



## EVALUATION OF THE ADIWIYATA SCHOOL PROGRAM IN AN EFFORT TO DEVELOP A PANCASILA STUDENT PROFILE STRENGTHENING PROJECT

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### ABSTRACT

This study aims to evaluate and describe the supporting and inhibiting factors in the implementation of the Adiwiyata program to develop the Pancasila Student Profile Strengthening Project at Pulogadung 07 Elementary School, East Jakarta. This research uses the CIPP model for evaluation, with data collection methods including observation, interviews, and documentation. The results show that in the context component, the school strives to instill the values of the Pancasila student profile related to environmental care. The input component includes the budget, resources, and facilities available. The process component covers the maintenance of facilities and learning policies that need improvement. The product component highlights the academic and non-academic outcomes produced. Supporting factors for the implementation of the Adiwiyata program include human resources and infrastructure, while inhibiting factors are the lack of environmental awareness and knowledge among school residents.

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## 1. INTRODUCTION

Environmental issues are currently a highly discussed topic among many groups, as the environment is a top priority for human life as the foundation for living things. Environmental damage can be felt in daily activities, from minor to severe, with lasting impacts. As humans, we need to consider what we can do for the environment and ensure its preservation for the survival of both humans and other living things. However, the level of human concern for the environment is very low, making it a significant environmental problem (Indriani, 2020). In this context, the role of the community is considered crucial in demonstrating concern for the surrounding environmental conditions, including the use and problems of the environment, as well as the various resources available.

The increasing complexity of environmental issues has led to an increased emphasis on character education regarding environmental awareness, such as through the green school concept, which creates a school environment with various types of plants and trees adorning the environment. Environmental education is a form of character education instilled in students to teach them the importance of the environment. This is supported by Efendi's (2020) opinion, which explains the urgency of environmental education for early-age school students as an effort to improve human awareness, which is considered relatively indifferent to the environment in which they live. In this regard, the educational environment is an ideal place to instill an attitude of environmental care and culture in students from an early age, so that a wise and prudent attitude towards the environment is realized. Educational programs that aim to instill awareness of environmentally wise behavior are contained in the

Adiwiyata program. Environmental education can help in the formation of students' character, especially the character of caring for the environment at school and in the home environment. This is supported by the opinion of Fathurahman (2022), who explains that the Adiwiyata program is an effort made to create schools that are responsible for environmental protection and management efforts through good school governance to support sustainable development. This is necessary because extreme climate developments have a negative impact on the environment in the future. Therefore, awareness and concern are needed through education, especially in early childhood education, to instill a sense of responsibility so that it becomes a good habit now and in the future. Furthermore, schools need to prepare how students' roles will be in developing a sense of love for the environment.

National development in the field of education is an effort to educate the nation's life and improve the quality of Indonesian people in realizing a developed, just, and prosperous society. One of the problems faced by the Indonesian nation is the low quality of education. This is supported by Hidayah's (2022) explanation that the quality of education in a nation is one of the determinants of the nation's progress. In this case, the quality of education as the quality of the process and results of education implemented in Indonesia is the main factor in whether or not Indonesia is advanced. Basically, there are various factors that influence the success of the quality of education in the process and results carried out, including teachers, students, facilities and infrastructure, the educational environment, the curriculum and so on. Meanwhile, according to Pradini, one factor that influences the success of students in having quality education or quality in the process and results of the education carried out is environmental factors. In this case, environmental factors as a place for students to socialize and process to get to know and understand many things and learn everything systematically are the main factors that support how students have quality education in the process and results of their education. A good educational environment supports the learning process, allowing teachers and students to effectively engage in the learning process without encountering obstacles in achieving their goals. Furthermore, students develop awareness and actively participate in the community to protect and preserve the environment.

