

The Implementation of the Green School Model in Shaping Sustainable Lifestyles

Eni Veronika, Ahmad Yani T

Universitas Tanjungpura, Pontianak, Indonesia

Email: F2171231012@student.untan.ac.id, dr.ahmad.yani@gmail.com

Correspondence: F2171231012@student.untan.ac.id*

KEYWORDS	ABSTRACT
Industrial Class Management; Work Industry; Student Competence	The problem with the green school program implemented in schools is that it has not yet been integrated into the curriculum or teaching materials, resulting in its limited impact on students. Teachers often feel concerned about addressing waste issues, maintaining school cleanliness, and selecting beneficial plants for the school, as they are the spearhead of the green school initiative. This research is qualitative with a case study strategy, this training employs lectures, discussions, and Focus Group Discussions (FGD). The initial evaluation results indicate a low level of understanding among teachers and students regarding their roles and responsibilities in supporting the green school initiative. This lack of understanding stems from the belief among teachers and students that waste management and school environment maintenance are the responsibilities of the principal and the government. After receiving training and undergoing evaluation, both teachers and students began to understand the roles and functions they could play in helping the school implement the green school initiative. Their enthusiasm for the training resulted in a high level of understanding of their roles in carrying out the green school program at SMP AMKUR Bengkayang, Bengkayang Regency

Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)



1. Introduction

Green school is a concept that invites all school residents to form a lifestyle to be more caring and preserve the environment. Schools that actually act as institutions instilling values to students to maintain preserving this life in a sustainable manner. Therefore, schools must have a commitment to systematically develop programs to integrate environmental values into all school activities. Therefore, the physical appearance of the school is arranged ecologically so that it becomes a learning vehicle for all school residents to be wise and behave environmentally friendly (Boca & Saraçlı, 2019; Suyadi, 2010).

Looking at the current environmental conditions, the concept of green school is very important to be implemented more widely. Various natural disasters that occur such as floods, landslides, and so on, are mostly caused by human actions that damage the environmental ecosystem. The concept of green schools in fostering an attitude of caring for the environment through the process of learning and habituation is important and strategic (Rezkiti & Wardani, 2018; Wijayanti

et al., 2021). In schools, the learning process leads to efforts to shape student behavior that cares about the environment through learning models that are applicable and touch everyday life. Meanwhile, the school environment is used as a vehicle for habituating daily environmental care behavior. Thus, these two aspects lead to one goal, namely internalization or habituation of environmentally caring behavior in everyday life.

The general perception of schools in big cities, including those in Junior high school AMKUR Bengkayang, Bengkayang Regency, considers that responsibility in environmental management and environmental sustainability is the responsibility of the government. about the world of education as long as they consider that education is the responsibility of the government. There is a growing perception that so far that the culture of cleanliness in schools is a demand from teachers, it is hoped that this green school training program will be able to change the culture, in the sense that it is expected that students and teachers really have their own initiative to create a sustainable environment in their schools. This condition is also experienced by SMP Amkur Bengkayang, Bengkayang Regency. Environmental management and environmental preservation are understood to be limited to the responsibility of the government, so that later there will be orders from new government officials competing to improve the school environment. Although the Mempawah Regency government has implemented the Green School program, in reality in the field the program only touches the physical aspect and not the substantial aspect, namely the internalization of good environmental management values in education stakeholders in schools. The green school movement carried out in schools has not been able to transmit the virus to the surrounding community, including to the families of students and teachers.

The green school program executed in schools has not been embedded within the learning educational modules or subject matter at school so the impact on understudies has not been as well articulated. Go green school in Schools centres on natural administration based on community strengthening within the school environment, to form a clean, lovely, comfortable and sound school environment for the community within the school environment. Instructors now and then feel concerned about overcoming waste issues in schools, keeping up school cleanliness and choosing the sorts of plants that got to be planted in schools that can give numerous benefits, whereas instructors initiate the usage of Go green school in schools.

2. Materials and Methods

This type of research is qualitative with a case study strategy. The case study strategy was chosen because of the peculiarities of the problem in addition to its ability to explain social phenomena in greater depth (Creswell & Creswell, 2017). Case studies in the qualitative research tradition allow for interaction between researchers and tineliti as in the critical paradigm tradition. Truth is a shared understanding of a social reality in the form of intersubjectivity born due to the interaction between researchers and tineliti (Denzin & Lincoln, 2000).

Data collection is carried out using in-depth interview techniques and ordinary interviews that will be conducted by researchers themselves in the best possible natural conditions, Focus Group Discussion (FGD), participant observation, documentation and literature study. Observations involved in the context of this research should not be interpreted that researchers must be local residents and be directly involved in green school activities at school (Syukur, 2016). The attitude to feel part of them (being a part of) or the ability to feel what the research subjects feel (tineliti), can be interpreted as participation observation (Syukur, 2013, 2014).

