

Adiwiyata School Development at Kebun Bunga 5 State Elementary School

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ABSTRACT

The research conducted by the author is qualitative research with an exploratory method of inductive approach. Data collection techniques are observation, interviews and documentation, interviews with three informants. The research location is SDN Kebun Bunga 5 Banjarmasin city. For data processing techniques the author uses data reduction, data presentation and drawing conclusions. Based on the results of the above research, the researcher provides suggestions, namely: First, launching a Knowledge Management program in terms of overcoming the adjustments and qualifications of teachers who are still unable to carry out thematic environmental-based teaching. Second, start developing a business incubator as a source of additional funds to accelerate the addition of school infrastructure.

INTRODUCTION

School-Based Management (SBM) is a form of educational reform that gives autonomy to schools to manage life according to their potential, demands and needs. Autonomy in management is a school's duty to improve the performance of education staff, offer direct participation of related groups, and increase people's understanding of education.

Teachers and students must have competence in developing environmental learning methods that are carried out actively by means of demonstration methods, group discussions, simulations, field experiences, or debates between students (Asmani, 2012). The results of student and teacher environmental work can be published at least in the School Wall Magazine, school website, newspapers, school bulletins, or talk shows on radio and television. In addition, students can also be creative by making poetry, short films, songs, pictures, research results, and recycled products related to the theme of environmental protection and management.

Adiwiyata is a program related to environmental protection and management. This program is a follow-up to the agreement between the Ministry of National Education and the Ministry of Environment in 1966 which was renewed in 2005 and 2010. The Adiwiyata Program is an environmental education program at the elementary and secondary education levels which was developed in 2006.

The Ministry of Environment (2013) in the Adiwiyata guidelines stipulates four aspects which are important components in achieving an Adiwiyata school. These four aspects include: Aspects of environmentally sound school policies, Aspects of an environmentally sound school curriculum, Aspects of participatory based environmental activities and Aspects of managing environmentally friendly supporting facilities. Based on these four aspects, it is the benchmark for a school to implement and implement the Adiwiyata program in their schools.

The National Level Adiwiyata Team (2012) in the Adiwiyata Guide book states that from 2006 to 2011 there were only 1,351 schools participating in the Adiwiyata program.

251,415 schools (SD, SMP, SMA and SMK) throughout Indonesia, of which 56 schools received Mandiri Adiwiyata, National Adiwiyata: 113 schools and Provincial Adiwiyata and 103 independent National Adiwiyata school candidates, or a total of 272 schools received the Adiwiyata award in Indonesia. From the conditions mentioned above, the distribution is mostly on the islands of Java, Bali and other provincial capitals, the number / quantity is still small, this is.

Based on initial observations made at Kebun Bunga 5 Banjarmasin Elementary School, researchers found that Kebun Bunga 5 Banjarmasin Elementary School was a school that implemented the Adiwiyata program and in 2015 received the Mandiri Adiwiyata school award. Which is the highest Adiwiyata award in the national scope.

SDN 5 Kebun Bunga Banjarmasin, which received an award in the form of an Adiwiyata school title II in 2012, has implemented Adiwiyata aspects in its

education system. Nature-based school management by taking into account the management of the surrounding environment and culture and aligning it with the school curriculum used has proven to be successful in applying the principles of the Adiwiyata school.

The ten target schools at SDN Kebun Bunga 5 Adiwiyata Mandiri have not succeeded in becoming Adiwiyata Mandiri schools. The visible phenomenon is that there is a need for the development of assisted schools at SDN so that they can become independent Adiwiyata schools. This phenomenon is partly because many teachers do not understand the concept of the Adiwiyata school program such as the Adiwiyata standard operating procedure (SOP) assessment application so they do not master the SOP application. There are provisions that require schools to implement an environment-based Adiwiyata program.

On the basis of the phenomenon mentioned above, it is necessary to develop Adiwiyata schools so that they can become independent schools based on the environment. Law of the Republic of Indonesia number 18 of 2002 says development is an activity of science and technology that aims to utilize proven scientific principles and theories to improve the functions, benefits, and applications of existing science and technology or produce new technologies. Development is a process used to develop and validate educational products. In essence, development is an educational effort both formal and non-formal which is carried out consciously, planned, directed, organized and responsible in order to introduce, grow, guide, develop a basic personality that is balanced, intact, aligned, knowledge, skills according to talent, , desires and abilities as provisions on their own initiative to add, improve, develop themselves towards achieving dignity, quality and optimal human abilities and independent individuals (Iskandar Wiryokusumo in Afrilianasari; 2014).

