environmental crisis is caused by symptoms of natural phenomena that are interrelated. Disaster epidemiological studies indicate that Asia has the highest frequency of natural disasters (Chan et al., 2019). The main global natural disasters that causing the biggest loss are such as earthquakes, tropical storms, and floods (Guo, 2010). For instance, Indonesia is located on the Pacific Ring of Fire (Efendi & Agustiyara, 2019) that has the world's largest number of active volcanoes (Bev & Katrina, 2010). Besides, at least one or two million people then slipped into poverty following tsunamis and earthquakes (Royat, 2009) as disasters come at an unexpected time (Oliva & Lazzeretti, 2018). However, it cannot be denied that part of it is also caused by the phenomenon of human behavior which is influenced by a less intelligent perspective that only wants to exploit and exploit the universe without paying attention to the

preservation of nature. For decades sections of the academic community have been emphasizing that disasters are not natural (Chmutina & von Meding, 2019). Disasters cannot be properly understood, or indeed prevented, without attention to the critical role of human agency and societal processes (Mileti, 1999). Besides, disasters occur within the contexts being characterized by varying levels of vulnerability and resilience and different kinds of cultural beliefs and world views (Oliver-Smith & Hofmann, 1999). The damage or disaster can be seen then as God's will (Kusumayudha, 2010) and others view disasters as social disruption (Nasir, 2010).

A very clear indication of the recent smoke haze disturbance is suspected as a result of forest and land fires. For instance, historically, several incidents of extreme air pollution such as the incident in Donora, Pennsylvania in 1948 and the incidents in London, England that drove attention to the potential for adverse health effects of air pollution (Liu et al., 2016). The haze has the potential to disrupt human health, especially for school children who are very susceptible to upper respiratory tract infection (ISPA). Acute lower respiratory tract infections are a persistent and pervasive public health problem (Mizgerd, 2008). It has been argued that students with the haze effect documented much higher symptoms during haze especially female students and the symptoms are as headache, wheezing, and mucus that found on secondary school children in Kota Bharu (Wan Yaacob et al., 2016). So that the schools affected by the haze felt the need to close their schools and eliminate teaching and learning activities.

Based on reliable news sources, forest and land fires have recently occurred due to human behavior using fire in efforts to clear land for industrial plantations, plantations, and agriculture. Although it is also recognized that fires are also caused by global warming, extreme drought is often associated with climatic effects that have the potential to cause forest fires. Despite the humid environment, tropical rainforests are threatened by fires that negatively impact the

forests' ecological and economic value (Juarez-Orozco et al., 2017). Related to economic value, for instance, Indonesia's palm oil industry represents a solution for the economy but causing an environmental problem with the smoke haze (Purnomo et al., 2018). In Indonesia, between 1993 and 1999, individuals who were exposed to haze experienced greater increases in difficulty with activities of daily living than did their counterparts in nonhaze areas which shows that haze indeed hurts one's health (Frankenberg et al., 2005).

One way to overcome this problem is to develop a character that cares about the environment. Understanding how people interpret risks and choose actions based on their interpretations is vital to any strategy for disaster reduction (Eiser et al., 2012). The character of caring for the environment is an attitude and action that always strives to prevent damage to the surrounding environment and develop efforts to repair natural damage that has occurred. Currently, the development of the character of caring for the environment is an urgent problem. It can even be said that it has reached the level of environmental emergency. It means that because of environmental conditions lead to injury (Rescorl, 1995). To manage environmental emergencies or situations, control functions are proposed in various modes (Kononov, 2019). So that everyone, even all institutions, must be able to present their programs and activities that are in touch with issues of care and environmental friendliness.

National character building that cares for the environment can be done through a process of education, learning, and facilitation. Development through education essentially builds character in a macro and micro context. Education is at the forefront of efforts to form the true character of Indonesian people and schools are the main sector that optimally utilizes and empowers all existing learning environments to initiate, improve, strengthen and improve continuously through the process of character education in schools. The goals of education

need to be reframed to prioritize not only academic learning, but also social, emotional, and ethical competencies (Cohen, 2006). Education will be seen as a negentropy generator and educational systems as a meta-negentropy phenomenon (Callaos & de Callaos, 1993).

