

The Principal's Management in the Adiwiyata Program for Improving the Quality of Education at SMP Negeri 9 Samarinda

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Abstract

The importance of Adiwiyata is one of the elements that makes a school successful in creating a learning environment that supports improving the quality of education. The principal who also supports the success of the Adiwiyata program and improving the quality of education in schools. This study aims to describe the planning, organization, implementation, and evaluation of the principal's management in the Adiwiyata program to improve the quality of education. The approach to this research is qualitative with a case study method. The data collection method is carried out by observation, interviews and documentation. The data analysis method uses the pattern from Miles and Huberman with 4 stages, namely data collection, data reduction, data presentation and conclusions. The data validity check is carried out using source triangulation and technique triangulation. The planning carried out by the principal holds a coordination meeting related to the preparation of the school towards a national-level Adiwiyata school, identification of school environmental conditions, development of environmental care policies, formation of work teams, procurement of supporting facilities and infrastructure, and budget management. The organization is carried out in a structured manner and involves all school residents actively, starting from the formation of work teams to the formation of students who care about the environment. The implementation is structured and comprehensive through various activities that integrate environmental values into students' daily learning and life, such as cleaning activities, greening, waste management, water and energy conservation, and environmental-based learning applied in various subjects. The implementation of the Adiwiyata program has succeeded in supporting or improving the quality of education in terms of forming student character and the quality of good student learning has an impact on students' final grades and the quality of student graduates also has environmentally aware life skills. Evaluation and monitoring of the Adiwiyata program at SMP Negeri 9 Samarinda is carried out systematically by the principal through direct and indirect monitoring which is followed up with internal evaluation of the planning, implementation, and results of the program. Schools need to continue to develop supporting facilities and infrastructure for Adiwiyata activities and can develop the characteristics of the Adiwiyata program at SMPN 9 Samarinda.

Keywords: Principal Management, Adiwiyata Program, Education Quality.

1. Introduction

Education is one of the main keys to building a nation from one generation to the next. Observing the rapid development of the globalization era, education has become a highlight in the progress of human life today. Similarly, Indonesia places education as something important and primary (Dwiyono et al., 2022). In this regard, schools must be able to develop prospective future generations who will become quality individuals with high competitiveness. To build a school with high competitiveness, the role of the highest authority in the school, namely the principal, is very important and vital in improving the quality of education in the school (Harliansyah et al, 2022).

Quality is a challenge for both business and educational institutions as they are faced with the problem of how to manage quality to survive in global competition (Nurlaili & Rosadi, 2021). There are many ways to improve the quality of education, through several programs and decisions taken by the principal together with teachers and education personnel of the school to implement and achieve these goals in accordance with the school's vision and mission. One thing that supports these efforts is the Adiwiyata Program, which aims to create environmentally friendly schools while simultaneously improving the quality of education (Akhmad, 2020).

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The Adiwiyata Program is a form of the government's commitment to environmental management and protection through education. The policy was created by the government through the Minister of Environment and Forestry Regulation Number 5 of 2013 concerning the Adiwiyata school program. The principal is responsible for implementing environmental values into the curriculum and school activities that create a green school (Kadorodasih, 2017). The Adiwiyata Program does not only focus on cleanliness aspects but also on good management of the school environment. The principal, as the leader of the educational institution, has the responsibility to manage and facilitate the implementation of this program. Through good management, the principal can utilize the Adiwiyata Program to improve the quality of education in the school.

Based on research from the Ministry of Environment and Forestry, schools involved in this program show an increase in academic rankings and student participation in extracurricular activities. The Directorate General of Basic and Secondary Education also reported a significant increase in student awareness of environmental issues after the implementation of this program. It can be concluded that the application of environmental values in the Adiwiyata Program can effectively impact the improvement of education quality by shaping students' character and environmental awareness (KLHK, 2020).

Research conducted by Rusdi (2022) explained that the planning of the Adiwiyata program at Darus Sholah Elementary School was carried out in accordance with the work program, starting with meetings discussing the understanding of the Adiwiyata program: understanding the goals, vision, and mission of the Adiwiyata program, preparing and developing environmental activities, and establishing an Adiwiyata program management team. Research conducted by Siti Julaiha & Ishmatul Maula (2018) entitled "Implementation of Madrasah Adiwiyata Management at MAN 1 Samarinda" showed that the Adiwiyata madrasah management at MAN 1 Samarinda had carried out management functions in the form of planning functions (programs), organizing functions (division of tasks), actuating functions (program implementation), and controlling functions (controlling and identifying supporting and inhibiting factors of the Adiwiyata program at MAN 1 Samarinda).

