



# THE IMPLEMENTATION OF THE ENVIRONMENTAL CARE SCHOOL PROGRAM IN FOSTERING ENVIRONMENTAL AWARENESS AT MTS MADANI ALAUDDIN PAO-PAO, GOWA

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## ABSTRACT

Observations at MTs Madani Alauddin Pao-Pao show that the Environmental Care School Program, aligned with the "Kurikulum Merdeka"/ Independent Curriculum' aims to foster environmental awareness. However, the implementation was not fully effective, and required improvements. Using a qualitative phenomenological approach, findings revealed positive progress in raising awareness, though further enhancements are needed to meet key indicators and achieve optimal results. The qualitative study used a phenomenological approach, involving participant observation to capture the essence of participants' experiences in the implementation of the Environmental Care School Program at MTs Madani Alauddin Pao-Pao. It aims to holistically understand behaviors, perceptions, and actions in a natural context. Findings showed positive progress in fostering environmental awareness, but further improvements are needed for optimal outcomes. In addition, the Environmental Care School Program has effectively integrated sustainability and environmental responsibility values through holistic learning and real-life projects, where students collaborate and take direct action on environmental issues. The implementation at MTs Madani Alauddin Pao-Pao includes intracurricular, extracurricular, and co-curricular activities which successfully enhanced environmental awareness as part of the "Kurikulum Merdeka". The Environmental Care School Program at MTs Madani Alauddin Pao-Pao, Gowa, aims to actively involve students in addressing environmental issues within the school while fostering environmental awareness. The initiatives include eco-friendly policies and the Adiwiyata program, designed to cultivate students' responsibility towards sustainability and enhance their commitment to environmental care through active participation and problem-solving activities.

**Keywords:** Environmental care school program; independent curriculum; environmental awareness

## 1. INTRODUCTION

Environmental awareness has become an urgent global issue amidst the increasing negative impact of human activities on ecosystems. Education is considered an effective means of instilling this awareness from an early age, especially through environmental-based programs implemented in schools. A conducive school environment not only supports the creation of quality learning but also functions as a starting place for the formation of students' character, including the character of caring for the environment. This is very important because students are expected to be able to implement clean, healthy and environmentally friendly living habits both at school and in the community.

In the context of Gowa Regency, environmental problems are a serious concern. Based on reports, several areas still face the problem of dirty and smelly water due to channels that are not installed properly and accumulated waste that is not managed adequately<sup>1</sup>. In Somba Opu District, waste management is considered less than optimal, starting from collection to low community participation<sup>2</sup>. This problem shows that public awareness in protecting the environment still needs to be increased. Schools, as part of the Tri Education Center, have a strategic role in encouraging environmental awareness through learning based on sustainable values.

To face this challenge, many schools in Indonesia are starting to implement the green school and green curriculum concepts. This concept emphasizes habit formation and role models to create an ecological culture in the school environment. One real implementation of this concept is the *Adiwiyata* Program<sup>3</sup>. This program is a form of the government's commitment to environmental management and protection through education, as regulated in Minister of the Environment Regulation Number 5 of 2013. Through this program, schools are expected to not only become places of learning, but also as means for building sustainable environmentally caring character.

Environmentally caring character includes attitudes and actions that are oriented towards preventing environmental damage and repairing damage that has occurred. Education that instills this character at every level, from early childhood to university, is the key to success in creating a culture of environmental care. If this character is built systematically and sustainably, a generation will be created that not only cares about the environment but is also able to contribute to solutions to environmental problems.

Initial observation results at MTs Madani Alauddin Pao-Pao, Gowa Regency, show that this school has implemented the Environmental Care School Program which is integrated with the Independent Curriculum. This program aims to foster environmental awareness through an environmentally based learning approach. However, its implementation has not been fully optimal because it has not met several indicators of success both in terms of the Independent Curriculum and the formation of environmentally caring attitudes.

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<sup>1</sup> <https://era.id/daerah/95922/warga-gowa-sulsel-terpaksa-nikmati-air-kotor-dan-berbau-busuk-pdam-dikeluhkan>.

Accessed January 6, 2024

<sup>2</sup> Syahriar Tato, 'Evaluation of Waste Management in Gowa Regency, Case Study of Somba Opu District', *Plano Madani Journal*, 4.2 (2015), 65–79.

<sup>3</sup> Mohammad Dendy Fathurahman Bahrudin, 'Implementation of the Adiwiyata Program in Supporting the Formation of Environmentally Caring Character in SMA Negeri 4 Pandeglang', *Journal of Geography Education*, 2017.

