



Environmental Education and Adiwiyata Program Acceleration for Madrasah

Maslikhah,¹ Roudlotul Jannah²

¹ Universitas Islam Negeri Salatiga, Jawa Tengah, Indonesia.

² Hidna Education Salatiga, Jawa Tengah, Indonesia.

* Correspondence to: maslikhah@iainsalatiga.ac.id

Abstract: A comfortable environment will create a conducive learning atmosphere. Therefore, all madrasahs are expected to jointly protect the surrounding environment. This paper aims to describe the development of policies in instilling a caring and cultured attitude towards the environment; environment-based curriculum development; development of community-based environmental activities; as well as the development and management of supporting facilities for caring and environmentally cultured schools as an effort to accelerate the adiwiyata program. This qualitative study data at MAN Salatiga was collected through the use of observation to the school environment. Another is by interviewing to the principals and some vices then the students. The other technique is documentation. The results show that the policies implemented as evidence of environmental care include starting with the vision and mission of the madrasah which are then elaborated in the form of practical invitations and suggestions. The invitation is in the form of posters and writing. The form of practical advice is through direct example. In the curriculum, eighteen characters are developed, one of which is caring for the environment. While activities that involve the community are cooperation in tree planting programs and community service at public cemeteries and places of worship. Provision of trash cans and plant pots is the development of facilities and infrastructure.

Keywords: Environmental education; acceleration; adiwiyata.

How To Cite: Maslikhah, M., & Jannah, R. (2024). Environmental Education and Adiwiyata Program Acceleration for Madrasah. *Al-Ta'lim Journal*, 31(1). doi:<https://doi.org/10.15548/jt.v31i1.805>

Article info: Submitted: 05th December 2023 | Revised: 11th February 2024 | Accepted: 29th February 2024

INTRODUCTION

Environmental degradation or the decline in the quality of the environment, whether physical, social, or artificial, occurs almost evenly in various parts of the world, which threatens the sustainability of life on this earth. Humans have destroyed their own environment. This is due to the limitations of education which have systemic implications for people's behavior that does not support the preservation of environmental functions. Such behavior can periodically trigger environmental crises in various aspects. The environmental crisis is caused, among others, by several major things, namely mining activities, forest destruction, industrial activities that are not environmentally sound, and the behavior of people who are blind (Hudha et al, 2019). Now the earth is in critical condition. To rebalance the condition, human awareness is needed who cares about the environment (Masrurroh, 2018). As also mentioned by Hatta et al (2015) environmental aspects include: increasing responsibility and concern for the environment and natural resources, minimizing waste and environmental damage, and protecting critical or important natural capital.

Sukandarrumidi and Wardhana (2010) explained that the earth is a place of human life and the sun as a source of energy for life. Earth is ours, consequently it must be guarded

and used in a wise way. The hope is that environmental sustainability can be guaranteed for the sake of good survival for humans in the future. The reality that is seen and felt today is that humans use natural resources unwisely so that the environment suffers continuous damage. As described by Uar et al. (2016) that the more devastating damage to nature and the environment is not caused by the aging process of nature itself, but is actually caused by hands who always pretend to use it, which is actually exploiting it without caring about environmental damage.

The rate of population growth in various parts of the world is a phenomenon that is difficult to contain. As a consequence, the increasing needs of the community have an impact on exploitative behavior towards natural resources (SDA). Of course, this trend results in a rapid decline in the quantity and quality of the environment and natural resources. Therefore, human quality becomes a central issue in efforts to save the environment and natural resources. Thus, everyone's right to a good and healthy environment as part of human rights is fulfilled. As in the Environmental Management Law (UUPLH) Chapter X, part one, Article 65 Paragraph 1, it is stated that everyone has the right to a good and healthy environment as part of human rights.

In addition to having rights, humans are also obliged to protect the environment. As stated in Article 67, every person is obliged to maintain the preservation of environmental functions and control pollution and or environmental damage. Technically it is stated in article 68 that everyone who carries out a business and or activity is obliged to: a) Provide information related to environmental protection and management in a correct, accurate, open and timeliness, b) Maintain the sustainability of environmental functions, and c) Comply with the provisions on environmental quality standards and or standard criteria for environmental damage (UUPLH, 2009). Islam also teaches humans to cultivate, maintain, and make the best use of nature (environment). The Qur'an mentions something that Allah SWT created on this earth for nothing but humans (Fathil et al, 2015).

UUPLH chapter I Article 1 Paragraph 1 explains that the environment is a unitary space with all objects, forces, conditions, and living things, including humans and their behavior that affect nature itself, the continuity of life, and the welfare of humans and other living creatures. Adequate knowledge of the environment is very much needed by all levels of society in order to jointly seek to save and preserve the environment. This is very crucial to be done together. The initial belief stated that the destruction of the natural environment was caused by greedy human hands. This belief ultimately focuses on education as a change in human behavior to anticipate sustainable environmental damage. At this level, the educational process is becoming more and more discussed by people in order to overcome environmental problems. It is undeniable that the educational process is increasingly becoming a trademark to make changes in thinking, behaving and behaving for humans to care about the environment. The trademark is very much needed to answer public concerns about environmental damage.

