
SCHOOL PRINCIPAL LEADERSHIP IN ADIWIYATA SCHOOL DEVELOPMENT USING THE PLANNING, ORGANIZING, ACTUATING, AND CONTROLLING MANAGEMENT FRAMEWORK

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Abstract

This study explores how the school principal contributes to the development of an Adiwiyata School through the application of the POAC management framework, which includes planning, organizing, actuating, and controlling, at SD Negeri 05 Beji, Taman District, Pemalang Regency. A qualitative descriptive approach was employed to gain a comprehensive understanding of leadership practices in the implementation of environmental education programs. Data were collected through observations, interviews, and document analysis involving the principal, teachers, and other school stakeholders directly engaged in the Adiwiyata program. The findings reveal that the principal plays a central role in shaping the school's environmental management strategy. In the planning stage, environmental priorities are integrated into school policies and operational programs. In organizing, clear responsibilities are assigned through the establishment of a dedicated Adiwiyata team. During implementation, the principal encourages collaboration, motivation, and active participation among teachers, students, and the wider school community. Continuous supervision and evaluation further support program consistency and long-term sustainability. These findings suggest that the success of Adiwiyata development depends not only on infrastructure or formal policy, but also on the principal's leadership capacity to foster collective commitment toward environmental responsibility within the school community.

Keywords

Adiwiyata, Educational Leadership, Environmental Awareness, POAC Management, Principal.



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INTRODUCTION

Environmental issues have increasingly become a major global concern that affects many aspects of human life, including education (Hidayah, 2025; Reyes, 2024). Educational institutions are now expected not only to provide academic instruction but also to cultivate environmental awareness and sustainable behavior among students (Yosada & Kurniati, 2019; Sriwahyuni & Alfiansyah, 2025). Ideally, schools should function as agents of social transformation by fostering ecological responsibility through structured learning activities and a supportive school culture (Gani, 2025; Rangkuti & Maksun, 2019). However, the reality often shows a different condition. In many schools, academic achievement continues to receive greater attention than environmental education, creating a disconnect between educational expectations and actual implementation in practice (Supiyanti et al., 2024; Supardi U.S. & Henhen Herdiana, 2024). This imbalance creates significant institutional challenges, particularly when schools are required to meet curriculum demands while also responding to the growing urgency of environmental sustainability (Anwar et al., 2022; Shandilia Latunusa Ambawani et al., 2024).

In Indonesia, one of the major policy responses to this issue is the Adiwiyata Program, which was introduced as a strategic effort to integrate environmental education into school governance and institutional culture (Aprilianto et al., 2024). The program is designed to encourage the development of environmentally responsible schools through participatory and sustainable approaches (Aprilia & Mustari, 2024). In principle, schools implementing Adiwiyata are expected to demonstrate environmentally oriented policies, curriculum integration, participatory environmental activities, and environmentally friendly infrastructure. Nevertheless, empirical evidence suggests that implementation outcomes vary considerably from one school to another, influenced by differences in leadership capacity, institutional commitment, and available resources (Parker et al., 2018; Sholeh, 2021; Jayanti, 2024). This variation highlights an important gap between the conceptual expectations of environmental education and its practical realization within school settings.

Among the factors influencing the effectiveness of Adiwiyata implementation, school leadership remains one of the most decisive. Theoretically, principals play a central role in shaping school vision, organizational culture, and institutional effectiveness (Duharman Panjaitan, 2022; Muhammad Thoriq Fadhlurrohman & Zia Wardhany, 2024). As educational leaders, they are expected to act not only as administrators, but also as managers, instructional leaders, and agents of

change capable of embedding environmental values into everyday school life (Rachman et al., 2023) ; (Wati et al., 2022). In practice, however, this expectation is not always fulfilled effectively. Differences in leadership competence often result in uneven implementation and inconsistent sustainability of environmental programs across schools (Nur Laksmi Astutiningtyas & Kusumaningsih, 2025; Mustari et al., 2024).

