



Adiwiyata-based school environment management: A multi-case study in Banjarmasin

Noviani¹, Ahmad Suriansyah², Sulistiyana³

^{1,2,3}Universitas Lambung Mangkurat, Kota Banjarmasin, Indonesia
nynovia28@gmail.com¹, a.suriansyah@ulm.ac.id², sulis.bk@ulm.ac.id³

ABSTRACT

The effectiveness of the Adiwiyata program is highly dependent on inspirational school leadership, ongoing training for teachers, and synergy between schools and supportive communities. This study aims to provide an in-depth description of how teacher empowerment, partnerships with various stakeholders, and school principal leadership strategies contribute to the environmental management of Adiwiyata-based schools. The research employed a multi-case study method with a descriptive qualitative approach. The study was conducted at two Adiwiyata schools in Banjarmasin: SDN-SN Pengambangan 5 Banjarmasin and SDIT Ukhuwah 2 Banjarmasin. Data collection techniques included in-depth interviews, direct field observations, and analysis of relevant documents. The findings indicate that the successful implementation of the Adiwiyata Program in both schools is strongly influenced by three key factors: first, teacher empowerment, reflected in active involvement in environmental teams and the integration of environmental awareness values into the learning process; second, effective partnerships between schools, local governments, foundations, and surrounding communities; and third, school leadership that is adaptive, collaborative, and capable of fostering a school culture oriented toward environmental conservation. These findings provide an example of best practices that can serve as a reference for other schools in developing sustainable and integrated environmental programs within their educational ecosystems.

ARTICLE INFO

Article History:

Received: 2 Mar 2025
Revised: 3 Aug 2025
Accepted: 5 Aug 2025
Available online: 9 Sept 2025
Publish: 29 Dec 2025

Keywords:

Adiwiyata; Adiwiyata school;
environmental management

Open access

Curricula: Journal of Curriculum Development is a peer-reviewed open-access journal.

ABSTRAK

Efektivitas program Adiwiyata sangat tergantung pada kepemimpinan kepala sekolah yang inspiratif, pelatihan berkelanjutan bagi guru, dan sinergi antara sekolah dan komunitas yang mendukung. Penelitian ini bertujuan untuk mendeskripsikan secara mendalam bagaimana pemberdayaan guru, kemitraan dengan berbagai pihak, serta strategi kepemimpinan kepala sekolah berkontribusi dalam pengelolaan lingkungan sekolah berbasis Adiwiyata. Metode yang digunakan adalah studi multi kasus dengan pendekatan kualitatif deskriptif. Penelitian ini dilakukan di dua sekolah Adiwiyata Banjarmasin, yaitu di SDN-SN Pengambangan 5 Banjarmasin dan SDIT Ukhuwah 2 Banjarmasin. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi langsung di lapangan, serta analisis dokumentasi yang relevan. Hasil penelitian menunjukkan bahwa keberhasilan implementasi Program Adiwiyata di kedua sekolah tersebut sangat dipengaruhi oleh tiga faktor kunci: pertama, pemberdayaan guru yang tercermin dari keterlibatan aktif dalam tim lingkungan dan pengintegrasian nilai-nilai peduli lingkungan dalam pembelajaran; kedua, kemitraan yang efektif antara sekolah dengan pemerintah daerah, yayasan, serta masyarakat sekitar; dan ketiga, kepemimpinan kepala sekolah yang bersifat adaptif, kolaboratif, serta mampu membangun budaya sekolah yang berorientasi pada pelestarian lingkungan. Temuan ini memberikan gambaran praktik baik yang dapat dijadikan rujukan oleh sekolah lain dalam mengembangkan program lingkungan yang berkelanjutan dan terintegrasi dalam ekosistem pendidikan.

Kata Kunci: Adiwiyata; manajemen lingkungan; sekolah Adiwiyata

How to cite (APA 7)

Noviani, N., Suriansyah, A., & Sulistiyana, S. (2025). Adiwiyata-based school environment management: A multi-case study in Banjarmasin. *Curricula: Journal of Curriculum Development*, 4(2), 1355-1368.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

Copyright

2025, Noviani, Ahmad Suriansyah, Sulistiyana. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited.

*Corresponding author: nynovia28@gmail.com

INTRODUCTION

Environmental education plays an important role in shaping a culture of environmental awareness in schools. The existence of this education is a strategic step to foster awareness and a sense of social responsibility in maintaining environmental sustainability (Azizah, 2024). One concrete form of this effort is the Adiwiyata School Program initiated by the Ministry of Environment and Forestry. This program serves as a systematic approach to encourage the active participation of all school members in environmental issues and to strengthen the school's involvement in environmental conservation efforts. The urgency of implementing the Adiwiyata Program at the elementary school level is very high because this age period is an important phase in the formation of character and sustainable behavior (Sartibi & Supena, 2020). Education that starts early has been proven more effective at instilling lasting environmental knowledge and attitudes. Research results show that students in schools implementing Adiwiyata have higher scores in environmental knowledge, attitudes, and behavior than those in schools that have not participated (Rushayati et al., 2023).