The Adiwiyata program was launched on February 21, 2006, to encourage the development of educational facilities and infrastructure within schools, particularly in formal education at the elementary and secondary levels. The Adiwiyata program aims to foster student knowledge and awareness regarding environmental conservation efforts. The Adiwiyata program is a Ministry of Environment program, implementing Ministerial Regulation No. 02 of 2009. This program demonstrates the government's appreciation for formal educational institutions that play a significant role in the development of environmental education (Priantari, 2021). To create an educational environment that improves the quality of education and the learning process, the Adiwiyata program is a strategic step taken by the government, particularly in the education sector, to improve the quality of education in Indonesia. In addition, Adiwiyata has the meaning or significance of a good, ideal place, a place where all kinds of knowledge, standards, and ethics are obtained, as a foundation for the community to create a prosperous life and move towards the ideals of sustainable development. The goal of the Adiwiyata program is to train civil schools to take responsibility in protecting and managing the environment through good school governance to support sustainable development (Astuti, 2015). In this case, schools provide facilities and support teachers and students to collaborate to realize good and clean environmental governance so that a sense of responsibility and concern is created.

The Adiwiyata school program plays a strategic role in improving the environment. By considering these goals and roles, the Adiwiyata program's contribution to the development of environmentally conscious personalities is likely to be realized. The Adiwiyata school program has four aspects in its implementation: environmentally friendly policies, environmentally-based school programs, participatory activities, and finally, environmentally friendly supporting facility management. These aspects play a role in managing the school environment so that students and other school members become accustomed to environmentally friendly behavior (Bahrudin, 2017). The school environment is one of the factors that create student learning independence. One factor that influences learning independence is external factors. External factors are factors originating from the external environment that can influence children's learning independence. A comfortable and conducive school environment will support students' ability to develop discipline within themselves. The environmental conditions at the school being studied, SDN Pulogadung 07, are schools that implement Adiwiyata, while other schools do not. Thus, the researcher wants to see the extent to which the Adiwiyata program affects the quality of education at the school

## 2. RESEARCH METHODS

This research uses a qualitative approach with a case study approach to gain a deep understanding of the implementation of the Adiwiyata School program in developing the Pancasila Student Profile Strengthening Project (P5). The qualitative approach was chosen because it allows for comprehensive and in-depth data

collection related to the processes, experiences, and dynamics occurring within the school environment. The case study approach allows for intensive focus on a single location, allowing for detailed and contextualized insights. Pulogadung 07 Public Elementary School was chosen as the research location because this school has consistently implemented the Adiwiyata program and integrated it into its learning activities, including the development of P5. Furthermore, the active involvement of the principal, as the program's primary driver, was a strong reason for selecting this location, resulting in richer and more relevant data.

Data collection techniques included interviews, observation, and documentation. In-depth interviews with the principal, teachers, and student representatives were conducted to obtain diverse perspectives on the implementation of the Adiwiyata program and its integration with P5. Observations were conducted to directly observe school activities, such as environmental management practices, project-based learning, and student interactions in activities that support the values of the Pancasila Student Profile. Documentation includes the collection of archives, activity photos, lesson plans, program reports, and other relevant supporting documents. These three techniques are used in a complementary manner to strengthen the validity and reliability of the data.

Data analysis in this study uses the Miles and Huberman interactive model, which consists of three main stages: data reduction, data presentation, and conclusion drawing/verification. In the data reduction stage, researchers select, focus, and simplify the raw data obtained from interviews, observations, and documentation to align with the research focus. Next, in the data presentation stage, the reduced information is organized into narrative descriptions, tables, or charts to facilitate understanding and interpretation. The final stage is conclusion drawing and verification, where researchers interpret the findings to answer the research questions, while double-checking the data to ensure the accuracy and consistency of the research results.

**Table 1.** Research Design

COMPONENT	ASPECT	DATA	DATA ANALYSIS	EVALUATION
Context	Adiwiyata Program Objectives	Data	Descriptive	Conclusion
Input	Students Teachers Curriculum Facilities and Infrastructure	Data	Descriptive	Conclusion
Process	Learning Planning Learning Implementation Monitoring and Evaluation of Adiwiyata Program	Data	Descriptive	Conclusion
Product	Students' Pancasila Student Profile (P5)	Data	Descriptive	Conclusion