Furthermore, school-based management (SBM) is a concept that describes the formal change in the structure of school administration as a form of decentralization which identifies the school itself as the main unit of improvement and relies on retribution for decision-making authority as an important means by which improvements can be encouraged or cut (Mulyasa, 2006). To achieve an independent Adiwiyata school based on the environment, the Ministry of Environment (2013) in the Adiwiyata guidelines stipulates four aspects which are important components in achieving an Adiwiyata school. These four aspects include Aspects of environmentally sound school policies, Aspects of an environmentally based school curriculum, Aspects of participatory based environmental activities and Aspects of managing environmentally friendly supporting facilities.

Based on the above, the researcher is interested in conducting research with the title "Development of the Adiwiyata School at Kebun Bunga 5 Public Elementary School, Banjarmasin."

THEORETICAL REVIEW

Development

According to the Law of the Republic of Indonesia number 18 of 2002 Development is a science and technology activity that aims to utilize proven scientific principles and theories to enhance the functions, benefits, and applications of existing science and technology or produce new technologies. Development is a process used to develop and validate educational products. In essence, development is an educational effort both formal and non-formal which is carried out consciously, planned, directed, organized and responsible in order to introduce, grow, guide, develop a basic personality that is balanced, intact, aligned, knowledge, skills according to talent, desires and abilities as provisions on their own initiative to increase, improve, develop themselves towards achieving dignity, quality and optimal human abilities and independent individuals (Iskandar Wiryokusumo in Afrilianasari; 2014).

Understanding Development is an effort to improve technical, theoretical, conceptual, and moral abilities according to needs through education and training. Development is a process of designing learning logically and systematically in order to determine everything that will be carried out in the process of learning activities by taking into account the potential and competence of students. So the development of learning is more realistic, not just educational idealism that is difficult to apply in life. Learning development is an effort to improve the quality of the learning process, both in terms of material and methods and substitution. Materially, it means from the aspect of teaching materials that are adapted to the development of knowledge, while methodologically and substantially related to the development of learning strategies, both theoretically and practically.

School Based Management

School-Based Management (SBM) comes from three words, namely management, school-based. Management comes from the English "to manage" which means management, organize, implement and manage. The Big Indonesian Dictionary defines management as the process of using resources effectively to achieve goals.

School-based management can be interpreted as a school community work process by applying the principles of autonomy, accountability, participation, and sustainability to achieve quality education goals (Danim, 2007). Capman (in Asmani, 2012), explained that school-based management refers to a form of educational administration where schools are the main small unit in decision making.

School-based management (SBM) is a concept that describes the formal change in the structure of school administration as a form of decentralization which identifies the school itself as the main unit of improvement and relies on retribution for decision-making authority as an important means by which improvement can be encouraged or cut (Mulyasa, 2006).

School-Based Management is the organization and alignment of resources that are carried out independently and freely led by the school principal through a number of management inputs to make policies in order to

achieve school goals based on national education policies, by involving all interest groups related to the school (community) as a whole. directly in the decision-making process.

Based on the various opinions of these experts, it can be observed that SBM is a learning management format that suits the needs of students, schools and the community. Each component which in this case is students, schools and the community has a shared responsibility to create quality and sustainable schools.

Adiwiyata School

Based on the Ministry of Environment (2013), Adiwiyata has the meaning of being a good and ideal place where all knowledge and various norms and ethics can be obtained that can become the basis of humans towards achieving the welfare of our lives and towards the ideals of sustainable development. Adiwiyata is an environment that is comfortable, conducive to the implementation of the learning process that can create school members, especially students who care and are environmentally cultured while at the same time supporting and realizing human resources who have national character for economic, social and environmental development in achieving sustainable development. in the area.

Adiwiyata is a program related to environmental protection and management. This program is a follow-up to the agreement between the Ministry of National Education and the Ministry of Environment in 1966 which was renewed in 2005 and 2010. The Adiwiyata Program is an environmental education program at the elementary and secondary education levels that has been developed since 2006.

The Adiwiyata Program is a program that creates schools that are capable of supporting sustainable development in Indonesia. This is in accordance with ministerial regulation number 05 of 2013 concerning guidelines for the implementation of the Adiwiyata program which describes the Adiwiyata program as a program in creating schools that care and are cultured in the environment.

