

# THE SUSTAINABILITY OF THE ADIWIYATA PROGRAM AS A MEANS OF ENVIRONMENTALLY CARING CHARACTER BUILDING AMONG JUNIOR HIGHT SCHOOLS STUDENTS IN BIREUEN REGENCY

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**ABSTRACT:** This study aims to explore the sustainability of the Adiwiyata program as a character building for environmental care in public junior high school students in Bireuen district. Type of research is exploratory qualitative. The research location is UPTD of SMP Negeri 3 Makmur, Bireuen Regency. Data and research data sources were obtained through the following stages: a) observation through direct observation of the research object spontaneously towards the Adiwiyata activity program in the formation of student character, as well as a previously prepared checklist, b) Interviews with key informants, namely teachers and students of UPTD SMP Negeri 3 Makmur with informant retrieval techniques using the snowball sampling technique, c) Documentation studies obtained from field activities. Data validity techniques include; Credibility, Transferability, defendability, and confirmability. Data analysis techniques use data reduction, data display, and data interpretation, and drawing conclusions. The results of the study indicate that the UPTD of SMP Negeri 3 Makmur, Bireuen Regency, has successfully developed various effective activity programs in realizing Adiwiyata as a character building for students. These various activity programs, which include environmental-based curriculum programs, cleanliness programs, waste management programs, reforestation programs, and park programs, have contributed significantly to creating a healthy, clean, and green environment. Furthermore, the results of this study also show that the implementation of these activity programs has helped shape the character of students who care about the environment, are responsible, and have an awareness of the importance of maintaining cleanliness and environmental sustainability.

Keywords; Sustainability; Adiwiyata; Character; Environmental Care

## 1. INTRODUCTION

The Adiwiyata school program has a strategic role in increasing environmental awareness and developing environmentally conscious character. The Adwiyata school program has four components in its implementation, including environmentally aware policies, an environmentally based school curriculum, participatory-based activities, and environmentally friendly support facility management [1]. These components play a role in conditioning the school environment to foster environmentally conscious behavior among students and school residents, with the hope of developing an environmentally conscious character [2]. The Adiwiyata program is a form of government commitment to environmental management and protection through the educational environment [3]. The policy made by the government through the Minister of Environment Regulation Number 5 of 2013 concerning the implementation of the Adiwiyata

school program has the meaning of a good and ideal place where all knowledge and various norms and ethics can be obtained that can be the basis for humans towards the creation of welfare and towards the ideals of sustainable development. The goal of the Adiwiyata program is to create school residents who are responsible for environmental protection and management efforts through good school governance to support sustainable development [4].

Adiwiyata School is a school that cares about a healthy, clean and beautiful environment. The existence of this Adiwiyata program is expected to make the entire community around the school aware that a clean environment is a healthy environment. To maintain the environment can be done by wisely utilizing natural resources by not participating in large-scale exploitation because it will harm the nation in the future [5]. Schools are institutions that play a very important role in environmental care character education which is

expected to help instill character from an early age in students. Instilling attitudes to the younger generation is not an easy and instant task for an educator, instilling these attitudes will not run smoothly without support from parents and the surrounding environment and also requires habits that will become our children's culture from an early age. Seeing the current conditions where children are increasingly experiencing a crisis of social attitudes and environmental care. Therefore, instilling attitudes really requires special attention from the world of education. Environmental problems cannot be separated merely technically, but more importantly, solutions that can change the mentality and awareness of environmental management [6]. Character education is the beginning of the formation of the character of environmentally conscious participants [7]. In this program, it is hoped that students' behavior will be good and encourage habits and behaviors to always love the surrounding environment by instilling environmental sensitivity from an early age through routine habits, spontaneous habituation activities, exemplary habituation activities, conditioning, school culture, and environmental health [8]. One thing that needs to be developed is the character of environmental care. By developing an attitude of environmental care in students at school, it is hoped that it will be able to form people who have an environmentally conscious character, so that in the future the school environment, community and family environment will be comfortable and conducive for daily activities and activities.

