

THE ROLE OF SEKOLAH ADIWIYATA PROGRAM IN THE FORMATION OF ENVIRONMENTAL AWARENESS CHARACTER FOR STUDENTS OF SDN GULOMANTUNG GRESIK

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This paper presents about the formation of a caring and cultured character for the environment for students at school. Along with the increasing number of environmental problems, it is important and urgent to further intensify the environmental care movement in the context of education, thus giving birth to the concept of green school and green curriculum, which is realized through the adiwiyata program. This study uses a qualitative method with a case study approach, with the research site at SDN Gulomantung Gresik. The results of the study show that the challenges and character building of students who care and are cultured in the environment include; first, low community support for the adiwiyata program, Second, parental support that has not been optimal in creating a caring and cultured school environment, Third, the changing times that are increasingly advanced make all human needs easily fulfilled with the help of machines. Meanwhile, the character building strategy for students who care about and are cultured in the environment through the Adiwiyata program is carried out through; first, character building that is integrated into learning activities, second through the formation of school culture, Third, extracurricular activities, Fourth, involving families and the community.

Keywords: Adiwiyata; Character; Students.

INTRODUCTION

Caring for the environment in today's era is very important. And in this sense, the deterioration of the environment has given rise to fundamental aspects that have an impact on human behavior towards the way of assessing the errors of natural resource exploration.¹ In addition, in the family environment, it is a benchmark in education, since the family is a means capable of educating and guiding children directly and self-taught. That being said, the family is a big part of the child's life, so the education that is obtained the most by the child is education in the family environment.²

The problem of caring and cultured environment is not new, but the same as the age of this earth, which according to experts is about five billion years old. The proof is that various

¹ Mohammad Dendy Fathurahman Baharudin, "Pelaksanaan Program Adiwiyata Dalam Mendukung Pembentukan Karakter Peduli Lingkungan," *Jurnal Pendidikan Geografi* 17, no. 1 (2017): 25–37.

² Hasan Baharun, "Pendidikan Anak Dalam Keluarga; Telaah Epistemologis," *PEDAGOGIK: Jurnal Pendidikan* 3, no. 2 (2016).

types of animals and plants are extinct, their extinction does not come suddenly without a link with the ecosystem. An educator and psychiatric experts argue that the cause of the damage to the environment due to Islamic education is still not well embedded.³ The problem of caring and cultured environment is not new, but the same as the age of this earth, which according to experts is about five billion years old. The proof is that various types of animals and plants are extinct, their extinction does not come suddenly without a link with the ecosystem. An educator and psychiatric experts argue that the cause of the damage to the environment due to Islamic education is still not well embedded.⁴

Lack of awareness in humans to preserve the environment will cause problems that are not good for the environment. This is due to human actions that are less responsible in preserving the environment, such as littering. For the people of Indonesia littering is a culture that is considered a reasonable act, without any legal consequences for those who violate it. If left unchecked it will cause flooding, if garbage is dumped in the road area, then rain comes, then the garbage will flow to the water channel and inhibit the flow of water, causing pollution of water and the environment. And vice versa, if all rainwater is flowed through rainwater channels without the slightest part being absorbed into the ground, this makes it difficult to balance the water and hydro ecosystem in the neighborhood or residential area.⁵

When people still dispose of factory waste such as smoke and industrial waste, factory exhaust gas is an air waste that causes air pollution and has a negative impact on life. If there is no continuous control, it will become a threat to humans, animals and plants and can cause damage to the environment.⁶ For example: motor vehicle smoke is also an exhaust gas emitted by motor vehicles that have an impact on air pollution. Motor vehicle exhaust gases in the form of carbon monoxide carried by the wind to the Earth's atmosphere. Carbon monoxide Gas can destroy ozone so that ozone depletion.

³ Ismatul Izzah, "Peran Pendidikan Agama Islam Dalam Membentuk Masyarakat Madani," *PEDAGOGIK: Jurnal Pendidikan* 5, no. 1 (2018): 50–68.

⁴ Sekar Dwi Ardianti Savitri Wanabuliandari and Susilo Rahardjo, "Peningkatan Perilaku Peduli Lingkungan Dan Tanggung Jawab Siswa Melalui Model Ejas Dengan Pendekatan Science Edutainment," *Jurnal Ilmiah Pendidikan Dasar UNISSULA* 4, no. 1 (2017): 1–7.

