



PROGRAM EVALUATION OF THE CIPP MODEL IN THE ADIWIYATA PROGRAM AT SD NEGERI 3 KASIMPURENG, BULUKUMBA REGENCY

Firman¹, Misykat Malik Ibrahim², Muhammad Nur Akbar Rasyid³, & Yuspiani⁴

^{1,2,3,4}Universitas Islam Negeri Alauddin Makassar, Indonesia

Correspondence Email: Firmanhamid@gmail.com

ABSTRACT

This study aims to evaluate and describe the supporting and inhibiting factors for the implementation of the Adiwiyata program at SD Negeri 3 Kasimpureng, Bulukumba Regency. This research follows the CIPP model (Context, Input, Process, Product) for evaluation. Data were collected through observations, documentation, and interviews. The results of the study indicated the following: Context: The school was actively involved in environmental protection and management efforts. Input: The budget allocated for environmental education and initiatives have been utilized effectively. Process: The school has maintained facilities and infrastructure that support the Adiwiyata program. Product: A significant number of products, such as student and teacher work related to environmental education, have been generated from the program. The supporting factors for the implementation of the Adiwiyata program include the availability of human resources and infrastructure, while the inhibiting factor is the lack of environmental sensitivity and knowledge within the school community.

Keywords: Program evaluation; Adiwiyata program; CIPP model

1) INTRODUCTION

Basically, every human has a desire to make changes to the environment they inhabit. The change envisioned or hoped for by each person, together with others, is toward a better and more sustainable environment. However, it cannot be denied that, globally, environmental damage still frequently occurs due to human actions driven solely by self-interest, with little regard for others or for the other living beings within that environment.

To prevent the occurrence of such behavior by individuals who are less concerned with environmental sustainability, particularly in Indonesia, the government has implemented Environmental Education [*Pendidikan Lingkungan Hidup* or PLH] within the educational system. To strengthen this program and its implementation, a joint agreement was established between

the Minister of Environment and the Minister of National Education, with Decree No. 07/MENLH/06/2005 and No. 05/VI/ke/2005, dated June 3, 2005.

Several years before the issuance of this joint decree as the normative basis for the Environmental Education program, an initial agreement between these two ministries had already been made in 1996. To further strengthen this collaboration for the effective implementation of environmental awareness programs, both ministries renewed the agreement in 2005 and again in 2010. As a follow-up to the 2005 agreement, in 2006, the Ministry of Environment developed an environmental education program at the elementary and secondary education levels through the Adiwiyata program (Desfandi, 2015). Through the Adiwiyata program, environmental education should ideally be introduced as early as possible, beginning from kindergarten, elementary, middle, and high school.

In line with the above, the Adiwiyata program indeed aims to teach children from an early age about the importance of environmental awareness, fostering a culture of environmental stewardship, and building a character that loves the environment. This program is highly beneficial for creating a prosperous society that cares for its surroundings. It aligns with the opinion of (Suryani et al., 2019), who stated that the Adiwiyata school program has a strategic role in increasing environmental awareness, which is currently in a severe decline. With strong awareness among all school members to support environmental protection and sustainable development through serious commitment to the Adiwiyata program, the program's goals and role in developing environmentally conscious character are highly achievable (Tompodung et al., 2018).

Adiwiyata, or the environment, represents an ideal and strategic space or place for fostering conducive interactions aimed at achieving a better life (Widodo, 2017). The implementation of the Adiwiyata program is governed by Ministry of Environment Regulation No. 05 of 2013 to fulfill the program's objectives. Four components are established in this implementation, which form an integrated approach to achieving Adiwiyata-certified schools: (a) environmentally oriented policies, (b) environmentally based curriculum implementation, (c) participatory environmental activities, and (d) eco-friendly facility management. These four components serve as the standards for realizing the goals of the Adiwiyata program, which schools must prepare to meet (Azmi & Elfayetti, 2017). The benefits of the Adiwiyata program include fostering environmentally aware and cultured school members, particularly students, and supporting and developing human resources with national character for economic, social, and environmental development, thereby contributing to sustainable development in a region (Widodo, 2018).

Based on a preliminary study conducted in June 2024, SD Negeri 03 Kasimpureng in Bulukumba Regency started its Adiwiyata program in 2014, during which it became a state elementary school in Bulukumba recognized multiple times as the best Adiwiyata school at the Bulukumba Regency, provincial, and even national levels. In 2014, the school also became a mentor for other Adiwiyata schools in Bulukumba Regency. To achieve this, Environmental Education (PLH) was integrated into various areas, including policies, curriculum, learning activities, and facilities.

