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# Implementation strategy character building of care and environmental culture in school

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**Abstract.** Adiwiyata program has been launched in schools. The character building in schools, especially the caring and cultured environment is deemed necessary to be studied, because considering the broad and long-term impact on environmental conditions between generations. To this day, related to the environmental attitudes and culture. The point is to form caring and cultured characters for school citizens through the education system implemented in the education level unit. Therefore, it needs to be measured to what extent the implementation is running and how the improvement strategy is going forward. The number of schools that become the Adiwiyata School, in Padang Town are reaching 243, out of 646 totality of schools. To increase the number of adiwiyata schools in the Padang Town to the future, an improvement strategy is needed based on current conditions. The current condition in question is all the strengths, weaknesses and opportunities and threats that exist. This research is classified as qualitative research. The aim is to increase participation of school into Adiwiyata Program in Padang Town. The method used in this research is SWOT analysis (strengths weaks threats opportunities). The results of the research, the strategy direction is obtained in the form of growth with the main strategy in the form of SO Strategy (Strenghts - Opportunities), namely "utilizing the power to seize the opportunities that exist", or "increasing the opportunities for existing strengths". The derivatives of this main strategy are 10 (ten) priority strategies.

## 1. Background

The Adiwiyata program is a national program. Formally juridically, this program is based on (1) the 1945 Constitution Article 28 paragraph 1 and Article 33 Paragraph 4, (2) Law No. 32 of 2009 concerning Environmental Protection and Management, (3) Law No. 18 of 2008 concerning Protection and Management Garbage, (4) Minister of Environment Regulation No. 05 of 2013 concerning Implementation Guidelines for the Adiwiyata Program

In an effort to protect and manage the environment, the Adiwiyata Program is one of the early prevention efforts to anticipate environmental pollution and destruction. That is, this program was not born to answer the problem of pollution and environmental damage that has occurred in an area. But it is precisely to avoid this from happening in the future, by providing environmental education and manners that care and love the environment to students.

Judging to the function of the school as a place of learning for students, the Adiwiyata Program also aims to make the school an ideal place and place to study. Thus, the Adiwiyata Program



physically seeks a comfortable, ideal and healthy environment for school citizens in addition to long-term goals as an effort to protect and manage the environment in the concept of sustainable development.

The target of the adiwiyata program is students at schools, ranging from elementary school, junior high school and equivalent to high school and equivalent. In practice, all school residents and committees as well as the community around the school will directly participate. Thus, the principle of involvement of all components in the effort to protect and manage the environment can be realized through the Adiwiyata Program.

There are 4 (four) indicators of a school that can be said or become Adiwiyata School, namely (1) the existence of environmentally sound policies, (2) the curriculum contains efforts to protect and manage the environment, (3) the participation of school members in environmental management and protection efforts (4) facilities and infrastructure are available to answer environmental problems. If the indicator above has been fulfilled by a school, then the school can be declared as a school that cares about the environment and becomes a comfortable and ideal place to study.

However, the number of schools as a Adiwiyata School has only reached 246 schools out of a total of 646 schools. This means that there are 400 schools that have not become Adiwiyata Schools. It can be seen that the percentage of Adiwiyata School has only reached 38 % with the remaining 62 % being schools that do not participate in the Adiwiyata Program. This shows that the school's concern for this program is still low.

As a program ideally the goals and objectives must be achieved, the Adiwiyata Program that has been implemented in the Padang Town for the past 3 (three) years cannot be said to be going well. It is feared that there will be a decline in the number of schools proposed by each year, followed by a decrease in the value of adiwiyata values in schools that have Adiwiyata School predicate at the Adiwiyata School. This condition is very concerning and needs to be addressed immediately.

Therefore, a strategy is needed to increase the number of adiwiyata schools in the West Sumatra Province. The strategy that was born was a strategy formulation based on current conditions with all the existing strategic factors.