⁵ Yuzarian Faulizar Pohan and Rimadewi Suprihardjo, "Pengelolaan Sampah Perumahan Kawasan Pedesaan Berdasarkan Karakteristik Timbulan Sampah Di Kabupaten Gresik" (Sepuluh Nopember Institute of Technology, 2013).

⁶ Nur Hafida and Abdul Hamid Wahid, "Pembentukan Karakter Peduli Dan Berbudaya Lingkungan Bagi Peserta Didik Di Madrasah Melalui Program Adiwiyata," *FIKROTUNA: Jurnal Pendidikan Dan Manajemen Islam* 7, no. 2 (2018): 950–71.

If the more years of new land development in the rice fields it will be increasingly extinct. This is due to the fact that people now prefer the construction of new land than planting crops to prevent disasters. Even though plants or trees are also useful to absorb carbon dioxide. Therefore, the number of trees from year to year is decreasing due to changes in land function for the development of residential areas and infrastructure. If left constantly it can cause landslides, due to lack of water absorption from the soil. Soil that lacks water absorption can cause dry soil and easily split so that landslides occur at any time. However, this can be prevented if the community thinks about the future impact by making more agricultural land or by terracing systems. At this time there are still many people who often do illegal logging system is a system of illegal logging without government permission. To overcome it by reforestation.⁷

Therefore, the adiwiyata program is a goal in order to instill a caring and cultured character of the environment. Each individual, especially students at Sdn Gulomantung Gresik behave caring and cultured environment, character formation habituation will be the formation of habituation through learning activities, one of the learning designs that can develop the potential of students in its application is the Experiential learning model (EJAS). So with the existence of this activity so that it will lead to the thought process of various learners. Experiential learning methods provide stimulus to learners so that they know and find new insights into new environments and problematic environments. In addition, it provides knowledge and experience for learners, to have concern and culture for the environment to care for and preserve it. Concern for the environment is recognized as a form of attention to the facts and the main consequences to yourself to serve as a warning to protect the environment around us.⁸

A unique and interesting phenomenon in SDN Gulomantung Gresik is related that the adiwiyata program is only a project to improve the Branding Image of the school without being based on a strong, sincere and conscious effort to love and maintain in creating a caring and environmentally cultured society. Adiwiyata is only used as a symbol to raise the grade or position of the school and launch government funds and certain organizational institutions that provide large funds for the development of adiwiyata-based educational institutions.

⁷ Timoticin Kwanda, "Pembangunan Permukiman Yang Berkelanjutan Untuk Mengurangi Polusi Udara," *DIMENSI (Journal of Architecture and Built Environment)* 31, no. 1 (2003).

⁸ Wanabuliandari and Rahardjo, "Peningkatan Perilaku Peduli Lingkungan Dan Tanggung Jawab Siswa Melalui Model Ejas Dengan Pendekatan Science Edutainment."

This fact in SDN Gulomantung Gresik is indicated by the low level of awareness of all school components related to their concern for the surrounding environment. In addition, the leadership and educational personnel are less able to provide *uswah* to students at SDN Gulomantung Gresik in forming a caring and cultured character of the environment. In addition, the lack of seriousness of the school in guarding the *adiwiyata* program so that it can be implemented by all parties. in this case there are only a few specific societies that really care about the environment. However, there are also those who do not care at all about the environment even though the school has been named as a *adiwiyata*-based institution. Therefore, to support the *adiwiyata* program at SDN Gulomantung Gresik in shaping and culturing the environment, a precise strategy is needed through a planned and systematic *adiwiyata* program.

Concern for the environment can be considered as an attention to the facts and behavior of oneself with certain consequences to take care of the environment around us.⁹ If humans care about the environment, then there will be no damage to the environment. Therefore, caring for the environment and preserving the environment is very important and can also be done from the smallest things such as rooms, pages, and many planting trees around the house or at school, and processing organic and non-organic waste well.¹⁰

RESEARCH METHOD

The focus of this study is the role of Sekolah *Adiwiyata* Program in increasing environmental awareness for students of SDN Gulomantung Gresik. So to obtain and collect data, researchers reviewed this study using a qualitative approach. Qualitative methods also mean research methods whose data results are displayed in verbal models and do not use statistical techniques.¹¹ This study shows that the researcher is also the main instrument that must be present in field research, because the researcher as a planner, selects informants, data collectors, interprets data, and draws conclusions in the field, so that detailed results are obtained and without artificial elements. Researchers use descriptive type of research.

