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FORMULATION OF POLICIES TO STRENGTHEN AND OPTIMIZE THE ADIWIYATA PROGRAM TOWARDS ENVIRONMENTALLY FRIENDLY SCHOOLS

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Abstract. Program Adiwiyata School is an initiative of the Indonesian government to encourage schools to implement sustainability and environmental protection principles. This program aims to raise awareness among ecological students and develop environmental behavior. Adiwiyata schools generally have a good waste management system. Among them are separating organic and inorganic waste, composting, and reusing or recycling waste according to the 3R principle (reduce, reuse, recycle). Energy saving. The program aims to reduce school energy consumption by using energy-efficient lights, turning off unused electrical appliances, and raising awareness among students and staff, about energy saving. Adiwiyata School often prioritizes the use of natural resources, such as the use of rainwater to irrigate school gardens, maintain the presence of native vegetation, and reduce the use of harmful chemicals. One of the main goals of Adiwiyata School is to increase students' understanding of the environment and sustainable development. This is done through formal and informal educational activities such as learning on the school curriculum, extracurricular activities and field trips to places related to the environment. The results of the discussion can be concluded that The school as the target of the adiwiyata program is very enthusiastic to implement the adiwiyata school program in stages, it is hoped that there will be local government policies or agencies related to the adiwiyata school program and there will be rewards for district, provincial, national and independent adiwiyata schools, a strong commitment from all stakeholders is needed and good cooperation and synergy between related parties

Keywords: formulation, policy. School. Adiwiyata. milieu

INTRODUCTION

The Adiwiyata program began in 1996 with a collaboration between the Ministry of National Education and the Ministry of Environment. In 2006, the program was introduced as an environmental education initiative in primary and secondary schools. Since then, this program has been continuously updated by involving various ministries until 2016, and finally refined into the Environmental Care and Culture Movement in Schools (PBLHS Movement) in 2019. The PBLHS movement aims to encourage collective action by schools to implement environmentally friendly behavior consciously and sustainably. Since its launch, the program has awarded approximately 28,000 schools in Indonesia and continues to be refined with coaching guidelines to ensure effective implementation.

2007: 10 Adiwiyata School Pilots in 5 Provinces

2009: 300 Schools in 29 Provinces Adiwiyata Mandiri Award Awarded

2010: Cooperation between the Minister of Environment, the Minister of National Education, and the Minister of Education on LH

Education 2012: 2 Adiwiyata Mandiri Schools representing ASEAN Eco-Schools in Malaysia

2015 : 2 Adiwiyata Mandiri Schools representing ASEAN Eco Schools in Myanmar

2019: – Cooperation with PT. Astra and the Indonesian Adiwiyata Activist Association (HPAI), – 2 Adiwiyata Mandiri Schools representing ASEAN Eco-Schools in Malaysia

2021 : MARS Adiwiyata SIDIA Version 2021

2022:– MoU 4 Ministries: Ministry of Environment and Forestry, Ministry of Education and Culture, Ministry of Religion, and Ministry of Home Affairs

– Cooperation with PT. Tirta Investama (Danone) and PT. Amerta Indah Otsuka

2023:– PKS 4 Ministries – SIDIA Version 2023 – Cooperation of PT. Astra Internasional Tbk– 2 Adiwiyata Mandiri Schools represent ASEAN Eco Schools in Laos

2024:– SIDIA Version 2024 – PBLHS Movement Levelin System – Regional Head Award

The Adiwiyata program is one of the government programs that aims to create schools that care about and have an environmental culture. This program plays an important role in shaping the character and concern of students, educators, and the school community for the surrounding environment. It is hereby conveyed that the Cirebon Regency Government supports and follows up on it in the *Focus Group Discussion (FGD) activities*



Figure 1. Road to Adiwiyata Award 2024

METHODS

The formulation of adiwiyata school policies in community service activities discusses what adiwiyata is, its basic principles, the process of implementing it in schools, obstacles/challenges in this process, and solutions or improvement efforts.

FDG activities were held on

Day	:	Wednesday
Date	:	November 20, 2024
Time	:	07.30 AM local time until Finished
Place	:	Sutan Raja Hotel Cirebon Jl. Tuparev No. 33, Sutawinangun, Kec. Kedawung Kabupaten Cirebon
Event	:	Focus Group Discussion (FGD) <i>Meeting</i> on Policy Formulation to Strengthen and Optimize the Adiwiyata Program towards an Environmentally Friendly School
Organizers	:	Cirebon Regency Government Regional Secretariat

DISCUSSION

Adiwiyata is a program launched by the Indonesian Ministry of Environment and Forestry (KLHK) to encourage schools in Indonesia to care about the environment.

Adiwiyata School can be interpreted as an extraordinary school in an effort to create a healthy and sustainable environment through education and good environmental practices.