In this research, the researcher is interested in examining how a principal improves the quality of education within the Adiwiyata program, where previous research has not specifically investigated the improvement of quality associated with the implementation of the Adiwiyata program in schools. SMP Negeri 9 Samarinda is one of the schools selected as a Provincial level Adiwiyata school. This Adiwiyata Program can foster a healthy and clean living culture and create a green environment, especially for students, providing a learning opportunity for them to become independent and apply these values in their living environment (Hernia et al, 2022). During initial observations at SMP Negeri 9 Samarinda, the school environment appeared green with neatly arranged plants, so even from the outside, it was evident that the school was comfortable and safe with a green and beautiful environment.

Seeing the condition of the school, the writer is interested in further examining the management of the principal of SMP Negeri 9 Samarinda in improving the quality of education through the implemented Adiwiyata program. Based on the background of the problem above, the writer is interested in conducting research with the title: "The Principal's Management in the Adiwiyata Program for Improving the Quality of Education at SMP Negeri 9 Samarinda."

2. Methodology

This research employs a qualitative approach that seeks to describe the study conducted on a specific object clearly and systematically. This qualitative research approach is grounded in post-positivism or interpretive philosophy. The qualitative research method based on post-positivism or interpretive philosophy is naturalistic qualitative research, where the process is inductive, and the data obtained is qualitative data that still needs interpretation to understand its meaning (Sugiyono, 2022).

The method used is the case study method to explore phenomena within a real-world context and to delve into the actual experiences of the principal in implementing the Adiwiyata program to improve the quality of education. This research was conducted at SMPN 9 Samarinda, located on Jalan Sultan Alimuddin, Sambutan, Sambutan Subdistrict, Samarinda City, East Kalimantan Province. The research was carried out in the second semester of the 2024/2025 academic year. The types of data are primary and secondary. Primary data are data sources that directly provide data to the data collector (Sugiyono, 2022). Primary data in this study were obtained through interviews. The informants consisted of the principal, vice principal for curriculum, vice principal for facilities and infrastructure, the Adiwiyata program coordinator, teachers, and students of SMPN 9 Samarinda.

In this research, the researcher used data triangulation techniques by combining three data collection techniques: observation, interviews, and documentation. The data analysis technique used is the data analysis model by Miles and Huberman (1984) in Sugiyono (2022). There are four steps in the Miles and Huberman data analysis model: data collection, data reduction, data display, and conclusion drawing/verification (Mardiyah & Rukiyati, 2021).

3. Results and Discussion

3.1. *Principal's Planning in the Adiwiyata Program for Improving the Quality of Education at SMP Negeri 9 Samarinda*

Planning efforts at SMPN 9 Samarinda involve observing various environmental potentials that can support the Adiwiyata program, ensuring its sustainable implementation. The following are research findings related to the implementation of Adiwiyata: 1) A sufficient number of dedicated educators and education personnel. 2) The school has a large area of land. 3) The school's location is strategic, easily accessible, and the surrounding area is shady. 4) Excellent motivation from the Principal and related Education Office, creating the desired environment and promoting improved educational quality at SMPN 9 Samarinda. 5) Good cooperation among stakeholders.

In planning the Adiwiyata program, one of the principal's actions is the development of a curriculum unit that integrates environmental education into relevant subjects. The implementation involves several processes and strategies, namely combining classroom and outdoor learning to achieve a balanced understanding.

The medium-term work plan at SMPN 9 Samarinda is designed to provide a clear overview of the planned implementation of future programs. Planning is based on the analysis of work plan needs, considering the various potentials of SMPN 9 Samarinda and its surroundings, as well as the types of problems that need to be addressed. In this case, there were several environmental issues before the implementation of the Adiwiyata program, including the large amount of waste generated by the school, the vast school grounds that would feel barren without vegetation, and students' lack of environmental awareness.

Based on information obtained from interviews, the development of the Adiwiyata program at the school is included in the School Budget Work Plan (RKAS), starting with a needs analysis and deliberation involving teachers, staff, and the committee. After reaching a mutual agreement, the budget is included in the RKAS for one fiscal year using BOS funds (School Operational Assistance).

Evaluations are conducted at the end of each period to periodically assess the feasibility and effectiveness of the Adiwiyata program (Mustari, 2014). The principal's evaluation of the Adiwiyata program is based on document data submitted to the relevant agency, which includes assessments of Adiwiyata program learning plans, the formulation of learning objectives aligned with the curriculum/syllabus that consider environmental insights, the implementation of active and effective learning activities such as school garden maintenance, tree or plant planting, and other activities related to the Adiwiyata program.