The data were analyzed using interactive analysis models (Huberman & Miles, 2002). Research data that has been collected, processed and analyzed using qualitative analysis techniques with the following steps; data reduction, ; namely the process of selecting and concentrating attention and simplifying, abstracting and transforming rough data contained in interview notes and observations obtained in the field; data display is a set of information that has been arranged that gives the possibility of meaning that can be reported in drawing conclusions; Drawing conclusions and

verification are carried out after the data is presented, described and given meaning with logical interpretation. Conclusions are based on data presentation and data reduction. Data verification is carried out by means, of diligence of observation and triangulation (Moleong, 1999).

3. Result and Discussion

Responding to the development of the environment and the development of environmental education methods and to increase knowledge and understanding of environmental insights to students and the community on June 2, 2005, a joint agreement was signed between the State Minister of Environment and the Minister of National Education and as a realization of the MOU on February 21, 2006 a green school or known as adiwiyata school was designed, namely: The school cares and has a cultured environment.

Green school in the Adiwiyata concept through the latest module 2012 is a school that is able to optimize the potential of natural resources as a solution to solve problems faced by residents around the school. The other components are complementary components that are adjusted by the conditions of the school environment. Green School has a target for all school residents. With a view to building and exploring the participation of school residents in activities that have the content of environmental management and preservation.

Implementation of environmental education policies, so that all parties can do, between others:

- 1) Developing environmental education institutions,
- 2) Improving the quality of human resources,
- 3) Development of facilities and infrastructure,
- 4) Increased and efficient use of budget,
- 5) Development of living environment material,
- 6) Improved Communication and Information,
- 7) Empowering community participation in implementation and development,
- 8) Development of environmental education methods.

Green school indicators are described in several criteria, including:

a) School policy development

To realize ecologically caring and refined schools, a few school arrangements are required that bolster the usage of natural instruction exercises by all school inhabitants in understanding with the fundamental standards of green schools, specifically participatory and feasible. School approach is an vital viewpoint in arrange to realize a caring and naturally refined school.

b) Environment-Based Curriculum Development

The conveyance of natural fabric to understudies can be done through coordinates or solid educational programs. The improvement of materials, learning models and changed learning methods is carried out to supply understudies with an understanding of the environment related with daily environmental issues. The environmental theme is anticipated to be the most system within the advancement and planning of environment-based educational modules.

c) Development of Participatory Based Activities

To realize a school that cares and has a natural culture, school inhabitants have to be involved in different natural exercises (Kamil et al., 2020; Landriany, 2014). In expansion,

the school is additionally anticipated to include the encompassing community in carrying out different exercises that advantage school inhabitants, the community, and the environment.

Participatory definition is the voluntary participation of students or the involvement of other parties in activities related to the environment. This is intended to provide opportunities for school residents to be able to carry out learning for the surrounding environment and is expected to encourage thinking, designing, and taking concrete actions in answering the surrounding life problems.

d) Development and Management of School Support Facilities

Realizing green schools need to be supported by an infrastructure that reflects environmental management efforts (Sulaeman, 2016). In addition to using the environment as a learning medium, school residents are encouraged to develop efforts to improve the management and quality of the environment both inside and outside the school (Amirullah et al., 2020). Learning activities are no longer just extracting knowledge but, at the same time, looking for media for efforts to save the environment (Muzadi & Mutholingah, 2019).

Green schools are very important to be encouraged for the implementation of healthy teaching and learning activities. In addition to bringing benefits to education stakeholders, the program will also help reduce the impact of global warming, although on a relatively small scale.

Smooth teaching and learning activities and conducive classes can also be created with plants and plant growing. Plants and plants are able to provide oxygen that can make the brain develop. The more oxygen you get, the more your brain performance will increase. If brain performance increases, students will be able to follow and digest the lessons given by the teacher well. Of course, it can make the goals of teaching and learning activities achieved.

The application of go green school can be done through stages, namely: 1) Recycle or recycling is the activity of reprocessing or recycling. In his opinion, this activity utilizes used goods by processing the material for future use. Examples are utilizing and processing organic waste to be used as compost; 2) Reuse or reuse is the activity of reusing materials or materials that are still suitable for use. For example, plastic bags or paper canteens that are commonly extracted from the results we shop should not be thrown away but collected for reuse when needed. Another example is using rechargeable batteries; 3) Reduce or reduction is the activity of reducing usage or behavior patterns that can reduce waste production and not carry out excessive consumption patterns. For example, using durable and quality cutlery or kitchen utensils so as to extend product life or refill or refill used products such as aqua gallons, printer ink and household materials such as detergents, soaps, cooking oils, and others. This is done to reduce the potential for product container waste to accumulate in your home; 4) Replace or replacement is an activity to replace the use of an item or use allergenic items that are more environmentally friendly and can be reused. This effort is considered to be able to change someone's habits that accelerate waste production. For example, changing to using plastic bags or shopping paper by bringing your own shopping bags made of fabric; 5) Replant or replanting is the activity of replanting. For example, doing creative activities such as making compost and gardening in the yard. By planting a few trees, the environment will become beautiful and beautiful, help reduce the temperature at the microenvironment level (or around your own home), and reduce the contribution to global warming.

