

Evaluation of the Adiwiyata Award Program to Form an Environmental Care Movement at SMP Negeri 3 Candi, Sidoarjo Regency

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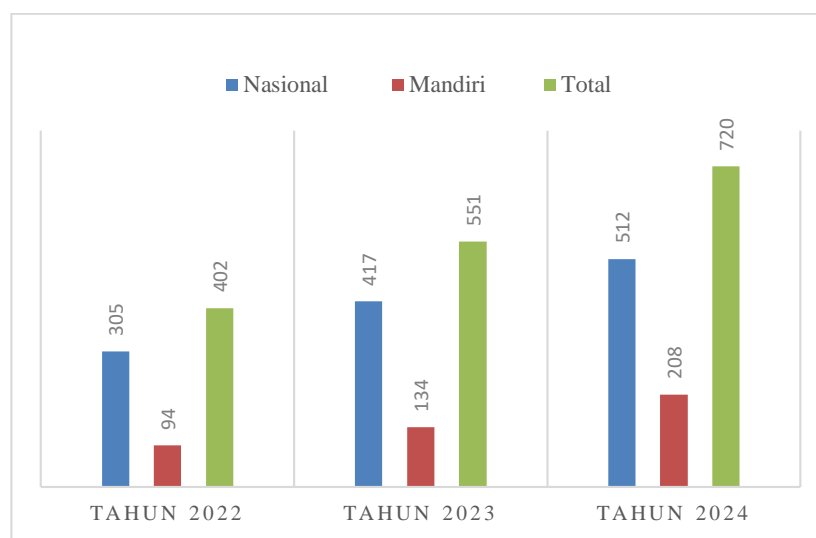


ABSTRACT

This study aims to evaluate the Adiwiyata Award Program in forming an environmental care movement at SMP Negeri 3 Candi, Sidoarjo Regency. This study uses an evaluation approach with the CIPP (Context, Input, Process, Product) model from Daniel Stufflebeam. Data were collected through observation, interviews, and documentation related to program implementation. Each element was evaluated to assess the suitability between objectives, resources, implementation, and impacts generated. Data were analyzed descriptively. The results showed that the program was implemented effectively and in accordance with established procedures, with activities that met the criteria for achieving Adiwiyata School status. The Context element identifies that the program is based on the school's vision, mission, and objectives to increase environmental awareness. The Input element evaluates institutional readiness, including adequate human resources, budget, and infrastructure. The Process element highlights activities such as the implementation of "Clean Friday" and the integration of environmental learning involving the entire school community. The Product element shows the results in the form of a green and comfortable environment, as well as changes in student behavior who practice environmentally friendly habits, such as organic and inorganic waste management

INTRODUCTION

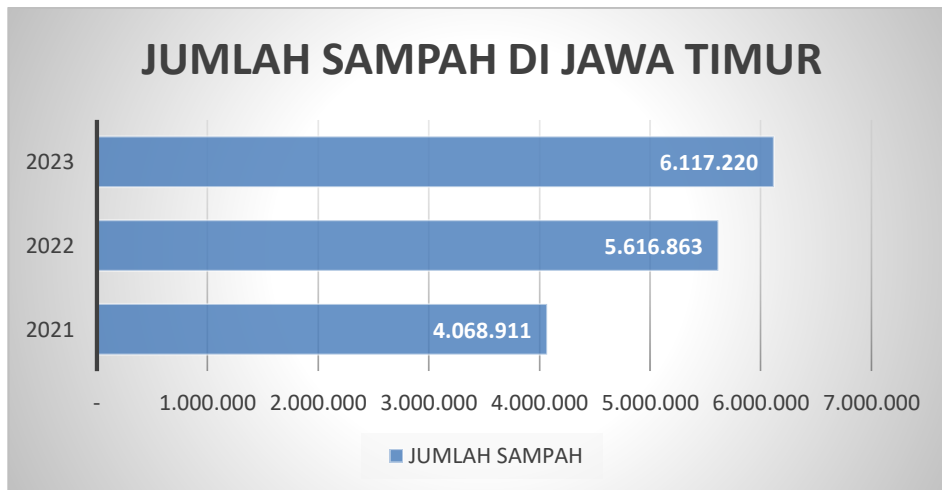
Schools across Indonesia hold a significant social responsibility in shaping students with character traits that show concern for the environment. One effort to instill environmental cultural values in students from an early age is through environmental education implemented via the Adiwiyata Program (Ardianti et al., 2024). The Adiwiyata Program is highly beneficial for students, as it not only provides theoretical knowledge about the importance of protecting and caring for the environment but also trains, guides, and educates students to foster care for the environment. This is achieved by providing understanding, motivation, and involving students in every environmental action program (Manobe & Se, 2021). The environmental care movement through the Adiwiyata Program represents an innovative effort to consistently maintain cleanliness and preserve the school environment sustainably.