The aim of the Adiwiyata school is to create school members who are responsible for protecting and managing the environment through good governance to support sustainable development (Ministry of Environment, 2013). Referring to this goal, all school members are required to actively participate in ongoing activities carried out by the school.

The hope of implementing this Adiwiyata school is that all school members, especially students, will be more familiar with environmental activities by creating concern for the culture and condition of the surrounding environment. In addition, to form, support and realize human resources with character in the economic, social and environmental fields in achieving sustainable development.

METHODOLOGY

This research method uses a descriptive qualitative approach. Qualitative research is: (1) qualitative research has a natural setting as a source of data and the researcher is seen as a key instrument, (2) this research is descriptive, (3) qualitative research pays more attention to the process than the results or products alone, (4) qualitative research tends to analyze it inductively, (5) meaning is an essential matter in qualitative research design.

The research design that will be used in this research is a case study. According to Yin (2006: 18), a case study is an empirical inquiry: Investigating phenomena in the context of real life, The boundaries between phenomena and context do not appear firmly, and Multiple sources of evidence are utilized.

The data analysis technique used in this research refers to the concept of Milles & Huberman (2004), namely the interactive model which classifies data analysis in three steps, namely: Data reduction (Data Reduction) is a process of sorting, focusing on simplifying, abstracting and transforming rough data that emerges from written notes in the field. Data presentation (Display Data), the data is arranged in such a way as to provide the possibility of drawing conclusions and taking action. The form commonly used in qualitative data is in the form of narrative text. Drawing conclusions (Verification), In this study it will be revealed about the meaning of the data collected. From the data, conclusions will be obtained that are tentative, vague, rigid and doubtful, so that these conclusions need to be verified. Verification is done by looking back at data reduction and data display so that the conclusions drawn do not deviate.

RESULTS

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In analyzing the management development of the Adiwiyata School at Kebun Bunga 5 Banjarmasin Elementary School, it cannot be separated from the analysis related to the meaning of management itself. Management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal. (Hasibuan, 2010). Management refers to planning, organizing, directing, and supervising the efforts of members of the organization and users of organizational resources in order to achieve the stated organizational goals.

The aim of the Adiwiyata program is to form schools that care and have an environmental culture that are able to participate in and carry out environmental conservation and sustainable development efforts for the benefit of present and future generations. (dlh.blitarkab.go.id, accessed 8 June 2022). Specifically, the Adiwiyata program is aimed at realizing school members who are responsible for protecting and managing the environment through good school governance to support sustainable development. (dlh.blitarkab.go.id, accessed 8 June 2022). This means that the process of planning, organizing, directing and supervising SDN Kebun Bunga 5 leads to the realization of school members who are responsible for protecting and managing the environment.

The school community it self is a part or individual who is in the school environment or outside the school environment. (Sagala, 2007). This includes school principals, teachers, school employees, school caretakers, janitors, students, parents and guardians of students, as well as local community members who live in the school environment. If referring to the objectives of the Adiwiyata program, this will refer to education and habituation and permanent instilling of the Adiwiyata principles in school principals, teachers, school employees, school guards, janitors, students, parents and guardians of students, and members of the community. around. It can be said that Adiwiyata school management is a program that has a broad impact not only on the internal school but also has an impact on the external environment. So to conclude whether the management of the Adiwiyata school program is optimal or not, not only analyzing the internal side of the school, but also having to analyze how big the impact of the school is on its external environment.

Referring to SDN Kebun Bunga 5, basically the school's vision, mission and goals have been adapted and adapted to the basic principles of Adiwiyata. The school curriculum has also been adapted to thematic studies based on the environment, although in practice not all subjects and extracurriculars can apply it. In terms of environmental activities, it has also been implemented on a participatory basis, both teaching and learning activities and other activities, where all school members are required to actively participate. Facilities and infrastructure based on the principles of environmental protection and management have been continuously added. But in terms of implementation is still far from perfect.

In terms of the formulation of the vision, mission and objectives as well as the adjusted curriculum, it shows that planning ally SDN Kebun Bunga 5 has been able to apply the Adiwiyata school principles. However, in implementation, several problems still arise so that the principles of the Adiwiyata school cannot be fully implemented. Subjects that can be adapted to the thematic curriculum based on the environment only cover three subjects, namely Religious Education, Natural Sciences, and Social Sciences. This is because the characteristics of these three subjects are phenomenal, factual, practical, and applicable. It is because of these characteristics that these three subjects can be integrated with the basic principles of Adiwiyata which are thematic in nature. For other types of subjects, it still cannot be adapted to environmental thematics.