4. Conclusion

There is a low understanding of teacher and student administrators regarding the roles and functions they must perform in assisting schools in meeting minimum service standards. This low understanding is due to the understanding among teachers and principals that the responsibility of education in schools is the responsibility of the government and the school itself. After the teachers and students of the school received the training materials and conducted an evaluation, it appeared that the teachers and students already understood the role and function they could walk in helping the school fulfill the go green school. Their enthusiasm in attending the training made them have a high level of understanding to run a go green school at SMP AMKUR Bengkayang, Bengkayang Regency.

5. References

- Amirullah, A., Madjid, S., & Ahmadin, A. (2020). Peningkatan Pemahaman Peran dan Nilai-Nilai Perjuangan Tokoh Nasional Bung Karno Dan Hatta Sebagai Proklamator Bagi Guru Sejarah Sma Se-Kabupaten Polewali Mandar. *Humanis : Jurnal Pengabdian Kepada Masyarakat*, 19(1), 6–11. <https://ojs.unm.ac.id/Humanis/article/view/13032>
- Boca, G. D., & Saraçlı, S. (2019). Environmental Education and Student's Perception, for Sustainability. *Sustainability*, 11(6), 1553. <https://doi.org/10.3390/su11061553>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Denzin, N. K., & Lincoln, Y. S. (2000). The future of qualitative research. *Handbook of Qualitative Research*, 2, 1018–1023.
- Huberman, M., & Miles, M. B. (2002). *The Qualitative Researcher's Companion*. Sage.
- Kamil, P. A., Putri, E., Ridha, S., Utaya, S., Sumarmi, & Utomo, D. H. (2020). Promoting environmental literacy through a green project: a case study at adiwiyata school in Banda Aceh City. *IOP Conference Series: Earth and Environmental Science*, 485(1), 012035. <https://doi.org/10.1088/1755-1315/485/1/012035>
- Landriany, E. (2014). Implementasi Kebijakan Adiwiyata dalam Upaya Mewujudkan Pendidikan Lingkungan Hidup di SMA Kota Malang. *Jurnal Kebijakan Dan Pengembangan Pendidikan*, 2(1), 82–88. <https://ejournal.umm.ac.id/index.php/jkpp/article/view/1739/1834>
- Muzadi, A., & Mutholingah, S. (2019). Integrasi Pendidikan Berwawasan Lingkungan Hidup (Green School) Melalui Pembelajaran PAI di Sekolah. *Journal TA'LIMUNA*, 8(2), 53. <https://doi.org/10.32478/talimuna.v8i2.292>
- Rezkita, S., & Wardani, K. (2018). Pengintegrasian Pendidikan Lingkungan Hidup Membentuk Karakter Peduli Lingkungan Di Sekolah Dasar. *Trihayu: Jurnal Pendidikan Ke SD An*, 4(2).
- Sulaeman, S. (2016). *Manajemen sekolah Adiwiyata Mandiri di Kota Bandung: Studi deskriptif analitik di SD BPI dan SDN Cijawura Kota Bandung* [Thesis, UIN Sunan Gunung Djati Bandung]. <https://digilib.uinsgd.ac.id/id/eprint/21561>
- Suyadi, S. (2010). Konsep Edutainment dalam Pembelajaran di Tingkat SD/MI (Antisipasi Keterkejutan Mental Anak pada Masa Transisi dari TK/RA ke SD/MI). *Al- Bidayah: Jurnal Pendidikan Dasar Islam*, 2(1), 1–16.
- Syukur, M. (2013). *Sistem ekonomi lokal masyarakat Wajo: (studi kasus pada penenun di Kabupaten Wajo Provinsi Sulawesi Selatan)* [IPB]. <http://repository.ipb.ac.id/handle/123456789/66821>

- Syukur, M. (2014). Transformasi Penenun Bugis Wajo Menuju Era Modernitas. *Paramita: Historical Studies Journal*, 24(1).
- Syukur, M. (2016). Social Network of Bugis Weavers at Wajo Regency, South Sulawesi. *Komunitas: International Journal of Indonesia Society and Culture*, 8(1), 155–168.
- Wijayanti, A., Hariri, H., Karwan, D. H., & Sowiyah, S. (2021). Principal's Strategies in Realizing Adiwiyata School: A Literature Review. *Eduvest - Journal of Universal Studies*, 1(9), 841–849. <https://doi.org/10.59188/eduvest.v1i9.114>