Source: By the Researcher

Figure 1. Adiwiyata Award Recipients in Indonesia Over the Last 3 Years

The data in the table shows an increase in the number of Adiwiyata award recipients compared to the previous year. In 2024, a total of 720 schools received the award, consisting of 208 recipients of the Independent Adiwiyata School Award and 512 recipients of the National Adiwiyata School Award. Along with the growing global awareness of environmental and sustainability issues, many countries, including Indonesia, have taken concrete steps to protect the environment and promote sustainable development (Saputra, 2023). It is therefore essential to study and disseminate widely among school communities the impact of environmental care and cultural movement policies to support sustainable development (Anugerah et al., 2023). The environmental care movement has a significant impact and is more effective in supporting sustainable development through direct actions combined with a deep understanding to strengthen a sense of responsibility and cultivate good habits.



Source: By the Researcher

Figure 2. Waste Generation in East Java Over the Last 3 Years

The data above shows an increase in waste generation in East Java over the past three years, making it one of the largest contributors. Waste is a result of human activity, and its presence is inevitable. It must be managed properly, as unsanitary waste management can lead to environmental pollution (Apriningsih et al., 2023). To address ongoing environmental damage, policies on environmental management are needed to reduce the rate of environmental degradation (Astuti, 2024). Humanity today is required to commit to preserving the environment, making the best use of natural resources, which are becoming increasingly scarce and limited, and minimizing environmental damage.

The Adiwiyata Program aims to provide education that focuses on environmental understanding, enabling students to develop a sense of environmental responsibility. In line with the objectives of environmental education, Indonesia's Law No. 23 of 1997 on Environmental Management was designed to create an environment that encourages all parties to play a role in the development of environmental education for sustainability (Silvia & Tirtoni, 2023). This effort was marked by a collaboration between the Minister of Environment and the Minister of National Education on February 12, 2006, which led to the establishment of the Adiwiyata Program (Augustina & Setiawan, 2024). Ultimately, the Adiwiyata Program was formalized through the Regulation of the Minister of Environment and Forestry No. P.53/MENLHK/SETJEN/KUM.1/9/2019 concerning Adiwiyata Awards.

In general, the trends from previous studies can be classified into two aspects. First, according to previous research (Maulidina Winata et al., 2023), this study focused on the attitudes of teachers and students towards environmental care at UPT SPF SDN Minasaupa by examining several indicators of the Adiwiyata Program implementation. Second, according to Munazilah et al. (2023), the study aimed to determine the effectiveness of Adiwiyata schools in enhancing students' environmental awareness at SMAN 4 Kota Serang. Based on prior research, this study responds to existing studies by addressing less-explored areas such as policy evaluation as a theoretical framework in researching the Adiwiyata Program.

SMP Negeri 3 Candi continues to develop the Adiwiyata Program to enhance the Environmental Care and Cultural Movement in the school among students, educators, and staff, with a vision to become an ASEAN Eco School. This program not only aims to maintain the cleanliness of the school environment but also supports sustainable development and highlights the potential of Sidoarjo Regency in achieving the Adipura Paripurna award. The goal of evaluating the Adiwiyata Program implementation at SMP Negeri 3 Candi is to describe the program's success from the dimensions of Context, Input, Process, and Product. The success of the Adiwiyata Program is expected to contribute to the development of educational knowledge and provide factual insights into efforts to foster the environmental care movement at SMP Negeri 3 Candi, Sidoarjo.

LITERATURE REVIEW

Public Policy

In general, public policy refers to the authority of the government to carry out tasks and functions related to regulating various aspects of public life, oriented toward public or societal interests. Public policy encompasses actions, targets, and government statements on specific issues, strategies that have been or are being implemented, and the reasoning behind these actions (Supriadi et al., 2021). Public policy can cover fields such as education, health, environment, economy, and more (Tanjung et al., 2023). Public policy exists to influence how other important decisions are made, typically developed in response to specific public concerns, offering solutions to particular problems.

The Public Policy Process

The public policy process is highly complex and intricate. Public policy, as described, does not emerge spontaneously but rather goes through an extended series of stages. According to William Dunn, as cited by Wahab (2016) in Mustarif et al. (2024), the stages of public policy include:

a) Agenda Setting Stage

Public issues are brought to the attention of elected and appointed officials. This involves advocacy to include these issues on the policy agenda. Ultimately, certain topics are prioritized by policymakers, while others may be overlooked or deferred for various reasons.

b) Policy Formulation Stage

Issues on the policy agenda are then discussed by policymakers. These issues are defined, and the best solutions are sought from various policy alternatives or options. During policy formulation, competing alternatives strive to be selected as the chosen policy for addressing the issue. Different actors compete to propose the best solutions.

c) Policy Adoption Stage

After significant deliberation among agency directors, legislative majorities, or judicial decisions, one of the proposed policy options is ultimately accepted.

d) Policy Implementation Stage

A policy program remains merely a proposal if not implemented by government institutions or administrative bodies. Administrative divisions allocate funds and personnel to implement the adopted policy. Throughout this stage, competing interests often influence implementation. Policy implementers may support certain policies while opposing others.

e) Policy Evaluation Stage

At this stage, implemented policies are reviewed or evaluated to determine the extent to which they have achieved the desired impact in addressing social issues. Measurements or criteria are established to assess whether the public policy has achieved its intended goals or impact.

As a decision binding to the public, public policies must be created by political authorities, i.e., those who receive a public mandate, typically through a planning and assessment process.

