

GREEN SCHOOL MANAGEMENT IN STATE HIGH SCHOOL

Nurkhasanah¹, Endang Wuryandini², I Made Sudana³

¹²³Universiats PGRI Semarang; Indonesia

Correspondence Email; nurkhasanah.btg@gmail.com

Submitted: 22/05/2025

Revised: 20/07/2025

Accepted: 24/09/2025

Published: 27/11/2025

Abstract

This study analyzes the management of the green school program at Bandar 1 State Senior High School, Batang Regency, with a focus on planning, implementation, and supervision. A qualitative phenomenological method was used to explore the experiences of the school community. The research was conducted directly by the researcher through observation, face-to-face interviews with informants, and documentation of green school activities and administration. The data obtained were collected for data filtering to become concise and focused data, data presentation in the form of narrative text, and ended with conclusions and verification (Miles and Huberman, 2019). The results of the study show 1) Planning is carried out at the beginning of the school year by involving the school community including the preparation and/or adjustment of the school's vision and mission, preparing the Education Unit Curriculum (KSP) and the School Budget Activity Plan (RKAS); 2) The implementation of green schools includes a) school policies that support environmental care such as socializing the school's vision and mission through social media, managing organic and inorganic waste, managing water and electricity wisely, and innovating environmentally friendly behavior; b) Implementation of environmentally friendly curriculum through planning and implementation of environmental-based learning, habituation of clean and healthy living, extracurricular activities that care about the environment in the form of ENVIRO and honey bees; c) Implementation of environmentally friendly supporting facilities is realized in the form of providing cleanliness facilities and environmental management such as the provision of clean water, separate trash bins, sanitation management, school forests and gardens, green open spaces and gazebos for learning; d) Implementation of participatory-based activities in the form of involvement of all school residents in cleanliness programs, management of school gardens, involvement in various environmental actions and support from parties outside the school such as the Environmental Agency (DLH) and the Agriculture Agency; 3) Supervision is carried out routinely after the end of activities, monthly, quarterly, end of semester and end of school year by comparing achievements with the initial targets of the green school program.

Keywords

Green School, Management, SMA Negeri 1 Bandar.



© 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Environmental issues have become a serious concern in Indonesia due to the increasing visibility and severity of environmental pollution caused by human activities (Firdaus et al., 2022). The most pressing environmental issue is waste. Based on data from the Indonesian Ministry of Environment, in 2024, waste accumulation in 329 districts/cities in Indonesia will reach 35,969,723.79 tons/year. This problem must be addressed immediately because it threatens the quality of human life. Other environmental problems are caused by population growth and excessive exploitation of natural resources (Bănăduc et al., 2022). Eliyanti et al. (2022) stated that environmental degradation occurs due to population growth, technological advances, and excessive exploitation of natural resources. Based on Law of the Republic of Indonesia No. 32 of 2009, the decline in environmental quality threatens human survival, so it is necessary for all stakeholders to protect and manage the environment seriously and consistently (Indonesia, 2009).

Article 28H paragraph (1) of the 1945 Constitution of the Republic of Indonesia states that a good and healthy environment is the right of every citizen (Indonesia, 1945). To realize this, awareness and responsibility for protecting and preserving the environment must be instilled from an early age in families, schools, and communities. Schools play a role in the government's efforts to prevent environmental damage through Environmental Education or *Pendidikan Lingkungan Hidup* (PLH), which has been accelerated through the Adiwiyata program since 2006 (Khasanah et al., 2025). However, as of 2018, only 10,050 of 297,368 schools had Adiwiyata status, or about 3.38% (KLHK, 2020), far below UNESCO's 2030 target of 50% green schools in each country (UNESCO, 2024). This situation requires attention from the government, schools, and the community.

