

IMPLEMENTATION OF THE ADIWIYATA CURRICULUM DURING THE COVID-19 PANDEMIC

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ABSTRACT

The environment plays an important role in supporting human activities. Likewise, during the Covid-19 pandemic, the environment is one thing that needs attention. The issue of environmental management from human interaction, the government's commitment to protecting the environment from pollution and damage through education by developing the Adiwiyata program. The purpose of this study was to determine the implementation of the Adiwiyata curriculum during the Covid-19 pandemic. The method used in this research is qualitative. The data collection technique is in the form of participatory observation. Research setting at SMP Pangudiluhur Sedayu, Yogyakarta, Indonesia. The results of this research are that the SMP Pangudiluhur Sedayu in curriculum development contains two curriculum dimensions, namely: (1) planning and arrangement of objectives, content, and learning materials, and (2) methods used in learning activities contain several components, including components. objectives, content components, method components, and evaluation components.

Key Words: Curriculum, Adiwiyata Program, Covid-19 Pandemic.

1. INTRODUCTION

Human life cannot be separated from interactions with the surrounding environment. Various problems regarding cases of environmental damage are generally caused by humans. Based on Law no. 32 of 2009 article 1 paragraph 2 states that "environmental protection and management is a systematic and integrated effort carried out to preserve environmental functions, which consists of planning, utilization, control, maintenance, supervision and law enforcement". Starting from the problem of pollution and environmental management, the government is committed to protecting the environment from damage through education. To support environmental protection and management in schools, the Ministry of Environment is working with the Ministry of Education and Culture Number 03 / MENLH / 02/2012 and Number 01 / II / KB / 2010 to develop an environmental management program called the Adiwiyata program.

Various countries have made efforts to instill character in future generations to have awareness in preserving the environment. One of the environmental programs that are widely implemented in various countries internationally is green school. Green School is an environmental education program initiated by the European Union and the United States of America in the form of an environmentally friendly development movement. This program aims to create a school environment and school members who are aware of loving the environment

through the creation of a healthy learning environment, waste management activities. During the Covid-19 pandemic, the environment is very important to pay attention to. Protecting the environment is an effort to protect oneself from harm. Facing these problems, of course, various efforts are needed to improve the character of caring for the environment through the provision of education. One of the efforts to improve the character of caring for the environment is through the implementation of the Adiwiyata school program.

According to Iswari and Utomo's opinion (2017: 36) in the journal *Environmental Sciences*, the Adiwiyata program is a comprehensive program involving all stakeholders both in schools and communities to help increase environmental awareness, especially students. In realizing school members who understand the environment, the Adiwiyata program has four components, including: (1) developing a caring and environmentally cultured school policy, (2) developing an environmentally based curriculum, (3) developing participatory-based activities, and (4) management of environmentally friendly supporting facilities (Ministry of Environment and Ministry of Education and Culture, 2011). According to Maryani (2016) the implementation of the Adiwiyata program has two principles, namely: (1) Participatory, all school components must be involved in the whole process which includes planning, implementation and evaluation according to their respective responsibilities and roles and (2) Sustainable, all activities must be done in a planned and comprehensive manner continuously.

One of the junior high schools in Bantul Regency that is implementing the Adiwiyata program is SMP Pangudiluhur Sedayu. Starting from the desire to form and improve environmental care attitudes, the school realizes its role in teaching students about environmental science. In this context, Masruri (2002: 132) states that education is very important to foster environmental awareness. SMP Pangudiluhur Sedayu has a vision in realizing an environmentally friendly school, namely individuals of faith, environmental insight, culture, and superior quality. In preparing for the implementation of an environment-based curriculum, schools also include subjects on environmental education. This is done so that students gain learning experience about environmental protection and management. Based on the background of the problems above, the purpose of this study is to determine the implementation of the Adiwiyata program curriculum.

2.METHOD

The method used in this research is qualitative. The location of the observation was conducted at SMP Pangudiluhur Sedayu, which is a pangudiluhur foundation school, located in a rural area, on Jalan Wates KM 12. In addition, SMP Pangudiluhur Sedayu is one of the junior high schools implementing the Adiwiyata program in Bantul district under the leadership of BLH (Environmental Agency) Bantul Regency. The data collection technique used participatory observation.

