

IMPLEMENTATION OF THE ADIWIYATA PROGRAM IN ENHANCING ENVIRONMENTAL AWARENESS

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Abstract

This research is motivated by global and local environmental degradation and the challenge of strengthening students' awareness of environmental preservation in schools. This study aims to analyze and describe the planning, implementation, and evaluation of the Adiwiyata Program in fostering students' environmental care character at Sambongsari 2 Public Elementary School, Sambongsari Village, Weleri District, Kendal Regency, Central Java, Indonesia. This study employed a descriptive qualitative approach with a case study design. The research subjects consisted of the principal, Adiwiyata implementation team, teachers, school committee, students, and janitors. Data were collected through structured observations, in-depth interviews, and documentation. Data analysis used the interactive model of Miles, Huberman, and Saldaña, consisting of data collection, data condensation, data display, and conclusion drawing. Data validity was established through source and technique triangulation. The findings show that: (1) the planning stage was conducted systematically and participatively by involving stakeholders through environmental reviews and environmental action plans; (2) the implementation stage was realized through environmentally friendly policies integrated into the school vision and mission and the School Curriculum (KSP), budget allocation of less than 20% in the School Activity and Budget Plan (RKAS), integration of environmental content through the "natural infusion" method in teaching modules, and optimization of ecological facilities, including a greenhouse, TOGA garden, mini-forest, and 3R waste management system; and (3) evaluation was conducted periodically through quarterly policy monitoring and monthly clinical supervision in the Teacher Working Group (KKG). Differences in students' environmental behavior between school and home were addressed through waste recycling training for parents. This study contributes to ecological character education literature and provides practical insights for sustainable school quality improvement.

Keywords

Adiwiyata Program, Environmental Care Character, Educational Management, Elementary School.



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INTRODUCTION

Although the Kendal Regency Government has implemented mitigation programs such as a waste management system based on the 3R (Reduce, Reuse, Recycle) principle and the establishment of household composting units, their effectiveness remains limited due to persistent cultural mindsets within the community; consequently, integrating structural approaches with educational-cultural strategies starting at the primary school level is essential. In response, the Ministry of Environment and Forestry (KLHK) and the Ministry of National Education launched the Adiwiyata (Green School) Program, reinforced by Joint Decrees No. 03/MENLH/02/2012 and No. 01/II/KB/2010, with the aim of transforming schools into venues for eco-pedagogical learning and fostering environmental awareness (Hasyim, 2022). The program's success rests on four key pillars: policies fostering an environmentally conscious school culture, an integrated curriculum, participatory activities, and the management of eco-friendly supporting facilities (DLH, 2025). In Kendal Regency specifically, this movement continues to expand through primary school participation in the Adiwiyata certification scheme and through "triple-helix" collaborations with the private sector, leveraging Corporate Social Responsibility (CSR) funds to provide eco-friendly physical infrastructure. Previous research examining the Adiwiyata Program as well as its relationship with students' environmental awareness and environmentally conscious character from various perspectives; the first (Sidik, 2021) examined the management of the Adiwiyata Program at Al-Furqon Integrated Islamic Elementary School in Palembang. Their findings showed that effective management of the program contributed to improving students' environmental care character through the involvement of principals, teachers, the Adiwiyata team, and students. The study emphasized management as an important factor in strengthening environmental character. (Sari, 2021) investigated environmental care character at an Adiwiyata school within the framework of Education for Sustainable Development (ESD). The findings indicated that environmental care was reflected in classroom hygiene management, environmental education, and environmentally friendly student activities, although limited student time became an obstacle to participation.

(Megawati, 2022) examined the A-G-I-L scheme as a social system for developing environmental care character through the Adiwiyata Program. Their study emphasized that environmental character formation requires synergy among different elements of the school community, demonstrating that environmental awareness is strengthened through an integrated social system rather than through individual activities alone. (Purwaningsih, 2022) evaluated

students' environmental care character at SMPN 19 Palembang, an Adiwiyata school. Their findings showed positive student responses regarding environmental cleanliness, waste management, and reforestation and natural-resource management, with the overall environmental care character categorized as very good. However, the study focused primarily on measuring students' character rather than examining the complete management process of the Adiwiyata Program.

(Maulidah, 2023) investigated the implementation of the Adiwiyata Mandiri Program to improve students' environmental care character in elementary schools. The study found that implementation was realized through four major components: environmentally oriented policies, an environment-based curriculum, participatory activities, and environmentally friendly supporting facilities. These components were found to support the development of students' environmental care character. (Fazira, 2023) examined the implementation of the Adiwiyata Program in developing environmental caring character among elementary school students at SD N 176 Pekanbaru. The findings showed that environmental character development requires discipline, responsibility, and habituation from an early age so that environmental awareness can become embedded in students' daily lives and school culture.