However, gaps often emerge between the ideal concept and its practical implementation. For example, some students have not fully engaged in the program. Besides the limited understanding and awareness of students about plant cultivation, SD Negeri 03 Kasimpureng in Bulukumba Regency has established policies that reflect environmental values in its vision, mission, and objectives, such as promoting nature preservation activities. This commitment is further reinforced by slogans displayed on the walls at the entrance of SD Negeri 03 Kasimpureng, Bulukumba Regency, such as "Welcome to SDN 3 Kasimpureng, You are Entering a No-Smoking Zone," "Trees are the Lungs of the Earth," "Cleanliness is Our Shared Responsibility," "Make it a Habit to Pick Up Trash," "Cleanliness is Part of Faith," "Let's Plant Trees to Save the Earth," "Let's Promote Adiwiyata towards Our Environmentally Cultured School," "Cleanliness is Health," and "Cleanliness is Beauty.

The School Activity and Budget Plan (SABP) or (*Rencana Kegiatan dan Anggaran Sekolah/* RKAS) allocated 20% of the total school budget for environmental care activities. However, another challenge is the low participation of the school community, which has resulted in some planned programs not functioning well—such as the hydroponic plants that are no longer being cultivated.

The environment-based curriculum is integrated into both the mandatory and local subjects offered by the school, providing students with an understanding of Environmental Education (PLH) through daily learning processes. Although PLH content is embedded in these subjects, it has not yet been established as a standalone subject. SD Negeri 03 Kasimpureng in Bulukumba Regency also engages in participatory activities through partnerships with various stakeholders, such as parents, the local health center, and the waste bank "Cleanliness is Health," among others. Environmentally supportive facilities include a greenhouse, water absorption areas, and a fish pond.

In line with the achievements of SD Negeri 03 Kasimpureng in Bulukumba Regency, which has often received Adiwiyata awards at the provincial and national levels, an evaluation of the Adiwiyata program remains necessary to ensure continuous improvement. In line with the achievements of SD Negeri 03 Kasimpureng in Bulukumba Regency, which has frequently received Adiwiyata awards at both the provincial and national levels, it is still essential to conduct regular evaluations of the Adiwiyata program. This will ensure the program's continuous improvement and sustainability.

2) METHODS

This research employed an evaluative research design using the Context, Input, Process, and Product (CIPP) model. The purpose of the evaluation research was to assess the achievement of the program's goals by examining the implementation of program activities. The evaluator aims to identify which components and sub-components of the program have not been fully implemented and to determine the reasons for their failure (Arikunto, 2014; Sukardi, 2011). The evaluation model to be used in this research was the CIPP model including evaluation of the context, input, process, and product of the program being studied, namely the Adiwiyata Program.

The evaluation will cover four components: (a) environmentally oriented policies, (b) implementation of an environment-based curriculum, (c) participatory environmental activities, and (d) management of eco-friendly facilities. The evaluation will be conducted at SD Negeri 03 Kasimpureng in Bulukumba Regency for the 2023/2024 academic year. Data will be collected through observation, documentation, and interviews with the school principal, class teachers, the Adiwiyata team, staff, students, the school committee, and parents of the students. The collected data will then be analyzed through stages of data reduction, presentation, and verification.

3) RESULTS AND DISCUSSION

A. Context Aspect

Context refers to the description of the activities that the school aims to achieve. In this aspect, the school's vision, mission, and objectives are included, as they contain strategies created by the school to reach its goals, thereby forming several programs. The vision, mission, and objectives of the school that focus on environmental protection efforts are as follows: "Faithful, leading in achievements, creative, and cultured." The school's mission is to cultivate a clean and healthy lifestyle and promote activities that preserve nature. The school's objective is to foster environmental care and establish an environmentally conscious school.

Based on the analysis from the research data, the school's vision, mission, and objectives already incorporate efforts to protect life in the process of achieving the Adiwiyata school goals. The vision, mission, and objectives of the school have also been implemented by the school community through various activities that support the program and meet the criteria for achieving the components of the Adiwiyata school program (Yusuf et al., 2020). The vision, mission, and objectives stated in the School-Based Curriculum (SBC)/ [*Kurikulum Tingkat Satuan Pendidikan* (KTSP)] including efforts to protect and manage the environment and to prevent environmental pollution and damage (Supriadi, 2020).

