Character Building of Students Through Adiwiyata Program at SD GIS Prima Insani Viewed from an Islamic Perspective

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ABSTRACT

As an educational institution, schools play an important role in shaping students' character, one of which is the character of caring for the environment. The Adiwiyata School Program is a government initiative to build awareness and a culture of caring for the environment in schools. This study aims to describe the implementation of the Adiwiyata School Program at SD Garut Islamic School Prima Insani as an excellent and high-achieving educational institution that produces an environmentally aware Islamic generation. The research method used is descriptive qualitative. The results show that the Adiwiyata Program at SD Garut Islamic School Prima Insani can be implemented by referring to the principles of the Adiwiyata school. There are implementation challenges, namely consistency in implementing an attitude of caring for the environment by all school residents, parents and the community. Therefore, more intensive collaborative efforts are needed between school residents, parents, and the community to strengthen the success of this program.

1.   INTRODUCTION

From an Islamic perspective, preserving nature is a form of worship because humans, as leaders on earth, have an obligation to care for and protect the environment as a mandate from Allah SWT. (Watsiqotul dkk, 2018). In QS. Al-Baqarah verse 30 explains that as caliphs, humans have a significant mandate in maintaining the balance and sustainability of nature. If the environment is not cared for, there will be damage that has the potential to cause adverse impacts on the ecosystem, human health, and the balance of nature as a whole (Karim, A. Fuqohak, MA. Z., & Atabik, 2022). Environmental issues are currently a global topic often discussed and received widespread attention (Pratiwi, R.D., Rusdi, & Komala, 2019). OECD (2012) states that pressing environmental issues include climate change, greenhouse gas emissions, loss of biodiversity, water crisis, and air pollution, most of which are caused by human activities. This is in line with the word of Allah SWT in Surah Ar-Rum (30:41), as follows:

ظَهَرَ ٱلْفَسَادُ فِى ٱلْبَرِّ وَٱلْبَحْرِ بِمَا كَسَبَتْ أَيْدِى ٱلنَّاسِ لِيُذِيقَهُم بَعْضَ ٱلَّذِى عَمِلُواْ لَعَلَّهُمْ يَرْجِعُونَ

Meaning: "There has been visible damage on land and in the sea caused by the actions of human hands, so that Allah will make them feel part of (the consequences of) their actions, so that they will return (to the right path)."

Instilling concern for the environment is an important factor in reducing environmental damage (Rokhmah & Fauziah, 2021). A person with good environmental literacy can take appropriate action to preserve the environment (Maesaroh, L., Dwi, R., & Setiawan, 2021). Environmental literacy plays an important role in shaping environmentally conscious characters. Unfortunately, environmental literacy in Indonesia is still relatively low (Alfatha, 2024). According to research by Nurhakim Anita (2024), students' environmental literacy level is still relatively low. Shows that students' environmental literacy level is still in the low category. Therefore, attitudes and behaviours that care for the environment must be instilled from an early age to prevent environmental pollution and emphasize the importance of integrating environmental issues into the education curriculum (OECD, 2018).

In Indonesia, an environmentally oriented curriculum has been developed. Schools that participate in and successfully implement environmental care and culture programs will receive the Adiwiyata Award as a form of appreciation. Adiwiyata schools are expected to produce students with character, care, and an environmental culture. Research by Athallah et al. (2024) compared student perceptions between Adiwiyata schools and those that did not participate in Adiwiyata, with results showing significant differences and emphasizing the important role of the Adiwiyata school program as an effort to form environmentally conscious behaviour. SD Garut Islamic School Prima Insani is an educational unit that participates in the Adiwiyata program. SD Garut Islamic School Prima Insani received the Adiwiyata School award at the Garut Regency level in 2023 and the West Java Province level in 2024. The Adiwiyata School program at SD Garut Islamic School Prima Insani aligns with the school's goals as stated in its vision and mission: to become an excellent and high-achieving elementary school producing an Islamic and environmentally aware generation.