### 3. RESULT AND ANALYSIS

#### Context Evaluation

Based on the results of an interview (September 13, 2024) with the Principal of Pulogadung 07 Public Elementary School, information was obtained that the policies implemented by the school in implementing the Adiwiyata program were implemented as well as possible. This was implemented in several school policies, especially in routine activities supported by school stakeholders. The support provided by school stakeholders provided motivation to implement the program as well as possible. As a policy maker and administrator, the principal must be able to influence, mobilize, and supervise all elements of the school so that they can work together to achieve school goals (Munira, Foma, Nadia, & Marsitah, 2024). In addition, another policy was to choose the Adiwiyata Program as a program implemented in the Pancasila Student Profile Strengthening Project. This was done so that the Adiwiyata Program was a responsibility carried out by all school stakeholders by deepening the material, both knowledge and skills, and practicing it in learning activities and other social activities. The implementation of the school program was in line with the policies that had been set by the school. In this case, the policies set and implemented by the school were analyzed based on the urgency and needs of the school. This aligns with Ilham's opinion (Kurniawati, 2021), who explains that the principal's leadership is inseparable from the principal's role and policies aimed at improving the quality of education. The quality of education within the educational process is one factor that can hinder the provision of human resources, the primary capital for national development in various fields, particularly at the elementary level.

The Adiwiyata Program policy implemented by schools has an organizational structure with duties and responsibilities aligned to its implementation. In this regard, the principal of Pulogadung 07 Public Elementary School stated that the management of the Adiwiyata Program has enabled the program to run smoothly. Within this structure, a Working Group (POKJA) has been formed to address its duties, involving parents and student cadres. This structure is further outlined in the Decree of the Principal of Pulogadung 07 Public Elementary

School Number: 069/073.554/SD-07/2024 (attachment 4). In the structured structure, the principal said that he gave tasks and responsibilities to teachers, School Committees and students who were competent and willing to carry out the tasks and responsibilities in the implementation of the Adiwiyata Program. The Principal's role in organizing the program was to create a school organizational structure that involved parents through the school committee, provide the facilities needed by the school, and divide tasks according to their needs and abilities, as well as the skills they had (Munira et al., 2024). The involvement of all school stakeholders in the implementation of the Adiwiyata Program is important to realize the established policies.

Teachers play a crucial role in implementing the Adiwiyata Program. This is in line with Fauziah's (2021) opinion, which explains that teachers are crucial human resources in schools, contributing to achieving school goals. Furthermore, an interview with a teacher at Pulogadung 07 Elementary School (September 2, 2024) stated that in implementing the Adiwiyata Program, all teachers must be involved in various school activities, including the Adiwiyata Program. The principal is an educational individual who plays a significant role in the successful management of a school, while teachers in other positions play a significant role in determining the success of the teaching and learning process (Septian, 2022). Furthermore, teachers need to have a solid understanding of the program's implementation. This understanding can provide students with valuable knowledge and skills. Teachers' knowledge and skills facilitate guidance.

The learning process carried out by teachers in the classroom, by providing appropriate and effective materials and using supportive learning methods and media, ensures that students can easily absorb and understand the material presented by the teacher. In the implementation of the Adiwiyata Program, in accordance with the policies established by the school, teachers strive to instill environmental education in students so that it can be understood and implemented in the school environment. Based on the results of interviews with students (dated August 26, 2024), teachers in the class have provided information on how we as school residents need to protect and care for the environment, one of which is by maintaining cleanliness and planting trees. In addition, students have a good understanding of the Adiwiyata Program implemented at school. In addition, students also expressed happiness regarding the implementation of the Adiwiyata Program implemented at school. This is because students gain new experiences related to the learning process carried out directly in the school environment. In the learning process, teachers use learning media and materials related to the environment.

#### **Input Evaluation**

Input evaluation is conducted on the plans and strategies that must be implemented (what should be done) in the implementation of the Adiwiyata Program within the Pancasila Student Profile Strengthening Project, such as the competence of human resources as implementers, the facilities and infrastructure available to provide facilitation, the support of all school stakeholders in participating in the activities, the responsible attitude to consistently implement the activities sustainably, and other factors that can influence the implementation of the Adiwiyata Program at SD Negeri 07 Pulogadung. In this regard, it is important to consider how the Adiwiyata Program can proceed according to plan and development, thus positively impacting students.

The role of each stakeholder in the Adiwiyata Program implementation can determine the implementation and follow-up process of the program. This aligns with research by Rokhmah (2019), which explains that achieving a shared goal is inseparable from the role of relevant stakeholders. In addition to realizing a healthy, clean, beautiful, and comfortable school environment, Adiwiyata schools are also expected to become agents of change for the surrounding community. The implementation of various Adiwiyata Program activities at Pulogadung 07 Public Elementary School has both potential and challenges. These findings can serve as a basis for formulating activity plans for future Adiwiyata Program activities.



