



# Environmental Education Policy Implementation Through Participatory Environmental Activity Based in Senior High School (SMA) 2 Pati, Central Java, Indonesia

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People's dependency on natural resources is still very high. Natural resources are used to meet the needs of food, clothing, fuel, shelter, and many other utilization. Negative behavior of natural resources utilization has led to environmental degradation in some places. Low levels of education about the environment also triggered the environmental damage. Environmental damage which continues to occur must be reduced and even has to be stopped. One way to solve environmental problems is by announcing knowledge about the environment in schools. The purpose of this study is to investigate the implementation of

participatory based environmental activities at SMA 2 Pati, IP, Central 182, Java 255, Province 1.40n.

Mon This research 29 Oct was 2018 conducted 07:11:57 using qualitative descriptive

method by data collection techniques with interviews, American observation, Scientific and Publishers documentation. The result showed that the SMA 2 Pati has involved all the school community in school activities, involving students, teachers, staffs, and general affairs personnel in the conduct of the school environment. Among the activities carried out are the garbage sorting, school park maintenance, and the creation and maintenance of catchment hole (biopori). This research recommends that the implementation of environmental education policy through participatory based environmental activity at SMA 2 Pati needs to be intensified by adding more partnership with the communities outside the school in order to increase the knowledge of environmental activities and school communities active participation. Therefore, increase the environmental awareness as well.

**Keywords:** Implementation, Environmental Activities, Environmental Education, Participatory.

## 1. INTRODUCTION

Environment is a place for people to do various activities. In the environment, man seeks to meet all the needs of everyday life so that there is a tendency to exploit the environment on daily basis.<sup>1</sup> Good and bad environmental conditions depends on the attitude and behavior that is owned and carried out by people. If that various activities are not being balanced with another activities which are environmental friendly, we can assume that this will accelerate the environmental degradation process. Going hand in hand with the behavior of some people who tend to use natural resources with environmental awareness, various efforts must be continued to be done to change people's behavior to be more concerned and civilized about the environment. One is through the process of environmental education.<sup>1</sup>

Environmental education was first formulated by the International Union for Conservation of Nature (IUCN/UNESCO) of

1970, it is said that environmental education is a process for identifying values and explain the concept in order to develop the skills, attitudes necessary to understand and appreciate the relationship reciprocal relationship between people, cultures, and environments rough terrain. Environmental education also need practice in decisions making and formulate its own behavior regarding the environmental quality issues.<sup>2</sup> The UNESCO convention result in Tlibisi 1977 stated that environmental education is a process that aims to create a global community with a concern for the environment and its related issues, as well as having the knowledge, motivation, commitment, and skills to work, both individually and collectively in seeking alternative or provide solutions to environmental problems that exist now and to avoid environmental problems recently.<sup>5</sup> The environmental education comprehension provides further understanding that, apparently, environmental education is an effort to change lifestyle or behavior which is aware with the environment. This indicates that the international community's attention to changes in human

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attitudes and behavior towards the environment through environmental education sector is very high.<sup>1</sup>

In the process, countries in the world have also participated in the environmental education implementation through various programs. Indonesia is one country that is implementing environmental education programs through Adiwiyata program. Adiwiyata program is a collaboration between The State Ministries of Environment and Ministry of Education and Culture, which began in 1996. The program aims to actualize that entire school community is responsible for the environment protection and management through good governance to support sustainable development. This program was followed by schools ranging from elementary school to high school. One of the components of this program in supporting environmental education in schools is through participatory-based environmental activities policy.<sup>3</sup>

The purpose of this study was to find out the implementation of environment education policy through participatory environmental activities based in SMA 2 Pati.

## 2. MATERIAL AND METHODS

### 2.1. Research Sites

The research was conducted in July–August 2016 held at SMA 2 Pati, Ahmad Yani Street No 4 Pati, Central Java Province, Indonesia.