Character is defined as the mental, moral, or ethical traits that distinguish one person from another; nature, and disposition. Character education can be defined as a conscious effort to instill intelligence in thinking, internalizing, and practicing the values that exist within oneself that constitute one's identity [9]. Character education is very important to be implemented at various levels of education [10]. This is because good character values will have implications for the success of students while studying at school. The most important character in a sustainable life with future generations is the responsible use of the environment. This is very important to pay attention to so that there is no excessive use of the environment, the continuous exploitation of natural resources against the environment. Character education is personality education that aims to develop the morals and character of students by deepening the values and beliefs of society without neglecting the affective, cognitive, and psychomotor domains [11]. Character education is very important to implement in every school. Good character has an impact on student success at school. This is because the good character

possessed by students will have a positive impact on themselves.

Environmentally conscious character is an attitude and action that always strives to prevent damage to the surrounding natural environment and develops efforts to repair natural damage that has already occurred [12]. Environmentally conscious character education can be instilled through the learning process in the classroom and school. The learning process carried out both in the classroom and outside the classroom is related to the importance of maintaining cleanliness and health of oneself and the environment. The learning process in schools can also instill environmental conscious character education through the school environmental cleanup program. This learning process, according to the explanation [12] character education is instilled through the learning process in each subject or activity that is designed in such a way. Therefore, education has an important role in improving the quality of human resources [13]. One of the schools implementing the Adiwiyata program is the UPTD of SMP Negeri 3 Makmur, Bireuen Regency. However, the main target is still far from being achieved, namely the lack of awareness and active participation of students and teachers in environmental activities. This can be caused by a lack of understanding of the importance of protecting the environment or a lack of motivation to engage in environmental activities. In addition, limited resources and adequate infrastructure to support environmental activities can also be an obstacle. Schools have inadequate facilities to support environmental activities, such as adequate waste disposal or equipment for environmental conservation activities. The minimal integration of the Adiwiyata program with the school curriculum can also make this program seem like an additional activity that is not very important. This can lead to a lack of interest and participation from students and teachers in environmental activities. Furthermore, the lack of effective monitoring and evaluation of environmental activities in schools can also make this program ineffective.

Support from parents and the community is also crucial in supporting environmental activities in schools. However, a lack of support from parents and the community can make the Adiwiyata program ineffective. Therefore, schools need to increase awareness and active participation of students, teachers, parents, and the community in environmental activities to improve the success of the Adiwiyata program's implementation. As environmental issues become increasingly complex, it becomes crucial and urgent to intensify character education. Schools, in a societal context, are a practical vehicle for character education. Character-based education in the development of the Adiwiyata program in schools needs to be

developed to create a conducive school environment as a place for the learning process to take place. Based on the above background, the researcher explored the sustainability of the

## 2. METHODS

This type of research is exploratory qualitative. The research location is UPTD of SMP Negeri 3 Makmur, Bireuen Regency. Data and research data sources were obtained through the following stages: a) observation through direct observation of the research object spontaneously towards the Adiwiyata activity program in the formation of student character, as well as a

## 3. RESULT AND DISCUSSION

The UPTD of SMP Negeri 3 Makmur, Bireuen Regency, has successfully developed various programs to achieve the Adiwiyata program. These programs include an environmental-based curriculum, a cleanliness program, a waste management program, a reforestation program, and a parks program.

### a. Environmental-based Curriculum Program at UPTD of SMP Negeri 3 Makmur

An environmental-based curriculum program is a learning approach that utilizes the environment as a learning resource to develop students' knowledge, skills, and attitudes in dealing with environmental issues. This program aims to increase students' awareness and participation in preserving the environment, as well as developing their abilities in solving environmental problems. Environmental education needs to be taught because it aims to provide students with opportunities to increase their knowledge and foster concern in efforts to improve the quality of life that is friendly to nature and friendly to the environment. Good school environmental conditions aim to make a place for conducive learning activities and increase awareness among school residents to take responsibility for efforts to save the environment and sustainable development [15]. Education cannot be separated from learning conditions. Comfortable learning conditions will be able to achieve learning objectives between teachers and students. One way to improve learning conditions can be done with an environmental approach. In primary and secondary education, the Ministry of Environment in 2016 implemented the Adiwiyata program [16]. Adiwiyata has the meaning of a good place where all knowledge and ethics become the