B. Input Aspect

Input explains the use of resources that can be utilized to achieve goals, with several achievements as follows:

1. School Budget

SD Negeri 03 Kasimpureng, in Bulukumba regency has allocated 20% of the total school budget for environmental protection and management education activities. This budget covers the purchase of cleaning facilities, implementation of environmental protection activities, such as the provision of a medicinal plant garden, greenhouse, fruit trees, and others. The funding sources for the Adiwiyata program come from the central and regional School Operational Assistance (SOA) grants/ [*Bantuan Operasional Sekolah* (BOS)]. Based on these findings, the school's budget meets the requirements for the Adiwiyata school program component, as the school's budget plan includes efforts for environmental protection and management (Maryani,

2016). The school allocates 20% of the total budget for environmental protection and management.

2. Curriculum Structure

The curriculum used at SD Negeri 03 Kasimpureng, Bulukumba regency is the 2013 Curriculum, which integrates environmental education into the compulsory subjects. This curriculum serves as a guide for teachers and school members in carrying out the learning process, both for compulsory subjects and environmental education. According to Mansur (2014), a school with an environmental concept will reflect this through its curriculum, which includes environmental awareness. Based on the findings, the curriculum structure has met the criteria for the Adiwiyata school program, as the curriculum structure includes local content, self-development, and policies related to environmental protection and management (Pradini et al., 2019). The curriculum includes elements of environmental conservation, preventing pollution, and protecting the environment within the compulsory subjects, local content, or self-development.

3. Minimum Completeness Criteria (MCC)/ [Kriteria Ketuntasan Minimal/(KKM)]

SD Negeri 03 Kasimpureng, Kabupaten Bulukumba does not yet have a specific Minimum Completeness Criteria (MCC)/ [Kriteria Ketuntasan Minimal/(KKM)] for environmental education, but it is integrated into the MCC for compulsory or local subjects. According to the Adiwiyata school program guidelines, minimum learning completeness is required for compulsory subjects and/or local content related to environmental education. Based on the findings, the minimum learning completeness for environmental education has met the Adiwiyata program criteria, where compulsory subjects and/or local content related to environmental conservation, pollution prevention, and environmental protection are accompanied by minimum learning requirements.

4. Preparation of Learning Implementation Plans (LIP)/ [Rencana Pelaksanaan Pembelajaran/(RPP)]

The integration of the environment-based curriculum at SD Negeri 03 Kasimpureng, Bulukumba regency is realized by teachers developing LIPs that include environmental education integrated into compulsory subjects. The LIP includes environmental education, with learning objectives of Basic Competence (BC)/ [Kompetensi Dasar (KD)] developed and integrated with environmental education. The learning activities also include efforts for environmental protection. The LIP is a teacher's plan for actions to be taken during the classroom learning process. In developing the LIP, teachers create indicators and assessments for the basic competencies to be taught to students (Wardani, 2020). In developing indicators and assessments related to environmental education, teachers refer to the basic competencies to be learned and then integrate them into the compulsory subjects. Based on the findings, the preparation of LIPs has met the Adiwiyata program criteria, with 70% of educators preparing lesson plans related to environmental protection and management.

5. Availability of Facilities and Infrastructure

SD Negeri 03 Kasimpureng, Bulukumba regency has the necessary facilities and infrastructure to address environmental issues, such as clean water, separate waste disposal,

drainage systems, green open spaces, and toilets. Additionally, the school has facilities used in the learning process related to environmental education, such as a greenhouse, fish pond, and hydroponics. All these facilities and infrastructure are in accordance with the guidelines for the implementation of the Adiwiyata school program. Based on the findings, the facilities and infrastructure for supporting learning and addressing environmental issues have met the Adiwiyata program criteria, as they provide resources to support learning and solve environmental problems at the school (Saputro & Widodo, 2018). The school provides six facilities and infrastructure to support learning and address environmental issues.

6. Healthy Canteen

SD Negeri 03 Kasimpureng, Kabupaten Bulukumba has implemented a healthy and environmentally friendly canteen, as observed, where students have reduced the use of plastic containers for food and replaced them with leaves or containers brought by the students themselves. The food in the canteen is directly monitored by the canteen management and parents, ensuring that the food and beverages provided contain balanced nutrition suitable for the students. Based on the findings, the healthy canteen service has met the Adiwiyata program criteria, as it improves the quality of service in a healthy and environmentally friendly canteen (Sahani & Lestari, 2019).

To achieve this, the canteen implements three strategies to improve the quality of the healthy and environmentally friendly canteen service:

- a. The canteen does not sell food or drinks containing preservatives, thickeners, artificial coloring, or flavors that do not meet health standards.
- b. The canteen does not sell food that is contaminated or expired.
- c. The canteen does not sell food packaged in non-environmentally friendly materials such as plastic, styrofoam, and aluminum foil.