(Ashar, 2024) investigated the implementation of the Adiwiyata Program in developing environmental care character at SD Inpres Ta'binjai, Gowa Regency. The findings showed that environmental values were integrated into school policies, while participatory activities involved teachers, staff, and students. Environmental facilities and environmental campaigns also supported the development of students' environmental care character. (Irawati, 2024) examined environmental character education through the Adiwiyata Program at SMP Negeri 1 Mrebet. Their study demonstrated that the program could be used as a medium for implementing environmental character education by integrating environmental values into school activities. This finding reinforces the argument that Adiwiyata functions not only as an environmental management program but also as an educational strategy for character formation.

(Sari I. G., 2024) examined the implementation of the Adiwiyata Program and the Environmental Care and Culture Movement in Schools (GPBLHS). Their findings identified four important components supporting program implementation: environmentally based policies, integrated curricula, participatory activities, and environmentally friendly facilities. The study also found that limited resources, low environmental awareness, and curriculum gaps could become obstacles, while leadership, collaboration, regular evaluation, socialization, and external

partnerships were important for program sustainability. (Mursyidah, 2024) examined the implementation of the Adiwiyata Program at SMAN 1 Wonoayu in relation to the role of schools in realizing environmental awareness. Their study reinforces the importance of schools as institutional actors in building environmental awareness through environmental education and school-based environmental management. ESD theory states that environmental education should not be confined to purely normative cognitive instruction but must simultaneously integrate three domains: ecological knowledge, affective attitudes, and practical skills to foster a lasting commitment to environmental stewardship (Safira, 2020). From the perspective of modern educational management, the Adiwiyata program must not be implemented as a seasonal ceremonial program aimed solely at securing administrative awards. (Habibi, 2019) emphasizes that the implementation of Adiwiyata management must prioritize the principles of participation and sustainability, fully involving school principals, teachers, educational staff, committees, parents, and students throughout the planning, implementation, and evaluation cycles. The substantive goals of Adiwiyata are also closely linked to Lickona's (2020) theory of comprehensive character formation, which identifies three stages of morality: moral knowing, moral feeling, and moral behavior.

Based on those ten studies, there are several key research gaps regarding the Adiwiyata Program. Most previous studies have focused solely on implementation and the impact on students' environmental character, without integrating the planning, execution, and evaluation cycles into a cohesive management process. Furthermore, the planning of Adiwiyata components tailored to the specific needs of primary schools is rarely discussed, and research concerning public primary schools in rural areas or regencies remains very limited. Evaluation is also frequently viewed merely as an assessment of outcomes rather than as a continuous feedback mechanism.

Therefore, research is needed to examine the Adiwiyata Program comprehensively as an institutional process. The novelty of this research at State Elementary School 2 Sambongsari lies in its integrated analysis of the entire management cycle of the Adiwiyata Program, encompassing planning, implementation, and evaluation. Unlike previous studies that focused on outcomes or partial implementation, this research systematically maps the development of environmental awareness. The planning phase employs a participatory approach involving all school stakeholders based on actual needs in the field. The implementation phase integrates ecological policies, an environment-based curriculum, participatory activities, the utilization of ecological facilities, and 3R (Reduce, Reuse, Recycle) waste management. Meanwhile, the evaluation phase utilizes periodic

monitoring, supervision, teacher meetings, and Teacher Working Group (KKG) reflections to ensure the program's ongoing sustainability. The study results demonstrate that students' environmental awareness is not built solely through the transfer of ecological knowledge; rather, this character development is constructed holistically through school policies, daily habits, direct interaction, and continuous evaluation. Consequently, this integrated perspective expands upon existing literature by positioning the Adiwiyata Program as a mechanism for sustainable school management.

Practically, the findings are expected to provide valuable input for the principal, teachers, Adiwiyata implementation team, school committee, students, parents, and other stakeholders in improving the quality, effectiveness, and sustainability of the Adiwiyata Program.

