



Evaluation of the Adiwiyata Program at Junior High School 23 Palembang

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ABSTRACT. This study aimed to analyze the evaluation of the Adiwiyata program at State Junior High School 23 Palembang. This type of research is field research carried out in the scene or the place where the symptoms being investigated occur. This research approach uses a qualitative approach. Data collection techniques using observation, interviews, and documentation. The data analysis technique used is data analysis technique according to Miles and Huberman, namely data reduction, data presentation, and verification. Evaluation of the Adiwiyata program at State Junior High School 23 Palembang focused on using the CIPP (Context, Input, Process, Product) evaluation. Supporting factors for the Adiwiyata program at 23 Palembang Junior High School, namely 1) a large schoolyard for planting and gardening; 2) the presence of ornamental plants; 3) availability of water channels; 4) availability of waste bank; 5) greenhouse; 6) the presence of a clean water tank; 7) schoolyard using paving blocks; 8) budget funds from the government for the Adiwiyata program; and 9) school residents work together. The factor that hinders the implementation of the Adiwiyata program at SMPN 23 Palembang is the COVID-19 pandemic, where students cannot participate in the Adiwiyata program activities at their schools. In addition, students lack awareness of the environment, so teachers must provide education and socialization to them about Adiwiyata to create healthy schools that care about the environment.

Keywords: *CIPP evaluation, Adiwiyata program*



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INTRODUCTION

On June 3, 2005, the Ministry of Environment and the Ministry of National Education signed a joint agreement Number: Kep.07/MENLH/06/2005 and Number: 05/VI/KB2005 concerning Environmental Guidance and Development (Suharini et al., 2015). Santoso et al. (2011) stated that environmental education is an effort to change behavior and attitudes carried out by various social parties or elements that aim to increase knowledge, skills, and public awareness about environmental values and environmental problems. Therefore, environmental education can move the community to play an active role in environmental preservation, conservation and security, and for the benefit of present and future generations.



Sarajar (2020) cites Law Number 32 of 2009, article 1 paragraph 2, that environmental protection and management is a systematic and integrated effort carried out to preserve environmental functions and prevent pollution or environmental damage, which includes planning, utilization, control, maintenance, supervision, and law enforcement. As explained in the law above, the environment needs preservation to avoid all environmental problems. The government is committed to protecting the environment from damage through education by implementing the Decree of the Minister of the Environment number 02 of 2009 concerning environmental care, namely the Adiwiyata program (RI, 2012).

According to Al-Anwari (2014), Adiwiyata is a government program that encourages the creation of knowledge and awareness of school residents to become individuals with character and concern for the environment, which is agreed upon in collaboration with the Ministry of National Education and the Ministry of Environment. The Adiwiyata program is a form of government commitment to environmental management and protection through education. It aims to instill the love of school residents for their environment, including instilling attitudes and behaviors that care about the surrounding environment (Wahyudi et al., 2020). The Adiwiyata program was formed because the government was concerned over the basic norms of behavior and character, including togetherness, openness, equality, honesty, justice, and environmental sustainability (Diyan Nurvika Kusuma Wardani, 2020). The Adiwiyata program in schools must be evaluated so that the government's objectives of implementing the Adiwiyata program in schools can be achieved.

Evaluation provides information that can be used as consideration for determining prices and services (the worth and merit) of the objectives achieved, design, implementation, and impact to help make decisions, assist accountability, and increase understanding of phenomena. (Syafudin, 2016). Thus, the essence of this evaluation is to provide information that can be used as a consideration in decision-making. Program evaluation is the process of examining and evaluating a program to determine the effectiveness of each of its components through a series of information obtained by evaluators, which should assist in the development, implementation, needs of a program, program improvement, accountability, selection, motivation, increasing knowledge and information (Azham, 2011a). It is imperative to evaluate a program so that it can be seen how it is running and how high the policies have been issued and implemented (Fitzpatrick et al., 2004). The form of the evaluation results is a recommendation from the evaluator for decision-making. Arikunto and West Java explained that four possible policies could be implemented based on the results of the implementation of a decision program, including a) Stopping the program; b) Revising the program; c) Continuing the program; and d) Disseminate the program (Suharsimi & Jabar, 2008). Based on this explanation, it can be concluded that the evaluation of the Adiwiyata program has the benefit of being a tool for providing recommendations for the Adiwiyata program, whether the program can be continued, disseminated, improved, or even discontinued. All decisions taken are for the good of the institution that implements the program.