⁹ Ayu Stia Rini, I Putu Gde Sukaatmadja, and I Gst Ayu Kt Giantari, "Pengaruh Pengetahuan Lingkungan Dan Kepedulian Lingkungan Terhadap Sikap Dan Niat Beli Produk Hijau 'The Body Shop' Di Kota Denpasar," *E-Jurnal Ekonomi Dan Bisnis Universitas Udayana*, 2017, 165274.

¹⁰ Amirul Mukminin, "Strategi Pembentukan Karakter Peduli Lingkungan Di Sekolah *Adiwiyata* Mandiri," *Ta'dib: Jurnal Pendidikan Islam* 19, no. 02 (2014): 227–52.

¹¹ Saifuddin Azwar, "Metode Penelitian, Yogyakarta: Pustaka Pelajar, 2012," *Reliabilitas Dan Validitas Edisi 4* (2014).

Descriptive research aims to describe systematically, factually, and accurately to a particular area of various properties and certain factors.¹²

To obtain more specific data used descriptive design of case study research to obtain a detailed picture of the role of the Adiwiyata Program at SDN Gulomantung Gresik. This research was conducted at SDN Gulomantung Gresik which is located at Jl. Mayjen Sungkono 14 A Gulomantung Village, Kebomas District, Gresik Regency. Research Data obtained through primary and secondary sources, primary sources obtained from key informants and supporters, key informants include students of environmental ambassadors and regular Students for supporting informants include teachers and principals coach SDN Gulomantung Gresik adiwiyata while secondary sources obtained through buki-evidence of the results of activities Adiwiyata in SDN Gulomantung Gresik. Data collection techniques in the study there are three, namely interviews, observation, and documentation. The activity of analyzing data using data analysis is data collection, data reduction, data presentation, and conclusion or verification.¹³ The stages of research conducted are the preparation stage, the preparation stage of the research design, the licensing stage, the preparation stage of the research instrument, the implementation stage, the data collection stage, Data Processing, data Analysis, Conclusion, and the last reporting stage.

DISCUSSION RESULTS

A. Adiwiyata School Program

There is a word derived from the word Adiwiyata Program, namely “ADI” and “WIYATA”. The word adi means great, great, good, ideal and perfect. The word wiyata has the meaning of a place where one gets knowledge, norms and Ethics in social life. Adiwiyata is a program of the State Ministry of Environment which aims to encourage the creation of knowledge and awareness of school residents so that they become caring and cultured characters of the environment as an effort to preserve the environment.¹⁴

The Program is also a strategy for providing environmental education implemented by the government with the intention of creating schools or educational institutions that care

¹² Rukin, *Metodologi Penelitian Kualitatif*, Yayasan Ahmar Cendekia Indonesia, 2019.

¹³ Matthew B Miles, A Michael Huberman, and Johnny Saldaña, “Qualitative Data Analysis: A Methods Sourcebook. 3rd” (Thousand Oaks, CA: Sage, 2014).

¹⁴ Mukminin, “Strategi Pembentukan Karakter Peduli Lingkungan Di Sekolah Adiwiyata Mandiri.”

and culture the environment. Adiwiyata Program can't be implemented effectively due to the change of students every new school year.¹⁵

Adiwiyata Program has made individuals have a caring attitude to the environment by getting used to care about the environment. Habituation to caring and cultured environment can be started from creating a friendly school lingkungan, through the concept of school adiwiyata. The most important role to create a sense of caring for the environment is education in schools. One of the environments or educational institutions to be the biggest role in the formation of the personality of learners is the school. Because the school environment for students as a place to carry out teaching and learning activities. The use of the environment around the school in the learning process is able to arouse the motivation of students so that they have a high spirit to learn, it can also be a strong stimulus to the learning process that is taught to students, in helping to streamline the learning process so that it directs students to focus on lesson content.¹⁶

