



MANAGEMENT OF THE MANDIRI ADIWIYATA DEVELOPMENT TEAM AT MIN 2 MADIUN IN FORMING A PANCASILA STUDENT PROFILE

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Abstract

The current state of the environment is significantly degraded, necessitating concerted preservation efforts, such as the implementation of the Adiwiyata program. This initiative is geared towards enhancing the knowledge and awareness of school members to foster a healthy and sustainable environment. Early exposure to the importance of environmental preservation is crucial, thus emphasizing the need for proactive measures to instill environmental awareness in students from a young age. Environmental education subjects play a pivotal role in imparting essential knowledge and fostering awareness about the significance of protecting the surrounding environment. This study aims to comprehensively describe the management practices of the independent Adiwiyata development team at MIN 2 Madiun and its pivotal role in shaping the Pancasila student profile. Employing a qualitative case study method, data was collected through various means including observation, interviews, and documentation. The analysis involved data reduction, presentation, and drawing meaningful conclusions. The findings underscore the effective planning, implementation, monitoring, evaluation, and integration of Adiwiyata programs within the framework of shaping the Pancasila student profile at MIN 2 Madiun.

Keywords: Mandiri Adiwiyata, Profile of Pancasila Students, Management

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INTRODUCTION

مقدمة

In today's warm environment is a topic of discussion, the surrounding natural environment cannot be separated from human life (Neil et al., 2020). In some period of time the natural environment has begun to be disturbed, because some humans destroy nature in a sustainable manner (Arif & Setiyowati, 2022). As a result, the damage to the natural environment is increasingly widespread, which is worrying for the future of mankind (Bahrudin, 2017). In human eyes, the natural environment is a supply that can be exploited by all, in other words, people are more vulnerable to exploiting nature for personal gain. (Kokom Komalasari; Septi Rotari, 2017). This view is the basis for damage to the natural environment that does not think about future impacts. As stated by Ilyasa et al (2020: 4) exploiting natural resources on a large scale or uncontrollably can result in damage or a decrease in the quality of the environment, where the quality of the environment can affect the quality of the population or society. (Feryl Ilyasa, Muhammad Zid, 2020). Considering that students and school members are the most important subjects in the scope of education, thus it is necessary to preserve the environment, and also in the current era of globalization, children are rarely familiar with farming, they are more

engrossed in playing with technology.

Along with complex environmental problems, to carry out environmental management in schools, an Environmental Education Policy was issued between the State Minister for the Environment and the Minister of National Education No. 03/ MENLH/ 02/ 2010 dated 1 February 2010 concerning Environmental Education through the Adiwiyata program (Ruswanti, 2019). The Adiwiyata Program is a program from the Ministry of Environment in order to encourage the creation of knowledge and awareness from school residents in efforts to preserve the Environment (Paparang, 2017). This program was created due to concerns from the government regarding the decline in environmental quality, so that people's indifference to the environment decreases (Darning Rakhmawati, Andreas Priyono, 2016). Students who are part of the community need to be educated from an early age regarding concern for the natural environment around them, so there is a need for awareness to change the stigma of thinking through learning and education (Neneng et al., 2017; Darning Rakhmawati, Andreas Priyono, 2016). With this program, it is hoped that all school members will take an active role towards a good and healthy environment. This program is a step towards creating a school that is committed to educating students who care and are cultured in the environment (Darning Rakhmawati, Andreas Priyono, 2016).

The Adiwiyata program in schools is carried out from elementary to senior high school. There are levels of adiwiyata, starting from the city or district level, provincial level, national level, independent level, ASEAN level, and Asian level. (Shobahiya et al., 2022; Darning Rakhmawati, Andreas Priyono, 2016).

MIN 2 Madiun has earned the title of Mandiri Adiwiyata school. Even though the land area is not large, this title shows the commitment of the development team to fulfill the components of a good Adiwiyata Madrasah. It can be seen from the program that has been launched by the adiwiyata development team, namely by making hydroponic plants from PVC pipes in front of each class, and each class is responsible for caring for them, utilizing aloe vera to be managed as a handsanitizer, making compost from leaves, and so on. etc. The program has reflected a caring and cultured madrasah for the environment. This is closely related to PBLHS (Care for Environmental Culture in Schools). From the programs that have been carried out by students, they have formed how to become a good Pancasila student profile.