### 2.2. Research Methods

The method used in this study is qualitative. While the data used are primary data and secondary data.<sup>3</sup> Primary data were obtained using survey techniques and field observations, while secondary data obtained by the study of documentation.<sup>3</sup>

## 3. RESULTS AND DISCUSSION

From the research that has been done can be seen that the environmental education through participatory based environmental activities policy on SMA 2 Pati done by involving all school communities including teachers, students, staff, and general affairs personnel. These activities include:

1. Conducting planned environmental protection and management for the school community.

School is the place of teaching and learning process. In order to support these activities, SMA 2 Pati has developed some of the infrastructure that aims to achieve maximum results in learning activities, including the addition of classroom buildings, green house, class gardens, sinks and fish ponds. In order for the infrastructure to function properly, the entire school communities association is required in protecting and managing the infrastructure which is useful in providing comfort to the learning process.

2. Establish partnerships with the parties for the purposes of protecting and managing the environment

Partnerships are an important part in the school environmental protection and management. SMA 2 Pati has also established partnerships with stakeholders, both private sector and government agencies related to environmental protection and management. Education policy environment through participatory-based environment is in addition carried out by internal school community but also provides an opportunity for parties outside the school in an effort to protect and manage the environment.

Environmental education policy through participatory-based environmental activities on SMA 2 Pati which was undertaken by the school community are expected to be continued so that they are able to form the character of the school community to be more concerned to the environment.

From the results of these studies indicate that the planned environmental protection and management activities for the school community have been done well, in example:

1. Building and the school environment maintenance by the school community, including the class sanitation schedule, the an hour lesson allocation on Saturdays which are specialized to environmental clean-up activities of the school, the class hygiene competition, the class gardens maintenance by each classes, the maintenance and the addition of catchment hole (biopori), and the obligatory activity to sort out garbage by each school community. With the schedule that has been agreed in the activities of taking care of the building and the school environment will be well-planned in an effort to the school environmental protection and management.

2. Land and school facilities usage according to the environmental protection and management rules, by performing the making of green open space in an area that has not been used, a green house, making ponds of fish, and organic waste (compost) manufacturing management. Land management and school facilities are not only done by the school janitor, but done well by the other citizens of the school i.e., the students and teachers.

3. Carry out the activities of environmental action which are undertaken by parties outside the school, these activities are incidentally performed by utilized environmental events held by parties outside the school. Among them are: participated in the green

free day event, planted mangrove trees in the affected coastal sea water abrasion along with other nature lovers community.

4. Students character development activities through extracurricular activities at school such as the scouts, youth red cross, scientific papers, and nature lovers that aims to develop the school safeguards and environmental management. Extracurricular activities are more focused on love and awareness for the environment so that they can create the character of students who are environmental civilized.

5. Activities related to the school community creativity. These activities were carried out by recycling waste to be used as souvenirs such as used plastic bags, plant pots made from bottles of mineral water. The results of these activities have been exhibited in exhibition events with an environmental theme with the hope to transfer the knowledge to the general public to utilize waste in order to be useful. In addition, the craft activities by utilizing the waste are intended to reduce plastic waste landfill which is discarded into the environment. These activities encourage every citizen of the school in order to be productive and more innovative in managing waste in the school environment.

As for the activities to establish a partnership with the parties for the purposes of protecting and managing the environment also has done well by the citizens of the school SMA 2 Pati, which are:

1. Inviting some keynote people from outside the school to enhance the learning environment, this activity is conducted by inviting some people from relevant agencies, such as the Environmental Agency of Pati Regency, who promoted the importance of protection and environmental management.

2. Inviting other schools to participate in implementation of environmental education based on participatory environmental activities by all citizens of their school. This activity is carried out by socializing and transfer the knowledge about environmental activities that have been implemented in SMA 2 Pati. From the interviews information has been obtained that some schools have decided to commit to conducting this participatory-based environmental activity.

3. Establish communication with the parents of student, by providing information on any environmental activities undertaken by the students so that the parents can be expected to support each of these activities.

#### 4. CONCLUSION

From the results of research on environmental education policy through participatory-based environmental activities in SMA 2 Pati, Central Java, it can be concluded that the implementation of the policy of environmental education has been going well,

but still needs improvement in communication and socialization to all people in schools about the urgency of protecting the environment at the school in order to make all communities at the school to be more concern and environmental civilized.

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