The government is developing environmental education through the Minister of Environment and Forestry Regulation Number P.52/MENLHK/SETJEN/KUM.1/9/2019 concerning the Movement for Environmental Care and Culture in Schools (PBLHS) to encourage collective action by madrasahs/schools in implementing environmentally friendly behavior. Schools that have implemented environmental awareness programs have succeeded in changing the awareness of school members to care for the environment, making schools tidier, cleaner, shadier, and healthier, thus comfortable to use in the learning process both indoors and outdoors. A green school is a school that is ready to face climate change, becoming a safe, resilient learning place and a center of innovation for students and the community to overcome the impacts of climate change through sustainable practices (Akinsemolu & Onyeaka, 2025; Okada & Gray, 2023; Plevyak, 2022). Green

schools are part of the Adiwiyata program to build, maintain, and preserve schools by prioritizing cleanliness and a green environment (Lestari et al., 2022).

The movement to care for and cultivate a healthy environment can be realized through school management by applying management functions to the elements of green schools. Management is an individual effort to achieve goals through predetermined actions (Jumady & Lilla, 2021; Sinambela et al., 2022). The application of green school management functions covers four core areas: school governance, facilities and operations, teaching and learning, and community involvement (Kim & Choi, 2023; UNESCO, 2024). In Indonesia, these four elements are the standards for Adiwiyata schools, namely environmentally friendly school policies, environmentally friendly curricula, participatory environmental activities, and environmentally friendly management of supporting facilities (Amrullah & Nurcahyo, 2021; Nada et al., 2021).

State Senior High School 1 Bandar consistently maintains its reputation as an environmentally-based school. Based on the award certificate and the website <https://unnes.ac.id>, in 2024, the school once again won the UNNES Green School Ranking award as the first-ranked school. The commitment to environmental awareness has been implemented since 2007/2008 during the implementation of the 2007/2008 KTSP curriculum by making Environmental Skills (KLH) a subject based on local excellence because environmental issues are considered a global concern and trend in the future.

Environmental awareness can be seen in the vision and mission of SMA Negeri 1 Bandar, which is to create a generation that cares about the environment, is moral, creative, knowledgeable, and healthy. Environmental protection and management at this school have been ongoing for approximately 18 years and remain consistent, demonstrating the success of green school management. However, many Adiwiyata schools and award-winning green schools pay little attention to the sustainability of these programs, even though this government program is an effort to save the earth (Damanik & Saliman, 2023; Utomo et al., 2023).

Several studies show that green school management can shape environmentally conscious character and create a clean and healthy culture in schools. (Nada et al., 2021) found that good Adiwiyata management can shape environmentally conscious character and a green environment, but did not discuss its implementation in the four elements that Adiwiyata schools must carry out. The importance of Focus Group Discussions (FGD) to instill environmental awareness as a sustainable lifestyle has been noted, but green school management has not been examined

(Boermans et al., 2024; Jimlan & Arias, 2025). Research by Maarif & Kusrina (2024) emphasizes the importance of principals' managerial skills in managing green schools, but theoretically does not refer to UNESCO and government guidelines. Transformational leadership style is most suitable for the success of green schools (Alzoraiki et al., 2023; Pham et al., 2023). Leadership is not the only determining factor; the success of the program is also determined by the application of management functions in green school management.

To address this gap, this study analyzes the application of management functions, including planning, implementation, and supervision, in four green school standards. This study contributes to the development of green school management literature and serves as a reference for schools that wish to implement it. SMA Negeri 1 Bandar was chosen as the research location because it consistently manages environmental education programs and serves as a reference for other schools in green school management.

METHOD

This study uses a phenomenological qualitative approach to explore phenomena, experiences, and interpretations. Phenomenology influences the research method because it provides a better understanding of the meaning conveyed by participants. This research was conducted at SMA Negeri 1 Bandar, Batang Regency, due to its success in implementing environmental management and education, which has won various awards.

Research Instruments

The researcher is the main/key instrument who plans, implements, collects, and analyzes data, and reports the research results (Sugiyono, 2022). The researcher was assisted by supporting instruments in the form of interviews, documentation of the green school program and implementation, and direct observation at SMA Negeri 1 Bandar.

Data and Data Sources

The focus of the research is the planning, implementation, and supervision of green schools at SMA Negeri 1 Bandar. The research was conducted from February to August 2025. The research informants consisted of the principal, vice principal, green school working group chair, administrative staff, and participants in the ENVIRO and Lebah Madu extracurricular programs. Informants were selected through purposive sampling based on the following criteria: (1) informants were directly involved in green school management, (2) informants had knowledge of

green school management, and (3) informants were willing to provide information on green school management.