Environmental education is a process aimed at shaping behavior, attitudes, and habits that are more appreciative of and caring towards the environment (Akbar & Ali, 2021). The importance of environmental education has emerged since the 18th century, when figures such as Jean-Jacques Rousseau and Louis Agassiz introduced the concept of nature study to the public. In Indonesia, environmental education has been integrated into the curriculum through the Adiwiyata Program. This program aims to shape sustainable lifestyles by applying environmentally friendly principles across school activities, covering policy, curriculum development, school community participation, and facility and infrastructure management. The implementation of the Adiwiyata Program refers to the mandate of *Undang-Undang Nomor 32 Tahun 2009 tentang Perlindungan dan Pengelolaan Lingkungan Hidup*, which affirms the obligation of all citizens to maintain the sustainability of environmental functions (Indahri, 2020). Several previous studies have highlighted that internal school factors greatly influence the success of the Adiwiyata Program.

The effectiveness of a program is not only determined by formal planning but also depends heavily on the inspirational leadership of the school principal, ongoing teacher training, and the synergy between the school and the supportive community (Andari & Rambe, 2024). This shows the importance of adaptive and professional leadership skills in supporting school-based environmental management. In addition, teachers' skills are also important in raising environmental awareness in the school environment (Hadiapurwa et al., 2024). In addition, research in elementary schools in *Bantul* found that implementing Adiwiyata improves the quality of education through various activities, such as lifestyle without plastic waste, wastewater treatment, composting, hydroponics, and 3R management (Rahman et al., 2023). However, most existing studies are still limited to implementation aspects and have not reviewed in depth the managerial strategies and empowerment dynamics carried out by principals and teachers in the context of the program (Elmanisar et al., 2024). In fact, an in-depth analysis of holistic management practices is very important for understanding how environmental values can be sustainably internalized in school life. This study was conducted to contribute to the study of school environmental management based on the Adiwiyata

Program through a multi-case approach across two different types of schools: SDN-SN Pengembangan 5 and SDIT Ukhuwah 2 Banjarmasin. The main focus lies on how leadership strategies, teacher empowerment, and external partnerships support the successful implementation of the program. This study fills a gap in previous research, which has not extensively examined the integration of these three aspects in a holistic, contextual manner. Based on this background, this study aims to describe and analyze the strategies for teacher empowerment, the partnerships schools build, and the leadership of principals in implementing the Adiwiyata Program. This article is expected to contribute to the development of sustainable leadership and empowerment models in the context of environmental education in primary schools by examining managerial dynamics in school environment management.

LITERATURE REVIEW

The Urgency of the Adiwiyata Program

The Adiwiyata Program is a concrete manifestation of the implementation of environmental education in formal educational institutions, aimed at shaping character and a culture of environmental care. Linguistically, the term "Adiwiyata" refers to a place for gaining knowledge, norms, and ethics, which can serve as a foundation for achieving well-being and sustainable development (Sari & Ruja, 2024). This program was initiated by the Ministry of Environment and Forestry, in collaboration with the Ministry of Education, and has become a national policy to support education for sustainable development (Indahri, 2020). Adiwiyata is seen as a program for socializing environmental awareness and for recognizing schools that successfully implement environmentally based management for sustainable development (Fitra et al., 2023). Supporting this, a study on fostering environmentally caring character through the Adiwiyata Program at SD Tenggilis Mejoyo, Surabaya, showed that routine activities such as 3R, greening, and Jum'at bersih successfully shaped students' character significantly (Yudianti, 2020).

Through a participatory, sustainable approach, all school members are actively involved in environmental preservation activities integrated across various dimensions of school life. The educational, participatory, and sustainable principles in the Adiwiyata Program make students actively engaged in environmental activities within the curriculum and extracurricular activities (Pebriyanti & Kusnadi, 2024). The urgency of implementing this program, especially at the elementary school level, is very high, as students are in the period of character and long-term habit formation. A study shows that the Adiwiyata program in elementary schools is effective in fostering environmental awareness and responsibility through activities such as greening, waste management, and the integration of environmental care values into the curriculum and extracurricular activities (Wahyuni & Rigianti, 2023). In addition, integrating environmental care values into the curriculum and the Adiwiyata program strengthens students' character in environmental care (Suryani & Dafit, 2022). This reinforces the importance of integrating ecological values into the educational process from an early age so that students are not only intellectually intelligent but also have sustainable attitudes and behaviors that reflect the values of *Pancasila* (Rushayati et al., 2023).

Components and Implementation of Adiwiyata Program

The Adiwiyata program encompasses four main aspects that underpin its implementation: school policies with an environmental perspective, the integration of environmental values into the curriculum, participatory activities of school members, and the management of facilities and infrastructure in an environmentally friendly manner (Indahri, 2020). These four components are designed to foster a comprehensive, environmentally friendly school culture. A study at SMA Negeri 5 Banjarmasin also stated that the Adiwiyata program should involve elements outside the school (parents, the community), with environmental awareness nurtured consistently and involving various external elements (Adawiah, 2020). This indicates that the success of implementing the Adiwiyata program does not depend solely on the school's internal role, but also requires active support from external parties to create an optimally sustainable and environmentally conscious learning environment. In practice, this program can create a clean, healthy, and comfortable learning environment and encourage the conservation of resources such as water and energy. The policy, curriculum, participatory, and environmental facility components work synergistically to create environmentally aware schools aligned with the Adiwiyata indicators (Moklis et al., 2019).

