



## Implementation of School Policy in Maintaining Environmental Care in Indonesia

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### ABSTRACT

*This qualitative research aims to educate and provide information to the public about the role of educational institutions in environmental care. This can be achieved by influencing people's behavior to engage in environmental management through education in the school environment. Schools can implement programs or rules that teach students about environmental management and ensure that each student carries out and obeys the rules positively and responsibly. This research was conducted in SMAN 4 Kendari, Southeast Sulawesi, Indonesia. This school is one of the schools with an environmental vision that has been established based on government decisions. Data collection is done through observation, interviews, and documentation. The results of the study indicate that school policy in maintaining the ethical values of environmental care is done through strengthening school rules to ensure that each student is involved in managing the school environment, managing school facilities and services oriented towards environmental management, and strengthening and assisting students' extracurricular programs in environmental management. With the approach undertaken by the school, it is expected to realize a healthy and comfortable environment and become a model in creating an eco-friendly environment school.*

**KEYWORDS:** Character; education; environment; management; eco-friendly

### ABSTRAK

*Artikel hasil penelitian kualitatif ini bertujuan untuk mendidik dan memberikan informasi kepada masyarakat tentang peran lembaga pendidikan dalam membentuk karakter peduli lingkungan. Hal ini dapat dicapai dengan mempengaruhi perilaku masyarakat untuk terlibat dalam pengelolaan lingkungan melalui pendidikan di lingkungan sekolah. Sekolah dapat mengimplementasikan program atau aturan yang mengajarkan siswa tentang pengelolaan lingkungan dan memastikan bahwa setiap siswa melaksanakan dan mematuhi dengan cara yang positif dan bertanggung jawab. Penelitian ini dilakukan di SMAN 4 Kendari, Sulawesi Tenggara, Indonesia. Sekolah ini merupakan salah satu sekolah berwawasan lingkungan yang telah ditetapkan berdasarkan keputusan pemerintah. Pengumpulan data dilakukan observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa kebijakan sekolah dalam mempertahankan nilai etika peduli lingkungan dilakukan melalui penguatan aturan sekolah untuk memastikan setiap siswa terlibat dalam pengelolaan lingkungan sekolah, pengelolaan sarana dan prasarana sekolah berorientasi pada pengelolaan lingkungan hidup, dan penguatan dan pendampingan program-program ekstrakurikuler siswa dalam pengelolaan lingkungan.*

*Melalui pendekatan yang dilakukan oleh sekolah diharapkan dapat mewujudkan lingkungan yang sehat dan nyaman serta menjadi model dalam mewujudkan sekolah ramah lingkungan.*

**KATA KUNCI:** Karakter; lingkungan; pendidikan; manajemen; ramah lingkungan

## 1. Introduction

An environmental issue is one of the topics of study in scientific meetings at local, national, and international levels. Various environmental damage has caused degradation of environmental quality, such as floods, landslides, air pollution, soil contamination, water pollution, and other damage that disturb human comfort. To reduce environmental degradation, one of the efforts is to encourage the creation of community knowledge so that it can be involved in saving the environment or promoting sustainable development of an eco-friendly environment (Fua & Suardi, 2014)

Environmental education is one way to prepare the community to have insight and responsibility to contribute to sustainably managing the environment. In addition, it is a set of processes to build individual awareness that can help resolve and provide solutions to environmental problems (Dolenc Orbanic & Kovač, 2021; Kadir et al., 2022). School is an educational institution that has an important role in educating the community. Teaching and learning activities will build positive attitudes and behavior regarding environmental management. Moreover, school is a place for children to get stimulus from teachers, and is a social environment that can shape children's character. Therefore, the strengthening of environmental care in the school will affect social life so that children will have an attitude of respect and nurture the environment (Agus & Ali, 2022; Lestari et al., 2022).

Strengthening environmental care is a process of saving the environment through a series of programs to realize a responsible school community to protect and manage the environment through qualified school governance, supporting sustainable development (Rodríguez-Marín et al., 2020). This approach is expected to open the learning space for students on environmental issues, observe nature, appreciate it, and carry out other forms of activity so that students will be responsible for saving their environment (Fua et al., 2016).

Underpinning environmental care has been implemented at SMAN 4 Kendari, Southeast Sulawesi. This school was chosen because it is a reference in environmental management and has been awarded as a green school. Research on the contribution of schools in creating a culture of environmental care has been largely undertaken, such as the development of interdisciplinary approaches to improve students' ability to solve environmental problems (Fua et al., 2018), the alignment of environmental issues to create individuals responsible for saving the environment (Gould et al., 2019), learning by critical thinking with an ecologically sound, epistemological, transformative, dialectical and holistic approach to improve students' understanding of environmental sustainability programs (Painter-Morland et al., 2016), and the introduction of sustainable development concepts to students through learning and teaching activities developed in the form of questions to shape student behavior in saving the environment (Kearins & Springett, 2003). In contrast to research conducted by some of these studies, this research emphasizes the involvement of schools, teachers, and students in maintaining environmental care behavior through several programs that aim to foster the students' awareness of their environment so that environmental care is maintained.

