The Role of Local Government of Palu City in the Development of Adiwiyata Program

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ABSTRACT

The research aims to analyze the efforts of the local government of Palu City in developing Adiwiyata school policies. The results of this study indicate that Adiwiyata is a program that aims to realize school citizens who are responsible for efforts to protect and manage the environment in harmony with the realization of increased awareness of the environment. There are several obstacles in the process of implementing the Adiwiyata program, especially for elementary and junior high schools in the Palu City, such as a number of schools that are unable to participate due to the lack of policy support from the local government, which has an impact on the lack of schools capable and willing to participate in the Adiwiyata program. The local government of Palu City has no policy in supporting each school to participate in the Adiwiyata program. In order to succeed the development of the Adiwiyata program, the role of the local government of the hammer city are: 1) compiling a road map for the development of the Adiwiyata school model in Palu City; 2) building cooperation between related agencies namely education and the Environment; 3) strengthening the institutional structure in each school; 4) providing incentives for schools that have succeeded in getting the Adiwiyata award.

Keywords: Adiwiyata School, Palu City government policy, school participation

INTRODUCTION

Current technological developments cause the emergence of various kinds of new problems that are the center of world attention (Morone & Cottoni, 2016). Among the focus of these problems, one of them is an environmental problem. Environmental damage caused by various factors encourage the creation of efforts to make environmental improvements throughout the world (Ambali, 2011). The development of environmental issues has led to the emergence of various actions from various countries for environmental preservation (Nursalam, 2018).

Likewise with Indonesia, which also pays attention to environmental management efforts is evidenced by the existence of Law Number 32 of 2009 concerning Environmental Protection and Management whose contents cover planning, utilization, control, maintenance, up to supervision and law enforcement. In addition, the Law of the Republic of Indonesia Number 18 Year 2008 concerning Waste Management is held based on the principle of responsibility, the principle of sustainability, the principle of benefits, the principle of justice, the principle of awareness, the principle of togetherness, the principle of safety, the principle of security, and the principle of economic value. To support this achievement, the Government of Indonesia implements

through the formulation of environmental education (PLH) in the world of education in an effort to provide environmental knowledge with the assumption that if knowledge of the environment increases, it will have an impact on increasing environmental awareness and reducing environmental damage in the future. will come (Fauzi Setyobudi Saliman, 2018).

There is a need for a process of synergization by all elements of both the central and regional governments in order to maximize these efforts, especially by formulating policies that support structured environmental preservation efforts (Maridi, 2015). One of the efforts that has been implemented is through the adiwiyata program starting in 2010 along with a new policy that replaces the previous policy between the Minister of Environment and the Minister of National Education through a Joint Agreement No.03/MenLH/02/2010 which was strengthened by Ministerial Regulation (Permen) Environment Number 5 of 2013 concerning Implementation Guidelines for the Adiwiyata Program. The purpose of the Adiwiyata program is based on the Permen which is to create a school that cares and is cultured in the environment, its implementation is based on three principles namely educative, participatory, and sustainable (Iswari & Utomo, 2017).

The Adiwiyata Program is a comprehensive program involving all stakeholders both in schools and the community to help raise environmental awareness, especially students (Dasrita Zulfan; Amin, Bintal; Siregar, Yusni Ikhwan, 2015). In fact, the existence of the Adiwiyata program has not been able to fully guarantee an increase in environmental awareness among students. Education is one of the most important variables in shaping environmental care behavior, the higher a person's knowledge is, the more concerned with environmental problems (Ramdhani, 2014). Environmental education is a process that aims to shape behavior, values, and habits to respect the environment. One of the strategies in this education was applied in the Adiwiyata program in the school environment. Adiwiyata contains four main components that are comprehensive for realizing schools that are cultured in the environment, not only from the physical aspect of the school but from the behavior of the school community (Isnaeni, 2013).

The purpose of the Adiwiyata Program is to make school residents responsible for protecting and managing the environment through good school governance to support sustainable development (Nugroho & Puspitasari, 2015). The advantage in implementing the Adiwiyata program for schools is that schools can create a place of learning about the values of environmental care and environmental management by increasing efforts to protect and manage the environment through pollution control, damage control and preservation of environmental functions so as to create learning conditions. teaching that is more conducive for students (Selinaswati, 2019). While the benefits of the Adiwiyata program for students are to foster environmental awareness and understand how important it is to maintain a good environment (Paparang, 2017).