Development of the Adiwiyata Program 2006: Declaration 2010: Trial 2010: ADIWIYATA SCHOOL Certificate for schools that apply

Related Regulations:

1. Regulation of the Minister of Environment and Forestry No. 77 of 2015 concerning the Guidelines for Adiwiyata Schools is the legal basis for the implementation of this program, which provides guidance on criteria, assessments, and awards for schools that successfully run this program.
2. Regulation of the Minister of Environment and Forestry No. 36 of 2019 concerning Assessment and Award of Adiwiyata Schools regulates the assessment and award process given to schools that successfully meet the Adiwiyata criteria.



Figure 2. Presentation of Expert

Basic Principles of Adiwiyata:

1. Educational
2. Participatory
3. Sustainable
4. Collaboration and Synergy between stakeholders

The Process of Adiwiyata Implementation in Schools

1. School Policies
2. Integration in the Curriculum
3. Waste Management
4. Application of the 3R Principle (Reduce, Reuse, Recycle)
5. Efficient Use of Energy and Water
6. Extracurricular Activities and Environmental Projects
7. Community Engagement:



Figure 3. Discussion

Obstacles/Challenges in the Implementation of Adiwiyata in Schools

1. Lack of Understanding and Commitment of Stakeholders
2. Limited Resources and Infrastructure
3. Lack of Supervision and Evaluation
4. Social and Cultural Constraints

5. Challenges in Waste and Natural Resources Management
6. Limited Role of Local Governments
7. Limitations of Innovation in Programs
8. Difficulties in Involving the Community

Solutions/Suggestions for Improvement

1. More Intensive Training and Socialization
2. Infrastructure Improvement Strengthening Supervision and Evaluation
3. Increased Budget and Resources.
4. Active Community Involvement

Environmental Agency (Antari Puspa Eskawiyanti, ST., MT)

1. Greetings HPAI (Synergy, One Action, For Earth)
2. Character Formation
3. Adiwiyata School Management
4. Positive Impact
5. Adiwiyata as School Branding
6. Synergy and Networking
7. Sustainable
8. PBLHS Movement

SMPN 1 Duku Puntang Winner of Adiyata Mandiri School

(H. Teguh Riswanto, S. Pd., M.Pd)

1. There is no synergy between related agencies in Cirebon Regency
2. Eco-Friendly Culture in Schools
3. Include environmental culture in the Vision
4. Environmental culture is included in the curriculum (included in some subjects)
5. Application of the 3 R's
6. Energy conservation (electricity saving), water conservation,

Chairman of the Board of the Indonesian Adiwiyata Activist Association (HPAI) Cirebon

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Response from M Masudi SMPN 1 Plered

1. When it has entered the district level adiwiyata, information/invitations related to the next level (provincial level) are hampered.
2. There are too many assessment instruments, can it be simplified
3. The school mindset about Adiwiyata requires a large cost (expensive) and requires land (e.g. water disposal, etc.)

Abdul Ajid's Response to SMPN 2 Palimanan

1. If Adiwiyata is not a competition, it becomes less interesting,
2. Adiwiyata's proposal should be in Competition so that schools are more enthusiastic about participating in it
3. The school environment of SMPN2 Palimanan is polluted with natural stone waste, so it often floods. Please the government issue a policy to condition natural stone waste.

Kuswanto SDN 1 Sitiwinangun Jamblang

1. FGD activities need to be continued and carried out periodically, because it can facilitate program organizers and parties who are the target of the Adiwiyata program.
2. The Adiwiyata program seems to have received less attention from the local government
3. Causes of the school's lack of enthusiasm for the adiwiyata program
4. Many negative issues about adiwiyata
5. Adiwiyata schools stagnate at the district level for the reason of funding
6. Adiwiyata does not have a special reward from the local government (the proposal should be a reward from the local government)
7. There is a Synergy with the relevant Agency (Education Office) to issue a policy requiring schools in Cirebon district to implement the Adiwiyata program

Widiyanti SDN 4 Kenanga

In 2019 SDN 4 Kenanga received a National Adiwiyata, in 2024 it cannot be banned, please solve it

Yeni SMPN 1 Palimanan

1. In 2024, it received the Adiwiyata Regency award
2. Want to continue to the next level
3. The role of a strong leader is needed and is aware of the importance of adiwiyata
4. Need a Tough Pioneer as a Partner of the Principal in Implementing the Adiwiyata Program

Epi SDN 3 Klayan

1. In 2022, SDN 3 Klayan received Adiwiyata Regency,

2. Want to continue to the provincial level
3. Please provide information about the implementation agenda / assessment of Adiwiyata

Abdul Rohim

1. Is there a target from the local government on how many Adiwiyata schools are there every year
2. It is hoped that the local government can facilitate Cooperation with parties/agencies for the smooth and successful adiwiyata school program.



Figure 4 Closing FDG

CONCLUSION

1. The school as the target of the adiwiyata program is very enthusiastic to carry out the adiwiyata school program in stages
2. It is hoped that there will be local government policies or agencies related to the adiwiyata school program and rewards for district, provincial, national and independent adiwiyata schools
3. Strong commitment from all stakeholders is needed
4. Good cooperation and synergy between related parties

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