**Figure 1.** Adiwiyata Program Activities at the Ministry of Environment

Furthermore, interviews with teachers revealed that Pulogadung 07 Public Elementary School has implemented the Adiwiyata Program as well as possible in formulating, planning, and implementing it. Furthermore, Pulogadung 07 Public Elementary School also collaborates with external parties, such as the Environmental Agency and other companies. Consequently, the implementation of the Adiwiyata Program has resulted in changes in students' healthy lifestyles, although not yet comprehensive.

Based on interviews with the Principal of Pulogadung 07 Public Elementary School, the current implementation of the Adiwiyata Program has developed positive character traits such as honesty, orderliness, gratitude, respect for and listening to teachers' advice. They have also gained broader experience with the Adiwiyata program. This contrasts with those whose schools do not have an Adiwiyata program. Students whose schools have an Adiwiyata program are more aware of maintaining a clean and comfortable environment in their activities. This is due to the habits established at school as part of the Adiwiyata program. The principal further explained that the implementation of the Adiwiyata Program has a clear strategy, with a well-structured task structure, good habits, and strong collaboration with working groups, including teachers, students, and committees, who support each other. Furthermore, students are selected and trained as cadres who will later give presentations and provide outreach to their peers, ensuring the program's continued success.

This aligns with Evangelyne's (2024) research, which identified the Adiwiyata Program as a school-based program aimed at creating environmentally conscious and caring schools. The Adiwiyata Program, or environmental awareness movement, can raise awareness among school residents about the importance of the environment for the future. An interview with the principal of Pulogadung 07 Public Elementary School revealed that there were shortcomings in the implementation of the Adiwiyata Program that prevented it from achieving optimal results. The role of teachers in coordinating and providing guidance to students requires consistent motivation and commitment. According to information obtained from the principal of Pulogadung 07 Public Elementary School, there are some motivated teachers in the Adiwiyata Program, while others may be less motivated. However, what is clear is that teachers in today's era of technological and environmental advancements must strive to advance their schools by competing to explore and leverage their potential, utilizing their experience, and building and fostering positive collaborations with various supporting parties. Based on this information, the principal's role in this regard can be to provide motivation and support to teachers and participate in implementing the Adiwiyata Program.

The obstacle facing teachers at Pulogadung 07 Public Elementary School (SD Negeri Pulogadung 07) in implementing the Adiwiyata Program is the school's limited ability to facilitate the program's implementation. Interviews with teachers at Pulogadung 07 revealed that during the Adiwiyata Program, teachers lack a comprehensive understanding of students' characteristics and learning styles, resulting in some students not fully participating in the program. Furthermore, according to information provided by teachers at Pulogadung 07 Public Elementary School, the school has provided support, particularly to parents who collaborated in its implementation. However, in its implementation, the teacher of Pulogadung 07 Public Elementary School said that it needs to be improved again in its implementation regarding the follow-up in developing the Adiwiyata Program at Pulogadung 07 Public Elementary School. This is because the implementation of the Adiwiyata Program at Pulogadung 07 Public Elementary School is an effort to develop the Pancasila Student Profile Strengthening Project. This means that in this case, the school has the responsibility to ensure by providing control to students so that they can implement the Adiwiyata Program independently with follow-up activities or projects for students.

Based on the results of interviews with students, it was stated that the implementation of the Adiwiyata Program provided new impressions and experiences related to the learning process carried out. However, students stated that the Adiwiyata Program did not match their interests and talents. Furthermore, students did not accept and understand well how the goals and achievements of the Adiwiyata Program were implemented. In this case, students felt interested in the implementation of the Adiwiyata Program because it was implemented in an open learning space and involved many people and new things in the learning process carried out. Students in this case need to understand that maintaining and creating a clean and healthy environment is an individual's responsibility. This is supported by the provisions of Law Number 32 of 2009 concerning Environmental Protection and Management, regarding everyone having the right and role in environmental management. In addition, it is supported in Nuzulia's research (2019) explaining that the instillation of character education requires time and a continuous habituation process and is supported by the acculturation that can be provided by the family, school, community and mass media environment. In this case, the habituation of student character is related to the output of the implementation of activities.