Public Policy Evaluation

Public policy evaluation is the final stage of the policy process, carried out to assess the achievement of a policy or the reasons for its failure (Srinandini et al., 2024). Policy evaluation involves determining whether a policy has resulted in positive outcomes, improved the situation, or, conversely, had no impact at all. It provides an assessment of the policy's effectiveness, offering insights and recommendations for future improvements (Winarta et al., 2020). Policy evaluation involves specific measurement techniques and analytical methods to generate recommendations. William N. Dunn (2003: 609), as cited by Fadhilah et al. (2023), outlines six criteria for public policy evaluation:

- a) Effectiveness: Measures whether a policy achieves its expected outcomes or objectives. Effectiveness is often assessed in terms of output units, services, or monetary value.
- b) Efficiency: Concerns the resources required to achieve a specific level of effectiveness. It evaluates the relationship between efforts (e.g., monetary costs) and outcomes.
- c) Adequacy: Examines how well a level of effectiveness meets needs, values, or resolves issues.
- d) Equity: Related to legal and social rationality, it assesses the distribution of benefits and efforts among different societal groups to ensure fairness.
- e) Responsiveness: Gauges how well a policy addresses the needs, preferences, or values of target groups.
- f) Accuracy: Relates to the program's objectives and the strength of the assumptions underpinning those objectives.

According to Rindawan et al. (2023), the CIPP model—Context, Input, Process, Product—is commonly used in policy evaluation:

- a) Context Evaluation
Identifies the foundation or basis for determining objectives and supporting the implementation of a program.
- b) Input Evaluation
Assesses the conditions of an institution to evaluate its feasibility and readiness to implement a program or project before implementation begins.
- c) Process Evaluation
Focuses on the stages involved in executing a program or activity and how effectively it is conducted.
- d) Product Evaluation
Examines the outcomes or impacts of a program or activity after implementation, including the achievement of objectives, benefits obtained, and the quality and relevance of the results produced.

Evaluation is an important step in assessing the effectiveness of a program, including the Adiwiyata Program. According to Nugraha and Waluyo (2019), program evaluation aims to determine whether the goals set have been achieved and the extent of their impact on beneficiaries. In this case, the evaluation of the Adiwiyata Program at SMP Negeri 3 Candi can be carried out by looking at the results of program implementation, its influence on changes in student attitudes and behavior, and the sustainability of the activities carried out. Evaluation can include direct observation of activities carried out by the school, interviews with students and teachers, and analysis of data collected regarding the level of student participation in environmental care activities.

Environmental Care Movement

The environmental care movement is a conscious, voluntary, tiered, and sustainable collective action taken by individuals to adopt environmentally friendly behavior. Environmental care reflects attitudes and actions aimed at preventing environmental damage and striving to repair existing damage (Ismail, 2021). The better the community's awareness and care for the environment, the better the quality of their surrounding environment will be (Nasucha et al., 2020). The environmental care movement is a crucial factor in successful environmental management and serves as an essential means of developing human resources capable of implementing the principles of sustainable development. Therefore, every country has a responsibility to seriously address and prevent factors that may cause environmental damage while collectively protecting and preserving the environment, starting from the immediate surroundings.

Character education is an important aspect in developing an environmental care movement in schools. Character education that emphasizes the values of honesty, discipline, responsibility, and love of nature is very relevant to efforts to shape students who care about environmental sustainability. According to Koesoema (2015), character education in schools can shape students into individuals who are not only intellectually intelligent, but also have good attitudes and care about the environment. This is in line with the objectives of the Adiwiyata Program which not only teaches knowledge about the environment but also builds students' character to be responsible for preserving nature.

Active participation of students in programs that focus on environmental preservation is essential to ensure the sustainability and success of the program. This participation is not only limited to participating in activities, but also to efforts to influence their friends and the surrounding community in protecting and preserving the environment. A study conducted by Pramudito (2017) showed that the higher the level of student participation in Adiwiyata activities, the greater the impact on changes in their environmental behavior. Therefore, the evaluation of the Adiwiyata program at SMP Negeri 3 Candi must include aspects of student participation in these activities as an indicator of the success of the program.

Adiwiyata Award Program

The Adiwiyata Award Program is a recognition program awarded to schools that successfully implement environmental care and cultural movements in their schools by the Ministry of Environment and Forestry. The target audience of Adiwiyata includes formal educational institutions at the elementary, junior high, and high school levels (Eka & Suwarno, 2020). The implementation of the Adiwiyata Program is based on four main mandatory indicators that schools must adhere to:

- a) Environmentally Oriented Policies
These are reflected in the school's vision and mission that embrace environmental care and culture, including policies on environmental management development, human resource education enhancement, natural resource conservation, and promoting clean and healthy living habits.
- b) Implementation and Development of an Environment-Based Curriculum
This involves integrating environmental education into cross-disciplinary learning models to enhance students' knowledge and awareness of the environment.
- c) Participatory Environmental Activities
Examples include creating extracurricular or curricular activities in environmental fields, participating in environmental action programs organized by external parties, and establishing partnerships for environmental education in schools.
- d) Management of Environmentally Friendly Facilities
This includes improving the quality of environmental management within and around the school premises.