So that the vision of the president through the Ministry of Education and Culture can realize the implementation of the Pancasila Student Profile which contains the ideal profile of Indonesian students who practice Pancasila values and instill character which can be done through school culture, intra-curricular learning, co-curricular and extracurricular activities, the independent adiwiyata program at MIN 2 Madiun can be integrated through the establishment of a Pancasila student profile. The Pancasila Student Profile is divided into six dimensions consisting of faith, piety to God Almighty, noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative (Wahyuningsih et al., 2021).

METHOD

منهج

The research method used in this study is a case study, focusing on the chosen theme. This is in line with what was expressed by Sukmadinata (2011: 99) that case study research is research that focuses on just one phenomenon that is chosen and wants to be understood in depth, ignoring other phenomena and this phenomenon can be in the form of a school leader, a group

of students, a program, a process, a policy application or a concept. This research uses descriptive research with a qualitative approach. Qualitative research is a researcher as a key instrument that examines looking at the real condition of natural objects(Rina, 2022). Data collection techniques with observation, interviews, and documentation. Data analysis using data reduction analysis, data presentation, and drawing conclusions(Rina, 2022).

RESULT | نتائج

Management of Adiwiyata Mandiri Development Team

Based on the results of data collection, interviews, documentation, and observations conducted by researchers at MIN 2 Madiun related to the management of the adiwiyata mandiri development team, there are three stages carried out, namely, planning, implementation, monitoring and evaluation. Planning is the first stage carried out in making programs or activities (Disman Bahri, 2021). Planning is determined first vision and mission which are then developed in several components to realize the vision and mission that have been previously set, (Noerfauzan, 2015)

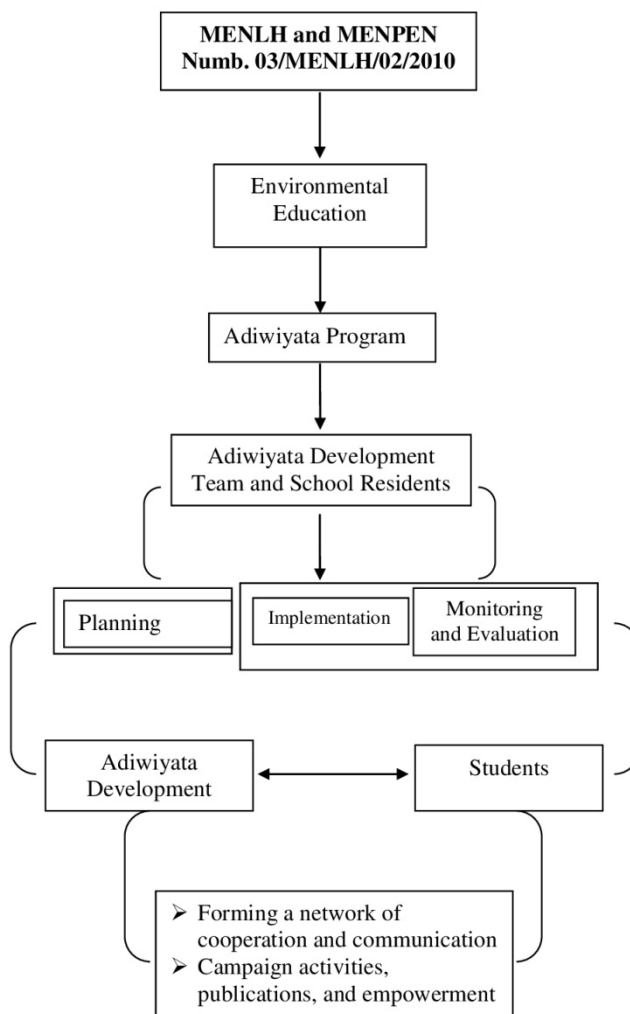


Figure 1. Management of the Adiwiyata Development Team at MIN 2 Madiun

Thus, with the planning that has been made by the adiwiyata mandiri development team at MIN 2 Madiun, the goals that have been set can be achieved. To achieve the goals that have

been set, there must be implementation that is carried out. As in MIN 2 Madiun, the implementation to realize an environmentally cultured madrasah requires involvement from school residents (Bahrudin, 2017). The implementation of the adiwiyata mandiri program at MIN 2 Madiun is carried out every Thursday with rotation, those who do not leave out the elements that participate in the implementation of the Adiwiyata Mandiri program are principals, educators, education staff, adiwiyata development teams, students, guardians, cleaners, and canteen officers.

