

# The Role of School Chief in the Implementation of Management Based on Environmental Education Programs (Adiwiyata Program)

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## ABSTRACT

the role of the principal of SDN Karang Mekar 1 Banjarmasin in implementing school-based management of the adiwiyata program. This school is intended by the City of Banjarmasin Environmental Services Office starting in 2015 managing the Adiwiyata program. This research is descriptive qualitative with data collection techniques from premier and secondary sources in the form of interviews, observation and documentation. Data analysis uses interactive data analysis namely power reduction, data presentation and conclusion drawing. Data validity test is done by triangulation. the results of the study into the first four parts of the principal's role in compiling work plans, secondly the roles of principals implementing work plans, thirdly principals carry out monitoring and evaluation and four factors support and inhibit

**Keywords:** *The role of the principal, implementation of management, school-based management, environmental education, adiwiyata program.*

## 1. INTRODUCTION

In the early decades of the 2000s there had been a change in the system of government from centralized to decentralized. This change has also been welcomed by the administration of education, namely by changing the Republic of Indonesia Law No. 2 of 1989 to the Republic of Indonesia Law No. 2003 of National Education System, where education is initially controlled by the central government and bureaucratic apparatus outside the school.

Change to decentralization is the main goal of changing the national education system, accompanied by education reform towards improving the quality of education. The fundamental change from regional autonomy is the transfer of responsibility for managing education from the government (bureaucracy) to the responsibility of schools in autonomy.

Sonhadji [1] emphasized that education is a process of cultural change in an effort to improve the quality of Indonesian people. To achieve these objectives optimal utilization of HR is needed. One of them is a breakthrough approach to organizational culture, managing educational organizations oriented to organizational success, the approach to the issue of "scientific movement" that the school as an educational organizational structure is the effectiveness of production (prioritizing results).

For this reason, through the Minister of National Education Regulation No.19 of 2007 the Education Management Standards have been prepared consisting of: (1) program planning, namely vision, mission objectives, school/madrasah work plans, (2) implementation of work plans including school/madrasah guidelines, organizational

structure, implementation of activities, student affairs, curriculum and learning, teachers and education personnel, facilities and infrastructure, finance, culture and the school/madrasah environment, (3) supervision and evaluation including supervision programs, self-evaluation, evaluation and curriculum development, evaluation of utilization teachers and education personnel, school/madrasah accreditation, (4) school/madrasah leadership, (5) management information systems and (6) special assessments [1].

Sonhadji [1] emphasized that education is a process of cultural change in an effort to improve the quality of Indonesian people. To achieve these objectives optimal utilization of HR is needed. One of them is a breakthrough approach to organizational culture, managing educational organizations oriented to organizational success, the approach to the issue of "scientific movement" that the school as an educational organizational structure is the effectiveness of production (prioritizing results).

Mulyasa [2] explains that education is one vehicle that plays a role in improving the quality of human resources, so the quality of education must always be improved. In reality, one of the Indonesian people faces the problem of education quality which tends to reach the HDI target in primary and secondary education. For this reason, efforts have been made to implement nationally curriculum changes from KTSP to K13, teacher education and training, books and learning tools, facilities and infrastructure and school management.

School management is one of the three pillars of school-based management. Three things that become the main

emphasis in the implementation of school-based management are school management, standards and community participation. The implementation of school-based management is an effort to improve the quality of school programs. The school development program includes school management, active learning effective and fun (Pakem) and community participation [3].

School management is inseparable from the management of school principals whose transparency and accountability include: (1) financial management, (2) managing the participation of school committees, communities and parents of students, (3) managing teaching and learning activities, and (4) managing the school environment.

Management of the school environment is closely related to environmental damage both on earth has become a central issue of the world in the last 15 years. Floods, landslides, fires, forest destruction, garbage disposal, erosion, routine abrasion. Natural disasters are not only caused by the indigenous and exogenous conditions of the earth, but also because of human activities that exploit the environment. Even lately, there has been a haze disaster. Forests and reforestation plants as the lungs of the world are no longer able to neutralize poisons from the smog. Forest fires and land fires that cause damage to ecosystems, produce haze and drought that recently occurred in Sumatra and Kalimantan, especially in South Kalimantan need to be addressed by all parties.

As a result of the haze, in schools affected by the haze the students were given a mask, but it still did not work so that a number of schools were closed and there were no teaching and learning activities within a few days to avoid the spread of more severe respiratory tract infections because it could lead to at death. Various attempts have been made by the government to overcome forest and land fires, such as fighting fires by spraying water, distributing masks, and carrying out artificial rain.

Another effort that can be done is through education. Therefore, the government seeks to awaken people to be friendly to the environment. In the management of the school environment, in accordance with the Republic of Indonesia Environmental Regulation No. 05 of 2013 schools that care and have an environmental culture The Adiwiyata Program is implemented based on the principles of: (a) educative; (b) participatory; and (c) sustainable. Regional Regulation (Perda) No. 1 of 2017 Kota Banjarmasin on Environmental Management.

School-based management in the adiwiyata program is a form of shared hopes and ideals, so there needs to be collaboration with the community, especially parents of students at the school. Especially with regard to the School Based Management program there needs to be transparency with regard to the administration of schools starting the making of RKS, the development of student learning progress and so on. School transparency can be carried out including: (1) displaying RKS, RKAS, financial reports, KKM subjects by teachers and known to school committees, (2) making school webs on the internet.

Some things that need to be considered and considered to develop transparency and public accountability are as follows: (1) schools need to be open to stakeholders

(students, parents, communities), then schools need to submit information about RKAS planning, implementation of activities and use of resources and costs, (2) each job absolutely requires responsibility and accountability. Schools are responsible to the government or foundation according to the authority and responsibilities outlined.

In fact, most of the education costs come from parents, the community, and schools are responsible to the community to carry out educational and teaching tasks, what has not been done, the weaknesses or strengths, ongoing community assistance and support.

According to the Ministry of National Education (2010: 8) to realize good school management requires school performance in general as follows: First, school management. School data is documented in an orderly, complete, neat, well-stored, and easy to find, there is a clear division of tasks, planning, implementation and accountability are carried out in a democratic, open (transparent) and accountable manner. Second, the physical appearance of the school. The school yard is well-organized, neat, shady, and the walls of the school building are well maintained. Third, educational facilities. Quite a number, well maintained, utilized, and stored properly. Fourth, the development of school culture.

