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Implementation of The *Adiwiyata* Program by The Principal to Foster Students' Morals towards The Environment

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Article Information	Abstract
Received: 31 January 2024	<i>This study discusses the Adiwiyata Program implemented at Junior High School (SMPN) 2 Tanon. Adiwiyata is an environmental program in Indonesia that aims to increase school environmental awareness. This program encourages schools to integrate or include environment-related education in the curriculum. This research is qualitative with field research with data collection using case study techniques. Interviewing, observing, and documenting were the methods used for data collection. Data were analysed using interactive data analysis: data collection, reduction, presentation, and conclusion drawing. This research aims to find out how the principal implemented the Adiwiyata Program to foster students' morals towards the environment. The results of this study indicate that the principal has several programs that can support the implementation of the Adiwiyata program at the school; the programs implemented include: Including Adiwiyata in the learning curriculum, incorporating Adiwiyata values into the independent curriculum P5 project, implementing PHBS (Healthy Clean Living Behavior) and Go Green to students and teachers, carrying out daily pickets, carrying out Friday Kelingan Taman activities, making small parks, utilising organic and non-organic waste, and planning new programs. These activities refer to</i>
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implementing the school's vision and mission to realise a healthy Adiwiyata school and form school members to have morals of caring for the environment.

Studi ini membahas mengenai Program *Adiwiyata* yang dilaksanakan di SMPN 2 Tanon. *Adiwiyata* adalah program tentang lingkungan di Indonesia yang memiliki tujuan untuk meningkatkan kesadaran terhadap lingkungan di sekolah. Program ini mendorong pihak sekolah untuk mengintegrasikan atau memasukkan pendidikan terkait lingkungan pada kurikulum. Penelitian ini merupakan penelitian kualitatif dengan jenis penelitian lapangan dengan pengambilan datanya menggunakan teknik studi kasus. Pengumpulan data dilakukan dengan wawancara, observasi, dan dokumentasi. Data dianalisis dengan analisis data interaktif yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Tujuan dari penelitian ini dilaksanakan yaitu untuk mengetahui bagaimana implementasi Program *Adiwiyata* yang dilakukan oleh kepala sekolah untuk membina akhlak siswa terhadap lingkungan. Hasil dari penelitian ini menunjukkan bahwa kepala sekolah mempunyai beberapa program yang dapat menunjang terlaksananya program *Adiwiyata* di sekolah tersebut, program-program yang dilaksanakan antara lain: Memasukkan *Adiwiyata* pada kurikulum pembelajaran, memasukkan nilai-nilai *Adiwiyata* ke dalam proyek P5 kurikulum merdeka, menerapkan PHBS (Perilaku Hidup Bersih Sehat) dan *Go Green* kepada siswa dan guru, melaksanakan piket harian, melaksanakan kegiatan Jumat Kelingan Taman, pembuatan taman kecil, memanfaatkan sampah organik maupun non-organik, dan merencanakan program baru. Kegiatan-kegiatan ini mengacu pada pelaksanaan visi misi sekolah untuk mewujudkan sekolah *Adiwiyata* yang sehat dan membentuk warga sekolah untuk memiliki akhlak peduli terhadap lingkungan.

I. INTRODUCTION

The environmental damage Indonesia faces today is noteworthy because it has entered a fairly serious stage. Environmental damage is damage that occurs in natural ecosystems caused by natural activities themselves or human activities. In recent decades, environmental Damage to Indonesia has been increasing and alarming (Syaifulloh et al., 2022). Sastrawijaya (2009) said that the relationship between humans and the environment or the environment in which they live is a relationship that provides mutual reciprocity. The environment influences human life and vice versa. A bad or damaged environment cannot carry out its functions to support human life (Nurhafni et al., 2019).

Some environmental issues have become quite alarming. One of them is the high rate of deforestation that threatens biodiversity. Pollution is also a major concern, especially in densely populated cities. Air pollution from motor vehicles and industry can seriously impact public health and the environment. In addition, water pollution from industrial and domestic waste also threatens water quality in rivers and the sea. Illegal mining is a serious problem, especially in certain areas. Problems such as garbage on the streets and poor river quality are found in many big cities in Indonesia (Kamil et al., 2020).

Of the many factors that cause environmental damage, humans are a significant contributor, this proves that human awareness of the environment is still very lacking. According to Setianingsih (2023), the low level of education affects environmental awareness (Saadah et al., 2023). For this reason, we must strive to improve the quality of life by protecting nature from damage, one of which is by forming the next generation who care about environmental care. Environmental education must be implemented in schools so that the golden generation or the younger generation can understand that protecting the environment is an important thing that we must do. Marjohan and Afniyati stated that building environmental care characters from an early age (Abu et al., 2023).