The success of the program is influenced by the extent to which schools can empower teachers and establish relevant external partnerships (Simanjuntak et al., 2022). Active participation by school members, strong leadership, and partnerships with parents and the community also support the program's success (May & Mamluah, 2024). Several previous studies indicate that implementing the Adiwiyata program cannot be separated from the school's social and cultural context. One study highlights the need for a community-based approach and stakeholder collaboration to make implementation more effective and aligned with local values (Mansir et al., 2023). Meanwhile, commitment and consistency in implementing the four main components of Adiwiyata are important indicators of creating a sustainable school environment (Said, 2018). The vision and mission with an environmental perspective are integrated into school policies, curriculum, and facilities, involving all elements of the school to shape environmentally caring character (Irawati et al., 2024). This emphasizes that the implementation of Adiwiyata is not merely administrative, but a transformative process that requires the active involvement of all school components (from students to the principal) continuously.

Managerial Aspects in the Implementation of Adiwiyata Program

The success of the Adiwiyata Program implementation is greatly influenced by the managerial strength of the principal and teachers, as well as the forms of partnership built by the school. The principal, as a leader, has a strategic role in formulating policies, developing an environmentally friendly vision and mission, and creating a work culture that supports environmental education. In addition, specialized literature on principal strategies in Adiwiyata states that school leaders should actively design, organize, implement, and supervise environmental programs, so that fundamental managerial aspects can run effectively (Wijayanti et al., 2021). In addition, a study states that the principal acts as a

manager and key innovator, motivating teachers through systematic innovation, fostering a positive work climate, and recognizing achievements to strengthen the sustainable implementation of Adiwiyata—the importance of the principal in formulating policies that support the establishment of environmentally conscious educational institutions. Transformational leadership in schools is crucial for implementing green school policies by developing participatory strategies that involve all school members and integrating environmentally friendly technologies (Romadhon & Effendi, 2025).

Transformational leadership is an ideal model because it can build a shared vision, motivate school members, and empower teachers and students to be active in environmental preservation (Darmayanti & Septrisia, 2024). Teachers' roles are also very significant in instilling Adiwiyata values. Teachers not only function as curriculum implementers but also as change agents who instill positive habits in students. Previous research emphasizes the importance of continuous teacher training and of schools collaborating with local communities as the main supports for the program's success (Andari & Rambe, 2024). This is evidenced, among others, at *MI Miftahul Ulum School* in *Batu City*, which emphasizes that in the aspects of planning, organizing, coordination, and periodic evaluation through monitoring of the working groups formed, it successfully led to the Adiwiyata School award (Zava et al., 2025). The management of the Adiwiyata program requires visionary leadership, continuous teacher empowerment, and the strengthening of partnership networks as an integral part of environmentally based school management practices.

METHODS

This research uses a qualitative, multi-case study design, conducted in two elementary schools: SDN-SN Pengambangan 5, Banjarmasin, and SDIT Ukhuwah 2, Banjarmasin. This approach allows for an in-depth study of the dynamics of knowledge, values, and environmental practices within each school context. The research subjects included school principals, Adiwiyata Program coordinators, and two teachers from each school to reveal the implementation of the environmentally-based program. Data collection was conducted through in-depth interviews with the principals and teachers directly involved in the program implementation; this technique is highly effective for exploring the experiences and perceptions of educational actors regarding the Adiwiyata Program.

In addition, data were obtained through direct observation of the implementation of the Adiwiyata Program in the school environment, as well as through document studies of policies and activities related to the management of the school environment. The combination of observation and documentation can provide a real picture of the implementation of environmental programs in elementary schools. To enhance the validity of the findings, data analysis was conducted using the technique of triangulation of sources, techniques, and time, namely by thoroughly comparing and examining the results of interviews, observations, and documentation, as explained by Sugiyono that triangulation is an important method in ensuring the validity of data in qualitative research, especially in studies on policies and the implementation of school-based environmental programs.

RESULTS AND DISCUSSION

Empowerment of Teachers in Environmental Management

Teachers play a central role in the success of the Adiwiyata Program through continuous training and the integration of environmental materials into learning. Teachers who receive training are more active in implementing the program and motivating students to participate in environmental activities (Indahri, 2020). In both schools, teachers act as agents of change, inspiring and transforming values of environmental care. Teachers are not only educators but also agents of change who can inspire, motivate, and transform the values, attitudes, and behaviors of all educational elements (Safira et al., 2025). They not only teach theory but also guide environmental projects such as waste recycling and school greening. Teachers are given the space to innovate in environment-based learning and are involved in the formulation of school programs.