Data Analysis Techniques

Data collection was conducted through semi-structured face-to-face interviews, observation, and documentation analysis. The research instruments were developed based on the research focus, but were flexible enough to accommodate themes that emerged during the interview process (Sugiyono, 2022). Observations were conducted during three visits on February 3, July 15, and July 29, 2025, through direct observation of environmental activities carried out by school residents. The researcher also observed the supporting facilities owned by the school as a green school. The documentation used included the Education Unit Curriculum, budget utilization, curriculum documents, and photos of green school activities. The researcher ensured the validity of the data, triangulation of sources, and methods used by comparing the data obtained from informant interviews, observations, and documents (Moleong, 2017). Informants can review and verify interview summaries, thereby reducing researcher interpretation bias. Detailed data collection notes, interview transcripts, and research documentation are retained to ensure that the research process can be traced and understood by others. Data analysis is conducted to sort data, organize it into patterns, categories, and units of description so that themes can be identified and hypotheses can be formulated as suggested by the data (Moleong, 2017). The analysis of this research data was conducted by filtering the collected data so that the large amount of data could be summarized and focused. The data was presented in narrative text form, which was then used to draw conclusions and verify how green school management was implemented at SMA Negeri 1 Bandar.

FINDINGS AND DISCUSSION

Findings

Green School Planning

Green school planning at SMAN 1 Bandar includes four elements: environmentally-friendly policies, environmentally-friendly curriculum, participatory activities, and environmentally-friendly supporting facilities. School policies are formulated in accordance with the Education Unit Curriculum Standards (KSP) and School Budget Plan (RKAS), which include environmental management and protection programs.

The main challenge for the school is to maintain its commitment to environmental responsibility, while its potential as a national eco-school and green school is geared towards becoming a conservation school. The vision for the 2024/2025 academic year, “to create a generation of students who are environmentally conscious, moral, creative, knowledgeable, and healthy (PAKIS),” is the result of policy planning. The RKAS does not allocate specific funds for green schools, but supporting activities are included in the 8 National Education Standards, with 20% of BOS funds. Budget planning is discussed at the beginning of the school year in a meeting involving the principal, teachers, and administrative staff. Other policies include the formation of committees and division of tasks, which are outlined in the green school activity program table, complete with action plans, schedules, expected results, and responsible parties. Socialization is carried out both directly and indirectly.

Environmental curriculum planning is included in the KSP, which regulates compulsory and additional learning loads. Environmental Skills (KLH) was once a compulsory subject (2007–2022) before being integrated into the Pancasila Student Profile Consolidation Project (P5) in accordance with the Merdeka Curriculum. In 2025, schools will adjust the KSP with a deep learning approach without abandoning their green school identity. The curriculum structure includes intra, co-curricular, and extracurricular programs, with environmental education being maintained in intra-class learning, Project-Based Learning (co-curricular) across subjects, and extracurricular activities under the auspices of student affairs and guidance counselors.

Participatory activity planning is carried out through parent meetings at the beginning of the school year to provide program information and assign daily student tasks. Environmentally friendly facility planning is managed by the school development team (principal, vice principal, administrative staff, and green school coordinator) at the beginning of the school year to budget for cleaning equipment, energy, and water-saving information boards, and fuel for lawn mowers and waste shredders.

Green School Implementation

The implementation of green schools at SMAN 1 Bandar is an internalization of the initial planning for the year. Environmentally conscious policies are implemented in several ways. First, the school's vision and mission are disseminated through banners posted around the school and on the school's social media (Instagram, website, YouTube, and Facebook). Second, the school maintains cleanliness, sanitation, and drainage, where classroom cleanliness is the responsibility of

each student, while outdoor cleanliness is managed by designated staff. The school has facilities to convert waste into biogas and an effective drainage system, including infiltration wells, biopores, fine gutters, paving blocks, and water storage ponds for rainwater and wudu water, which are sourced from the regional water company (PDAM) and a spring behind the school. Third, organic waste from leaves is processed into compost, while inorganic waste is used as paving material.