Several previous studies have examined various aspects of the Adiwiyata school program. One is a study by Alfatha that analyzed the differences in environmental literacy between those who showed higher environmental awareness in Adiwiyata schools than non-Adiwiyata schools (Alfatha, 2024). Suryani found that implementing the Adiwiyata program in schools increased students' awareness and habits in maintaining cleanliness and behaving in an environmentally friendly manner (Suryani, 2018). According to Al-Anwari, Adiwiyata schools can build environmentally friendly character (Al-Anwari, 2014). Meanwhile, research conducted by Putri and Wahyudi showed that

consistency in implementing the Adiwiyata program could encourage student involvement in various environmental care activities, such as waste management and greening in the school environment (Putri, R., & Wahyudi, 2020).

Seeing the relevance of previous research and the conditions at SD Garut Islamic School Prima Insani, this study aims to analyze strategies, implementation, challenges, and steps to increase the effectiveness of environmental care character formation through the Adiwiyata program and its review based on an Islamic perspective. Through this program, it is hoped to build a character of concern for the environment, present innovations in environmentally oriented learning in schools, and become a reference for other schools with a vision and mission to create environmentally aware schools.

2. METHODS

This study uses a qualitative descriptive method with data collection techniques through observation, interviews, and documentation studies. Interview informants were the management of the Prima Insani Foundation and the management and teachers of SD Garut Islamic School Prima Insani. Observations were made on school facilities and equipment used to implement the Adiwiyata Program and monitor the Adiwiyata program. Documentation includes the planning process and program implementation report documents. Data analysis follows the model from Miles, M. B., Huberman, A. M., & Saldana (2014), which includes data reduction, data presentation, and conclusions.

3. RESULTS AND DISCUSSION

This section explains the strategy for forming environmentally conscious characters through the Adiwiyata program at SD Garut Islamic School Prima Insani. The effectiveness of Adiwiyata schools in forming environmentally conscious characters is analyzed through the process and changes that occur, which are complemented by a review of the verses of the Qur'an and Islamic perspectives.

3.1 Adiwiyata Program Development Strategy

Adiwiyata School is an initiative of the Ministry of Environment and Forestry (KLHK) to increase environmental awareness and literacy in schools (KLHK, 2024). Every Adiwiyata program development at SD Garut Islamic School Prima Insani cannot be separated from the vision and mission that have become the goals and strategies of the school. The vision is to realize an excellent, high-achieving elementary school to produce an Islamic and environmentally aware generation. One of the school's missions is to form students concerned about the environment.

To achieve the Adiwiyata School predicate, a strategy is needed to implement the Adiwiyata school program. The strategies carried out include: (1) Participate in the socialization of the Adiwiyata School Program held by the Garut Regency Environmental Service in May 2023. (2) Participate in the registration of Adiwiyata schools at the district level in October 2023. (3) Establish a cooperation agreement for mentoring Candidates for Adiwiyata Schools in Garut Regency with the Bakti Barito Foundation. (4) Create a 4-year and 1-year Environmental Care Movement in Schools (GPBLHS) plan, which includes mapping potential and environmental problems in schools. (5) Update policies, school culture, and Standard Operating Procedures (SOPs) that are adjusted to the GPBLHS that has been created. This activity involves the Prima Insani Foundation Management, the Adiwiyata Team and teachers of SD Garut Islamic School Prima Insani. (6) Prepare an activity plan in the form of a 4-year and 1-year program with the Adiwiyata team. The target of the Adiwiyata program activities is directed character formation and behavioural changes that are environmentally aware and the arrangement of physical conditions of the environment that support the implementation of the Adiwiyata program at SD Garut Islamic School Prima Insani. (7) Socializing and providing education related to the Adiwiyata program to all school residents. (8) Implementing the Adiwiyata program.

Source: Documentation Team of SD Garut Islamic School Prima Insani
Figure 1. Education & Socialization of the Adiwiyata Program to School Residents

Increasing the role of school residents by involving students, teachers, and staff in environmental activities, forming the Adiwiyata Team, and involving the school committee and parents. Collaboration with external parties, including the Garut Regency Environmental Service (DLH), the Bakti Barito Foundation (YBB), the Amal Haqiqi Waste Bank, Deka Kebon, and other related institutions through sustainability programs, educational visits, and environmental competitions. Monitoring, evaluating and reflecting on the program through periodic reviews,

strategy adjustments, and documentation of program developments for school sustainability with the Environmental Service (DLH), the Bakti Barito Foundation (YBB) and all school residents.