It is important to develop a culture of love for the environment through the world of education, with the reason that millions of the nation's children are now intensively studying in education. It is the young generation who will later become the policy makers regarding environmental handling and management. The real condition of the environmental crisis needs to be conveyed by teachers in schools. Instilling the cultural values of loving the environment to the nation's children through education is the same as saving the environment from further damage. It must start right now. As conceptualized

by Pant (tt: 2) that the teacher is a transmitter to provide values of concern for the environment.

The government through the ministry of education had time to make policies for managers of primary and secondary education to provide PLH subject matter. In 1975, Population and Environmental Education (PKLH) was started for Elementary Schools (SD). 1982 for junior and high school, as well as the curriculum KBK and KTSP until now K13. PKLH learning is included in the gray area, its existence is not clearly indicated and is not managed systematically. As a result, student learning outcomes in the form of understanding and facts about ecological systems and the awakening of awareness to appreciate the importance of the environment for humans are not achieved. In subsequent developments, the State Ministry of the Environment (KNLH) is passionate about making environmental-based local content policies. KNLH on February 19, 2004 together with the Ministry of National Education, the Ministry of Religion and the Ministry of Home Affairs has established a PLH policy. This PLH policy is a basic policy as a direction for all stakeholders in the implementation and development of PLH in Indonesia. This PLH needs to be done immediately considering UUPLH number 32 of 2009 Chapter X Article 65 Paragraph 2 explains that everyone has the right to get environmental education, access to information, access to participation, and access to justice in fulfilling the right to a good and healthy environment.

Studies that describe environmental education include research from Rakotomamonjy et al (2014). Children in villages who received environmental education had higher knowledge of lemurs and more positive attitudes than children in villages who did not receive environmental education. PLH is believed to be an effective and efficient solution in an effort to increase public knowledge and understanding of the preservation of environmental functions. The Environmental Protection and Management Act (UUPLH) provides opportunities for the community to play a role in environmental protection and management. The Law on Environmental Protection and Management Chapter X Article 65 Paragraph 4 describes that everyone has the right to play a role in environmental protection and management in accordance with statutory regulations. The efforts are made through formal, non-formal, and informal education. The policy is directed so that all parties can develop PLH institutions, improve the quality of human resources, develop facilities and infrastructure, increase and efficient use of the budget, develop PLH materials, improve communication and information, empower community participation in implementation and development, and develop PLH methods. This aspect of the policy needs to be developed so that it can become an efficient and effective driving tool for the progress of PLH.

Implementation in primary and secondary education institutions through PLH local content material so far has not had a significant effect on changes in public awareness and behavior in taking actions that are beneficial or in favor of the environment and society. The policy of developing a school that cares and environmentally cultured reaches the leadership's knowledge only, curriculum development is only in lesson units and learning plans, participation activities are only at the normative level, the development of facilities and infrastructure is only a mere nomenclature. The expected follow-up is that all teachers, students, and school workers can work together to carry out PLH activities. Until now, PLH in educational institutions has not shown satisfactory results. This condition is reinforced by the results of a study conducted by Sari (2015) that (1) the implementation of environmental education in several subjects has not run optimally; (2) the difficulty of

changing students' mindsets to care about the environment; and (3) the need to increase the cultivation of environmental care character education. Bahrudin (2017) also revealed that until now only a handful of individuals have concern for the environment. There are still many environmental problems that have not been resolved.

In response to this problem and to increase knowledge and understanding of the environment for students and the community in the school environment, on June 3, 2005 a joint agreement was signed between the State Minister of the Environment and the Minister of National Education. From the agreement on February 21, 2006 the Adiwiyata Program was launched, namely Schools that Care and Cultured the Environment. The Adiwiyata program was born to encourage and create schools in Indonesia so that they can participate in implementing government efforts towards environmental conservation and sustainable development for the benefit of present and future generations. Basically, the Adiwiyata program is not intended as a competition. The Adiwiyata Award is given as a form of government appreciation to schools that are able to carry out efforts to improve environmental education properly in accordance with established criteria. The Adiwiyata Pratama program aims to create good conditions for schools to become places of learning and awareness of school residents which is manifested in the form of developing environmental care and cultured policies, developing environment-based curriculum, developing community-based environmental activities, developing and managing supporting facilities for caring and cultured school environment.