Adiwiyata Program in Building Environmentally Caring Character in Public Middle Schools in Bireuen Regency.

previously prepared checklist, b) Interviews with key informants, namely teachers and students UPTD of SMP Negeri 3 Makmur with informant retrieval techniques using the snowball sampling technique, c) Documentation studies obtained from field activities. Data validity techniques include; Credibility, Transferability, defendability, and confirmability. Data analysis techniques use data reduction, data display, and data interpretation, and drawing conclusions [14].

basis for students to create a prosperous life and move towards the ideals of sustainable development [17]. The aim of the Adiwiyata program is to provide reinforcement in increasing awareness in recognizing and making school residents more aware of their school environment, which is a means of learning and interaction, thereby creating an environment that is easy to find solutions to existing problems [18]. The implementation of an environmentally friendly curriculum is a standard that helps schools meet the goals of the Adiwiyata program. Because of this, schools need to provide all the necessary materials to meet these standards, with a focus on improving the school environment. The Adiwiyata program is designed to create students who care about the environment, so that they can benefit from the program's efforts. The Adiwiyata curriculum is meant to help students become more aware of environmental issues. A good and lasting learning process can include teaching environmental education [19]. The implementation of an environmentally based curriculum at the UPTD of SMP Negeri 3 Makmur integrates environmental material into the subject matter. The integration is carried out by teachers by developing teaching modules and student worksheets that address environmental issues by applying project-based learning methods so that students are directly involved in solving real environmental problems, as well as conducting field practicums. Integrating subjects and inserting environmental and management material into the school curriculum. In this program, students are taught about the importance of the environment, waste management, water conservation, and reforestation through an environmentally based curriculum program.



Figure 1. Practical Activities

Subjects integrated with Adiwiyata have their own objectives. One example is the core competency in Social Studies lessons is to respect and appreciate, how to behave honestly, disciplined, responsible, polite, confident, caring, tolerant, and mutual cooperation, in interacting with the surrounding environment. From the Core Competency, students have concern for the natural environment and interact with nature wisely. So this is in accordance with the Vision and Mission of the school, namely to produce a global generation, with an environmental identity [20]. To create a quality and quality learning process, a conducive environment is needed and the formation of student awareness about how to make clean and healthy living behavior both when in the school environment and outside the school environment. In implementing Adiwiyata material in schools, it is necessary to insert material in the syllabus that is integrated through the curriculum content of specific subjects. Local content and also integral learning with other learning, both compulsory and elective subjects. The environment can also be used as a learning medium that is categorized into three types, namely the social environment, natural environment, and artificial environment [21]. The learning model is developed in the material, the learning model and method are made varied and can be done by providing students with a full understanding of how to create a healthy and clean living environment when linked to the problems in our environment.

b. Cleanliness Program at UPTD of SMP Negeri 3 Makmur

Cleanliness is very important in our everyday lives because humans are always interacting with the environment. When the environment is clean and properly cared for, it makes it easier and more comfortable to do daily tasks. Similarly, keeping

schools clean helps students and teachers feel better and more focused while learning and teaching. So, it is really important to keep things clean because it affects not only people but also the environment and other living things. Keeping clean is like making a healthy place, which means it is less likely to be a place where diseases can spread [22]. Environmental cleanliness is a very important part of our everyday lives and plays a big role in staying healthy and avoiding sickness. As people, we need to take care of both the environment and our own cleanliness to keep ourselves and others safe from dirt and diseases. So, it's important to be careful and follow good cleaning habits. There are many ways to keep a school clean, like throwing away trash in the right place, cleaning the classroom every day, separating dry and wet waste, and using old things to make new crafts. If students don't keep the school clean, it can make the place unhealthy and stop learning and teaching from happening properly. A clean school helps us breathe fresh air, learn better, and stay healthy. That's why it's so important to always keep the school clean because it makes our daily lives easier and better [23].