Related to environmental problems that are increasingly increasing and various kinds of problems, it is recommended for schools to apply the concept or management of adiwiyata-based schools, especially in the school environment related to the room in the teaching and learning process activities. Caring and cultured environmental character education is an education to teach students to have a sense of awareness, attitude, and rational behavior and be responsible for nature. This is very clear to make schools that conduct character education care about the environment well. Thus, by balancing the preservation of the natural environment, it is maintained, for the welfare of human life, especially other creatures. Allah SWT says in the Qur'an surat al-A'raf verse (56): 7 which reads:

وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا وَادْعُوهُ خَوْفًا وَطَمَعًا إِنَّ رَحْمَتَ اللَّهِ قَرِيبٌ مِّنَ الْمُحْسِنِينَ

And do not make mischief in the land after it has been repaired, and call upon him with fear and hope. Indeed, the mercy of Allah is near to those who do good.¹⁷

In verse 56 (al-A'raf) it clearly forbids to damage the environment and shows the balance in the order of the natural environment that must be sought in order to maintain its

¹⁵ Rizky Dewi Iswari and Suyud W Utomo, "Evaluasi Penerapan Program Adiwiyata Untuk Membentuk Perilaku Peduli Lingkungan Di Kalangan Siswa (Kasus: SMA Negeri 9 Tangerang Selatan Dan MA Negeri 1 Serpong)," *Jurnal Ilmu Lingkungan* 15, no. 1 (2017): 35–41.

¹⁶ Zaitur Rahem, "MENGGALI PARADIGMA PENDIDIKAN BERKEADABAN DARI KITAB AYYUHA AL-WALAD DAN KIMIATUS SA'ADAH," *Jurnal Islam Nusantara* 2, no. 1 (2020): 60–71.

¹⁷ R I Kementerian Agama, "Al-Qur'an Dan Terjemahnya," Cct. I, 2012.

sustainability. This verse forbids destruction on Earth, destruction is one form of transgression or form of exceeding limits. In the substance of the study of Usul fiqh, when there is a prohibition on doing something, it means that there is an object that is ordered to do the opposite. For example: the prohibition to damage nature, in this case it has the meaning that there is a person or a group of people ruled to preserve the natural environment. The Status of such an order depends on the fact of its prohibition. For example: the status of the Prohibition of damaging nature is haram means showing that the order to preserve nature is mandatory. As the ethical foundation of individual Muslims, of course, the source of Islamic religious law, both the Qur'an and Al-Hadith, contains the teachings of protecting the environment.

Adiwiyata is not a competition but more burdensome on the formation of a character or behavior that cares and cultured environment in a sustainable manner. The implementation of the adiwiyata program occurred from the national team, districts and schools. While the adiwiyata program is basically a development of Environmental Education policies (PLH) and the cultivation of national values that are made and agreed upon by several ministries in Indonesia, the State Ministry of Environment, Ministry of Culture and Tourism, Ministry of religion, and Ministry of Home Affairs.¹⁸

The adiwiyata Program not only develops PLH and KNLH, but the adiwiyata program also has four components in its implementation, including an environmentally sound school policy component, an environmentally based school curriculum component, an environmentally friendly school supporting infrastructure management component, and aspects of participatory-based activities. These components play a role in conditioning the school environment for the habituation of learners to behave in a caring manner towards the school environment and the environment around it. The basic principles held in adiwiyata are laid down in two basic principles, namely as follows:

- a. Participation: the school community is involved in school management which includes overall development, implementation and assessment as per responsibilities
- b. Sustainable: all activities must be carried out in a structured and continuous manner comprehensively

The adiwiyata Program is developed through norms in life, including: togetherness, openness, equality, honesty, justice, and preservation of the functions of the environment and

¹⁸ Moh Da'i Robbi, "Pendidikan Pelestarian Lingkungan Hidup Dalam Islam (Keseimbangan Ekosistem Prespektif Hadis)," *Jurnal Al-Ibtida* 4, no. 2 (2016): 55–86.

Natural Resources. If the adiwiyata program is not implemented through the norms of life, it will not run properly. Therefore, the school must take strategic steps to overcome the obstacles that occur. Caring and cultured environment is entirely innate talent and instinct, but it forms the result of an educational procedure in the broadest sense. When one foster or one of the students against an individual can be will produce a character that is less commendable to the environment.