Fourth, water management includes promoting water conservation in all toilets and hand washing areas, providing clean water storage tanks, and collecting rainwater and wudu water. Fifth, energy conservation is implemented through energy-saving boards, reminders to turn off lights and LCD projectors in each classroom, and the use of LED lights throughout the school. Sixth, environmentally friendly behavioral innovations as part of a sustainable lifestyle include the production of biodegizers and biogas from waste, the production of compost from organic waste, the production of paving blocks from plastic waste, the production of handicrafts from plastic waste, a paperless program, reforestation, and greening of the school environment.

The implementation of an environmentally-friendly curriculum includes: first, teachers who are competent in developing environmental education and students who practice environmental management and protection, as reflected in the learning planning documents. Second, a school culture that reflects the daily environmental management habits of students and staff through daily tasks and monthly Clean Friday activities. Third, extracurricular activities such as ENVIRO and honey bees. Fourth, the Pancasila Student Profile Strengthening Project (P5), with the theme of sustainable lifestyles by utilizing plastic and paper waste for crafts and paving blocks, continues as a cross-curricular co-curricular program even after the P5 project has ended. Fifth, other supporting activities include class meetings for cleanliness competitions and the reuse of refillable water gallons as flower pots.



Figure 1. Students from the Extracurricular Honeybee Club are Harvesting Honey.

The implementation of environmentally friendly support facilities at SMAN 1 Bandar is aimed at addressing environmental issues and supporting environmental learning and skills. These facilities include: 1) provision of clean water from PDAM and water sources; 2) separate waste bins; 3) composting houses; 4) sanitation through a biodigester and biogas system (although not yet operational) with neat drainage; 5) school gardens, reading parks, and green open spaces with gazebos as outdoor learning areas; 6) biopores, infiltration wells, and rainwater and wudu water reservoirs; 7) ventilated toilets with hand washing facilities (CTPS) 8) a 3,240 m² school forest with various plants for oxygen supply, learning, and noise reduction; 9) environmentally friendly worship facilities; 10) classrooms and laboratories with good ventilation and natural lighting; 11) LED lights throughout the school; 12) greenhouses containing flowers and vegetables as learning facilities; 13) healthy canteens that serve food according to standards and prohibit environmentally unfriendly packaging.



Figure 2. Environmentally Friendly Supporting Facilities (Composting House)

Green school criteria require active participation from school members and partners. Forms of participation include: 1) full involvement of the school community in environmental maintenance through daily tasks, Clean Friday activities, and interclass cleanliness competitions; 2) utilization of more than 80% of land for environmental management, such as school forests, rainwater harvesting, waste management, and collectively managed greenhouses; 3) implementation of environmental actions such as mangrove planting, cleaning of Bandar Market, and cleaning of Sigandu Beach; 4) partnership with the Bandar Regency Environment Agency (DLH) to provide guest teachers; 5) partnership with the Batang Regency Environment Agency (DLH) in providing separate waste bins; 6) collaboration with partner schools, such as SDN Tumbrep 2 Bandar; 7) support for other communities or schools through sharing best practices, such as biopore creation and waste management; 8) provision of facilities and infrastructure as a national Adiwiyata model school and Green School No. 1, which was visited by SMA N 1 Moga, SMA N 1 Belik, and SMA N 1 Baturaden.



Figure 3. Beach Camp and Mangrove Planting at Ujung Negoro Beach

Green School Monitoring

SMAN 1 Bandar has implemented green school and Adiwiyata programs since 2010, demonstrating consistency and continuous progress in environmental management. This success is supported by internal and external monitoring mechanisms. Environmental policy monitoring is carried out through program evaluations at the end of the school year and recorded in the School Self-Evaluation (EDS) by comparing achievements with initial targets. Forms of monitoring include: 1) evaluation of the school's vision, mission, and objectives; 2) periodic evaluation of the budget policy (RKAS) on a monthly, quarterly, semester, and annual basis by the principal; 3) supervision of the duties of cleaning staff in accordance with a decree (SK), accompanied by verbal warnings in the event of deviations; 4) monitoring of electricity and water conservation through direct warnings; 5) external supervision by BPOM, DLH, and the Health Office to ensure the implementation of green schools in accordance with applicable policies.