METHOD

This study employed a qualitative approach with a case study design to comprehensively examine the implementation of the Adiwiyata Program in fostering students' environmental care character. The research was conducted at State Elementary School 2 Sambongsari, Weleri Subdistrict, Kendal Regency, Central Java, from November 2025 to April 2026. The research process followed the stages of pre-field preparation, fieldwork, data analysis, and report writing. Informants were selected purposively based on their direct involvement in the implementation of the Adiwiyata Program and a minimum of one year of experience in the program. The researcher acted as the primary instrument (human instrument), supported by interview guidelines and observation sheets. Data collection was conducted through structured observation, in-depth interviews, and documentation. The observation period runs from March 10 to April 25, 2026, and focuses on the environmental conditions, actors, and activities related to the Adiwiyata Program, while interviews explore the planning, implementation, and evaluation processes. Documentation included the Adiwiyata team decree, program work plans, school vision and mission, environmental policies, activity records, and other supporting documents (Sugiyono, 2025). To ensure the credibility of the research findings, data validity was established through source and technique triangulation. Source triangulation was conducted by comparing information obtained from the principal, Adiwiyata team, teachers, school committee, students, and janitorial staff, while technique triangulation was conducted by comparing findings from observations, interviews, and documentation. Data analysis employed the interactive model of (Miles, 2019).

FINDINGS AND DISCUSSION

Findings

This study employs a qualitative approach and presents descriptive-analytical data. The data obtained are presented in the form of a logical narrative based on in-depth interviews, participatory observation, and a comprehensive review of documents. To ensure objectivity and depth of data, the researcher conducted separate interviews with various key informants, including the school principal, the school committee, the chair of the Adiwiyata Team, teachers, students, and janitorial staff. Systematically, the results of this study are grouped into three stages of program management, namely: (1) Planning the School Environmental Care and Culture Movement (PBLHS)/Adiwiyata; (2) Implementation of the Adiwiyata Program; and (3) Evaluation of the Adiwiyata Program.