Participation in Adiwiyata program is considered quite beneficial, both for schools and for students. As stated in the technical guidelines, Adiwiyata (2010), among others, can improve efficiency in the implementation of school operational activities and use of various resources, increase savings in funding sources through reducing consumption of various resources and energy, improve teaching and learning conditions that are more comfortable and conducive for all citizens. schools, creating conditions of togetherness for all school members, increasing efforts to avoid various risks of negative environmental impacts in the future, becoming a place for learning for the younger generation about the values of good and right environmental care and management, and getting the Adiwiyata award.

The Adiwiyata program which has been implemented since 2006 aims to create good conditions for schools to become places of learning and awareness for school residents, so that in the future the school community can take responsibility for efforts to save the environment and sustainable development. The regulation of Environment Minister of the Republic of Indonesia in 2013 stated that the Adiwiyata Program was carried out based on educational, participatory, and sustainable principles. Until 2021, Siti Nurbaya, Minister of Environment and Forestry, reported that there were 4,726 schools that had won national and independent Adiwiyata awards. This number is only less than two percent of the total Indonesian schools which reach more than 280,000 (Violetta, 2021). Table 1 shows the number of schools receiving Adiwiyata in the last five years.

Table 1. Number of Adiwiyata Recipient Schools, Year 2016–2021*

Kind of Adiwiyata	Tahun				
	2016	2017	2018	2019	2021
Independent	111	113	117	101	77
Nasional	489	423	279	333	344
Total	600	536	396	434	421

*in 2020 the Adiwiyata program was not be implemented due to the COVID-19 pandemic..

Source: KLHK, <http://ppid.menlhk.go.id>

Based on this, it is necessary to develop the concept of the Adiwiyata program, so that there can be acceleration of environmental formation of cares and cultured schools and equitable distribution of provinces that have Adiwiyata schools. A previous study was conducted by Setyobudi (2018) on environmental education in Junior High Schools (SMP). The Adiwiyata program at SMP Negeri 3 Kebumen is in accordance with the Adiwiyata guidebook. This is indicated by its implementation which is based on the components of an environmentally concept policy. Schools change their vision, mission and budget policies by allocating school operational assistance funds (BOS). The curriculum component is environmentally friendly, namely by integrating the values of caring for the environment into subjects. The participatory environmental activity component is carried out by participating in environmental action activities. The management of environmentally friendly facilities is through the compost house provided by the school.

Fathil et al (2015) explained in his research that Islam teaches humans to care about the environment. Islam also prohibits the destruction of the environment. We are given the mandate to look after nature and be responsible for it. One way to protect the environment is by reforestation, namely planting. On another occasion, Indahri (2020) studied Adiwiyata in Surabaya. Surabaya Eco-School and Adiwiyata have brought positive changes to students, communities, and parents. Five important components of PLH goals for students are awareness, knowledge, attitudes, skills, and active participation in environmental issues. These five things can be found in the PLH program in the city of Surabaya. Since the Adiwiyata program was scheduled, East Java has always led the process with the highest number of schools receiving awards. The environmental awareness of the Adiwiyata school in Surabaya is quite high and the concept developed by the City Government is very solid and involves all parties.

In the 2012 Adiwiyata concept, the aspect of active development and involvement of local government (PEMDA) is the most important element in creating a school that cares and environmentally cultured. Awards will be given according to the achievements of each school. For the achievement of 70% of the criteria will be awarded a Regency or City Adiwiyata School, 80% achievement will receive a Provincial Adiwiyata school award, and 90% achievement will receive a National Adiwiyata School award. Meanwhile, for schools that will become Adiwiyata Independent schools, they must foster at least 10 schools that can achieve district or city Adiwiyata.

After looking at the results of observations, one of the madrasahs in Salatiga, Madrasah Aliyah Negeri (MAN) Salatiga, has the potential to become an adiwiyata school. However, in the early years of the program's formation to date, MAN Salatiga is classified as a madrasah that has not met the criteria as a candidate for the award.

Based on the problems above, research has been carried out on readiness in accelerating the Adiwiyata pilot school program for madrasah at MAN Salatiga. The acceleration includes the development of policies on environmental care and culture; environmental-based curriculum development; development of community-based environmental activities; as well as the development and management of supporting facilities for environmentally friendly and cultured schools. These four things are presented as research results.

METHOD

This research is a field research using a qualitative approach. Data collection utilizes three techniques, namely observation, interviews, and documentation. Observations were

carried out directly at the State Madrasah Aliyah (MAN) Salatiga. The object of the study was to observe several rooms, namely the principal's office, the teacher's room, several classrooms, and the environment around the school. Interviews were held with twelve informants.

They were the principal, vice principal of student affairs, deputy head of public relations, student coaches, and students. The documents collected include data on the school's vision and mission as well as the condition of teachers and students, posters and writings about caring for the environment. Other documents included data on collaboration with the community, the Satya Wacana Christian University (UKSW), the Sanitation and Gardening Service, the Environment Service, and the Plantation Service. Data analysis used was data reduction, data display, and drawing conclusions or verification.