This phenomenon is an important basis for this research to examine more deeply how the implementation of the Environmental Care School Program can foster environmental awareness among students. This research focuses on environmental care programs, including environmentally friendly school policies and the *Adiwiyata* program which are considered key elements in building environmental awareness.

This research used qualitative methods with a phenomenological approach to dig deeper into the experiences and perceptions of program participants. This method aims to understand participants' behavior, motivations and actions holistically and descriptively in their natural context. Observations, interviews, and document analysis were carried out to obtain a comprehensive picture of the implementation of this program.

This research has theoretical and practical values. Theoretically, this research contributes to literature related to environmental education and the implementation of the Independent Curriculum. Practically, it is expected that the research results can provide recommendations for other schools in developing similar programs and provide input for policy makers to increase the effectiveness of integrating environmental education in the national curriculum.

Based on this background, this research was designed to answer the question: How is the implementation of the Environmental Care School Program at MTs Madani Alauddin Pao-Pao Gowa Regency in fostering environmental awareness? The main objective of this research is to evaluate the effectiveness of the program, identify the challenges faced, and provide strategic recommendations to optimize program implementation so that it has a greater impact on students and the surrounding community.

## 2. METHODS

### a. Data Analysis Techniques

In this research, researchers used a qualitative phenomenological approach. The instruments were observation, interview and documentation. The data were collected using the following techniques:

#### 1) Observation

The observation method is used by researchers to collect data. Researchers went directly into the field and directly observed the implementation of the environmental care school program in fostering environmental care attitudes at MTs Madani Alauddin Pao-Pao, Gowa Regency. In this observation method, researchers used participatory observation. Participatory observation is a method that aims to obtain complete data. This method was carried out by creating deep closeness with a community or natural environment of the object.

#### 2) Interview

An interview is a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to those questions.<sup>4</sup> In this research, the researcher acted as an interviewer, who

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<sup>4</sup> Sugiono. *Qualitative Research Methods* (Bandung: Alfabeta, 2022)

conducted interviews with various parties at MTs Madani Alauddin Pao-Pao, Gowa Regency. The parties interviewed were madrasa leaders, teaching staff, and students. In this research, researchers used the interview method to explore in-depth information regarding the implementation of the Merdeka Curriculum in fostering an attitude of caring for the environment at MTs Madani Alauddin Pao-Pao, Gowa Regency.

#### **b. Ethical Considerations**

This research was carried out taking into account the principles of research ethics, such as informant consent, where the researcher asked for written consent from all participants after providing a complete explanation of the aims, procedures and benefits of the research. In addition, the confidentiality of participant data was maintained by ensuring that their identity and personal information is only used for research purposes. The researchers also prioritized transparency and building equal relationships with participants, giving them the opportunity to express their views openly.

#### **c. Research Subjects**

Research subjects include teachers and school principals who are responsible for implementing the Environmental Care School Program, students who participate in various program activities.

#### **d. Research Location and Time**

This research was conducted at MTs Madani Alauddin Pao-Pao, Gowa Regency, over a period of six months. The choice of location is based on the fact that this school has adopted *Independent Curriculum* with a focus on environmentally based education.

#### **e. Data Analysis Techniques**

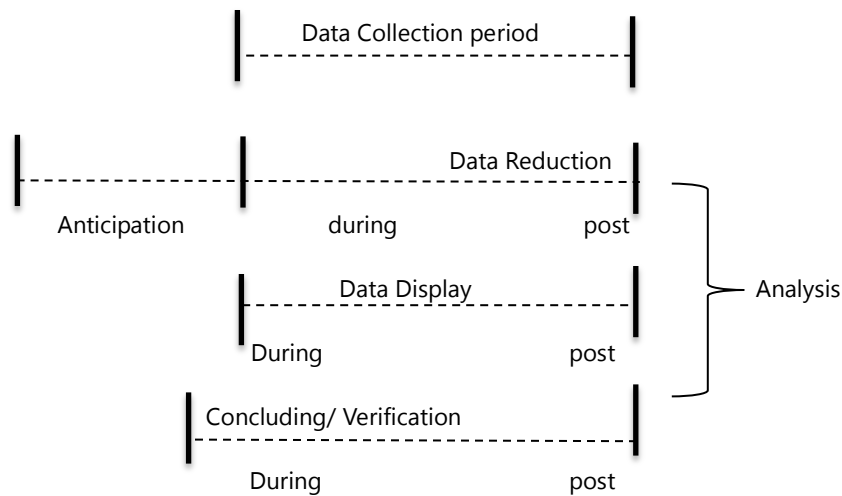
The data analysis technique used in this research is the Miles and Huberman model data analysis technique. Miles and Huberman emphasized that in qualitative research the data collected through various different data collection techniques, such as interviews, observations, quotations, and extracts from documents, notes on tape, appear to be more in the form of words than numbers. Therefore, the data must be processed and analyzed before it can be used. Miles and Huberman offer a general pattern of analysis by following the flow model as follows<sup>5</sup>:

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<sup>5</sup> Sugiono. *Qualitative Research Methods* (Bandung: Alfabeta, 2022)

### Data Analysis Components

#### Flow Model



#### f. Data Validity

The implementation of examination techniques was based on a number of certain criteria. There are four criteria used by researchers, namely the degree of trust, transferability, dependability and confirmability.<sup>6</sup> These criteria are designed to ensure that research findings have a high level of confidence. By applying these criteria, researchers strive to ensure that research results accurately reflect the reality being researched. This research method was designed to provide an in-depth understanding of the implementation of the Environmental Care School Program and its impact on students' environmental awareness. In addition, it is expected that the results of this research can provide relevant recommendations for program optimization in the future.

### 3. RESULTS AND DISCUSSION

The Environmental Care School Program is an educational initiative that aims to instill environmental awareness and responsibility in students. This program integrates learning and practical activities that focus on environmental conservation. This program seeks to shape students' attitudes and behavior that are environmentally friendly, so that they can contribute actively in preserving nature both in the school environment and in everyday life.<sup>7</sup>

Based on researchers' observations at the research location, the environmental care school program is a strategic initiative that aims to shape students' positive attitudes and behavior towards the environment around them. MTs. Madani Alauddin Pao-Pao Gowa Regency has two

<sup>6</sup>Lexy J Moleong, *Qualitative Research Methodology*, p. 324-326

<sup>7</sup> Sagala, Ahmad Habin, et al. "The Role of Islamic Religious Education in Increasing Concern for Environmental Conservation in the Young Generation." *Research Science Journal* 14.1 (2024): 488-498.

types of school programs, namely, environmentally friendly school policies and the *Adiwiyata* program.

1) Environmentally friendly school policy

Implementation of this policy in schools is not only carried out through physical and operational changes, but also through the integration of environmental values in every subject. For example, learning materials can be adapted to include topics related to ecology, climate change and biodiversity, so that students can understand the relevance and urgency of environmental issues. In addition, schools often hold various activities and projects that involve students directly in environmental conservation efforts, such as tree planting, recycling activities, and environmental cleanup programs. Students' active participation in this activity helps them develop practical skills and fosters a sense of responsibility and concern for the surrounding environment. With an environmentally friendly school policy, it is expected that a young generation will be created that not only has extensive knowledge about environmental issues, but is also committed to taking real action in preserving the earth. Through this approach, schools play an important role in shaping a greener and more sustainable future.

School policies are the basis for educational institutions and their citizens in preparing plans and budgets as well as the direction of goals of educational institutions. In terms of developing environmentally friendly school policies, several things that educational institutions can do including:<sup>8</sup>

- a) The school's activity plan and budget include efforts to protect and manage the environment, namely student participation, curriculum and learning activities, increasing the capacity of educators and education personnel, facilities and infrastructure, school culture and environment, the role of the community and partnerships, as well as improving and developing quality.
- b) The curriculum structure contains material related to environmental protection and management policies.
- c) The vision, mission and objectives of educational institutions cover environmental protection and management policies. Thus, the vision, mission and goals of educational institutions must be the basis for all components of educational institutions to behave and act in accordance with the vision, mission, and goals set by the institution.

Environmentally friendly schools strive to create a healthy and supportive learning environment, where students can learn about the importance of protecting ecosystems through direct experience and practical learning. Apart from that, this policy also encourages active participation from all school members, including teachers, staff and parents, to jointly create a culture of environmental care. It is proven based on an interview with the head of MTs Madani Alauddin Pao-Pao, Gowa Regency: The role of teachers, staff and parents are role models and

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<sup>8</sup> Mirza Desfandi and Enok Maryani, 'Implementation of Environmentally Friendly School Policies as an Effort to Develop Students' Ecological Literacy', *Socio-Didaktika: Social Science Education Journal*, 4.2 (2017), 30–38 <<https://doi.org/10.15408/sd.v4i2.7989>>.

participate in protecting the environment in the madrasah and creating a culture of caring for the environment."<sup>9</sup>

## 2) *Adiwiyata* Program

The *Adiwiyata* Program is a program managed by the Ministry of the Environment of the Republic of Indonesia with the aim of encouraging the creation of knowledge and awareness among school residents about environmental conservation. This program aims to change the mindset and behavior of school residents to be more concerned about the environment, both at school, at home, and in the community.