In the aspect of developing school culture, it includes: (a) harmony, there is harmony and coordination in personal and official relationships, mutual respect and support between school members and the community, (b) order, mutually agreed in an orderly and disciplined manner as a means of enhancing school performance, (c) spirit and spirit, there is a spirit and spirit going forward together from the head, teacher, school guard, and students as well as special service officers and stakeholders, school committees, through endless creativity and innovation by empowering management (Total Quality Management), performance problems and targets set on the vision, mission, goals and objectives of the school, and (d) total quality management is developed a quality culture at each stage and aspect through a culture of learning, discipline, working seriously, cleanly and neatly continuously.

School committees and community leaders can better understand what roles they can play in helping schools and can practice them in their duties as members of school committees so that they become more active in assisting schooling in general.

Along with educational reforms inspired by Law No. 22 of 1999 and Government Regulation No. 25 of 2000 concerning regional autonomy, the government provides policies to improve the quality of education at all levels. Public and private education with a school and community based management approach. The principal becomes the leader in managing teachers, facilities and infrastructure, as well as students.

According to Wahjosumidjo, (2006: 431), schools are tasked with organizing educational processes, teaching and learning activities in an effort to educate the nation's life. For this reason, school principals are given the task to lead, roles and responsibilities to successfully empower all school resources to achieve goals in accordance with

situations and conditions, professional skills, administrative competence, and supervision are needed

Professional school principals are people who have an understanding of school problems, and use many strategies. The appointment of the principal is not only from experience (length of time being a teacher), but also professionals in education and work experience. Being a principal for life can't be applied now. The principal has a term of office of 3 to 5 years after which new elections can be made, the old headmaster returns to being a teacher. The aim is to foster a democratic climate in schools, so as to encourage a conducive working climate, the creation of optimal learning qualities to develop student potential [4].

Mulyasa [5] explains the principal is the highest leader in the school. In schools that implement school-based management through school quality improvement, the principal has the role of coordinating, mobilizing, and harmonizing educational resources in schools as a form of vision, mission, goals and objectives to be achieved through planned and gradual programs. Principals must have quality management and leadership insights in order to be able to make decisions and initiatives to improve school quality.

The aim of the adiwiyata program is to strive as a manifestation of the responsibility of school residents in environmental protection and management through good school governance to support sustainable development [6]. To achieve the goal of managing the school environment, school-based education management (SBM) is needed. Handyaningrat [7] explains school-based management is a process of managing people to achieve a goal through planning, organizing, mobilizing, implementing, and supervising by utilizing science and art, in order to achieve the goals set. Environmental program management (adiwiyata) according to Rosdiana, Asmara, and Wahyudi [8], namely programs related to the planning, implementation, and evaluation of environmental programs (adiwiyata).

The principal holds the key to success in improving the quality of graduates. Have the ability, expertise, and skills so that the principal is able to run the school's institutional wheels. The principal must also be able to appear in team leadership (team leadership), together with the deputy headmaster, teachers and other staff. The head of the school and the team must be able to establish communication with the community, manage resources, work with parents and families, and make work policies and practices to produce school achievements, especially student achievement.

## **2. RESEARCH METHODS**

### **2.1 Fundamentals of Infrastructure**

#### ***Development***

This research is a descriptive qualitative research. Bogdan and Taylor [9] define qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. This approach is directed towards the background and the individual holistically (whole). So this should not isolate individuals or organizations into variables or hypotheses, but need to see it as part of something wholeness. Research

on trying to find theories from the ground, is descriptive, is more concerned with process than results. Limiting the study of focus and selecting a set of criteria for writing data validity, the research design is temporary and the results of the study are agreed upon by the researcher and the research subject.

According to Williams; [9] that qualitative writing is the collection of data in a natural setting using natural methods and carried out by people or researchers interested naturally. This definition clearly illustrates that qualitative research prioritizes natural settings, natural methods, and is carried out by people or researchers who have a natural concern.

The purpose of the research entitled is to reveal as much data and information as possible about, namely: the role of the principal in the implementation of school-based management in adiwiyata efforts at SDN Karang Mekar 1 Banjarmasin. The data and information include:

- a. The role of the principal in school-based management in developing adiwiyata program work plans at SDN Karang Mekar 1 Banjarmasin.
- b. The role of the principal in school-based management implements the work plan of the adiwiyata program at SDN Karang Mekar 1 Banjarmasin.
- c. The role of the principal in school-based management carries out monitoring and evaluation of the adiwiyata program at SDN Karang Mekar 1 Banjarmasin.
- d. Factors that support and hinder the school-based management of the adiwiyata program at SDN Karang Mekar 1 Banjarmasin.

The selection of a qualitative approach is based on the consideration that the symptoms in this study are the process of implementing SBM that needs to be done through a study of the behavioral activities of the educational stakeholders involved in it and contextually the program uses local context and design in accordance with the characteristics of the school environment revealed descriptively.

In addition, the approach used is based on the objectives of the SBM program, which is to empower and empower schools through autonomy with schools and encourage schools to make participatory decisions.

In qualitative research, the presence of researchers as far as possible is sought and does not change the atmosphere. With a variety of data collection techniques carried out by researchers as naturally as they are.

### **2.2 Researcher's Presence**

The presence of researchers in the field is highly prioritized in qualitative research, because researchers act as the main instrument as well as collecting research data [9]. Related to this, Bogdan and Biklen (1992) stated that as the main instrument of the researchers themselves who made observations, collected data, visited subjects or informants, and collected the necessary documents. Researchers as well as planners, executors, data collectors, analyze, interpret data and report research results.

The role of researchers in this activity is as participant observer, Spradly; states that there are five types of

participation and the level of involvement in a study, namely: (1) passive participation, low level of involvement, (2) moderate participation, medium level of involvement, (3) active participation, high level of involvement, (4) complete participation, very high involvement, and (5) non-participation, or no involvement.

In relation to the research that will be conducted is moderate participation, because this researcher will actively attend and observe all the activities of managers in carrying out activities throughout the field research process and trying to work closely with the subjects and informants. Thus, all the symptoms of events and the manager's behavior during carrying out the role of the principal in the implementation of school-based management of *adhiyaya* activities at SDN Karang Mekar 1 Banjarmasin can be more deeply observed.

### **2.3 Research Settings**

The study was conducted at SDN Karang Mekar 1 Banjarmasin. The research location is a place for conducting research in exploring data / information needed by researchers.

According to Nugroho [10] distinguishes the research sites into 2 namely in the laboratory and in the field. According to Moeloeng, [9] in conducting research researchers need to be familiar with the background of both open and closed backgrounds. According to Lofland [9], public settings such as public speeches gather in parks, shops, theaters, waiting rooms and hospitals. In an open setting researchers use more observations and less/limited interviews. In a closed setting the relationship between researchers and subjects needs to be more intimate and integrated in order to be able to conduct in-depth observations and interviews.