This education is directed at the learning process and the formation of character and responsible personality. Therefore, schools as institutions are expected to be able to contribute to the implementation of environmental education for students so that it will foster awareness of the environment. The role of environmental education is perceived as one that would generate awareness and provide opportunities to gain knowledge, attitudes, and skills which are required to protect and improve the environment (Choudhary et al., 2020). For example, in Colombia, the socio-economic status, stronger student science abilities, parent characteristics, and a few school-level characteristics such as quality of education resources and school ownership seem to be decisive factors for varying levels of environmental literacy among students (Edsand & Broich, 2020). It also happens in Indonesia. This is by the intent of Law of the Republic of Indonesia number 32 of 2009 concerning Environmental Protection and Management, article 65 paragraph (4), which states that "Everyone has the right to play a role in environmental protection and management by statutory regulations".

In this regard, educational institutions are expected to take part in protecting and managing the environment. Despite the positive outcomes, environmental education is still underrepresented in the school curricula (Ollerer, 2015). Schools are used as the right places to foster children's awareness of the environment from an early age. School is a community consisting of students, teachers, principals, administrators, and employees, which is one of the effective mediums for learning and awareness among school members to achieve the desired goals.

Thus the role of this educational institution in fostering a character of

environmental concern among the younger generation is indeed very much expected. Therefore, schools are required to develop school policies that do not only focus on developing cognitive aspects alone as often happens in the field, but schools are required to develop school policies related to affective and psychomotor aspects. This last policy is expected to be able to foster the culture and character of students who care about the environment. Policies like this will certainly shape the effectiveness of learning and a conducive school climate. Meanwhile, a good and positive climate will create a good and effective school that includes the physical environment, social environment, and cultural environment.

1975 was the first step in the initiation of environmental education in Indonesia which was held for the first time by the Jakarta Teaching and Education Institute (IKIP). Then in 1979 under the coordination of the Office of the State Minister for the Supervision of Development and the Environment, the Center for Environmental Studies (PSL) was formed at various public and private universities, which aimed to develop Environmental Impact Analysis (AMDAL) education. In that year, pilot environmental teaching programs were piloted in fifteen elementary schools in the Special Capital Region of Jakarta.

In 1996 it was agreed that the first collaboration between the Ministry of National Education and the State Ministry for the Environment was renewed twice, namely in 2005 and 2010. As a follow-up to the agreement, in 2006 the Ministry of Environment developed an environmental education program at the basic education level and middle school through the Adiwiyata program, namely a caring and environmentally cultured school. Subsequently, in 2009, the Minister of Environment Regulation No. 02/2009 was issued on Guidelines for the Implementation of the Adiwiyata Program. The Adiwiyata program has proven to be able to create a school that is comfortable, safe, and

harmonious, especially for the learning needs of students.

Adiwiyata is an award for schools that have implemented environmental education. The Adiwiyata award is given as a form of appreciation to schools that can carry out efforts to improve environmental education properly, by predetermined criteria. Awards are given at the empowerment stage (for less than 3 years) and the independence stage (for more than 3 years). Schools that want to get the Adiwiyata predicate must develop a school policy that cares and has an environmental culture.

In 2006 the State Ministry for the Environment launched the Adiwiyata Program marked by a memorandum of understanding (MoU) between the State Minister for the Environment and the Minister of National Education which aims to create a school that cares and has an environmental culture through coaching, assessment and awarding Adiwiyata activities to the school. The MoU above is a follow-up to the Joint Decree between the State Minister for the Environment and the Minister for National Education Number: KEP. 07 / MENLH / 06/2005 and Number 05 / VI / KB / 2005 concerning Guidance and Development of the Living Environment which was later updated with a Joint Decree of the State Minister for the Environment and the Minister of National Education Number: 03 / MenLH / 02/2010 and Number: 01 / II / KB / 2010 dated February 1, 2010, concerning Environmental Education through the Adiwiyata program.

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The main activities of the Adiwiyata program are directed at the realization of school institutions that care and have an environmental culture for primary and secondary education institutions in

Indonesia. At the same time, basic norms are developed which include togetherness, openness, equality, honesty, justice, and the preservation of the functions of the environment and natural resources. Thus the Adiwiyata program can be categorized as an important program because this program will create a generation that loves and cares for the environment.

