



School Environment Structuring Strategy Through the Adiwiyata Program at MTsN Penukal Abab Lematang Ilir Regency

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Abstract: MTsN in Penukal Abab Lematang Ilir Regency is a school whose curriculum and learning process emphasizes the principle of Adiwiyata, which prioritizes educational values and the formation of students' character to love the environment. This is reflected in the many environmental literacy programs that aim to provide students with ecological care through the Adiwiyata program. This study aims to analyze the implementation of the adiwiyata program, find out the supporting factors for the implementation of the adiwiyata program, and find out the factors that hinder the implementation of the adiwiyata program in MTsN Penukal Abab Lematang Ilir Regency. This type of research is field research with a qualitative approach, and the research design used is a phenomenon and multi-case research related to school environment management strategies, the implementation of adiwiyata program activities, and the involvement of students and teachers in implementing the adiwiyata program. The subjects of this research are all those involved in environmental planning programs, adiwiyata programs, and school principals. The data collection method is done through observation, documentation, and interviews. This study results in the conclusion that the implementation of the Adiwiyata program in MTsN Penukal Abab Lematang Ilir Regency is by the Adiwiyata Guidebook, based on environmentally friendly policies, environment-based curriculum, participatory environmental activities, and management of environmentally friendly infrastructure, and supporting factors for the implementation of the Adiwiyata program majority of school residents, as well as the inhibiting factor for the implementation of the Adiwiyata program, is the lack of fund allocation, lack of public awareness in maintaining environmental cleanliness, lack of socialization from the ecological agency about the adiwiyata program.

Keywords: School Environment Arrangement, Adiwiyata Program.

Introduction

The environmental changes that have occurred recently have become an event that stirs our minds. In Indonesia, ecological damage is worsening (Sidik et al., 2021). The condition is simple: it will be a threat to human life. This level of natural damage increases the risk of natural disasters. Among the causes are the following two factors: the results of natural events and the results of human activities.

This environmental damage will have a direct impact on human life. In 2004, the United Nations High-Level Threat Group's "Challenges and Changes" made environmental degradation one of the top ten reasons threatening humanity. The "World Risk Report" issued by the German Development Work Union (Alliance), the United Nations University Institute for Environment and Human Security (UNU-EHS), and The Nature Conservancy (TNC) in 2012 also shows that environmental damage is one of the critical determinants: the high and low risk of regional disasters (Andriani & Bakhtiar, 2017).

The South Sumatra Environmental Forum (Walhi South Sumatra), on January 14, 2020, noted that two islands in Banyuasin Regency, namely Betet Island and Gundul Loss, suffered due to climate change and environmental damage throughout 2019. Betet Island, the country's altitude is -1 meter above sea level (MDPL), the island is bare, and the surface condition is -3 MDPL. M Hairul Sobri, Executive Director of Walhi South Sumatra, Let's say



there are 23 small islands in the area of South Sumatra. People face the threat of drowning due to continuous environmental damage (Putra, 2020).

The following is an explanation of the verse in the Explanation of Jalalain: because of human behavior (in a form of immoral behavior), so that Allah will feel it (can be read *liyudziiqahum* and *linudziiqahum*, if we read *linudziiqahum*, it means that we think their behavior towards them (as a punishment)). Part (result) so that they can return (return to the right path) (so that they repent of unethical behavior) (Janah, 2019).

The first opinion is more robust and is supported by most scholars, and is strengthened by what Muhammad ibn Ishaq said in his book of Sirah, which says that the Messenger of Allah (peace and blessings of Allaah be upon him) once made a treaty with the king of Ailah and established a *jizyah* on his *bahr* namely the country. Based on this description, Tafsir Ibn Katsir explains that surah Ar-Rum verse 41 indicates that the reduction of crops and fruits is due to many immoral acts carried out by its inhabitants. Abul Aliyah said that whoever commits disobedience to Allah SWT on earth, it means that he has done damage to the planet because the preservation of the world and the sky is by obedience to Allah SWT. Environmental education, by the UNESCO Convention in Tbilisi (1997), is a process that aims to create an international community that cares about the environment and the issues involved and has the knowledge, motivation, commitment, and work skills or jointly seeks alternatives or provides solutions to existing environmental problems, and avoids new environmental problems (Abe, 2006).