The formulation of the problem in this paper is how to increase participation of school to become an adiwiyata school in Padang Town.

## **2. Aim and Goal**

The aim to be achieved is to increase the number of adiwiyata schools in Padang Town. While the targets to be achieved are (1) so that schools issue policies related to environmental protection, (2) integrate environmental protection and management material into the curriculum, (3) participate in environmental protection and management and (4) provide facilities and infrastructure environment.

## **3. Theoretical Basic**

Adiwiyata (Green School) is one of the environmental and forestry state ministry programs that has the aim to encourage the creation of knowledge and also awareness of school citizens in environmental preservation. The Adiwiyata program is basically to make the school a good and ideal place where all knowledge and various norms and ethics that can be the basis of human beings towards the creation of life prosperity in the concept of sustainable development [1]. It can be emphasized that the target of the Adiwiyata Program is the school community and the school's physical environment. The long-term goal is the welfare of life in the concept of sustainable development. According to Soemarwoto [2] sustainable development must contain an increase of 3 (three) aspects in its function, namely ecological, social and economic functions. Thus, the adiwiyata program is an environment-based program for improving social and economic welfare in the future.

The principle of adiwiyata program is participatory and sustainable [1]. Participatory means the school community is involved in school management which covers the entire planning, implementation and evaluation process according to their respective responsibilities and roles.

Sustainability means that all activities must be carried out in a planned and continuous manner comprehensively.

For a comprehensive, sustainable activity that includes planning, implementation and evaluation and participation is clearly not easy. This requires a strategy.

Fathurrohman and Sutikno [3] states that language strategies can be interpreted as tactics, tips, tricks or ways. While in general the strategy is defined as an outline of direction in acting for a predetermined purpose. Referring to the Large Indonesian Language Dictionary [4] the strategy is defined as a careful plan of activities to achieve specific goals. Added by Marrus [5] that the strategy is defined as a process of determining the plans of the top leaders who focus on the long-term goals of the organization, along with the preparation of a way or effort how to achieve these goals. Thus, the goal of giving birth to a strategy is for the long term in achieving a predetermined goal. This is also not simple, because it requires a formulation process.

To formulate a strategy requires a process related to strategic management. According to Griffin [6] strategic management is a comprehensive and sustainable management process aimed at formulating and implementing effective strategies. An effective strategy is a strategy that encourages perfect harmony between the organization and its environment and with the achievement of its strategic objectives. So strategic management or strategic management is the way (strategy) taken in making decisions and actions to respond to opportunities and challenges, so that they still exist and achieve goals. David [7] added that strategic management is the art and knowledge to formulate, implement, and evaluate cross-functional decisions that enable the organization to achieve its objectives. Thus, to create a strategy, it is necessary to have art and knowledge that can contain the method of formulation, how to implement it and at the same time evaluate the decision. A good strategy is not shown by the many strategies that are prepared, but one strategy that contains all possibilities and accommodates the harmony between internal and external resources.

In order for the strategy to be prepared effectively, information is needed about strengths, weaknesses, opportunities and threats related to the conditions and situations that exist. One method for knowing the strengths, weaknesses, opportunities and threats of a company or organization is a SWOT analysis. According to Griffin [6], SWOT analysis is an evaluation of the strengths (strengths) and internal weaknesses (weaknesses) that are carried out carefully, and also an evaluation of opportunities (opportunities) and threats (threats) from the environment. In the SWOT analysis, the best strategy for achieving an organization's mission is to (1) exploit the opportunities and strengths of an organization, and at the same time (2) neutralize its threats, and (3) avoid or correct its weaknesses.

Rangkuti [8] introduced SWOT analysis techniques to produce alternative strategies. Where the resulting strategy is the result of a combination of strengths, weaknesses and opportunities and threats. To combine these strategic factors, they are arranged in the form of a SWOT Matrix. Added by David [7] which has laid the foundation for determining general strategies based on the EFE / IFA Matrix (external factors evaluation / internal factors evaluation). So that it can be compared with the SWOT and Quadrant SWOT Matrix before determining the main strategy chosen.