The POAC (Planning, Organizing, Actuating, and Controlling) management framework provides a relevant analytical perspective for examining the principal's leadership role in school development (Galuh Ajeng Fildzah Amalia et al., 2024) ; (Bahri, 2021). This framework emphasizes systematic managerial processes that are essential for achieving organizational objectives effectively (Imron et al., 2021; Supiyanti et al., 2024). Within the context of Adiwiyata schools, planning involves designing environmentally oriented programs, organizing refers to structuring teams and distributing responsibilities, and actuating focuses on encouraging stakeholder participation, while controlling concerns, monitoring, and evaluation processes (Widowati et al., 2022; Zulandri, 2024). Although this framework is conceptually relevant, empirical studies that specifically examine the implementation of POAC within environmental education programs remain relatively limited, particularly at the elementary school level.

SD Negeri 05 Beji, Taman District, Pemalang Regency, presents a meaningful case for examining strategic educational leadership in environmental school development. The school has demonstrated a sustained commitment to the Adiwiyata program beyond its initial recognition stage. As the only elementary school in Taman District to achieve Adiwiyata status, progressing from district-level recognition in 2018 to provincial-level recognition in 2019, the institution faces a challenge that goes beyond obtaining awards. The more critical issue lies in maintaining and strengthening an environmentally conscious school culture over time. This challenge becomes increasingly relevant considering the school's relatively large student population, the integration of environmental education into curricular and extracurricular activities, and its aspiration to achieve higher levels of Adiwiyata recognition. In this situation, strategic leadership becomes essential, as environmental school development requires not only institutional commitment but also long-term vision, stakeholder collaboration, and the ability to translate environmental awareness into consistent daily school practices rather than symbolic or temporary initiatives.

At the same time, several managerial and leadership challenges continue to emerge in sustaining the Adiwiyata program at SD Negeri 05 Beji. Preliminary findings suggest that

environmental initiatives require continuous coordination among teachers, administrative staff, students, school committees, and community partners in order to remain effective. The implementation of environmentally oriented programs, including waste management, hydroponic cultivation, green school campaigns, composting, and curriculum integration, also depends heavily on clear role allocation, consistent motivation, regular monitoring, and efficient resource management, particularly under conditions of limited financial and infrastructural support. These conditions indicate that environmental school development cannot rely solely on leadership commitment in a general sense, but instead requires a more structured managerial approach. In this regard, the POAC framework becomes particularly relevant because it offers a systematic lens for understanding how principals formulate policies, organize school resources, mobilize stakeholder participation, and maintain continuous evaluation to ensure program sustainability.

Previous studies have consistently emphasized the importance of leadership in environmental education. Research by Darmawan et al. (2022) found that principals who adopt participatory leadership approaches tend to be more successful in implementing Adiwiyata programs. Kadarsih et al. (2020) reported that managerial competence significantly influences the sustainability of environmental initiatives in schools. A'yun (2022) emphasized leadership commitment as a key factor in fostering environmental awareness among students. Similarly, Najib Komarudin et al. (2023) highlighted the importance of principals' experience and personal engagement in successfully meeting Adiwiyata standards. (Aini & Nuro, 2023) also found that the effectiveness of Adiwiyata implementation in shaping student character depends strongly on the quality of school management. Although these studies provide important contributions, a significant gap remains. Much of the existing literature focuses on leadership styles, commitment, or program outcomes, while less attention has been given to how principals operationalize management functions in a systematic and integrated manner, particularly in sustaining Adiwiyata status beyond initial achievement stages. Existing studies also provide limited discussion of the detailed managerial processes involved in this context.

The novelty of this study lies in its focus on examining the principal's role through the specific lens of the POAC management framework (Planning, Organizing, Actuating, and Controlling). Unlike previous studies that emphasize broader leadership characteristics, this research offers a more structured and process-oriented analysis of how these four managerial functions are practically implemented and interconnected in fostering a sustainable environmental

school culture. By emphasizing operational processes rather than general leadership traits alone, this study contributes a more practical and replicable management perspective for educational leadership in environmental programs.

Based on the identified research gap, this study aims to analyze the principal's role in planning, organizing, actuating, and controlling the development of an Adiwiyata school, with particular attention to how these management functions contribute to the sustainability of environmental programs. The significance of this research is both theoretical and practical. Theoretically, it contributes to the literature on educational leadership and environmental education by integrating POAC management theory with sustainability practices while providing empirical evidence regarding its implementation in school-based environmental programs. Practically, the findings are expected to provide strategic insights for school principals, teachers, and policymakers in strengthening the implementation and effectiveness of Adiwiyata programs, especially in elementary education, where the cultivation of environmental awareness from an early age is particularly important for shaping sustainable long-term behavior.