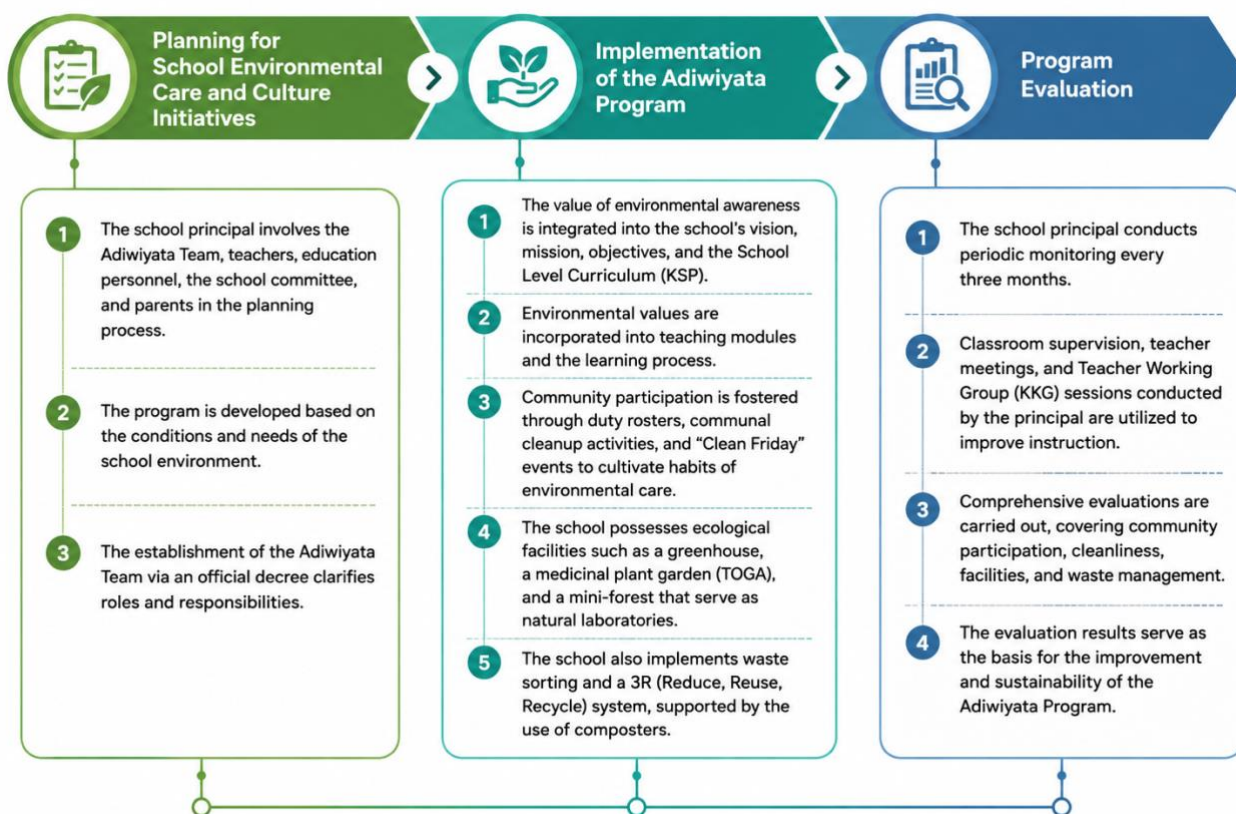


Figure 1. Implementation of the Adiwiyata Program to Enhance Environmental Awareness at State Elementary School 2 Sambongsari, Weleri District, Kendal Regency

The planning of the Adiwiyata program was conducted in a participatory and systematic manner, tailored to the school's environmental conditions. The school principal held planning meetings involving the school committee, the Adiwiyata Team leader, teachers, educational staff, and students' parents. During the meeting at the start of the academic year, all parties were given

the opportunity to express their opinions, needs, and proposals regarding the program and school environmental policies. The resulting agreements served as the basis for drafting the Adiwiyata work plan and were formalized in school documentation. The planning phase also included the establishment of the *Adiwiyata* Team to execute the program; this was formalized through the issuance of an official decree (SK) for the team, ensuring a clear organizational structure and defined division of responsibilities for program implementation.

The Adiwiyata program was implemented through an integrated approach covering four key aspects: environmentally oriented school policy, an environment-based curriculum, participatory activities, and the management of eco-friendly supporting facilities. These four aspects were integrated into school policies, the learning process, the cultivation of habits among the school community, and school environmental management. Consequently, the Adiwiyata program aimed not only to create a clean and healthy school environment but also to foster a character of environmental care among the students.

Regarding the aspect of environmentally oriented school policy, Sambongsari 2 State Elementary School integrated values of environmental care into its policy direction and school culture. The policy formulation process involved the principal, school committee, *Adiwiyata* Team, teachers, and parents in defining the school's vision, mission, objectives, and environmentally oriented programs. This integration is reflected in the Educational Unit Curriculum (KSP) document, which outlines the work program and development direction for an environmentally conscious school. One of the school's objectives is articulated in the statement: "To foster students who are faithful, knowledgeable, skilled, independent, imbued with a spirit of mutual cooperation, and environmentally conscious." This formulation demonstrates that environmental awareness is positioned as an integral part of the competencies and character traits the school aims to cultivate in its students. Consequently, environmental policy is not merely an ancillary program; rather, it has become central to the school's development strategy and serves as the foundation for implementing various Adiwiyata (Green School) activities.

Regarding the environment-based curriculum, environmental values and perspectives are integrated into the learning process through instructional materials and teaching modules developed by teachers. This integration is achieved by linking lesson content to the environmental conditions and issues in the students' immediate surroundings. Environmentally conscious learning is implemented across relevant subjects, ensuring that environmental education is not treated as a

standalone subject. Implementation is supported by the preparation of instructional materials, classroom observation, collaborative teacher evaluations, and continuous monitoring of the learning process. This approach enables students not only to grasp environmental concepts but also to gain learning experiences directly related to the school's environmental conditions. Thus, the environment-based curriculum serves as a means to bridge knowledge with the practice of environmental stewardship in daily life.

Regarding participatory activities, the Adiwiyata Program is realized through the active involvement of the entire school community in maintaining environmental cleanliness and sustainability. Participatory activities are carried out routinely through daily classroom cleaning rosters, communal work sessions, and "Clean Friday" (Jumat Bersih) events. "Clean Friday" is a habit-forming activity that engages the school community in collectively cleaning and organizing the school environment. Classroom cleaning rosters foster student responsibility for the cleanliness of learning spaces and their surroundings, while communal work sessions and "Clean Friday" encourage cooperation and collective concern. The routine nature of these activities demonstrates that environmental awareness is cultivated through habituation rather than merely through the transmission of knowledge. The involvement of students, teachers, and other members of the school community in these activities plays a crucial role in fostering a sense of responsibility, mutual cooperation, discipline, and environmental stewardship.