#### **4. Research methods**

The analysis used is SWOT Analysis. Starting with an inventory of each aspect that is related to the implementation of adiwiyata. Furthermore, aspects of these aspects are identified according to external and internal factors. Each factor will be explained in the form of strength (S), weakness (W), opportunity (O) and threat (T) factors. Weakness and strength are internal factors while opportunities and threats are external factors.

Each factor is weighted based on the results of the score of each factor with its rating. Then converted into EFA / IFE Matrix. From the conversion of EFA / IFE Matrix, continued with the conversion to SWOT Matrix to give birth to 4 (four) parent strategy choices which are then chosen to produce a priority strategy.

## 5. Results and Discussion

### 5.1 Identification of strategic factors

There are several strategic factors that determine the implementation of the Adiwiyata program. These factors are internal and some are external. Internal factors are factors that originate from within the school, which can be categorized as strengths and or weaknesses. While external factors are factors that come from outside the school, which are categorized as opportunities and threats. These factors influence the target of this study, as well as an indicator of the success of adiwiyata at school. The results of factor identification are presented in Table 1.

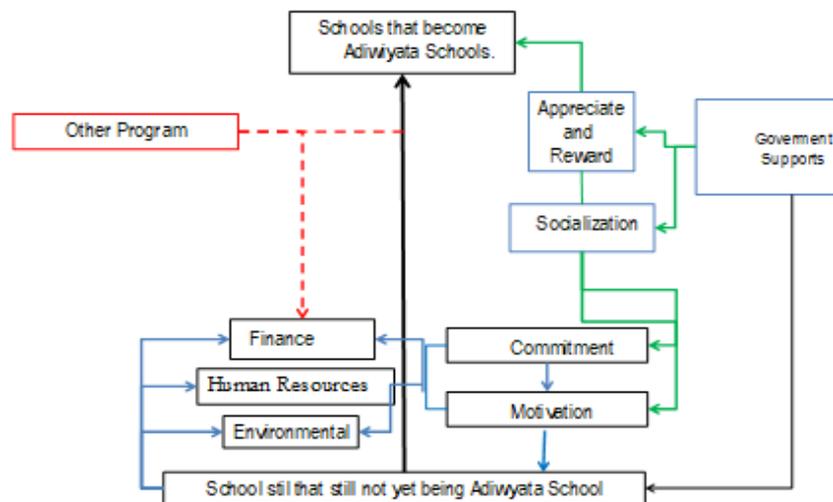
**Table 1.** Strategic Factor Identification Matrix

Factors	Internal factors		External factors	
	S	W	O	T
1. School Motivation		X		
2. Government supports such (Bapedalda/BLH/KLH, Diknas, Kemenag, Bappeda dan Dinkes)			X	
3. Program socialization			X	
4. Finance		X		
5. Human resources at school.	X			
6. School still not yet as Adiwiyata School			X	
7. School as Adiwiyata School			X	
8. The Others program				X
9. Appreciated and reward			X	
10. School environment	X			
11. Head Master commitments and stake holder		X		

11 (eleven) strategic factors above, related to each other actively interact with each other. The results of the accumulated effects of each factor will determine how the Adiwiyata Program will be implemented.