METHOD

This study employed a descriptive qualitative approach to examine in depth the principal's leadership role in developing an Adiwiyata School through the implementation of POAC management functions, namely planning, organizing, actuating, and controlling. A qualitative design was considered appropriate because it allows researchers to explore social phenomena within their natural setting while capturing participants' perspectives in a more comprehensive and contextual manner (Hardani et al., 2020; Ilhami et al., 2024). The research was conducted at SD Negeri 05 Beji, Taman District, Pemalang Regency, which was selected as the research site due to its consistent implementation of environmental programs as an Adiwiyata school. Participants in this study included the principal, teachers, administrative staff, and members of the school committee who were directly involved in the implementation of the Adiwiyata program. The participants were selected using purposive sampling to ensure that the information obtained was closely aligned with the objectives of the study (Nurrisa & Hermina, 2025).

Data collection was carried out using several techniques, including observation, semi-structured interviews, and documentation analysis. Direct observations were conducted at SD Negeri 05 Beji, Taman District, Pemalang Regency, during the research period from June 2025 until

April 2026, with the purpose of examining the actual implementation of the Adiwiyata program as well as the environmental culture reflected in daily school activities. During the observation process, attention was given to environmental management practices such as waste sorting, school greening initiatives, student participation in maintaining environmental cleanliness, the use of environmentally friendly facilities, and classroom learning activities that integrated environmental education.

Semi-structured interviews were conducted with the principal, teachers, administrative staff, and school committee members to obtain deeper insights into leadership strategies, managerial practices, stakeholder involvement, and challenges encountered in sustaining the Adiwiyata program. Documentation analysis was also carried out by reviewing school policy documents, School Activity and Budget Plans (RKAS), Adiwiyata program reports, meeting minutes, and photographic documentation related to environmental activities. The use of multiple data sources was intended to strengthen data credibility through triangulation (Subhaktiyasa, 2024).

Data analysis followed the interactive model developed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing or verification. In the data reduction stage, the researcher selected, organized, and focused the collected data specifically on information related to the principal's role in carrying out planning, organizing, actuating, and controlling functions within the Adiwiyata program at SD Negeri 05 Beji. Information that was directly relevant to the research focus was retained, while repetitive or unrelated data were excluded from further analysis.

At the data display stage, the findings were systematically organized into thematic categories based on the POAC management framework. Information concerning environmental policy development, strategic planning, and RKAS allocation was categorized under planning. Data related to team formation and task delegation were classified under organizing. Findings concerning stakeholder motivation, coordination processes, and student participation were grouped under actuating. Meanwhile, monitoring, supervision, and evaluation activities were categorized under controlling. This thematic organization made it easier to identify patterns, relationships, and recurring themes across the collected data.

In the conclusion drawing and verification stage, the researcher interpreted the findings by comparing information obtained from multiple sources, including interview data, field observations, and school documentation, in order to ensure consistency and credibility in the

interpretation process. To further strengthen data validity, this study also applied triangulation techniques, member checking, and prolonged engagement within the research setting during the data collection process (Sitasari, 2022).

FINDINGS AND DISCUSSION

Findings

Overview of Research Context and Institutional Characteristics

SD Negeri 05 Beji, which is located in Taman District, Pemalang Regency, is an accredited elementary school B that was established in 1985 and currently organizes learning activities in 11 study groups. This school has a vision that emphasizes the formation of a school culture that cares about the environment while still integrating excellence in the field of science and faith values. The vision is then realized through the school's mission and goals that are oriented towards the development of a green school environment, the implementation of environment-based learning, recycling activities, and strengthening cooperation with the surrounding community.

In terms of human resources, the school is supported by qualified educational personnel and leadership. The principal holds a master's degree, while most teachers possess relevant undergraduate qualifications and actively participate in professional development activities. From the perspective of student enrollment, the school serves 312 students across six grade levels, indicating the need for effective institutional management to support both academic activities and environmental programs. The school is also supported by adequate facilities, including classrooms, administrative offices, a library, and sanitation infrastructure, all of which remain in good condition. Taken together, these institutional characteristics provide a supportive foundation for the implementation of school-based environmental programs and serve as an important context for understanding the principal's leadership role in the development of the Adiwiyata program.