Regarding the management of eco-friendly support facilities, Sambongsari 2 State Elementary School optimizes various ecological facilities that serve both environmental management purposes and as learning resources. These facilities include a greenhouse, a family medicinal plant garden (TOGA), and a mini-forest, all utilized as natural laboratories and open-air classrooms. These facilities provide students with opportunities to interact directly with the environment and apply the knowledge gained during lessons. Maintenance is carried out regularly, involving teachers, students, and cleaning staff through a zone-based duty roster, alongside monitoring by the Adiwiyata (Green School) Team. In addition to managing vegetation and green spaces, the school implements waste sorting and the 3R system (reduce, reuse, recycle), supported by the use of composters. These management efforts aim to reduce waste generation, reuse materials that are still serviceable, and process organic waste as part of the school's environmental management cycle.

The evaluation of the Adiwiyata Program at State Elementary School 2 Sambongsari is conducted on a regular, participatory, and sustainable basis to ensure alignment between program planning and implementation. Evaluations involve monitoring program execution and the implementation of the environmentally oriented School-Level Curriculum (KSP) every three months. Classroom supervision by the principal is also conducted to ensure that environmental values are integrated into the teaching and learning process. Furthermore, teacher council meetings and Teacher Working Group (KKG) forums are held monthly, serving as spaces for reflection to identify instructional challenges, discuss program achievements, and determine necessary follow-up actions.

The evaluation also encompasses participatory activities and the management of eco-friendly support facilities. Key aspects assessed include the involvement of the school community in environmental activities; the cleanliness and condition of the school environment; the maintenance of the greenhouse, medicinal plant garden, and mini-forest; and the implementation of waste sorting and the 3R system (including composting). Evaluation results serve as a basis for improving activities that are not yet optimal and for sustaining programs that are already functioning effectively. Thus, the evaluation of the Adiwiyata Program serves not only to measure the program's implementation but also acts as a mechanism for reflection and follow-up to enhance the quality and sustainability of the environmentally conscious and eco-friendly education program at Sambongsari 2 State Elementary School.

Discussion

The planning of the *Adiwiyata* Program at State Elementary School 2 Sambongsari, Weleri District, Kendal Regency, was conducted systematically, participatively, and in accordance with the environmental conditions and needs of the school. The findings indicate that planning involved the principal, *Adiwiyata* Team, teachers, educational staff, school committee, and parents. At the beginning of the academic year, these stakeholders participated in planning meetings to discuss environmental needs, proposed programs, and school environmental policies. The results of these discussions were subsequently used as the basis for developing the *Adiwiyata* work program. This finding demonstrates that planning was not merely an administrative process but a collective effort to establish shared commitments toward environmental awareness. Such a participatory approach is consistent with (Habibi, 2019) who emphasizes that the *Adiwiyata* Program should be implemented based on participatory and sustainable principles.

The involvement of various stakeholders in planning demonstrates that the school recognizes environmental awareness as a shared responsibility rather than an obligation of the principal or *Adiwiyata* Team alone. Teachers, educational staff, parents, the school committee, and other school community members are positioned as contributors to the formulation of environmental programs (Nasir, 2023). Their participation allows the school to identify environmental needs from different perspectives and to formulate programs that are more relevant to the actual conditions of the school. This finding is in line with (Hasyim, 2022) who views the *Adiwiyata* Program as a movement for raising awareness among school community members in preserving the environment. It is also consistent with (Sarwosih, 2020), who emphasizes that schools should function as places for environmental learning and awareness. Therefore, participatory planning at State Elementary School 2 Sambongsari provides an important foundation for developing collective ownership of environmental programs.

The research also shows that the planning of the *Adiwiyata* Program was based on the conditions and needs of the school environment. This indicates that the programs were not developed solely from predetermined activities but were adjusted to the school's environmental context (Novilia, 2025). Such an approach allows the school to prioritize programs that are considered relevant and feasible to implement. Planning that responds to actual environmental conditions can also strengthen the relationship between environmental problems and educational programs. This finding is consistent with (Afandi, 2019), who emphasizes the importance of environmental education in developing individuals who are responsive and productive in maintaining environmental sustainability. It also corresponds with (Yahya, 2019), who highlights the importance of fostering environmental awareness in elementary schools. Thus, needs-based planning provides a contextual foundation for transforming environmental concerns into concrete educational programs.

Another significant finding is that the results of the planning meetings were translated into an *Adiwiyata* work program and formalized in school documents. This process indicates that stakeholder participation was followed by concrete managerial action. The formulation of a written work program provides direction for implementation and helps ensure that agreed environmental initiatives are not limited to informal commitments. This finding is consistent with (Rahmawati, 2019), who specifically emphasizes the importance of team planning and action plans in the *Adiwiyata* Program. It is also related to (Haryadi, 2019), who identifies important program

components as factors supporting the success of *Adiwiyata*. Therefore, the planning process at State Elementary School 2 Sambongsari demonstrates a clear transition from identifying environmental needs and generating ideas to establishing an operational program that can guide subsequent implementation.