Similar things are also done at UPTD of SMP Negeri 3 Makmur in implementing a cleanliness program in building student character, including; a) routine cleaning of the school area. This activity is carried out regularly to ensure that the school area remains clean and free from trash and dirt. Routine cleaning can be done every day or every week, depending on the needs of the school, b) Clean Saturday, this activity is carried out every Saturday, where all school residents participate in cleaning activities for the school environment. Clean Saturday can help increase awareness and participation of school residents in maintaining the cleanliness of the school environment, c) Daily picket, this activity is carried out in turns by students and teachers to ensure that the school

environment remains clean and tidy. Daily picket can help increase awareness and participation of students in maintaining the cleanliness of the school environment, d) Waste sorting, This activity is carried out to separate organic and non-organic waste. Waste sorting can help reduce the amount of waste produced and reduce negative impacts on the environment, e) School Waste Bank, This activity is carried out to manage waste produced by the school. School waste banks can help reduce the amount of waste produced and reduce negative impacts on the environment, f) cleanliness competition: This activity is carried out to increase awareness and participation of school residents in maintaining the cleanliness of the school environment. The cleanliness competition can help increase the motivation and enthusiasm of school residents in maintaining the cleanliness of the school environment, g) Effective waste management, This activity is carried out to manage waste generated by the school. Effective waste management can help reduce the amount of waste generated and reduce negative impacts on the environment, h) water and energy conservation: This activity is carried out to save water and energy used by the school. Saving water and energy can help reduce negative impacts on the environment

and save school operational costs, i) formation of a cleaning team, where this activity is carried out to form a cleaning team that is responsible for maintaining the cleanliness of the school environment. The formation of a cleaning team can help increase awareness and participation of school residents in maintaining the cleanliness of the school environment, j) preparation of a cleaning schedule, this activity is carried out to create an effective and efficient cleaning schedule. Preparation of a cleaning schedule can help increase awareness and participation of school residents in maintaining the cleanliness of the school environment, k) Promotion of clean living Behavior. This activity is carried out to promote clean and healthy living behavior among school residents. Promotion of clean living behavior can help increase awareness and participation of school residents in maintaining the cleanliness of the school environment, l) Daily habituation where, this activity is carried out to accustom school residents to maintain the cleanliness of the school environment continuously. Daily habituation can help increase awareness and participation of school residents in maintaining the cleanliness of the school environment.



Figure 2. Cleanliness of the School Environment



Figure 3. Trash Can



Figure 4. Waste Bank

With the existence of a cleanliness program in supporting character education in schools, students are expected to be able to independently improve and use their knowledge, as well as internalize character values and noble morals so that they are manifested in everyday behavior. There are also many activities for students at school to form a character of caring for the environment, for example, collecting organic waste from several classes and then making compost that can be used for fertilizer, and students can also use used plastic bottles to make pots containing plant seeds, after they start to grow then transfer the plant seeds into larger pots and water the plants in front of the class. It is very important to maintain cleanliness because it not only impacts humans, but also has an impact on the environment and other living things.

c. Waste Management Program at UPTD of SMP Negeri 3 Makmur

The waste management program at Adiwiyata schools is an effort to develop student awareness and participation in environmental management. This program can be implemented through several activities, such as segregated waste management, waste management infrastructure development, and environmental education. Thus, the waste management program at Adiwiyata schools can have a positive impact on the environment and society. The waste management program at UPTD of SMP Negeri 3 Makmur is an effort to develop students' character who care about the environment. This program can help students understand the importance of good waste management and develop a character that is responsible for the environment. In its implementation, the waste management program at UPTD Negeri 3 Makmur can be implemented through several strategies, such as education and outreach, segregated waste management, infrastructure development, and collaboration with third parties. Education and

outreach can be carried out through teaching and learning activities, as well as extracurricular activities related to waste management.