Table 1. Principal's Leadership in Developing Adiwiyata Schools through the POAC Management Framework in Indonesian Elementary Schools

No	Planning	Organizing	Actuating	Controlling
1.	Formulating an environmentally oriented vision and mission through a participatory approach.	Establishing a functional Adiwiyata team through a deliberation and consensus.	Conducting routine coordination through formal and informal monthly meetings.	Performing direct monitoring of environmental activities and school culture.

2.	Integrating environmental programs into the School Activity and Budget Plan (RKAS).	Delegating tasks based on the competencies and commitment of staff members.	Providing direct motivation, guidance, and recognition to the school community.	Conducting periodic evaluations and based on established program indicators.
3.	Developing strategic plans based on the results of School Self-Evaluation (EDS).	Allocating internal resources and optimizing school infrastructure.	Mobilizing active student participation in daily environmental habits.	Involving the school committee in monitoring to ensure program transparency.

Source: Researcher's compilation based on interviews, observations, and document analysis conducted at SD Negeri 05 Beji, Taman District, Pemalang Regency.

The Role of Planning in Adiwiyata School Development

The findings show that planning serves as a fundamental managerial function in the development of the Adiwiyata program at SD Negeri 05 Beji. The principal demonstrates a systematic planning approach that includes formulating an environmentally oriented vision and mission, developing strategic plans based on school self-evaluation, integrating environmental initiatives into the School Activity and Budget Plan (RKAS), and establishing program objectives, targets, indicators, and implementation stages.

One important finding is that the formulation of the school's vision and mission was conducted through a participatory process involving teachers, administrative staff, and the school committee. This collaborative approach strengthens collective ownership of environmental values among school stakeholders. The integration of environmental awareness into the school's vision reflects an institutional commitment to sustainability, which aligns with the broader principles of the Adiwiyata program. Such findings suggest that participatory planning contributes not only to stronger commitment but also to the continuity of program implementation.

The planning process is further strengthened through the use of School Self-Evaluation (EDS) as a diagnostic instrument for identifying institutional strengths, weaknesses, opportunities, and challenges. The use of evaluation-based information indicates that planning decisions are grounded in actual school conditions rather than abstract assumptions. This evidence-based approach helps ensure that environmental programs remain realistic, relevant, and responsive to contextual needs.

Another important aspect identified in this study is the integration of environmental programs into RKAS. This demonstrates that environmental initiatives are treated as part of the school's formal operational and financial planning rather than as incidental or temporary activities. Programs such as waste management, school greening, energy conservation, and environmental

education projects illustrate the school's long-term institutional commitment to sustainability. This also reflects the principal's ability to connect strategic vision with policy implementation and resource allocation.

The findings also indicate that the principal plays a central role in guiding collaborative discussions with the Adiwiyata team to formulate measurable program goals and indicators. Indicators such as increased environmental awareness, active stakeholder participation, and improved school environmental conditions provide a clearer basis for evaluating program effectiveness. From a managerial perspective, these findings demonstrate that planning extends beyond routine administrative preparation. In this context, planning functions as a strategic leadership process that shapes both the direction and long-term sustainability of environmental school development.

The Role of Organizing in Adiwiyata School Development

The organizing function is reflected in the establishment of a structured Adiwiyata team, the delegation of responsibilities, and the effective allocation of available resources. The findings indicate that the principal organizes human resources through a participatory and deliberative process, ensuring that team formation is not merely administrative but based on relevant criteria such as environmental awareness, commitment, teamwork, and professional competence.

The organizational structure established within the Adiwiyata program includes clearly defined roles, such as coordinator, secretary, treasurer, and division members. This structured arrangement helps ensure that responsibilities are distributed systematically and that each program component is implemented in a coordinated manner. Clear task allocation also reduces ambiguity in implementation and strengthens accountability among team members.

Delegation of responsibilities emerged as another important aspect of organizing. Tasks were assigned based on individual competencies and areas of expertise, such as supervising waste management activities, coordinating greening programs, or supporting environmental education initiatives. This approach not only improves operational efficiency but also encourages a stronger sense of ownership among school staff. Accountability is further supported through regular reporting mechanisms, both written and verbal, which help maintain transparency throughout program implementation.