Achieving Adiwiyata status signifies a school's success in fostering environmentally friendly habits among students, leading to positive behavioral changes. Fundamentally, after attaining Adiwiyata status, schools bear the responsibility to consistently implement environmental care movements and preserve the environment annually to ensure that environmentally friendly practices become an integral part of the school's culture.

Table 1. Adiwiyata Award Recipients in Sidoarjo 2023

National	Independent
1. SDIT El Haq	1. SMPN 3 Candi
2. SMPN 1 Sedati	2. SMA Hang Tuah 2 Sidoarjo
3. SMPN 2 Sukodono	
4. SMPN 2 Wonoayu	
5. SMA Al Muslim	

Source: Environmental and Forestry Department of Sidoarjo Regency

The data in the table above indicates that Adiwiyata award recipients in Sidoarjo Regency in 2023 include SMP Negeri 3 Candi. From the researcher's analysis, the program targets not only junior high schools but also elementary and senior high schools. Furthermore, all schools, whether public or private, along with the surrounding community, can participate in implementing the program. In the context of Public Policy, collaborative governance is one of the new strategic models that involves various stakeholders in a forum with government officials to jointly make decisions aimed at solving issues that the government alone cannot address. This collaborative process is a solution employed by the Ministry of Environment and Forestry to address environmental protection challenges.

The Adiwiyata Program is an initiative launched by the Indonesian Ministry of Environment and Forestry to encourage schools throughout Indonesia to care about the environment and apply sustainability principles in school activities. This program involves various indicators such as waste management, energy efficiency, water management, and education and training for students, teachers, and school staff. The Adiwiyata Program aims to create a culture of environmental care in the school environment which can then be extended to the wider community. Research by Triharyanto and Sukirno (2018) states that the success of the Adiwiyata Program is highly dependent on the commitment of the school, support from the surrounding community, and the active participation of students and educators in implementing environmental policies in schools. They also noted that this program focuses on implementing ecological policies and creates awareness and skills in sustainable environmental management.

Environmental care movements, especially among students, are integral to ecological education. According to Sihombing and Siregar (2017), this movement aims to shape the character of students who not only understand the importance of preserving nature but also have a commitment to act by the principles of sustainability. In the context of Adiwiyata, this movement is realized through various activities, such as recycling campaigns, reducing plastic use, reforestation, and waste management. Through active participation in these activities, students are expected to internalize environmental values that will impact their mindset and behavior in everyday life.

SMP Negeri 3 Candi

SMP Negeri 3 Candi, or SMPN 3 Candi, is located at Jalan Kedaton RT.21/RW.04, Waras, Sugihwaras, Candi District, Sidoarjo Regency. This junior high school focuses on the academic and character development of students, offering adequate facilities and quality educators. The school aims to create a conducive learning environment, actively participating in various curricular and extracurricular programs to nurture students' talents and interests. It also instills values of discipline and social responsibility while committing to preparing students to face future challenges.

As a recipient of the independent Adiwiyata award, SMP Negeri 3 Candi demonstrates its commitment to implementing environmental principles. Schools recognized under the Adiwiyata program must integrate environmental elements into their policies, curriculum, activities, and facilities (Aris et al., 2023). One of the school's goals is to cultivate positive behavior through environmentally oriented norms and rules. Achieving such recognition is not easy—it requires immense effort, teamwork, and a solid commitment to addressing deficiencies and preparing capable human resources.

METHODOLOGY

This study uses a qualitative research method with a descriptive analysis approach as a natural method to interpret phenomena and align with real conditions in the field. Based on this, it is known that qualitative research is conducted intensively, with researchers participating directly in the field, carefully recording occurring data, and thoroughly concluding detailed reports. Thus, qualitative research aims to gain deep insights into human and social issues, unlike quantitative research, which focuses on describing surface aspects of reality using positivist approaches. This study seeks to describe facts and phenomena related to the policies set forth by the Ministry of Environment and Forestry and their implementation regarding the Adiwiyata Award.

The research was conducted at SMPN 3 Candi in Sidoarjo Regency, as the school is one of the recipients of the Adiwiyata award. The data collection process is a crucial step in this research and was carried out using observation, in-depth interviews, and documentation. The collected data were thoroughly analyzed and compared with theoretical concepts that support the discussion of the issues. The researcher visited SMPN 3 Candi in Sidoarjo for observations and conducted interview sessions with the Adiwiyata program implementation team leader. Several questions were posed regarding the goals of the Adiwiyata program, the implementation process in Sidoarjo Regency, the challenges faced, and the solutions.

This study aims to understand the policy evaluation process conducted through the Adiwiyata program at SMPN 3 Candi, initiated by the Environmental and Forestry Office. The study examines whether the program is running effectively, identifies supporting and inhibiting factors, and highlights the strengths of the program's implementation, which involves multiple stakeholders. This research assesses the activities and processes to measure the program's outcomes, providing evaluation material for the stakeholders involved. Informants for this study include students, school staff, the principal, and the Adiwiyata program implementation team leader, responsible for overseeing environmentally friendly activities at the school. The research is expected to provide recommendations for improving the Adiwiyata program and enhancing environmental awareness among students.

