

THE ENVIRONMENTAL EDUCATION SUSTAINABILITY AT SMA

ADIWIYATA MALANG

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ABSTRACT:

This study aims to: (1) Describe the Adiwiyata program at the schools; (2) Describes the implementation of environmental programs through learning activities; (3) Describes implementation of programs Adiwiyata activities through participatory environment.(4) to describe the supporting factors, inhibiting factors, and provide a description in Overcoming the inhibiting factors of Adiwiyata program on Senior Public High Schools 8 and 7 in Malang. This research used a descriptive qualitative approach. The results Showed that the policy of living environment in the school already stated in the official decision and integrated in each subject. Then, the schools socialize some of the main activities using the approach to the students to Obtain perfect support to create absolute agreement that the school is truly environmental school. The supporting system like garden, open areas, waste water installation and monitoring tool units are already exist and environmental friendly. Furthermore, researcher still found various situations inhibiting the continuous implementation of Adiwiyata, such as the unit of the task is not on time, and there is a group of students who have not been Tirrenus in understanding the concept of environmental schools, funding issues, and the support of the society and other parties

are going low when the shifting of hapened school leader. It is better if the schools have implemented a strategic steps to overcome the barriers existing.

KEYWORDS: Adiwiyata, greenschool, environment

INTRODUCTION:

Environmental problems are increasingly alarming. Although the government's efforts to address environmental issues never slack, but also environmental issues were never completed. Every day, news on environmental issues ranging from garbage, cleanliness, traffic noise, air pollution, water pollution, floods, landslides and others kept up-to decorate the newspaper. During 2018, for example, environmental problems such as floods, landslides, forest fires and land had claimed many lives and destroyed property in very much. 2019 case of floods, landslides and forest fires are still a trending topic as environmental problems in Indonesia.

Environmental conservation concern due to increasingly felt the decline in addition to the quality of life is also quality of habitat necessary to sustain life. Recycling the ecological balance is no longer easily conduct a closed circuit. As a result of increasingly polluted air, soil, and water, the interrelationships between the living environment experienced disparity due to the low value of the ecological problems of social,

human, cultural, physical and biological (Dasrita, 2013). The environmental crisis is not caused by nature or caused any damage to the biological activity of direction but everything is caused by the behavior of some people who always want to win and want to control the natural resources for the sake of profits as possible.

Humans increasingly bold and disturbing environmental damage so that arises an environmental crisis. Human interaction with the environment is no longer figured as a component of the biosphere are mutually mutualism, but on the contrary, the growth in the number of human culture and has become a cause of damage to the environment. Many parties in the town that is now a cause of social change advocates against rural communities, which is still very obedient preserve cultural ecology.

Although the agenda of sustainable development in Indonesia subject to environmental conservation has not got a touch means. Whereas major environmental role in supporting other development agendas. Worse yet appeared impression Indonesian government has been sacrificed for the sake of environmental sustainability and the name of development. The occurrence of natural disasters such as landslides and flooding in some areas of the proof of a lack of government attention to the preservation of this environment. As seen in the case of landslides and flash floods that occurred in some parts of Indonesia (Jakarta, Bogor, East Java, West Java, NTT, etc.).

Disaster management has not touched the root of the problem. Generally, the government only provides emergency relief in nature such as food assistance, clean water, healthcare and clothing. The government just relocated to a safer place. Yet the root problem lies in the destruction of the forest ecosystem.

Environmental problems do not just hit our country, but also other countries in the world, despite the country's well-established governance environment. The severity of environmental problems in Indonesia lately increasingly heavy even for cases that have crossed boundaries karhutla countries such as Malaysia and Singapore. While the environmental problems in developed countries including the pollution of air, soil and water, electronic waste, nuclear waste and natural disasters. Environmental problems caused by a natural disaster itself and by human actions. Natural disasters such as floods actually also caused due to human activities, such as deforestation, poor land use and disposal of garbage into the river. Many experts said that most of the environmental problems caused by human behavior. Therefore shape the behavior of matter or friendly or pro environment is an important case to prevent and tackle environmental problems. Central Issues may form pro-environmental behavior and make this behavior as a sustainable behavior from one generation to the challenge of environmental education in all countries.