Based on the Regulation of the Minister of Environment of the Republic of Indonesia Number 05 of 2013 concerning Guidelines for Implementation of the Adiwiyata Program, it is divided into 4 components, namely aspects of school policies that are environmentally sound, aspects of environment-based school curricula, aspects of environmental activities in participatory-based schools, and aspects of managing school supporting facilities and infrastructure, environmentally friendly. One of the important aspects in implementing the Adiwiyata program is the participatory-based aspect of environmental activities in schools.

The Adiwiyata school program is obliged to carry out environmental activities in participatory-based schools. Because environmental activities in participatory-based schools will familiarize themselves with, create a sense of belonging, and can foster a sense of pride in school achievements. All of the above attitudes are the keys and benchmarks for the success of the Adiwiyata program in schools. The implementation of participatory-based environmental activities includes the following activities: (a) Implementing planned environmental protection and management activities for school residents, (b). Forging partnerships in the framework of environmental protection and management with various parties (community, government, private sector, media, other schools). The results of previous research conducted by several researchers regarding the application of the Adiwiyata program to shape environmental care behavior among students have the results that the Adiwiyata program that has been applied affects students' high levels of knowledge, students have good attitudes

towards the environment, and students have good actions towards the environment (Iswari & Utomo, 2007).

A preliminary study on the implementation of the Adiwiyata school program through participatory-based environmental activities was carried out at two formal educational institutions, namely the 29 Banjarmasin Middle School and the 8 Banjarmasin Junior High School. The two different schools are sufficient reasons to get similarities and differences in the real implementation of the Adiwiyata school program which is implemented through participatory-based environmental activities. The two educational institutions, with their various similarities and differences, are two study locations that can be said to be cross-site or in research terms called multisite. The two sites, namely: (1) site 1 Junior High School 29 Banjarmasin and (2) site 2 Junior High School 8 Banjarmasin.

Material and Methods

This study used a qualitative descriptive approach with a case study design at SMP Negeri 29 Banjarmasin and SMP Negeri 8 Banjarmasin. The subjects of this study were the Adiwiyata team of the school, the principal, and the teacher. The sampling technique was collecting data through direct observation, in-depth interviews, and documentation. Data analysis was carried out by qualitative data analysis stages, namely data reduction, data presentation, and data verification. Data analysis using content analysis with Miles and Huberman's (1984) model. Testing the validity of the data used in this study in the analysis of research data, the researcher adopted the opinion of Lincoln and Guba (1985), Berg (2004), Johnson and Christensen (2004) were checking the validity of the data in research using techniques; credibility (level of trust), dependability (dependability) and confirmation (certainty).

Results and Discussion

Based on the findings as presented below is a discussion of the implementation of the Adiwiyata school program through

participatory-based environmental activities with multi-site studies at SMP Negeri 29 Banjarmasin and SMP Negeri 8 Banjarmasin.

Planned environmental protection and management activities for school residents

Maintain and maintain school buildings and the environment by school residents. A clean environment is an environment that is free from air pollution, water pollution, and a cool, fresh atmosphere. The benefits of protecting this environment are very good for human health and can be a balance between living things. The results of research at both schools in maintaining and caring for the school building and environment by school residents, namely activities that are planned and involve all school members will be able to make activities more effective. Optimal planning is needed so that the goals in developing Adiwiyata schools can be achieved optimally. By involving all school members in this activity, knowledge, and awareness of the school community will be created to conserve the environment.

The research that planned environmental protection and management activities for school residents will be more effective in achieving the goals of Adiwiyata school development if implemented together with all school members. The positive impact of adiwiyata school management is that activities carried out in a planned and sustainable manner will make all school members have an awareness of loving the environment in the school area. Hidayatullah (2016) in his research also mentions that in maximizing the success of the Adiwiyata program implementation there is a need for teamwork and activities carried out in a planned manner so that the goals of Adiwiyata school development can be achieved optimally and efficiently.

According to Fadhilah et al. (2018) states that the implementation of the Adiwiyata program is placed on two principles as follows: 1) Participatory, all school components must be involved in the whole process which includes planning, implementation, and evaluation according to

their respective responsibilities and roles; 2) Sustainable, all activities must be carried out in a planned and comprehensive manner.