Environmental awareness curriculum supervision includes: 1) monitoring learning plans before the new school year; 2) supervising the implementation of learning by the principal and senior teachers to ensure the integration of environmental awareness activities, currently in the form of guidance in the Merdeka Curriculum; 3) evaluating online learning in line with the paperless policy.

Supervision of participatory activities is carried out internally by the principal, green school coordinator, activity coordinator, and environmental task force, as well as externally by the Community Health Center, Health Office, and Education Office. These activities include: 1) 100% participation of the school community (students, teachers, administrative staff) in daily cleaning activities and Clean Friday; 2) Supervision by the environmental task force by reminding students not to litter; 3) Direct supervision by the principal or coordinator in charge after the activity is completed.

Supervision of environmentally friendly supporting facilities is carried out through: 1) homeroom teachers monitoring classroom cleanliness and maintenance of cleaning equipment; 2) enforcement of school facility maintenance regulations, including electricity and energy conservation; 3) assigning students at the end of each lesson to ensure that lights, fans, and LCD projectors are turned off.

Discussion

Green school management at SMAN 1 Bandar is implemented through planning, implementation, and supervision functions that include environmentally-friendly policies, environmentally-friendly curricula, participatory activities, and environmentally-friendly supporting facilities. The implementation of these management functions is in line with the PBLHS (School-Based Environmental Management) movement, which focuses on planning, implementation, and supervision (Ilma et al., 2024; Lautu, 2025). The planning stage includes identifying potential and problems through School Self-Evaluation (EDS) and education reports, compiling KSP (Education Unit Curriculum Standards), which contain the school's vision, mission, and objectives, compiling RKAS (School Budget Plan), task distribution through organizational structure, work program development, and green school socialization plans (Dewi, 2025). These planning elements support the importance of developing a vision, mission, objectives, protection policies, management strategies, and green school financing (Khan et al., 2022; Udeagha & Muchapondwa, 2023).

Indonesian Ministry of Environment and Forestry Regulation No. P.52 of 2019 explains that PBLHS plans must include potential issues, types of activities, funding sources, and parties involved. This perspective is reinforced by (Gabriel & Ramirez, 2024; Tavo & Rasmus, 2024) statements describing planning as a process of defining organizational goals, developing strategies to achieve them, and drawing up work plans that involve all stakeholders. Planning at SMA Negeri 1 Bandar, which involves parents, the school committee, and external parties, demonstrates alignment with this principle.

The implementation of green schools at SMAN 1 Bandar includes socialization of the school's vision and mission, maintenance of cleanliness, sanitation and drainage, waste management, water and energy conservation, tree planting programs, environmentally friendly behavior innovations (PRLH), environmental education in the curriculum, a culture of clean and healthy living, and extracurricular activities such as ENVIRO and honey bees. Active participation from the school

community and the wider community strengthens these programs, in line (Khamid et al., 2025; Shamsuddoha & Kashem, 2024) arguments about the importance of supporting facilities such as clean canteens, plastic-free areas, refillable drinking water, and greenhouses. Ministry of Environment and Forestry Regulation No. P.52 of 2019 also stipulates that the implementation of PBLHS includes learning, extracurricular activities, habit formation, networking and publicity, and the empowerment of Adiwiyata cadres, all of which have been implemented at SMAN 1 Bandar.

Supervision of the green school program is carried out to ensure the achievement of the program and to overcome obstacles. As emphasized by Kissi et al. (2020), supervision aims to evaluate the achievement of objectives and the factors causing the failure to achieve objectives. Internal supervision is carried out by the school principal, activity chairperson, and Environmental Task Force, while external supervision is carried out by the DLH, Puskesmas, Agriculture Office, and School Committee (Anggreni et al., 2025). Teachers and the Environmental Task Force also remind students to maintain cleanliness, conserve water and electricity, and issue warnings in case of violations, as stated by Tegegne et al. (2018), who stated that supervision is carried out through direct observation, program evaluation, and issuance of warnings. The results of supervision are used for follow-up actions, such as managing water sources so that they are safe for direct consumption (Nasir et al., 2023; Priadi et al., 2024). The success of this supervision is evidenced by the school receiving the Adiwiyata and green school awards Megawati et al., 2022; Nada et al., 2021).