Researchers have a reason to choose as a research setting with the following advantages considered:

First, SDN Karang Mekar 1 Banjarmasin was made a place of research with the problem of implementing school-based management, among others, as a school under the auspices of the Banjarmasin City Education Office that was quite accomplished. The school has guaranteed independence of being able to manage comprehensively compared to other elementary schools in the vicinity. This school has produced many alumni who are now successful in various fields of life.

Second, at SDN Karang Mekar 1 Banjarmasin implements actual School Based Management practices (in accordance with the concept) and is implemented in all schools including schools under the Education Office. The main principles of avoiding school management tend to be passive and do not involve all school members including the community and school finance are often less transparent. Community participation is limited to the majority of fundraising for schools, not yet involved in school management or supporting teaching and learning activities directly. Under the leadership of the school principal with a number of policies and activities that he manages with teachers and staff, the SDN Karang Mekar 1 Banjarmasin, has *adhiyaya* achievements.

Third, the Principal of SDN Karang Mekar 1 Banjarmasin invites and coordinates the teacher council and all school

members declare SDN Karang Mekar 1 Banjarmasin to make the school environmentally friendly. At Karang Mekar 1 Elementary School, Banjarmasin, a landfill is built. In 2014 SDN Karang Mekar 1 Banjarmasin won second place as an Eco-friendly School at Banjarmasin City level. Fourth, since it was led by the Principal of SDN Karang Mekar 1 Banjarmasin Asmiati, S.Pd. school conditions have been improved, such as making former soil excavation used as ponds for raising catfish and planting galam trees on the edge of ponds, agarwood trees, ironwood, mango, ketapang, mahogany and cape flowers. Upon the success of Antasan Besar SDN 7 Banjarmasin, the Banjarmasin City Environment Agency provided assistance with rubbish bins. Achievements achieved by SDN Karang Mekar 1 Banjarmasin, in 2014 SDN Karang Mekar 1 Banjarmasin won Second Place in the Environment Friendly School at Banjarmasin City Level.

### **2.4 Data Source**

Lofland and Lofland (1984) argued about the primary data source of qualitative research in the form of words, descriptions, and actions obtained through additional data on main and other supporting documents [9].

The data source is a place where researchers obtain data [10]. According to Lofland; [9] states that "the source of qualitative research data is to use words and the rest of the action is additional data such as documents and others". Furthermore Suharsimi [11] states that the data source is an object, thing or person where the researcher observes, reads or asks about data.

Sources of data in the implementation of school-based management implementation in an effort to improve school performance at SDN Karang Mekar 1 Banjarmasin are objects/documents of schools, people, (principals, teachers, administration, parents of students, school committees) and activities relating to the implementation of School Based Management in SDN Karang Mekar 1 Banjarmasin to obtain important information about the implementation of School Based Management (SBM) *adhiyaya* program which is the object of research.

The principal is the source of data because as the coordinator of all programmatic activities planned in the institution, providing infrastructure, personnel and facilities for the role of the principal in the implementation of school-based management towards *adhiyaya* at SDN Karang Mekar 1 Banjarmasin is the right source of data and is responsible for implementation at SDN Karang Mekar 1 Banjarmasin.

Teachers (teachers) with the right data source, who directly feel the principal's policy in implementing school-based management at SDN Karang Mekar 1 Banjarmasin. Parents of students as a source of data for the process of implementing school-based management at SDN Karang Mekar 1 Banjarmasin, can feel the quality of graduates and student achievement in school. The school committee as a source of data in the process of considering school policy making, the role of the principal in the implementation of school-based management at SDN Karang Mekar 1

Banjarmasin, can feel the quality of graduates and the achievements of students at school.

## **2.5 Data Collection Procedure**

Data collection procedure is a way how data can be obtained. Suharsimi [11] states that the method of data collection is the way researchers use to collect data. According to Sugiyono [12] states that data collection can be done in various ways including by observation/observation, interviews, documentation, and the merging of the three. Data collection methods used in this study are:

### **2.5.1 Documentation Method**

The documents used in this study are official documents of the institution/school as physical evidence of the activities that have been carried out in the form of notes, photos of activities, and audio-visual recordings.

According to Moleong [9] research requires analysis of documents using stable sources, having content, encouraging and natural documentation according to the research context.

Through data collection documentation techniques useful to complete the data from interviews and observations (observations) before. Data is analyzed through documents, so data is valid. In qualitative research, document research data as secondary data, while primary data is direct data from the first source of research subjects, participants, or informants (Mantja, 2008: 66).

Documents used as data sources can be used to study, interpret, and predict. Documents can be divided into official documents and personal documents. In this study the document used is the official note document in Karang Mekar 1 Public Elementary School, Banjarmasin. The documents are in the form of: (1) the principal's work program; (2) photos of school activities; (3) minutes of the meeting; (4) list of facilities and infrastructure; (5) and others.

The documentation method is used to examine the SBM program, which is contained in the SBM proposal, the socio-economic conditions of the students' parents, the facilities the school has, and the results achieved by the SBM program such as; UASBN grades, UAS results from various championships, etc. collected in the school profile.

### **2.5.2 Observation Method**

Lofland (1984) said that the main sources in qualitative research are words or actions. Almost all qualitative research experts agree on the existence of 3 main components in data collection, namely interviews, observation and documentation (Gloser and Straus, 1974; Spradly 1980) except Patton (1980) who starts with a check before entering the three techniques above.

Observation method to explore data related to the ongoing implementation of SBM and activities. the results, observations made directly and openly to look at school activities or physical evidence related to the SBM program, for example the process of teaching and learning activities

(KBM) sports activities, the results of holding certain facilities, teacher meetings and so on.

### **2.5.3 Interview Method**

Bogdan and Tailor (Zuhdi, 2008: 73), said that qualitative research interviews were unstructured, not standardized and open-ended.

Interview techniques in this study were used to explore the opinions of several residents inside and outside the school: principals, teachers, administrators, students and school committees in depth towards parents as a source of data on the process of the principal's role in implementing school-based management in an effort to improve school performance at SDN Karang Mekar 1 Banjarmasin, you can feel the quality of graduates and the achievements of students at school, the impact of SBM implementation, and the constraints of SBM implementation.

Interviews are also used by researchers to check other data previously obtained. The results of the researcher's interview can reveal questions related to the following.