The objectives of the Adiwiyata Program are to (1) Helping students have total awareness and sensitivity to the environment and natural resources and (2) help students have a basic understanding of the interrelationships between the environment and natural resources (Rahmy et al., 2012). The main goal is to explain the function of humans in protecting the universe and show how to maintain the quality of the natural environment for the common good in the future (Adelia, 2010). The goal (Law No. 32 of 2009) includes the environment and sustainable development. The basic principles in the Adiwiyata program (Regulation of the Minister of Environment of the Republic of Indonesia Number 05 of 2013) are: educative, participatory, and sustainable. To evaluate each component, the CIPP model is used.

Evaluating the Adiwiyata program in schools can be done with various models. Many models have been developed and can be used to conduct evaluations according to the focus

(Arifin, 2019). Although the studies differ, one program evaluation model has the same aims and objectives. Although the studies differ, one program evaluation model has the same aims and objectives. (Sufflebeam, 1985). Kaufman and Thomas distinguish the evaluation model into eight: Goal-Oriented Evaluation Model, Goal Free Evaluation Model, Formative-Summative Evaluation Model, Countenance Evaluation Model, CSE-UCLA Evaluation Model, CIPP Evaluation Model, and Discrepancy Model (Syafudin, 2016). From these models, the researcher chose to use the CIPP (Context, Input, Process, and Product) model in evaluating the Adiwiyata program at 23 Palembang Junior High School.

CIPP (Context, Input, Process, and Product) is an evaluation model that uses a management-oriented approach or is referred to as a form of program management evaluation. This evaluation model is the most widely used and is applied by evaluators (Arni et al., 2021). The CIPP (Context, Input, Process, and Product) model is based on the view that the most fundamental goal of program evaluation is not to prove but to improve (Bhakti, 2017b). Therefore, this model is also categorized as an evaluation approach oriented toward program improvement or a form of development evaluation. This model is applied to support organizational development and help the leadership and staff of the organization obtain and use input systematically so that they are better able to meet essential needs or, at a minimum, work and possibly with existing needs resources.

Research conducted by Angga Swasdita Fridantara previously showed that the implementation of the Adiwiyata program at State High School 2 Klaten was by the Adiwiyata Guidebook. The school sought to increase student participation in the Adiwiyata program by carrying out various special activities, such as establishing the Adiwiyata Task Force and following environmental actions organized by the school and outside the school (Fridantara, 2015). In addition, research by Nurhafni et al. (2019) shows that the strategy for developing environmental schools in all Pekanbaru High Schools can be realized through the following efforts: increasing student awareness through parental support, increasing collaboration with other schools, increasing students' insight and knowledge about the environment, developing environmental activities with the community, and increasing cooperation with environmental foundations.

The similarities of this research with previous studies are discussing Adiwiyata, how the school introduces students to Adiwiyata, and how to increase students' awareness to protect the environment at school better and outside of school. Meanwhile, the differences between this study and previous studies are: that this study analyzes the evaluation of the implementation of the Adiwiyata program, uses the CIPP evaluation model, and the location of this research was carried out in a junior high school. This program has a strategic role in increasing environmental awareness and experiencing a slump (Fajar & Putra, 2021). According to Limawati (2018), to run the Adiwiyata program, schools must have four aspects in their implementation, including aspects of environmentally friendly policies, aspects of the environment-based school curriculum, aspects of participatory-based activities, and aspects of environmental management.

These aspects play a role in conditioning the school environment to familiarize students with environmental care behaviors and other school members and improve the Adiwiyata program in schools. This Adiwiyata program conducts an assessment once a year (Maryani et al., 2018). The assessment is gradual, starting from the district (city), province, national, and finally, independent Adiwiyata. The 23 Palembang Junior High School has started the Adiwiyata program starting from the Adiwiyata School, regency (city), and Province. With the Adiwiyata program, the State Junior High School 23 Palembang created a clean and beautiful environmental school, accompanied by a vision, mission, and goals and instilled an environment-based curriculum by the Adiwiyata components made by the Ministry of Environment. The Adiwiyata program at State Junior High School 23 Palembang has been going well because all school members carry out the program by the school's vision, mission, and goals. Nevertheless, besides

that, there are still shortcomings that must be corrected in carrying out the Adiwiyata program to create a cleaner school environment and instill environmental care in students at school and outside of school.