Data analysis techniques were used to process and analyze the collected data systematically. Qualitative data analysis is specific, especially for summarizing and integrating information into a flow of analysis that is easily understood by others. The theory used in this study is policy evaluation, developed by Daniel Stufflebeam, which incorporates several indicators: context identifies the conditions and underlying foundations of the program, input analyzes available resources, including budgets and manpower, process observes the ongoing processes to ensure program goals are achieved, and product examines the impact of the program's implementation. This theoretical framework provides a comprehensive evaluation of the Adiwiyata program at SMPN 3 Candi.

RESULTS AND DISCUSSION

Context Aspect

Context evaluation is conducted to identify and assess the needs that form the foundation of a program and to evaluate the background or situation influencing its goals and strategies. According to Sumarni et al. (2023), the context involves incorporating the school's vision, mission, and objectives, as these elements encompass strategies developed by the school to achieve its goals, which may include designing various programs. Findings from previous studies and the current research reveal similarities in the Context element of the CIPP model, highlighting the inclusion of a vision and mission. This statement is reinforced by the Adiwiyata program coordinator at SMP Negeri 3 Candi, Mrs. Agustuti Hasto, who stated in an interview on October 9, 2024, *"The foundation for SMP Negeri 3 Candi to implement this program is undoubtedly based on the vision and mission, the goals of SMP Negeri 3 Candi, and the benefits derived, such as preserving the environment, increasing awareness and knowledge among school residents and the community, and fostering environmentally friendly behavior."*

- 1) Vision of SMP Negeri 3 Candi
"Character, Competence, and Environmental Care"
- 2) Mission of SMP Negeri 3 Candi
 - a) Implement integrated learning with GBPLHS (Cultural and Environmental Awareness Movement).
 - b) Instill awareness among SMP Negeri 3 Candi residents to preserve the school environment through plant maintenance and replacement of damaged plants.
 - c) Foster awareness among SMP Negeri 3 Candi residents to prevent environmental pollution at the school by maintaining cleanliness and ensuring smooth water drainage systems.
 - d) Promote awareness among SMP Negeri 3 Candi residents to protect the school environment from damage through clean, healthy, and environmentally responsible living practices.
 - e) Cultivate a culture of cleanliness, health, friendliness, and environmental care through PUSPA KIRANA (Pungut Sampah Pilah Pada Tempatnya Kita Ramah dan Peduli Lingkungan, or "Pick Up Trash and Sort It Properly for a Friendly and Environmentally Caring Community").
 - f) Create a lush, green, and shaded school environment through the reforestation of unused land.
- 3) Objective of SMP Negeri 3 Candi To establish education that prioritizes environmental care values.

Input Aspect

The input aspect explains the use of resources that can be utilized to achieve goals, including human resources, facilities supporting the program, and financial resources. According to Evangelyne & Hardini (2024), the environmental care movement program at SD Kanisius Cungkup includes inputs such as program planning, implementation mechanisms, funding sources, human resources, and infrastructure to support environmental care activities. Similarities are found between previous research and the current study in the

Input element of the CIPP model, highlighting that the Adiwiyata program consists of human resources, budgets, and infrastructure. This is supported by a statement from Mrs. Agustuti Hasto, the coordinator of the Adiwiyata program, during an interview on October 9, 2024: *"As the Adiwiyata team leader at SMP Negeri 3 Candi, all school members participate. The budget for environmental maintenance or conservation is 100% covered by BOSS funds since the government fully supports its use for environmental care. Numerous supporting facilities are provided for activities related to environmentally friendly behavior."*

a) Human Resources

Human resources (HR) refer to a variety of formal systems within an organization that encompass intellectual and physical abilities influenced by their environment and desires for satisfaction. In an organizational context, HR includes all aspects related to workforce management, such as recruitment, training, development, performance management, and employee welfare. High-quality HR is achieved through a series of processes requiring educational and training programs to prepare and develop HR in line with social transformations (Damanik et al., 2020). Effective human resource management in an organization requires proper selection and training to produce a qualified workforce capable of adapting to social changes and meeting organizational needs.

Table 2. Adiwiyata Program Implementers at SMPN 3 Candi Sidoarjo

Workforce	Total
Teachers	39
School Staff	10
Students	850
Total	899

Source: SMPN 3 Candi

The table above categorizes the workforce resources involved in the success of the Adiwiyata program and the environmental care movement. It includes 39 teachers, 32 of whom hold a bachelor's degree and the remainder a master's degree, 10 school staff members, of whom 3 have middle school qualifications, 5 are high school graduates, and 2 hold diplomas, and a total of 850 students, including 7 students with special needs.