Therefore, good character must be instilled in learners, so that each learner can have good actions and behaviors. Aspects of environmental care and culture developed in schools include the habit of maintaining cleanliness and environmental sustainability of schools, the provision of landfills, carrying out the habit of separating types of organic and non-organic waste, the provision of cleaning equipment, as well as the creation of environmental care and culture programs.¹⁹

In an effort to build character learners must interact with the environment properly, the character does not function in a vacuum, but serves to preserve the environment. Caring attitude and environmental culture is our duty in maintaining the environment, humans as social beings must have an attitude of interacting with nature properly. And prevent damage to the natural environment that occurs around it, and improve moral behavior as a whole.²⁰

Based on the explanation described above, it cannot be denied that students in schools not only sufficiently develop their academic aspects, but also the moral aspects of students who are seen naturally as empty blackboards and which will be formed through reinforcement to make students become students and citizens who have productive properties.

B. Character Education

Etymologically, the term character comes from the latin karakter, which means character, mental traits, character, personality and morals. Character according to latin is also interpreted kharessian, and xharaz, which means tools for marking, to engrave and pointed stake, which are then understood as the properties inherent in a person. Character as signs of goodness, and moral maturity of a person to realize the character is not easy, meaningful character to carve up a pattern that requires a long process through education.²¹

¹⁹ Hasan Baharun and Mahmudah Mahmudah, "Konstruksi Pendidikan Karakter Di Madrasah Berbasis Pesantren," *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam* 8, no. 1 (2018): 149–73.

²⁰ Wuri Wuryandani, Fathurrohman Fathurrohman, and Unik Ambarwati, "Implementasi Pendidikan Karakter Kemandirian Di Muhammadiyah Boarding School," *Cakrawala Pendidikan*, no. 2 (2016): 83529.

²¹ Mukminin, "Strategi Pembentukan Karakter Peduli Lingkungan Di Sekolah Adiwiyata Mandiri."

Character Education believes in the existence of moral absolute, moral absolute is a moral that is important to be taught to the younger generation so that they understand the difference between good and bad, that needs to be done and that needs to be taught. Moral education does not teach only between right and wrong. Even more than that, character education instills habits about good behavior. Character education is closely related to the “habit” or habits that are constantly in praktikan or done, in the sense of character education is expected to touch the three domains (Cognitive, Affective, and psychomotor) learners so that learners do not just know but also willing and able to carry out what they know the truth. Muchtar Buchori in Zainal aqib, states that character education should be able to bring students to the recognition of value cognitively, value appreciation affectively, and finally the experience of value in real.²²

While Character education becomes efforts that are systematically arranged to help learners in understanding the values of human behavior related to God Almighty. Then these values can be formed in thoughts, behavior, feelings, words and deeds based on the norms of religion, law, etiquette, the inner nature of Man, culture and Customs.²³

Children's character education has been applied based on the norms that apply will have an influence on the development of children's attitudes such as helping students to think critically and creatively, Noble, independent. Learners will be able to form their own character so that they can connect human and divine attitudes to be able to behave in accordance with applicable norms and Customs.²⁴

Character education is not only limited to the teaching of norms and customs that prevail in society, but also can be seen from several aspects, namely aspects of jurisprudence and aspects of Science in the aspect of jurisprudence character education is a science that examines the laws (norms) of Sharia concerning human behavior derived from specific arguments. If a person has good behavior not only know about good character, but also manifested in everyday behavior.²⁵

²² Ahkmad Muadin, “Nilai-Nilai Dalam Pendidikan Islam Menuju Paradigma Pembelajaran Qur’ani,” *PEDAGOGIK: Jurnal Pendidikan* 4, no. 2 (2017).

²³ Arif Billah, “Pendidikan Karakter Untuk Anak Usia Dini Dalam Perspektif Islam Dan Implementasinya Dalam Materi Sains,” *ATTARBIYAH: Journal of Islamic Culture and Education* 1, no. 2 (2016): 243–72.

²⁴ Acepudin Acepudin, Sudjarwo Sudjarwo, and Darsono Darsono, “Penanaman Nilai Dan Norma Dalam Pembentukan Kepribadian Siswa Di SMA Muhammadiyah 2,” *Jurnal Studi Sosial* 5, no. 1 (2017): 132660.