The implementation of a waste management program at the UPTD of SMP Negeri 3 Makmur is one of the efforts to realize the Adiwiyata school. This program is carried out through several activities, namely waste sorting, a school waste bank, recycling, and composting. Waste sorting is carried out to separate organic and inorganic waste, so that it can be further processed. The school waste bank is a place to collect recyclable waste, such as plastic, paper, and metal. Recycling is the process of converting waste into useful materials, such as making bags from used plastic or making paper from used paper. Composting is the process of converting organic waste into fertilizer that is useful for plants. By carrying out these activities, schools can reduce the amount of waste disposed of in landfills. The waste management program at the UPTD of SMP Negeri 3 Makmur also involves students, teachers, and school staff in these activities. This aims to increase awareness and participation of the school community in waste management and environmental preservation. Thus, the school can serve as an example for the surrounding community about the importance of waste management and environmental preservation. In the long term, the waste management program at the UPTD of SMP Negeri 3 Makmur can help create a healthy and clean environment and can reduce negative impacts on the environment. Furthermore, this program can also help increase awareness and participation of the school community in waste management and environmental preservation, thereby creating a more environmentally conscious generation.

Furthermore, segregated waste management can also be implemented through a waste bank program. This waste bank program allows students to collect waste and exchange it for money or other goods.

This program can help students understand the importance of proper waste management and develop environmentally responsible character. The waste management program at Adiwiyata schools can have a positive impact on the environment and the community [24]. These positive impacts include: reducing the amount of waste disposed of in landfills, increasing public awareness and participation in environmental management, developing schools that care about the environment and have an awareness of the importance of sustainable environmental management. Waste management is an important aspect in strengthening students' character, especially in the context of environmental education [25]. Good waste management can help students understand the importance of maintaining a clean and healthy environment, as well as developing responsible and environmentally conscious characters. The theory of sustainable waste management is one concept that can be used in strengthening students' character [24]. This theory is based on the principles of sustainable waste management, such as reduction, reuse, and recycling. By applying this theory, students can understand the importance of reducing waste and develop characters that care about the environment.

#### d. Greening Program at UPTD of SMP Negeri 3 Makmur

School greening programs are one way to foster student awareness and participation in sustainable environmental management. These programs can be implemented through several activities, such as tree planting, school garden development, and waste management. School greening programs can help develop students' character, fostering environmental stewardship and an awareness of the importance of sustainable environmental management [26]. School greening programs can also increase student awareness of the importance of sustainable environmental management [27].

In implementing the Adiwiyata program, school greening is a crucial aspect. The Adiwiyata program aims to develop schools that care about the environment and are aware of the importance of

sustainable environmental management. Therefore, school greening programs must be integrated with the Adiwiyata program [4]. School greening programs can help develop students' character, fostering environmental awareness and awareness of the importance of sustainable environmental management [27].

The implementation of the greening program at the UPTD of SMP Negeri 3 Makmur is one effort to create a greener, healthier, and more comfortable school environment. This program involves various parties, including students, teachers, and school staff. Planting various types of ornamental plants and shade trees in the school environment is one of the main activities in this program. These plants not only function as decoration but also act as carbon dioxide absorbers and oxygen producers. In addition to planting, maintaining the school garden is also an important part of the greening program. Students and teachers work together to care for the plants, clean the environment, and ensure that the school garden remains green and beautiful. This activity not only helps increase environmental awareness but also strengthens a sense of togetherness and responsibility among students and teachers. The greening program at the UPTD of SMP Negeri 3 Makmur also involved the creation of an educational garden. This garden was designed to be an interactive and fun learning space for students. With the educational garden, students can learn about various types of plants, how to care for them, and the importance of a green environment. This activity not only helps increase students' environmental knowledge but also strengthens their love and appreciation for nature. By involving students and teachers in green environment maintenance activities, the greening program at the UPTD SMP Negeri 3 Makmur has succeeded in creating a greener, healthier, and more comfortable school environment. This program also helps increase environmental awareness, a sense of community, and responsibility among students and teachers. Thus, this greening program can serve as an example for other schools in creating a greener and more sustainable environment.



Figure 5. Tree Planting



Figure 6. Student Involvement In Plant Care

In developing a school greening program, several aspects must be considered, such as tree planting, creating school gardens, and waste management. Tree planting can help reduce greenhouse gas emissions and improve air quality. Creating school gardens can help improve the beauty and comfort of the school environment. Waste management can help reduce the amount of waste produced by the school and convert waste into energy [25]. School greening programs can increase student awareness of the importance of sustainable environmental management [24]. In implementing a school greening program, several strategies can be implemented, such as involving students in greening activities, developing an effective environmental education curriculum, and increasing collaboration with third parties in environmental management. Involving students in reforestation activities can help increase their awareness and participation in sustainable environmental management. Developing an

effective environmental education curriculum can help raise students' awareness of the importance of sustainable environmental management. Increasing collaboration with third parties in environmental management can help improve the effectiveness of reforestation programs in schools [29].