Planning was further strengthened through the formal establishment of the *Adiwiyata* Team by an official decree (SK). The establishment of this team provides a clear organizational structure and division of responsibilities for implementing the program. The presence of a formally designated team is important because the *Adiwiyata* Program involves various activities that require coordination among school community members. The team structure, therefore, facilitates the distribution of tasks and strengthens accountability in program implementation (Rahmat, 2019). This finding supports (Haryadi, 2019), who emphasizes the importance of the main components of a successful *Adiwiyata* Program, and (Rahmawati, 2019), who highlights the role of team formation and action planning in *Adiwiyata* implementation. Consequently, the formalization of the *Adiwiyata* Team represents an important managerial mechanism for translating collective environmental commitments into organized action.

Overall, the planning of the *Adiwiyata* Program at State Elementary School 2 Sambongsari can be understood as a participatory, contextual, and organized planning process. Stakeholder involvement creates collective commitment, consideration of school environmental conditions ensures that programs respond to actual needs, while the formulation of a work program and establishment of the *Adiwiyata* Team provide an organizational foundation for implementation. These findings reinforce the view that environmental awareness programs require not only environmental policies but also systematic planning involving the school community. In this sense, the planning process has established the institutional foundation for developing environmental awareness through coordinated and sustainable school activities. The finding is consistent with the participatory and sustainable orientation of the *Adiwiyata* Program described by (Habibi, 2019) and the importance of planning teams and action plans is emphasized by (Rahmawati, 2019).

The implementation of the *Adiwiyata* Program was carried out through four integrated aspects: environmentally oriented school policies, an environment-based curriculum, participatory activities, and the management of environmentally friendly supporting facilities. These four aspects were integrated into school policies, learning processes, habituation among school community members, and environmental management. The findings indicate that the implementation of

Adiwiyata was not limited to maintaining a clean and healthy school environment but was also directed toward fostering students' environmental awareness and character. This finding is consistent with (Hasyim, 2022) who describes the *Adiwiyata* Program as a movement for increasing the awareness of school community members in environmental preservation. It is also in line with (Habibi, 2019)), who emphasizes that *Adiwiyata* implementation should be participatory and sustainable. Thus, the implementation at Sambongsari 2 State Elementary demonstrates that environmental awareness is developed through the integration of policies, learning, participation, and environmental management rather than through a single activity.

The first aspect is the implementation of environmentally oriented school policies. At Sambongsari 2 State Elementary, environmental awareness values are integrated into the school's vision, mission, objectives, and School-Level Curriculum (KSP). One of the school's objectives explicitly includes developing students who are environmentally conscious, indicating that environmental awareness has become part of the expected student character and competence (Vilian, 2021). This condition shows that environmental values have been institutionalized within the school's educational direction rather than being positioned merely as an additional program. The finding is consistent with (Irawati T. M., 2024), who discusses the implementation of environmental care character education through the *Adiwiyata* Program. It also corresponds with (Haryadi, 2019) who identifies important components of the *Adiwiyata* Program as factors supporting its successful implementation. Therefore, the integration of environmental values into the KSP provides an institutional foundation for consistently developing environmental awareness through school policies and daily educational practices.

The second aspect concerns the implementation of an environment-based curriculum. The findings show that environmental values are integrated into teaching modules and learning processes by connecting learning materials with environmental conditions and issues in students' immediate surroundings. (Wardani, 2020) Environmental education is therefore not treated as a separate subject but is incorporated into relevant learning activities. This implementation enables students to understand environmental concepts while relating them to actual conditions and practices in their school environment. The finding is consistent with (Aisyah, 2019), who discusses the implementation of environment-based curricula in school learning, and (Silvia, 2023), who examine the implementation of curriculum based on environmental character education in *Adiwiyata* schools. The approach also supports (Afandi, 2019), who emphasizes environmental education as a

means of developing individuals who are responsive and productive in maintaining environmental sustainability. Consequently, the environment-based curriculum at State Elementary School 2 Sambongsari functions as a bridge between environmental knowledge and students' everyday environmental practices.