The adiwiyata mandiri development team at MIN 2 Madiun has activities in empowering its team. For example, forming a network of cooperation and communication with local waste banks and campaign activities, PBLHS (Caring for the Cultural Environment in Schools) publications.

After the implementation of the adiwiyata mandiri program at MIN 2 Madiun, the next step is monitoring and evaluation. This monitoring and evaluation can be carried out by madrasahs who have been tasked with evaluating existing programs (Naila Imtiyaz Huri'in, 2019). As in MIN 2 Madiun, monitoring and evaluation is carried out 3 times a year, namely in March, June, and December, by discussing aspects related to the independent adiwiyata program in MIN 2 Madiun. The monitoring is carried out by the adiwiyata development team, principal, board of educators, school committee, students. Thus, all activities in the adiwiyata mandiri program at MIN 2 Madiun can be realized properly.

Adiwiyata Mandiri Development Team in Profile Formation, Students, Pancasila

Based on the Decree of the Head of BSKAP No. 009 of 2022, the dimensions, elements and sub-elements of the Pancasila Student Profile in the Independent Curriculum have been determined (Rachmawati et al., 2022). The profile of Pancasila students has been stated in the regulation of the Minister of Education and Culture Number 22 of 2022 (Djarwati, 2021). As in MIN 2, Madiun has used the independent curriculum as an improvement that focuses on the competence of students and increases the creativity of a teacher. In the adiwiyata mandiri program, the adiwiyata development team at MIN 2 Madiun formed a pancasila student profile. The profile of pancasila students in the prototype curriculum is a manifestation of every individual student in Indonesia who is expected to be able to apply pancasila values in everyday life (Mutiara et al., 2022).

The formation of the Pancasila student profile is useful to provide opportunities for students not only to learn indoors, but also to learn outdoors with the surrounding environment. As in MIN 2 Madiun, even though it has less land that is not so large does not make an excuse for not caring and cultured the environment. In the student profile, Pancasila has six competencies related to independent adiwiyata. The six aspects are: (1) Faith, fear of God Almighty, and have a noble character, (2) Independent, (3) Critical Reasoning, (4) Creative, (5) Cooperation, and (6) Global diversity (Irawati et al., 2022).

The Pancasila Student Profile is an ability built in students through school culture, intracurricular, co-curricular, and extracurricular learning (Lis Nurasiah, Arita Marini, Maratun Nafiah, 2022). The adiwiyata development team at MIN 2 Madiun made a program in the formation of a pancasila student profile, namely by planting hydroponic plants carried out by each class, and placing them in front of their respective classes, of course, each class has the responsibility to inherit and maintain plants. Managing aloe vera as a handsinitizer, organic fertilizers and vegetable pesticides, making compost independently from leaves that can be sold, working together in managing and maintaining the surrounding natural environment, having

noble morals through clean living and disposing of waste in its place.

Thus, the formation of the Pancasila student profile at MIN 2 Madiun through independent adiwiyata activities can provide lessons for students to be directly involved with the surrounding natural environment, so that the existence of students gets a role by producing their own work from learning opportunities in informal, flexible, and interactive learning conditions in various competencies of the Pancasila student profile.