Caring for the environment is an attitude and responsibility towards preserving nature. For example, reducing the use of plastic materials, supporting renewable energy, and recycling are tangible ways to support the environment. Collective

efforts in maintaining the earth's sustainability are a very important step towards a healthy and sustainable environment. In realising a healthier and more sustainable environment, the government conducts conservation through education (Setyobudi & Marsudi, 2018).

The *Adiwiyata* program initiated by the Ministry of Environment and Forestry in Indonesia is an environmental program that is expected to address environmental problems that occur in Indonesia. This program stems from the government's concern about Indonesia's declining environmental quality. Munadjad Danu Saputro said that the *Adiwiyata* program is a holistic program that involves all stakeholders in the school environment and the community together to strengthen students' awareness of the importance of the environment (Husna et al., 2024).

Students who act as the next generation must be taught how to protect the environment. By participating in the *Adiwiyata* program, schools can contribute to environmental conservation by instilling the importance of protecting the environment for human survival. Many people have carried out research related to the environmental care program or *Adiwiyata*. However, information on how the program is implemented to encourage caring characters for the environment is still very little or limited (Rakhmawati et al., 2018).

The Ministry of Environment (2012) says, "*Adiwiyata* can be interpreted as an environment, area, or place that is good and, of course, ideal so that knowledge can be obtained in a good and ideal place. In addition, norms and ethics can also be obtained that can be used to achieve the ideals of sustainable development. This program has the aim of realising or creating school citizens who can take responsibility to protect and manage the environment which is carried out through improving school governance so that it can be used to support sustainable development" (Yunita et al., 2022).

The *Adiwiyata* program aims to shape and foster students' morals towards the environment. *Akhlak* is linguistically the *jama'* form of the word *khuluq*. Nasirudin said that *khuluq* can be described as the nature and inner man, the outward description of man, such as how the face and body language. Meanwhile, Abdullah said that *khuluq* in Greek has the same meaning as the word *ethos* or *ethicos*, which

means manners or habits, one's inner feelings, and the tendency of the human heart to do things or actions. *Ethicos* can then also be interpreted as ethics (Lubis, 2022).

All school community members certainly have an important role in implementing the *Adiwiyata* program. One of the people in the school who has an important role in implementing the school program is the principal. In the Decree of the Minister of Education and Culture no 0296 of 1996, the principal is defined as a teacher in a school who has additional duties to become a leader in educational activities to improve the quality of education (Smith, 2020). In managing the *Adiwiyata* program, the principal has the task of planning, managing, and developing the program to run well. The principal must also be able to invite all school members to participate in the program's success.

This study aims to determine how implementing the *Adiwiyata* program by the principal of Junior High School (SMPN) 2 Tanon fosters students' morals towards the environment.

II. METHOD

This research focuses on implementing the principal's *Adiwiyata* program in fostering students' morals towards the environment at Junior High School (SMPN) 2 Tanon. Researchers conducted this study to explore the *Adiwiyata* programs existing in the school and understand how these programs can foster students' morals towards the environment.

This research is qualitative. Qualitative research is a scientific study emphasising an in-depth understanding of the phenomenon. Moleong said that qualitative research could be defined as research that aims to understand the meaning of phenomena experienced by the subject, starting from his behaviour, perceptions, motivations, and actions holistically. Qualitative research is usually compiled by presenting or describing the results of research in the form of words or language, on a phenomenon with a special context that occurs naturally and utilises various natural methods (Dr. Agus Subagyo, S.IP. & Dr. Indra Kristian, S.IP., S.Kom., M.AP., 2023).

Creswell argues that qualitative research is research that has an interpretive paradigm, where researchers are involved in an ongoing and continuous experience with the people who participate. This involvement raises strategic, ethical, and personal issues in the research process (Anirah et al., 2023; Creswell & Poth, 2016).

This type of research is field research. The researcher conducted this research at Junior High School (SMPN) 2 Tanon to explore the principal's role in implementing the *Adiwiyata* program to nurture students' environmental morals, address the lack of prior research on *Adiwiyata* in this school, and investigate the *Adiwiyata* programs implemented. The data sources in this study were obtained from interviews with the principal of SMPN 2 Tanon, Mr. Mulyanto S,Pd., M.Pd, observation, and documentation. Case study techniques were used for data collection in this study. A case study is an in-depth approach to investigating a particular phenomenon or case. Creswell said that a case study is a study in which researchers explore a particular phenomenon or case in a time and activity (program, event, process, institution or social group) and collect information in detail and also in-depth using various data collection techniques (Assyakurrohim et al., 2022; Creswell & Poth, 2016).

