



## Adiwiyata (Green School) Program Optimization Strategy in Malang Regency to Realize Environmentally Friendly School Citizens

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### ABSTRACT

Globalization encourages rampant development by exploiting natural resources on a large scale. Adiwiyata program is a manifestation of environmental education to raise awareness and concern about the environment. However, the number of Adiwiyata schools is still small, and its implementation has met challenges and obstacles. The research aims to formulate a development strategy for the Adiwiyata program to run optimally and achieve the goals. The research was conducted in Adiwiyata elementary school, junior high, and high school level in Malang regency consisting of Adiwiyata Award school (National or Independent) and Adiwiyata non-Award (District or Province). The study used a qualitative descriptive method with IFAS and EFAS matrices, and then a SWOT and QSPM analysis was performed. The results revealed that Adiwiyata program implementation in Malang Regency was carried out quite well. Several supporting factors and obstacles came from inside and outside the school. The planning and growth strategies were formulated for the Adiwiyata non-awarded schools in quadrant II (2.24; -0.08), while the rewarded Adiwiyata schools were in quadrant I (2.35; 2.88) with alternative development and sustainability strategies. The strategy formulation results are expected to be used as a reference in the development of the Adiwiyata program in Malang Regency.

## INTRODUCTION

The progress of science and technology is overgrowing. This progress is influenced by globalization development, making it easy to disseminate information and improve the economy, but it impacts one's behavior (Ergashev and Farxodjonova, 2020). The fast-paced and practical life pattern encourages humans to utilize technology consumptively for natural resources. Intensive development is carried out by exploiting natural resources to meet needs. The lack of environmental awareness and concern in the development process will affect the balance of environmental carrying capacity and environmental capacity until it ends in environmental damage (Pramanik et al., 2018).

Awareness and concern will grow based on education. Education is a very significant main factor in influencing ecologically conscious behavior (Setyanto, 2018). Eighteen characters should be developed in the education process according to the Ministry of Education, including religion, honesty, tolerance for diversity, discipline, hardworking, creativity, free, democratic, curiosity, the spirit of nationalism, love for the country, achievement, friendly/communicative, love peace, love to read, care about the environment, care about socially, and be responsible (Fahmy et al., 2015).

Environmental education at Adiwiyata school (green school) is an effort to implement character education by promoting exemplary and habituation (Rokhman et al., 2013). According to Iswari and Utomo (2017), the Adiwiyata program is a manifestation of environmental education that can expand student knowledge and shape attitudes and

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