The findings also show that the principal plays an important role in ensuring that available resources are utilized effectively. These resources include human resources, financial support, and

school facilities. Internal resources, such as teachers and students, are complemented by external support from the school committee, parents, and relevant institutional partners. This collaborative strategy demonstrates that environmental program sustainability depends not only on internal school capacity but also on broader stakeholder engagement.

At the same time, several limitations were identified, particularly related to financial constraints and infrastructural support. Despite these challenges, the school demonstrated adaptive organizational strategies by prioritizing essential programs, maximizing existing facilities, and seeking additional external support when necessary. This reflects the principal's managerial flexibility in responding to institutional limitations. From an organizational perspective, these findings suggest that organizing serves as the bridge between planning and implementation. An effective organization ensures that strategic plans are translated into clear operational structures capable of sustaining environmental initiatives over time.

The Role of Actuating in Adiwiyata School Development

The actuating function focuses on translating plans into concrete actions through coordination, motivation, and active stakeholder participation. The findings show that the principal adopts a participatory and inspirational leadership approach to encourage the involvement of the entire school community in implementing the Adiwiyata program effectively.

Coordination is conducted through regular formal and informal meetings that function as channels for communication, program evaluation, and joint decision-making. These meetings help ensure that all stakeholders share a common understanding of program goals, responsibilities, and implementation strategies, thereby strengthening collaboration and reducing misunderstandings.

The principal also plays a key role in motivating teachers, students, and educational staff to actively engage in environmental initiatives through direct guidance, appreciation, and the development of a school culture that promotes environmentally responsible behavior. The integration of environmental practices into daily routines, such as cleaning activities, waste segregation, and greening programs, demonstrates the effectiveness of this approach in building positive habits.

Student participation is another significant finding, as students are actively involved in environmental activities rather than serving as passive participants. This engagement increases environmental awareness and fosters responsibility for maintaining school sustainability, reflecting the principles of experiential learning. In addition, collaboration with parents and the surrounding

community further strengthens program implementation through direct participation and resource support.

Overall, the findings suggest that actuating is not merely about executing plans but also about inspiring and mobilizing individuals toward shared goals. The principal's ability to foster a collaborative and committed school community is therefore a key factor in the success of the Adiwiyata program.

The Role of Controlling in Adiwiyata School Development

Although the controlling function is not always explicitly identified within the POAC management framework, the findings indicate that it is clearly reflected in the monitoring, evaluation, and continuous improvement processes applied in the implementation of the Adiwiyata program. The principal plays a crucial role in ensuring that planned activities are implemented according to established objectives while identifying obstacles that may arise during execution. Regular supervision is conducted to assess program effectiveness and maintain implementation quality.

Monitoring is carried out through direct observation of environmental activities, including school cleanliness, student participation in environmental programs, greening initiatives, and waste management practices. In addition, the principal reviews reports prepared by the Adiwiyata team and other responsible parties to obtain a broader understanding of program progress. This mechanism allows timely feedback and corrective action when challenges are identified, demonstrating that control is both administrative and practical through direct involvement in school activities.

Program evaluation is conducted periodically through coordination meetings involving the implementation team and other school stakeholders. These meetings provide opportunities to review achievements, discuss challenges openly, and formulate improvement strategies for future implementation. This collective evaluation process reflects a reflective management culture in which evaluation serves not merely as assessment, but as a mechanism for organizational learning and continuous improvement.

The effectiveness of control is also supported by clear performance indicators, such as environmental cleanliness, participation levels of students and school members, completeness of documentation, and consistency in implementing planned activities. These indicators provide a more objective basis for assessing program achievement. Furthermore, the involvement of the school

committee strengthens transparency and accountability by incorporating external perspectives into the monitoring process.

From a theoretical perspective, controlling is essential for ensuring that organizational activities remain aligned with planned objectives. The findings confirm that consistent control mechanisms contribute significantly to program sustainability, policy adjustment, and the long-term establishment of an environmentally conscious school culture.

Integrated Analysis of POAC in Adiwiyata Development

The integration of planning, organizing, mobilizing, and controlling functions forms a complete management system in supporting the development of schools with a culture of caring for the environment. Based on the findings of the study, the four functions do not run separately, but are interrelated and form a continuous managerial cycle. Each function has a different, but complementary role in ensuring that the Adiwiyata program can be planned, executed, evaluated, and developed consistently. The interconnectedness between these functions shows that the success of environmental programs in schools does not depend on one aspect of management alone, but on the harmony of all management processes that are carried out systematically.