### **Process Evaluation**

Process evaluation in the implementation of the Adiwiyata Program at Pulogadung 07 Public Elementary School is related to how the program is implemented. In this case, the process can be identified whether it is in accordance with the plans that have been formulated and realized in accordance with the duties and responsibilities given in the established policies. In the process of implementing the Adiwiyata Program based on

the results of policies that have been determined by school policy makers, the program has activity achievement targets that aim to identify the success of the Adiwiyata Program implementation at Pulogadung 07 Public Elementary School.

**Table 2.** Adiwiyata Program Achievement Targets

Activity Name	Targeted Behavior Change	Physical Environmental Change
Planting 1,000 Trees at School	Fostering care for the school environment and love for plants	Various types of plants (productive and non-productive) are planted
Seedling and maintaining plants at school	Fostering care for the school environment and love for plants	Plants grow well and become productive for the school
Establishing a Planting Working Group involving teachers, school committee, homeroom representatives, parents, and students	Fostering care for the school environment and love for plants	Plants grow well and become productive for the school
Creating new infiltration wells and utilizing existing ones	Integrating Environmental Education (EE) by utilizing infiltration wells	No water puddles in the school area that could become disease breeding grounds; infiltration wells are aesthetically pleasing and functional
Utilizing school drainage as fish ponds	Fostering care for the school environment	The school environment becomes beautiful, well-organized, and comfortable
Establishing a Drainage and Sanitation Working Group involving teachers, committee, homeroom reps, parents, and students	Fostering care for the school environment	The school environment becomes beautiful, well-organized, and comfortable
Addition and maintenance of school energy sources	Integrating EE with school energy resource utilization	Energy resources are added and maintained properly
Forming an Energy Conservation Working Group with involvement from teachers, committee, homeroom reps, parents, and students	Integrating EE with wise use and maintenance of energy sources	Energy resources are used wisely and are well maintained
Socializing waste segregation (organic and inorganic) to teachers, staff, and committee	School members are able to segregate organic and inorganic waste	Adequate facilities and infrastructure for waste segregation are available
Promoting Eco Enzyme production from household organic waste (fruit peels and vegetable scraps) with expert speakers	School members properly utilize household organic waste by processing it into Eco Enzyme	Emissions from waste usage are reduced
Establishing an Eco Enzyme Working Group involving teachers, committee, homeroom reps, parents, and students	Fostering care for the school environment	Emissions from waste usage are reduced
Producing Eco Enzyme from household organic waste	Availability of liquid Eco Enzyme as a result of organic waste processing, which can be used for daily activities	Emissions from waste usage are reduced
Expanding the planting of various types of plants at school	School members show environmental awareness by greening the school area	The school environment becomes green and lush

Seedling and maintaining plants at school	School members show environmental awareness by greening the school area	The school environment becomes green and lush
Activity Name	Targeted Behavior Change	Physical Environmental Change
Forming a Planting Working Group involving teachers, committee, homeroom reps, parents, and students	Fostering care for the school environment	The school environment becomes green and lush
Promoting planting, seedling, and maintenance of plants at school	Fostering care for the school environment	The school environment becomes green and lush
Utilizing school drainage as fish ponds	Fostering care for the school environment	The school environment becomes beautiful, well-organized, and comfortable
Establishing a Drainage and Sanitation Working Group involving teachers, committee, homeroom reps, parents, and students	Fostering care for the school environment	The school environment becomes beautiful, well-organized, and comfortable
Socializing the use and maintenance of drainage and sanitation systems	Fostering care for the school environment	The school environment becomes beautiful, well-organized, and comfortable

Based on an interview with the principal of Pulogadung 07 Public Elementary School, it was revealed that prior to implementing the Adiwiyata Program, activity planning was carefully designed and formulated based on teacher competency. For example, teachers with potential and skills in plants would be aligned with the program's implementation. Furthermore, teachers with business skills would be assigned the responsibility of training and instilling entrepreneurial knowledge in students. Teacher competencies were aligned with their responsibilities, ensuring students gained valuable knowledge and experience. Furthermore, during the implementation process, for some activities, teachers with potential in those areas would be responsible for their implementation, while other teachers would provide support. For example, at an event at the Ministry, a working group between teachers and parents would participate, while other teachers would be responsible for teaching in the classroom. In this context, mutual support through collaboration and policy-making is essential to ensure that responsibilities are carried out effectively and that time is shared, creating a strong school team.