The research procedure used in this study is the interactive model of Miles & Huberman, namely:

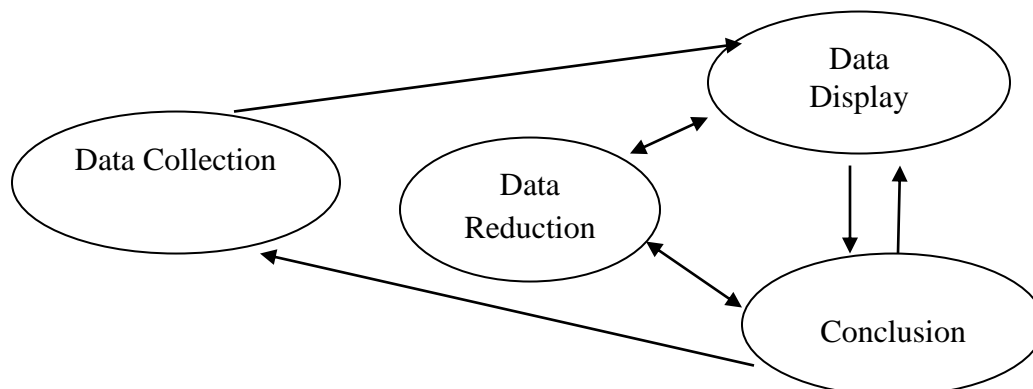


Figure 1. Research Procedure

The steps in this research are described as follows:

1. Data collection, the researcher did by meeting the resource person and then using the observation guide in collecting field data.
2. Data reduction, then the researcher transcribes the data and performs analysis to simultaneously look for research themes and reduce data that is not relevant to this research. This step uses the Atlas.ti software version 8
3. Presentation of the data, the data that has been reduced, then look for the big theme of the research which is then presented in the analysis model.
4. Withdrawing conclusions, the end of the study is to provide a discussion and conclusions on the substance of the implementation of the curriculum based on the Adiwiyata program during the Covid-19 emergency.

3. RESULT AND DISCUSSION

Result

The results of the Adiwiyata curriculum review at PangudiluhurSedayu junior high school, Bantul Regency, have components in the curriculum, namely:

Aspects of Purpose

The vision of SMP PangudiluhurSedayu is a person of faith, environmentally friendly, cultured, and superior in quality.

The mission of SMP PangudiluhurSedayu with regard to the environment is to gradually foster excellence in the quality of education and care for the environment.

The aim of the school is from the aspect of cultural development and the school environment to have gardenization, to maintain a beautiful school environment, to manage waste, to create displays based on Yogyakarta culture.

Content Aspects

The number of subjects in SMP Pangudiluhur is 13 subjects which are divided into 3 groups. Group A (General), Group B (General), Group C (Typical subjects)

Almost all subjects have been integrated into environmental education, including science. RELIGION, English, Indonesian, Javanese.

With an allocation of 3 classes of science subjects (10 hours), Religion (6 hours), English (8 hours) Indonesian (12 hours) and Javanese (2 hours) with a total number of integrated subjects is 38 hours per week.

The extracurricular activities developed by SMP PangudiluhurSedayu for students include: Scout Osis, Konseing services, sports, arts and culture activities, and journalistic activities.

Aspects of the Method

Teachers prefer to use the way to invite students out of class and practice directly, so that they are more concerned and closer to the environment as well as can practice directly. Teacher Gives examples of cases that exist in everyday environments, such as garbage.

Evaluation Aspects

Aspects that are assessed from the learning environment are cognitive and psychomotor learners

Discussion

Schools that care about the environment, of course, must be balanced with insight into the environment. The curriculum is important because it determines the direction, content and process of education (Hasbi & Mahmudah, 2020). One way to increase this insight is by implementing an environment-based curriculum. Environment-based curriculum is a curriculum that contains management and protection of the environment. This is as expressed by Ahmad Fajarisma (2014: 167) that a simple environment-based curriculum can be implemented by delivering environmental material through a varied curriculum to provide an understanding of the environment that is linked in everyday life. Implementation of the curriculum is to increase awareness of school members about environmental education.

Two-dimensional curriculum based on Law no. 20 of 2003 concerning the National Education System, the first is a plan and arrangement of the objectives, content, and learning materials, and the second is the method used for learning activities.