The planning undertaken by the principal in the implementation of the Adiwiyata Program at SMP Negeri 9 Samarinda plays a crucial role in improving the quality of education. The principal sets program objectives by integrating environmental aspects into learning activities and school operations. The initial planning steps include identifying the school's environmental conditions, developing environmentally conscious school policies, integrating the Adiwiyata program into the curriculum, and forming a working team. The school also conducts socialization for teachers, students, and education personnel to ensure the effective implementation of this program.

3.2. *Principal's Organizing in the Adiwiyata Program for Improving the Quality of Education at SMP Negeri 9 Samarinda*

The organizing stage focuses on the arrangement of resources and assigned tasks (Suryanata & Rizka, 2023). Based on the research results, there are findings regarding the organizing carried out by the principal of SMPN 9 Samarinda in the Adiwiyata program to improve the quality of education at SMPN 9 Samarinda. The principal of SMPN 9 Samarinda plays a key role in organizing all school members to actively participate in the Adiwiyata program. A clear organizational structure allows each individual to understand their duties and responsibilities. The Adiwiyata working team is formed by considering competence and environmental awareness.

To ensure the Adiwiyata program runs effectively, the principal coordinates with relevant agencies, provides guidance to teachers and education personnel, and holds seminars and training for all school members. The Principal's organizing is carried out clearly and purposefully, involving all stakeholders to achieve the previously established vision, mission, and goals. The implementation of Adiwiyata program activities by the principal is also structured and scheduled. What the principal of SMPN 9 Samarinda has done in terms of organizing aligns with the theory of (Terry & Rue, 2019), which explains that organizing involves identifying work and then dividing it into positions, with the selection of members for each position based on existing requirements (Musfah, 2023).

The organizing carried out by the principal of SMPN 9 Samarinda in the Adiwiyata Program demonstrates the application of systematic, participatory, and vision-based educational management principles to improve the quality of education. This is evident in the formation of the Adiwiyata working team and student cadres based on competence, environmental awareness, and the active involvement of all school members. This step is in line with Henri Fayol's (1949) organizing theory in (Hadi, 2014), which states that organizing is the process of systematically structuring and dividing tasks to achieve organizational goals.

3.3. Principal's Actuating (Implementation) in the Adiwiyata Program for Improving the Quality of Education at SMP Negeri 9 Samarinda

Implementation is carried out after the planning process has been systematically structured (Sukarna, 2011). The following are the implementation findings obtained from the data: Based on observations and interviews, there is a finding from the research that the principal's implementation in the Adiwiyata program for quality improvement has been able to optimize sanitation and drainage by maintaining and caring for the school area, as seen from the clean and well-organized condition of the school. This is supported by various routine implementations such as "Clean Friday."

The implementation of the Adiwiyata program to have systematic goals through an environmentally conscious education movement in schools begins with improving the quality of human resources, thereby producing graduates who have environmental awareness. Efforts to meet graduation competency standards at SMPN 9 Samarinda by implementing an environmentally conscious education movement in schools show that in addition to acquiring general subjects, students can also demonstrate attitudes that reflect environmental care.

The implementation of campaigns and publications is carried out through various social media platforms such as Facebook, Instagram, and the school website. The socialization process is not only through social media but also through the presence of various posters displayed on the school walls, which serve as an attraction to provide basic knowledge to students. Based on the results of the implementation of the Adiwiyata program, the implementation is emphasized on two principles: (1) Participation: all school components must be involved in the entire process, including planning, implementation, and evaluation, according to their respective responsibilities and tasks; and (2) Sustainability: all activities must be carried out in a planned and continuous manner comprehensively.

From the above statements, it can be concluded that the implementation of the Adiwiyata program carried out by the principal of SMPN 9 Samarinda has been carried out in a well-structured manner with various clear activities aimed at integrating environmental values into teaching and learning activities and students' daily lives. These activities include several main activities such as maintaining the cleanliness of the school environment through class schedules, planting trees and maintaining plants in the school area, waste management based on the 3R principles (Reduce, Reuse, Recycle), water and energy conservation, such as using rainwater for ablution and implementing natural lighting, and environment-based learning integrated into subjects such as Science, Civics, and Local Content. The strategies used in the implementation of the program are structured, participatory, and sustainable. The active involvement of all school members is key to the success of this program (Juhji et al, 2020).