The Adiwiyata Program activities are carried out in accordance with the competencies possessed by teachers, which is expected to facilitate students to properly understand the material about the Adiwiyata Program. Achievements in the implementation of the Adiwiyata Program are expected to have students have a good knowledge related to maintaining and creating a clean and healthy environment and can manage waste so that it can be utilized. In this case, in order for students to have a good knowledge of the Adiwiyata Program material, socialization is necessary. In addition, the socialization is carried out to determine the planning and scheduling of the implementation of the Adiwiyata Program.



**Figure 2.** Socialization Activities for Adiwiyata Cadres

The socialization given to Adiwiyata Cadres regarding the program planning that will be implemented in each working group (POKJA) and then scheduling the follow-up of the socialization that has been given. This socialization activity is the first step for students to be able to recognize and understand what activities or programs will be implemented later. After the socialization is carried out, students guided by teachers will carry out tasks according to the POKJA and implemented directly in the school environment. This is in line with research by Fitriyani & Mulyono (2024) Explaining that in the initial implementation stage, it is necessary to carry out

socialization with character education and waste management materials that aim to support the Adiwiyata program, after that practice managing waste and questions and answers with school residents.



**Figure 3.** Activities to Maintain and Care for the School Environment

Following up on the implementation of the Adiwiyata Program after conducting socialization, the Working Group (POKJA) carried out its tasks according to the plan that had been made. Based on the results of interviews with teachers in one of the POKJA implementing the Adiwiyata Program, control as an evaluation and monitoring was carried out by being present in class, carrying out activities in the canteen, carrying out activities in the yard, all of which were still carried out, especially asking about the satisfaction of parents and students in the learning process carried out. In this case, teachers from each POKJA provided guidance and directed students to practice directly in the school environment. Next, students began to prepare the equipment and tools needed that were adjusted to the activities they were doing. Students began to carry out these activities by recognizing and understanding the surrounding environment and the activities they were doing. Based on the results of interviews with students, they said that the Adiwiyata Program activities carried out by the teacher's role were to invite student discussions and provide opportunities for students to carry out activities according to their respective methods and ways. In this case, giving students the freedom to explore the knowledge they had in these activities. The Adiwiyata Program has had a significant impact on supporting the success of the program achieved by the school (Pahru, 2021). Therefore, Adiwiyata Program activities need to be implemented and supported by all school stakeholders and carried out according to plan.

Adiwiyata Program implementation activities are carried out directly within the school environment. Teachers and students are responsible for presenting these activities to the entire school community. This aims to provide information to the school community so they can support it by maintaining and caring for it, as well as providing motivation to participate in Adiwiyata Program activities. Based on these activities, the Adiwiyata Program fosters environmental stewardship within the school community. This is in line with research (Agyekum, Fugar, Agyekum, Akomea-Frimpong, & Pittri, 2023), which explains that environmental stewardship is evident as a result of the Adiwiyata Program implementation, such as responsibility, for example, students are able to take responsibility for assigned tasks. Disciplined students always arrive on time and consistently comply with school regulations. Creative students are able to transform waste into valuable items, such as turning used bottles into a gate and cardboard into a pen holder. This aligns with the Adiwiyata Program at Pulogadung 07 Public Elementary School, which demonstrates that the activities have a positive impact on student character development. Furthermore, they have transformed the school environment, creating a cleaner and more beautiful environment, and have yielded valuable crafts.