RESULT AND DISCUSSION

Development of Policies for Environmental Care and Culture at MAN Salatiga

Policy in Formulating Vision and Mission

The development of policies on environmental care and culture at MAN Salatiga was initiated by the spirit of the head of the Madrasah to care for the environment. The following is the vision and mission of MAN Salatiga as conveyed by the Head of Madrasah, Deputy Heads of Madrasah, Head of Administration, and Intra-School Student Organization (OSIS) Trustees.

MAN's vision is "Excellent in achievement, good character and skill". Its mission is 1) to provide quality education so that each student develops optimally according to his potential in achieving academic and non-academic achievements; 2) realizing learning and habituation in religion, science and technology by creating an Islamic environment in madrasah; 3) develop good morals for all madrasah residents; and 4) organizing skills development and training to develop the interests, talents, and skills of students.

Based on the vision and mission, the Head of Madrasah, Deputy Heads of Madrasah, Head of Administrative Affairs, OSIS Trustees, and teachers have varied interpretations in implementing the vision, according to the results of the interviews that have been collected.

The vision and mission of the madrasah comes from its history. Incidentally, the principal of the madrasah has a passion and concern for the environment. This can be a key entry to build from scratch that ultimately comes to implications.

The philosophical value to be achieved is to create *qurrota a'yun*. These philosophical values are expected to form a sense of pleasure at home and at work. This feeling of pleasure can be created when the environment is comfortable. Based on this, the head of the madrasah made a motto as expressed, "I made this madrasah motto clean, neat, and beautiful (BRI). This means that the condition of the class must be BRI. Don't go to class before BRI. In addition, all homeroom teachers have been given a guide which includes the implementation of 7 K".

The BRI motto established by the madrasah principal has reflected an attitude of caring for the environment. Cultivating these three things means that you have participated in the beauty of the environment around the madrasah. There is a philosophical value to be achieved, namely *akhlakul karimah* which includes all behavior of students, teachers, and employees. *Akhlakul karimah* which includes morality to the

environment. This is indicated by the policy of the head of the madrasah who is very concerned about the environment, especially cleanliness.

Responses and comments from the deputy head, student coaches, and subject teachers related to the perception of the vision and mission as well as the BRI motto and the implementation of 7K rolled out by the madrasah principal. To implement this vision, several things are included in the madrasah mission. The head of the madrasah makes a mock-up of the madrasah. The mock-up shows a vision of caring for the environment, including providing a comfortable building for the realization of the 7K namely faith, security, order, cleanliness, beauty, shade, kinship. There are green spaces in some of the spaces in the mock-up. Besides the motto, mock-ups are another form of madrasah business that shows a proof of concern for the environment. The form of construction in the mock-up is organized towards a green madrasah.

As stated, "BRI motto is good in order to support the vision and mission of MAN Salatiga and the implementation of 7K". He added, "...creating an Islamic environment is the essence. If you are Islamic, everything is okay, is it right?" Its implementation is to cultivate an understanding of *rahmatan lil-alamin*. From the data obtained that "Indeed in the vision and mission of MAN, it is not written explicitly about schools that care and have a culture of the environment, but the spirit of the principal to realize a school that cares for the environment is very big". The program plan for environmental care and culture should be explicitly written in the vision and mission. From the mission, it can be described in a number of policies and the implementation of everything that has to do with the processes that occur in the madrasah. However, with the simplicity of BRI principles, it is sufficient for initial capital.

In this regard, the implementation of the vision and mission can be in line with the values of caring for the environment. The vision and mission are interpreted and developed individually by teachers, employees, and students. The implementation of the vision and mission is not clearly directed in a number of missions and regulations that are applied to teachers, employees, and students. Although it is not accompanied by a document containing official technical guidelines for the implementation of environmental care, as an ideal goal to be achieved, the linearity between the vision and mission contains the values of caring for the environment.

Although the vision and mission of MAN are not written in writing about culture and care for the environment, they have shown a good attitude on a daily basis. This means the example given by the principal, teachers, and employees as an invitation to the students. Together we move forward to get a comfortable environment for learning. The principal's motto is expected to be a guide for all madrasah residents to love and care for the environment. As the results of research stated by Assya'bani et al (2020) that the application of the motto at the Integrated Islamic Elementary School (SDIT) Ihsanul Amal has been able to create the character of students and employees. The motto is "BERTAKWA" (Clean, Orderly, Graceful, Compact, and Dignified).