The planning function provides strategic direction for schools in determining goals, policies, and work programs that support the development of environmental culture. Through this stage, the school sets the priorities of activities while designing measures that are in accordance with the needs and real conditions in the field. Furthermore, the organizational function plays a role in building a clear work structure, including the division of tasks, the determination of responsibilities, and the strengthening of coordination between the parties involved. With a planned organizational structure, the implementation of the program becomes more directed, and each element of the school understands its own contribution.

At the mobilization stage, all plans that have been prepared began to be implemented through the mobilization of human resources, providing motivation, and strengthening the active participation of all school residents. In this context, the success of the program is determined not only by the completeness of the planning but also by the ability of the leader to build a common spirit to achieve the goals that have been set. Meanwhile, the control function ensures that all activities that have been carried out remain on track in accordance with the original plan. Through the process of monitoring, evaluation, and follow-up improvements, schools can maintain the quality of program implementation while ensuring its long-term sustainability.

The effectiveness of the Adiwiyata program at SD Negeri 05 Beji appears to be the result of the strong synergy between the four management functions. No single function stands alone, as weaknesses in one aspect can affect the overall effectiveness of the program. For example, good planning will not produce optimal impact without effective implementation, while active implementation still requires consistent evaluation in order for the program to continue to grow. Therefore, POAC integration is an important foundation in the management of environmental programs in schools.

In addition, the leadership character of the principal in this study shows a combination of managerial competence and transformational leadership. The principal not only carries out administrative functions such as resource management, policy formulation, and program supervision, but is also able to become a figure who inspires all school residents. The ability to build motivation, instill a shared vision, and encourage active involvement from a wide range of stakeholders shows that effective leadership focuses not only on the technical aspects of management but also on the formation of collective commitment. With this combination, the principal plays the role not only as a program manager but also as an agent of change who is able to direct the transformation of school culture towards a more sustainable environment.

Discussion

This study demonstrates that the principal's leadership has a pivotal role in the successful implementation of the Adiwiyata program at SD Negeri 05 Beji, Taman District, Pemalang Regency, through the effective application of POAC management functions: planning, organizing, actuating, and controlling. The findings show that the principal's role extends beyond routine administrative duties to encompass strategic and transformational leadership in shaping an environmentally responsible school culture, encouraging stakeholder participation, and maintaining program continuity. At SD Negeri 05 Beji, this is reflected in the integration of environmental values into the school's vision and mission, the inclusion of Adiwiyata initiatives in the School Activity and Budget Plan (RKAS), the establishment of an effective Adiwiyata team, and the active involvement of teachers, students, administrative staff, and the school committee in environmental activities. Ongoing monitoring and evaluation further indicate that environmental education has become part of the school's daily culture rather than merely fulfilling formal program requirements. Overall, the integration of POAC management functions into leadership practices has significantly supported the structured, consistent, and sustainable implementation of environmental education at the school.

From the planning perspective, the principal's participatory approach in formulating the school's vision and mission demonstrates a strong alignment between leadership and stakeholder engagement. This finding is consistent with research by Permana & Karwanto (2020), who emphasize that effective school leadership involves collaborative vision-building that enhances collective commitment. Similarly, Anwar et al. (2022) argue that shared vision and participatory planning significantly influence school improvement outcomes. In this study, the inclusion of teachers, staff, and the school committee in planning processes strengthens ownership and accountability, which directly impacts the sustainability of environmental programs.

Furthermore, the use of School Self-Evaluation (EDS) as a basis for strategic planning reflects a data-driven approach to leadership. This aligns with findings by Amri & Adifa (2025), who highlight the importance of evidence-based decision-making in achieving sustainable school reform. The integration of environmental programs into RKAS further supports the institutionalization of environmental education, ensuring that such programs are not incidental but embedded within the school system. This finding reinforces the argument by Hasibuan & Munasib (2020) that effective leadership requires alignment between vision, policy, and resource allocation.

In terms of organizing, the study reveals that the formation of a structured Adiwiyata team and clear delegation of tasks contribute significantly to program effectiveness. This finding is in line with Saleh et al. (2023), who state that organizing is essential for ensuring efficiency and coordination within an organization. The delegation of responsibilities based on competence and commitment enhances accountability and fosters a sense of ownership among team members. Moreover, the involvement of external stakeholders such as parents and the school committee reflects a collaborative leadership approach, which is also emphasized by Negeri & Sumatera Selatan (2023) as a key factor in improving school effectiveness.