C. Process Aspect

1. Learning Process

At SD Negeri 03 Kasimpureng, Bulukumba regency, the learning activities have been designed to engage students actively using a student-centered approach. In accordance with the 2013 curriculum, teachers act as facilitators to encourage students to participate actively in the learning process. The lessons are also linked to current environmental issues, such as pollution and environmental protection efforts. Based on the findings, the learning process both inside and outside the classroom has met the achievement of the Adiwiyata school program components, with 70% of educators implementing lessons related to environmental protection and management (Pradini et al., 2019).

2. Involvement of Parents

Parents of students also play a role in the environmental education process, such as attending activities related to the environment outside of school or assisting students in the learning process at home. Parents also contribute by donating items, such as organic and inorganic waste sorting bins. Additionally, they participate in both school and extracurricular

activities. The findings indicate that parental involvement has met the achievement of the Adiwiyata school program components, with 50% of parents and the community participating in activities related to environmental protection and management (Desfandi, 2015).

3. Maintenance of School Facilities and Infrastructure

SD Negeri 03 Kasimpureng, Bulukumba Regency, has carried out several activities for the maintenance of buildings and the environment, such as *Lisa* (Look at Trash, Pick It Up), Friday Cleanups, daily classroom cleaning duties by students, and plant care. These activities involve the entire school community, including the principal, teachers, staff, and students, fostering shared responsibility for maintaining school buildings and grounds. The school has windows in each classroom, shaded trees on the school grounds, and uses paving blocks for the school area. However, the maintenance of hydroponic plants still needs improvement. Based on these findings, the maintenance of facilities and infrastructure at SD Negeri 03 Kasimpureng has met the Adiwiyata program components, with 80% of the school community involved in the maintenance programs (Adiwiyata Guidebook, 2012).

4. Utilization of School Land and Facilities

SD Negeri 03 Kasimpureng has utilized various areas of the school grounds for environmental activities, such as fish ponds, a greenhouse, hydroponic gardening, and a medicinal plant garden. The findings show that land use at SD Negeri 03 Kasimpureng has met the achievement of the Adiwiyata program components, with 80% of the school community involved in the maintenance and use of the land according to the principles of "Environmental Protection and Management (EPM)/ [*Perlindungan dan Pengelolaan Lingkungan Hidup* (PPLH)]

5. Environmental Action Activities Outside the School

The school has sent students to participate in environmental activities outside the school, such as attending seminars on environmental issues and training on waste recycling. Although the school has participated in three out of six required activities, these environmental action activities have not fully met the Adiwiyata program component criteria, which requires involvement in six environmental action activities (Haris, 2018; Desfandi, 2015).

6. Establishing Partnerships

The implementation of the Adiwiyata program at SD Negeri 03 Kasimpureng has received support from various agencies, both in the fields of environment and health, such as the Environment Agency (EA) / [*Dinas Lingkungan Hidup* (DLH)] and the Public Health Guidelines (PHG)/ [*Pembinaan Kesehatan Umum* (PKU)]. The school also invites these agencies as resource persons for environmental activities held at the school. The findings indicate that partnerships with external parties have met the achievement of the Adiwiyata program components, with three partners serving as resource persons and supporting materials for environmental education activities (Supriadi, 2020).

7. Role of the School Committee

In addition to support from external parties such as the EA and PHG, the role of the school committee is also crucial in supporting environmental education. The committee contributes to the implementation of the Adiwiyata program by participating in related

activities. However, the findings suggest that the school committee's role has not fully met the Adiwiyata program component criteria, as it has only facilitated three partnerships for joint activities related to environmental education and efforts for environmental protection and management (Maryani, 2016).

8. Use of Water, Electricity, and Office Supplies/ [Alat Tulis Kantor (ATK)]

SD Negeri 03 Kasimpureng has implemented efficient use of electricity, water, and office supplies (ATK). The school encourages efficiency through posters on energy conservation and has adopted practices such as turning off lights and fans when not in use. However, some students still use water excessively. Based on the data, the school has made progress in meeting the Adiwiyata program components for efficient use of electricity, water, and office supplies, achieving a 20% efficiency in their usage.

D. Product Aspect

1. Student Creations

Students are not only given lessons on environmental protection efforts but also engage in practical activities, such as creating poems, drawings with environmental themes, and repurposing waste materials like turning bottles into plant pots, and plastic food packaging into baskets or even beautiful clothing. Teachers have also created various environmental-related projects, such as making tables from used tires. These student and teacher creations are published on the school's bulletin board and in the school magazine. Based on the data, students at SD Negeri 03 Kasimpureng, Bulukumba Regency, have produced works that align with the Adiwiyata school program, such as poems, articles, drawings, dance, recycled products, and communication through various media, including wall magazines and school bulletins.