Policy on Increasing Capacity for Human Resources

There are many kinds and forms of increasing capacity for human resources that can be followed by teachers, employees, and students as stated by several informants. In principle in leading, I develop a style with an invitation. "If something is completely arranged, they don't feel comfortable, then I will be said to be talkative. It's enough with body language. I conveyed the idea to the Deputy heads and the head of administrative

affairs (TU), they were the ones who would carry out my ideas. I can develop the MAN in the previous school because I have already known the human resources (HR). So, who is the HR here? I don't really know yet. Nevertheless, the delegation system is still implemented to develop capabilities in accordance with their respective fields and duties”.

The principal's efforts to increase the capacity of human resources include delegation in various activities within and outside the city. This is in accordance with what Abrori and Muali (2020) stated, that one way to improve the professionalism of teachers or administrative staff is to include them in various trainings both held at school and from outside. As Day explained professional development is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (Mercer et al, 2010).

People can do something because they know what to do. Likewise, the attitude of caring for the environment comes from the understanding that is controlled by someone. In order to improve the knowledge and skills of teachers and students, madrasah provide opportunities for teachers, employees, and students to participate in activities related to the environment. Indeed, madrasah themselves do not hold similar activities and tend to be passive in these activities. Schools only delegate to activities held by certain agencies.

In addition, he stated, "Indeed, the madrasah's efforts are very strong, the proof is that I have been involved in the Adiwiyata school workshop for three days and a visit to the Adiwiyata school in Mojotengah, Wonosobo". This is very meaningful in providing content about the Adiwiyata school in full. Likewise, the delegation that must be followed by students, the madrasah principal's policy is quite good. One of the informants added, "Efforts have been made, among others, to participate in activities organized by the government agency in Salatiga City".

There is an explanation that in principle madrasah do not close themselves to making efforts to increase the knowledge and skills and experience for teachers. As long as there are participatory activities organized by external parties, there are only teachers or education personnel who are facilitated in accordance with the existing budget standards. Schools usually delegate according to the request of the event organizer. However, if it turns out that there is a contribution fee that must be met by the participant, the school asks the participant to pay it. Because the madrasah did not budget for the participants' activities. Furthermore, it was explained that all teachers, students, and employees had one commitment to create an insight into caring for the environment. Anyone and anywhere can be a delegate to increase the knowledge.

This is similar to what was described by Krismiyati (2017). In an effort to improve the ability of teachers, training is needed. Teachers are required to have knowledge according to their era. The training serves as a refresher of knowledge. This is in line with the opinion of Omebe (2014) which says that development or training is needed to improve the skills of staff members for better performance. This can be done through in-service training, conferences, workshops and seminars.

Several activities have been followed by the teacher. Among them is the delegation to attend a seminar on reforestation with the Plantation Service in the Salatiga City area. In addition, there are also those who participate in campaigns on environmental hygiene and care and reforestation. In addition, the activities of the World Water Day have also

been exceeded. Another effort is to conduct a scientific work competition through the MAN Salatiga website with an environmental theme.

Based on this explanation, efforts have been made to increase the existing human resources at MAN Salatiga to accelerate the Adiwiyata program. It is intended to provide insight into caring for the environment so that it can be implemented into daily attitudes and behaviour at school. The hope is that it can support madrasah to start Adiwiyata schools in the shortest possible time. There is another goal, teachers can start earlier than their students. Thus, teachers and employees can become as role models for the manifestation of their attitudes and behaviour in front of the class and in the school environment.

Efforts to Save Natural Resources

The problem of natural resources in madrasah is related to the scarcity of water resources. Procurement of water has been carried out in various ways, among others, by using hoses from the Regional Drinking Water Company (PDAM) which are channelled through pipes as PDAM water customers in general. Another effort is through the installation of a jet pump, but because there are technical obstacles, it does not hit the target. The instant method is also done by buying water from the PDAM and the fire department every three days. This condition provides an experience to all parties in MAN Salatiga that the scarcity that exists in several areas in the country, also occurs in MAN Salatiga.

Efforts to save resources need to be done considering that MAN has got direct experience of water scarcity. The following are some comments from interviews with informants. Regarding water resources, school users are strongly encouraged to save money. They have already known that water from PDAM through pipes cannot fulfil the minimum needs. Schools have to buy water from the PDAM and from the fire department. The recommendation from the head of madrasah is in accordance with what has been instructed by the president that water savings are 10% (ten percent) calculated from the average use of water in each environment within a period of six months.

Related to the electricity, is now orderly and regularly. In the past, the lights were light-on during the day. The guards felt lazy to go up and down turning off the lights one by one. Now switch has been made become one. To save on stationery, it is advisable not to always use new paper. Used paper can still be utilized, for example, it is just to print the concepts of activities or proposals.

One informant explained that schools do not explicitly make regulations to save on natural resources. Whereas saving natural resources proportionally is very beneficial for the madrasah itself. Other information obtained from the school is that there is no specific policy related to saving on water resources. For example, suggestions by using posters or others.