CONCLUSION

The findings of this study indicate that the green school program at SMAN 1 Bandar is implemented in a planned, structured, and sustainable manner through planning based on School Self-Evaluation (SSE) and education reports. This planning includes the formulation and review of the school's vision, mission, and objectives, the School Budget Plan (RKAS), an environmentally-friendly curriculum, extracurricular activities, school culture, and environmentally-friendly supporting facilities and infrastructure for one year. The implementation of this planning is realized through the provision of various green infrastructure, the integration of environmental awareness values into the learning process and paperless evaluation, the allocation of a special budget for the maintenance of cleanliness facilities, water and energy conservation, waste management, greenhouse maintenance, and the construction of bee maintenance boxes. The entire school community actively participates in environmental activities, strengthened through partnerships

with external agencies such as the Environmental Agency, Community Health Centers, and the private sector. The successful implementation of this program is supported by systematic internal and external monitoring of policy achievements, student behavior, and the utilization of green school supporting facilities and infrastructure. As a result, the school's vision of nurturing a generation of environmental conservationists has been realized in a learning environment that is safe, healthy, beautiful, green, and sustainable.

REFERENCES

- Akinsemolu, A. A., & Onyeaka, H. (2025). The Role of Green Education in Achieving the Sustainable Development Goals: A Review. *Renewable and Sustainable Energy Reviews*, 210, 115239. <https://doi.org/10.1016/j.rser.2024.115239>
- Alzoraiki, M., Ahmad, A. R., Ateeq, A. A., Naji, G. M. A., Almaamari, Q., & Beshr, B. A. H. (2023). Impact of Teachers' Commitment on the Relationship between Transformational Leadership and Sustainable Teaching Performance. *Sustainability*, 15(5), 4620. <https://doi.org/10.3390/su15054620>
- Amrullah, F., & Nurcahyo, H. (2021). Implementation of Environmental-Based Schools in the Adiwiyata Program: A Literature Review. <https://doi.org/10.2991/assehr.k.210326.003>
- Anggreni, D., Budihardjo, M. A., & Muhammad, F. (2025). Analysis of Supervision of Environmental Management Performance at Community Health Centers (Chcs) in Lebong Regency, Indonesia. *IOP Conference Series: Earth and Environmental Science*, 1490(1), 012037. <https://doi.org/10.1088/1755-1315/1490/1/012037>
- Bănăduc, D., Simić, V., Cianfaglione, K., Barinova, S., Afanasyev, S., Öktener, A., McCall, G., Simić, S., & Curtean-Bănăduc, A. (2022). Freshwater as a Sustainable Resource and Generator of Secondary Resources in the 21st Century: Stressors, Threats, Risks, Management and Protection Strategies, and Conservation Approaches. *International Journal of Environmental Research and Public Health*, 19(24), 16570. <https://doi.org/10.3390/ijerph192416570>
- Boermans, D. D., Jagoda, A., Lemiski, D., Wegener, J., & Krzywonos, M. (2024). Environmental awareness and Sustainable Behavior of Respondents in Germany, the Netherlands, and Poland: A qualitative focus group study. *Journal of Environmental Management*, 370, 122515. <https://doi.org/10.1016/j.jenvman.2024.122515>
- Damanik, F. H. S., & Saliman, S. (2023). Sustainable Education and Student Action: Understanding Student Contributions to Addressing Climate Change. *Jurnal Penelitian Pendidikan IPA*, 9(Special Issue), 197–210. <https://doi.org/10.29303/jppipa.v9iSpecialIssue.6142>
- Dewi, Z. R. (2025). Implementation of Kaizen, an Innovative Strategy to Improve Education Quality in the Era of Society 5.0. *Proceedings Series of Educational Studies*, 158–164.
- Eliyanti, W., Abdullah, G., Wuryandini, E., Suharyadi, A., & Suharyadi, A. (2022). Manajemen Sekolah Hijau di SD Negeri 05 Beji Kabupaten Pematang. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen dan Kepemimpinan Pendidikan*, 3(2), 144–164. <https://doi.org/10.21831/jump.v3i2.35663>
- Firdaus, D., Nurfiana, A., Muhiddin, P., & Muhammad, D. (2022). Kepedulian Lingkungan Berbasis Pengetahuan, Penerimaan Informasi dan Kecerdasan Naturalistik di Kabupaten Majene. *CV Pustaka Madani*.
- Gabriel, J., & Ramirez, C. (2024). The Power of Planning: How Business Plans Drive Effective