This program not only preserves the environment but also builds students' character to be responsible and sustainable. The Adiwiyata program has four components: environmentally minded school policy, environmentally oriented curriculum, environmentally friendly facilities and infrastructure, and participatory activities based on the environment (Pahru et al., 2021). In implementing all components of the Adiwiyata program, teachers have a dual role as learning facilitators and role models, providing examples of environmentally friendly living behavior. At the very least, teachers can act as motivators, provide examples, give sanctions, and offer appreciation to students (Fajar & Putra, 2021).

Partnership in Environmental Management

Both schools establish effective cooperation with government agencies, environmental organizations, community leaders, and students' parents. Stakeholder involvement is an important factor in strengthening the comprehensive implementation of the Adiwiyata Program. The participation of external partners not only supports resource allocation but also expands the scope of environmental education to the community level—in accordance with the pentahelix collaboration concept, which involves academics, businesses, communities, government, and media in environmental CSR programs (Suherlan et al., 2020). Partnerships create a synergistic relationship between schools and the community. Effective school partnerships can create synergy between internal and external school resources, resulting in educational programs that are more holistic, contextual, and directly impactful in shaping environmentally conscious student character.

Motivation, innovative teacher behavior, and community support aim to create a more inclusive and effective learning environment, emphasizing that strategic partnerships among stakeholders, including teachers and the community, serve as the foundation for building a sustainable environmental culture (Widhoni et al., 2025). The success of the Adiwiyata Program implementation heavily depends on active participation and synergy of all school components, carried out simultaneously and consistently. The program produces positive impacts, including increased environmental awareness, improved school physical environments, and the formation of an environmentally caring culture in students' daily lives. Partnerships built on participatory values and sustainability principles become an important

foundation in making schools agents of change in environmental preservation ([Rahayu et al., 2024](#)).

School Principal Leadership Strategy

The principal plays a central role as a change leader by establishing supportive program policies, fostering an environmentally conscious school culture, and developing strategic partnerships. This aligns with research findings showing that the principal's management influences teacher performance ([Puspitasari et al., 2021](#)). The principal is involved in providing facilities and infrastructure that support environmental sustainability, such as separated trash bins, tree planting, and optimization of green spaces. The environmental culture is reinforced through environmentally themed morning assemblies, cleanliness competitions, and regular communal work ([Kurniati & Dafit, 2024](#)). This is supported by opinions stating that a strong environmental culture can consistently encourage student participation in maintaining the beauty and sustainability of the school environment ([Pudjiastuti et al., 2022](#)). The school consistently fosters environmental awareness values through greening activities, cleanliness maintenance, and waste management ([Supartini et al., 2023](#)).