Each factor can be broken down, namely (1) school motivation as a factor within the school personnel that gives effect to whether or not the school led by the Principal follows the program. In fact, schools that have not participated in the Adiwiyata Program are indeed principals and their staff are not motivated. This is a weakness. The second factor (2) is support from the city / district government, namely from Bapedalda / BLH / KLH, the Ministry of Education, the Ministry of Religion, Bappeda and the Health Office in the form of guidance, material support and moral encouragement that are still very weak. The third factor (3) program socialization is still lacking. Effective and efficient socialization will certainly motivate the school. Effective and efficient socialization is also determined by the implementation stages and intervals. The fourth factor (4) financing for program implementation that has not been allocated proportionally so that it becomes a weakness. The fifth factor (5) is human resources in schools, which is a strength factor for program implementation. The sixth factor (6) is the number of schools that have not participated in the program. This factor is an opportunity. Where in the future it is hoped that this school will become an adiwiyata school in the West Sumatra Province. The seventh factor (7) is the school that has become the Adiwiyata School. This factor is an opportunity also to increase the success of the program. Because it can be used as a reference for school schools that have not become adiwiyata schools. The eighth factor (8) is that there is a program that is not synergistic, which has the potential to be a challenge and a threat to the Adiwiyata Program. The 9th factor (9) appreciation and appreciation from the government is a motivator for the school so that this factor is an opportunity . The tenth factor (10) is the school environment which still has the potential to be developed in order to the Adiwiyata School. This is an opportunity. The last factor for eleven (11) is the commitment of principals and stakeholders who are still weak and categorized into internal weaknesses.

11 (eleven) strategic factors, both internal and external in the implementation of the Adiwiyata Program that have been identified, are factors that interact strongly in determining the hue of implementation up to the achievement of the results of the Adiwiyata Program. Schematically, how interactions between factors can be seen in Figure 1.



**Figure 1.** Scheme of Factors Influences to the Adiwiyata Program (Analysis Results, 2018)

In Figure 1, it can be seen that schools that have not become adiwiyata schools will pass through improvements to the physical environment, the ability of human resources in school residents, and funding. Meanwhile, the 3 (three) factors are strongly influenced by motivation. Motivation can come from the support of the city / district government, both in the form of socialization and appreciation to schools that are already adiwiyata.

However, there is also a red broken arrow that blocks schools from going to the Adiwiyata School. This factor is a program program that exists in schools but is not synergistic with the Adiwiyata Program substantially and the mechanism.

From the scheme of factors that make up the interaction with the school process that is not yet adiwiyata towards Adiwiyata School in Figure 1, a more detailed study of these factors is needed. Further study of these factors is related to the nature and quantitative factors that exist. That is, an evaluation of each factor is needed, so that it can determine the current position of the Adiwiyata Program, based on the strategic direction according to the EFE / IFE Matrix

### 5.2 Evaluation of Internal Strategic Factors and External Strategic Factors

Factor evaluation aims to assess the extent and potential of a factor to the development of adiwiyata program implementation. This evaluation is based on the weight of each factor. Factor weight is obtained from the results of the score with a rating. The ultimate goal is to determine the direction of the strategy which is a general strategy going forward. The direction of this strategy is obtained from the conversion results into the IFE / EFE (Internal Factors Evaluation / External Factors Evaluation) matrix presented in Table 2.

**Table 2.** Internal and External Factor Evaluation Matrix

Factors (1)	Weight (2)	Rating (3)	Score (4=2x3)
<b>Internal Factors</b>			
1. Motivation	0.20	3	0.60
2. Finance	0.20	3	0.60
3. Human resources.	0.20	3	0.60
4. Environmental	0.20	3	0.60
5. Headmaster commitment and stake holders	0.20	3	0.60
<b>Total</b>	<b>1.00</b>		<b>3.00</b>
<b>External Factors</b>			
1. Governments support such: kabupaten (Bapedalda, Diknas, Kemenag, Bappeda dan Dinkes)	0.17	2	0.34
2. Socialization	0.17	1	0.17
3. Schools that still not yet as Adiwiyata School	0.17	3	0.51
4. School that being Adiwiyata School	0.17	2	0.34
5. The other program	0.17	3	0.51
6. Appreciate and reward.	0.17	3	0.51
<b>Total</b>	<b>1</b>		<b>2.38</b>

### 5.3 Strategy Direction

Strategy direction is determined by converting scores obtained from external factors and scores from total internal factors. Conversion was carried out in the EFE-IFE Matrix introduced by David [7]. The results are presented in Table 3.