Makfiah (2013) explains that the implementation of an environment-based curriculum is carried out through teaching and learning activities carried out by the teacher in the classroom based on the syllabus and Learning Implementation Plan (RPP) that has been made by the previous teacher. So, the implementation of environment-based learning is carried out by the teacher in accordance with the lesson plans that have been made before. This aims to make it easier for teachers to provide material to students. Mulyasa (2006) then revealed that learning with an environmental approach means that students gain understanding and competence by directly observing and doing what is happening and taking place in the surrounding environment. This is the basis

for the teacher in adapting material thematically to the living environment. But of course the essence of learning itself is a set of events that are created and designed to develop, activate and support student learning (Sadirman, 2010). Based on the essence of this learning, basically adjustments in terms of the thematic environment are only one method to stimulate students. In addition, not all subject matter can be easily adapted to environmental thematics because it can change the fundamental theory of the subject matter. So to overcome things like this, teachers can use the environment as a medium of learning.

The environment as a learning medium is all conditions outside the students and teachers both physical and non-physical that can become intermediaries so that learning runs optimally, so that any environment that is intentionally used in the learning process can be referred to as learning media as stated by Musfiqon (in Lestari, 2012). By utilizing the learning media in the surrounding environment, the teacher can provide subject matter without having to make too many changes in terms of the fundamental theory of the subject being taught. Providing more portion of out door learning in order to make students closer to the surrounding environment. Rodita, Isnani, and Utami (2020) have proven that providing math subject matter outdoors can improve mathematical communication skills and students can also become more active in learning. In another study, Crismono (2017) proved that through outdoor learning experiences in providing mathematics learning, it can stimulate students' critical thinking skills.

If based on these findings, it is evident that only by utilizing outdoor learning without making changes to existing subject matter can improve student learning abilities. This can be applied to the subjects at SDN Kebun Bunga 5 which are too difficult to adjust material thematically for the environment. By providing more portions in terms of outdoor learning in the Kebun Bunga 5 Elementary School environment. However, this of course must be accompanied by sufficient and adequate school facilities.

Mulyasa (2004: 49) explained that what is called learning facilities are all equipment that is directly used by teachers or students in the teaching and learning process, for example, such as buildings, classrooms, tables, chairs, and learning media. In addition, according to Tholib (2000: 97) educational facilities are equipment that can directly achieve educational goals, for example: rooms, books, libraries, laboratories, and so on. As for infrastructure, Daryanto (2008: 51) in language what is called infrastructure means tools that are not directly used to achieve goals in education, for example: locations or places, school buildings, sports fields, money and so on. Learning infrastructure according to Makin & Baharuddin (2010: 84) are facilities that indirectly support the teaching process, such as courtyards, gardens, school gardens, roads leading to schools and so on. From these various definitions, basically it can be concluded that educational facilities and infrastructure are things that can support the learning process both directly and indirectly.

Referring to the facilities and infrastructure owned by SDN Kebun Bunga 5, since becoming an Adiwiyata school SDN Kebun Bunga has made additions and developed school facilities and infrastructure rapidly. The existence of new

infrastructure as well as the improvement and management of old infrastructure suggestions that are adapted to the environment can be said to be in accordance with the Adiwiyata principle itself. With the fulfillment of facilities and infrastructure that are in accordance with the basic principles of the Adiwiyata school, it should be utilized as much as possible as educational materials and learning media for students. The full involvement of students in using facilities and infrastructure as part of their learning media, as well as planting in terms of maintenance will be the main goals of teachers in instilling the principles of environmental insight in students.

Based on the explanation above, basically the management development conditions for the Adiwiyata School at Kebun Bunga 5 Elementary School are good enough but still not optimal. In terms of planning it has been adjusted to the Adiwiyata principles, but there are still problems in terms of its implementation. These problems have basically been recognized by the school and continue to be carried out as material for school evaluation in the framework of becoming an ideal Adiwiyata School.

The problems that arise in terms of the objectives of SDN Kebun Bunga 5 in realizing the Adiwiyata program are still quite crucial and need to be addressed immediately. There are two major obstacles identified which are the source of problems in the development of the management of the Adiwiyata School at Kebun Bunga 5 Elementary School, which include the competence of the teaching staff and inadequate sources of school funds.