Edward III identifies key aspects that significantly contribute to policy implementation, namely communication, resources, implementers' disposition or attitude, and bureaucratic structure (Mansur, 2021). Human resources are the most critical resources alongside others like financial resources, time, and facilities. Based on this data, the implementation of the Adiwiyata program at SMP Negeri 3 Candi demonstrates sufficient human resources with distinct roles. Teachers and school staff serve as motivators, learning sources, and program coordinators, while students act as the targets and facilitators of program activities.

b) Facilities and Infrastructure

Facilities and infrastructure encompass all objects, both movable and immovable, used to achieve common goals. According to Arikunto & Yuliana (2012), as cited in Sutisna & Effane (2022), facilities refer to anything that facilitates and streamlines efforts, including tangible objects or monetary resources. Facilities and infrastructure serve as tools to support the learning process, with significant benefits in the educational process (Fikri, 2022). The management of educational facilities and infrastructure aims to provide a structured system for managing these resources, ensuring that operational tasks in the education sector can be carried out effectively and efficiently to achieve predetermined goals.

Table 3. Facilities and Infrastructure at SMPN 3 Candi

Facilities and Infrastructure	Quantity
Classrooms	24
Teacher's Office	1
Principal's Office	1
Library	1
Science and Language Laboratory	1
Computer Laboratory	1
Administration Office	1
Multipurpose Room/Auditorium	1
Storage Rooms	4
Counseling Room	1
School Health Unit Room	1
PMR/Scout Room	1
Student Council/Paskibraka Room	1
Prayer Room	1
Principal's Bathroom	1
Teachers' Bathrooms	3
Students' Bathrooms	13
Student Cooperative Room	1
Security Post	1
Sports/Assembly Field	1
Canteen Waste Management Facility	1
Greenhouse	1
Reading Garden	1
Gazebos	3
Waste Management Units	2
Plants	2,144
1. Biopores	80
1. Composters (Barrels and Compost House)	6 + 1
Segregated Trash Bins (Green/Yellow/Red)	33/35/2
Solar Panels	1
Music Studio	1
Gardens	21
Sinks	16
Ponds	2
Hydroponic Garden	1

Source: SMPN 3 Candi

The table above demonstrates the extensive facilities and infrastructure available to support operational and supplementary activities for the Adiwiyata program. These facilities are essentially a series of activities aimed at providing the educational infrastructure needed by the school, including the type, specification, quantity, timing, and location, with costs and sources that are accountable (Citra & Sunarya, 2024). Environmental care activities in schools

require adequate facilities and infrastructure to support the successful cultivation of environmental awareness. Analysis reveals that to improve the quality of the environment and support the implementation of the environmental care movement, SMPN 3 Candi has ample facilities to support planned environmental care activities to achieve program goals.

c) Budget

The budget refers to the financial resources available to support the implementation of a program or activity. This budget includes planning for the allocation of funds needed to meet the requirements of human resources, facilities, materials, and other activities that support the program's objectives. At SMPN 3 Candi, funding for all Adiwiyata program activities aimed at maintaining the school environment comes from BOSS funds. These government-provided funds are fully supported for use in infrastructure and environmental management.

Process Aspect

The process element is designed and applied in practice or procedures for implementing activities or programs. According to Ucik Rachmawati et al. (2023), at SMPN 47 Surabaya, maintenance of facilities and infrastructure includes the "Clean Friday" activity, held weekly on Fridays during the first lesson. The Process element in both previous and current research has similarities, as both describe environmentally friendly activities such as holding Clean Friday events. At SMPN 3 Candi Sidoarjo, there are also integrated learning activities in teaching modules related to aspects of environmentally friendly behavior. This was confirmed by a teacher at SMPN 3 Candi, Mr. Didiel Kartono, during an interview on October 9, 2024, who stated, "At SMP Negeri 3 Candi, as part of clean culture activities, we conduct daily classroom duties and regularly hold Clean Friday events according to the schedule. We also carry out learning and practical activities related to six aspects of environmentally friendly behavior, including maintaining sanitation and drainage functions, waste management, planting and caring for trees or plants, water conservation, energy conservation, and innovation in applying other environmentally friendly behaviors."

a) Learning Activities

The process of interaction between teachers and students, as well as interactions among students themselves, plays a critical role in the process element. Student engagement in learning activities, effective communication, and feedback from educators are essential components. The achievement of learning goals largely depends on the accuracy in selecting and applying appropriate methods, as various methods can be used depending on the intended learning objectives (Ferdyan et al., 2021). Learning activities at SMP Negeri 3 Candi incorporate discussions on environmental issues, enabling students to gain knowledge about pollution and environmental protection efforts. Both classroom and outdoor learning activities align with the objectives of the Adiwiyata school program.

b) Maintenance of Facilities and Infrastructure

This refers to activities aimed at keeping facilities, infrastructure, and equipment used in a system or program in optimal condition. Maintenance involves monitoring and routinely caring for facilities and infrastructure to ensure their effectiveness and efficiency throughout the process. Maintenance includes continuous efforts to ensure that equipment remains in good condition (Mulyadi et al., 2022). At SMP Negeri 3 Candi Sidoarjo, several activities focus on maintaining buildings and the school environment. These activities are carried out collectively by all school members, including the principal, teachers, staff, and students, fostering a shared sense of responsibility for the upkeep of school buildings and the environment.