Furthermore, there is information that the leadership is very concerned about the environment, it's just that the efforts made are less concrete in nature. The principal of the madrasah does not provide circulars in the form of appeals, posters, or anything that can be done to build a caring paradigm in the context of saving resources. If there is a circular or the like, its implementation will be clear. While what happens is that everything goes according to the knowledge, awareness and experience of each teacher, employee, and student. Thus, the effort becomes less organized. There is also no initiative from the teacher to write anything related to calls to save on resources. Some of the posters or

writings attached are a call for a smoke-free area, clean is healthy, create environmental cleanliness, do you have belief? Keep clean, achieve achievements without smoking, create smoke-free schools, live healthy without smoking. There is an inscription on one of the teacher's desks placed under the table glass. It's written "reward, you have thrown trash in the bin", that's all.

In seeking to save resources, the principal does not explicitly provide written recommendations, but with directions and invitations. This becomes less concrete for all madrasah parties. Like a painting without colour if a message without writing. The existing posters in general already provide a leading picture about caring for the environment but specifically do not include resource saving. Big or small, the awareness of all madrasah residents about caring for the environment has become the starting point for a common goal.

Regarding to electricity resources, information was obtained that the efforts of the teachers to save were by optimizing the use of natural air. By enabling air from outside the room can avoid the use of air conditioners (AC) and fans. Some rooms are already organized with automatic lights. This means that when there is lighting from the sun the lamp will turn off. This is in line with what is stated in the Energy and Human Resources (ESDM) regulation, namely saving electricity consumption through a lighting system including (1) using an automatic switch using a timer and or a light sensor (photocell) for lamps. gardens, corridors and terraces; (2) turn off the room lights in the building when not in use; (3) take advantage of natural light (sun) during the day by opening the window curtains sufficiently so that the light level is adequate to carry out work activities.

In the teaching and learning process, the teacher makes sure the room lights are off, because the outside lighting is sufficient. Students are always advised to be frugal with the use of water, either in the madrasah or in the mosque or in some other places. When evaluating students, teacher as much as possible minimize the use of paper. In preparing the activity plan that will be proposed to the head of the Madrasah, teachers utilize used paper.

In order to save water Kumari and Singh (2016) suggest using (used) water as much as possible. An example of a small thing that can be done is to use leftover water from ablution to water plants. Another way to get water stock is from rainwater. "Rainwater harvesting essentially means collecting rainwater on the roofs of building and storing it underground for later use."

Energy-saving behaviour needs to be cultivated in school-age children. It is intended that the nation's generation can appreciate that electrical energy is not an individual need but all elements of society. The simplest thing to do is by turning off the lights. The benefits of saving energy include improving the quality and comfort in people's lives (Dewi and Setyaningsih, 2020). Added a statement from Martin et al (2016) to save electrical energy including turning off equipment when it is no longer in use and to make sure the lights are off when leaving the room.

Regarding electricity savings, this is in line with what has been implemented by SMA Negeri 1 Jetis Bantul. The room is designed as much as possible to get light from outside so that it can save the use of lights during the day (Sulistyowati, 2015). Regarding the use of water, the teacher's advice is to save wherever it is. This is in line with the direction of the Ketawanggede State Elementary School (SDN) Malang teacher to students to save water and how to use it properly. To coincide with the water day, the SDN and SD Plus Al-Kautsar also held several water-themed competitions (A'yun, 2017).

In addition to this including suggestions from the head of the Madrasah, they are also aware that this is part of an attitude of caring for the environment. The attitude of caring for the environment will later be formed after the implementation of the Adiwiyata program. As the results of the study which explained that there was a relationship between the implementation of the Adiwiyata program and the formation of knowledge, attitudes, and actions among students (Iswari and Utomo, 2017). Efforts to save natural resources and the environment have not been carried out properly by teachers, employees, and students. This needs adequate attention in the acceleration program towards Adiwiyata pilot schools.

Development of Environment-Based Curriculum

Environmental education is not monolithic yet, but is still integrated with other subjects. However, in the curriculum that develops eighteen characters emphasized on BRI is explicitly mentioned with the term environmental concern. These characters are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly or communicative, love peace, love to read, care for the environment, care about social, and responsibility. Teachers and students are directed to create character, superior character in the fields of religion, discipline, care. There are two kinds of concern, namely environmental and social care.

The curriculum development at MAN Salatiga is still far from the concept of environmental care values. This is in accordance with the vision and mission set by MAN Salatiga. Therefore, it is necessary to develop a curriculum to become a school that cares about the environment.

Development of Community-Based Environmental Activities

The development of community-based environmental activities carried out is centered on community service activities, as the results of the interviews can be described. As one informant said, "We have collaborated with the community in student activities to protect the environment and plant trees together through community service camps". The locations chosen include public cemeteries and places of worship." An informant added, "We hold community service activities as a grand school program managed by the Student Council." In addition, it was explained that many community-based activities were participated by MAN students, including through Youth Red Cross (PMR), scouts, and religious activities. Affixed by other informants that these activities are carried out annually in accordance with the selected themes.