- a. The role of the principal in school-based management in developing adiwiyata program work plans at SDN Karang Mekar 1 Banjarmasin.
- b. The role of the principal in school-based management implements the work plan of the adiwiyata program at SDN Karang Mekar 1 Banjarmasin.
- c. The role of the principal in school-based management carries out monitoring and evaluation of the adiwiyata program at SDN Karang Mekar 1 Banjarmasin.
- d. Factors that support and hinder the role of the principal in school-based management of the adiwiyata program at SDN Karang Mekar 1 Banjarmasin.

## **2.6 Data Analysis**

According Suharsimi [11] data analysis is to provide a description of the results of research in accordance with the actual conditions and expressed in a predicate that points to the statement of circumstances, size and quality. According to Mantja (2003: 44) analysis in qualitative research must be done from the beginning of the study.

According to Patton; [13] analysis is the process of organizing and arranging sequences into patterns of themes, or categories so that they can be interpreted. Interpretation or interpretation means giving meaning to the analysis explaining patterns or categories looking for the relationship of various concepts. Interpretation illustrates researchers' perceptions or views of conditions in the field or data obtained from researchers. Researchers must be able to carry out the analysis carefully, correctly and precisely. This interpretation is carried out at the end of the study but is carried out throughout the study since the first researcher tries to understand the data he obtained through observation and interviews by reviewing the data from certain categories. Moeloeng [13] states that the data analysis process includes: data reduction, data categories, and syntaxization. Next, according to Matthew and Michel; [14] data analysis includes 3 activities, namely data reduction, data presentation/disply data, and drawing conclusions / verification.

In this process there are 3 main activities that are interrelated and occur simultaneously namely data reduction, data presentation and drawing conclusions or verification [15]. While the analysis uses interactive model analysis, meaning that it is carried out in an interactive form of the three components.

### **2.7 Checking the Validity of the Data Findings**

Checking the validity of the data is an important one derived from the findings of several criteria, namely the degree of trust (credibility), transferability, dependability and confirmability [9]. Presentation of data is part of the analysis with the intention that the data or information that has been obtained has been arranged in a coherent form, the form can be in the form of a matrix, graph, network or chart.

#### **2.7.1 Trust (credibility)**

Trust (credibility) substitutes for the concept of internal validity of non-qualitative research. Criterion of trust (credibility), carry out the findings (inquiry), so that the level of confidence is achieved degrees of trust in the findings of the study. So prove what has been observed in accordance with the conditions in the field. For the credibility of the results of the study carried out by extension of time, perseverance of observation, triangulation, peer checking, adequacy of references, negative case studies, and member checks [9](Moleong, 2007).

#### **2.7.2 Transferability**

Transferability depends on the similarity of the context of the sender and receiver of the data. Empirically the similarity of context is sought and collected as a process of transferability. The researcher is responsible for providing descriptive data, verifying research data.

#### **2.7.3 Dependency**

Dependency (dependability) or the reliability of quantitative research, repetition of studies is needed as the same conditions so that the results obtained are also the same. So in qualitative research, to obtain reliability is demonstrated by way of replica studies.

#### **2.7.4 Certainty (confirmability)**

Certainty (confirmability) objectivity is certainty. Objectivity or reliable, factual and definite data. So the criterion of certainty (confirmability) of the data obtained can be trusted, factual data and data that is certain. This understanding is used as a basis for the transfer of the understanding of objectivity subjectivity to certainty.

## **3. RESEARCH RESULTS**

### **3.1 The Role of the Principal Compiling the Adiwiyata Program Work Plan at SDN Karang Mekar 1 Banjarmasin**

School work plans in school-based management are made as an important process and get early attention if desired goals can be achieved optimally. In the work plan a number of programs are arranged to achieve the objectives. The

work plan sets out the objectives to be achieved and the strategies and approaches taken to achieve these goals.

Karang Mekar 1 Public Elementary School Banjarmasin is actively developing a school program together with school residents consisting of school principals, teachers and school committees and community leaders. This is consistent with the summary of the results of interviews with the Principal of SDN Karang Mekar 1 Banjarmasin. at the Karang Mekar 1 SDN Banjarmasin office, on Friday 4 November 2019, the following,

"We, together with representatives of the parents, the school committee and the teacher council held a meeting at SDN Karang Mekar 1 Banjarmasin every year to make the school's vision, mission, goals and objectives. The vision is to make a quality, noble and environmentally friendly school. Regarding environmentally friendly schools, it is determined to implement active creative, educative and fun learning (Pakem), improve the performance of school residents, improve the cooperation of school residents in the 7K program, build the school's image as a community partner so that it is reliable. The aim is that students have the maturity of knowledge, skills, noble morals and environmental insight. school residents have a mutual cooperation attitude and have beneficial environmental insights both at school and in the community. "

The role of the headmaster in compiling the work plan for the adiwiyata program at SDN Karang Mekar 1 Banjarmasin was justified by the SDN Karang Mekar 1 Banjarmasin teacher Krisna in the results of the interview in the teacher room at SDN Karang Mekar 1 Banjarmasin, on Monday, November 4, 2019, as follows.

"Yeah right, the principal invited the teachers, the school committee, as well as several community leaders, to discuss the preparation of the school work plan in which it relates to environmentally friendly schools. At the beginning of last year, we were always involved to compile short-term school programs, in the form of annual programs, semester programs, and school revenue and expenditure plans (RAPBS). While the long-term program has been established several years ago along with the vision, mission, and goals of the school. "

The chairman of the Banjarmasin SDN Karang Mekar 1 committee Nuryadi confirmed the great role of the school principal in inviting school residents to draw up a work plan for the adiwiyata program at SDN Karang Mekar 1 Banjarmasin in an interview at his home, on Friday, November 8, 2019, following

"There invited us to a meeting, the principal invited the teachers, the school committee, as well as several community leaders, to discuss the preparation of the school work plan in which it relates to environmentally friendly schools. At the beginning of last year, we were always involved to compile short-term school programs, in the form of annual programs, semester programs, and school revenue and expenditure plans (RAPBS). While the long-term program has been established several years ago along with the vision, mission, and goals of the school. "

The role of the principal in preparing the adiwiyata work plan at SDN Karang Mekar 1 Banjarmasin, namely by involving teachers and school committees by developing

the vision, mission and goals of SDN Karang Mekar 1 Banjarmasin was discussed jointly between the school principal, teachers and school committee. To realize the vision, mission and goals of the aforementioned schools, annual/short, medium and long-term school programs are prepared.

Schools in preparing this program plan must be open to all parties who are stake holders, especially parents and the community (school committee). Clarity, how much is the ability of the school and the government to bear the program and how much the rest must be borne by the school, parents and surrounding communities So the openness of school-based management is related to avoiding difficulties in obtaining funding sources at school.