To achieve Adiwiyata's goals, the school has prepared everything related to the four program components in the implementation of the Adiwiyata program (Aprilia, 2015). The four components include: 1) Environmentally Friendly Policy; 2) Implementation of Environmental Based Curriculum; 3) Participatory-Based Environmental Activities; and 4) Management of Environmentally Friendly Supporting Facilities. The four components are standards to achieve the goals of the Adiwiyata program, so schools must prepare everything needed to meet these standards. The preparations for implementing the program include forming a school environment committee, reviewing the environment around the school, and developing an action plan. School preparation in the Environmentally Friendly Policy component includes, among other things, programs in protecting and managing the environment.

Every local government throughout Indonesia, both the first level regional government, that is the province and second level district/city, needs to work towards the achievement of the spirit of environmental preservation through education (Susilastri & Rustaman, 2015). Thus, it is expected that each local government should formulate various policies in order to implement the adiwiyata program implemented in various schools such as high school and equivalent at the provincial level, as well as elementary and junior high schools equivalent to the district level of the city.

However, the results of observations by researchers in the field show that for Palu City the implementation of the adiwiyata program was considered not optimal because only a few schools were able to participate in the program. Some other schools have not been able to take part in the adiwiyata program due to the absence of policies from the Palu City Government in supporting the adiwiyata program in every school, especially elementary and junior high schools in the Palu City area. To maximize this, efforts are needed from the Palu City Government in the process of implementing policies that can support the implementation of the adiwiyata program. Based on these problems, the researcher considers it necessary to conduct more in-depth research with the title "The Policy Of Palu City Government In The Development Of The Adiwiyata School Model".

RESEARCH METHOD

This study used qualitative research, which is a research method used to study natural attractions, while research is a key instrument. Qualitative research is research about research that is descriptive and uses analysis. The process and meaning are highlighted in qualitative research. The theoretical foundation is used as a guide so that the focus of research is in accordance with the facts in the field. Meanwhile, judging from the data presentation techniques, research using descriptive patterns that discuss descriptive patterns is a research method that challenges and interprets objects according to what is available so that research methods carried out with descriptive patterns will be discussed with facts and appropriate research objects. The qualitative approach of this study is that the researcher as the main instrument in conducting data collection and processing focuses on the process and meaning of an event in the investigation (Moleong, 2017). Basically, the use of a qualitative approach in this study is intended because it considers the quantitative approach to be less representative than the number of variable indicators to answer the problem in this study (Williamson, Given, & Scifleet, 2017). The analysis process is done descriptively by analyzing and presenting facts in organizing writing systematically, so that the results of the research can be easily understood (Elliott & Timulak, 2015). There are three main stages in using a qualitative analysis approach, namely: 1) the description or orientation phase, in this stage the researcher describes the results of the observation followed by the data collection related to the information obtained; 2) the reduction stage, at this stage the researcher reduces all information obtained in the first stage to focus on a particular problem; 3) selection stage, at this stage the researcher outlines the focus that has been set to be more detailed then continues in-depth analysis of the focus of the problem. The results in the stages of the process will be constructed based on the data obtained to become a new knowledge, concept or theory (Moen & Middelthon, 2015).

Data Collection and Sources

Research data collection techniques using, such as: 1) library research, namely research conducted before going down to the location of research by searching and reading references that are closely related to research needs, including in searching for theories that occur in the field; 2) field studies are research conducted using secondary data observation and tracking techniques, i.e. looking for data relating to the effectiveness of supervision; 3) Interview, will be conducted by researchers using two stages, namely preliminary interviews to create intimacy between researchers and informants and in-depth interviews using notebooks, photographing devices, and tape recorders to record various data and information as long as they do not interfere in interviews.

The Implementation of Palu City Government in the Development of Adiwiyata Program

To realize the creation of a management system that is accompanied by maximum environmental preservation, the Palu City Government should be able to provide support in the form of policies and direct assistance to every school in the Palu City area. However, the results of the informants to the principals and stakeholders showed that the lack of support provided by the Palu City Government caused many schools to have to work independently to be able to participate in the adiwiyata program. For more details, can be seen in the following interview results.

The results of an interview with Paizah, Principal of Palu 15 Primary School, stated that:

"I realize that assistance from the Palu City Government for us as the principal of SD 15 Palu is still very minimal, Sir. Most of what we are trying is also only from ourselves independently."

The results of an interview with Nunuk, Treasurer of the Special Body for PGRI Central Sulawesi Province / Former Principal of SDN 15 Palu, stated that:

"As long as I was the Principal of SD 15 Palu, more assistance, especially I was given by Mr. Cudi (Rusdi Mastura, Mayor of Palu) to go together to Jakarta, who accompanied me directly to meet with the president."