In developing a greening program in schools, several challenges must be faced, such as limited resources, lack of student awareness and participation, and lack of support from third parties. Resource limitations can be overcome by developing an effective and efficient greening program [25]. The lack of student awareness and participation can be overcome by involving students in greening activities and developing an environmental education curriculum. The lack of support from third parties can be overcome by increasing cooperation with third parties in environmental management. This is also supported by research conducted by [24], which found that greening programs in schools can increase student

awareness of the importance of sustainable environmental management. In developing a school greening program, several indicators of success must be considered, such as increasing student awareness of the importance of sustainable environmental management, increasing student participation in greening activities, and increasing the effectiveness of the school greening program [29]. In implementing a school greening program, several strategies can be implemented, such as involving students in greening activities, developing an effective environmental education curriculum, and increasing collaboration with third parties in environmental management. Developing a school greening program also faces several challenges, such as limited resources, lack of student awareness and participation, and lack of support from third parties. According to [30], these challenges can be overcome by developing an effective and efficient greening program. In implementing the Adiwiyata program, the school greening program must be integrated with other programs, such as environmental education, waste management, and energy management.

e. Parks Program at UPTD of SMP Negeri 3 Makmur

School gardening programs are an effort to develop student awareness and participation in sustainable environmental management. According to [31] school gardening programs can help develop students' character, fostering environmental awareness and fostering an awareness of the importance of sustainable environmental management. This finding is also supported by research conducted by [32], which found that school gardening programs can increase student awareness of the importance of sustainable environmental management. In implementing the Adiwiyata program, school gardening programs must be integrated with other programs, such as environmental education programs, waste management programs, and energy management programs. According to the [33] the Adiwiyata program aims to develop schools that care about the environment and are aware of the importance of

sustainable environmental management. Therefore, school gardening programs must be implemented effectively and efficiently to achieve this goal.

In developing a school gardening program, several aspects must be considered, such as tree planting, creating school gardens, and waste management. According to [34], tree planting can help reduce greenhouse gas emissions and improve air quality. Creating school gardens can help improve the beauty and comfort of the school environment. Waste management can help reduce the amount of waste generated by the school and convert waste into energy. In implementing a school gardening program, several strategies can be implemented, such as involving students in gardening activities, developing an effective environmental education curriculum, and increasing collaboration with third parties in environmental management. According to [31], these strategies can help increase student awareness and participation in sustainable environmental management.

The implementation of the gardening program at the UPTD of SMP Negeri 3 Makmur is one of the strategic efforts to realize an environmentally friendly and sustainable Adiwiyata school. This program is carried out through several innovative steps, one of which is creating classroom gardens using ecobricks. Ecobricks are plastic bottles filled tightly with clean and dry non-biological plastic waste, forming a sturdy "brick" shape. By using ecobricks, schools can reduce the amount of plastic waste disposed of in landfills, as well as raise students' awareness of the importance of managing plastic waste. By creating classroom gardens using ecobricks, students can learn about how to manage plastic waste, develop skills in making ecobricks, and develop critical thinking and problem-solving abilities. In addition, this activity can also help raise students' awareness of the importance of managing the environment, as well as foster student participation in managing the school environment. Thus, this gardening program can be a good example in realizing an environmentally friendly and sustainable Adiwiyata school.



Figure 7. Student Activities in Making Ecobricks



Figure 8. Garden with ecobrick system

In the long term, the implementation of the gardening program at the UPTD of SMP Negeri 3 Makmur can help create a generation that is more environmentally conscious and aware of the importance of environmental management. Thus, this gardening program can be a good example in realizing an environmentally friendly and sustainable Adiwiyata school. In addition, this program can also help improve the quality of the school environment, as well as develop student awareness and participation in managing the school environment. In developing a gardening program in schools, several challenges must be faced, such as limited resources, lack of student awareness and participation, and lack of support from third parties. According to [32], these challenges can be overcome by developing an effective and efficient gardening program. In implementing the Adiwiyata program, the gardening program in schools must be carried out in an integrated manner with other programs, such as environmental education programs, waste management programs, and energy management programs.