²⁵ Wiwin Warliah, “Pendidikan Berbasis Gender Awareness; Strategi Meminimalisir Bias Gender Di Pondok Pesantren,” *Jurnal Islam Nusantara* 1, no. 2 (2017).

In the aspect of science by directing students to understand the importance of maintaining culture and the environment. In science learning there are learning materials in the form of reality and abstract concepts. In addition, learners are also trained to be skilled both in managing the environment, and become a habit in their daily lives. Natural Science (IPA) a rational and objective knowledge relating to the universe with all its contents. Through character education, it is expected that students are able to have behavior that is in accordance with the noble values of pancasila, individual characters who are imbued with the precepts, Pancasila.²⁶

In getting used to caring for the environment and being cultured in students can be formed through strengthening the character that involves tripisat education that is based on school culture, and community-based. Therefore, getting used to is one of the things that can be taken in implementing a character education curriculum. This means that when character values are expected to be well internalized, it is necessary to get used to consistently and continue in their daily lives. Thus, the learning of character values is not only at the cognitive level, but touches on aspects of internalization and real experiences in everyday life in society.²⁷

Character education through the adiwiyata program can be applied in all subjects, every facility and infrastructure in the school environment is a learning resource for students to develop environmental care characters. So that later learners are able to apply these characters in their living environment independently and sustainably without the need to be told by parents and teachers. If children have been taught the habit of caring and cultured environment from an early age, it is hoped that in the future they can help to preserve the environment and cultured globally.

Therefore, education as an effort to provide knowledge about the environment and cultured among the learners in school. This is intended assumption with knowledge of the environment and cultured, then the action on the love of the environment and cultured to be increased so as to reduce environmental unsustainability and reduce damage in the future. The basic concept of creating a sense of love for the environment requires at least three things, namely the factors applied by the school. Education strategies as well as knowledge and

²⁶ Yeni Lestari, "Penanaman Nilai Peduli Lingkungan Dalam Pembelajaran Ilmu Pengetahuan Alam," *Trihayu: Jurnal Pendidikan Ke-SD-An* 4, no. 2 (2018).

²⁷ Novrian Satria Perdana, "Implementasi Peranan Ekosistem Pendidikan Dalam Penguatan Pendidikan Karakter Peserta Didik," *Refleksi Edukatika: Jurnal Ilmiah Kependidikan* 8, no. 2 (2018).

aspects that can be to care for the environment, however, these three factors are related to each other.²⁸

Over time, the number of problems in the environment makes it important and urgent to encourage and optimize character education that focuses on caring and cultured environment. The concept used to build character based on the environment is the concept of green school with green curriculum which is also used in various parts of the world. Because the school in the context of society is a practical vehicle for the ongoing character education to develop character values to learners. Schools can do this by creating policies that integrate environmental and cultural education with the curriculum used in schools. The action of caring for the environment was also realized by planting medicinal plants, creating a garden in the school environment with the self-help of teachers, as well as efforts to sort organic and non-organic waste supported by the availability of trash from PT. Ipmomi.

In the preservation of caring and cultured environment as a systematic and integrated uapaya implemented to care for and maintain the balance of nature, prevention of pollution and environmental damage which includes planning activities, utilization, ecosystem control, maintenance, law enforcement. As well as landslides, which often occur due to the actions of man himself. This can also be due to the lack of trees due to the felling of trees without asking permission (Illegal Logging), which litters. Thus there was damage to the school environment and the environment around it. Often we also encounter rivers that are currently clogged due to dumping garbage into the river, the impact has an effect on the lack of clean water in rural or urban areas to meet daily needs, and also the beautiful sea with the ecosystem in it is now heavily polluted due to the discharge of waste from large factories into the sea. When garbage has accumulated in the waterways resulting in obstruction of water flow and cause flooding in the rainy season. In addition, the occurrence of drought that hit the surrounding community.