Source: Documentation Team of SD Garut Islamic School Prima Insani
Figure 2. Monitoring and Reflection Activities of the Adiwiyata Program

Through the strategy that has been implemented, SD Garut Islamic School Prima Insani has achieved an award in the form of the Garut Regency Adiwiyata School (SAK) award and received a nomination for the "Best Effort" school at the 2023 Garut Regency Adiwiyata School award, and won the Provincial Adiwiyata School award in 2024. The Islamic perspective teaches that every good intention, plan and deed will get the best reward from Allah SWT. As caliphs on earth, humans have a great responsibility to guard and repair the damage, according to the hadith of the Prophet narrated by Muslims: "Whoever sees evil, let him change it with his hand, if he cannot with his tongue, and if he cannot, then with his heart, and that is the weakest of faith." (HR. Muslim).

3.2 Implementation of the Adiwiyata Program

The implementation of the Adiwiyata school program at SD Garut Islamic School Prima Insani is stated in the program prepared in the plan and implementation of the Environmental Culture Care Movement in Schools (GPBLHS) every 4 years and annually. The Adiwiyata programs that have been implemented include the following:

1. Cleanliness, Sanitation Function and Drainage

Through this activity, school residents become concerned with the cleanliness of the environment and around the school. Programs that have been implemented include cleaning toilets, routinely maintaining drainage, cleaning classrooms, teachers' rooms, and libraries, holding classroom

cleanliness competitions, clean Friday competitions, repairing toilet facilities, washing personal eating and drinking utensils, and implementing them in learning and extracurricular activities.

Source: Documentation Team of SD Garut Islamic School Prima Insani
Figure 3. Activities to Clean the School Environment and Around the School

2. Waste Management and Processing

The waste management and processing program that has been carried out consists of reduction and reuse efforts and recycling efforts (waste recycling). Reduce and reuse efforts that have been carried out include plastic and styrofoam-free school events, eating without plastic spoons, food and drinks without packaging, using reusable food and drink containers, providing special lockers for collecting donations of used goods, utilizing used plastic envelopes and bottles, using used paper as envelopes or wrappers, utilizing double-sided paper, using refillable printer ink, finishing food and drinks, providing refillable drinking water, avoiding the use of plastic straws, and not using single-use plastic. In addition, the implementation of this program is also included in assignments, research, and practice in both subjects and extracurricular activities. The expected behavioural changes include school residents not bringing and using packaged food, a desire to prevent waste generation, school residents becoming concerned about reducing and reusing efforts, carrying out wise behaviour in minimizing paper use, and behaviour that minimizes waste.

Source: Documentation Team of SD Garut Islamic School Prima Insani
Figure 4. Reduce and Reuse Efforts

The recycling efforts that have been carried out include waste sorting, collecting and handing over inorganic waste to scavengers/waste banks, collecting and handing over organic waste to dekakebon, recycling paper waste, processing used cooking oil waste into candles or soap, making eco-bricks, making eco enzymes, making clothes from used goods, making learning media from used goods, making bio pore holes for organic waste, and making school waste banks.

Source: Documentation Team of SD Garut Islamic School Prima Insani
Figure 5. Recycle Efforts

3. Greening the School Environment

School greening programs that have been carried out include nurseries, regular maintenance of school plants, creating green areas for schools, creating vertical gardens, creating hydroponic gardens, spending time in nature, visiting natural parks and nature reserves, protecting and promoting the importance of biodiversity, creating plant name labels, and herbal gardens, local plants and ornamental plants. The expected behavioural changes are that school residents become more aware and care about the importance of plants for life. They care more about planting and maintaining plants and their sustainability, can plant, care for and harvest in plant gardens, and know the types of plants in schools.

Source: Documentation Team of SD Garut Islamic School Prima Insani
Figure 6. Hydroponic Garden and Vertical Garden

4. Water Conservation

The water conservation program implemented includes the utilization of rainwater, wastewater from washing hands, ablution wastewater, making bio pore holes, absorption wells, water installation maintenance, and other water-saving efforts. From this program, school residents are expected to implement water-saving behaviour, be wiser in choosing products, have a sense of responsibility for wastewater management, and carry out other water conservation efforts.