*Adiwiyata* itself has the meaning, an ideal place for someone to gain knowledge, norms and ethics in social life, especially in the fields of Environment and Forestry. There are four components in the *Adiwiyata* program, namely environmentally friendly school policies, environmentally based school curriculum, participatory based school activities and management of environmentally friendly supporting facilities and infrastructure. *Adiwiyata* is an ideal place for someone to gain knowledge, standards and ethics in social life, especially in the fields of environment and forestry. The *Adiwiyata* program consists of four parts: environmentally friendly school policies, environmentally based curriculum, participation-based activities, and management of environmentally friendly facilities and infrastructure.

Regulation of the Minister of Environment and Forestry of the Republic of Indonesia Number P.53/MENLKH/SETJEN/KUM.1/9/2019 concerning the *Adiwiyata* award states that "*Adiwiyata* is an award given by the government, provincial regional government, and district/city regional government to schools who succeeded in implementing environmental care and cultural movements in schools." Basically, this is a program aimed at schools that have successfully implemented this program.

The main aim of the *Adiwiyata* program is to create a school community that cares and has an environmental culture. This program is regulated in the Regulation of the Minister of the Environment of the Republic of Indonesia Number 05 of 2013 and can take the form of elementary, junior high, or high school and equivalent levels, both government-run and accredited private schools.

Based on researchers' observations, MTs Madani Alauddin Pao-Pao, Gowa Regency, has received an award as an *Adiwiyata* school given by the district government in 2022. This is in accordance with the results of an interview with the head of MTs Madani Alauddin Pao-Pao, Gowa Regency:

*"In 2022 our madrasah will receive an award as a district Adiwiyata school and God willing, this year our madrasah will be preparing for the provincial level assessment."*<sup>10</sup>

The *Adiwiyata* program is a national initiative that aims to create schools that care and have an environmental culture. One of the keys to the success of this program is a participatory-based approach that involves the entire school community, including students, teachers, staff and parents, in every activity carried out.

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<sup>9</sup> Head of Madrasah MTs Madani Alauddin Pao-Pao Gowa Regency, Interview, Gowa, 06 June 2024.

<sup>10</sup> Head of Madrasah MTs Madani Alauddin Pao-Pao Gowa Regency, Interview, Gowa, 06 June 2024.

To create a school that cares and has an environmental culture, school residents need to be involved in various environmental activities. Apart from that, schools are also expected to involve the surrounding community in carrying out various activities that are beneficial to the school community, the community and the environment. The advantages of this approach are that children learn to cooperate and socialize in groups. Their creativity is also stimulated and they gain practical knowledge.

The definition of participatory is the voluntary participation of students or the involvement of other parties in activities related to the environment. The activities carried out by the school community in developing participatory activities are:<sup>11</sup>:

1) Creating participatory extracurricular activities in the environmental sector at school.

Based on the results of researchers' observations at the research location, there are several environmentally based participatory activities carried out by students. These activities are expected to provide familiarization and foster students' environmental caring attitudes.

2) Participate in environmental action activities by external parties

Participate in environmental action activities organized by external parties is an important effort for schools to broaden students' insight and involvement in global environmental issues. Activities like these, which may involve environmental organizations, local communities, or governments, offer students hands-on, practical experience in nature conservation. Based on the results of interviews with WAKAMAD in the MTs Madani Alauddin Pao-Pao curriculum sector, Gowa Regency:

*"Support is not only provided by the school but support is also provided by parties outside the madrasah by collaborating to carry out environmentally based participatory activities"*<sup>12</sup>

Based on researchers' observations at the research location, MTs Madani Alauddin Pao-Pao, Gowa Regency often carries out activities held by institutions outside the school. The activities carried out can be in the form of training and environmentally based activities that are able to foster an attitude of caring for the environment learners.

3) Building and implementing partnership activities in environmental development in schools.

Building and implementing partnership activities in environmental development in schools is a strategic step to strengthen environmental conservation efforts through broader and more diverse collaboration. This partnership involves various parties, including government, non-governmental organizations, local communities, and the private sector, who together with schools are committed to creating a sustainable and environmentally friendly learning environment.