Meanwhile, the Adiwiyata School Program aims to realize responsible school residents in supporting efforts to protect and preserve the environment through good school governance in sustainable development. In addition, the benefits of the Adiwiyata program for students are that it attracts public attention to the environment and helps students understand the importance of maintaining a good atmosphere. Good faith in realizing student awareness through the Adiwiyata school program is still considered ineffective. The school has provided exemplary services and is equipped with facilities. However, students are still too lazy to carry out activities to maintain the cleanliness and school environment (Iswari & Utomo, 2017).

Realizing students that environmental education in schools can effectively protect the environment (Abbas & Afifi, 2021; Fitria & Suharyat, 2022; Oktaviana et al., 2024). Schools are facilities that gather students in one forum with many learning-to-play experiences (Niuflapu & Neonufa, 2023). Schools can help students understand the impact of human behavior on the planet and become a place for sustainable living (Desfandi, 2015). However, various problems that have not been solved show that environmental education has not shaped the character of humans who care about the environment (Apriliani et al., 2024; Hidayat, 2023).

Thus, MTsN Penukal Abab Lematang Ilir Regency is a school whose curriculum and learning process emphasizes the principle of Adiwiyata, which prioritizes educational values and the formation of students' character to love the environment. This problem is reflected in the many environmental literacies in MTsN Penukal Abab Lematang Ilir Regency, which aims to provide students ecological care through the Adiwiyata program. Based on the description and explanation above and paying attention to various current phenomena of environment-based role education, the researcher is interested in conducting in-depth research and observation on implementing the Adiwiyata project and its role in improvement. This study discusses structuring the school environment through the Adiwiyata program in MTsN



Penukal Abab Lematang Ilir Regency. The discussion was conducted with a systemic approach, including preparation, support, implementation in real action, socialization, and education for madrasah residents to realize schools or adiwiyata madrasah.

Method

This research is field research with a qualitative approach, and the research design used is a phenomenon and multi-case research related to the implementation of the Adiwiyata program and the involvement of teachers and students. The approach used in this study is an approach using SWOT analysis. SWOT analysis is a strategic planning method to evaluate internal strengths and exploit existing opportunities. The strategy applied in this condition is to support a policy (Prayogo et al., 2023). Organizational weakness faces threats but still has internal strengths.

The plan must be implemented to use internal forces to avoid or reduce external impacts or threats encountered in the long term. Opportunities face opportunities but also internal weaknesses. This strategy aims to improve internal weaknesses by taking advantage of external opportunities. The plan focuses on minimizing internal problems and seizing better opportunities in this situation. And the challenge (threat) of defensive actions or tactics can help organizations escape this situation. The data type for this research is divided into two forms, namely primary data and secondary data. The primary data in this study comes from school principals, teachers, students, and other parties who can provide information or data for this research. Meanwhile, data collection techniques are observation, interviews, and documentation.

Result and Discussion

Result

Physical Environmental Management Inclusion Class.

Based on the results of interviews, documentation, and observations, it is known that the management of the physical environment of the classroom at the Penukal Abab Lematang Ilir District State Special School has been managed in several aspects, including classroom arrangements, student seating arrangements, ventilation and light arrangements, and storage arrangements that are arranged according to the conditions of students with special needs in the school.

Management of the Socio-Emotional State of the Inclusion Class.

Based on the results of interviews, documentation, and observations, it is known that the management of the socio-emotional condition of the classroom includes aspects of the type of leadership applied by teachers in the school and teacher attitudes when dealing with students with special needs in the inclusion classroom. In teaching inclusion classes, teachers at Penukal Abab Lematang Ilir District Public Special School apply the democratic leadership type to their students. This is because in teaching students with special needs, a more emotional approach is needed between teachers and students in the classroom. Then, the teacher must prioritize the condition of students who are comfortable attending lessons, especially in the morning, and teachers must ensure students are physically and emotionally ready to follow the class lessons.



Management of the Organizational State of the Inclusion Class.

Based on the results of interviews, documentation, and observations, it is known that organizational condition management includes aspects of the lesson change system in inclusive classes, teacher system arrangements that are unable to attend and how teachers deal with conflicts among students with special needs. The change of the lesson system in inclusion classes, exceptionally high classes, is almost the same as in regular education; when class hours are over, the teacher will leave the class and change to another teacher. So, in setting organizational conditions in the classroom, inclusion requires responsibility and attitude from wise and gentle teachers when dealing with problems.