### **3.2 The Role of School Principals in Implementing SBM Implementing the Adiwiyata Program Work Plan at SDN Karang Mekar 1 Banjarmasin**

The role of the principal in implementing school-based management implements adiwiyata program at SDN Karang Mekar 1 Banjarmasin to realize the vision, mission and goals of the school for the preparation of annual / short, medium and long term programs, School Development Program Plan (RPPS).

The principal's role in implementing the adiwiyata program work plan at SDN Karang Mekar 1 Banjarmasin is based on the results of interviews with the Principal of SDN Karang Mekar 1 Banjarmasin. at the SDN Karang Mekar 1 Banjarmasin office, on Monday, November 4, 2019, the following.

"At the beginning of the establishment of this school, actually the foundation of the green school was started by the Principal of SDN Karang Mekar 1 Banjarmasin. The principal together with the school community did the greening by planting fruits in the form of mangoes and rambutans at the school location which has now bearing fruit several times. Followed by the Principal of SDN Karang Mekar 1 Banjarmasin maintaining and planting a live fence in the form of flowers and areca nut. I continued our activities to save the environment that first instilled awareness in the school community, how to care for the environment. The goal is that the school community really understands the importance of a beautiful environment. "

The role of the school principal in implementing the adiwiyata work plan at Karang Mekar 1 Elementary School in Banjarmasin through cooperation and division of tasks in adiwiyata was confirmed by the SDN Karang Mekar 1 Banjarmasin teacher Krisna, S.Pd in the interview in the teacher room at Karang Mekar 1 Elementary School Banjarmasin, on Friday, 7 November 2019 , the following.

"We got a clear division of tasks, the principal explained a detailed and systematic plan, a program that supported the implementation of the plan, clear rules of play as a role model for school residents to maintain the preservation of the school environment and an effective and efficient quality control system to ensure that agreed targets can be achieved. We together maintain, maintain and care for

plants and the environment to stay beautiful. " (W / Gr / K / 7-9-18.02)

The role of the school principal in implementing the adiwiyata work plan at SDN Karang Mekar 1 Banjarmasin was justified by the SDN Karang Mekar 1 Banjarmasin teacher Taufik Hidayat, S.Pd.I in the interview in the teacher room at SDN Karang Mekar 1 Banjarmasin, on Friday, November 7, 2019, following

"The school principal is assisted by the vice-principal, the teacher and the administration in collaboration. He made a schedule, SK distribution and carry out tasks. Since it was led by the Principal of SDN Karang Mekar 1 Banjarmasin, Banjarmasin City Hermanus, S.Pd., SD., the condition of the school has been improved, such as making former soil excavation used as ponds to nurture catfish and planting salt trees by the pool, agarwood, ironwood, fruit mangoes, ketapang wood, mahogany and cape flowers. Upon the success of Antasan Besar SDN 7 Banjarmasin, the Banjarmasin City Environment Agency provided assistance with rubbish bins. Achievements achieved by SDN Karang Mekar 1 Banjarmasin Banjarmasin City, in 2014 SDN Karang Mekar 1 Banjarmasin Banjarmasin City won second place in an environmentally friendly school at Banjarmasinind City level and won 1st place in 2017. "(W / Gr / D / 7-9-18.03)

The role of the school principal in implementing the adiwiyata work plan at SDN Karang Mekar 1 Banjarmasin through cooperation and division of tasks and inviting parents to get involved in adiwiyata was confirmed by the Committee of SDN Karang Mekar 1 Banjarmasin Nurhadi in the results of his interview at his home, on Sunday, November 9, 2019, as follows.

"Parents are always involved in adiwiyata activities, for example we are asked to give flowers to plant seeds, ask for donations from parents voluntarily and not force. In fact, we usually provide energy assistance to work together on certain days such as Sundays or holidays in the greening and fence building for school protection. "(W / Kom / N / 7-9-18.04)

The principal's role in implementing the adiwiyata work plan at SDN Karang Mekar 1 Banjarmasin in school-based management starts from the principal's conceptor through cooperation and division of tasks and invites parents to get involved in adiwiyatadibirm Parents of SDN Karang Mekar 1 Banjarmasin Saniyani in interviews, at home which is not too far from SDN Karang Mekar 1 Banjarmasin, on Sunday, November 9, 2019, below.

"The initial drafter or groundbreaking environmentally friendly school was conducted by the Principal of SDN Karang Mekar 1 Banjarmasin Banjarmasin City, Lasno, S.Pd.I. He invited the school community to be assisted by parents and the community by planting protective trees such as galam wood, shrubs, forest banyons, palm trees and others. In 2009, SDN Karang Mekar 1 Banjarmasin Banjarmasin City so that during the leadership of Lasno, S.Pd.I was awarded as an environmentally-friendly school given by the Minister of National Education of Indonesia which was handed over by Prof. Dr. Bambang Sudibyo, MBA. " (W / Or / N / 7-9-18.05)

Based on the results of the interviews it was obtained a description of the role of the principal implementing the adiwiyata work plan at SDN Karang Mekar 1 Banjarmasin carried out through together with the school community to do the greening by planting fruits in the form of mangoes and rambutans at the school location. The previous headmaster as the base layer of an activity, continued by the school principal in the next period on an ongoing basis, while still inviting the participation and participation of the community, parents and school committee. The head of the school is assisted by the vice principal, the teacher and the administration in cooperation.

The school principal made a schedule, the assignment decree and according to the role of each school condition were improved, such as making the former excavated land used as a pond for raising catfish and planting galam trees on the edge of the pond, agarwood tree, ironwood, mango, Ketapang wood, mahogany and cape flowers. Upon the success of SDN Karang Mekar 1 Banjarmasin, the Banjarmasin City Environment Agency provided assistance for trash bins and in 2017 was designated an adiwiyata school.

The principal also assigns a school caretaker who is also tasked with maintaining. Activities (maintenance) include various aspects that can be categorized into 4 activities, namely: daily routine maintenance, repairs of newly completed buildings, replacement of valuable parts of a building, and completing buildings according to technological progress.

Simply stated, maintenance can be clarified into 2 types, namely: routine maintenance and remedial maintenance / repair. Routine maintenance is maintenance that is carried out at certain intervals to maintain the park and the environment in the desired conditions: sweeping the road, watering, fertilizing, and replacement of flowers.

In routine maintenance it is very important to determine the maintenance cycle. The usual maintenance cycle is determined based on sufficient physical data and equipment in the form of documentation, maintenance manuals or experience records in previous maintenance work. In the maintenance program plan, if the activity cycle has been determined, then the type of work and budget can be immediately created.