Other activities included participating in a creativity competition from used materials into functional materials that was held by the Satya Wacana Christian University (UKSW). The materials used are packaging bottles that are used as art materials, for example, pencil case, key chains and others.

In this regard, there is research from Qurrotaini and Al Bahij (2017) who researched at SD Darma Karta UT and SDN Tanah Tinggi 3 Tangerang. The results show that the highest form of participation of educators and education personnel in environmental protection and management is waste recycling management. For example, the management of flowers from used plastic bags, cans, coffee wrappers turned into bags, and so on.

To develop cooperation with the community, the madrasah has participated in activities that are in accordance with the theme. This is done in order to create a safe and

comfortable environment as proof of love and care for the environment. The activities that have been carried out to create understanding, skills, and habituation to care and be cultured in the environment are not yet comprehensive. Therefore, it is necessary to accelerate towards the future goal, namely the wish of caring for the environment.

Development and Management of Supporting Facilities for Environmentally Cultured and Caring Schools

The management of school support facilities towards an environmentally cultured school is arguably not optimal. The location of the madrasah which is on the side of the road brings several bad effects for the madrasah. These include dusty buildings; dirty air from motor vehicle residues; and the noise from the crowd. Regarding the procurement of school facilities, we collaborated with the Department of Hygiene and Parks (DKP) to build a fence. We painted the front wall of the school fence with an easy-to-clean paint. We also received assistance in the form of plants and large pots placed in front of the school.

The management of madrasah support facilities is still in the long-term design. Considering the situation and condition of madrasahs that are not possible yet, only facilities in the form of garbage bins can be provided. There are clean Friday activities carried out by employees. This activity is to clean up the existing facilities and infrastructure at MAN Salatiga so that BRI is achieved. We also made a bulletin, although there were very few studies on environmental care. We make writing in the form of posters and writing on wood.

The development and management of infrastructure in madrasah needs to be improved in order to achieve green schools that want to take part in the environmental care school program. Table 2 describes the activities that are being carried out by the madrasah in accelerating the Adiwiyata program.

Table 2. Adiwiyata Program Acceleration

Component	Activities			
Environmental Care and Cultured Policy	Development of madrasah vision and mission	Human resource development	Natural resource development	
Environment-Based Curriculum	Development of environmentally caring character			
Community-Based Environmental Activities	Tree planting	Hold community service camps	Recycling used materials	
Development of facilities and infrastructures	Provision of garbage bins	Procurement of plant pots	Painting the fence	

Source: informants of MAN Salatiga.

CONCLUSION

Acceleration for the development of school policies needed to realize schools that care and are environmentally cultured include the vision and mission of schools. The other ways are policies to increase human resources in the field of environmental education, school policies in an effort to save natural resources, school policies that support the creation of a clean and healthy school environment. In the curriculum, Madrasah develops 18 characters. Meanwhile accelerating the development of participatory-based activities in order to create schools that care and have an environmental culture, need to involve the community in various environmental learning activities. To support the development of facilities and infrastructure, Madrasah provides trash cans and plant pots.