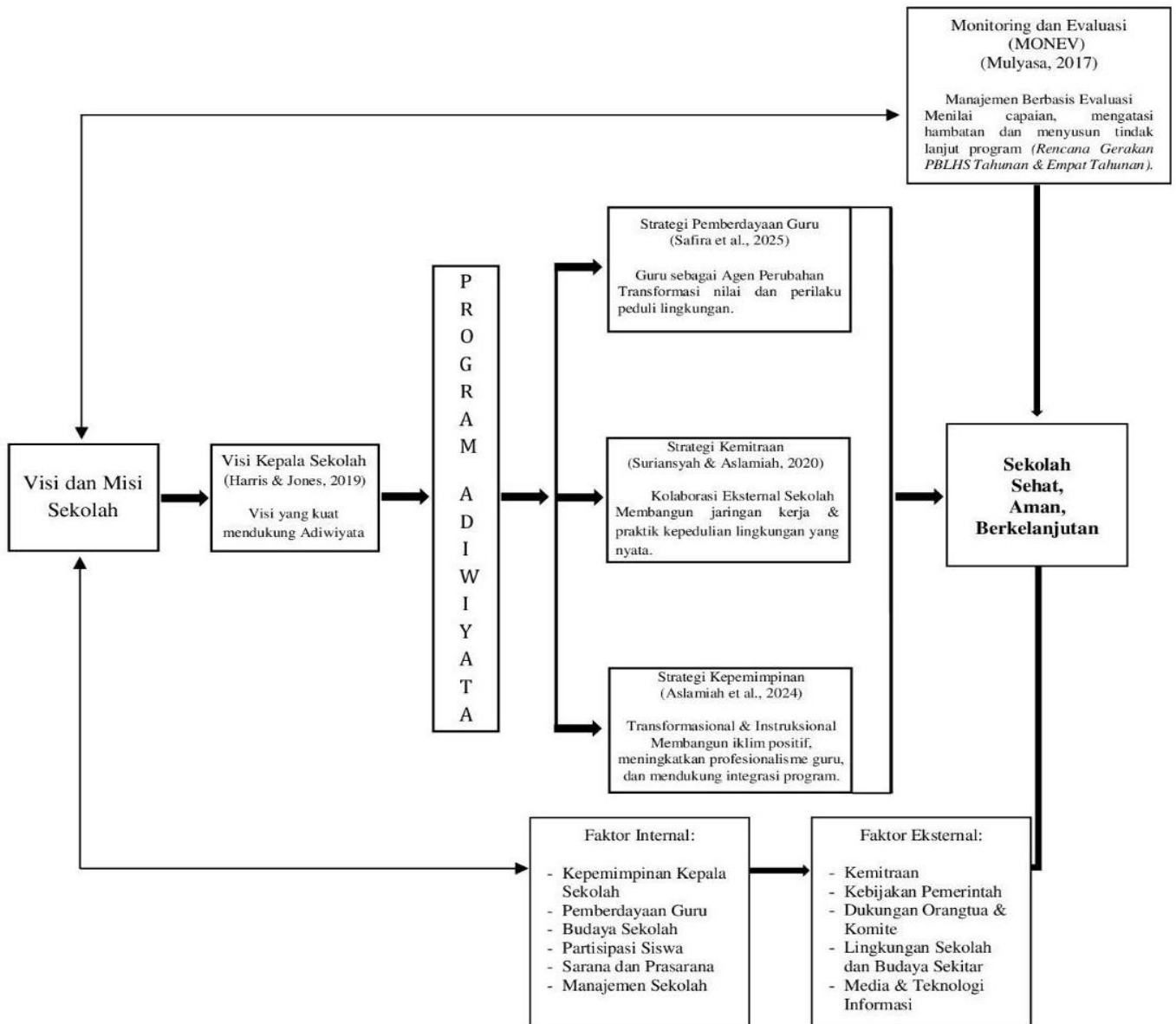


Figure 1. School Environmental Management Flow Based on Adiwiyata School
Source: 2025 Research

Based on the findings, the School-Based Environmental Management model for Adiwiyata Schools can be illustrated in **Figure 1**. The main strategies include integrating environmental principles into the school's vision and mission, thereby positively impacting the school's environmental culture and the school community's commitment. At SDN-SN Pengambangan 5, the principal established policies on waste sorting and plastic reduction. At SDIT Ukhuwah 2, the principal emphasized collaboration with parents and the community through environmental education programs. In terms of external cooperation, the principal actively participates in establishing strategic partnerships with the Environmental Agency, environmental organizations, and universities (Fitriani et al., 2025). This partnership provides technical assistance, training, and supporting resources for the development of the Adiwiyata Program. Proactive leadership that is open to external collaboration significantly influences the sustainable success of the Adiwiyata Program.

Discussion

The synergy among teacher empowerment, strategic partnerships, and contextual school leadership determines the success of school environmental management under the Adiwiyata framework. This approach aligns with the principles of school-based management, namely the active involvement of all school members and stakeholders in decision-making and implementation. Teacher empowerment, demonstrated through active participation in planning and implementing environmental programs, reflects a participatory leadership model. Teachers are not only implementers but also agents of change in shaping an environmentally conscious school culture. These findings support the view that teacher empowerment fosters innovation and professional responsibility (Safira et al., 2025). School partnerships also play a strategic role in strengthening program implementation. Collaboration between schools and external agencies, such as the Environmental Agency (DLH) and community leaders, contributes through training, facilities, and the reinforcement of environmental values. In addition, the success of Adiwiyata is greatly determined by the strength of cross-sectoral synergy built through participatory efforts (Masnawati et al., 2024).

In terms of leadership, the transformational style applied at SDIT Ukhuwah 2 and the managerial style at SDN-SN Pengembangan 5 are effective when adapted to the schools' contexts and cultures. The importance of leaders who are adaptable, communicative, and visionary in facing the dynamics of education is also emphasized in the literature. The success of managing the school environment in these two schools is further reinforced by the results of cross-site analysis, which produced a conceptual model of environmental management based on the Adiwiyata Program. This model has three main focuses: teacher empowerment, partnerships, and school principal leadership strategies. In teacher empowerment, it was found that teachers play an active and strategic role in shaping a sustainable school environmental culture through the formation of Adiwiyata teams, clear task distribution, and involvement in environmental education. In terms of partnerships, the school establishes collaborations with various external parties that contribute through technical support, education, and the internalization of environmental values.

Meanwhile, the principal's leadership strategy includes an adaptive, collaborative style and integrating school values into environmental programs. These three focuses reinforce one another, creating a synergy that supports the program's overall success. The relationships between these components are depicted in the following model.