The results of the interview with Harlina, Principal of Junior High School, stated that:

"I want to say that the Palu City Government does not support us in this adiwiyata program, sir. Even though we have received the adiwiyata Mandiri award, we have only received a little help in the form of funds to go to Jakarta. I say that they really do not care about this adiwiyata sir. "

Furthermore, that in order to support the implementation of the adiwiyata program that needs to be applied in every school in the Palu City area in order to realize improved management and environmental preservation through environmental education, there are agencies or institutions that have special duties to

support the adiwiyata program such as the Palu City Education Office and Palu City Sanitation and Environment Agency. However, the two agencies also did not have various forms of policies to support the adiwiyata program implemented in each school. For more details, can be seen from the results of the following interview.

The results of an interview with Paizah, Principal of Palu 15 Primary School, stated that:

"From my point of view, not too much assistance has been provided. We actually need a lot of support to bring our school to take part in this adiwiyata, sir. I think they really need to pay attention to our efforts and enthusiasm in this adiwiyata program sir."

The results of an interview with Nunuk, Treasurer of the Special Body for PGRI Central Sulawesi Province / Former Principal of SDN 15 Palu, stated that:

"In the past, I really appreciated what the Environmental Department of Palu did because those who gave us more assistance and direction were related to giving us information about adiwiyata. Including when we wanted to go to Jakarta to receive an award, the head of his department, who took us to meet with Mr. Cudi. Furthermore, it is not very supportive, because we received more directives from the Head of the Environmental Service compared to the Head of the Palu City Education Office at the time, Sir."

The results of the interview with Harlina, Principal of Junior High School, stated that:

"There is no clear assistance to us, sir, in the adiwiyata process that we have been doing since I was the principal. In fact, for the costs of taking care of this adiwiyata, sir usually uses personal costs from me to pay the operator. So, I consider them very ignorant of adiwiyata which amounted to a very large benefit. For the Department of the Environment. Previously, I heard that I was assisted by several schools, but at the time I was not provided with assistance, Sir. In fact, as much as we need a lot of help such as funds and others, sir."

In addition to the need for assistance from the Palu City Government for every school, both primary and junior high schools in the Palu City area to implement the adiwata program, every school that has attempted the adiwiyata program has other obstacles. For more details, can be seen in the following interview results.

The results of an interview with Paizah, Principal of Palu 15 Primary School, stated that:

"Our difficulty, hopefully you can convey later to our regional leaders that with the current rules that are getting stricter. So, we cannot utilize the existing budget because we are prohibited from using BOS funds to be used in Adiwiyata. Besides that, Sir, if we ask for donations from the parents, it is now prohibited, while the government also does not provide assistance to us, sir."

The results of an interview with Nunuk, Treasurer of the Special Body for PGRI Central Sulawesi Province / Former Principal of SDN 15 Palu, stated that:

"After I got an independent adiwiyata award, I want to go again to follow the ASEAN Eco School program. But suddenly I was replaced from the school principal as a supervisor. Even though I consider it to be my achievement, and it is appropriate for me to be maintained in order to increase the achievement of the school."

The results of the interview with Harlina, Principal of Junior High School, stated that:

"There is no help from the government, the policy is also not very supportive. At this time we are constrained by a policy that prohibits getting help from students' parents. Since yesterday's earthquake, sir. Many of our buildings are damaged. Yesterday I also had a chance to make a hydroponic room but it was also damaged by the earthquake. In addition, many flowers have died because of the earthquake."

Based on the overall results of the interview, it was found that the efforts of the City Government of Palu especially the Education Office and the Office of Cleanliness and Environment of the City of Palu were not yet maximal in providing assistance to every school, both elementary and junior high schools, to improve the achievement of the adiwiyata program. So, it is necessary to do an analysis related to the policies that need to be formulated by the Palu City Government in supporting the adiwiyata program.

DISCUSSION

Adiwiyata is a program that aims to make school citizens responsible for protecting and managing the environment. There are several components of Adiwiyata that are directly related to the formation of environmental care behaviors which are explained through three aspects, namely the level of knowledge, attitudes, and behavior. In the previous theory it was stated that the factors that influence environmental care behavior are very complex and involve many aspects. There is no guarantee that one of the three aspects

is good, so the behavior of caring for the environment is also good, the results of the study have also shown similar results. The formation of environmental care behavior is very complex because it involves internal and external factors that are interrelated, in addition there are also factors preventing someone from changing their behavior. Thus, to realize the behavior of caring for the environment it is not enough to involve only one modifying aspect or a certain party to make changes but by considering all aspects involved and cooperation between all parties. Synergy is needed in the form of an important role from various parties to achieve this as well as coordination between the government, community and schools so that they can establish good cooperation in order to achieve the goal of developing a good adiwiyata model that is supported in the spirit and aspirations of the Palu City Government. To realize this, the Palu City Government can arrange the adiwiyata program as follows.