- Management Strategies. *Integrated Journal of Science and Technology*, 1(1), 1–14. <https://ijstpublication.com>
- Ilma WS, Y., Hidayati, D., & Martaningsih, S. (2024). Addressing Challenges in School-Based Management: Planning for Better Learning and Resource Management. *Journal of Education and Teaching (JET)*, 5(3), 247–263. <https://doi.org/10.51454/jet.v5i3.443>
- Jimlan, J., & Arias, E. A. (2025). Analysis of Environmental Literacy and Sustainable Development Goals (SDGs) Competence among Community Leaders: Bases for Technology-Assisted Module for Green Management Advocates. *Journal of Interdisciplinary Perspectives*, 3(6). <https://doi.org/10.69569/jip.2025.182>
- Jumady, E., & Lilla, L. (2021). Antecedent and Consequence: The Human Resources Management Factors on Civil Servant Performance. *Golden Ratio of Human Resource Management*, 1(2), 104–116. <https://doi.org/10.52970/grhrm.v1i2.101>
- Khamid, M., Raharja, S., Ramadhan, A. R., Apriyanto, R. E., & Salam, K. U. (2025). Implementation of the Environmental Care and Culture Movement in Schools-NonCommercial-ShareAlike 4.0 International License (CC BY-NC-SA 4.0). In *Journal Eduscience (JES)* (Vol. 12, Issue 2).
- Khan, P. A., Johl, S. K., & Akhtar, S. (2022). Vinculum of Sustainable Development Goal Practices and Firms' Financial Performance: A Moderation Role of Green Innovation. *Journal of Risk and Financial Management*, 15(3), 96. <https://doi.org/10.3390/jrfm15030096>
- Kim, S., & Choi, T. (2023). Implementing the Green Smart Initiative: An Action Research on Spatial Planning in Response to Comprehensive Educational Objectives. *Asia-Pacific Journal of Convergent Research Interchange*, 9(8), 471–480. <https://doi.org/10.47116/apjcri.2023.08.37>
- Kissi, E., Adjei-Kumi, T., Twum-Ampofo, S., & Debrah, C. (2020). Identifying the Latent Shortcomings in Achieving Value for Money within the Ghanaian Construction Industry. *Journal of Public Procurement*, 20(3), 313–330. <https://doi.org/10.1108/JOPP-11-2019-0075>
- KLHK. (2020). Panduan Pembinaan Gerakan Peduli dan Berbudaya Lingkungan Hidup di Sekolah.
- Lauta, R. A. (2025). Strategic Leadership on School-Based Management (SBM) in the Division of Albay: A Basis for Crafting A Schools' Strategic Plan. *International Journal of Education, Business and Economics Research*, 05(03), 158–218. <https://doi.org/10.59822/ijeber.2025.5309>
- Lestari, A. S., Fua, J. La, & Wahyuni, I. (2022). Building Green Schools Through Adiwiyata School in Indonesia. *Proceeding International Conference on Religion, Science and Education*, 1, 51–58.
- Maarif, M. S., & Kusrina, T. (2024). Implementasi Kemampuan Manajerial Kepala Sekolah dalam Menciptakan Sekolah Hijau (Green School) di Tingkat SD. *Journal of Education Research*, 5(3).
- Moleong, J. (2017). *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya.
- Nada, H. N., Fajarningsih, R. U., & Astirin, O. P. (2021). Adiwiyata (Green School) Program Optimization Strategy in Malang Regency to Realize Environmentally Friendly School Citizens. *IJORER: International Journal of Recent Educational Research*, 2(2), 121–137. <https://doi.org/10.46245/ijorer.v2i2.83>
- Nasir, M., Bakker, L., & van Meijl, T. (2023). Environmental Management of Coal Mining Areas in Indonesia: The Complexity of Supervision. *Society & Natural Resources*, 36(5), 534–553. <https://doi.org/10.1080/08941920.2023.2180818>
- Okada, A., & Gray, P. (2023). A Climate Change and Sustainability Education Movement: Networks, Open Schooling, and the 'Care-Know-Do' Framework. *Sustainability*, 15(3), 2356. <https://doi.org/10.3390/su15032356>
- Pham, H. T., Pham, T., Truong Quang, H., & Dang, C. N. (2023). Impact of transformational leadership on green learning and green innovation in construction supply chains. *Engineering, Construction and Architectural Management*, 30(5), 1883–1901.