Teachers have also taught students how to care for the environment, such as disposing of waste properly and participating in classroom cleaning duties. These teachings have become habits, and students are applying the knowledge they've gained, although some students still fail to implement it consistently. From the data, students have started to apply this environmental knowledge in their daily lives, which aligns with the Adiwiyata program's goal of helping students use their environmental knowledge to solve everyday environmental problems (Saputro & Widodo, 2018; Gunawan, 2004).

2. Creativity of the School Community

The school community has also produced creative works with environmental protection themes. Some of these creations include building a greenhouse, utilizing wudhu (ablution) water for fish pond irrigation, and supporting other schools and the surrounding community. Based on the findings, the school community has met the Adiwiyata program component criteria, with five creative and innovative activities related to environmental protection and management, as well as being invited three times as resource persons for environmental education activities.

3. Supporting Factors for the Adiwiyata Program

The supporting factors for the Adiwiyata program at SD Negeri 03 Kasimpureng, Bulukumba Regency, include teachers who help implement activities, facilities and infrastructure

provided by the school that enable smooth implementation, and support from external parties that energize the school community, ensuring the successful execution of the Adiwiyata program. This aligns with the view of Permana & Ulfatin (2018), who suggest that social support is beneficial to individuals and can foster feelings of care, appreciation, and love from others, which boosts morale in carrying out activities.

4. *Obstacles to the Adiwiyata Program*

The obstacles to the Adiwiyata program at SD Negeri 03 Kasimpureng, Bulukumba Regency, include insufficient funding for activities, a lack of environmental awareness among the school community, and limited environmental knowledge. According to Nurhayati et al. (2020), social sensitivity refers to the ability to respond quickly and appropriately to the social objects or situations in one's environment. Enhancing social sensitivity is necessary to reduce egocentrism and develop empathy toward others in the surrounding community.

4) CONCLUSION

The evaluation of the Adiwiyata Program shows that in terms of the context aspect, SD Negeri 03 Kasimpureng, Bulukumba Regency, has established a vision, mission, and goals to achieve Adiwiyata School status. In the input aspect, since 2014, SD Negeri 03 Kasimpureng has allocated 20% of its budget for environmental education activities, integrated environmental education in the curriculum, established minimum learning criteria for environmental education, developed lesson plans (RPP) related to environmental education, and ensured the availability of supporting infrastructure. In the process aspect, the school has involved teachers, students, parents, and the school community in environmental activities and has collaborated with other agencies to implement the Adiwiyata program. In the product aspect, the school has produced work related to environmental education from both teachers and students, and these works have been replicated. The supporting factors for the successful implementation of the Adiwiyata Program at SD Negeri 03 Kasimpureng include sufficient human resources and infrastructure. However, the obstacles to its implementation include a lack of student motivation to protect the environment.

REFERENCES

- Desfandi, A. (2015). *Pengaruh Keterlibatan Orang Tua terhadap Pembelajaran Lingkungan Hidup di Sekolah*. Jurnal Pendidikan, 4(2), 134-142.
- Gunawan, H. (2004). *Penerapan Pendidikan Lingkungan Hidup dalam Pembelajaran di Sekolah*. Jakarta: Penerbit Pendidikan.
- Haris, M. (2018). *Aksi Lingkungan dalam Program Adiwiyata*. Jurnal Pendidikan dan Lingkungan, 12(3), 112-123.
- Maryani, E. (2016). *Peran Komite Sekolah dalam Peningkatan Pendidikan Lingkungan Hidup*. Jurnal Manajemen Pendidikan, 7(1), 56-67.
- Permana, D., & Ulfatin, A. (2018). *Dukungan Sosial dalam Meningkatkan Semangat Pendidikan*

- Lingkungan*. Jurnal Psikologi, 10(1), 45-50.
- Pradini, N., et al. (2019). *Pengelolaan Lingkungan di Sekolah Adiwiyata*. Jurnal Pendidikan Lingkungan, 6(1), 89-97.
- Saputro, M., & Widodo, S. (2018). *Implementasi Pengetahuan Lingkungan dalam Kehidupan Sehari-hari*. Jurnal Pendidikan dan Lingkungan, 9(2), 78-85.
- Supriadi, S. (2020). *Kerjasama Sekolah dalam Pendidikan Lingkungan Hidup*. Jurnal Pendidikan Berkelanjutan, 5(2), 22-30.