Objective Components

The goals in the curriculum are closely related to the results to be achieved, so they play an important role because they lead to all teaching activities to achieve goals. Syukri (2013: 49) says that one of the main goals to be achieved in environmental education is to help students understand the environment with the ultimate goal so that they have a concern in protecting and preserving the environment. This is in accordance with the school's vision, namely a person of faith, environmental insight, culture, and superior in quality.

The results of observations with the vice principal of the first vision curriculum section are: (1) a person of faith, (2) environmentally friendly, (3) cultured, and (4) superior in quality. In this last vision, to excel in quality, students must have competence and achievements both academically and non-academically when they graduate from PangudiluhurSedayu Middle School in order to be able to compete at the next level.

Content Components

SMP Pangudiluhur implements the 2013 curriculum in grades VII, VIII and IX. The content of the SMP curriculum includes a number of subjects that are taken in one education level for three years starting from grade VII to grade IX. PangudiluhurSedayu Junior High School subjects consist of 12 subjects consisting of groups A, B, and C. Out of 12 subjects in SMP, almost all subjects have included environmental care indicators.

Material regarding environmental insight has been integrated with the subject of learning. Teachers are able to develop issues or problems regarding the environment into learning materials, so that students can practice them in their daily lives. This is as stated in Adiwiyata's (2012: 20) guidebook that educators must be able to develop indicators and research instruments for environmental learning. It aims to have the main concept to instill character and make education more humanizing through programming (KN Widyaningrum & Mahmudah, 2019).

Based on the results of observations and observations made on 12 December 2019, it was found that the subjects at Pangudiluhur Junior High School were integrated into environmental education indicators, namely Science, Religion, English, Indonesian, Javanese. Subjects that have been integrated must be contained in environmental education into the Learning Implementation Plan (RPP) of each teacher.

In addition to many subjects that have been integrated into environmental indicators, at SMP PangudiluhurSedayu students actively carry out extracurricular activities, be it student council, scout, and others. These activities contain more values towards the environment.

Component Method

The method used by the teacher is one aspect that determines the success of a program. This is as expressed by the AP UPI Lecturer Team (2013: 196) which states that one method should not be applied, but teachers must be able to apply various methods so that the learning process takes place pleasantly and achieves the planned goals. Teachers play a very important role in determining the success of realizing students who care and have environmental characteristics and can influence student learning outcomes in the form of moral development

(affective), skill development (psychomotor), and intellectual development (cognitive). This is as expressed by Nana (2009: 3) that learning outcomes in a broad sense include the cognitive, affective, and psychomotor fields. Based on the observation with TS that: Students usually prefer to practice directly outside the classroom, for example making organic waste on biological materials and mutually beneficial interactions between living things ". The teacher always relates the material to local and global issues as well as daily environmental problems such as garbage. Students will also be happy if they are always taken out of class or watching videos instead of just listening to the material.

Evaluation Component

Based on the source, through observations, the teacher has developed student creativity in the learning process both inside and outside the classroom to support the realization of students who care about the environment. the more creativity the teacher teaches to students, the more work the students will produce. The work that has been produced by students will be installed in the LAB IPA room and also in the schoolyard.

Teachers and students also practice directly making a work as a form of learning outcome where the work will be communicated as a form of appreciation from the teacher for students. The observation result with TS That: "the work that the students produce is installed in the Science Lab and also in wall paper, besides that we also want to make compost and then sell it", one of the students I observed added that: "we 67 make piggy banks out of bottles. used and we decorate it, besides that the work in the lesson will be presented in the classroom and also in the glass window ". This component ensures that there is a process so that they can change human behavior in interacting with the environment(Sholekah & Mahmudah, 2020).

4. CONCLUSION

Based on the results of the mini research conducted at SMP PangudiluhurSedayu regarding curriculum development, it can be concluded that curriculum development contains two curriculum dimensions, the first is planning and setting the objectives, content, and learning materials, and the second is the method used for learning activities. contains several components including the objective component, the content component, the method component, and the evaluation component. The recommendation put forward is to increase the cooperation of all school members ranging from school principals, teachers, school committees, parents, students and to cleaners and canteen keepers because all of these have an important role in achieving the success goals of the work program that has been set.

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