**Table 3.** Determination of General Strategies with EFE / IFE Matrix.

<b>EFE</b> <b>IFE</b>	<b>Strong</b> <b>(Score:3 – 4)</b>	<b>Ordinary</b> <b>(Score:2– 2,99)</b>	<b>Weak</b> <b>(Score:1 – 1,99)</b>
<b>High</b> <b>(Score 3 – 4)</b>	<i>I.</i> <i>Growth</i>	<i>II.</i> <i>Growth</i>	<i>III.</i> <i>Turn Around</i>
<b>Medium</b> <b>(Score:2– 2,99)</b>	<i>IV.</i> <i>Stability</i>	<i>V.</i> <i>Survive</i>	<i>VI.</i> <i>Retrenchment</i>
<b>Low</b> <b>(Score :1 – 1,99)</b>	<i>VII.</i> <i>Growth diversification</i>	<i>VIII.</i> <i>Growth diversification</i>	<i>IX.</i> <i>Retrenchment</i>

*Results of Analysis, 2018*

From the results of factor evaluation, it is found that the direction of the future strategy is in coordinate II on the IFE / EFE matrix, which is growth. This means demanding the direction of the strategy in the form of growth. Growth means increasing the amount by utilizing the current situation with all the existing strategic factors, both internal factors (strengths and weaknesses) and external (opportunities and threats / challenges).

#### 5.4 Determination of Alternative Strategies

Alternative strategies are derivatives of strategic direction. Determination of alternative strategies is to use the SWOT Matrix. The results are presented in Table 4.

**Table 4.** Matrix SWOT

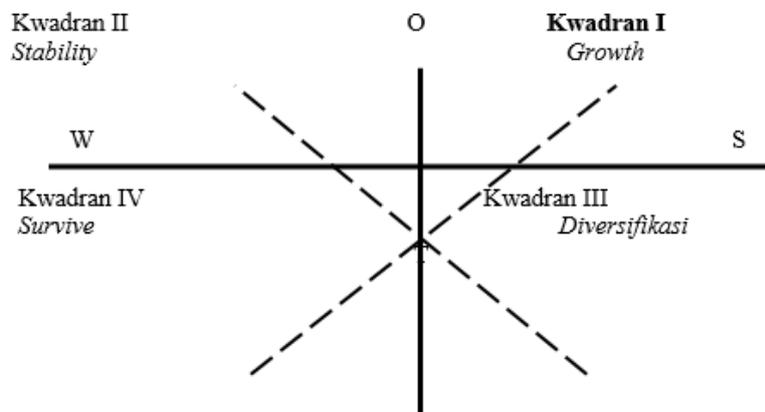
	S	W
<b>O</b>	<ol style="list-style-type: none"> <li>1. Increasing city governments (Bapedalda / BLH / KLH, Diknas, Kemenag, Bappeda and Dinkes) towards human resources in schools.</li> <li>2. Increase socialization from the provincial government to the city / regency and from the district / city to human resources in schools.</li> <li>3. Utilizing human resources in schools that have not become adiwiyata schools to become adiwiyata schools</li> <li>4. Utilizing human resources in schools to refer to schools that have become adiwiyata.</li> <li>5. Utilizing adiwiyata appreciation and appreciation for human resources at school</li> <li>6. Increasing the support of city / district governments (Bapedalda / BLH / KLH, Diknas, Kemenag, Bappeda and Dinkes) in utilizing the school environment to go to adiwiyata schools</li> <li>7. Increase socialization from the provincial government to the city / regency and from the district / city to the school to utilize the school environment in going to adiwiyata schools</li> <li>8. Utilizing a school environment that has not become an adiwiyata school to improve its environment into an adiwiyata school</li> <li>9. Utilizing schools that have become adiwiyata as a reference in the use of the school environment</li> <li>10. Utilizing the potential of the school environment to get adiwiyata appreciation and appreciation</li> </ol>	<ol style="list-style-type: none"> <li>1. Increasing support from city / district governments (Bapedalda / BLH / KLH, Diknas, Kemenag, Bappeda and Dinkes) to motivate the school</li> <li>2. Socialization from the provincial government to the city / district and from the district / city to the school to motivate the school</li> <li>3. Schools that have not yet become adiwiyata schools are motivated to become adiwiyata schools</li> <li>4. The motivation of the school is to make schools that have become adiwiyata schools as a motivation for schools that have not yet become adiwiyata.</li> <li>5. There is appreciation and appreciation as a tool to motivate school</li> <li>6. Support from the city / district government in terms of funding to go to adiwiyata school</li> <li>7. Funding from the school to carry out socialization of the adiwiyata program</li> <li>8. Funding from schools for schools that have not participated in the adiwiyata program</li> <li>9. Utilizing schools that have become adiwiyata schools in terms of funding allocation references in schools that have not yet become adiwiyata schools</li> <li>10. Funding from school to become an adiwiyata school because of appreciation and appreciation</li> <li>11. Increasing the commitment of school principals with support from the city government</li> <li>12. Increasing the commitment of school principals to the dissemination of information from the government of city</li> <li>13. Increasing the commitment of school principals whose schools have not yet become adiwiyata schools, to become adiwiyata schools</li> <li>14. Increasing the commitment of school principals whose schools have not become adiwiyat schools through schools that</li> </ol>