Source: By the Researcher

Figure 3. Implementation of "Clean Friday" by the Entire School Community at SMP Negeri 3 Candi

The image above shows teachers and students of SMP Negeri 3 Candi participating in the regular "Clean Friday" activity to ensure the school environment remains clean and comfortable. According to Farida Fitria & Yayat Suharyat (2022), the "Clean Friday" activity is a habitual practice at SMA Negeri 8 Bekasi, aimed at educating students on the importance of maintaining school cleanliness, greenery, and beauty, both inside the classroom and in the outdoor environment. The benefits of such activities, aside from improving environmental quality, include fostering nationalism, teamwork, and solidarity among the entire school community. According to Fajar Aditya, a student of SMP Negeri 3 Candi, during an interview on October 25, 2024, he stated, "It is one of the positive activities for the entire school community, benefiting the environment's quality while also enhancing togetherness and solidarity among all school members."



Source: SMP Negeri 3 Candi YouTube Channel
Figure 4. Reusing Ablution Water for Catfish Ponds

The image above shows water conservation activities in religious education by reusing ablution water to create ponds for catfish farming. Catfish are used as a medium for teaching skills or practical lessons in food processing. Reusing abundant ablution water, as mentioned above, can also support other needs, such as freshwater fish farming, hydroponics, and plant irrigation (Susanti et al., 2022). It is essential to ensure that the ablution water used is free from harmful chemicals, such as soap or detergents, to maintain water quality and safeguard the health of the fish. Proper processing and strict monitoring of ablution wastewater are crucial to maintaining the ecosystem balance in catfish farming.



Source: SMP Negeri 3 Candi YouTube Channel
Figure 5. Implementation of Energy-Saving Protocols

The image above illustrates the optimization of electrical equipment usage, such as turning off lights when they are not in use or during non-urgent situations. This activity encourages students and the entire school community to consciously engage in energy-saving practices. They are given the opportunity to participate in energy management practices, such as turning off lights or electronic devices when not in use, which helps foster positive habits. Energy-saving protocols help optimize resource use, reduce waste, and ensure energy is used most efficiently. According to Ms. Novia Valentina, a teacher at SMP Negeri 3 Candi, during an interview on October 9, 2024, "Reducing electricity usage in schools can lower electricity bills and provide students with a concrete example of the importance of using energy wisely."



Source: SMP Negeri 3 Candi Instagram

Figure 6. Utilizing Solar Energy as an Innovative Energy Source

The image above shows SMP Negeri 3 Candi's innovation in alternative energy by using sunlight or solar heat. The school has installed solar panels on rooftops to generate electricity for lighting and other electrical needs. In efforts to support energy conservation programs, similar to those initiated at MI Handapherang, this project introduces solar energy utilization (Fatimah et al., 2024). By involving students in solar energy innovation, the school not only contributes to environmental conservation but also provides students with practical and useful learning experiences that can be applied in the future.



Source: By the Researcher

Figure 7. Implementation of Hydroponic Planting

The image above showcases the implementation of hydroponic planting activities, with the harvested produce being used for practical lessons in food processing. Plant cultivation helps manage natural resources and fulfill human needs, ensuring the plants align with future requirements. With these diverse benefits, planting activities play a significant role in supporting sustainability and preserving nature. According to Ibra, a student at SMP Negeri 3 Candi, during an interview on October 25, 2024, "In my opinion, this activity makes the school healthier and greener. Apart from its greenery, caring for plants regularly instills discipline among students in maintaining their plants."



Source: By the Researcher
Figure 8. Waste Bank Activities

The image above displays the Waste Bank at SMP Negeri 3 Candi, which contains various recyclable items. In this initiative, students and the entire school community participate in waste management efforts, which can also increase school revenue. Students sort waste based on types, such as plastic, glass, metal, and paper. The Waste Bank accepts waste deposits when properly categorized. According to Mr. Didiek Kartono, a teacher at SMP Negeri 3 Candi, during an interview on October 9, 2024, "Students are taught to be more prudent in waste management by sorting and reducing waste, and they are given the opportunity to save by depositing waste, which can later become a source of funds."

Product Aspect

Outcome evaluation is the final stage of assessment, determining the extent to which objectives have been achieved and the alignment of the process with intended goals. This step evaluates whether the program has met its expected needs and objectives. According to Umi Sumiati As et al. (2020), the outcomes of the Adiwiyata school program include fostering environmental habits, a love for the environment, and a healthy and clean environmental culture among students and the broader school community, as seen in SDN Kebon Besar 1, Tangerang. Both previous and current research share similarities in the Product element of the CIPP model, highlighting the creation of a healthy environment and fostering environmentally conscious behavior. This was reinforced by Mrs. Agustuti Hasto, the Adiwiyata Program Coordinator at SMP Negeri 3 Candi, during an interview on October 9, 2024, who stated, "The benefits include creating a comfortable, green, and cool environment. Students not only receive theoretical knowledge but also engage in practical activities, resulting in products from organic and inorganic waste. These practices eventually become everyday habits."

a) Student Activities

Students demonstrate an increased understanding of environmental issues, such as waste management, energy conservation, and nature preservation. They can identify and explain the importance of protecting the environment through the learning activities implemented at school. Additionally, students actively participate in environmentally friendly activities, such as reforestation programs, recycling waste management, and maintaining school cleanliness. For instance, they engage in managing a waste bank, organizing campaigns to reduce plastic use, and creating crafts from recycled materials.