Utilizing school land and facilities according to the principles of environmental protection and management. The results of the research at the two schools were that the optimal and planned use of land and school facilities would be able to make environmental action activities more effective and the use of school facilities more efficient. This is supported by researchers' observations that the use of land and facilities in both schools is optimal because the facilities that support students in protecting and managing the environment are available and have planned activities so that all school members can play an active role in the activities carried out by the school. The definition of effectiveness is the accuracy of use in achieving a goal. The effectiveness is defined as an effort to achieve maximum results by utilizing all available resources. Effectiveness shows success in terms of achieving or not achieving the goals. If the results of the activity are closer to the target goal, it means the higher the effectiveness (Locke & Latham, 1991).

The research states that the process of participatory environmental activities must be carried out with the awareness of all elements, the participation of teachers, students, and others must have one vision in protecting the school environment. This participatory-based environmental education process must be accompanied by adequate management of supporting environmentally-friendly facilities as well as land and facilities that are optimally utilized and will increase development in attaining Adiwiyata schools (Iswari & Utomo, 2017).

According to Hidayatullah (2016) states that the work program is one of the results of policy development. In realizing the Adiwiyata program, schools must start making programs that are concerned about the use and management of the environment. A planned program it will make activities related to the environment more effective in its implementation so that the goal of

achieving Adiwiyata school can be achieved successfully.

Developing extracurricular activities through environmental protection and management efforts. Extracurricular development is used in learning related to environmental protection, care, and management. The results of research at both schools are the development of extracurricular activities that are by environmental management efforts that will be able to support the development of students' self-potential in learning activities in schools related to the environment. Regarding environmental activities, coaching activities for students are part of the process of forming student character. Coaching activities are designed to improve the quality of education in schools that can enrich the learning experience of students while still forming values that are by the character of the nation, the Adiwiyata program, the value of love for the environment.

According to Fridantara (2015) extracurricular activities are all activities that have been determined in the curriculum whose implementation is carried out outside of class hours. Extracurricular activities at school are divided into schedules outside of learning. This avoids problems in the use of supporting facilities. Extracurricular development is more directed at fostering the potential of students and the habit of loving the environment.

According to Ristanti et al. (2020) The character education is instilled from habits (habituation) about good things so that students understand what is good and wrong, can feel good values, and can implement them. Habituation in extracurricular activities at school, for example by carrying out cleaning activities during and after activities. In general, the character values embedded in various participatory-based extracurricular environmental activities include: (a) discipline, (b) responsibility, (c) environmental care (d) social care, (e) love for the country, (f) hard work, (g) friendly and

communicative, (h) tolerance, (i) creative, (j) curiosity.

The creativity and innovation of school residents in efforts to protect and manage the environment. The creativity of the school community in optimally implemented environmental protection efforts will be able to support the development of the potential of students in producing innovations and works of art. This activity includes making bags from waste, making plant pots from used mineral water bottles, and creating creativity in the form of clothes from recycled plastic materials that have been used for some time in the Banjarmasin city anniversary festival.

The environmental management is an activity carried out to maintain and preserve environmental management by covering several aspects including utilization, regulation, maintenance, restoration, control, guidance, and environmental conservation efforts carried out in an integrated manner to preserve environmental functions. Research from Hidayatullah (2016) states that the process of implementing participatory-based environmental activities according to the Adiwiyata indicator emphasizes the existence of student innovation in environmental protection efforts, this is for the use of recycled materials that can be used for artwork.

According to Frankenberg (2015) in his research stated that student coaching activities in developing creativity and innovation of school residents are part of the process of forming student character. Coaching activities are designed to improve the quality of education and develop the potential of students in schools that can enrich the learning experience students while still forming values that are by the character of the nation, about the Adiwiyata program, the value of love for the environment.

Participating in activities carried out by external parties related to the environment. Schools respond optimally to invitations addressed to schools. This activity has been going well and the school community has participated in supporting this activity. So

that the results of research in both schools, namely following environmental action activities carried out by external parties, will be able to have a positive impact on the activeness of school residents in developing student potential and better school competitiveness. The implementation of environmental actions is not always carried out by the schools themselves, but schools also participate in environmental actions organized by outside agencies.