C. The role of Sekolah Adiwiyata Program in the formation of Environmental Awareness character for students of SDN Gulomantung Gresik

The Adiwiyata Program at SDN Gulomantung Gresik was inaugurated in 2016, where the adiwiyata program received a positive response both in the school environment and outside of school because of opportunities at school, in this adiwityata program has been

²⁸ Mukani Mukani and Teto Sumarsono, "Pendidikan Karakter Peduli Lingkungan Berbasis Adiwiyata Pada Mata Pelajaran Fiqih Di MTsN Tambakberas Jombang," *UIN Sunan Ampel Journal of Islamic Education* 5, no. 2 (2017): 181–200.

working together from outside parties, namely PTIpmomi and BLH. Schools that have received the title of adiwiyata are considered to have succeeded in forming a caring character for environmental culture, this is known from several previous studies, including those conducted by Andar Abdi Saragih who suggested that there is a positive influence of the adiwiyata program on cognitive, affective, and psychomotor environment and cultured learners.²⁹

The results of research in the field show that the adiwiyata program implemented by the SDN Gulomantung Gresik madrasah in order to form the character of students who care and cultured environment has several challenges in its implementation these challenges include: First the low public support for the adiwiyata program at SDN Gulomantung Gresik this is shown from the lack of their participation in any environmental-based activities at school. People still perceive that every activity of the adiwiyata program such as reforestation, hygiene, charity work, composting part of the adiwiyata program is considered a word! lebay, which adiwiyata program less attention because the program is only concerned about how we care about the environment. If without the program, even environmental cleanliness can be maintained, and beautiful, ordinary. This is caused by their lack of understanding of the meaning of superwiyata and the importance of the environment due to the lack of socialization and information from schools.

Adiwiyata is a very important program to be implemented, especially at SDN Gulomantung Gresik, because the program is an effort to get used to loving the environment. However, in its implementation in the community is still less meet the attention, some of the people still look Easy Going or consider adiwiyata program is less useful. Many people think that the program is only as a means of character building where it is common or commonplace in the implementation by learners in general. However, it cannot be denied that every program conducted by the school, especially in the adiwiyata program, really needs full attention and support from the community. Because it originated from the form of orders that are expected to become a habit of learners both individually and in groups whose implementation is absolutely in the community.

Second, the support of parents who have not been optimal in realizing a caring and cultured school environment. In this case, the support of parents is needed by the school because parents are the most important element in the realization of the ideals of the adiwiyata program. Recognition and aspirations of parents to the adiwiyata program is an important

²⁹ Mukani and Sumarsono.

element because it can raise the dignity and dignity of the name adiwiyata, parents can contribute both energy and mind for the progress of the adiwiyata program. The existence of cooperation between school teachers and parents can send their sons and daughters to school, and the formation of schools that care about the environment. If community support does not run optimally then the school can't realize its goals.

Third, the increasingly advanced changing times make all human needs easily met with the help of machines. A small example, is there someone who is still walking to a place they want to go. Even if there are probably only 10% of people who already own a vehicle. But it has some impacts that must be considered. One of them, rampant smoke or pollution which is now not only centered in urban areas but it also happens in the countryside. In addition, the construction of greenhouses has now become a habit of the local community. Whether we realize it or not, the greenhouse effect is so bad that the light that heats up from the sky doesn't propagate well, but it bounces back into the sky and damages the ozone layer, resulting in Global Warming, which we're starting to feel now. This is an environmental influence that we should pay attention to, so that there is no damage to the environment.

In the adiwiyata program at Sdn Gulomantung Gresik, it was developed to form and instill the value of the character of students, especially the caring and cultured character of the environment. Adiwiyata Program was formed because there is a sense of worry within the school. The decrease in the quantity and quality of care and environmental culture that occurs is related to the lack of concern of students or the community for the environment, causing something undesirable. Expectations of the school, with the establishment of the adiwiyata program in the form of real daily life can be realized directly either within the school, residential or neighborhood environment wherever individuals are. In addition, environmental education can be used as a subject that is used as a reference and guidance to create individual characters have a caring attitude and environmental culture. Especially in the school environment.