The competence of the teaching staff, in this case, the teachers of SDN Kebun Bunga 5 is one of the crucial obstacles that must be handled by the school to maximize the development of Adiwiyata school management. according to Veithzal (2003: 298) mentions, competence is skills, skills, abilities. According to Nana Sudjana (in Janawi, 2012) understanding competence as an ability required to assume a profession. Mulyasa (2012) explains more clearly that teacher competence is a combination of personal abilities, technological abilities, social and spiritual as a whole which forms a standard for teachers in terms of material mastery, understanding of students, educational learning, personal development and professionalism.

Janawi (2012) states that teacher competence has an influence on the success achieved by students. This has been widely proven in various studies such as Novauli (2012) that the competence possessed by teachers can improve student achievement. Referring to the definition of competence from Veithzal (2003), competence consists of skills which mean knowledge, skills and abilities based on one's experience. In terms of knowledge, it can be seen that not many teachers at SDN Kebun Bunga 5 understand how to implement Adiwiyata principles into subject matter. Most of the teachers are also still not able to take advantage of existing infrastructure suggestions in the school environment that are in accordance with Adiwiyata principles.

In addition, there is also a lack of teacher understanding of the latest learning methods. The learning method can be interpreted as a distinctive way or pattern of utilizing various basic principles of education as well as various techniques and other related resources so that the learning process occurs in the

learner himself. (Gintings, 2008). Teachers are required to have competence in developing environmental learning methods that are carried out actively by means of demonstration methods, group discussions, simulations, field experiences, or debates between students. (Ministry of Environment, 2013). This means that teachers must be able to create or develop a learning method that can stimulate their students, both in terms of learning materials and an attitude of concern for the environment. The fact is that most teachers at Kebun Bunga Elementary School still do not have extensive knowledge or understanding in terms of learning methods, so this becomes an obstacle for teachers to achieve educational goals that are adapted to Adiwiyata principles.

Another obstacle is related to school funds or can be interpreted as educational costs. This will relate to the creation, addition and management of school infrastructure that adheres to the Adiwiyata principle. The cost of education is a fee that includes all types of expenses related to the provision of education (Ardiansyah: 2008). Meanwhile, according to Supriadi (2004: 3) Cost (cost) in this sense has a broad scope, namely all types of expenses relating to the provision of education, both in the form of money and goods and labor (which can be priced in money).

The main source of education costs for SDN Kebun Bunga 5 is from the government, while the rest is obtained from external sources such as donations and others. The allocation of funds is fully used for school operations and the rest is for infrastructure. However, this is still not sufficient, especially the addition and management of infrastructure facilities.

As revealed by Mulyasa (2006) who revealed learning with an environmental approach means that students gain understanding and competence by directly observing and doing what is and takes place in the surrounding environment, then facilities and infrastructure are environmentally friendly and have educational value related to the environment. become an important component.

The next obstacle in Kebun Bunga 5 Elementary School is School Funds or Education Costs. According to Supriadi (2010: 3) states that education costs are a very important component of instrumental input in the implementation of education in schools. According to Fattah (2009: 112) the cost of education is the amount of money generated and spent for various purposes of organizing education. Furthermore, clearly Matin (2014: 8) argues that educational expenses are all expenditures both in the form of money and non-money as an expression of the sense of responsibility of all parties (society, parents and government) for the development of education so that the educational goals aspired to are achieved. efficiently and effectively, which must continue to be explored from various sources, maintained, consolidated, and administratively arranged so that it can be used efficiently and effectively. In short, education costs are input funds aimed at schools and are fully used for all operational needs of the school.

Referring to the constraints experienced by SDN Kebun Bunga 5, basically the management of education costs has been allocated effectively, considering that all available funds are used to carry out all day-to-day school activities.

Apart from that, with the available funds, schools have also been able to create and develop facilities and infrastructure based on Adiwiyata principles, such as fish ponds, school forests, healthy canteens, waste banks, and so on. But of course schools also have to add and develop new infrastructure based on environmental management thematics. This is important considering the principle of the Adiwiyata school is to provide education directly to the environment so that SDN Kebun Bunga 5 must start planning and formulating additional funding sources to realize this goal.

DISCUSSION

The research results have shown that in terms of the management development of the Adiwiyata school at Kebun Bunga 5 Elementary School it is quite good. In terms of formulating the vision and mission, planning the direction of the school's goals is also in line with the principles of the Adiwiyata school itself. Since this change in management occurred, SDN Kebun Bunga 5 has also undergone various changes. This adjusts to the direction of management the Adiwiyata school itself which focuses on education based on the environment.