Basing that human behavior that affect the environment, it is necessary to shape an environmentally friendly behavior through environmental education. Environmental education is believed to be the most appropriate steps to live and changing motivations, values and knowledge and skills of a person. Education plays an important role in raising the awareness related to environmental issues, in Indonesia at this time to teach about environmental education (EE), where EE has been taught since elementary school that the student is level (SD) up to the level of high school (SMA) thereby sensitizing the younger generation has been trained from an early age so that the expected future students are able to solve all environmental problems encountered in everyday life. Because according to Madsen

in (Clouds & Abbasi, 2013) the first thing that must be grown in students that is about awareness and commitment to resolve environmental problems, when it had already been aware then they will get a stimulus and encouragement to acquire the knowledge which they can use that knowledge to find solutions environmental problems they encountered. According to (McBeth, Hungerford, Marcinkowski, Volk, & Meyers, 2008) students at secondary school level represents the early adolescent phase, where in the early phase of individual adolescents are developing the ability to think in abstract terms such as cognitive ability and has a broader view of the world is also interest in environmental issues.

School is a place to implementation of a conscious and deliberate effort to realize the learning process and enable the potential of knowledge, attitudes and skills of learners. School as a place of education must be responsive to the environmental issues in the local, national, and global. As a scientific vessel that has a strategic role in shaping the changes, schools need to run the education for sustainable development. The education system in schools needs to be directed to membelajarkan learners realize sustainable living, especially for a sustainable ecological balance. Sustainable development can be taught through the implementation of school building program Adiwiyata (Secundus, 2019).

Indonesia has Adiwiyata program as stipulated in the Regulation of the Minister of Environment No. 5 of 2013, where the Adiwiyata program goal is to realize the school cares and cultured environment, and its implementation is based on three principles, namely educational, participatory, and sustainable. Adiwiyata program can help in increasing environmental awareness among the students. Adiwiyata contains a comprehensive four main components to

achieve a civilized school environment, not only physically but the only school of their behaviors school (Iswari & Utomo, 2017), According to rule No. 5 of 2013 there were four components Adiwiyata assessment, namely: (1) aspects of school policy environmentally sound; (2) aspects of the school curriculum-based environment; (3) aspects of participatory-based school activities; and (4) aspects of managing facilities and infrastructure that are environmentally friendly school. According Soerjani (2009: 52) of Environmental Education (EE) is an education program to foster students to have understanding, awareness, attitudes, behavior of a rational and responsible towards nature and sustainable development terlaksanakannya school program Adiwiyata.

In the 2019 sebanyak 434 schools comprising 376 public schools and 58 private schools out of 164 cities / counties in 32 provinces, managed to get the award as many as 333 National Adiwiyata Adiwiyata Independent schools and as many as 101 schools (Anonymous, 2019). Malang is a city with the highest number Adiwiyata schools in Indonesia. Based on information from the local education department officials, in 2018 the school was awarded the school Adiwiyata totaled 173 (Samsudin, 2018). Of course, each school has a unique experience in implementing Adiwiyata respectively.

LITERATURE REVIEW:

School Adiwiyata intended to foster environmentally sound behavior. Today the use of the term to mention environmental concerns are very diverse. Kaiser (1999) said that there are some terms to refer to environmental concerns, the ecological behavior, environmental behavior, sustainable green marketing or marketing. Although in these studies used the term greenmarketing but greenmarketing can not be confined as a

communication activity that consists of a series of procedures, activities and techniques to sell green products, but there are income ecological terms that should be understood as the philosophy that guides the behavior of the entire organization. Human behavior on the environment in view of the theory of planned behavior (behavior plan) according to Fishbein and Ajzen is a representation of the motivation, knowledge, attitude and practice (Greaves, 2013). Efforts to achieve environmentally sound behavior requires a supportive school environment both in terms of policy, curriculum and learning, participation in activities and dukunan infrastructure of environmental friendly against. Various studies have demonstrated the role of schools in shaping attitudes Adiwiyata care and cultural environment as well as the dynamics of the school in realizing the predicate as Adiwiyata school.

Ramli (2012), states that there are variations of the various countries in providing guidance to the school to make the school environment (green schools). International association establishes the necessity of green schools physical environment friendly school environment, learning activities (curriculum) which emphasizes active student and school atmosphere that is open and conducive to the other party to berpartisipasi. Perbandingan green school guidelines from various countries provide important input for formulating guidelines for green schools for the country of Malaysia. Hazzard and Hazzard (2012) stated that the green school has a comfortable physical environment for the community,

Veronese (2013) stated that the necessary institutional commitment, funding, facilities and infrastructure and the participation of all people in schools to realize the school environment (green schools). Barriers which is common to realize environmentally friendly school is the

participation of stakeholders and financial support, facilities and infrastructure. Indrawati (2014) states that the school Adiwiyata implement environmental education activities concerned with the formation of the student's character, the character loving environment. Therefore penguatan character education program (P2K) together with Adiwiyata school program.