Departing from the challenges mentioned above, then take the strategic steps to form a caring and cultured character environment at Sdn Gulomantung Gresik based on the guidelines of the four pillars of formation, namely through teaching and learning activities, school culture, extracurricular activities, and reinforcement from parents. The first strategy for the formation of caring and environmentally cultured characters through teaching and learning activities at Sdn Gulomantung Gresik in the formation of caring and environmentally cultured characters through classroom learning activities. In this case, educators have a

contribution to be able to combine character education with subjects. Character formation here the main target is the learners. Character building is carried out every day through the *adhiyaya* program to foster character in learners so that they have a sense of caring for the environment. For example: reforestation culture in deforested forests and planting trees on roadsides to prevent landslides. With the planting of trees in the forest and on the roadside can contribute to the safety of local communities as an effort to prevent disasters. In addition, it can also foster the character of learners to care about the environment and nature.

Second, the strategy of forming the character of caring for the environment through school culture at Sdn Gulomantung Gresik can be done through routine activities, *uswah* from the principal, spontaneity activities, and environmental conditioning activities. In routine activities such as sweeping each class in order to create a comfortable learning atmosphere due to factors of environmental cleanliness. Exemplary of the principal can be in the form of community service activities to clean all school environments on Saturdays and Sundays carried out by all components of the school headed by the principal, as well as extracurricular Scout which contains environmental hygiene lessons by the Teacher Council. Spontaneous activity is an activity that is carried out reflexively. For example: when you see garbage scattered in the school yard, the garbage is spontaneously picked up and thrown into the trash. Environmental conditioning is an activity to condition the environment to always be clean and tidy. as has been done in the school in the form of, checking the entire school yard whether it is clean or not with a notebook as a guide to cleanliness.

In this activity, the program is carried out by the principal who is assisted by all teachers to be able to set an example for students, so that students can imitate the attitude of the principal and teachers to set a good example that shows concern for nature and culture.

Third, in SDN Gulomantung Gresik apply extracurricular activities that have links to the environment as a form of character building strategies care and cultured environment of students whose implementation is outside the formal lessons. Scouting and outbound become extracurricular activities that are chosen to form the character of environmental care and cultured, as a strategy for the formation of environmental care and cultured character outside of formal class hours. The implementation of scouting and outbound is an implementation of an environment-based curriculum to create a *adhiyaya* school whose main factors are cleanliness and greenery, which will provide teacher power for the formation of the character of students.

This activity is carried out once a week on Sundays. It is expected that in this activity students can learn from the surrounding nature so as to foster an attitude of concern for the environment and cultured.

Fourth, involving family and society greatly affects the strengthening of character education that is always pursued by SDN Gulomantung Gresik. Meetings that involve communication between parents or family members with the teacher council such as the distribution of report cards, parent meetings, or other meetings, are important moments for schools to embrace the trust of the parents of students. To succeed the vision and mission of the school. In terms of environmental concerns from students, the SDN Gulomantung Gresik seeks to provide understanding to the parents of students about the environment through socialization activities, and counseling. In this case, it does not provide an understanding to learners about how important it is to maintain and preserve the environment. However, the parents of the learners were also given a similar understanding.

From the strategy at SDN Gulomantung Gresik, the involvement of students is one of the efforts to develop caring behavior and environmental culture, and also increase the awareness of school residents. The learning experience gained by students directly from the environment can increase caring and cultured behavior of the environment that will have a positive effect on increasing the responsible behavior of students to the school environment. Therefore, it is necessary to analyze if a good attitude also does not necessarily reflect a good action or behavior.³⁰

CONCLUSION

Based on the above research, it can be concluded that the formation of caring and cultured character of the environment plays an important role in efforts to improve the quality of students to preserve the environment through the adiwiyata program in shaping the character of students to care about environmental culture at Sdn Gulomantung Gresik is done in several ways including, through material and also direct practice, where an educator delivers material through learning and provides examples directly through practice in the field.

Adiwiyata Program has four components in its application, including the first, the component has a broad insight into the environment. Second, the components of the school

³⁰ Iswari and Utomo, "Evaluasi Penerapan Program Adiwiyata Untuk Membentuk Perilaku Peduli Lingkungan Di Kalangan Siswa (Kasus: SMA Negeri 9 Tangerang Selatan Dan MA Negeri 1 Serpong)."

curriculum are based on environmental care. Third, activities that have strong participation. Fourth, management of supporting means of Environmental Conservation. The component has an active role in conditioning the school environment to produce behavior to familiarize students and the community around the school to preserve the environment. Application of caring behavior and cultured environment will shape the character of learners. Students also have an obligation to preserve a healthy environment around the school.

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