Through this partnership, schools can obtain support in the form of richer resources, knowledge and experience in developing environmental programs. Apart from that, partnership activities also provide opportunities for students to interact with various stakeholders, broaden

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<sup>11</sup> S M K N Depok, *Based Vocational School Management*, 2019.

<sup>12</sup> Deputy Head of Madrasah for MTs Madani Curriculum Alauddin Pao-Pao Gowa District, Interview, Gowa, 11 June 2024.



their horizons about global environmental issues, and learn from best practices applied outside of school.

MTs Madani Alauddin Pao-Pao, Gowa Regency, is an educational institution that opens up opportunities for collaboration for institutions related to caring for the environment. This partnership program offers an opportunity for institutions outside the school to provide guidance to students to be able to organize the environment so that it can be passed on to future generations.

Referring to the results of the researcher's observations, this partnership program is an effective support for fostering an attitude of caring for the environment, because the training received is not only from the school, but from parties who are truly related to environmental care so that the knowledge and experience that participants gain education comes from people who are involved in caring for the environment.

#### 4) Management of Environmentally Friendly Facilities and Infrastructure

Management of environmentally friendly facilities and infrastructure in schools is an important aspect in creating a sustainable learning environment and supporting nature conservation efforts. This approach involves planning and using facilities that minimize negative impacts on the environment, such as utilizing renewable energy, efficient water management, and reducing waste.

Apart from that, the use of environmentally friendly building materials and space design that supports natural air circulation also contributes to the health and comfort of students and staff. By integrating sustainability principles in the management of facilities and infrastructure, schools act both as places of learning and as models of good practice in preserving the environment.

The development of *Adiwiyata* schools needs to be supported by infrastructure that reflects environmental management efforts. Apart from using the environment as a learning medium, school residents are also encouraged to develop efforts to improve the management and quality of the environment both inside and outside the school. Learning activities are no longer just about gaining knowledge, but at the same time seeking media for efforts to save the environment.

From several descriptions and research results, the researcher stated that by providing environmentally friendly facilities to students, they are able to provide healthy living habits to students so that they can foster an environmentally caring attitude in students. The environmentally friendly facilities available at MTs Madani Alauddin Pao-Pao, Gowa Regency, namely green house, toga, composting, and fish pond.

**Table 2.** Environmental Care School Program Activities

No	Program	Type of activity
1	Environmentally friendly school policies	<ul style="list-style-type: none"> <li>● School activity plans and budgets include efforts to protect and manage the environment.</li> <li>● The curriculum structure contains material related to</li> </ul>

		<p>environmental protection and management policies.</p> <ul style="list-style-type: none"> <li>• The vision, mission and objectives of educational institutions include environmental protection and management policies</li> </ul>
2	<i>Adiwiyata</i> Program	<ul style="list-style-type: none"> <li>• Participatory based activities with an environmental perspective</li> <li>• Processing of environmentally based facilities and infrastructure</li> </ul>

#### 4. CONCLUSION

The efforts of the environmental care school program in fostering an environmental caring attitude which aims to actively involve students in solving environmental problems at school and fostering an environmental caring attitude, are the programs carried out by MTs Madani Alauddin Pao-Pao, Gowa Regency, namely environmentally friendly policies and the *Adiwiyata* program. The research results show that this program is able to foster an environmentally caring attitude in students with various environmentally friendly school policies and the *Adiwiyata* program. This is evidenced by various changes in the attitudes of students who tend to maintain a clean, beautiful and green school environment.

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#### Authors' contribution

**Nur Ilham Asnawi:** Responsible for planning and implementing research, data collection, analysis, interpretation of results, as well as preparation and revision of manuscripts. The author also ensures that all stages of the research are carried out in accordance with scientific principles and research ethics.

**Wahyuddin Naro:** Provides guidance in designing research, especially in determining problem focus, theoretical framework, and research methodology. Promoter 1 also provided critical input during the data analysis and manuscript revision process.

**St. Shamsudduha:** Plays a role in providing guidance on technical aspects of research, such as data collection techniques and instrument validation. Promoter 2 also contributed to the evaluation of the research results to ensure compliance with the research objectives.

**Muhammad Nur Akbar Rasyid:** Provides specific guidance regarding data analysis and interpretation in the context of environmental care programs. Promoter 3 also provided input in the discussion and conclusion sections to ensure the research results linked to relevant literature.

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