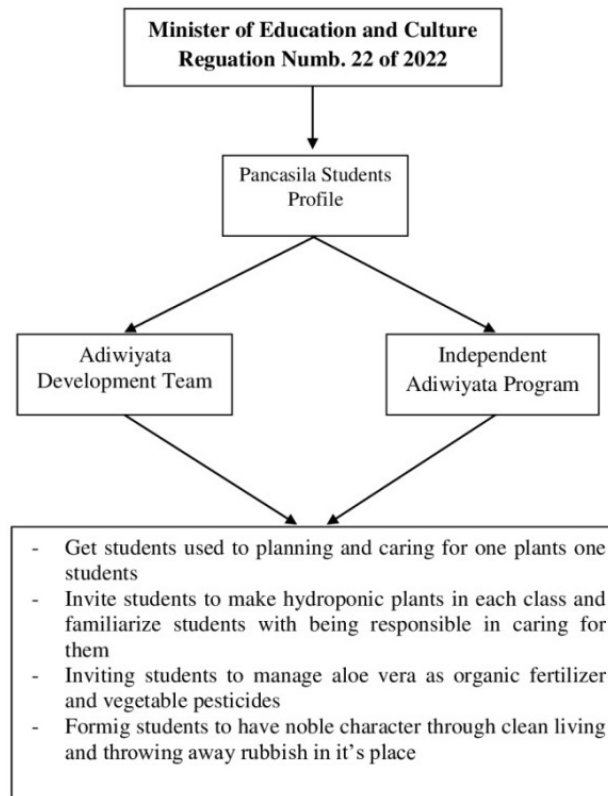


Figure 2. Adiwiyata Mandiri Development Team in Forming Profiles, Students, Pancasila

DISCUSSION

مناقشة

Adiwiyata Mandiri Development Team Management

Management of the Adiwiyata Mandiri Development Team From the results of interviews conducted by researchers to the adiwiyata development team, the management carried out by the adiwiyata mandiri development team at MIN 2 Madiun has three stages, namely planning, implementation, monitoring and evaluation. Planning at MIN 2 Madiun was carried out before the new school year carried out by the adiwiyata mandiri development team. In the planning stage of the independent adiwiyata program at MIN 2 Madiun determined several aspects that contained from PBLHS (Caring for the Cultural Environment in Schools). *First*, by setting the vision, mission, goals, and self-development programs by involving the principal, board of educators, school committee, students, and community. *Second*, in the aspect of PRLH (Environmentally Friendly Behavior) which is integrated in the RPP by also setting an implementation schedule in the independent adiwiyata program. *Third*, the preparation of PRLH action plans. *Fourth*, aspects of the implementation of PRLH (Environmentally Friendly Behavior) which are integrated in the RPP.

The implementation of the adiwiyata mandiri program at MIN 2 Madiun is carried out every Thursday with rotation. There are 5 aspects of the application of PRLH, the *first* is cleanliness of function, sanitation, and drainage. The elements participating in this aspect are the adiwiyata mandiri development team, madrasah heads, educators, education staff, parents, and janitors. Efforts in maintaining cleanliness, sanitization and drainage functions include; (1) Assignment / research / practice of subjects and extracurriculars, (2) Cleaning toilets, (3) Cleaning drainase regularly (4) Cleaning the teacher/class/library cage, (5) Holding a class cleaning competition, (6) Participating in Friday/Saturday clean activities. *Second*, waste management. The elements participating in this implementation are the adiwiyata development team, students, and janitors. This implementation includes; (1) the campaign does not use plastic, (2) provides refillable drinking water, (3) brings reusable places to eat and drink, (4) school events free of plastic waste and styrofoam, (5) uses alternating paper for notes, (6) Eat and food sold in canteens without plastic packaging, (7) make liquid and solid compost, (8) recycle paper waste, (9) send used waste to waste collectors/banks, (10) waste segregation. *Third*, planting, seeding, and maintaining trees/plants in the madrasah environment. Elements participating in this implementation are school principals, educators, education staff, adiwiyata development team, students, parents, janitors, and canteen officers. *Fourth*, water conservation. Water conservation efforts made; (1) saving water use, (2) making bipori holes, (3) utilization of ablution water waste and hand washing water waste, by making fish ponds, (4) making infiltration wells, (5) maintaining water installations. *Fifth*. energy conservation. Efforts made include; (1) maintenance of electrical equipment, (2) turning off and unplugging electrical switches when not in use, (3) utilizing natural light (sun) during the day, (4) using electricity-saving equipment, (5) cleaning lights and lamp housings, (6) not turning on fans in the morning, (6) using environmentally friendly vehicles.

