

INTEGRATION OF THE ADIWIYATA PROGRAM IN SOCIAL SCIENCES LEARNING AS A MEANS OF STRENGTHENING ENVIRONMENTAL AWARENESS AT SMP NEGERI 1 KARANGANOM

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Abstract

This study aims to analyze the integration of the Adiwiyata Program into Social Studies (IPS) learning as an effort to strengthen students' environmental awareness at SMP Negeri 1 Karanganom. This research is motivated by the importance of developing environmentally conscious character in students through learning integrated with environmental issues. The study used a qualitative descriptive method with data collection techniques including observation, interviews, and documentation. The research informants consisted of the principal, social studies teachers, the Adiwiyata coordinator, and students of SMP Negeri 1 Karanganom. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing, with validity testing using source and technique triangulation. The results show that the integration of the Adiwiyata Program into Social Studies learning has been carried out through lesson planning, implementation of teaching and learning activities, and the instilling of environmentally conscious behavior in schools. Teachers integrated environmental values into the Social Studies material through contextual learning activities. The program has resulted in increased students' environmental awareness, although several obstacles remain, such as differences in students' levels of understanding and limited supporting facilities. Thus, the integration of the Adiwiyata Program into Social Studies learning contributes to fostering students' environmental awareness.

Keywords: Adiwiyata program; Social studies learning; Environmental awareness; Students.

INTRODUCTION

Environmental issues remain a global issue facing many countries, including Indonesia. Various forms of environmental damage, such as water pollution, air pollution, waste accumulation, reduced green open space, and climate change, demonstrate that public awareness of the importance of preserving the environment still needs to be improved. Environmental damage is influenced not only by natural factors but also by human activities that neglect ecosystem balance. Therefore, efforts are needed to build public awareness and responsibility for the environment through various sectors, one of which is education (Neolaka, 2008).

Education plays a strategic role in shaping students' character, including environmental stewardship. Schools serve not only as a place to transfer knowledge but also as a vehicle for the formation of values, attitudes, and behaviors that can be applied in everyday life. Through the educational process, students are expected to understand the relationship between human activities and the environment and to develop a commitment to environmental conservation efforts. Instilling environmental awareness from school age is crucial because environmental stewardship is not formed instantly but rather through a continuous process of learning and habituation (Charlesworth, 2016; Neolaka, 2008).

As a manifestation of the government's commitment to developing environmental education, the Adiwiyata Program aims to create schools that care for and embrace an

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environmentally conscious culture. This program emphasizes the involvement of all school members in building a culture of environmental awareness through school policies, an environmentally-based curriculum, participatory activities, and environmentally friendly management of supporting facilities. Therefore, the success of the Adiwiyata Program is measured not only by the clean and green physical condition of the school, but also by changes in the behavior of the school community in preserving the environment (Tikho & Gunansyah, 2021).

The implementation of the Adiwiyata Program will be more optimal if it is integrated into the learning process. One subject with significant potential for integrating environmental education is Social Studies (IPS). Social studies examines the relationship between humans and their social and natural environments, allowing learning to be linked to various environmental issues faced by students in their daily lives. Integrating environmental education into social studies allows students to gain a more contextual learning experience while fostering environmental awareness (Sapriya, 2017; Afandi, 2013).

In line with the implementation of the Independent Curriculum, social studies learning is directed toward contextual, flexible, and student-centered learning. Teachers are encouraged to relate learning materials to real-world conditions in their surroundings so that students not only gain conceptual understanding but also develop critical thinking skills and a responsible attitude towards the environment. Therefore, integrating the Adiwiyata Program into social studies learning is a relevant strategy for strengthening students' environmental awareness (Pratiwi & Dewantara, 2022).

Several previous studies have shown that the Adiwiyata Program positively contributes to the development of environmentally conscious character. Tikho and Gunansyah (2021) explain that the success of the Adiwiyata Program is greatly influenced by teacher involvement in integrating environmental values into the learning process. Research by (Afandi, 2013) also shows that environmental education can be integrated into social studies learning, thereby shaping students' knowledge, attitudes, and behaviors related to environmental care.

RESEARCH METHOD

This research employed a qualitative approach with descriptive methods. The qualitative approach was chosen because the study aimed to deeply understand the process of integrating the Adiwiyata Program into Social Studies (IPS) learning and its contribution to strengthening students' environmental awareness. Through this approach, researchers were able to obtain a comprehensive picture of the experiences, understandings, and practices of teachers and students in implementing the Adiwiyata Program in the school environment. According to (Sugiyono, 2020), qualitative research is used to examine natural phenomena, placing the researcher as the primary instrument in data collection and analysis. Meanwhile, descriptive methods are used to systematically describe the facts found in the field, reflecting actual conditions.