After the data is obtained and collected, the data is analysed using data analysis techniques, namely: (1) data collection, where researchers collect the required data related to the research title, (2) data reduction, where data obtained is recorded carefully and in detail, (3) data presentation, data that has been obtained is presented in the form of sentences, pictures, diagrams, and so on, (4) and finally, conclusion drawing. The data that has been obtained and processed is then concluded (Miles et al., 2014).

III. FINDINGS AND DISCUSSION

Implementation *Adiwiyata* Program by The Principal

The role of the principal in running and developing the *Adiwiyata* program is very important in realising the school's commitment to sustainability and environmental conservation. As the main leader who is quite central in the school environment, a principal has several major responsibilities, namely designing, leading, and facilitating the implementation of the *Adiwiyata* program. Sunarto

(2020) said that principals, as leaders, must be able to guide and supervise, improve students, conduct two-way communication and delegate tasks (Noviarti et al., 2022). In addition, Suharsaputra said that the principal's leadership can be said to be a leader at the school level will determine how the work of the school organisation as a whole (Saputra, 2022).

The principal is a vision holder and a prime mover who can motivate and guide the school community, including teachers, staff, and students, to actively participate in environmental conservation efforts. Wisda (2021) said that Principals must possess leadership abilities to effectively manage schools, as the educational success of a school hinges on the principal's leadership style. The principal is a driving force in coordinating activities to accomplish shared objectives (Luthfia Yuli Kurniawan & Ahmad Sabandi, 2023).

Junior High School (SMPN) 2 Tanon is one of the junior high schools in Sragen City, Central Java. The school is located on the Tanon-Sukodono highway. The school has an A accreditation from the government, making it a popular school in the area. The current principal is Mr. Mulyanto, S.Pd., M.Pd. SMP Negeri 2 Tanon is a school that has received the *Adiwiyata* district title. The school officially became an *Adiwiyata* school on January 11, 2021.

An environmentally sound school implements four important components in its management: policies, curriculum, activity programs, facilities, and infrastructure. Amrullah and Nurcahyo (2021) said that environmental care behaviour will increase if students' knowledge about the environment increases to reduce environmental damage (Aqilah & Lathifah, 2023).

Implementing the environmental program or *Adiwiyata* at SMP Negeri 2 Tanon is based on school vision number ten: a safe, healthy, neat, beautiful, cool, comfortable, and conducive school environment. Getting the *Adiwiyata* school title is not an easy thing; the school community must work together to help realise the *Adiwiyata* school through the *Adiwiyata* programs that the school has made. After successfully obtaining the *Adiwiyata* district title, the school must continue to develop existing *Adiwiyata* programs to raise the *Adiwiyata* level to the provincial

level. In this case, the principal plays an important role in developing and implementing the *Adiwiyata* program.

A school principal must have ideas and ways to develop school programs, Mukhtar and Subianto and Ramadan said that school programs are actions that are carried out in a real, regular and detailed manner. In its implementation, the school must involve the community to achieve the school targets that have been determined (Suryani & Dafit, 2022). One that needs to be developed is the *Adiwiyata* program. To achieve the goals of the *Adiwiyata* program, several components of the program can be used to realise the creation of *Adiwiyata* schools, namely: policies with environmental insights, curriculum implementation on an environmental basis, environmental-related activities on a participatory basis, and management of facilities and infrastructure that are friendly to the environment (Pradini et al., 2019). Here are some ways that the principal has implemented to implement and develop the *Adiwiyata* program at SMPN 2 Tanon:

First, the activity of incorporating *Adiwiyata* into the curriculum by integrating it into subjects is a strategic step in building environmental awareness among students. The historical foundation in education is the history of the educational journey in the past, which is now used as a reference for developing education today (Silvia & Tirtoni, 2023). Based on the decision of the Minister of Education Culture Research and Technology of the Republic of Indonesia Number 56/M/2022, regarding the guidelines used to implement the curriculum in the context of recovery in learning. By incorporating *Adiwiyata* policies in the context of learning, schools can provide students with important knowledge and understanding of the importance of preserving the environment. Teachers can utilise various teaching methods, such as discussions, project assignments, and field activities, to encourage students to think critically and actively preserve, clean and sustain the environment.