Based on the description above, the researcher formulates the main problems in this study, namely 1) How is the evaluation of the Adiwiyata program at the 23 Palembang Junior High School? and 2) What are the supporting and inhibiting factors for evaluating the Adiwiyata program at 23 Palembang Junior High School? This problem formulation was made to determine the evaluation of the Adiwiyata program at 23 Palembang Junior High School and to find out the supporting and inhibiting factors. The theoretical benefits of this research area a) to add insight and knowledge that is useful for schools regarding the evaluation of the Adiwiyata program; b) to be used as reference material for further research, especially regarding the evaluation of the Adiwiyata program. Meanwhile, practically, namely: for schools, it can be used as input for improving the Adiwiyata evaluation program; for writers to add and develop knowledge, especially regarding the evaluation of the Adiwiyata program; and other parties can provide information regarding the evaluation of the Adiwiyata program.

METHOD

This type of research is field research carried out in the scene or the place where the symptoms being investigated occur (Arikunto, 2005). This research approach uses a qualitative approach, meaning that the approach is carried out by explaining, explaining, and self-explaining the main issues to be discussed in this study and then deductive conclusions are drawn (Solihin, 2021). Data collection techniques using observation, interviews, and documentation. The data analysis technique used is data analysis technique according to Miles and Huberman, namely data reduction, data presentation, and verification (Sugiyono, 2015). The sources of data in this informant are key informants and supporting informants. The key informants in this research are those who know and have the various basic information researchers need. In this case, the key informant is the Palembang 23 State Junior High School principal. Meanwhile, supporting informants can provide information and are not directly involved in the social interactions studied. In this case, the supporting information is the Adiwiyata team and the Palembang 23 State Junior High School teachers.

RESULT AND DISCUSSION

Evaluation of the Adiwiyata Program at State Junior High School 23 Palembang

According to Azham (2011b), program evaluation is a process of reviewing and evaluating the program to determine each component's effectiveness through a series of information obtained by the evaluator. In addition, program evaluation can also assist development, implementation, needs, improvement, accountability, selection, motivation, and increased knowledge and information. Eight program evaluation models are used to determine whether the program is effective. In this study, the model used is the CIPP model. CIPP (Context, Input, Process, and Product) is an evaluation model that uses a management-oriented approach or is referred to as a form of program management evaluation (Arni et al., 2021). This evaluation model is the most widely used and is applied by evaluators.

The CIPP model is based on the view that the most critical goal of program evaluation is not to prove but to improve (Bhakti, 2017a). Therefore, this model is also categorized as an evaluation approach oriented toward program improvement or a form of development evaluation. This model is applied to support organizational development and help the leadership and staff of the organization obtain and use input systematically so that they are better able to meet essential needs or, at a minimum, work as well as possible with existing resources. The

CIPP model consists of four evaluation types: Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation (Purnama & Dwikurnaningsih, 2021). The four types of CIPP evaluations analyze whether the Adiwiyata program at 23 Palembang State Junior High School has been running effectively.

Context Evaluation

Context evaluation is used to identify and assess the needs that underlie the preparation of a program (Widoyoko, 2009). Based on the results of field studies, it can be stated that the program and objectives of the Adiwiyata program at SMP Negeri 23 Palembang have been planned since the school participated in the Adiwiyata program at the city and provincial levels. This program aims to keep the school environment awake by carrying out maintenance activities—plants in greenhouses and school gardens, separation of organic and non-organic waste. Then what schools need to achieve in this program is cooperation between school residents who participate in protecting the school environment. State Junior High School 23 Palembang consistently moves forward and follows Adiwiyata to the National level by adding ornamental and medicinal plants, making catfish ponds, compost houses, and others.

Input Evaluation

Input evaluation helps regulate decisions, determine available sources, what alternatives are taken, what plans and strategies are to achieve goals, and what are the work procedures to achieve them. The main purpose of input evaluation is to determine how to use inputs to achieve program objectives (Widoyoko, 2009). Those involved in the ongoing process of the Adiwiyata program at State Junior High School 23 Palembang are school residents, starting from the principal, teachers, students, to the cleaning staff in assisting the Adiwiyata program activities. In addition, to support this activity, facilities and infrastructure are needed to support the success of the Adiwiyata program activities. In the Adiwiyata component, schools are required to provide environmentally friendly supporting infrastructure for students, as well as improve the management of environmentally friendly facilities and infrastructure, such as providing school gardens, drainage, composting houses, and small gardens around the school.



Picture 1. State Junior High School 23 Palembang Gardens

For the procurement of these facilities and infrastructure, a budget funded by the government is required using School Operational Assistance funds of 10 million for the Adiwiyata program, and in participating in the Adiwiyata program activity process one must follow the procedures and rules of the Regulation of the Minister of Environment and Forestry of the Republic of Indonesia No. P.25/MENLHK/SETJEN/KUM.1/9/2019 regarding the movement for environmental care and culture in schools.