#### **Research result**

The implementation of the Pancasila Student Profile Strengthening Project is part of realizing character education for students in schools. The Adiwiyata program was chosen in the policy at Pulogadung 07 Public Elementary School to make students who have concern for the school environment and the surrounding community. Based on this, environmental issues, especially in the East Jakarta area, are a concern for the community. The environment plays a very important role in human life, because in addition to being a place to carry out activities, the environment also supports all human activities, especially in the school environment (Fatoni, 2019). According to the Adiwiyata Guidebook (2007), environmental education is a learning process that aims to increase individual awareness, knowledge, and understanding of the importance of protecting and preserving the environment. Through this education, students are encouraged to recognize environmental problems around them, understand the impact of human activities on nature, and learn sustainable solutions to

overcome environmental challenges. In this regard, the expected outcome of the Adiwiyata Program, which instills the values of the Pancasila Student Profile at Pulogadung 07 Public Elementary School, is that students develop an interest in their environment, and strive to preserve and care for it, ensuring its continued benefit.

The implementation of the Adiwiyata Program, in an effort to develop the Pancasila Student Profile Strengthening Project at Pulogadung 07 Public Elementary School, not only enhances students' knowledge and skills related to environmental care and preservation, but also fosters entrepreneurial skills. Entrepreneurial skills can be developed through Adiwiyata Program activities, demonstrating the success of teachers in providing guidance and direction to students in waste management. Waste managed by students with specific goals and concepts results in products and works with market value. This aligns with the practice at Pulogadung 07 Public Elementary School, where teachers and students can process various types of waste within the school environment into products with market value. This is in line with the opinion of Hamzah & Mujiwati (2022) who explained that the Pancasila student profile project activity was carried out to provide opportunities for students to have knowledge and skills as a process of strengthening character as well as the opportunity to learn from their surrounding environment. In this profile project activity, students have the opportunity to study important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can take real action in responding to these issues according to their learning stages and needs. The benefits of this activity are to provide space and time for students to develop competencies and strengthen the character and profile of Pancasila students, demonstrate responsibility and concern for issues around them as a form of learning outcomes and train problem-solving skills in various learning situations.

Project-based learning is highly beneficial because it allows students to gain hands-on experience and learn through experience, integrates basic skills and competencies learned across various disciplines, and creates a more independent and flexible learning structure (Suryadien 2022). The Pancasila Student Profile will not function if used solely in intracurricular programs. Intracurricular activities, including routine teaching and learning processes, are conducted, but the application of contextual learning has limitations. Therefore, in implementing the Adiwiyata Program as part of the Pancasila Student Profile Strengthening Project, which is established as the curriculum, the program's implementation needs to be aligned with the teaching and learning process taking place in schools. This is because it makes it easier for teachers and students to achieve the program's outcomes.

The character traits acquired by students through the Adiwiyata Program activities within the Pancasila Student Profile Strengthening Project align with the indicators listed in the Indonesian Ministry of Education and Culture (2020), such as faith and devotion to God Almighty and noble morals. In this case, students show concern for the surrounding environment and demonstrate a desire to preserve and care for it. These attitudes and behaviors demonstrate gratitude for the blessings God has given them and provide benefits to others. Furthermore, global diversity fosters students' ability to instill the values and morals of the Indonesian nation, including mutual cooperation. The Adiwiyata Program activities implemented at school are carried out collaboratively by all school stakeholders. This fosters students' appreciation for one another and the implementation of the planned program.

#### 4. CONCLUSION

Based on the analysis of the research findings, the researcher concluded that the Adiwiyata Program at Pulogadung 07 Public Elementary School was implemented as well as possible in terms of formulating, planning, and executing these activities. The principal's role in implementing the program, through establishing policies and establishing a structured and systematic approach, enabled the program to be implemented in a structured and systematic manner. Furthermore, the role of teachers, who possess competencies aligned with the working groups (POKJA) in implementing the Adiwiyata Program, facilitated student guidance and direction. Teacher participation in the Adiwiyata Program aligns the program's values for implementation and adapts to classroom teaching and learning processes. The strategies and methods chosen by teachers in the classroom encourage students to actively participate and understand the knowledge and skills involved in implementing the Adiwiyata Program. The implementation of the Pancasila Student Profile Strengthening Project at Pulogadung 07 Public Elementary School has demonstrated a positive impact on the school environment, particularly on students who develop a caring attitude toward their surroundings. Furthermore, through the implementation of the Adiwiyata Program, students can enhance and instill Pancasila values. This is reflected in their attitudes and behavior in class and when interacting with their peers. Furthermore, the Adiwiyata Program instills in student skills in managing waste to create valuable products (entrepreneurship).

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