		<p>have become adiwiyata schools.</p> <p>15. Increasing the principal's commitment through appreciation and appreciation.</p>
<b>T</b>	<p>1. Quality human resources in schools synergize all existing programs with the adiwiyata program</p> <p>2. Synergizing all existing programs in managing the school environment.</p>	<p>1. Increasing school motivation towards adiwiyata schools and synergizing existing programs with adiwiyata programs.</p> <p>2. Increase the allocation of costs for adiwiyata programs in proportion to programs that are not synergistic</p> <p>3. Increasing the commitment of school principals to synergize existing programs with the adiwiyata program</p>

From the SWOT matrix there are 4 (four) types of alternative strategies. Strategy I is an SO strategy (utilizing existing strengths to get opportunities), strategy II is a WO strategy (increasing weaknesses to get opportunities), strategy III is an ST strategy (utilizing the power to avoid threats) and strategy IV which is a WT strategy (minimizing weaknesses and avoid threats).

*5.5 Determination of the Main Strategic Direction*

Based on the direction of the previous strategy (see Table 3) in the form of a growth strategy, then the choice of strategies presented in the SWOT matrix (Table 4) is then converted into the SWOT Quadrant introduced by Rangkuti [8], as presented in Figure 2 .



**Figure 2.** Direction of Staregy Position in Kwadran Strategyc

This provides the basis for establishing the SO strategy as the main strategy chosen, namely:

1. Increase the support of the city / district government (Bapedalda / BLH / KLH, Diknas, Ministry of Religion, Bappeda and DHO) on human resources in schools.
2. Increase socialization from the provincial government to the city / district and from the district / city on human resources in schools.
3. Utilizing the quality of human resources in schools that have not become adiwiyata schools to become adiwiyata schools.
4. Utilizing human resources in schools to refer to schools that have become adiwiyata.
5. Utilizing adiwiyata's appreciation and appreciation of human resources at school.
6. Increase the support of the city / district government (Bapedalda / BLH / KLH, Diknas, Ministry of Religion, Bappeda and DHO) in utilizing the school environment to go to adiwiyata schools.