The third aspect is the implementation of participatory activities involving the school community. The program is realized through daily classroom duty rosters, communal cleanup activities, and *Clean Friday (Jumat Bersih)* activities. These activities provide students and other school community members with opportunities to participate directly in maintaining cleanliness and environmental sustainability. The routine implementation of these activities indicates that environmental awareness is cultivated through habituation and repeated practice. This finding is consistent with (Azmi, 2019), who discusses habituation and school community awareness in maintaining the environment. It is also in line with (Hatika, 2019), who examines the formation of environmental-loving behavior through the *Adiwiyata* Program. Through routine participation, students are encouraged to develop responsibility, cooperation, discipline, and environmental stewardship. Therefore, participatory activities serve as an important mechanism for transforming environmental awareness from an abstract understanding into observable daily behavior (Rahmah, 2023).

The fourth aspect is the management of environmentally friendly supporting facilities. Optimizes a greenhouse, TOGA (family medicinal plant garden), and mini-forest as natural laboratories and open-air learning spaces. These facilities provide opportunities for students to interact directly with the environment and apply knowledge gained through learning activities. Their maintenance involves teachers, students, and cleaning staff through a zone-based duty system and monitoring by the *Adiwiyata* Team. In addition, the school implements waste sorting and the 3R principle (*reduce, reuse, recycle*) supported by composters. These practices demonstrate that environmental management is connected to both learning and habituation. The finding is consistent with (Uyun, 2020), who discusses environmental care movements through the *Adiwiyata* Program in elementary schools, and (Murtiningsih, 2023), who examines the implementation of environmental care character in *Adiwiyata* schools. Accordingly, ecological facilities and waste-management practices at State Elementary School 2 Sambongsari function not only as physical environmental infrastructure but also as learning resources and practical media for developing students' environmental responsibility.

Overall, the implementation of the *Adiwiyata* Program demonstrates an integrated approach to fostering environmental awareness through institutional policies, curriculum, participatory activities, and environmentally friendly facilities. The integration of these four aspects creates an educational environment in which students are not only introduced to environmental concepts but are also encouraged to practice environmental responsibility through routine activities and direct interaction with their surroundings. This finding reinforces the view of (Sarwosih, 2020), that schools can function as places for environmental learning and awareness, while the findings of (Irawati T. M., 2024) and (Hatika, 2019), further support the role of *Adiwiyata* activities in developing environmental care character. The implementation, therefore, shows that environmental awareness is strengthened through a combination of institutional commitment, contextual learning, habituation, active participation, and direct environmental experience. In this way, the *Adiwiyata* Program becomes part of the school culture and contributes to the development of students who are increasingly responsible for maintaining their school environment.

The evaluation of the *Adiwiyata* Program at State Elementary School 2 Sambongsari, Weleri District, Kendal Regency, is conducted regularly, participatively, and sustainably to ensure that program implementation remains aligned with the established plans. The findings show that the principal conducts monitoring every three months to review the implementation of the program and the environmentally oriented School-Level Curriculum (KSP). This periodic monitoring demonstrates that evaluation is not conducted only at the end of the program but is integrated into the implementation process. Such a practice is consistent with (Arikunto, 2018), who explain that educational program evaluation is required to determine the extent to which a program has been implemented according to its objectives. It also supports (Komariah, 2020), who emphasizes the importance of evaluating the effectiveness of the *Adiwiyata* Program in creating environmentally caring schools. Therefore, periodic monitoring at Sambongsari 2 State Elementary School functions as an important mechanism for maintaining the consistency between environmental planning and program implementation.

The evaluation process also includes classroom supervision conducted by the principal to examine the integration of environmental values into teaching and learning activities. In addition, teacher council meetings and Teacher Working Group (KKG) sessions are conducted monthly as forums for reflection, discussion of instructional challenges, identification of program achievements, and determination of follow-up actions (Smith, 2019). These activities demonstrate that evaluation

is closely connected to the improvement of the learning process rather than being limited to administrative assessment. The involvement of teachers in reflection and discussion also indicates that evaluation is participatory because teachers are given opportunities to identify problems and formulate solutions collectively. This finding is relevant to (Sarwosih, 2020) who positions schools as places for environmental learning and awareness, and to (Silvia, 2023) who emphasize the integration of environmental character education within school curriculum implementation. Thus, classroom supervision, teacher meetings, and KKG activities function as mechanisms for ensuring that environmental values remain consistently integrated into educational practices.