As explained in the Adiwiyata (2012) guidebook, one of the standards for participatory environmental activities is to participate in environmental action activities organized by external parties. In general, the character values embedded in participatory-based environmental activities are discipline, responsibility, environmental care, social care, love for the country, hard work, friendly and communicative, religion, tolerance, creative and curiosity (Siti, 2017).

Astuti (2015) mentions that the implementation of the Adiwiyata program in shaping the character of caring for the environment in participating in activities carried out by outsiders has proven to be able to lead students to achieve environmental-related achievements organized by the education office so that school competitiveness can be achieved better and can improve. student participation in participating in activities carried out by outsiders. The states that environmental management is not only about utilization but also the participation of school members in their concern for maintaining and preserving environmental quality, awakening people who do not understand environmental quality, namely by planting and understanding that is applied through the cultivation of character education caring for the environment.

Forging partnerships with various parties in the context of environmental management

Utilizing resource persons to improve learning about the environment. This activity invites external sources to support environmental management activities. Based

on the research, both schools utilize resource persons to improve environmental learning that has been implemented properly will be able to optimize environmental learning related to environmental learning. Environmental education programs involve a very broad scale, so it needs the participation and cooperation of various parties so that the results are optimal and conflict-free. In general, environmental education aims to increase children's awareness of the environment through theoretical activities, practice, discussions, games, and field observations as well as instilling natural and environmental conservation values as early as possible in students to increase students' awareness of the environment. In connection with the use of resource persons to improve environmental learning, namely, the speakers in question are competent sources in their fields so that schools can use them to assist in shaping the character of caring for the environment.

The school can use existing learning resources in the community by presenting learning resources to the class or sending students to the community. Activities presenting learning resources at school, for example, inviting community leaders as guest speakers, asking for sponsors for activities at school; while the activity of fielding students in the community can be done by giving them project assignments to apply or test the knowledge or theory obtained at school in the community.

The states that in line with the development of information technology, schools must be able to utilize TV, videos, computers, and the like for learning activities. These media can also be used to teach students critical thinking skills. The establishment of good school relations with the media is also intended to ensure that these media can provide support for a positive influence on children's development.

According to Isnaeri (2014) mentions that in implementing character education through school Adiwiyata, it is known that the supporting factors, one of which is the synergy of schools with non-school agencies

in the form of partnerships, one of which is used as a resource in improving environmental learning.

Obtain support for activities related to the environment. Forging partnerships in the framework of environmental protection and management. The partnership referred to in this activity is from various parties, including parents of students, school committees, NGOs, industry/business, local government agencies, other schools. When viewed from the various kinds of cooperation that have existed so far, this collaboration is very meaningful for the Adiwiyata program. Because of this collaboration, Adiwiyata School is very helpful. This achievement can be seen from the collaboration between the two schools with outside agencies, namely the health office, environmental agency, education office, other schools, and the surrounding community.

Based on the research of the two schools, establishing partnerships in the context of environmental protection and management with various parties to get maximum support will be able to optimally support and improve learners in school. These activities include training related to environmental protection and management, procurement of environmentally friendly facilities, guidance in environmental protection and management, etc. With the holding of training, provision of facilities, and guidance, it is hoped that the school community will understand the importance of protecting and managing the environment, as well as being able to raise awareness, love nature, maybe also participate in protecting and preserving the environment.

According to Frankenberg (2015) states in his research that schools realize that the implementation of the Adiwiyata program requires support from other parties who can help implement the development of Adiwiyata schools, this support can be in the form of training related to environmental protection and management, procurement of environmentally friendly facilities, guidance in protection and environmental management by related agencies to increase

and maximize learning activities related to the environment. Frismi Astuti (2014) states that the participation of school members in building environmental education development partnerships in schools is proven by collaborating with local DLHs, which is proven to increase learning activities, this can be seen from the guidance carried out by DLH for schools. Coaching is carried out to encourage the creation of knowledge and awareness of residents around the school. By creating a school that cares and has an environmental culture, it will create a generation that cares and has an environmental perspective. There are three principles in implementing Adiwiyata school, namely educational, participatory, and sustainable.