The change in the direction of school management from a conventional school to an Adiwiyata school directly changed the knowledge, skills and attitudes of the residents of the Kebun Bunga 5 Elementary School, especially for teachers and students. Teachers are required to add insight, knowledge, and understanding of environmental concepts and integrate them with the subjects they carry out, while students are educated to be active and participatory in managing and maintaining the environment in their schools which are then expected to be applied in the family environment. each of them. This is in line with the research of Saragih (2012) and Syoffnelli et al (2016). Adiwiyata School itself is a school that aims to create school members who are responsible for protecting and managing the environment through good governance to support sustainable development so that school members are required to actively participate in sustainable activities carried out by the school. (Ministry of Environment, 2013). The management process is carried out independently by applying the Adiwiyata principles in the school's vision, mission and goals which are implemented into the operational implementation of public schools which are integrated with the thematic of environmental maintenance and management. This shows that the management of the Adiwiyata school itself is school-based management (SBM) because it has fulfilled the characteristics of SBM which include: not being centralized, having autonomous rights, having entrepreneurial characteristics, and non-bureaucracy. (Engkoswara in Dunung, 2013).

The implementation of Adiwiyata school management at Kebun Bunga 5 Elementary School can be categorized as quite good, this refers to most of the Adiwiyata principles that are applied in almost all aspects of the school. Even though the implementation is still experiencing problems, this can be considered reasonable because a concept of change has just been implemented,

it takes time to adjust. This also concerns the competence of teachers at SDN Kebun Bunga 5.

Basically, the Competency Improvement has been carried out by SDN Kebun Bunga 5 by coaching between teachers who have qualified competencies, asking for help or guidance from the school supervisor, and opening up opportunities for stakeholders to be able to increase the abilities of SDN Kebun Bunga 5 teachers. In this case, the school does not only open up opportunities, but can also be active in looking for forms of training or education that are needed by schools to develop the competence of their teachers. Schools can empower teachers and motivate them to actively improve their qualifications both formally and informally. This is of course by providing appropriate incentives as a source of motivation for teachers who are actively upgrading their qualifications and passing them on to other fellow teachers.

In addition, it can be understood based on the objectives of the Adiwiyata School as explained by the Ministry of Environment (2013) that in realizing school members who are responsible for protecting and managing the environment, school infrastructure is an important source of learning and educational media. Through educational facilities and infrastructure based on nature and the living environment, from here the school instills in its students in terms of environmental management and maintenance. This shows the importance of infrastructure at the Adiwiyata School.

At Kebun Bunga 5 Elementary School, the facilities and infrastructure already exist and are in accordance with the principles of the Adiwiyata School itself, however, additional needs are needed to provide wider opportunities for students to learn through the environment. In terms of adding infrastructure, basically the management of education costs is quite good, but schools still need additional sources of funds to accelerate the addition of school infrastructure.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, the conclusions are as follows:

1. The development of the Adiwiyata School at Kebun Bunga 5 Elementary School is quite good but still not optimal. The development of Adiwiyata School Management at Kebun Bunga 5 Elementary School refers to four aspects of the Ministry of Environment (2013) in the Adiwiyata guide, namely Aspects of environmentally sound school policies, Aspects of an environmentally-based school curriculum, Aspects of participatory-based environmental activities, and Aspects of managing environmentally friendly supporting facilities.
2. Obstacles in carrying out Adiwiyata School Development at Kebun Bunga 5 Elementary School include the competence of teachers, most of whom are still not familiar with Adiwiyata School Management and the school's budget in making additions to facilities and infrastructure.
3. The solution to overcoming the obstacles to the Adiwiyata School Development at Kebun Bunga 5 Elementary School is to conduct a coaching program between teachers, ask for guidance from the relevant agencies, and open up the widest possible opportunities for stakeholders who want

to provide training or training for teacher competence; and for education costs is submitting proposals to stakeholders, and utilizing the school committee.

FURTHER STUDY

1. For future researchers, they should conduct a research focus on the competence of teachers at SDN Kebun Bunga 5 quantitatively to ascertain the extent to which teachers have competence.
2. For the Principal of SDN Kebun Bunga 5 to launch a Knowledge Management program in terms of overcoming the adjustments and qualifications of teachers who are still unable to carry out teaching based on environmental thematics.
3. For Kebun Bunga 5 Elementary School Agencies to start developing a business incubator as a source of additional funds to accelerate the addition of school infrastructure.

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