3.4. Principal's Evaluating (Control) in the Adiwiyata Program for Improving the Quality of Education at SMP Negeri 9 Samarinda

Monitoring efforts are carried out directly by the principal as a supervisor to observe the implementation in the field, both directly and indirectly (receiving reports from teachers or school members) (Hayati et al, 2023). Based on the explanation above, the concept implemented in managing the Adiwiyata program is to enable SMPN 9 Samarinda to progress towards National Adiwiyata status. Good planning and implementation are determinants of the success of a program, especially the Adiwiyata program in improving the quality of education at SMPN 9 Samarinda. The evaluation conducted is used to see whether the objectives of the Adiwiyata program have been achieved.

In conducting evaluation and monitoring of the Adiwiyata program, the principal relies on document data, which can be seen from the results of field activities that are subsequently reported to the environmental agency. After that, an assessment team from the relevant agency directly evaluates the school's condition in accordance with the technical guidelines for Adiwiyata school assessment. Then, the internal evaluation carried out by the principal includes assessing the Adiwiyata program learning plans, ensuring teachers formulate project-based or other learning method objectives aligned with environmental insights; implementing active and effective learning activities that relate to local environmental issues; identifying obstacles encountered during the implementation of the Adiwiyata program; assessing tangible changes such as cleanliness, the availability of green spaces, and waste reduction; and developing improvement steps based on the evaluation results to enhance program sustainability. The principal of SMPN 9 Samarinda conducts periodic evaluations of the Adiwiyata program to determine its feasibility and effectiveness (Komariyah et al, 2021).

This finding is consistent with the theoretical concept of (Terry & Rue, 2019), which explains that the controlling function involves monitoring and evaluating performance to ensure goals are achieved. This research finding is also supported by the research conducted by (Julaiha & Maula, 2018), which explains that the evaluation process involves the arrangement of various factors within an institution to align with planning. This includes measuring and improving work implementation so that the plans that have been made can be carried out.

4. Conclusion

Based on the research results and the preceding discussion, the conclusions of this study are as follows:

- a. Planning undertaken by the principal in the Adiwiyata Program for improving the quality of education at SMP Negeri 9 Samarinda includes: 1) Identifying the school's environmental conditions; 2) Integrating the Adiwiyata program into the curriculum; 3) Planning supportive facilities and infrastructure; 4) Establishing an Adiwiyata working team; 5) Planning the types of Adiwiyata activities; 6) Planning the necessary budget. The results of this planning are evident in good school management, the availability of environmentally friendly facilities and infrastructure, and active learning processes aligned with the Adiwiyata program that involve students, thereby helping to shape a sustainable environmentally conscious character.
- b. Organizing undertaken by the principal in the Adiwiyata Program for improving the quality of education at SMP Negeri 9 Samarinda includes: 1) Forming the Adiwiyata team; 2) Describing the types of work and responsibilities of each section; 3) Creating a decree (SK) related to the assignment of responsibilities to the Adiwiyata team. This organizing stage supports the smooth implementation of the program through a clear division of tasks. With participatory organizing based on the school's vision, the Adiwiyata program is not only implemented effectively but also has a tangible impact on improving the quality of education.
- c. Implementation undertaken by the principal in the Adiwiyata Program for improving the quality of education at SMP Negeri 9 Samarinda includes: 1) Maintaining the school environment; 2) Integrating environment-based learning into relevant subjects such as Science, Civics, and Local Content; 3) Realizing supportive facilities and infrastructure by utilizing green open spaces to create school gardens, hydroponic planting areas, carrying out greening initiatives, creating biopore infiltration, establishing waste management facilities based on the 3R principles (Reduce, Reuse, Recycle), and implementing water and energy conservation measures such as rainwater harvesting and the application of natural lighting; 4) Implementing work programs according to plan; 5) Creating job descriptions and types of activities that align with the work program; 6) Making adjustments to the existing budget. The implementation strategies applied are participatory and sustainable, with the active involvement of all school members as the main factor in the program's success. The principal plays an important role in managing and mobilizing resources to ensure the program runs effectively, from planning and implementation to supervision.
- d. Evaluation undertaken by the principal in the Adiwiyata Program for improving the quality of education at SMP Negeri 9 Samarinda includes: 1) Observing the feasibility of each aspect of the planning; 2) Evaluation is carried out during the preparation process of the Adiwiyata Program and after the Adiwiyata Program assessment. 3) The evaluation of the Adiwiyata program at SMP Negeri 9 Samarinda is carried out systematically by the principal through direct and indirect monitoring, followed up by internal evaluations of the planning, implementation, and outcomes of the program.

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