Increase the role of school committees in building partnerships for environmental learning and environmental protection and management efforts. Based on the research of the two schools, namely increasing the role of the school committee in building partnerships for environmental learning and efforts to protect and manage the environment optimally will be able to realize success in the development of Adiwiyata schools and be able to strengthen cooperation in the progress of environmental education in improving the quality of education and as a learning resource. for all school members, as well as being a dialogue partner in guiding student activities related to the environment. One of the efforts that can be made to improve the quality of education and the performance of students is through strengthening partnerships between schools, parents, and related community institutions.

This is as stated in the Adiwiyata guidebook (2012) which requires partnerships to be facilitated by the school committee related to environmental learning and environmental protection and management efforts. The role of the committees in both schools can also be seen from several environmental activities that were facilitated such as tree planting and waste management. Even the role of the school committee was involved during the

Adiwiyata assessment process. Apart from assisting, cooperation with this committee is expected to be a partner in guiding student activities, a dialogue partner in improving the quality of education, and as a learning resource for all school members.

According to Frankenberg (2015) in their research shows the role of school principals and parents in improving the quality of education, namely: establishing effective communication with parents, involving parents in school programs, and empowering school boards. The efforts to mobilize parental participation that can be done by school principals in increasing parental participation in school education include: establishing effective communication with parents, involving parents in school programs as well as empowering school committees.

Become a resource person in the context of environmental learning. Another indicator in the achievement of environmental activities Adiwiyata states that school members have at least been resource person in environmental learning. This indicator has been implemented, it can be seen that the two schools have been resource persons in filling in activities related to the environment, both for impact schools and the surrounding community together with related agencies, namely the health office and the environmental service. Based on the research of the two schools, namely, the activity of being a resource in the context of environmental learning has been carried out optimally to improve the development of learning related to the environment. Other activities pertain to Adiwiyata schools which must have an impacted school, therefore the school is always ready to participate in assisting resource persons to deliver material in socialization activities or workshops related to Adiwiyata.

Hidayatullah (2016) mentions another indicator in the achievement of Adiwiyata's environmental activities that school residents have at least been a resource in environmental learning. This can increase efforts to develop Adiwiyata schools because

by being a resource, the school can master matters related to environmental protection and management. This is as stated in the Adiwiyata guidebook (2012) which requires schools to become resource persons in the context of environmental learning in environmental protection and management efforts.

Provide support to the community or other schools to improve environmental protection and management efforts. Providing support to the community, or other schools to improve environmental protection and management efforts is also carried out where the two schools are seen filling in resource persons, the school also provides activities in the form of technical guidance to impact schools or for the community in making hydroponics. In other activities, namely in the management of waste banks, the school had been a resource person with DLH in delivering material to the community regarding the management of waste banks in the village.

Based on the research of the two schools, namely providing support to the community, or other schools to increase environmental protection and management efforts will be able to improve the development of Adiwiyata schools and learning related to the environment. The school's relationship with the community is a network of interactions that the school strives for to be accepted amid the community to get aspirations and sympathy from the community and strive for good cooperation between schools and the community for the common good, or specifically for schools to study this relationship the success of programs related to the environment so that the school can continue to exist.

According to Shaari (2012) The states that the school's relationship with the community is a series of organizational or agency activities to create a harmonious relationship with the community or certain parties outside the organization, to gain support for the efficiency and effectiveness of work implementation consciously and voluntarily. The success of education is not only

determined by the educational process in schools and the availability of facilities and infrastructure, but also by the family and/or community environment. Therefore education is a shared responsibility between the government (school), family, and community. This means indicating that parents and the community have the responsibility to participate, think about, and provide assistance in the delivery of education in schools. The High participation of parents in education in schools is one of the characteristics of good school management, meaning the extent to which the community can be empowered in the education process at school is an indicator of the school management concerned. Community empowerment in education is essential for good school management

Conclusion and Recommendation

The conclusions of this study indicate that: (1) The implementation of planned environmental protection and management activities for school residents can make activities more effective and the utilization of school facilities will be more efficient. The development of extracurricular activities in schools can support the development of students' self-potential in learning activities in schools related to the environment so that they can produce better school competitiveness. (2) Establishing partnerships in the context of environmental protection and management with various parties including parents of students/school committees, the Environmental Service, Education Office, Health Service, Police, etc. can be used by schools in helping to form a character that cares about the environment so that schools get maximum support to support and improve learning optimally. maximum support to support and improve learners optimally.

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