## 2. Methodology

The research used a qualitative approach that presents the role of educational institutions in maintaining the character of environmental care in SMAN 4 Kendari, Southeast Sulawesi. The

study was conducted in Kendari city with the theme of the environment, which has its characteristics since this area has twice experienced a flood disaster that crippled the economic activity in Kendari. Thus, SMAN 4 Kendari no longer only teaches environmental management as part of the developed curriculum but also reinforces the community's caring behavior.

The research was conducted at SMAN 4 Kendari, a senior high school that has been awarded an environmentally go-green school so that the school meets the established research criteria. To meet the ethical criteria of research, from the outset, the researchers compiled a research proposal, communicated with the school principal, and asked for initial consideration of the research question posed. Data collection was conducted for 6 months, from April 2021 through September 2021.

This research was under four stages: identification, data collection, checking data validity, and discussion. Data collection was done by observation and in-depth interviews conducted on the subject of researchers by the problem's criteria. Interviews were conducted in three groups: principals, teachers, and students. Interviews were conducted separately using interview guides. Meanwhile, observations were conducted five times using observation guidelines so that the data obtained were valid. The final part of the research is triangulation to check data validity through percentages to get input from colleagues at the researchers' respective institute. This series of stages of research activities were conducted to ensure that this research has explained the phenomenon of the research problems.

### **3. Findings**

SMAN 4 Kendari is one of the schools in Kendari that has implemented environmental education through learning activities inside and outside the classroom. This activity is important in changing students' behavior through teaching activities and forming individuals responsible for the surrounding environment. To maintain the character of environmental education in SMAN 4 Kendari, the school conducted several programs to cultivate students' care for their environment so that environmental care is still preserved.

#### ***3.1 School-Based Environmental Education Rules***

School-based environmental education rules are one school program that aims to make students aware of their environment. In order to realize this, the principal contributed to the implementation of this program. The principal has a program plan and targets to be achieved by the community of SMAN 4 Kendari as an environmental care school. The role of the headmaster is not only as supervisor and evaluator but also as an implementer of the school program for school importance and progress. In addition, the success of environmental school-based rules is also supported by all school community, such as teachers. Creative teachers will provide great opportunities for the development of the school into a school with an eco-friendly environment.

School-based environmental education rules implemented in SMAN 4 Kendari, such as the use of tariffs on students found littering both in the classroom and outside the classroom. Other rules applied by schools are that students who are late to school or undisciplined students will be punished by cleaning up the school environment. Forms of punishment are telling students to clean the school toilets, watering the garden flowers, picking up trash in the school yard, throwing garbage collected in landfills, and cleaning up some classrooms.

Environmental education rules in the form of punishment and environmental care programs are a form of coaching done by schools in shaping the students' character to be better and have a concern in environmental management. The guidance of environmental care behavior conducted at SMAN 4 Kendari is not only through the enforcement of the rules but also done orally through the appeals given before the students start learning activities.

### ***3.2 Facilities and Infrastructure Based on Environmental Education***

The availability of adequate facilities and infrastructure will greatly assist the implementation of environmental care programs as well as the formation of environmental care character. Based on the Regulation of the State Minister of Environment Number 05 the year 2013 on Guidance of Implementation of *Adiwiyata* Program, it stipulates that schools which get predicate of *Adiwiyata* School provide at least six means to overcome environmental problems, i.e., clean water, landfills, sewerage, composter, open green and music room equipped with silencers. The provision of facilities and infrastructure to support environmental learning aims to make the education process affects the environment.

As an *Adiwiyata* school, SMAN 4 Kendari already has adequate facilities and infrastructure to help realize the environmental education program. Facilities and infrastructure owned by SMAN 4 Kendari such as study room, principal room, teachers' room, staff room, vice principal room, public relations room, hall, student health unit, laboratory, library, healthy canteen, mosque, parking area, sports field (basketball, tennis, *takrau*, badminton, futsal, volleyball), clean water, school forest, study park, composter, garbage can, and toilet. In addition, facilities and infrastructure facilities at SMAN 4 Kendari are also equipped with greenhouses as research sites and natural laboratories, family medicinal plants to increase student's knowledge about the diversity of plants in Southeast Sulawesi, and fish ponds as a medium of knowledge for learners to challenge the ecosystem of flora and fauna. There are also bio-pori facilities in the school environment that provide lessons for students to cope with flooding. The availability of facilities and infrastructure in SMAN 4 Kendari is important in supporting the implementation of environmental education activities.

To successfully implement environmental education in SMAN 4 Kendari, the management of facilities and infrastructure is carried out to realize the program implemented can be achieved. Maintenance undertaken includes maintenance of school sanitation facilities, pruning shade trees, plant maintenance and green open spaces, classroom facilities, and all eco-friendly environment supporting facilities and infrastructure such as composter, fish ponds, bio Pori, waste bins, and others. To support the success of maintenance undertaken in SMAN 4, Kendari formed a coordinator who takes care of facilities and infrastructure so that environmental education support facilities can be maintained properly. Maintenance of school facilities and infrastructure is not only the responsibility of school staff, but also teachers, students, and all school residents are conducted every week through the *Jum'at Bersih* program.