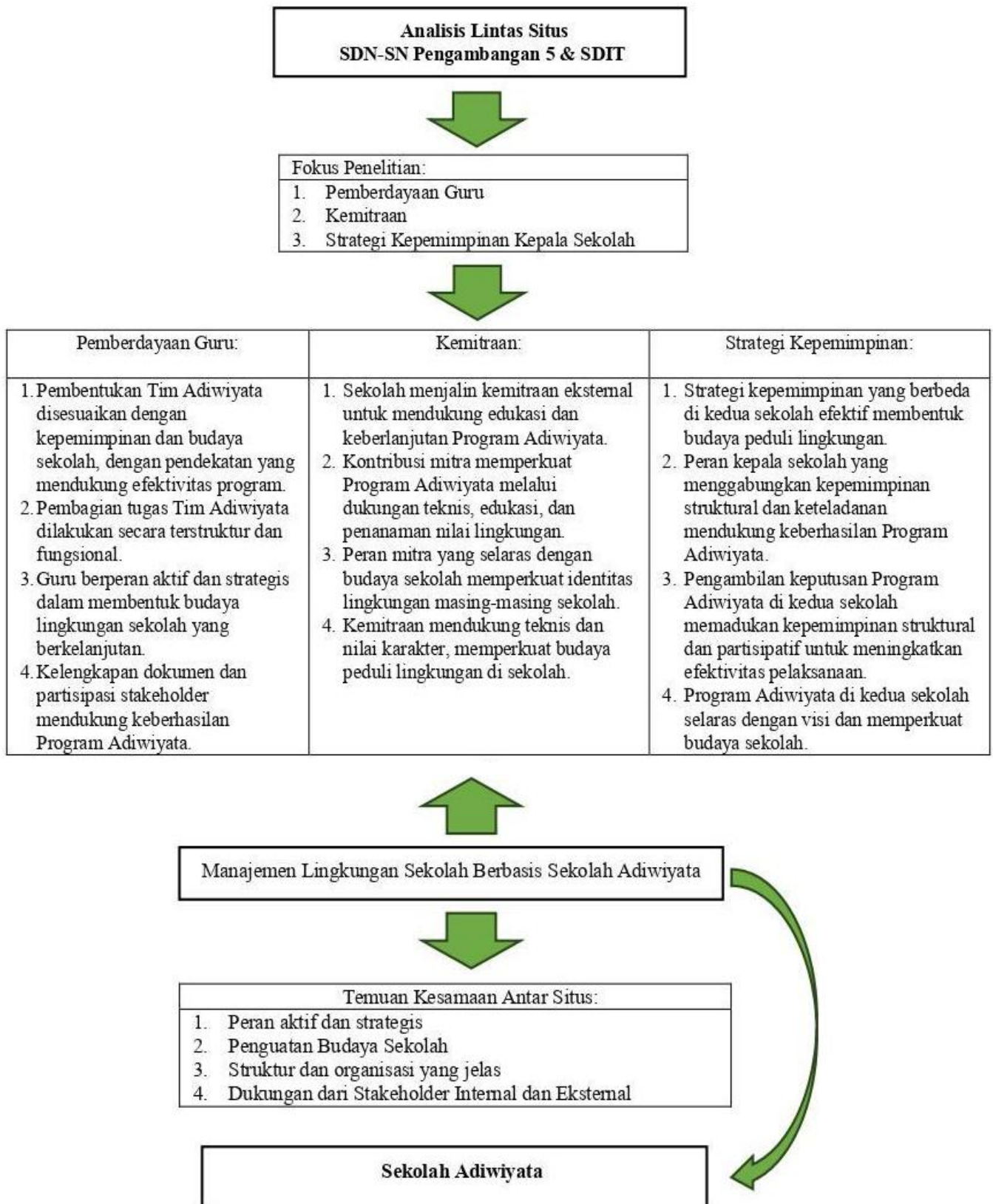


Figure 2. Cross-Site Analysis Model
Source: 2025 Research

Figure 2 shows that this model asserts that the success of the Adiwiyata program does not rely on a single aspect but results from the integration of teacher empowerment, effective

external partnerships, and contextual and value-based leadership strategies. This flexible and comprehensive approach makes the school a center of learning and an agent of change in sustainable environmental preservation. The new finding from this research is that a flexible, value-based, and contextual approach is key to the successful implementation of Adiwiyata. This approach not only strengthens administrative achievements but also shapes the character of school members, making them caring, responsible, and actively involved in sustainable environmental preservation.

CONCLUSION

Based on the results and discussion above, it is concluded that the success of the Adiwiyata program at SDN-SN Pengambangan 5 and SDIT Ukhuwah 2 Banjarmasin is greatly influenced by three main factors: teacher empowerment, partnerships, and the school principal's leadership strategies. Teachers play an important role in integrating environmental education into the learning process. At the same time, partnerships support the implementation of Adiwiyata through facilities, training, outreach, and technical guidance in a sustainable, synergistic manner. Meanwhile, the principal serves as a change leader, setting environmental policies, fostering a culture of environmental awareness, and fostering cooperation with external parties. To improve the effectiveness of the Adiwiyata program, schools should routinely train teachers and educational staff in environmental education, strengthen parental involvement in fostering environmentally caring habits at home, and broaden cooperation with environmental institutions and universities to obtain guidance and resource support. In addition, school principals need to continuously evaluate and develop environmental policy strategies to ensure the Adiwiyata program runs more optimally and sustainably.

AUTHOR'S NOTE

The author states that there are no conflicts of interest in the writing or publication of this article. The entire process, from conducting the research and analyzing the data to drafting the manuscript, was carried out independently and was not influenced by any party. The author also affirms that this article is an original work, written without plagiarizing others' work, and that the writing process adheres to scientific ethics. All referenced sources have been accurately cited in accordance with applicable scientific writing guidelines. The author is also open to constructive criticism and suggestions for the further development of this writing.