REFERENCES

- Abrori, M. dan Muali, C. (2020). Peningkatan Kualitas Sumber Daya Manusia melalui Peran Kepemimpinan Kepala Sekolah, *Jurnal Manajemen Pendidikan*, 1 (1), Februari – Oktober.
- Assya'bani, Husin, dan Munawarah (2020). The Implementation of Character Education in Motto Amuntai the City of Piety in Islam-Intergated Elementary School (SDIT) Ihsanul Amal, *Elementary*, 6 (2), 155-166.
- A'yun, N. Q. (2017). Pembelajaran Tematik Integratif Berbasis Lingkungan Hidup pada Siswa Kelas IV, tesis. Universitas Islam Negeri Maulana Malik Ibrahim. Retrived from <http://etheses.uin-malang.ac.id/9926/>
- Bahrudin, Mohammad B. F. (2017). Pelaksanaan Program Adiwiyata dalam Mendukung Pembentukan Karakter Peduli Lingkungan di SMA Negeri 4 Pandeglang, *Jurnal Pendidikan Geografi*, 17 (1), 25-37.
- Dewi, F. I. R. dan Setyaningsih, E. (2020). Intervensi untuk Perubahan Perilaku Hemat Energi Siswa, Prosiding Seminar Nasional Unimus, 3, 373-382. Retrived on 27 July 2022 from <https://prosiding.unimus.ac.id/index.php/semnas/article/view/639>
- Fathil, M. et al. (2015). Islam and the Environment: Education Perspective, *AL-TA'LIM JOURNAL*, 22 (2), 96-106.
- Hatta, M. et al. (2015). Ecotourism Development: Educational Media of Environmental Care, *AL-TA'LIM JOURNAL*, 22 (2), 129-141.
- Hudha A. M., Husamah, dan Rahardjanto, A. (2019). *Etika Lingkungan (Teori dan Praktik Pembelajarannya)*. Malang: UMM Press.
- Indahri, Yulia (2020). Pengembangan Pendidikan Lingkungan Hidup Melalui Program Adiwiyata, *Aspirasi: Jurnal Masalah-Masalah Sosial*, 11 (2), 121-134.
- Instruksi Presiden Republik Indonesia Nomor 13 Tahun 2011 Tentang Penghematan Energi Dan Air.
- Iswari, R. D. dan Utomo, S. W. (2017). Evaluasi Penerapan Program Adiwiyata untuk Membentuk Perilaku Peduli Lingkungan di Kalangan Siswa, *Jurnal Ilmu Lingkungan*, 15 (1), 35-41.
- Kementerian Pendidikan Nasional (2010). *Juknis Sekolah Peduli dan Berbudaya Lingkungan*. Jakarta.
- Krismiati (2017). Pengembangan Sumber Daya Manusia dalam Meningkatkan Kualitas Pendidikan di SD Negeri Inpres Angkasa Biak, *Jurnal Office*, 3 (1), 43-50.
- Kumari, M. dan Singh, J. (2016). Water Conservation: Strategies and Solutions, *International Journal of Advanced Research and Review*, 1 (4), 75-79.

- Martin, N. G. et al (2016). Economic Experiments Used for the Evaluation of Building Users' Energy-Saving Behavior, N. Boemi et al. (eds.), *Energy Performance of Buildings*, Springer, DOI 10.1007/978-3-319-20831-2_7.
- Masruroh (2018). Membentuk Karakter Peduli Lingkungan dengan Pendidikan. *Jurnal Pendidikan Geografi*, 18 (2), 130-134.
- Mercer, J., Barker, B., and Bird, R. (2010). *Selecting and Developing Professionals, Human Resource Management in Education*. New York: Routledge.
- Omebe, C. A. (2014). Human Resource Management in Education: Issues and Challenges, *British Journal of Education*, 2 (7), 26-31.
- Peraturan Menteri Energi Dan Sumber Daya Mineral Republik Indonesia Nomor 13 Tahun 2012 Tentang Penghematan Pemakaian Tenaga Listrik.
- Peraturan Menteri Lingkungan Hidup Republik Indonesia Nomor 05 Tahun 2013 Tentang Pedoman Pelaksanaan Program Adiwiyata.
- Peraturan Pemerintah nomor 02 tahun 2009 tentang Penghargaan Adiwiyata.
- Qurrotaini, L. dan Al Bahij, A. (2017). Partisipasi Pendidik dan Tenaga Kependidikan terhadap Program Adiwiyata, *HOLISTIKA: Jurnal Ilmiah PGSD*, 1 (1), 37-45.
- Rakotomamonjy, S. N. et al. (2014). The Effects of Environmental Education on Children's and Parents' Knowledge and Attitudes towards Lemurs in Rural Madagascar, *Animal Conservation: The Zoological Society of London*. doi:10.1111/acv.12153
- Sari, Linda D. O. (2015). Implementasi Kebijakan Pendidikan Lingkungan Hidup di SMA Negeri 1 Prembun, Skripsi. Universitas Negeri Yogyakarta. Retrived from <https://eprints.uny.ac.id/28079/>
- Sulistyowati, I. (2015). Kebijakan Sekolah tentang Pendidikan Lingkungan Hidup (PLH) di SMA Negeri 1 Jetis Bantul, skripsi. Universitas Negeri Yogyakarta. Retrived from <https://eprints.uny.ac.id/27219/>
- Uar N. D, Murti, S. H., dan Hadisusanto S. (2016). Kerusakan Lingkungan Akibat Aktivitas Manusia pada Ekosistem Terumbu Karang. *Majalah Geografi Indonesia*, 30 (1), 88-95.
- Undang-undang Nomor 32 tahun 2009 tentang Perlindungan dan Pengelolaan Lingkungan Hidup. Jakarta: Sekretaris Negara.
- Violetta, P. F. (2021). KLHK Anugerahkan Adiwiyata 2021 pada Sekolah Peduli Lingkungan. Diakses pada 28 July 2022 dari <https://www.antaranews.com/berita/2604669/klhk-anugerahkan-adiwiyata-2021-pada-sekolah-peduli-lingkungan>
- Wardhana (2010). *Dampak Pemanasan Global: Bencana Mengancam Umat Manusia, Sebab Akibat Dan Penanggulangannya*. Jogjakarta: Andi Offset.