Source: Documentation Team of SD Garut Islamic School Prima Insani
Figure 7. Water Conservation Efforts

5. Energy Conservation

The energy conservation program implemented includes turning off and unplugging unused electronic equipment, energy-saving campaigns through posters or slogans, data collection on PLN electricity usage, maintenance of electrical equipment, and utilizing sunlight during the day. Through this program, it is expected that school residents will know how to save electrical energy in the environment, get used to saving energy by turning off lights or electronic devices when they are not in use, use lights during the day if the lighting in the room is good, and knowing the wise use of energy and connecting it with energy-saving behaviour.

Source: Documentation Team of SD Garut Islamic School Prima Insani
Figure 8. Energy Conservation Efforts

6. Implementation of PRLH in the community

PRLH programs in the community that have been carried out include cleaning up trash on roads, beaches, rivers and/or other public places, planting and maintaining trees outside schools, campaigns on waste management, campaigns on water conservation, campaigns on energy conservation, providing trash donation places around the school environment, and donations of cleaning equipment for mosques and public places. Through these activities, it is hoped that school residents and outside schools/residents will be moved to carry out cleaning activities, sort trash, take better care of it, and pay attention to their surroundings.

Source: Documentation Team of SD Garut Islamic School Prima Insani
Figure 9. Community Service Around the School Environment with the Community

Implementing the Adiwiyata program at SD Garut Islamic School Prima Insani can be successful. However, this success cannot be separated from several obstacles, one of which is the lack of active participation from the school community in cultivating a culture of caring for the environment. This is related to the lack of coordination between the Adiwiyata team, teachers, and staff, which impacts the minimal efforts to preserve the environment that should be a daily habit at school. Strategic steps are needed from various parties to improve the implementation of the Adiwiyata program in this school. The school must strengthen coordination between the Adiwiyata team, teachers, staff, and other related parties and hold regular meetings to ensure that all parties understand and are actively involved in this program. The Adiwiyata team also needs to be more structured and given authority to run this program effectively. Socialization to all school residents, including students and parents, must be carried out regularly to increase their understanding of the importance of this program. The principal must set a good example and give awards to those who actively contribute, whether teachers, students, or staff (Suryani, N., & Dafit, 2022). In addition, it is important to incorporate environmental values into the curriculum and extracurricular activities so that students can apply environmental lessons in their daily lives. Teachers also need to integrate environmental themes into their learning. Research by Aprilia, M., Yuliatin (2024) shows that external and internal school factors greatly influence the implementation and success of the Adiwiyata program. This also underlines the importance of the role of foundations, parents, teachers, students, the community and all components in the institution in supporting the implementation and

habituation of environmental values so that the formation of environmentally friendly characters can be more firmly embedded and become a habit both at home and at school.

Activities that promote cleanliness, maintain sanitation and drainage functions, waste management and processing, greening the school environment, and water conservation in the school environment are in line with the Word of Allah SWT as in the verses of the Quran related to maintaining cleanliness and greening, as follows:

وَثِيَابَكَ فَطَهِّرْ

Meaning: "And clean your clothes." Q.S. Al-Muddassir (74:4).

اَلَمْ نَجْعَلِ الْاَرْضَ مِهٰدًا ۙوَّالْجِبَالَ اَوْتَادًا

Meaning: "Have We not made the earth as a stretch of land, and the mountains as pegs?" Q.S. An-Naba (78: 6-7).

The verses, such as in Q.S. Al-Muddassir (74:4) emphasize the importance of maintaining personal and clothing cleanliness. While Q.S. An-Naba (78: 6-7) shows that Allah created the earth with balance, and humans must maintain it so that it remains sustainable. These verses show that Allah created the earth with balance, and humans must maintain it so that it remains sustainable.

4. CONCLUSION

The implementation of the Adiwiyata Program at SD GIS Prima Insani is effective in forming environmentally conscious characters in students. The strategies implemented, such as the integration of environmental values in learning and daily activities, as well as parental involvement, greatly contribute to the success of this program. In addition, the application of an Islamic perspective in educating students to care for the environment provides a strong moral foundation in developing a character that is responsible for nature. Although the Adiwiyata program at this school was successful, there were obstacles, such as the lack of active participation of the school community in familiarizing themselves with environmental culture. With the cooperation of all parties, it is hoped that the Adiwiyata program can provide a sustainable positive impact on the environment and the teaching and learning process, as well as become a material for reflection and evaluation for improving the implementation of the program in the future.

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