- <https://doi.org/10.1108/ECAM-05-2021-0379>
- Plevyak, L. H. (2022). *Teaching Towards Green Schools*. Routledge.
<https://doi.org/10.4324/9781003164524>
- Priadi, C. R., Suleeman, E., Darmajanti, L., Putri, G. L., Genter, F., Foster, T., & Willetts, J. (2024). Policy and Regulatory Context for Self-Supplied Drinking Water Services in two cities in Indonesia: Priorities for Managing Risks. *Environmental Development*, 49, 100940.
<https://doi.org/10.1016/j.envdev.2023.100940>
- Shamsuddoha, M., & Kashem, M. A. (2024). Zero Plastic Drive: A Comprehensive Review on Unveiling Innovative Sustainable Solutions for a Circular Plastics Economy. *Sustainability*, 16(23), 10329. <https://doi.org/10.3390/su162310329>
- Sinambela, E. A., Darmawan, D., & Mendrika, & V. (2022). Effectiveness of Efforts to Establish Quality Human Resources in the Organization. *Journal of Marketing and Business Research*, 2(1), 2807–9175. <https://doi.org/10.56348/mark.v2i1.43>
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Vol. 1). Alfabeta.
- Tavo, K., & Rasmus, R. (2024). The Role of Planning in Management: Strategies to Achieve Organizational Success. *Sharia Oikonomia Law Journal*, 2(2), 106–115.
<https://doi.org/10.55849/solj.v2i2.1148>
- Tegegne, S. G., Shuaib, F., Braka, F., Mkanda, P., Erbetto, T. B., Aregay, A., Rasheed, O. D., Ubong, A. G., Alpha, N., Khedr, A., Isameldin, M. A., Yehushualet, Y. G., Warigon, C., Adamu, U., Damisa, E., Okposen, B., Nsubuga, P., Vaz, R. G., & Alemu, W. (2018). The role of Supportive Supervision Using Mobile Technology in Monitoring and Guiding Program Performance: A Case Study in Nigeria, 2015–2016. *BMC Public Health*, 18(S4), 1317.
<https://doi.org/10.1186/s12889-018-6189-8>
- Udeagha, M. C., & Muchapondwa, E. (2023). Green Finance, Fintech, and Environmental Sustainability: Fresh Policy Insights from the BRICS nations. *International Journal of Sustainable Development & World Ecology*, 30(6), 633–649.
<https://doi.org/10.1080/13504509.2023.2183526>
- Undang-Undang Dasar Negara Republik Indonesia Tahun 1945 (1945).
- Undang-Undang Republik Indonesia Nomor 32 Tahun 2009 Tentang Perlindungan dan Pengelolaan Lingkungan Hidup, Pub. L. No. 32 (2009).
- UNESCO. (2024). *Sekolah Hijau Standar Kualitas Menghijaukan Setiap Lingkungan Belajar*.
- Utomo, M. H., Suharti, L., Sasongko, G., & Sugiarto, A. (2023). Developing Green Behaviour in Indonesia: Why Does Adiwiyata School Matter? *Journal of Sustainability Science And Management*, 18(5), 33–51. <https://doi.org/10.46754/jssm.2023.05.003>