The findings also highlight the school's ability to manage limited resources through strategic organization and collaboration. This supports the argument by Aslam et al. (2022), who suggest that effective leaders must be adaptive and capable of optimizing available resources. In this study, despite financial and infrastructural constraints, the principal successfully prioritizes programs and leverages both internal and external resources, demonstrating strong managerial competence.

The actuating function further illustrates the importance of leadership in mobilizing stakeholders. The principal's participatory and motivational leadership style plays a critical role in encouraging active involvement from teachers, students, and the community. This finding is

consistent with the concept of transformational leadership proposed by Roni Harsoyo (2022), which emphasizes the role of leaders in inspiring and motivating followers to achieve shared goals. The regular coordination meetings and open communication channels observed in this study facilitate collaboration and ensure alignment among stakeholders.

A significant impact of actuating is the development of students' environmental awareness and behavior. Students are actively engaged in activities such as waste management, greening, and environmental projects, which contribute to the internalization of environmental values. This finding aligns with research by Hollenstein & Brühwiler (2024), who emphasize that experiential learning is essential in fostering pro-environmental behavior. Similarly, Olaifa et al. (2024) highlight that active participation in environmental activities enhances students' environmental literacy and long-term behavioral change.

The involvement of parents and the community also strengthens program sustainability. This supports findings by Bagus et al. (2025), who argue that school-community partnerships play a crucial role in enhancing educational outcomes. In the context of Adiwiyata, such collaboration extends environmental awareness beyond the school environment, creating a broader impact on the community.

The controlling function ensures that the program remains effective through continuous monitoring and evaluation. The principal's use of supervision, regular evaluation meetings, and clear performance indicators reflects a systematic approach to control. This finding is consistent with Mulyono et al. (2024), who emphasize that controlling is essential for ensuring that organizational activities align with planned objectives. The involvement of the school committee in monitoring also enhances transparency and accountability, which are critical for sustaining stakeholder trust.

When compared with previous studies, this research confirms and extends existing knowledge on educational leadership and environmental education. Studies by Widowati et al. (2022) have shown that leadership plays a significant role in the success of Adiwiyata programs. This study supports these findings but goes further by demonstrating how leadership is operationalized through the POAC framework.

A key contribution of this study is the integration of management functions into leadership analysis. While previous studies often focus on leadership styles or program outcomes, this research provides a process-oriented perspective that explains how leadership practices are implemented in real contexts. The cyclical nature of POAC functions, where planning, organizing, actuating, and

controlling continuously interact, offers a comprehensive framework for understanding sustainable program management.

However, the study also identifies challenges, particularly related to resource limitations and the need for sustained stakeholder engagement. These challenges highlight the importance of adaptive leadership and continuous innovation. The principal's ability to address these challenges through collaboration and strategic management demonstrates the importance of leadership resilience in achieving long-term success.

In conclusion, this study confirms that the principal's leadership, supported by effective implementation of POAC management functions, is a critical factor in the development of an Adiwiyata School. The findings not only align with previous research but also provide new insights into the integration of management and leadership in environmental education. The study underscores the importance of participatory planning, effective organization, motivational leadership, and continuous evaluation in achieving sustainable educational outcomes.

CONCLUSION

This study affirms that the principal's leadership is a decisive factor in shaping the effectiveness and sustainability of Adiwiyata School development through the integration of management practices and environmental education. By aligning strategic direction, organizational structure, stakeholder engagement, and continuous evaluation, the principal can transform environmental programs into an integral part of school culture rather than isolated activities. The evidence suggests that leadership grounded in systematic management fosters not only program consistency but also collective responsibility among school stakeholders, thereby strengthening the institutional capacity to sustain environmentally oriented initiatives.

Overall, this study highlights that the success of school-based environmental programs depends on the synergy between leadership, management, and community participation within a structured and adaptive framework. The integration of POAC functions provides a comprehensive approach that can be replicated in similar educational contexts to promote sustainable school development. As a concluding remark, strengthening principal leadership capacity and fostering collaborative engagement across stakeholders are essential steps toward advancing environmentally responsible education and achieving long-term sustainability in schools.

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