Anga (2015) states that the school cares and cultured environment as a representation of Adiwiyata show their school policies that are committed to environmental stewardship and embodied in the vision, mission, objectives and work program of the school. School Adiwiyata also indicate the learning activities as curriculum development in favor of the cultural and environmental concerns. In the implementation of activities to Adiwiyata, school involved the entire school community or participatory and in the governance of infrastructure facilities with environmentally friendly principles. Meanwhile Anenda (2015) Stated that in the context of school Adiwiyata can be viewed in 3 categories, namely input components, parts and components process the results. Input component includes a personal element involved in Adiwiyata school, which regulates the activities Adiwiyata curriculum and infrastructure to support the school Adiwiyata. Process components include covering both intrekurikuler learning activities, co-curricular and extra-curricular activities aimed at improving knowledge, attitudes and skills of students. Component is the result of short-term impact (outcomes) and long term (output) in the aspect of knowledge, attitudes, skills and behaviors to understand the environment, care for the environment and solve environmental problems.

Asrianti (2016) states that there is a relationship between students' perceptions of school Adiwiyata with an environmentally friendly attitude towards students. With regard

primarily to it, schools need to strengthen pengetahuan Adiwiyata and skills of students in order to participate in solving environmental problems. Ardiyanto (2017) states that the Adiwiyata school students show a caring attitude to the environment of responses and opinions categorized as high (81%). Factors - factors that affect Adiwiyata that is characteristic of teachers, students and school environments that support. So the National Adiwiyata School will become a school Adiwiyata independent category. Implementation Program Adiwiyata against students on environmental care attitude has been good. However, there are still shortcomings in the technical activities and practice, such as the lack of budget for the management and protection of the environment. To overcome the existing obstacles hence the need for the procurement of space Adiwiyata, Adiwiyata team must coordinate with the principal and Adiwiyata program to be implemented in schools to form knowledge and behaviors for the citizens care about the environment of the school.

METHODOLOGY:

This research is qualitative descriptive, as in this study see the implementation of policy implementation Adiwiyata in efforts to achieve green environmental education in high school (SMA) in Malang. This study sought to describe or depict in detail or depth what efforts have been undertaken by schools, supporting factors what causes the passage of Adiwiyata program in schools, constraints anything encountered in the context of its implementation, as well as finding the solutions for the success of the program Adiwiyata school in Malang. This study took place in the city of Malang to see Adiwiyata existing policy implementation at SMA 8 and SMA 7. Data were collected by observation,

DISCUSSION / ANALYSIS:

The dynamics of the implementation of environmental education in schools Adiwiyata be learned from the experience of two winning schools Adiwiyata Mandiri, SMAN8 and SMAN7 Malang. As a guide book Adiwiyata, environmental education is implemented through intra-curricular activities and extra-curricular activities. All matapelajaran required to provide cargo care about the environment and this is a challenge. Hence the presence of ECOMAP has helped all subjects integrating care mission and culture of this environment on the process and content of the lesson.

SMAN 8 since the beginning own attention to environmental and cultural awareness. Physically SMAN 8 Malang has a beautiful atmosphere, shaded by leafy trees, manicured and tidy. In the vision, mission and goals of the school already affirm cultural awareness and the environment since 2008. Vision SMAN 8 is Insan Produce Intelligent Noble and cultured environment. The vision of the school cares and cultured environment outlined in the mission of the school is strongly committed to realizing the vision of a culture of the school environment.

Academically, SMAN8 Malang have a curriculum that teaches awareness and cultured environment and taught through the intra-curricular and extra-curricular. This school ECOMAP follow and develop the program in 2016 and PAKLIM in 2018 with the support of GIZ Germany. In 2018 the school independently develop SYNERGI EM @ S isStudent Environmental Resources Inventory GroupInvestigation - EcoMapping at School. The program is proven to increase the ability to think critically and environmental literacy of students in biology (Widya, 2019).