The Impact of Inclusion Classroom Management on Learning for Students with Special Needs.

Various aspects of inclusive classroom settings that are implemented in the classroom have an impact on the learning of students with special needs, such as a comfortable feeling when learning that adapts to the unique needs that students have, an individual approach that allows these students to understand better what the teacher teaches in the classroom, and increased confidence of students with special needs. So, implementing inclusion classroom arrangements for students with special needs positively impacts student learning, especially in providing a sense of comfort for students with special needs and teachers who teach in inclusion classes.

Discussion

Penukal Abab Lematang Ilir District Public Special School has managed or managed inclusion classes for students with special needs. Although the condition of the school is still simple, the school, especially the teachers, can manage the condition well enough to provide learning. The inclusion class management process at SLBN Penukal Abab Lematang Ilir district includes three main aspects, namely the management of the physical environment of the classroom, the management of the socio-emotional condition of the class, and the management of the organizational condition of the school where these three aspects have an impact on the learning of students with special needs in SLBN Penukal Abab Lematang Ilir district.

Physical Environmental Management of Inclusion Class in Special Schools of Penukal Abab Lematang Ilir District

The condition of the physical environment as a place for teaching and learning activities must be appropriately managed in terms of classroom management, student seating arrangements, ventilation and light arrangements entering the classroom, and storage arrangements for goods (Syukrina et al., 2022). In SLBN Penukal Abab Lematang Ilir district, classrooms have been arranged quite well, and classrooms are differentiated based on student's unique needs and grade level groups. In SLBN Penukal Abab Lematang Ilir district, students are divided into class B for deaf and speech-impaired students and class C for students with intellectual impairment, Down syndrome and autism. Divining classes like this aims to make the learning process more effective. As explained in the abomination theory, children with special needs have a character that is quite different from children in general. The classroom arrangement is arranged according to the needs of students with special needs in the room.



The next aspect that needs to be managed in terms of managing the physical environment is the regulation of ventilation and the regulation of light. Ventilation affects the health of students. Classrooms that are places for the teaching and learning process generally have windows large enough to allow the light and heat of the morning sun that is good for health to enter and provide good lighting so that students can see clearly in the classroom (Annur et al.,2024). Ventilation also allows air to enter well into the school to nourish students by breathing fresh air. The ventilation and classroom light in SLBN Penukal Abab Lematang Ilir district are arranged so that the incoming light can provide good lighting in the classroom and ensure that air circulation in the school runs well.

Management of Socio-Emotional Conditions of Inclusion Class in Special Schools of Penukal Abab Lematang Ilir District

Socio-emotional conditions are components that benefit one's intelligence if using emotions. Socio-emotional condition management factors are an essential component in managing inclusion classes. Moreover, teachers must manage each student's emotional condition (Ahmad, 2021; Prastiwi & Abduh, 2023). In managing socio-emotional conditions, inclusion classes include aspects of teacher leadership types and attitudes.

Each teacher has a different leadership style, and this method can determine how the classroom atmosphere is formed by following the teaching and learning process. If the teacher uses an authoritarian type, students are forced to be active when learning with that teacher but will be passive with other teachers. Meanwhile, if teachers use this type of democracy, there will usually be a close approach between teachers and students so that, in any case, students will always be active. In this case, the SLBN Penukal Abab Lematang Ilir district teachers all apply the democratic leadership type in the classroom. This is because, when teaching students with special needs, a more emotional approach is needed between teachers and students in the school. Then, the teacher must prioritize the condition of students who are comfortable attending lessons, especially in the morning, and teachers must ensure students are physically and emotionally ready to follow the class lessons.

The socio-emotional management of the inclusion class is in line with previous research in Farida Zuniar and Muhamad Chamdani's journal entitled Good Classroom Management in Improving the Quality of Learning in the Inclusion Classroom, where it was explained that children with special needs need a safe, accessible and resilient emotional atmosphere. This need will be challenging if students feel inadequate and confident in class because self-confidence can provide strong motivation for the success of the teaching and learning process. So, to manage a safe and pleasant classroom, it should be able to create a harmonious socio-emotional condition, a warm and compassionate learning atmosphere that is not discriminatory, and an atmosphere of cooperation among students with special needs.