REFERENCES

- Adawiah, R. (2020). Implementasi program Adiwiyata dalam membentuk sikap kepedulian siswa terhadap lingkungan di SMA Negeri 5 Banjarmasin. *Jurnal Pendidikan Kewarganegaraan*, 10(2), 89-102.
- Akbar, A., & Ali, A. M. (2021). Peran sekolah dalam upaya pelestarian Greend Child sebagai upaya pelestarian lingkungan hidup. *Sang Pencerah: Jurnal Ilmiah Universitas Muhammadiyah Buton*, 7(3), 321-327.

- Andari, Y., & Rambe, M. (2024). Pengaruh gaya kepemimpinan kepala sekolah dan motivasi kerja terhadap kinerja guru di Madrasah Aliyah Yayasan Pendidikan Jaya Penggalan Kabupaten Serdang Bedagai. *At-Tarbiyah: Jurnal Penelitian dan Pendidikan Agama Islam*, 2(1), 52-59.
- Azizah, H. N. (2024). The utilization of technology in environmental education. *Curricula: Journal of Curriculum Development*, 3(2), 391-404.
- Darmayanti, R., & Septrisya, R. (2024). The impact of transformational leadership on educational environments: A systematic review. *Mimbar Ilmu*, 29(3), 401-410.
- Elmanisar, V., Utami, B. Y., Gistituati, N., & Anisah, A. (2024). Implementasi kepemimpinan adaptif kepala sekolah untuk keberhasilan di era disrupsi. *Journal of Education Research*, 5(2), 2239-2246.
- Fajar, W. M., & Putra, E. D. (2021). Peran guru melalui Program Adiwiyata dalam mengembangkan karakter peduli lingkungan di SD. *Mimbar PGSD Undiksha*, 9(3), 468-474.
- Fitra, A., Hakim, J. R., & Nurhasanah, A. (2023). Implementasi Adiwiyata dalam penanaman karakter peduli lingkungan di sekolah dasar. *Jurnal Pedagogik Pendidikan Dasar*, 10(1), 1-12.
- Fitriani, A., Maksadah, R., Islami, W., Amalien, C. A., Aslamiah, A., & Cinantya, C. (2025). Kepemimpinan dalam pendidikan: Model dan implementasi untuk meningkatkan kinerja sekolah. *Maras: Jurnal Penelitian Multidisiplin*, 3(2), 715-722.
- Hadiapurwa, A., Ali, M., Ropo, E., & Hernawan, A. H. (2024). Teacher effort in strengthening student's thinking skill and awareness upon environment conservation: PLS-SEM of Climate Change Education (CCE) study. *International Journal of Environmental Impacts*, 7(1), 111-119.
- Indahri, Y. (2020). Pengembangan pendidikan lingkungan hidup melalui program Adiwiyata (studi di Kota Surabaya). *Aspirasi: Jurnal Masalah-Masalah Sosial*, 11(2), 121-134.
- Irawati, T., Ulpah, M., & Amini, M. (2024). Implementasi pendidikan karakter peduli lingkungan melalui program Adiwiyata di SMP Negeri 1 Mrebet. *Journal of Syntax Literate*, 9(5), 3195-3206.
- Kurniati, Y., & Dafit, F. (2024). Peran guru dalam membina karakter peduli lingkungan siswa di sekolah dasar. *Schoulid: Indonesian Journal of School Counseling*, 9(1), 163-173.
- Mansir, M. A. S., Nurfaidah, S., La Fua, J., & Machmud, H. (2023). Strategi pengelolaan lingkungan hidup di sekolah: Praktik baik sekolah Adiwiyata. *Al-Ta'dib: Jurnal Kajian Ilmu Kependidikan*, 16(2), 75-83.
- Masnawati, E., Mardikaningsih, R., Hariani, M., al Hasani, D. F., Irawan, A. I., & Safitri, S. M. (2024). Strategi kolaboratif dalam pengembangan lingkungan pembelajaran kreatif. *Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat*, 4(2), 49-62.
- May, L. F., & Mamluah, A. W. (2024). Pengelolaan sekolah berbasis lingkungan: Studi pada Sekolah Adiwiyata di SMP Negeri 4 Kota Jambi. *Jurnal Pelita Nusantara*, 2(3), 266-276.