In addition, teachers also act as facilitators to remind students that environmental awareness is very important. By continuously reminding students about how important it is to keep the environment clean, the teacher not only acts as a teacher or educator but also acts as a role model for students. The continuity of these reminders can form positive habits among students, which can then be

practiced and implemented in their daily lives. Thus, the integration of *Adiwiyata* in the curriculum is not only a subject matter, but also creates a culture of environmental care that is embedded in the entire school learning environment.

Second, incorporating *Adiwiyata* values into *P5* of the independent curriculum is a very positive step in combining environmental values with *Pancasila*-based learning. By incorporating the *Adiwiyata* concept into *P5*, schools can integrate environmental approaches with the noble values of *Pancasila*, creating harmony between character building and environmental awareness among students. Ariga (2022) said that the legal basis for implementing the independent curriculum is *Permendikbudristek* No. 5 of 2022, namely the Graduate Competency Standards at the levels of Early Childhood education, Basic Education, and Secondary Education. Educators use these standards as minimum criteria for assessing students' attitudes, skills, and knowledge, which are then utilized to determine the achievement of student abilities observable in the learning outcomes at the end of each educational level. The Graduate Competency Standards are also referenced in the 2013 Emergency and Merdeka curricula (Abdul Fattah Nasution et al., 2023).

The *P5* program, which emphasises learning disciplines to think about how to solve problems around us, is a relevant approach to addressing environmental challenges. By bringing beauty to the school environment by creating murals or painting on fences and trash bins, the school not only provides an aesthetic touch, but also awakens students' sense of responsibility and care for the cleanliness and beauty of the environment.

This initiative creates a hands-on experience for students to engage in real action, develop practical skills and shape an attitude of environmental care. In addition, such efforts can inspire other schools to design extracurricular activities that support *Adiwiyata* and *P5* values. Thus, this holistic approach educates students academically and produces an environmentally conscious generation with strong *Pancasila* values.

Third, implementing *PHBS* (Clean Healthy Living Behavior) and Go Green to students. The principal and other teachers always apply the culture of *PHBS* (Clean and Healthy Living Behavior) and Go Green to students by reminding them how

important it is to maintain the beauty and cleanliness of themselves and the environment around us. Schools with students who do not want to live clean and healthy cannot be categorised as *Adiwiyata* schools. Suprpto (2021) said that Clean and Healthy Living Behavior (*PHBS*) is the action or behaviour of a person carried out based on self-awareness as a result of learning that can make a person, family, group, or community able to help themselves independently in the health sector and can play an active role in realising a healthy community (Basri et al., 2023).



Figure 1. *Healthy Friday*

Implementing a *PHBS* and Go Green culture among students is relevant in making the school an *Adiwiyata* institution. Principals and teachers who consistently remind students about the importance of clean and healthy living habits and Go Green values form the foundation of positive habits among students.

Clean and healthy living behaviour is not only about physical cleanliness but must also involve awareness of the importance of maintaining individual and environmental health. *Adiwiyata* emphasises not only the sustainability of nature, but also human health and well-being. Therefore, this approach provides benefits at the individual level and supports broader environmental conservation efforts.

Schools that can integrate the culture of *PHBS* and Go Green into students' lives can create a healthy, productive and sustainable learning environment. This initiative helps create a positive student mindset, which can be applied at home and in the community. Thus, the role of the principal and teachers in inspiring and

guiding students to apply *Adiwiyata* values through *PHBS* and Go Green is the key to success in creating a sustainable and environmentally friendly school.

Fourth, carrying out daily picket. Daily picket at SMP Negeri 2 Tanon is carried out every day in an orderly manner by all school members. Each student must clean the classroom environment and the environment around the classroom. Meanwhile, the homeroom teacher has the task of coordinating and conditioning the students in this daily picket activity.

Carrying out daily pickets at SMP Negeri 2 Tanon is a concrete action that strongly supports the efforts to become an *Adiwiyata* school. This activity creates a clean physical environment and builds environmental awareness and responsibility among students. By involving all school members, including students and homeroom teachers, daily picket becomes a form of active participation in maintaining cleanliness and involvement of the entire school community.

Daily picket is a physical hygiene routine and a place to build character and environmental awareness values. Students who regularly carry out daily picket duties can internalise the importance of their respective roles in maintaining the cleanliness of the school environment. Homeroom teachers responsible for coordinating and conditioning students also create an atmosphere of collaboration and shared responsibility.