As a standalone level obligations Adiwiyata school, SMAN 8 has been brilliantly mengimbaskan and assist other schools so that elementary schools are able awarded

Adiwiyata school anyway. SMAN 7 Malang is one imbasan school SMAN 8 who also has won the award as an independent Adiwiyata school in 2018. As a school imbasan of SMAN 8, SMAN 7 has a physical environment, vision, mission and work programs that are strongly committed to realize the care and cultured environment. SMAN 7 follow his predecessor, develop ECOMAP program in 2018 to 2019 than in 2017 and with the support of GIZ PAKLIM Germany. The success of SMAN 7 in the award as an independent Adiwiyata school has made it a national reference in the application Ecomapping and climate conscious education or PAKLIM. Of course this also shows the success of SMAN 8 in motivating and mengimbaskan spirit of environmental education through school programs Adiwiyata.

In the category of intra-curricular program, subjects did not found a specially environment (EE) as a curriculum before 2004. But all matapelajaran shall incorporate environmental issues are integrated into the material and process pembelajarannya. This obligation must be evidence and documented in the lesson plan (RPP) it. This is a challenge that is not lighter than some of the lesson, such as mathematics, physics, history and economics. In contrast subjects such as biology has strong support because has a matter ecosystems and environmental changes in the semester program in class X.

In the co-curricular activities for students, the implementation of environmental education is managed through the establishment of working groups followed by a program or programs of work and study for a specific theme. Each group of students has duties and responsibilities in accordance with the theme of each. Special schedule related to the activities of these students are often placed on Friday. After a morning exercise activities together, the students split up into his group, respectively. Some groups are studying and

doing activities recitals, dig proposition naqli and aqli importance of protecting the environment. No group has berkegiatan gardening, hydroponic grow vegetables in the school garden. There is also a group of students conducting discussions to arrange or participate in the competition of scientific works teenagers. There is also a group of students who had dedicated the scouting specialization in environment (sakawana). The theme is done by each group attempted rotating or alternately on a monthly basis so that each group feel and experience all kinds of activities Adiwiyata.

Sulthon, SMAN8 school principal stated, "Based on the vision and mission of the school, Insan Produce Intelligent Noble and cultured Environment, School expect students-students of SMAN 8 Malang not only have the intellectual acumen, but be an intelligent human morality, and care for the environment, good social environment and the nature around it". He continued his statement "One of the conditions to get to school Adiwiyata Mandiri is SMAN 8 Malang must have 10 School of impact, and should mengimbaskan to 10 schools in order to participate in the selection Adiwiyata School gradually, starting Adiwiyata City Scale, Adiwiyata Provincial level, and Adiwiyata National".

In participatory activities SMAN 8 Malang cooperate with the agencies were: Pertamina, PLN, State Universities and Private, Public Health Service, Department of Information and Communication, the Environment Agency (BLH), Family Planning Agency for Community Empowerment (BKBPM), Bank Trash, POLRES and POLSEK Lowokwaru, RT, RW, Village Sumbersari, Lowokwaru District, alumni, parents, committee and NGO Environmental Sector namely P-WEC and Sunflower Seeds. Assessment is not only carried out at SMAN 8 Malang, but evaluating team also visited the School of impact, to determine the extent of

SMAN 8 Malang mengimbaskan Adiwiyata material into the School 10. When assessments conducted at SMAN 8 Malang, we are invited also agencies, relevant and each school Induced Environmental Action displays the form of products of recycling,

Widia biology lesson teacher as well as a team member Adiwiyata in SMAN 8, convey experiences Adiwiyata team involved in the school. "Schools with internal force school leaders, teachers, employees, students and the support of external parties such as the education, NGOs, state, and others have realized Adiwiyata school SMAN 8 as an independent in 2014. Within the framework of the implementation strengthen Adiwiyata school". Widia has also developed a learning device called SYNERGY EMAS to improve the ability to think critically and environmental literacy of students of SMAN 8. His work in the field of environmental education has been delivered obtaining a master's degree Graduate courses State University of Malang.

Supriyono, Principal who chairs Tim Adiwiyata said that the team Adiwiyata Mandiri SMAN 7 Malang consists of clubs receive guests, hydroponics, honesty canteen, vegetable, innovation renewable energy, compost, mushroom cultivation and worms, canteens, nurseries, WWTP, KIR , madibg, bathroom, biopori, aquaculture ponds and birds, aquarium, UKS, recycle, green house, toga and herbs. Dozens of clubs each - each coordinated by educators and learners consists of SMAN 7 Malang.

Some innovations as well as the work program in order to support the realization of the school Adiwiyata seriously worked on all elements of SMAN 7 Malang including peer tutoring program where students between mutual knowledge and understanding of environmental sustainability and Issues Issues related to the environment that is a trend in society. Even students of SMAN 7 Malang also

trained in self-reliance and courage to appear in public by providing information on Mojolangu citizens about the importance of conserving nature and simple way to apply it.