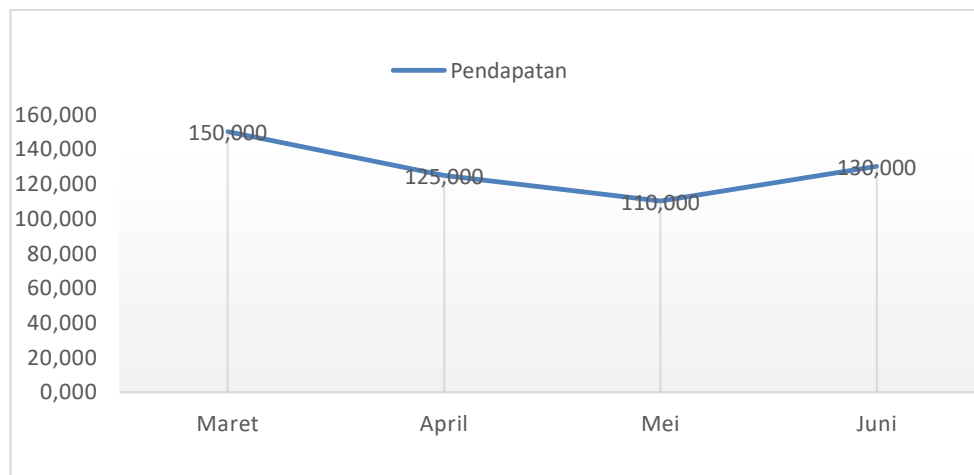


Figure 9. Results from Waste Bank Savings

The table above illustrates the savings generated by the Waste Bank from managing cardboard, paper, old books, bottles, and other waste materials. This initiative forms part of the environmentally friendly behavior activities planned by SMP Negeri 3 Candi. Establishing a waste bank serves as an initial step in raising awareness among students about sorting, recycling, and utilizing waste. The data indicates that SMP Negeri 3 Candi successfully manages waste, generating savings from sorted waste, although the results show no significant increase or decrease.

b) Creative Works

Inorganic waste management has been used by students to create crafts, such as turning used bottles into wall-mounted pots and designing clothes from plastic food or beverage sachets for interclass fashion shows and other creative events. Beyond physical crafts, changes in daily habits among students and teachers have also been observed, such as greater attention to school cleanliness, water conservation, and reducing single-use plastics. The data shows that students at SMP Negeri 3 Candi Sidoarjo have successfully created various crafts aligned with the goals of the Adiwiyata program. The school's recognition under the Adiwiyata program indicates it has met the standards for environmental management. The Adiwiyata program covers various aspects demonstrating its success in creating a positive environmental impact and increasing the school community's awareness and participation in environmental conservation.



Source: SMP Negeri 3 Candi Instagram

Figure 10. Managing Inorganic Waste from Used Bottles

The image shows teachers, school staff, and students participating in mounting creative works made from used bottles. The students' creations have been transformed into wall-mounted pots, used as planters for pak choi, mustard greens, or ornamental plants. Overall, using wall-mounted pots made from used bottles is an environmentally friendly, cost-effective, and practical solution, especially for limited spaces, while supporting sustainability. According to Mr. Didiek Kartono, a teacher at SMP Negeri 3 Candi, during an interview on October 9, 2024, "Using used bottles as wall-mounted pots aims to reduce plastic waste, which is a positive step toward recycling and waste reduction. Moreover, the materials used are free or very inexpensive compared to purchasing new plant pots.

CONCLUSIONS AND RECOMMENDATIONS

The results of the research on the evaluation of the Adiwiyata Award Program in forming an Environmental Care Movement at SMP Negeri 3 Candi, Sidoarjo Regency, indicate that the program has been implemented effectively and in accordance with established procedures. This is evident from activities that meet the criteria and requirements for achieving Adiwiyata school status. Using Daniel Stufflebeam's CIPP model, the evaluation results highlight that the program's context is based on the school's vision, mission, and objectives, which aim to preserve the environment, raise awareness and knowledge among school members and the community, and foster environmentally friendly behavior. The input of the program includes human resources, budgets, and infrastructure. The process involves activities such as "Clean Friday" events and integrated learning activities within teaching modules related to environmentally friendly behavior. The product of the program is a comfortable, lush, and cool environment where students not only gain theoretical knowledge but also engage in practical activities, turning organic and inorganic waste into useful products and fostering environmentally conscious habits in daily life.

Rekomendation; The Adiwiyata Award Program at SMP Negeri 3 Candi has been running effectively and achieving its objectives. However, to further enhance the program's effectiveness, it is recommended to conduct regular evaluations to identify challenges or shortcomings and assess the impact of implemented activities. Efforts should be made to expand environmentally friendly activities and waste management initiatives, such as creating more crafts from recycled materials, which could generate additional income beyond the waste bank. Maintaining cleanliness in all areas of the school is crucial, ensuring that not only visible or accessible places are clean but also hidden or neglected areas. Additionally, optimizing the use of empty spaces should be prioritized to prevent clean and orderly areas from becoming untidy or visually unappealing.

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