Remedial maintenance is maintenance that can be caused by accidental damage. Can occur due to collisions, natural disasters, maintenance schedules can occur and this can result in damage to tree parks. Failure to choose a tree and plant it properly. In this case the factors of tree selection and planting method are closely related. Examples of errors in tree selection, so that trees do not live do not grow perfectly. The school principal also stipulates Friday and Saturday after the first break with an hour duration for mutual cooperation activities with PLH (environmental preservation) subjects during, where students and teachers work together to carry out cleaning, greening and environmental preservation activities around the school.

The principal together with the teacher council compiled an environment-based curriculum and also carried out participatory-based environmental activities, especially from parents of students, school committees, the

government, the private sector, and the community around the school. The implementation of participatory-based environmental activities aims at optimally participating school residents to maintain the school environment, land use and school facilities by residents according to the LH protection rules.

The principal directs extracurricular activities carried out based on participatory environmental activities, develops extra-curricular activities in accordance with environmental protection and management efforts, follows environmental action activities carried out by outsiders, among others: environmental research, healthy school competitions (UKS) , planting trees, cleaning activities, drawing competitions, other environmental actions that are participated in groups / individually, establishing partnerships in the framework of environmental protection and management with various parties (community, government, private sector, media, other schools) in the form of activities : utilizing resource persons to improve environmental learning.

### ***3.3 The Principal's Role in Implementing SBM Carrying out the Adiwiyata Program Monitoring and Evaluation at SDN Karang Mekar 1 Banjarmasin***

Implementation of the implementation of school-based management (SBM) the role of the principal also monitors and evaluates the adiwiyata program at SDN Karang Mekar 1 Banjarmasin by involving the participation of school residents in the form of supervision of the implementation of activities that have been arranged by the school. General supervision is assigned to the adiwiyata program coordinator. The adiwiyata program coordinator is tasked with going around the school area every morning, checking and recording dead plants, immediately replacing new plants from dead plants, checking the activities of students who clean the yard and organizing students who work in the park.

Based on the results of interviews with the Principal of SDN Karang Mekar 1 Banjarmasin Hermanus, S.Pd.SD at the office of SDN Karang Mekar 1 Banjarmasin, on Monday, November 17, 2019, the following is stated.

"We conduct evaluations and monitoring by giving assignments to students to carry out activities related to Adiwiyata. Where each homeroom teacher reports every semester, while daily reports are only submitted verbally. In monitoring it also involves the school committee, making it easier for daily supervision, we as the principal are directly involved because the coverage area is approximately 6000 m<sup>2</sup>" (W / KS / H / 17-9-18.01)

The role of the principal also monitors and evaluates the implementation of the school-based management (SBM) adiwiyata program at SDN Karang Mekar 1 Banjarmasin by involving the participation of school residents. in the form of supervision of the activities that have been arranged by the school. General supervision was assigned to the adiwiyata program coordinator. Following the results of the interview with the Karang Mekar 1 SDN Banjarmasin teacher Kristin, S.Pd, at the Karang Mekar 1 SDN

Banjarmasin teacher, on Monday, 17 November 2019, as follows.

"Yes, we are all involved by the school principal in evaluating each activity. At the end of the school year also evaluated, the actions taken by the principal called the subject teacher and coordinator Adiwiyata, then he asked the difficulties experienced by each coordinator. If something doesn't work, then another coordinator will help" (W / Gr / K / 17-9-18.12).

The role of the principal also monitors and evaluates the implementation of the school based management (SBM) adiwiyata program at SDN Karang Mekar 1 Banjarmasin by involving the participation of school residents in the form of supervision of the implementation of activities that have been prepared by the school. General supervision is assigned to the adiwiyata program coordinator. The following are the results of an interview with Banjarmasin Karang Mekar 1 Elementary School Teacher Taufik Rahman, S.Pd.I in the teaching room of Karang Mekar 1 Elementary School Banjarmasin, on Monday, 17 November 2019.

"Controlling the adiwiyata program at school, the principal conducts coaching with colleagues, on Saturday the community service, in a monthly meeting, is inserted about the duties and obligations of teachers in the adiwiyata program, he controls the teachers who are tasked with visiting other schools. For this reason, sometimes school principals go directly to supervision every day in cleaning and greening activities at school. Even though there is a coordinator and adiwiyata team, the principal continues to supervise. Supervision conducted by him include waste disposal, sorting, utilization, if it is not used every Saturday sold to the garbage bank. The money from the sale is used for students and class needs. (W / Gr / D / 17/9 / 18.03)

The role of the school principal also monitors and evaluates the implementation of the school-based management (SBM) adiwiyata program at SDN Karang Mekar 1 Banjarmasin by involving community participation, confirmed by the chairman of the Nuryadi Committee, who was met at his home on Sunday 23 November 2019 in the following interview.

"Yes, there is indeed a principal asking us from the committee management through the coordinator adiwiyata to help supervise (monitor) environmental management activities. I will walk around the school area every morning, check and record the dead plants, immediately replace new plants from dead plants, check the activities carried out by the company around the school. If it is found that there is still rubbish thrown away, we will help clean up the yard and can report to the principal or teacher to arrange students who work in the park." (W / Kom / N / 23/9 / 18.03).

Based on observations, the principal plays a role in monitoring and evaluating the homeroom teachers. Homerooms from class I to class IV in charge of supervising students in their respective classes in terms of cleanliness, garbage disposal, and the use of waste into items that can be recycled. Each class teacher records in the cash book the results of the sale of garbage from the garbage bank, supervises every morning 5 minutes before 07.30 students pick up trash, watch students clean the class, and pick up

trash in the yard. Adiwiyata's coordinator and homeroom teacher oversee the quarterly activities of mutual cooperation carried out by students. Oversee every Clean Friday, by arranging for the distribution of one-third of students to sweep in class, to clean on the classroom terrace and school yard.

Between school and parents are very concerned about the environment, because of their background, environmental culture at home, they feel disturbed by the presence of waste from factories around the school. The principal motivates through the parents of students and administrators of the school committee who are invited to the school. Done seeing what programs are not yet running. With the homeroom teacher. Not yet made a report, the teacher and class teacher are given a gift. One teacher is given a charter and a trophy.

The role of the principal in evaluating and monitoring the adiwiyata program based on document data can be seen from the monitoring and supervision instruments, including assessing the learning plan of the adiwiyata program, the teacher formulating learning objectives in the lesson plan in accordance with the curriculum / syllabus and paying attention to environmental insight, implementing active learning activities and effective starting from preliminary activities, core activities and closing learning activities, and learning assessment.