The research was conducted at SMP Negeri 1 Karanganyar, Klaten Regency, which has implemented the Adiwiyata Program as part of its efforts to create an environmentally friendly school. The research location was selected purposively, considering that the school has integrated the Adiwiyata Program into various school activities, including the IPS learning process, thus aligning with the research focus. The research subjects were determined using purposive sampling, a technique for selecting informants based on specific considerations in line with the research objectives. Informants included school principals, social studies teachers, Adiwiyata Program coordinators, and students directly involved in the program's implementation. These informants were selected based on their ability to provide relevant information regarding the Adiwiyata Program's implementation and its integration into social studies learning.

Data collection was conducted through observation, in-depth interviews, and documentation. Observations were used to directly observe the social studies learning process, which integrates environmental values, and various Adiwiyata Program activities within the school environment. Semi-structured interviews were conducted with all informants to obtain more in-

depth information regarding the understanding, implementation, and challenges of Adiwiyata Program integration. Documentation was used to supplement the research data, including teaching modules, learning tools, documentation of Adiwiyata activities, and other supporting documents related to the research focus.

Data validity was tested using source triangulation and technical triangulation. Source triangulation was conducted by comparing information obtained from the principal, social studies teachers, Adiwiyata coordinators, and students, while technical triangulation was conducted by comparing the results of observations, interviews, and documentation. This technique is used to increase data credibility, thereby enhancing the credibility of research results. Data analysis refers to the interactive model developed by (Matthew B. Miles, Huberman, & Johnny Saldana, 2014), which includes data condensation, data display, and conclusion drawing and verification. The analysis process is carried out continuously from the beginning of data collection until the research is completed, allowing each finding to be analyzed in depth in accordance with the research objectives.

RESULT AND DISCUSSION

Integration of the Adiwiyata Program in Social Studies Learning

The research results indicate that the integration of the Adiwiyata Program into Social Studies (IPS) learning at SMP Negeri 1 Karangasem has been systematically implemented through planning, implementation, and evaluation. Based on the analysis of teaching modules and interviews with social studies teachers, environmental values are not taught as stand-alone material, but rather integrated into learning competencies related to human-environmental interactions, economic activities, natural resource utilization, and sustainable development. Teachers utilize various environmental issues surrounding students as learning examples, making the IPS material more contextual and understandable. These findings indicate that IPS learning is directed at developing critical thinking skills while building student awareness of the importance of environmental sustainability.

Learning takes place not only in the classroom but also involves the school environment as a learning resource. Teachers invite students to observe the school environment and engage in discussions about waste management, the use of green open spaces, and the importance of maintaining a clean environment as part of the IPS learning. Through these activities, students gain hands-on learning experiences, enabling them to understand the concepts not only theoretically but also apply them to their daily lives. Observations show that students are actively involved in discussions, group work, and simple practices related to environmental conservation efforts.

In addition to classroom learning, the integration of the Adiwiyata Program is also supported by various routine school-based habituation activities, such as Clean Fridays, sorting organic and inorganic waste, maintaining classroom gardens, greening the school environment, and conserving water and electricity. These activities provide a platform for students to implement the knowledge gained in social studies into concrete actions. Thus, the learning process does not stop at mastering the material but continues to develop positive habits that support the creation of an environmentally conscious school culture.

These research findings align with Sapriya's (2017) opinion, which states that social studies learning must be developed contextually by connecting learning materials to the realities of community life. Through contextual learning, students not only gain knowledge but also develop social skills, critical thinking skills, and a responsible attitude in resolving various problems faced in their surroundings. In the context of this research, environmental issues raised in social studies learning serve as a means to build student awareness of the importance of maintaining a balance between human activities and environmental sustainability.

The results of this study also support (Afandi, 2013) research, which explains that environmental education can be integrated into social studies learning because the subject's characteristics are closely linked to the relationship between humans and the environment. This

integration enables students to gain more meaningful learning experiences by utilizing the environment as a learning resource. Thus, social studies learning serves not only as a medium for delivering academic material but also as a means of developing environmentally conscious character.

The findings of this study also reinforce the research of Rushayati, Hermawan, and Ginoga (2023), which showed that the success of the Adiwiyata Program is influenced by schools' consistency in integrating environmental education into learning activities. Schools that are able to connect environmental policies with the learning process tend to produce students with higher levels of environmental knowledge, attitudes, and behaviors than schools that only emphasize incidental cleaning activities. Similar results were reported by Wibowo et al. (2023) found that the continuous implementation of environmental education in Adiwiyata schools contributed to improving students' environmental awareness.

Based on these research results, it can be understood that the integration of the Adiwiyata Program into social studies learning at SMP Negeri 1 Karanganom is not only achieved through the delivery of learning materials, but also through habituation, teacher role models, and the use of the school environment as a learning medium. Consistent integration makes social studies learning more contextual and able to connect social concepts with environmental issues faced by students.