### ***3.2 Guidance of School-Based Environmental Education***

Schools as educational institutions develop students' skills in academic activities and develop and enhance students' abilities in non-academic activities. In non-academic activities, SMAN 1 Kendari provides space for the growth of talent and creativity of students so that they have the freedom to create one of them through extracurricular activities. Extracurricular activities are activities undertaken outside the hours of instruction aimed at developing their potential, talents, and interests through educational programs organized by schools.

The form of extracurricular activities at SMAN 4 Kendari involve students in various activities in the school environment. Student involvement in SMAN 4 Kendari is provided by school organizations such as intra-student organizations, Islamic *da'wah* organizations, and student activity units that focus on environmental management. SMAN 4 Kendari carries out the guidance of environmental care behavior through extracurricular activities to maintain environmental education's character by involving students to succeed in environmental education-based programs. The form of activities undertaken by extracurricular organizations such as tree planting along Kendari City road, carrying out training on how to maintain the

school environment, grouping the types of waste, recycling waste into organic fertilizer, social service, helping victims of natural disasters, and others.

Likewise, other extracurricular activities held by SMAN 4 Kendari communities in maintaining an environmentally caring character is the activity of SMAN 4 Kendari-based environment expo conducted by all organizations in the SMAN 4 Kendari environment. This activity invites students to keep and maintain the school environment. The activities of the SMAN 4 Kendari expo are done by making and exhibiting student works from used goods such as wood, bottle, and paper designed beautifully and attractively, social service cleaning of the school area, cleaning of public places, and tree planting at several school locations and public places. In addition to physical activity, environmental education campaigns are also published through wall magazines made of paper and used goods to grow students' environmental care. The series of student organization development activities undertaken by SMAN 4 Kendari is a school effort to realize and save the earth, particularly going green school.

#### **4. Discussion**

Environmental education is an effort by educational institutions to train and teach students about environmental crises that threaten the lives of living things (Fua et al., 2018). In addition, it imparts the practice of conservation, protection, and sustainability of environmental management (Yadav et al., 2021; Painter-Morland et al., 2016). This environmental education aims to empower and transform human relationships with the environment into responsible and sensitive individuals for environmental management (Castellanos et al., 2020; Argandoña, 2004). Therefore, environmental education conducted by institutions or schools to students is expected to influence the appropriate decision-making by considering aspects of environmental sustainability.

Maintaining environmental care character through educational institutions is an educational institution's contribution to supporting sustainable development and reducing environmental damage. Some educational programs and models developed by educational institutions still retain the student's caring character, as has been done in Mexico. The government in Mexico developed an artificial ecosystem for endangered flora and fauna. This environmental education program is also called a "living pool" that promotes the relationship between people and nature as well as the importance of environmental preservation. This activity is able to attract students to engage in environmental conservation (Sousa et al., 2016). In the UK, the care of environmentally caring characters is done by developing an interdisciplinary curriculum by integrating all disciplines. This activity adds to students' knowledge of environmental management, and students are interested in following the school's activities (Littledyke, 2008). In Spain, a continuing education curriculum on environmental issues was also developed. This curriculum teaches students about environmental education, and the learning process is conducted in and out of the classroom. In the classroom, students acquire theories about environmental education, while outside the classroom, students practice the theory they got in the classroom. These activities can enhance students' knowledge and interaction with the environment and eventually have eco-friendly behaviors (Blanchet-Cohen & Reilly, 2013; Dolenc Orbanić & Kovač, 2021).

In contrast to Mexico, England, and Spain, in India, the role of schools in maintaining environmental care is done through art education in the classroom. This education combines local customs with ecological resource management and the ecologic environment through images, videos, books, or other forms of media (Bequette, 2007). On the other hand, environmental care behavior is preserved in Japan by developing environmental ethics education (Tamura & Uegaki, 2012; Fua et al., 2016). This ethical education teaches students to interact with the environment wisely and responsibly (Bruyere, 2008; Wiek et al., 2011; Sousa et al., 2016).



Although schools have different approaches to maintaining environmental care character, school-based learning programs or activities in Mexico, England, Spain, India, and Japan still maintain the same goal of cultivating students' love for the environment. Ultimately, this study confirms that environmental education programs conducted at SMAN 4 Kendari, Southeast Sulawesi Indonesia, such as the application of rules, management of facilities and infrastructure, and the guidance of environmental-based extracurricular by environmental education forms of school contribution in building a culture of environmental care.

## 5. Conclusion

Maintaining an environmental care character through go green programs is something that schools must do to build a culture of love for nature and the environment. SMAN 4 Kendari is an environmentally-oriented school in Kendari, Southeast Sulawesi, responsible for preserving students' environmental care. Some of the activities undertaken by the school in building a culture of environmental care are applying rules, managing facilities and infrastructure, and guiding school extracurricular programs based on environmental education. Therefore, schools have an important role in maintaining environmental care characteristics through environment-based activities that are implemented in everyday life in the school environment to support the development of an environmental care culture.

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