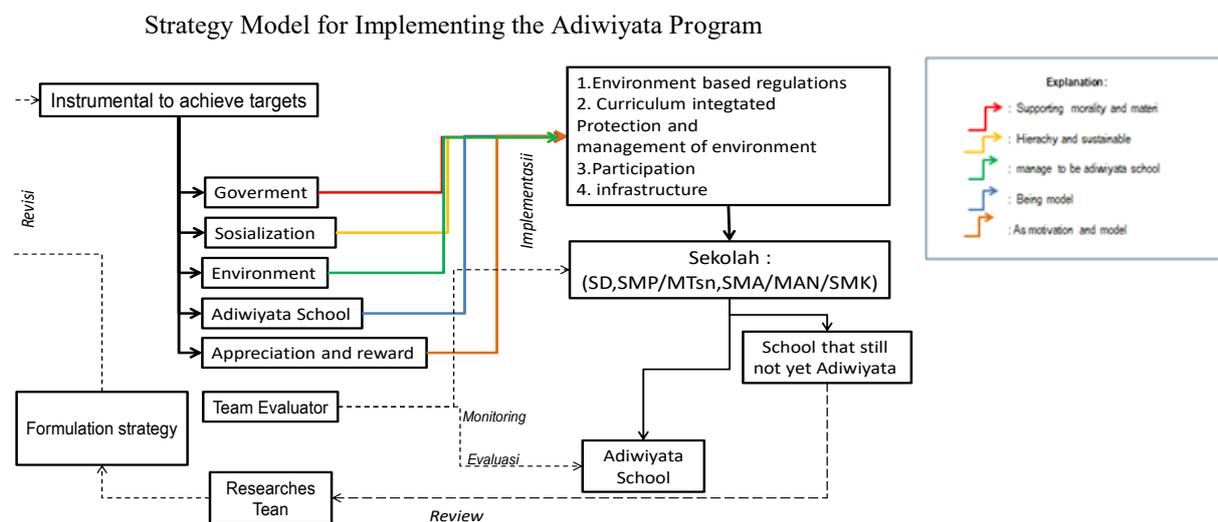
7. Increase socialization from the provincial government to the city / district and from the district / city to schools to utilize the school environment in going to adiwiyata schools.
8. Utilizing a school environment that has not become an adiwiyata school to improve its environment to become an adiwiyata school.
9. Utilizing schools that have become adiwiyata as a reference in utilizing the school environment.
10. Utilizing the potential of the school environment to get adiwiyata appreciation and appreciation

**6. Conclusions, Implications, Recommendations**

It was concluded that in order to increase the number of adiwiyata schools in the Padang Town, a strategy for growth was needed. Growth means an increase in quantity based on quality.

For this reason, a strategy is needed in the form of utilizing the power to obtain opportunities (SO strategy), which consists of 10 (ten) priority strategy items, namely (1) increasing city / district government support for human resources in schools, (2) increasing government socialization province to city / district and from district / city to human resources in schools, (3) utilizing the quality of human resources in schools that have not become adiwiyata schools to become adiwiyata schools, (4) utilizing human resources in schools to refer to schools that have become adiwiyata, (5) utilizing adiwiyata's appreciation and appreciation of human resources in schools, (6) increasing the support of city government in utilizing the school environment to go to adiwiyata schools, (7) increasing socialization from the provincial government to the city / district and from the district / city to school to take advantage of the school environment in testing u Adiwiyata school, (8) utilizes a school environment that has not become an adiwiyata school to improve its environment to become an adiwiyata school, (9) utilizing schools that have become adiwiyata as a reference in utilizing the school environment, (10) utilizing the potensial of the school environment to get appreciation and awards adiwiyata.

The implications of the results of this study are the ideal model of the implementation of the adiwiyata program. This model is a reference in every year the implementation of the adiwiyata program. Schematically, can be seen in Figure 3.



**Figure 3.** Implementation Strategy Model for Adiwiyata Program Increasing

From the results of the study, it is recommended that policies will oversee the process and mechanism for implementing the selected strategies and refer to the adiwiyata program strategy model.

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