Management of Organizational Conditions of Inclusion Class in SLB Penukal Abab Lematang Ilir District

Management of the organizational condition of inclusion classes is used to anticipate problems in managing classes. With clear, directed and regular activities



through communication to students openly and clearly, students will also be self-cultivation with good habituation, have a high level of discipline and regularity of behavior obtained in class and school. Managing organizational conditions includes three aspects, namely the lesson change system, teacher solutions that have obstacles to attend to, and problems between students.

The second aspect in setting the organizational conditions of the inclusion classroom is the condition of teachers who are unable to attend. Teachers who have obstacles to attend class hours will result in a vacancy in activities for students, for example in cases of illness, meetings, or even being on duty out of town. To avoid this, teachers who are unable to attend are required to ask for help from other teachers to replace them temporarily or can also give their students assignments so that the class looks conducive. Similar is the case with the condition in SLBN Penukal Abab Lematang Ilir district, where if there is a teacher who is unable to attend, then the solution is that the teacher must ensure that his class remains in a safe condition by asking for help from other teachers to supervise the class. Especially at the elementary level that implements a class teacher system, it is very important to keep the class in a controlled condition even if the teacher is unable to attend.

The last aspect in managing the organizational conditions of inclusion classes is the condition of conflict among students with special needs. The problems that occur certainly occur because of emotional feelings that cannot be controlled between students. Teachers must also understand and recognize the characteristics of each student so that when problems arise teachers will have the right solution to overcome these problems. In this case, in SLBN Penukal Abab Lematang Ilir district, in resolving conflicts that arise among students, teachers must not take sides with one of them but must provide understanding to students who are in conflict. In setting organizational conditions in the classroom, inclusion requires responsibility and attitude from wise and gentle teachers in dealing with problems that occur among students with special needs.

This aspect of managing the organizational condition of inclusion classes in SLBN Penukal Abab Lematang Ilir district is in line with the results of previous research in the journal *Firanti ddk*, entitled *Implementation of Inclusion Class Management in Elementary Schools*, which explains that to overcome the obstacles of teachers who are unable to attend is to mandate picket teachers to replace them temporarily. The solution applied by teachers when there is a conflict between students with special needs is to provide understanding and modeling of conflicts that are occurring. Trace the source of the problem and intervene in the student privately in the teacher's room to avoid further risks. Thus, it is expected to maintain the organizational conditions of inclusion classes for students with special needs.

The Impact of Inclusion Classroom Management on Learning for Children with Special Needs in Special Schools of Penukal Abab Lematang Ilir District.

Through the arrangement of various aspects in classroom management, inclusion applied in the classroom has an impact on the learning of students with special needs, such as a comfortable feeling when learning that adapts to the unique needs that students have, an individual approach that allows these students to understand better what the teacher teaches in the classroom, and increase the confidence of students with special needs. By implementing inclusive classroom arrangements for students



with special needs, it has a positive impact on learning for both students with special needs and teachers who teach in inclusion classes.

Conclusion

Based on the results of research and discussion on the management of inclusion classes for children with special needs at the State Special School of Penukal Abab Lematang Ilir district, several things were concluded, namely: 1) The management of the physical environment of inclusion classes at the LSBN School of Penukal Abab Lematang Ilir district includes classroom arrangements which are divided into class B for speech impaired and space impaired students, and class C for students with intellectual disabilities, autism and Down syndrome, student seating arrangements that adjust to student conditions, ventilation and light arrangements, and well-managed luggage storage arrangements with the aim of providing comfortable learning conditions for students with special needs at the school; 2) Regulation of the socio-emotional condition of the inclusion class at Penukal Abab Lematang Ilir District Public Special School includes aspects of teacher leadership types that apply democratic leadership types in the classroom, and teacher attitudes that prioritize emotional bonds between teachers and students with special needs in the school; 3) Management of the organizational conditions of inclusion classes in Penukal Abab Lematang Ilir District Public Special Schools include aspects of the lesson change system for lower classes, especially the mentally impaired class which requires teachers to wait for the next teacher to enter the classroom before the teacher leaves the classroom, solutions for teachers who are unable to attend to remain responsible for ensuring their classes are safe by asking for help from other teacher friends to supervise the class as long as the teacher is unable to attend, and problems between students are resolved wisely and meekly by the teacher; and 4) Through the arrangement of various aspects of classroom management, inclusion for children with special needs has a positive impact on student learning in the classroom, which provides students with a sense of comfort in learning and increases the confidence of students with special needs.

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