Supriono adding that "biodiversity is spread diareal SMAN 7 Malang impossible controlled individually by students and large families also SMAN 7 Malang. But with a partnership between SMAN 7 Malang with GIZ Germany through a program barcodisasi biodiversity, this time we will easily find out all about the existing plant by means of scanning the barcode via android integrated on wikipedia, it will display a full description of the plants we want to know".

Kustilah, team coordinator Adiwiyata SMAN 7 states "We are also implementing the tumblerisasi program where students and the school community to bring your own drinking container so as to minimize the consumption of beverages in containers. Especially in SMAN 7 Malang have potable water facilities ZAMP result of cooperation with PDAM Malang".

Iriani, public relations coordinator Adiwiyata SMAN 7 annotate "The existence of students who can not consume ZAMP for health reasons and so can not attend" Tumbler "we are allowed to use bottled water in bottles. Former mineral bottles too must be filled weighing 2.8 ounces of plastic waste that will be used and formed various handicrafts recycling that we called eco brick".

Furthermore Kustilah, explaining that the school program must also have the support and participation of parents, the program developed an eco brick eco student one brick. Thus, indirectly, plastic waste was at home can be utilized in this program. Meanwhile Iriani also stated that the production of compost SMAN 7 Malang not only used for treating plants school has also been marketed to several florists in the market Splendid.

The success of SMAN 7 Malang do pengimbasan Adiwiyata program which runs

on spillover school SDN Kauman 1, SDN Kasin, SDN Experiment 2, SDN Lesanpuro 5, SD Insan Amanah, SMPN 18, SMPN 20, SMAN 4, Brawijaya Smart School, and SMKN 8 also be a point more for the jury to assign school SMAN 7 Malang as Adiwiyata Mandiri.

Rona is a grade 12 student of SMAN 8, according to his confession involves all students of the school had its students to participate in school programs Adiwiyata. "I'm proud SMAN8 to be a school Adiwiyata" he said. Rona also added that the school learning environment has fostered a sense of love, "Me and friends are encouraged to have attention to plastic waste by reducing their use and switching to natural ingredients are easily broken in order not to increase the burden of the environment".

Contrary to what diungkapkan Rona, Febri one student in grade 11 school Adiwiyata SMAN 8 states, has encouraged students to learn more about the environment and maintain its sustainability. "One time me and the other students are involved to participate in activities related to the commemoration of the earth and also the environment. Coordinator of this activity is that the students of nature lovers division".

Erika, coordinator of the group of students for the program Adiwiyata SMAN 7 states that "Every Friday the students and the tutor carry out many activities in groups. The event was held after morning exercise with the students and teachers at the school. There are prayer groups, there are a group of organic vegetable farming, there is a scientific work group of teenagers and some waste processing group ". Erika added statement, "I'm happy and friends can be apart to care and cultural environment in the school"

Fadlan, coordinator of one group of students SMAN7 says so "Through this waste treatment activities we also explore various other waste management efforts. We can learn

how to do the 5R principles, namely Re-use, Re-Cycling, Re-duce, Re-place and re-plant ".By applying the concept of R 5 have learned and practiced at school, the students learn by doing and participating in preserving and nurturing school environment from being damaged or contaminated. By learning to direct the implementation of 5S, students can maximize the potential and opportunities available in the school environment, namely utilizing compost.

Environmental education is not only targeted at students, but also to the other components of the school, such as teachers, employees and supporting units such as the food trade or in the school cafeteria. Teachers in the play himself on environmental education in schools Adiwiyata is integrating environmental issues into lesson that diampunya. Not finished until there, the teacher is also assigned to develop activities to Adiwiyata students through co-curricular activities and extra-curricular activities.

Adiwiyata school program requires a commitment of all the elements in the school, especially the leadership of the school. The success of the two high schools up to the highest rank in Adiwiyata hinted at the strong commitment by the leadership of both schools. Support principals not only on the formulation of policy, but until the funding and implementation. The school principal also be exemplary in realizing the behavior of matter and cultured environment in their daily lives at school and at home. The school principal should first demonstrate environmentally literate, before teachers and students are invited to care for the environment. If you can not start, then at least within the principal simultaneously improve environmental literacy together with teachers and students.