Process Evaluation

Process evaluation is used to detect or predict the procedure design or implementation design during the implementation phase, to provide information for program decisions, and as a record or archive of procedures that have occurred. Basically, process evaluation is used to find out to what extent the plan has been implemented and what components need to be improved (Mutrofin, 2014). The implementation of the Adiwiyata program was carried out such as students taking care of plants, fertilizing compost, counseling on saving electricity and saving water, and forming an Adiwiyata socialization team which ensured that the school was free of waste, but due to the pandemic, the activity was assisted by the janitor and Office Boy. All who are responsible for the program are school residents and the Adiwiyata team who have management at the school. For the Adiwiyata program to run at State Junior High Schools 23 Palembang, it began in 2012 by participating in the Palembang City Adiwiyata, the provincial level in 2016, and the national Adiwiyata in 2019 but failed. Until now, State Junior High School 23 Palembang is still trying to achieve national Adiwiyata.



Picture 2. Student activities taking care of plants at the Green House



Picture 3. Slogan Save Electricity and Save Water at State Junior High School 23 Palembang

Product Evaluation

Product evaluation to help make further decisions, both regarding the results that have been achieved and what to do after the program runs (Daryanto, 2010). The success of the Adiwiyata program activities at Junior High School 23 Palembang is seen from the consistent running of the program, as well as supported by administrative achievements that can bring State Junior High School 23 Palembang to participate in Adiwiyata at the South Sumatra Province level and get

environmental certificates. In addition, there is also a State Junior High School 23 Palembang making handicrafts from waste and participating in exhibitions in Palembang City.

Supporting and Inhibiting Factors of Adiwiyata Program Evaluation

Supporting Factors

Supporting factors for the Adiwiyata program at 23 Palembang Junior High School, namely 1) a large schoolyard for planting and gardening; 2) the presence of ornamental plants; 3) availability of water channels; 4) availability of waste bank; 5) greenhouse; 6) the presence of a clean water tank; 7) schoolyard using paving blocks; 8) budget funds from the government for the Adiwiyata program; and 9) school residents work together.



(a) (b)
Picture 4. (a) school yard using paving block; (b) garbage bank

Inhibiting Factors

Factors inhibiting the implementation of the Adiwiyata program at 23 Palembang Junior High Schools, namely 1) the covid-19 pandemic so that all students cannot participate in Adiwiyata program activities at school; and 2) there is still a lack of awareness of environmental care so that teachers continue to provide education and socialization about Adiwiyata to create healthy schools and care for the environment

CONCLUSION

Evaluation of the Adiwiyata program at State Junior High School 23 Palembang which was focused on using the CIPP evaluation (Context Evaluation, Input Evaluation, Process Evaluation, Product Evaluation). Conclusions from the evaluation of the Adiwiyata program at State Junior High School 23 Palembang include: 1) Context evaluation, namely the plan for the Adiwiyata program at school is in accordance with the plans and objectives of the Adiwiyata program itself, such as the goal of making the school environment shady and clean; 2) Evaluation of inputs, namely school residents involved in the Adiwiyata program assisted by environmentally friendly facilities and infrastructure, and supported by budget funds from the government through the School Operational Assistance fund, followed by procedures and rules made by the Ministry of Environment and Forestry of the Republic of Indonesia. Indonesia; 3) Process evaluation, namely the implementation of the Adiwiyata program carried out through pickets and clean Friday programs, caring for plants, and making compost; 4) Product evaluation, namely the success rate of implementing the Adiwiyata program at SMP Negeri 23 Palembang is influenced by the cooperation of all school members, being consistent in maintaining the school environment, being able to make creative works from waste; and the existence of the school's Adiwiyata team.

Supporting factors for the Adiwiyata program at 23 Palembang Junior High School, namely 1) a large schoolyard for planting and gardening; 2) the presence of ornamental plants; 3) availability of water channels; 4) availability of waste bank; 5) greenhouse; 6) the presence of a

clean water tank; 7) schoolyard using paving blocks; 8) budget funds from the government for the Adiwiyata program; and 9) school residents work together. The inhibiting factors for the implementation of the Adiwiyata program at State Junior High School 23 Palembang, namely 1) the covid-19 pandemic so that all students cannot take part in the Adiwiyata program activities at school; and 2) there is still a lack of awareness of environmental care so that teachers continue to provide education and socialization about Adiwiyata to create healthy schools and care for the environment.

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