Contribution of the Adiwiyata Program Integration to Strengthening Students' Environmental Awareness

This research shows that the integration of the Adiwiyata Program into Social Studies (IPS) learning has positively contributed to strengthening environmental awareness among students at SMP Negeri 1 Karanganom. This is evident in changes in student attitudes and behavior, as they begin to practice various forms of environmental awareness, both inside and outside the classroom. Observations show that students demonstrate the habit of disposing of waste according to its type, maintaining classroom cleanliness, caring for plants, conserving water and electricity, and actively participating in school cleaning activities. These behavioral changes demonstrate that learning that integrates environmental values not only enhances knowledge but also fosters attitudes and concrete actions in daily life.

Interviews with the social studies teacher also indicate that students are beginning to understand the importance of maintaining a balance between human activities and environmental sustainability. The teacher explained that after the learning material was linked to environmental issues around the school, students became more active in expressing opinions, proposing solutions to environmental problems, and demonstrating concern through simple, independent actions. This demonstrates that social studies learning integrated with the Adiwiyata Program can improve critical thinking skills while fostering students' responsibility for the environment.

Besides being influenced by the learning process, students' increased environmental awareness is also supported by a school culture that consistently implements the principles of the Adiwiyata Program. Various habituation activities, such as Clean Fridays, school greening, waste bank management, class duty, and the use of the school garden as a learning medium, provide opportunities for students to apply the knowledge gained in social studies to real-world practice. This synergy between classroom learning and school culture makes it easier for students to internalize environmental values, thus developing them into sustainable habits.

However, this study also found that students' levels of environmental awareness are not yet fully distributed. Some students still engage in environmental awareness activities based on school rules or teacher direction, rather than out of personal awareness. These findings indicate that developing an environmentally conscious character is a process that requires time, ongoing practice, and support from the entire school community. Therefore, the success of the Adiwiyata Program is determined not only by the implementation of environmental activities, but also by the school's consistency in building a culture of environmental awareness through learning and teacher role models.

The findings of this study align with Neolaka's (2008) opinion, which states that environmental awareness is the result of a continuous educational process that develops knowledge, attitudes, and behavior. Environmental awareness does not emerge instantly, but develops through learning experiences, habituation, and individual involvement in various activities related to environmental conservation. Therefore, learning that provides students with direct experience will be more effective in developing environmentally conscious character than learning that focuses solely on delivering material.

These research findings also support the research of Rushayati, Hermawan, and Ginoga (2023), which showed that Adiwiyata schools are able to improve students' knowledge, attitudes, and behaviors about environmental care if the program is implemented comprehensively through school policies, learning processes, and participatory activities. Similarly, research by Wibowo et al. (2023) shows that consistent implementation of environmental education in Adiwiyata schools influences the development of students' environmental awareness. Therefore, the success of the Adiwiyata Program depends not only on the provision of supporting facilities and infrastructure, but also on the school's ability to integrate environmental values into all educational activities.

Overall, the research results show that the integration of the Adiwiyata Program into social studies learning has significantly contributed to strengthening students' environmental awareness at SMP Negeri 1 Karanganom. This contribution is reflected in students' increased understanding of the importance of environmental protection, the development of caring attitudes toward the school environment, and the emergence of various positive behaviors that support environmental preservation. These findings confirm that social studies learning has.

CONCLUSION

This study shows that the integration of the Adiwiyata Program into Social Studies learning can be implemented in a planned manner through lesson planning, classroom implementation, and various habituation activities that support a culture of environmental awareness. This integration not only facilitates the delivery of social studies material contextually but also serves as a means to internalize environmental values in students. The study findings indicate that teachers have a good understanding of the objectives and implementation of the Adiwiyata Program, thus enabling them to connect social studies material with various environmental issues relevant to students' lives. Students' understanding of the Adiwiyata Program develops through classroom learning experiences and involvement in various environmental activities at school. However, the level of student understanding and awareness is not yet fully equitable, requiring reinforcement through continuous learning and habituation. The study also found that the integration of the Adiwiyata Program contributes to strengthening students' environmental awareness, as demonstrated by increased concern for environmental cleanliness, involvement in environmental conservation activities, and the development of environmentally friendly behaviors in daily life. This success is supported by the synergy between social studies learning, school policies, teacher role models, and a school culture oriented towards environmental conservation. Thus, social studies learning plays a strategic role in supporting the implementation of the Adiwiyata Program, an effort to shape students' environmental awareness in a sustainable manner.

Schools are expected to continue strengthening the implementation of the Adiwiyata Program through more systematic integration into social studies and other subjects, ensuring that environmental values are consistently instilled in students. Teachers are also expected to develop more innovative, contextual, and environmentally based learning models, media, and strategies to enable students to gain more meaningful learning experiences and apply environmentally conscious behavior in their daily lives. For students, the values acquired through the Adiwiyata Program must be applied not only in the school environment but also in their families and communities, so that environmental awareness develops into an integral part of their personal character. Meanwhile, for future researchers, this study can serve as a reference for developing studies on the integration of environmental education into learning with a broader scope, for example, through a quantitative or mixed methods approach, involving various levels of education,

or examining the effectiveness of certain learning models in increasing students' environmental awareness.

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