In addition to having a positive impact on the cleanliness and beauty of the environment, daily picketing is also a means of implementing *Adiwiyata* values, such as cooperation, responsibility and care for the environment. Thus, implementing daily pickets physically strengthens the *Adiwiyata* program and effectively builds a culture of cleanliness and environmental awareness in schools, embracing the entire community as agents of change.

Fifth, implementing the Friday *Kelingan Taman* activity. Friday *Kelingan Taman* is an activity that cleans the school environment and is carried out every Friday. Usually this activity is carried out one hour before learning begins. In implementing the activity, students are divided into several teams by the coordinating teacher, and some are tasked with cleaning the classroom environment, classroom garden,

school garden, and unreachable school environments. This Friday, *Kelingan Taman's* activity is one of the school programs initiated by the principal.



Figure 2. *Friday Kelingan Taman*

Implementing the Friday *Kelingan Taman* activity at SMPN 2 Tanon is a concrete step that shows the school's commitment to maintaining the environment's cleanliness and beauty. This initiative reflects the proactive role of the principal in designing sustainable programs that involve the entire school community. The activity, carried out every Friday before learning begins, creates positive habits and mobilises students' active participation in caring for the school environment.

Divining students into teams with different tasks demonstrates a holistic approach to environmental cleanliness and beauty. Involving students in cleaning classroom gardens, school gardens, and unreachable environments raises awareness of the importance of maintaining cleanliness and teaches the values of cooperation and social responsibility.

The Friday *Kelingan Taman* program initiated by the principal is a routine activity and a means to teach students about caring for the environment. The sustainability of this program is an indicator of the success of creating a culture of environmental awareness among students. In addition, this program can inspire other schools to develop similar initiatives to make schools a clean, healthy, and beautiful environment.

Sixth, making a small garden. Usually, students get a garden per class while each teacher gets a small garden named after the teacher's name. Every school

citizen who gets a part of the garden must take care of the garden. Usually, the cost of garden maintenance is personal money.

Creating a small garden for students and teachers at SMP Negeri 2 Tanon is a very good initiative in integrating the *Adiwiyata* concept into everyday life. This small garden creates a beautiful atmosphere and allows all students and teachers to actively participate in caring for and keeping the school environment clean.



Figure 3. *Small Garden*

The division of gardens per class for students and one small garden per teacher provides an opportunity for each individual to have personal responsibility for the sustainability of the environment around them. Taking care of the garden given to each school member helps build an attitude of responsibility and care for the environment, which can be done from an early age.

The importance of using personal money for garden maintenance also provides added value, because in addition to building environmental awareness, this also teaches the principle of personal responsibility in maintaining the beauty and sustainability of the environment. In addition, naming the garden after the teacher gives it a personal touch and strengthens the emotional bond between the individual and the environment they care for.

Overall, creating a small garden at school is a tangible manifestation of the school's concern and commitment in making *Adiwiyata* not just a program, but as a lifestyle and culture in the school environment. This effort can inspire other

schools to develop similar initiatives in creating a clean, healthy, green and beautiful educational environment.

Seventh, utilising organic and non-organic waste. As an *Adiwiyata* school, SMPN 2 Tanon also utilises waste that can be reprocessed. Organic waste is usually used to make compost and liquid fertiliser, which can be traded. Meanwhile, plastic waste is usually used to make handicrafts such as bags, and others. Waste can be managed and classified by sorting waste into organic and non-organic waste. Organic waste, such as food scraps, can be recycled into compost, while non-organic waste, such as plastic, can be processed again into other items that can be reused (Ariyanti et al., 2015).



Figure 4. Making Flower Vases from Scrap

Utilising organic and non-organic waste at SMPN 2 Tanon is a positive step in supporting the *Adiwiyata* principle. It is very helpful in reducing the amount of waste disposed of in landfills. In addition, this activity can provide economic opportunities and creativity among students and school staff.

Using organic waste to make compost and liquid fertiliser shows awareness of the importance of recycling natural resources. Besides providing direct benefits to the school in improving soil fertility, the products can be traded, creating a potential source of additional income for the school.

Using plastic waste to make handicrafts, such as wallets and bags, shows creativity in addressing the problem of plastic waste. In addition to reducing the

environmental impact of plastic waste, this activity also teaches students to see waste as a material that can be processed into products with economic value.

This initiative to utilise waste creates sustainability in the school environment and educates students on social and environmental responsibility. When applied in everyday life, this awareness can cause young generations to be more concerned about environmental problems and create creative solutions to waste problems in society.