## CONCLUSION

The research conclusion shows that the UPTD of SMP Negeri 3 Makmur, Bireuen Regency, has achieved significant success in developing various effective activity programs to realize Adiwiyata. Adiwiyata is a concept that integrates environmental, social, and economic values in creating sustainable and environmentally friendly schools. The activity programs developed by the UPTD of SMP Negeri 3 Makmur, Bireuen Regency, include several important aspects, namely:

- a. Environmentally Based Curriculum Program;  
The environmental-based curriculum program developed by the UPTD of SMP Negeri 3 Makmur, Bireuen Regency, is an effort to integrate environmental values into the school

In developing a gardening program in schools, several indicators of success must be considered, such as increasing student awareness of the importance of sustainable environmental management, increasing student participation in gardening activities, and increasing the effectiveness of gardening programs in schools. According to [31], these indicators of success must be considered to ensure that the gardening program in schools is effective and efficient. This is also a concern for UPTD of SMP Negeri 3 Makmur to develop student awareness of the importance of managing the environment. By planting and maintaining various types of ornamental plants and medicinal plants, students can learn about how to care for plants, regulate water, and control pests. This activity can also help improve students' skills in managing the environment, as well as develop their abilities in critical thinking and problem solving. In addition, this activity can also help increase student awareness of the importance of managing the environment, as well as develop student participation in managing the school environment.

curriculum. This program is designed to help students understand the importance of the environment and how to preserve it. Thus, students can become more aware of the importance of the environment and play an active role in preserving it. This program includes various activities, developing teaching modules and student worksheets that address environmental issues by implementing project-based learning methods so that students are directly involved in solving real environmental problems, and conducting field practicums. Teachers at this school are also trained to integrate environmental values into the subjects they teach. Thus, students can gain broader knowledge about the environment and how to preserve it.

- b. 2. The cleanliness program developed by the UPTD of SMP Negeri 3 Makmur, Bireuen Regency aims to maintain the cleanliness of the school environment and increase students' awareness of the importance of cleanliness. This program includes various activities, such as routine cleaning of the school area, clean Saturdays, daily pickets, waste sorting, Waste Banks, cleanliness competitions, water and energy savings, the formation of cleaning teams, promotion of clean living behavior, and daily habits.
- c. The waste management program developed by the UPTD of SMP Negeri 3 Makmur, Bireuen Regency, is designed to effectively manage school waste and reduce its negative impact on the environment. This program includes various activities, such as landfill management, organic waste processing, and non-organic waste reduction. This school has a good waste management system, so that waste can be separated and processed properly. Organic waste is processed into compost, while non-organic waste is used as material for making ecobricks. Thus, the school environment can remain clean and healthy.
- d. The greening program developed by the UPTD of SMP Negeri 3 Makmur, Bireuen Regency, aims to raise students' awareness of the importance of a green environment and develop a sustainable school garden. This program includes various activities, such as tree planting, school garden management, and the development of an educational garden. This school has a large and diverse school garden, with various types of plants and trees. Students

are involved in planting and managing the school garden, so they can gain broader knowledge and experience about the green environment.

- e. The gardening program developed by the UPTD of SMP Negeri 3 Makmur, Bireuen Regency, is designed to develop a sustainable school garden and teach students how to grow and manage a garden. This program includes various activities, such as managing the school garden, planting plants, and developing an educational garden by creating classroom gardens using ecobricks. The school has an ecobrick garden with various types of plants and trees. Students are involved in planting and managing the school garden, so they can gain knowledge and experience.

By developing these programs, the UPTD SMP Negeri 3 Makmur, Bireuen Regency, has succeeded in creating a greener, healthier, and more sustainable school environment. This not only helps increase students' environmental awareness but also strengthens a sense of community and responsibility among students, teachers, and school staff. Thus, the UPTD of SMP Negeri 3 Makmur, Bireuen Regency, can serve as an example for other schools in creating a greener and more sustainable environment.

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