### ***3.4 Factors that Support and Hinder the Role of School Principals in the Implementation of the Adiwiyata SBM Program at SDN Karang Mekar 1 Banjarmasin***

Factors that support and hinder the role of school principals in the implementation of the SBS adiwiyata program at SDN Karang Mekar 1 Banjarmasin, among others due to limited funds, natural conditions: temperature, weather, soil conditions, natural damage due to environmental pollution from mining companies and timber companies operating in around school.

Based on the results of interviews with the Principal of SDN Karang Mekar 1 Banjarmasin Hermanus, S.Pd. SD. in the Karang Mekar 1 SDN Banjarmasin office, on Monday, November 17, 2019, the following was stated.

"All teachers at SDN Karang Mekar 1 Banjarmasin, support the policies that have been adopted by the school principal, although they are still wiyatabakti, teachers are very supportive of the work program created, because the making of the work program involves the teacher, so the teacher feels responsible in implementing it. The obstacles include the city of Banjarmasin, including tropical and humid climates with temperatures between 26.5-227.5 degrees Celsius, temperatures reaching 32.5 degrees Celsius and a minimum of 22.9 degrees Celsius. The relative humidity of the air is relatively high with an annual average above 80%. In the city of Banjarmasin, on average they get more than 50% of the sun's irradiation and the dominant soil types are peat and alluvial soils, river sediment so that these conditions sometimes become a barrier to greening activities. Poor drainage conditions

sometimes cause tree planting to fail. "(W / KS / H / 17-9-18.01)

As the supporting and inhibiting factors in the implementation of school-based management experienced by school principals, the factors supporting and inhibiting adiwiyata in SDN Karang Mekar 1 Banjarmasin stated by the Head of SDN Karang Mekar 1 Banjarmasin Hermanus, S.Pd.SD, justified by SDN Karang Mekar 1 SDN teachers Banjarmasin Krisna, in the teaching room of Karang Mekar 1 Public Elementary School Banjarmasin, on Monday, November 17, 2019, was stated below.

"Supporting factors are the close cooperation and kinship among school residents. Our first activity to save the environment was that the headmaster succeeded in instilling awareness in the school community, convincing the government to get the help of energy and ideas from the Banjarmasin City Environment Agency, about how to preserve the environment. So supporters: the school community really understands the importance of a beautiful environment. Some inhibiting factors stem from limited funds and come from nature itself. " (W / Gr / K / 17-9-18.01)

As the supporting and inhibiting factors in the implementation of school-based management experienced by school principals, the supporting and inhibiting factors in adiwiyata in SDN Karang Mekar 1 Banjarmasin as stated by the Principal of SDN Karang Mekar 1 Banjarmasin Hermanus, S.Pd.SD, were confirmed by the Committee Chairman Nuryadi, who met at his home, Sunday, November 23, 2019 in the following interview results.

"Various factors supporting school principals in the implementation of school-based management, Hermanus in his leadership at SDN Karang Mekar 1 Banjarmasin can be grouped into two, namely supporting factors within the school, and supporting factors coming from outside the school. There are supporting factors such as teacher factor, factor of infrastructure, staff, and students who are full of enthusiasm. While external supporting factors are the support from the Education Office, the Office of the Environment, community leaders, parents of students, and administrators of the school committee. "(W / Kom / N / 23-9-18.04)

As stated by the committee chairman, the supporting and inhibiting factors in the implementation of school-based management experienced by the school principal, the supporting and inhibiting factors in adiwiyata in SDN Karang Mekar 1 Banjarmasin were stated by parents of Tahai Baru Elementary School students, Saniyani who was met at her home, Sunday, November 23 2019 in the following interview results.

"Various supporting factors for school principals in the implementation of school-based management, Hermanus in the leadership at SDN Karang Mekar 1 Banjarmasin can be grouped into two, namely supporting factors within the school, and supporting factors coming from outside the school. There are supporting factors such as teacher factor, factor of infrastructure, staff, and students who are full of enthusiasm. Whereas external supporting factors were support from the Education Office, the Office of the Environment, community leaders, parents of students, and

administrators of school committees. The obstacles were, among others, the City of Banjarmasin including tropical and humid regions with temperatures between 26.5-27, 5 degrees Celsius, the temperature reaches 32.5 degrees Celsius and a minimum of 22.9 degrees Celsius. The relative humidity of the air is relatively high with an annual average above 80%. The dominant soil types are peat and alluvial soils, river sedimentation, poor drainage conditions which sometimes cause tree planting to fail. " (W / Or / S / 9-9-18.05)

Based on observations that support the implementation of school-based management in the role of school principals in realizing adiwiyata, all teachers at SDN Karang Mekar 1 Banjarmasin support the policies that have been made and implemented by the school principal. The activeness of PNS teachers is also followed by non-permanent teachers, even though they are still with the status of devotion, teachers are very supportive of work programs that are created, implementation, maintenance and supervision, they feel partly responsible for their implementation.

Other supporters also came from the Banjarmasin City Environment Agency, the Education Office. the principal gives input to the government's discretion. The results can be seen from the increase in student learning achievement, all teachers support, even though teachers who are still active in the form of voluntary service and work programs that have been made, teachers here are happy to support adiwiyata activities.

Other supporters in the form of facilities and infrastructure such as a good school building on a land area of 6,000 m2, with a fairly large yard, and other equipment that are all suitable for use in the teaching and learning process, in addition to that the school already has laboratory facilities, a library and a pretty good learning media, even already have some props in the form of multimedia.

The students of SDN Karang Mekar 1 Banjarmasin are also innocent, have not had much influence from outside, so that the teachers are easier to give lessons, and most students are still obedient, so that this is a good asset and very supportive in the learning process, want invited to work together and with enthusiasm they carry out cleaning actions, planting trees to preserve the environment.

Based on documented data on the achievements of SDN Karang Mekar 1 Banjarmasin in 1983 up to 2017, a number of achievements were achieved at SDN Karang Mekar 1 Banjarmasin at the sub-district, district and provincial levels. Especially since the determination of SDN Karang Mekar 1 Banjarmasin as an environmentally friendly school, the achievements achieved by adiwiyata have made an encouragement for the big family of SDN Karang Mekar 1 Banjarmasin.

## 4. CONCLUSION

### 4.1 *The Role of School Principals in the Implementation of School Based Management in Preparing Work Plans for the Adiwiyata Program at SDN Karang Mekar 1 Banjarmasin.*

- a. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision making invites teachers, parents and school committees to participate through meetings that can foster awareness about community participation in work plans to advance schools towards adiwiyata.
- b. Head of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision-making program to carry out meetings in the new school year that compiles work plans: vision, mission, goals, objectives and school development program plans (RPPS), short-term programs, a medium-term program, a long-term program by the school principal and the teacher council.
- c. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision making invites community leaders, government elements both the Education Office and the Office of the Environment to discuss activities that will be held at meetings held by the adiwiyata program work plan.
- d. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision-making holding a joint meeting between teachers, school committees and community leaders in every activity that will be carried out to meet the school's adiwiyata competition plan.