Eighth, planning new programs. To succeed the existing *Adiwiyata* program, the principal has prepared land for planting medicinal plants, living stalls, etc. Planning a new program that involves planting medicinal plants and living stalls is a very positive step in developing the *Adiwiyata* concept at SMPN 2 Tanon. This initiative not only supports sustainability and environmental preservation, but also involves the economic and health aspects of the community.

Planting medicinal plants is a step that supports understanding the importance of herbal plants for health. Medicinal plants not only have ecological value in preserving biodiversity, but also provide direct benefits to the health and well-being of the school community. This program can be integrated into the curriculum as a means of practical learning about medicinal plants and sustainability.

A living stall is a concept that leads to the sustainable production and utilisation of agricultural products. By preparing the land for the living stall, the school can practice the concept of organic or sustainable agriculture that supports ecological sustainability and provides access to natural products for the school community.

By planning these new programs, the principal demonstrated proactive leadership in developing the *Adiwiyata* school. It develops students' insights and skills and positively impacts the environment and surrounding community. The program can also enrich the school culture by teaching good values such as resilience, creativity and social responsibility amidst the environmental and social challenges faced.

Adiwiyata Program in Fostering Students' Morals towards the Environment

The environment is an inseparable dimension in human life, in line with the principle that humans and their environment are deeply interrelated. Human existence cannot be separated from interactions with environmental elements, from the air he breathes and the water he consumes to the places where he lives and works. Not only as a place to survive, the environment also provides natural resources that support human life. Mulang and Putra said that it is this integrity that causes all human behavior to have an impact on the surrounding environment (Mulang & Putra, 2023). Positive behavior towards the environment can cause the environment to remain sustainable and negative behavior can cause the environment to become less good or damaged. Cultivating religious values from an early age is an appropriate step for a human being to foster noble morals in interacting well with the surrounding natural environment (Faisal et al., 2024). It makes moral guidance on the environment very important for students.

At Junior High School (SMPN) 2 Tanon, student morals are important. This follows school vision seven, which is to excel in religious activities and have noble character. The importance of student morals in schools cannot be ignored because morals reflect moral values that are the basis for personal development. Good morals create a positive and conducive learning environment in schools. According to al-Ghazali, morals are human traits embedded in the soul, from which actions can arise easily, usually done without prior consideration. In line with that, Zainuddin AR said that morals etymologically come from Arabic, which is the Jama of the *mufradat khuluqun*, which logically means character, character, behaviour, and character (Himiyari et al., 2022).

Students' morals towards the environment reflect the extent to which they have awareness, responsibility, and involvement in maintaining the sustainability of nature. Students with good morals towards the environment will be aware of their actions' impact on the ecosystem, understand the importance of preserving nature, and strive to minimise their ecological footprint. Students' responsibility towards the environment is reflected in concrete actions, such as taking care of school facilities,

disposing of waste properly, and keeping the surrounding environment clean. Involvement in environmental activities, such as reforestation or environmental campaigns, also indicates positive morals towards the environment. Moral education towards the environment aims to instill a caring attitude, respect for nature, and reduce the excessive use of natural resources. Thus, students' morals towards the environment are important in shaping individuals who care and are responsible for the earth's sustainability.

In the Islamic perspective, the relationship between humans and the environment is seen as a mandate from Allah SWT that must be maintained, cared for, and preserved. The Qur'an teaches that the universe was balanced and that humans were appointed as caliphs (successors) on earth. Humans have an ethical responsibility to maintain and care for God's creation, and should not cause damage or waste resources. The concept of *mizan* or balance in the Qur'an shows the importance of harmony between humans and the environment. Islam also teaches the importance of kindness to living things, including animals and plants.

Humans are considered as Allah's representatives (caliph) on earth (QS. Al-Baqarah verse 30), with a strategic position and great responsibility in environmental management. Muslims are expected to realise that Islamic teachings have regulated environmental issues, including environmental ethics that must be applied personally and collectively. Nasution underlines that Islam demands a balance between the role of humans as caliph and as servants in environmental ethics, by not prioritising anthropocentrism or spiritualism alone. In the concept of *taskhir*, humans are given ease in taking care of nature, but should not act arbitrarily, given the position of humans as caliph and servants of Allah. Human tasks include civilising nature, regulating culture by natural conditions, and Islamizing culture with Islamic values that are *rahmatan li al-'alamin* (Djuned, 2023).