Besides this, there are activities in empowering the independent adiwiyata development team at MIN 2 Madiun are; First, by forming a network of cooperation and communication, including cooperation with local waste banks, cooperation with health agencies, the existence of the Adiwiyata Team Forum on social media. Second, are campaign activities, PBLHS (Caring for Environmental Culture in Schools) publications, and empowerment which includes water conservation campaigns, energy conservation campaigns, waste management through 3R, Internalization of the movement to school residents, cleanup, sanitase, and drainage campaigns, tree planting/nursery/maintenance campaigns. The publication media used by the adiwiyat mandiri development team at MIN 2 Madiun are posters, slogans, websites/blogs/fanpages, social media, exhibitions, mading, and live campaigns. The monitoring and evaluation of the adiwiyata mandiri program at MIN 2 Madiun is carried out 3 times a year in March, June, and December. Monitoring and evaluation discusses 5 aspects, namely; (1) cleanliness, sanitase function, and drainage, (2) waste management, (3) planting, tree/plant maintenance, (4) water conservation, (5) energy conservation. This monitoring is carried out by the adiwiyata development team, principal, board of educators, school committee, students.

Adiwiyata Mandiri Development Team in Forming Profiles, Students, Pancasila

In the adiwiyata mandiri program, the adiwiyata mandiri development team at MIN 2 Madiun formed a pancasila student profile. The formation of the Pancasila student profile is useful to provide opportunities for students to be able to learn outdoors with the surrounding environment. Even with a small land does not make an excuse for not caring and cultured environment.

In MIN 2 Madiun, the program that has been created by the adiwiyata development team in the formation of the Pancasila student profile is by planting hydroponic plants carried out by

each class, and placed in front of their respective classes, of course, each class has the responsibility to inherit and maintain these plants. Planting orchid plants of various types and care of one plant one pupil. Managing aloe vera as a handsinitizer, organic fertilizers and vegetable pesticides, making compost independently from leaves that can be sold, working together in managing and maintaining the surrounding natural environment, having noble morals through clean living and disposing of waste in its place. Ask students to look for ways of preventing environmental pollution. Respect others for the differences of plants cared for. Integrate mathematics subjects in Adiwiyata Mandiri by calculating the volume of water discharge, calculating the number of plants or trees.

Thus, what became the planning of the adiwiyata development team in the formation of the Pancasila student profile at MIN 2 Madiun has been realized. Activities related to the Pancasila student profile above are carried out in rotation. And of course also accompanied by the adiwiyata development team. For plants that enter the hydroponic plants in front of their respective classes can later be sold, then the proceeds (money) can be put into cash or bought seeds to plant again. This is done to form a sense of responsibility for students towards plant maintenance. The formation of the Pancasila student profile through this adiwiyata activity provides lessons for students to be directly involved with the surrounding natural environment, so that students also get their own work from learning opportunities in informal, flexible, and interactive learning conditions in various competencies of the Pancasila student profile.

CONCLUSSION

خاتمة

The management of the national adiwiyata development team at MIN 2 Madiun in the formation of the Pancasila student profile is divided into several stages, namely: planning, implementation, monitoring and evaluation. In the planning stage, there are several aspects, namely: (1) determining the vision, mission, goals, and programs, (2) aspects of PRLH (Eco-Friendly Behavior) integrated in the RPP, (3) preparation of PRLH action plans, , (4) aspects of implementing PRLH (Environmentally Friendly Behavior). The implementation of the adiwiyata mandiri program at MIN 2 Madiun is carried out every Thursday with rotation. Meanwhile, the monitoring and evaluation of the independent adiwiyata program at MIN 2 Madiun is carried out 3 times a year in March, June, and December. Related to the formation of the pancasila student profile, the national adiwiyata development team at MIN 2 Madiun integrates subjects with the pancasila student profile at MIN 2 Madiun. For example, mathematics subjects are integrated in adiwiyata mandiri by calculating the volume of water discharge, calculating the number of plants or trees.

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