Environmental education also needs the support of adequate infrastructure. Therefore management of facilities and infrastructure that support environmentally friendly

Adiwiyata be part of school assessment. Both of these schools are lucky, have enough land so the flexibility to run a variety of designation, ranging from school gardens, vegetable gardens, sewage treatment plants and other facilities that support for environmental education. Governance infrastructure and facilities in both schools is good so it supports the predicate as Adiwiyata Independent schools.

School Adiwiyata as represented by SMAN8 and SMAN7 Malang, in qualifying has been ranked as the school meets Adiwiyata Mandiri. Both of these schools have a culture megimbaskan lingkunganya to 10 other schools and was very successful in pengimbasannya. Of course, these two schools have met the criteria as a school Adiwiyata with respect to the realization of all the criteria of evaluation,(1) aspects of school policy environmentally sound; (2) aspects of the school curriculum-based environment; (3) aspects of participatory-based school activities; and (4) aspects of managing facilities and infrastructure that are environmentally friendly school.

Both schools have formulated a curriculum-based environment, as documented in a lesson plan or RPP. Almost all the lesson has been implementing environmental education into the process and the content of the lesson. In biology, explicitly contained basic competence (KD), which discusses the ecosystem and environmental changes. The KD through the material and the learning process is strongly related to environment-based curriculum. In formulating the framework of this environmentally based curriculum, teacher of biology at SMAN 8 has even prepared a comprehensive learning model, the SYNERGY-EM @ Sto improve the ability of critical thinking and literacy environments SMAN8 students. While in SMAN7 has developed

instructional model PPA combined with RQA methods to improve students' metacognition.

Both schools together to jointly develop environmental education activities based on the participation of all citizens of the school. Adiwiyata activities involve not only students, but all academic faculty schools are involved in accordance with their respective duties and functions. The school canteen owner was also involved in realizing the importance of reducing plastic waste to present jajanannya. Parents at home are also involved, with recycling of plastic bottles into ecobrick. Schools also involve NGOs, regional or state-owned company. Jasa Tirta, for example, have been involved in a program to provide potable water to the school community.

Both schools have managed the supporting facilities and Infrastructures with environmentally friendly principles. The installation of garbage or wastewater treatment is deliberately presented in school for students to study facilities in recycling of liquid and solid waste (sersah foliage) into organic fertilizer. Other tools such as air quality gauge are presented in order to teach how to monitor water quality or water pollution monitor. The second area of the school is utilized to provide a shady environment with various trees and ornamental plants, vegetable garden, fish pond and other supporting facilities. The first impression of entering the environment in both schools is beautiful, lovely, clean and tidy. After more than 3 years received the highest award Adiwiyata (Independent) then the sustainability of the program Becomes one of the problems faced by both schools. This sustainability is quite serious problematics Because It needs to get attention by all the stake holders. Problems like this not only hit SMAN8 and SMAN7 Malang City. In the other schools, not a few are then looted the intensity of its Adiwiyatanya program. For schools that are still in the phase

of Adiwiyata city level, the spirit to continue and Strengthen the Adiwiyata program feels strong enough, the same for schools in the province-level Adiwiyata category. However, at Adiwiyata School, the national level or independent level Considerable Often faces challenges to continuously maintain the intensity of its progaming implementation. For Reviews those in the national category, it feels heavy enough to raise its status to independent.

Teachers have an important role in Ward education, so before teaching the care and culture of the environment to Reviews their students, teachers must demonstrate environmentally friendly, caring and cultural behavior. Experience in Adiwiyata school, creating teachers who are caring and cultured environment is not easy. There are challenges that are not mild, Because not all teachers have the knowledge, attitude and skills of equal environmental care. Some of the teachers are still limited in their understanding of the cares and culture of the environment, some teachers are even indifferent or uncaring. This is very reasonable, because everyone has a habit that has Become Reviews their own personality. Realizing such a thing it is Necessary strong support from the school leadership.

CONCLUSION:

1. Adiwiyata School is the right school to implement sustainable environmental education as a Sustainable Environmental Goal.
2. Various programs in Adiwiyata school implemented a strongly supports the Efforts of caring and cultural environment
3. The policy components, curriculum, participation and supporting facilities of Adiwiyata school are integral to provide a valuable experience for students to improve environmental literacy
4. The problem of Adiwiyata school is especially the continuation should get attention

from all the academic and education office that it is based.

LIMITATION AND STUDY FORWARD:

This research is still surface and is limited to Adiwiyata implementation indicators, for the next need to research the impact of environmental education in school Adiwiyata to improve environmental literacy in students.

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