In fostering students' morals towards the environment at Junior High School (SMPN) 2 Tanon, approaches are taken from various aspects. First, implementing learning about ethics and environmental responsibility in all subjects. Second, facilitating social activities and environmental projects to increase students' awareness of the environment. Third, involving students in decisions related to

school environmental policies that can provide a sense of ownership and responsibility. In addition, one very important program that can be used to foster students' morals towards the environment is the *Adiwiyata* program.

The *Adiwiyata* program in this school is expected to shape students' morals in protecting and caring for the environment. The *Adiwiyata* program is very important in fostering students' morals towards the environment. In the scope of education, *Adiwiyata* not only encourages physical sustainability, but also shapes students' character and ethics towards nature. By involving students in real activities such as tree planting, waste management, and environmental campaigns, the program provides hands-on experience that strengthens moral values related to care and responsibility for caring for the environment. Students involved in the *Adiwiyata* program will internalise a responsible attitude towards the sustainability of nature, thus forming good morals and awareness of the impact of human actions on the ecosystem.

The *Adiwiyata* program is an initiative that can foster students to avoid damaging the environment as said in Q.S Ar-Rum verse 41:

"There is destruction on land and in the sea because of the deeds of men, so that Allah may taste to them some of the consequences of their deeds, that they may return (to the right path)." (El-Karimah, 2020).

Additionally, the *Adiwiyata* program fosters a sustainable school culture, instilling ethical values about the environment throughout the entire educational community. This culture can create a conducive learning environment, where students learn about nature and feel the importance of preserving and protecting the environment. Thus, *Adiwiyata* is not just an environmental program, but also an effective means of fostering students' morals towards the environment.

The program equips students with the understanding, skills, and attitudes necessary to become caring, responsible, and ethical citizens of the environment. In simple terms, the *Adiwiyata* program strengthens school members' knowledge and awareness through learning, habituation, participation, and environmental application. The principle of sustainability is one concept of *Adiwiyata* schools, such as non-waste management, by minimising plastic waste and recycling waste into

valuable goods (Herawati et al., 2022; Kodir et al., 2022). Looking at the scheme above, it can be said that the universe's presence is vital for human life. Besides needing other humans, humans as creatures also need the universe's presence. From this, nature is hope for humans (Albert et al., 2022).

The role of teachers and principals in fostering students' morals towards the environment is crucial in forming a generation that cares and is responsible for the sustainability of nature. Teachers are responsible for conveying environmental knowledge through a curriculum that supports nature conservation and involves students in practical activities. They also need to be role models by implementing good environmental practices. On the other hand, principals actively initiate and support implementing environmental programs in schools, ensuring the integration of nature conservation values into the school culture. With close cooperation between teachers and principals, schools can become places that encourage the formation of sustainable student morals, engage students in concrete actions, and develop awareness and a sense of responsibility for the surrounding environment.

Obstacles to The Implementation of The *Adiwiyata* Program in Schools

In an Islamic perspective, environmental education provides knowledge about environmental issues and teaches the values and ethics of protecting the environment properly, wisely, and responsibly (Sahri & Aziz, 2023). The *Adiwiyata* program is expected to create a clean and healthy school environment. A clean and healthy environment can also reflect the state of school occupants ranging from students, teachers, employees, staff, principals to parents. Everyone is responsible for realising a clean and healthy environment (Herawati et al., 2022).

Implementing the environmental education program or *Adiwiyata* program in schools has several obstacles. The constraints of the implementation of the *Adiwiyata* program at SMPN 2 Tanon can be seen through the diagram below:

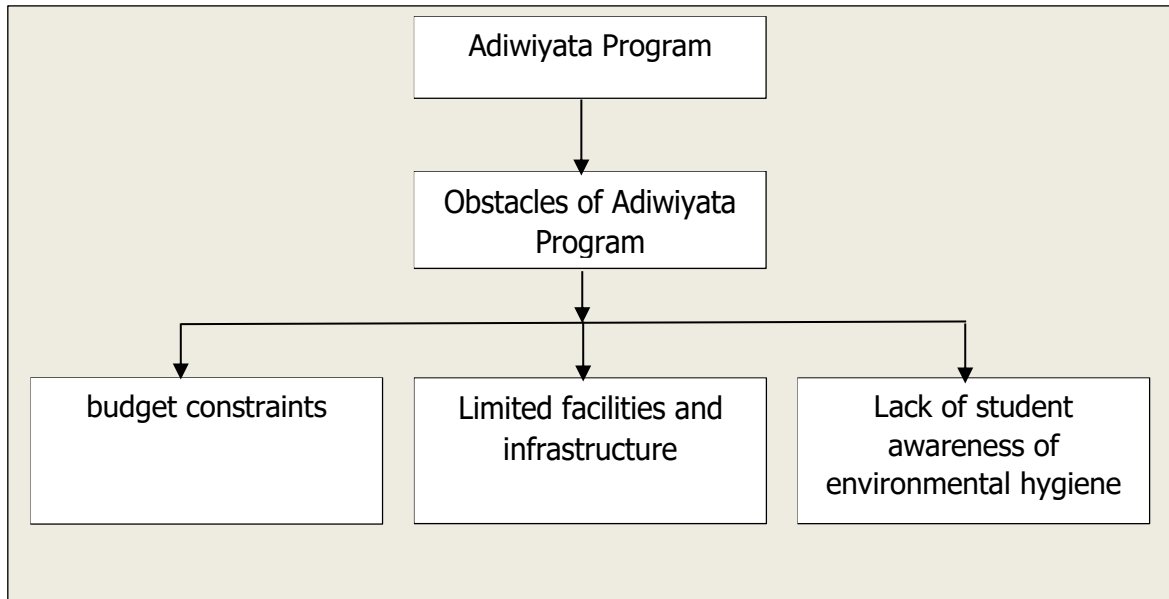


Diagram 1. *Obstacles of Adiwiyata Program*

First, implementing the *Adiwiyata* program in schools experienced significant obstacles due to budget constraints. Insufficient funds make it difficult for schools to implement activities that support environmental sustainability and conservation. Some important initiatives, such as tree planting, green area creation, and waste reduction campaigns, are constrained by limited financial resources. Although schools have the determination and enthusiasm to integrate ethical values about the environment into the curriculum, budget constraints limit their ability to provide hands-on experiences for students. Nevertheless, schools remain committed to finding creative solutions and collaborating with various parties to ensure the continuity and success of the *Adiwiyata* program in shaping students' morals towards the environment, even in a limited budget situation.

Second, implementing the *Adiwiyata* program in schools faces significant challenges due to students' lack of environmental awareness. Although the program aims to shape a caring attitude towards nature, some students may not fully grasp the urgency and impact of their actions on the environment. This obstacle may affect active participation in environmental activities, such as tree planting or waste reduction campaigns. Therefore, schools should focus on improving students' understanding of environmental issues, conducting socialisation and education on environmental ethics, and promoting awareness of shared responsibility in maintaining the sustainability of nature. By overcoming these obstacles, schools can

ensure that the *Adiwiyata* Program is not just a formal activity, but also creates a real impact in shaping students' morals towards the environment.

Third, implementing the *Adiwiyata* program in schools faces serious challenges due to the lack of facilities and infrastructure. Inadequate facilities such as adequate green areas, recycling bins, or other supporting facilities can hamper schools' ability to integrate environmental activities into students' daily lives. Space and infrastructure constraints limit efforts to plant trees, create green areas, or waste management. Schools must work with external parties, such as local governments or environmental organisations, to obtain support and financing to build or upgrade the necessary facilities and infrastructure to overcome this constraint. Although constrained by these less than ideal conditions, the school remains committed to finding creative solutions and involving the entire school community in supporting the *Adiwiyata* program, making it a concrete step towards shaping the morals of students who care and are responsible for the environment. There are obstacles in implementing the *Adiwiyata* program, namely the allocation of funds, human resources, and facilities. Due to the inadequate allocation of funds and facilities, the school organises fundraising from within and outside the school. Meanwhile, the lack of human resources regarding the knowledge and attitude of environmental care from school residents is an obstacle in the implementation of the *Adiwiyata* program (Fauzani & Aminatun, 2021).

IV. CONCLUSION

The school principal's implementation of the *Adiwiyata* Program to foster students' morals towards the environment leads to the conclusion that the principal's role is crucial in shaping students' awareness and values of environmental ethics. The principal acts as a leader who provides direction, supports, and empowers the entire school community in running this program. Through strategic steps and supportive school policies, the principal can create and implement a sustainable school culture that cares for the environment. In this case, students' environmental awareness and morals can grow naturally through participation in *Adiwiyata* activities, such as tree planting, waste management, and other environmental campaigns. With students' awareness and morals established,

schools can contribute positively to efforts to conserve the universe and form a generation concerned and responsible for the environment. This conclusion underscores the importance of the principal's role as a leader in positively changing students' behavior and attitudes towards the environment through implementing the *Adiwiyata* Program.

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