1) Arranging the road map for the adiwiyata school development model in Palu City, to directly support the development of adiwiyata in Palu City, the Regional Government of Palu City can compile the road map for the adiwiyata school model development as a guiding strategy and planning document to implement the strategy presented in summary with high-level visuals that map the vision and direction of the adiwiyata program development to realize both elementary and junior high schools in the city of Palu that succeed in getting awards at the local, national, independent, and international levels in the implementation of adiwiyata schools. The road map for the development of the Adiwiyata school model in Palu City can be arranged based on several variables supporting the Adiwiyata school that have been modified to be more specific. The model starts from making policies from the regions which will then go down to each school which is then applied in the school curriculum. With this, it is hoped that school residents will have the character of love for the environment so that they can support their schools to become adiwiyata schools. For more details can be seen in the following picture.
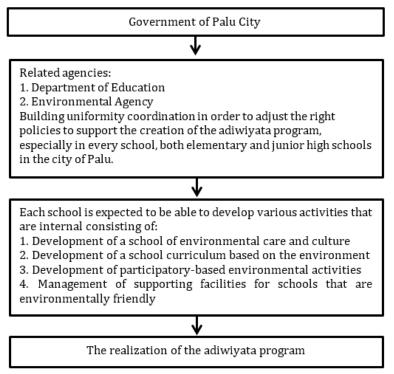

Figure 1. Road Map Development of the Adiwiyata Program

2) Cooperation between the Department of Education and the Department of Sanitation and the Environment, namely cooperation between each agency is needed to support the creation of the spirit of adiwiyata achievement. However, in the city of Palu there is no policy that supports every school for the success of the program, so there needs to be a mechanism of collaboration between the Education Office and the Office of Sanitation and Environment as an agency that has a main duty to build the development of the Adiwiyata school model. Where such cooperation can be realized by compiling a number of program activities that are participatory-based development activities in each activity, development and management of

supporting facilities for environmentally friendly schools. In addition, both the Department of Education and the Department of Sanitation and the Environment can propose a part in the official organizational structure in charge of the adiwiyata program so that it can provide a budget to propose some of the infrastructure needed because school funds cannot all be allocated to the environment which can be utilized to develop and provides cleaning equipment, plant seeds, composter, garden making, biopori and green house manufacturing and to help in the purchase of environmental books, as well as other activities related to the environment such as workshops, training, competitions and environmental arrangement and improvement.

3)   Strengthening of institutions in each school in order to create the maximum adiwiyata program implementation, it is necessary to strengthen institutions in each school, in this case several internal school policies in order to achieve adiwiyata activities. Where schools have an important role to realize the implementation of adiwiyata programs that can be implemented such as: 1) The principal as a policy holder can issue a decree containing the role of teachers and employees in the school environment related to the job duties in accordance with the implementation of the adiwiyata program in each - each school; 2) build commitment and build communication between students, build an improvement or change towards success will deliver personal determination, self-confidence and the impact of a term is success; 3) the example of leadership, having the belief that must be fought as an example is to practice what is promoted, carry out commitments, fulfill promises to act according to the words and do what is said; 4) control, which is carried out by superiors giving attention, direction, guidance and correcting mistakes so that it will determine behavior at work such as disciplinary behavior;

4)   Providing incentives for schools that receive adiwiyata awards where the Regional Government of Palu City can increase achievements in the adiwiyata program by providing incentives for schools that have achieved achievements in adiwiyata programs both local, national, independent, and international. The incentive will provide stimulus to every school, both elementary and junior high schools in the Palu City Region in order to increase their efforts in implementing the adiwiyata program to the maximum as a form of achieving success in the process of environmental management and preservation.

CONCLUSION

In order to realize the process of implementing environmental management and preservation, efforts are needed through raising public awareness one of which is through the application of an educational program that has been realized in the form of an adiwiyata program. Every central and regional government is obliged to support the program in order to achieve maximum goals. In the framework of developing the Adiwiyata school model in Palu City, the policies that can be formulated by the Palu City government, namely: 1) preparation of the road map for developing the Adiwiyata school model in Palu City; 2) development of cooperation between the Department of Education and the Office of Cleaning and Environment of the City of Palu; 3) institutional strengthening in each school; and 4) incentives for schools that receive the adiwiyata award.

Disclosure statement

No potential conflict of interest was reported by the authors.

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