- Moklis, G. M. E. P. M., Nabila, S. L., & Puspikawati, S. I. (2019). Evaluasi pelaksanaan Program Adiwiyata dalam mewujudkan sekolah peduli dan berbudaya lingkungan di SDN Model Banyuwangi. *Jurnal Green Growth dan Manajemen Lingkungan*, 8(2), 63-79.
- Pahru, S., Akbar, S. D., & Hitipeuw, I. (2021). Pelaksanaan program Adiwiyata dalam mendukung pembentukan karakter peduli lingkungan. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 6(1), 119-127.
- Pebriyanti, K., & Kusnadi, E. (2024). Program sekolah Adiwiyata: Membangun perilaku berwawasan lingkungan di SMP Negeri 1 Cisarua. *Wiyata Dharma: Jurnal Penelitian dan Evaluasi Pendidikan*, 12(1), 76-84.
- Pudjiastuti, S. R., Tresnasenjaya, D., Hery, A., Ishak, R. O. A., & Rosidawati, N. (2022). Perilaku hidup bersih dan sehat di MI Uswatun Hasanah Kampung Manceri Ciguded Kabupaten Bogor. *Jurnal Citizenship Virtues*, 2(1), 203-214.
- Puspitasari, Y., Tobari, T., & Kesumawati, N. (2021). Pengaruh manajemen kepala sekolah dan profesionalisme guru terhadap kinerja guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 6(1), 88-99.
- Rahayu, I., Suwarna, A. I., Wahyudi, E., Asfahani, A., & Jamin, F. S. (2024). Pendidikan lingkungan hidup dengan membentuk kesadaran lingkungan dan tanggung jawab sosial di kalangan pelajar. *Global Education Journal*, 2(2), 101-110.
- Rahman, A., Santosa, S., Basyir, M. S., Nur'aini, I., & Arifin, Z. (2023). Implementation of the adiwiyata school in improving the quality of public elementary school education. *Al-Ishlah: Jurnal Pendidikan*, 15(4), 5440-5448.
- Romadhon, R., & Effendi, Y. R. (2025). Transformational leadership: Strategies for creating green environments in Indonesian schools. *Journal of Management World*, 2025(1), 500-511.
- Rushayati, S. B., Hermawan, R., & Ginoga, L. N. (2023). The role of adiwiyata school in the change of students' knowledge, attitude, and behavior towards the environment. *Jurnal Pengelolaan Sumberdaya Alam dan Lingkungan (Journal of Natural Resources and Environmental Management)*, 13(1), 122-128.
- Safira, D., Az-Zahra, N. S., Rahmah, Z. N., Alifia, M., Cinantya, C., & Aslamiah, A. (2025). Kepemimpinan transformasional dalam lembaga PAUD untuk menyongsong pendidikan abad 21. *Harmoni Pendidikan: Jurnal Ilmu Pendidikan*, 2(3), 137-147.
- Said, A. (2018). Kepemimpinan kepala sekolah dalam melestarikan budaya mutu sekolah. *Evaluasi: Jurnal Manajemen Pendidikan Islam*, 2(1), 257-273.
- Sari, N. Y., & Ruja, I. N. (2024). Program Adiwiyata dalam mewujudkan budaya sekolah berwawasan lingkungan di MTsN. *Journal of Innovation and Teacher Professionalism*, 2(3), 235-244.
- Sartibi, M., & Supena, A. (2020). Environmental education in schools: Grounded theory research in Adiwiyata elementary school. *International Journal of Advanced Science and Technology*, 29(6), 1348-1365.

- Simanjuntak, M. H. I. M., Budi, G. S., & Miranda, Y. (2022). Implementasi program Adiwiyata di Sekolah Dasar Santa Maria Kota Palangka Raya. *Journal of Environment and Management*, 3(1), 71-79.
- Suherlan, H., Hidayah, N., Mada, W. R., Nurrochman, M., & Wibowo, B. (2020). Kemitraan strategis antar stakeholder dalam pengembangan Desa Wisata Gubugklakah Kab. Malang, Jawa Timur. *Jurnal Pariwisata Terapan*, 4(1), 59-72.
- Supartini, S., Yuliana, Y., Anderiyani, P., Suhaimi, S., & Sepriyanti, S. (2023). Implementasi manajemen berbasis sekolah di Sekolah Dasar Negeri 5 Belida Darat Kabupaten Muara Enim. *Jurnal Ilmu Administrasi dan Studi Kebijakan (JIASK)*, 6(1), 81-100.
- Suryani, N., & Dafit, F. (2022). Implementasi Program Adiwiyata di sekolah dasar. *Jurnal Ilmiah Pendidikan dan Pembelajaran*, 6(2), 415-423.
- Wahyuni, A. D., & Rigianti, H. A. (2023). Implementasi program Adiwiyata sebagai sarana penanaman akhlak kepada alam peserta didik di SDN Sogan. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 5724-5734.
- Widhoni, A., Pratama, R. A., Meiagriza, R., & Cinantya, C. (2025). Motivasi dan perilaku guru dalam berinovasi (Studi pada Kombel Basamaan SDN Abirau). *Iqro: Journal of Islamic Education*, 8(1), 12-21.
- Wijayanti, A., Hariri, H., Karwan, D. H., & Sowiyah, S. (2021). Principal's strategies in realizing adiwiyata school: A literature review. *Eduvest-Journal of Universal Studies*, 1(9), 841-849.
- Yudianti, O. F. (2020). Penanaman karakter peduli lingkungan melalui program sekolah Adiwiyata. *Jurnal Pendidikan Dasar*, 11(1), 109-117.
- Zava, A. I., Khoiron, K., & Abidin, A. Z. (2025). Manajemen kelembagaan sekolah dalam mencapai prestasi (Studi kasus pada MI Miftahul Ulum Kota Batu dalam mencapai penghargaan sekolah Adiwiyata). *Respon Publik*, 19(7), 11-21.