Evaluation at State Elementary School 2 Sambongsari is also conducted comprehensively by covering participatory activities and the management of environmentally friendly supporting facilities. The evaluated aspects include the involvement of the school community in environmental activities, school cleanliness and environmental conditions, maintenance of the greenhouse, TOGA, and mini-forest, as well as waste sorting and implementation of the 3R system supported by composters. (Ghozali, 2024) This comprehensive scope indicates that the evaluation considers not only learning activities but also the physical and social dimensions of the *Adiwiyata* Program. Such an approach is important because environmental awareness is developed through the interaction between knowledge, participation, habituation, and the school environment. This finding is consistent with (Hasyim, 2022) who views *Adiwiyata* as a movement for developing awareness among school communities in environmental preservation, and with (Hatika, 2019) and (Sarwosih, 2020) who associate the *Adiwiyata* Program with the formation of environmentally caring behavior.

The evaluation of participatory activities is particularly important because the environmental awareness promoted by the school is expected to appear in students' daily behavior. The monitoring of students' and school community members' involvement in duty rosters, communal cleanup activities, and *Clean Friday* activities enables the school to assess whether environmental care has become a routine habit. Likewise, evaluating school cleanliness and environmental conditions provides information about the extent to which environmental practices are maintained consistently. This finding is related to (Azmi, 2019) who discuss the importance of habituation and awareness among school community members in maintaining the environment. It also corresponds with (Yahya, 2019), who focuses on fostering environmental awareness in elementary schools. Accordingly, evaluation of participatory activities serves not only to measure

activity completion but also to assess the sustainability of environmental habits developed among students and the wider school community.

The evaluation results are subsequently used as a basis for improving activities that have not yet achieved optimal results and maintaining programs that have already been implemented effectively. This finding demonstrates that evaluation at State Elementary School 2 Sambongsari has a formative function because the information obtained from monitoring and reflection is used to determine subsequent actions. The evaluation process, therefore, creates a continuous cycle between implementation, reflection, improvement, and sustainability. This is consistent with (Stufflebeam, 2019), who places evaluation within a framework that provides information for decision-making and program improvement. It is also consistent with Worthen (2021), who emphasizes the practical function of evaluation in determining program quality and guiding future actions. In the context of *Adiwiyata*, evaluation thus becomes a managerial instrument for identifying weaknesses, strengthening effective practices, and ensuring that environmental programs continue to develop according to school needs.

Overall, the evaluation of the *Adiwiyata* Program at State Elementary School 2 Sambongsari demonstrates a continuous evaluation system that combines periodic monitoring, classroom supervision, teacher reflection, and comprehensive assessment of environmental activities and facilities. The evaluation process does not merely determine whether the program has been implemented but also provides a basis for reflection and follow-up improvement. Through monitoring every three months, monthly teacher and KKG discussions, assessment of community participation, environmental cleanliness, ecological facilities, and waste management, the school can identify aspects that require improvement while maintaining effective practices. This finding reinforces (Komariah, 2020), view regarding the importance of evaluating *Adiwiyata* effectiveness, and aligns with (Stufflebeam, 2019) and (Worthen, 2021), regarding the role of evaluation in decision-making and program improvement. Therefore, evaluation at State Elementary School 2 Sambongsari functions as an integral part of sustainable *Adiwiyata* management and supports the continued development of students' environmental awareness.

CONCLUSION

The planning for the *Adiwiyata* (Green School) program at State Elementary School 2 Sambongsari was conducted systematically in two stages: first, an initial assessment involving a

start-of-year meeting to form a working team comprising teachers, students, educational staff, the school committee, and parents to spearhead the initiative. Second, a comprehensive initial identification of the school environment is carried out, followed by the incorporation of an environmental action plan into the school's strategic documents, such as the School Work Plan and the formulation of the school's vision and mission within the School Level Curriculum (KSP). The implementation of the Adiwiyata program at State Elementary School 2 Sambongsari proceeds through four integrated stages: environmentally conscious school policy, an environment-based curriculum, participatory activities, and the management of eco-friendly facilities and infrastructure. The school has successfully internalized values of environmental stewardship into its official curriculum document (KSP) by refining its vision and mission statements. The environment-based curriculum integrates Environmental Education (PLH) material flexibly into the lesson plans (RPP/Teaching Modules) of existing subjects (such as Natural Sciences, Social Sciences, and Physical Education). Learning is optimized through hands-on, practical activities in the school garden and on the school grounds. Evaluation of the Adiwiyata program at Sambongsari 2 State Elementary School is conducted periodically and comprehensively through quarterly monitoring of the environmentally conscious School Level Curriculum (KSP). Additionally, the integration of the environment-based curriculum is evaluated through classroom supervision by the principal and monthly reflective discussions during teacher council meetings and Teacher Working Group (KKG) sessions to map out instructional challenges. The evaluation process also covers participatory activities and the management of eco-friendly facilities.

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