### 4.2 *Principals Implement School-Based Management in Adiwiyata Work Plans at SDN Karang Mekar 1 Banjarmasin*

- a. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as participatory decision-making on the results of meetings between students' parents, school committees, the Office of Education and the Office of the Environment to make a decree on the division of adiwiyata programs at SDN Karang Mekar 1 Banjarmasin.
- b. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school based management (SBM) the principal as a participatory decision making empowering the surrounding community made details of the targets for achieving successful adiwiyata activities at SDN Karang Mekar 1 Banjarmasin.
- c. The Principal of SDN Karang Mekar 1 Banjarmasin invites the committee in the

implementation of school-based management (SBM) as a participatory decision making to realize independence in making APBS for cultivation and the environment, complementing the cleanliness and beauty-oriented infrastructure of adiwiyata at SDN Karang Mekar 1 Banjarmasin.

- d. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school based management (SBM) as a participatory decision making invites the teacher council to compile an environment-based curriculum. The teachers implemented K13, made lesson plans, local content and self-development with students carrying out environmental development and greening at SDN Karang Mekar 1 Banjarmasin.
- e. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision making empowering the teacher council and all students carrying out mutual assistance activities through scheduling cleaning, planting, and maintenance action activities on Friday and Saturday for 2 lesson hours at SDN Antasan Big 7 Banjarmasin.
- f. Head of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as participatory decision-making, inviting community participation and participation, parents and school committees greened by planting fruits in the form of mangoes and rambutans at SDN Karang Mekar 1 Banjarmasin.

### 4.3 *School Principals Implement School-Based Management in the Monitoring and Evaluation of the Adiwiyata Program at SDN Karang Mekar 1 Banjarmasin*

- a. Head of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision-making process for the guardians of class I to class VI who oversee students in their respective classes both hygiene, garbage disposal and the use of rubbish into recyclable goods in SDN Karang Mekar 1 Banjarmasin.
- b. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision-making assigning a homeroom teacher to record cash books from the sales of garbage banks, supervise every morning 5 minutes before 07.30 students pick up trash, watch students clean the class, and take rubbish in the yard of SDN Karang Mekar 1 Banjarmasin
- c. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision-making assigning adiwiyata coordinator and homeroom teacher supervising the activities of three months of mutual cooperation carried out by students.

- Oversees every Clean Friday, by arranging for the distribution of one third of students to sweep in the class, to clean on the porch of the classroom and the yard of SDN Karang Mekar 1 Banjarmasin.
- d. The Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision making invites parents and administrators of the school committee invited to SDN Karang Mekar 1 Banjarmasin to care about the environment of the SDN Karang Mekar 1 Banjarmasin school.
  - e. The Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision maker asks the Department of Environment and the school committee to carry out supervision, replace damaged plants, report successes or failures in environmental maintenance activities SDN Karang Mekar 1 Banjarmasin.

#### ***4.4 School Principals Implement School-Based Management in the Monitoring and Evaluation of the Adiwiyata Program at SDN Karang Mekar 1 Banjarmasin***

- a. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision making with the council of teachers to make monitoring and supervision instruments adiwiyata SDN Karang Mekar 1 Banjarmasin detailed for evaluation of learning objectives (RPP), curriculum implementation, PAKEM learning and assessment environmentally learning learning.
- b. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision-making division of tasks between class-I to grade-6 parents who supervise students in their respective classes in terms of cleanliness, waste disposal and waste utilization into items that can be recycle.
- c. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision-making assigning a homeroom teacher to record cash books from the sales of garbage banks, supervise every morning 5 minutes before 07.30 students pick up trash, watch students clean the class, and picking up trash in the yard.
- d. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision-making assigning adiwiyata coordinator and homeroom teacher supervising the activities of the three months of mutual cooperation carried out by students. Oversee every Clean Friday, by arranging for the distribution of one-third of

students to sweep in class, to clean on the classroom terrace and school yard.

- e. The Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision making invites parents to care about the school environment. The principal motivates through the parents of students and administrators of the school committee who are invited to the school.
- f. Principal of SDN Karang Mekar 1 Banjarmasin in the implementation of school-based management (SBM) as a participatory decision-making making monitoring and supervision instruments, including assessing adiwiyata program planning that is teachers formulating learning objectives (RPP), environmentally oriented curriculum, PAKEM learning and learning assessment.
- g. Principal of SDN Karang Mekar 1 Banjarmasin in implementing school-based management (SBM) as a participatory decision-making request for assistance from the Department of the Environment, and the adiwiyata coordinator, teachers and school committees carry out supervision, replace damaged plants, report success or failure in environmental maintenance activities.

#### ***4.5 Factors that Support and Hinder School Principals in Implementing School-Based Management Adiwiyata Program at SDN Karang Mekar 1 Banjarmasin***

The role of the principal in the implementation of school-based management aspects of the supporting factors in the adiwiyata program is that all teachers at SDN Karang Mekar 1 Banjarmasin viz.

- 1) The policies that have been made and implemented by school principals followed by the activeness of PNS teachers are also followed by non-permanent teachers, although they are still wiyatabakti, teachers are very supportive of the work programs that are made, implementation, maintenance and supervision, they feel partly responsible for the implementation.
- 2) The school principal has the support of the Banjarmasin City Environment Agency, the Education Office through the advice and opinion of the school principal who provides input to government policy.
- 3) School principals have the support of participating teachers and all students by showing the results of improved student achievement.
- 4) The school has facilities and infrastructure such as a good school building on a land area of 6,000 m<sup>2</sup>, with a large enough yard, as well as other equipment which are all suitable for use in the teaching and learning process, besides that the school already has laboratory, library and media

facilities pretty good learning, even already has some visual aids in the form.

- 5) Students at SDN Karang Mekar 1 Banjarmasin are also innocent, there are not many external influences, so that teachers are easier to give lessons, and most students are still obedient, so that this is a good asset and very supportive in the learning process, they want to be invited to work together and with enthusiasm they carry out cleaning actions, planting trees to preserve the environment.
- 6) Another supporting factor in the form of funding, which comes from the active participation of the very people of Banjarmasin, is mostly not concerned about funds to help the needs of the school, so that it strongly supports all school activities, even some residents who are willing to become donors provide adiwiyata assistance.

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